



LMU

Lincoln Memorial University

Strategic Plan
2025-2030

Annual Progress Report
2024-2029

Part One

Strategic Plan 2025-2030

Strategic Planning Process

Lincoln Memorial University is committed to conducting its educational mission within the context of sound strategic planning. Accordingly, the strategic planning process for the University includes the following:

- Commitment from the President and Board of Trustees.
- Broad-based participation at all institutional levels.
- An integrated planning, budgeting, and assessment schedule.
- Compliance with Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) requirements.
- Identified institutional priorities.
- Utilization of sound institutional effectiveness oversight practices.

Through its annual strategic planning, the University is committed to an orderly and timely planning, budgeting, and assessment process that facilitates institutional effectiveness. The President, Board of Trustees, Cabinet, other administrative officers, faculty, and staff have responsibilities for and opportunities to participate in the process. The University Mission and Values provide guidance in the prioritization of activities and funding necessary for the achievement of the overall Vision. Eight Strategic Goals have been identified as critical to making a national and global impact while achieving regional distinction in Appalachia. 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 these Strategic Goals. Projected budget allocations to support the planned activities are detailed in an annually revised Five-Year Budget Pro Forma. 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.

Mission and Purpose

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

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

The University believes that one of the major cornerstones of meaningful existence is service to humanity. By making educational, service, and research opportunities available to students, Lincoln Memorial University seeks to improve life for the students it serves. While serving students from throughout the state, nation, and many other countries, the University retains a commitment to enrich the lives of people and communities in the Appalachian region.

*Revised July 6, 2017; approved by Board of Trustees, November 10, 2017
Reviewed July 9, 2018, at University Strategic Planning Retreat
Revised July 11, 2019, at University Strategic Planning Retreat
Reviewed June 21, 2022, at University Strategic Planning Retreat
Reviewed June 20, 2023, at University Strategic Planning Retreat
Reviewed and reaffirmed by LMU Board of Trustees, May 3, 2024*

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 that are derived from its mission and reflect its vision for the future.

Make educational opportunities available to all without reference to social status.

Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.

Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing.

Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global society.

Advance Cumberland Gap, Appalachia, and the global community through public service and outreach activities in continuing education, health care, leadership development, recreation, and the fine and performing arts.

Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, inclusive, and conducive to the development of body, mind, and spirit.

Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research, and service.

Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.

Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.

Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.

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

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.

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

Reviewed and reaffirmed by LMU Board of Trustees, May 3, 2024

Institutional Values

Integral to the annual strategic planning process are underlying institutional values. These values are pervasive in their influence, serving as an unspoken guide to all University activities. These values are not all inclusive.

Lincoln Memorial University values Integrity as seen in

- Honesty,
- Openness,
- Commitment to Principles.

Lincoln Memorial University values Excellence in

- Teaching,
- Learning,
- Operations/Management,
- Scholarship,
- Leadership,
- Service.

Lincoln Memorial University values Creativity in

- Teaching,
- Learning,

- Scholarship,
- Administration,
- Artistic Expression.

Lincoln Memorial University values Diversity, Equity, and Inclusion, and the advancement thereof, including, but not limited to the following:

- Race and Ethnicity,
- Culture,
- Gender,
- Belief Systems.

Lincoln Memorial University values Community through its

- Communication,
- Honesty and Integrity,
- Caring and Helpful Teamwork,
- Responsibility,
- Respect,
- Safe and Secure Environment.

Lincoln Memorial University values Accountability through

- Planning,
- Assessment,
- Evaluation,
- Budgeting Practices,
- Continuous Improvement.

Lincoln Memorial University values Service to

- the LMU Community,
- the Appalachian Region,
- the Nation,
- the Academic and Intellectual Communities,
- Humanity.

Lincoln Memorial University values the process of Life-Long Learning wherever offered and however delivered.

Revised: May 15, 2024, during University Strategic Planning

Vision Statement

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

Strategic Goals Approved by the Board of Trustees

Lincoln Memorial University has identified eight Strategic Goals. The Strategic Goals were developed from a review of SACSCOC expectations, internal outcomes assessment data, and external factors influencing the University. These eight Strategic Goals reflect the University’s Mission, Purpose, and Values and are crucial to making a national and global impact while achieving regional distinction in Appalachia. Supporting each Strategic Goal are Objectives designed to achieve each Strategic Goal. While the Strategic Goals are established by the Board of Trustees and reflect the long-term direction of the University, the related Objectives are developed by the University’s leadership and are designed to meet time-restricted elements of the University’s operation. As such, Objectives are modified from year-to-year to address a more contemporary application of their corresponding Strategic Goal. Action Plans have been devised to assist accomplishing the Objectives and thereby the Goal area included.

Comparison of Strategic Goals and Institutional Goals

The table below is useful for determining which institutional goal(s) corresponds to the University’s strategic goals.

| Strategic Goals | Institutional Goals |
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| <p>1. Assess and enhance academic quality</p> | <ul style="list-style-type: none"> • Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs. • Provide quality educational opportunities through selected degree programs for students who live and/or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory. • Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global society. |

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| <p>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</p> | <ul style="list-style-type: none"> • Make educational opportunities available to all persons without reference to social status. • Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement. |
| <p>3. Strengthen budgeting, financial planning, and assessment.</p> | <ul style="list-style-type: none"> • Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing. |
| <p>4. Ensure the adequacy and efficient use of physical and human resources on campus and at off-campus instructional sites</p> | <ul style="list-style-type: none"> • Support faculty and staff development programs with priority for allocation of resources determined by institutional needs. • Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research, and service. • Serve as a critical educational, cultural, and recreational center for the area and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit. |
| <p>5. Ensure effective and efficient use of technology</p> | <ul style="list-style-type: none"> • Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered. |
| <p>6. Enhance resources</p> | <ul style="list-style-type: none"> • Advance Cumberland Gap, Appalachia, and other communities through public service and outreach activities in continuing education, healthcare, leadership development, recreation and the fine and performing arts. • Commit resources to support the Institution’s primary role of teaching, and, as appropriate, research and service. |
| <p>7. Assess and enhance University-wide research and scholarly activity</p> | <ul style="list-style-type: none"> • Commit resources to support the Institution’s primary role of teaching, and, as appropriate, research and service. |

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| <p>8. Provide academic and student services that foster academic and social integration to promote retention and student success</p> | <ul style="list-style-type: none"> • 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. • Serve as a critical educational, cultural, and recreational center for the area and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit. • Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement. |
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Strategic Goals, Related Objectives, and Action Plans

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.

Action Plan 1.1-1 Submit all proposals for accreditation substantive changes/approvals sequentially through the appropriate curriculum committee(s), program(s), department(s), school(s)/ college(s), division(s), Academic Council, President, and Board of Trustees. As necessary and at the appropriate step in the accreditation process, the appropriate vice president will inform the Office of Institutional Effectiveness. This review includes but is not limited to feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma, and all other resource implications.

Action Plan 1.1-2 Ensure new academic programs receive development and review of budget pro formas prior to implementation.

Action Plan 1.1-3 Distribute, review, and use the Outcomes Assessment Report to guide program improvement and support, or discontinuation.

Action Plan 1.1-4 Appropriate adequate funding for marketing new and existing programs.

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

Action Plan 1.2-1 Implement innovative approaches to instructional delivery and student learning with input from the CTLE, as appropriate.

Action Plan 1.2-2 Continue the development, and implementation of additional undergraduate, graduate, and professional programs/pathways, including but not limited to degree completion programs, bridge pathways, and licensure programs including, but not limited to (1) Accelerated Bachelor of Science in Nursing; (2) Doctor of Philosophy in Veterinary Biomedical Science; (3) Graduate Certificate in Healthcare Policy; (4) Graduate Certificate in Nursing Administration; (5) DVM/MPA combined degree completion pathway; and (6) MBA/MSBA combined degree completion pathway.

Action Plan 1.2-3 Continue/begin an investigation of new academic programs including, but not limited to (1) international programs and other collaborative efforts; (2) additional concentrations and programs in mental health and counseling; (3) Medical Laboratory Science to off-campus instructional sites; (4) school librarian endorsement; (5) Doctor of Psychology (Psy.D); (6) MSN Nursing Education; (7) ABA (Applied Behavior Analysis); (8) VHS BS degree completion pathway for CVM; (9) Speech Pathology (BS and MS) and Audiology (AudD or PhD); (10) Computer Engineering; (11) online EdD program; and (12) PhD in Education.

Action Plan 1.2-4 Continue to explore opportunities to provide academic program offerings at existing or new off-campus instructional sites (such as adding the DO, DVM, and MVCC programs at the OCIS in Orange Park, Florida; adding the BSN program at the OCIS in Lexington, Kentucky; and adding the PA program at sites in Tampa, Florida and Chattanooga).

Action Plan 1.2-5 Continue to improve coordination among Harrogate and off-campus instructional sites with an emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, comparability of courses/programs, diversity, equity, and inclusion.

Action Plan 1.2-6 Continue to explore, secure, and utilize technology to enhance the instructional delivery process.

Action Plan 1.2-7 Continue to provide relevant professional development opportunities for all faculty to support recruitment and retention.

Action Plan 1.2-8 Continue the process for obtaining and maintaining programmatic accreditation (when applicable).

Action Plan 1.2-9 Programs without programmatic accreditation will complete the institutional program review process.

Objective 1.3: Ensure that new and revised programs have clearly articulated student learning outcomes.

Action Plan 1.3-1 Define student learning outcomes for each new and revised program.

Action Plan 1.3-2 Publish academic student learning outcomes via appropriate media.

Action Plan 1.3-3 Ensure the accuracy and consistency of information in all published media.

Action Plan 1.3-4 Collaborate with marketing, academic and student support services, and student recruitment to publicize academic student outcomes.

Action Plan 1.3-5 Document and demonstrate a systematic plan of evaluation of student learning outcomes for new and revised programs.

Action Plan 1.3-6 Standardize, communicate, and report college/school-specific academic student learning outcomes.

Action Plan 1.3-7 Analyze data from the Territorium examination and implement changes that the test results may suggest in support of General Education student learning outcomes.

Objective 1.4: Use a comprehensive faculty performance evaluation process, based on professional and institutional expectations, relative to teaching, research/scholarly activity, service, and as applicable clinical activity.

Action Plan 1.4-1 Monitor the faculty evaluation process.

Action Plan 1.4-2 Encourage participation in student course evaluations.

Action Plan 1.4-3 Encourage faculty peer observation and/or evaluation of instruction based on a rubric appropriate for the discipline.

Action Plan 1.4-4 Continue use of state and institutional evaluation processes for faculty at J. Frank White Academy.

Objective 1.5: Enhance the Abraham Lincoln Library and Museum (ALLM) and its services.

Action Plan 1.5-1 Pursue grants and leverage resources to support and expand the library, archival, and artifact collections at the ALLM.

Action Plan 1.5-2 Facilitate the use of ALLM exhibits and programs by area schools, community groups, tourists, and other constituencies through media.

Action Plan 1.5-3 Maintain appropriate physical protection and space for ALLM collections.

Action Plan 1.5-4 Continue to promote scholarly activity opportunities at the ALLM to internal and external researchers in collaboration with the Abraham Lincoln Scholar.

Action Plan 1.5-5 Implement a comprehensive exhibits plan.

Action Plan 1.5-6 Integrate ALLM resources with LMU academic programming.

Objective 1.6: Pursue international collaborations to enhance the diversity and quality of the University community and academic programs.

Action Plan 1.6-1 Pursue the development and expansion of student and faculty exchange programs and a visiting scholars program.

Action Plan 1.6-2 Recruit, enroll, and retain international students where appropriate.

Action Plan 1.6-3 Support collaborations, initiatives, scholarship, and the International Program.

Action Plan 1.6-4 Support professional programs student clinical integration at LMU affiliated sites.

Action Plan 1.6-5 Support World School participation at J. Frank White Academy.

Objective 1.7: Implement the Quality Enhancement Plan focusing on transparent instruction to enhance student success in general education and gateway courses.

Action Plan 1.7-1 Collect and synthesize existing data on the retention of students participating in general education and gateway courses.

Action Plan 1.7-2 Evaluate the assessment plan for measuring student success in general education and gateway courses and make improvements where indicated; this includes specific definition and measures of student success.

Action Plan 1.7-3 Prepare an effective Impact Report to include with the institution's Fifth-Year Interim 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.

Objective 2.1: Maximize student recruitment, enrollment, and retention through the development of a global, comprehensive plan focused on the institutional value of diversity.

Action Plan 2.1-1 Reestablish the institution-wide Strategic Enrollment Committee and expand to include graduate/professional programs, Alumni, Public Relations, Athletics, JFWA, and one student representative from all academic levels.

- The Committee will collaborate with representatives from Undergraduate Admissions, Student Financial Services, and Graduate and Professional Admissions.
- Continue the utilization of Multivariable Testing (MVT), while refining the specific target audiences.
- Collaborate with programs to define and establish primary markets, secondary markets, and tertiary markets from a data informed perspective.
- Sustain partnership with Alumni Services to maximize recruitment opportunities.

Action Plan 2.1-2 Hire a Financial Wellness Director dedicated to the integration of financial literacy in all academic levels.

Action Plan 2.1-3 Partner with other divisions to evaluate methods to increase enrollment when considering:

- Students' perceptions of facilities, including use of co-curricular space (e.g., classrooms, student center, study spaces, etc.).
- Incentives for programs that may see a decline in enrollment.
- Course and classroom availability at optimal times for various student needs.
- Assessment of recently established online, virtual, and hybrid models of teaching and advising, while investigating new methods of instruction.

Action Plan 2.1-4 Public Relations: Marketing, Publications, and Advertising.

- Broaden community outreach through recruiting and retention experiences, such as pipeline programs, LMU Tri State TACRAO College Fair, LMU High School Counselor Luncheon Events, Blue and Gray Day Events, Women of Service Christmas Festival, Arts in the Gap, Camp LMU, and Movies in the Park.
- Continue adherence to the LMU Style Guide and consistent utilization for institutional branding in publications and communications/ messaging.

Action Plan 2.1-5 Leverage technology to optimize messaging across various mediums to maintain and accelerate student enrollment levels.

- Finalize university website refresh
- Continue engagement with all social media platforms
- Evaluate the effectiveness of communication and messaging with students

Action Plan 2.1-6 Continue to participate in graduate/professional recruitment events.

Action Plan 2.1-7 Maintain and enhance engagement with key high school and college personnel.

- Continue to host counselor lunches, college fairs, and showcase events to establish stronger partnerships that feature all academic programs at the University.

Action Plan 2.1-8 Pursue opportunities to expand the diversity of our student population across the entire University continuum.

- Explore partnerships and pipeline programs that facilitate seamless transfer opportunities for qualified undergraduate students interested in applicable LMU programs.
- Increase articulation agreements or MOUs with applicable higher education institutions for qualified students seeking graduate or professional admission.
- Evaluate existing transfer policies.

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

Action Plan 2.2-1 Strategic Enrollment Committee will review and support programmatic recruitment plans.

Action Plan 2.2-2 Continue to coordinate with Student Financial Services to provide resources for incoming and continuing student populations within all programs at the University to enable students to make informed financial decisions.

Objective 2.3: Achieve and maintain enrollment levels within all programs at the University to meet capacity goals.

Action Plan 2.3-1 Continue to recruit students who are committed to serving the Appalachian region and other underserved areas.

Action Plan 2.3-2 Continue to promote specialized admissions opportunities from undergraduate to graduate/professional programs that adhere to program-specific requirements e.g., GPA Program, 3+3 Programs, 2+2 Programs, Test-optional, etc.

Action Plan 2.3-3 Expand industry partnerships for tuition discount/scholarship programs and guaranteed employment opportunities e.g., internships, mentoring opportunities, etc.

Objective 2.4: Provide appropriate student aid awards to eligible students.

Action Plan 2.4-1 Reassess the undergraduate institutional financial aid practices/philosophy.

- The institutional financial aid policy will be reviewed and revised annually to meet University goals and resources consistently.
- Student Financial Services will work with EAB to update our packaging model for incoming, returning, and transfer students.
- A target date of mid-January will be set for new Financial Aid offers. This will be later in the recruitment cycle due to the December release of the FAFSA form. Student Financial Services will continue coordinating with the Office of Undergraduate Admissions and Student Services.
- A cap for need-based institutional aid will be established for returning students who lost academic or state-based aid.
- Institutional financial aid will be increased along with the annual cost of attendance if the budget allows.
- Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget. Trending data will be utilized.

Action Plan 2.4-2 The Perkins Loan liquidation process is in the final stage with ED. This program should be closed during the 2023 calendar year.

Action Plan 2.4-3 Hire a Financial Wellness Director and begin integration at all academic levels.

Action Plan 2.4-4 Improve interdepartmental communications.

- Continue First Stop Approach with Financial Aid and Student Accounts.

- Continue communication and collaboration with Enrollment Management across all programs, Athletics and Student Services.

Action Plan 2.4-5 On-going activities:

- Continue actively collecting past due accounts and aim to collect no later than 60 days late. Take a conservative approach with credit extension to high-risk borrowers.
- Continue to identify students' financial needs and meet those needs through a combination of grants, scholarships, and self-help aid.
- Re-evaluate the funding level of the Lincoln Grant component of the Financial Aid budget.
- Continue training work-study students and supervisors. Spend all allocated federal funds. Make sure departments communicate if they can utilize work-study students.
- Continue to monitor Federal and State funds annually.
- Collaborate with the University Consumer Information Taskforce; update webpage for all Consumer Information requirements for LMU.
- Monitor the political environment. Continue to monitor the significant changes coming to federal financial aid. Do some modeling with current and incoming students to be proactive with those that may expect funding. Continue to monitor student loan interest rates from federal and private student loan markets. Communicate to maximize new state aid programs for education, medical, and first-year graduate students. Share updates with stakeholders.

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

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

Action Plan 3.1-1 Align the budget with the University Mission, Values, Goals, Objectives, and Strategic Plan.

Action Plan 3.1-2 Ensure the assessment of expected outcomes across the University, including college, school, and department levels.

Action Plan 3.1-3 Make continuous changes and improvements as dictated by the assessment results.

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

Action Plan 3.2-1 Evaluate the Institution's financial performance, identifying strengths, weaknesses, opportunities, and threats.

Action Plan 3.2-2 Prepare budget requests consistent with individual unit plans and strategic priorities.

Action Plan 3.2-3 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.

Action Plan 3.2-4 Conduct annual budget discussions during which the Vice Presidents and their respective budget officers present proposals and provide supporting documentation.

Action Plan 3.2-5 Present the preliminary budget to the Finance Committee for approval and submit the proposed balanced budget to the Board of Trustees for final approval.

Action Plan 3.2-6 Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.

Action Plan 3.2-7 Ensure timely communication and feedback to appropriate persons regarding budget matters throughout the fiscal year.

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

Action Plan 3.3-1 Evaluate the current five-year operating pro forma and cash flow using recent financial and economic trends.

Action Plan 3.3-2 Develop budgetary assumptions using expense and revenue trend data and specific environmental considerations.

Action Plan 3.3-3 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.

Action Plan 3.3-4 Present the preliminary five-year operating pro forma and cash flow to the Finance Committee for approval and submit to the Board of Trustees each fall for final approval.

Objective 3.4: Provide budget for debt service, strategic initiatives, contingencies, and capital expenditures.

Action Plan 3.4-1 Ensure, as part of the budget development, line items are included for debt service, strategic initiatives, contingencies, and capital expenditures.

Action Plan 3.4-2 Establish parameters for the allocation of budgeted funds in support of debt services, strategic initiatives, contingencies, and capital expenditures.

Objective 3.5: Enhance budget management.

Action Plan 3.5-1 Include evaluation of budget management performance as a regular component of each budget officer's annual evaluation.

Action Plan 3.5-2 Facilitate comprehensive communication of financial performance among Finance, budget officers, and department members through periodic forecasting.

Action Plan 3.5-3 Review and, where appropriate, revise expenditure approval process.

Action Plan 3.5-4 Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.

Action Plan 3.5-5 Utilize budgeting software for evaluation and assessment of financial data at both the departmental and university levels.

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

Action Plan 3.6-1 Coordinate with the Executive Vice President for Academic Affairs and Vice President for Research, through the Committee on Scholarly Activities (COSA) and the Faculty Professional Development Committee, to develop budget projections in support of scholarly activity.

Action Plan 3.6-2 Coordinate with the designated administrative personnel to develop budget projections in support of infrastructure needs.

Action Plan 3.6-3 Coordinate with enrollment management personnel to develop budget projections in support of student services' needs.

Action Plan 3.6-4 Provide support in seeking funding from external sources.

Action Plan 3.6-5 Monitor compliance and manage expenditures of grant-funded programs.

Action Plan 3.6-6 Review levels of scholarly activity and align the budget to provide adequate support, including intramural, capital, and start-up funding.

Objective 3.7: Utilize financial data to make informed decisions.

Action Plan 3.7-1 Collect and analyze appropriate data from internal and external sources.

Action Plan 3.7-2 Develop allocation methods to support activity-based costing.

Action Plan 3.7-3 Provide appropriate access to results of analysis to guide the decision-making process for improvement of the Institution.

Action Plan 3.7-4 Maintain a repository of institutional data to ensure consistency in official reporting.

Action Plan 3.7-5 Ensure the accuracy of data provided in support of the decision-making process.

Action Plan 3.7-6 Provide assistance to faculty and staff in interpretation and use of data.

Action Plan 3.7-7 Utilize a forecasting process to provide a foundation for decision-making.

Action Plan 3.7-8 Explore a data driven model for the allocation of overhead expenses across all programs.

Strategic Goal 4: Ensure the adequacy and efficient use of physical and human resources on campus and at off-campus instructional sites.

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

Action Plan 4.1-1 Develop a vetting process for prioritization that can align with a five-year budget projection to assess, plan for, and evaluate facilities and grounds at the Harrogate campus and off-campus instructional sites to respond to fluctuations in student demographics; program development; support faculty/staff research and scholarly activities; support community program needs by providing physical maintenance, housing, and furniture, fixtures, and equipment.

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

Action Plan 4.2-1 Continue to assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually and as needed.

Action Plan 4.2-2 Continue to seek funding to enhance a healthy, safe, and secure environment.

Action Plan 4.2-3 Review and communicate the University's Health and Safety Manual and the Critical Incident Response Manual.

Action Plan 4.2-4 Continue to conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (e.g., automated external defibrillator, sharps container, posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, camera systems, security, and access control).

Action Plan 4.2-5 Continue to support training opportunities for health and safety issues.

Action Plan 4.2-6 Continue to coordinate and implement handling of hazardous materials and biological waste in compliance with applicable local, state, and federal regulations.

Action Plan 4.2-7 Continue to implement access control in all new and existing university facilities.

Action Plan 4.2-8 Continue to expand the security call phone system and utilization of the campus siren system including working toward greater geographic specificity for alerts.

Action Plan 4.2-9 Continue to encourage participation in LiveSafe (and/or other alert systems).

Action Plan 4.2-10 Continue to conduct current fire drill procedures for all buildings.

Action Plan 4.2-11 Continue to identify a designated shelter or place for each facility.

Action Plan 4.2-12 Continue to conduct mock emergency training exercises annually for compliance with the Clery Act.

Action Plan 4.2-13 Continue to assist with educating students, faculty, and staff about campus, personal, and situational safety.

Action Plan 4.2-14 Continue enhancement of safety and maintenance support at all sites.

Action Plan 4.2-15 Continue to ensure evacuation routes on all floors of all buildings are up to date.

Action Plan 4.2-16 Continue to coordinate with all departments for compliance with the Clery Act.

Action Plan 4.2-17 Continue to identify Campus Safety Authorities (CSAs) on all University sites, per the Clery Act.

Action Plan 4.2-18 Continue training with the Critical Incident Response Team (CIRT).

Action Plan 4.2-19 Compliance with Peace Officer Standards and Training (POST) Commission (State of Tennessee requirements for Police).

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

Action Plan 4.3-1 Continue to enhance the employee orientation process.

Action Plan 4.3-2 Continue to provide and enhance in-house training and development programs for employees and volunteers.

Action Plan 4.3-3 Continue to evaluate and enhance University benefits.

Action Plan 4.3-4 Continue to review and ensure faculty/staff compliance with current local, state, and federal agency regulations and laws in coordination with Office of the General Counsel.

Action Plan 4.3-5 Continue to support external audit processes.

Action Plan 4.3-6 Continue to participate in job fairs/recruitment efforts to present the University as a career opportunity.

Action Plan 4.3-7 Continue to support Human Resources services at all University sites.

Action Plan 4.3-8 Continue to research and address current health care reforms.

Action Plan 4.3-9 Continue to review employee retirement benefits, funds, and investment options.

Action Plan 4.3-10 Maintain digital employee file system to aid in retention documentation.

Action Plan 4.3-11 Continue to recognize employee service and promotions.

Action Plan 4.3-12 Continue to implement human resources technology to reduce manual processes.

Action Plan 4.3-13 Review and enhance the current Performance Evaluation process.

Objective 4.4: Evaluate full-time employee compensation against benchmark salaries of peer institutions with respect to position, experience, and similar activity to support competitive excellence in staffing practices.

Action Plan 4.4-1 Complete an annual review of salary benchmarking data for full-time employees.

Action Plan 4.4-2 Explore the possibility of adopting salary bands.

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

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

Action Plan 5.1-1 Participate in the budgeting process of new and proposed initiatives.

Action Plan 5.1-2 Identify and prioritize department and program technology requests for existing and anticipated programs.

Action Plan 5.1-3 Identify cost-effective solutions to meet technological needs.

Action Plan 5.1-4 Identify resources for upgrades, maintenance, support, and training.

Action Plan 5.1-5 Develop university purchasing, life-cycle management, and maintenance schedule.

Action Plan 5.1-6 Assess Technology initiatives to determine adequate resources.

Action Plan 5.1-7 Evaluate instructional technology to support adjunct faculty.

Action Plan 5.1-8 Support instruction, research, and scholarly activity.

Action Plan 5.1-9 Identify, plan and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.

Action Plan 5.1-10 Improve communication between Finance, Information Services, and appropriate departments regarding funded and unfunded technology budget requests.

Action Plan 5.1-11 Negotiate technology resource agreements to provide comparable support and access at off-campus instructional sites.

Action Plan 5.1-12 Identify opportunities for external funding for IT related projects.

Action Plan 5.1-13 Identify opportunities for AI (Artificial Intelligence) within all facets of the University.

Objective 5.2: Provide and maintain technology infrastructure.

Action Plan 5.2-1 Review and assess all network closets.

Action Plan 5.2-2 Provide and maintain appropriate technology resources for faculty, staff, and students.

Action Plan 5.2-3 Review, assess and modify online services for faculty, staff, and students.

Action Plan 5.2-4 Review, assess and modify software, website, and database functionality for University use.

Action Plan 5.2-5 Review, assess and provide additional classroom technology needs.

Action Plan 5.2-6 Continue planned implementation of secure electronic document imaging solution.

Action Plan 5.2-7 Maintain appropriate network and network security.

Action Plan 5.2-8 Perform a quarterly network security audit.

Action Plan 5.2-9 Review, assess and analyze network monitoring reports.

Action Plan 5.2-10 Identify technology needs in new and existing buildings.

Action Plan 5.2-11 Identify technology needs for new and existing programs.

Action Plan 5.2-12 Review, assess and modify the Disaster Recovery Plan for Information Services.

Action Plan 5.2-13 Maintain appropriate personnel support for security services.

Action Plan 5.2-14 Partner with vendors to identify and improve bandwidth and performance on applications hosted off-site.

Action Plan 5.2-15 Maintain a cloud computing strategy based on benefits, return on investment, security, and data privacy risks.

Action Plan 5.2-16 Identify and implement improvements that reduce power consumption within the IT environment.

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

Action Plan 5.3-1 Continue annual training schedule in collaboration between IS and Center for Teaching and Learning Excellence (CTLE).

Action Plan 5.3-2 Train new employees on productivity applications.

Action Plan 5.3-3 Train and cross-train technology support staff.

Action Plan 5.3-4 Support online learning initiatives.

Action Plan 5.3-5 Provide new and emerging technology training opportunities (for example new AI (Artificial Intelligence) technologies).

Action Plan 5.3-6 Support CTLE with the development of instructional resources that utilize technology.

Action Plan 5.3-7 Continue training opportunities with vendors.

Action Plan 5.3-8 Continue training and orientation opportunities with faculty, staff, adjunct-faculty, professional, graduate, and undergraduate students.

Action Plan 5.3-9 Develop and enhance training using various modalities for students, faculty, adjunct-faculty, and staff.

Action Plan 5.3-10 Work with departments to provide training on enterprise technologies.

Action Plan 5.3-11 Enhance communications to keep the university community informed of changes in the IT environment.

Objective 5.4: Provide user support for technology services.

Action Plan 5.4-1 Review, assess, and modify IS Helpdesk support.

Action Plan 5.4-2 Continue university-wide campaign to communicate Helpdesk support procedures.

Action Plan 5.4-3 Review and analyze Helpdesk service and support logs.

Action Plan 5.4-4 Assess, analyze and update Helpdesk FAQ and online support documentation.

Action Plan 5.4-5 Encourage the use of the University portal (MyLMU).

Action Plan 5.4-6 Analyze trends for user support frequency and staff appropriately.

Action Plan 5.4-7 Review, assess and modify IS Policies and Procedures as needed.

Action Plan 5.4-8 Review, assess, and modify the student and employee handbooks for IS policy changes.

Action Plan 5.4-9 Review, assess and update policies and procedures for granting appropriate guest access to technology, facilities, and services.

Action Plan 5.4-10 Support the technology needs for University and community events.

Action Plan 5.4-11 Provide ongoing support for existing administrative processes and business systems.

Action Plan 5.4-12 Continue to streamline workflow and automate processes to improve business efficiency and reduce the use of paper.

Action Plan 5.4-13 Enhance interfaces between administrative systems to optimize efficiency and ensure the integrity of shared data.

Action Plan 5.4-14 Continue to provide access to data and analytical tools to support administrative decision making and compliance.

Action Plan 5.4-15 Continue to provide technical and leadership professional development opportunities for IS employees.

Action Plan 5.4-16 Continue to provide flexibility in scheduling and projects to allow staff time to work with innovative technologies (for example new AI (Artificial Intelligence) technologies).

Action Plan 5.4-17 Continue to recruit, develop, and retain a strong permanent IS staff and IS student staff.

Objective 5.5: Provide appropriate scholarly activity support.

Action Plan 5.5-1 Provide responsive support and innovative technical solutions to meet the needs of new and continuing faculty, departments, and programs.

Action Plan 5.5-2 Expand expertise in high-performance computing, open-source, and open-standard environments.

Action Plan 5.5-3 Identify opportunities to administer centralized software licenses, for cost-savings and operational efficiency.

Objective 5.6: Develop and maintain a high-quality external website.

Action Plan 5.6-1 Maintain communication with a web design firm on the continuous improvement, development, and design of the external website.

Action Plan 5.6-2 Provide support and training for website content management system (CMS).

Action Plan 5.6-3 Maintain a dynamic and responsive website to allow viewing on all electronic devices and comply with ADA regulations.

Action Plan 5.6-4 Consult with the office of PR and Marketing to facilitate the consistent design and brand use across all LMU web pages.

Action Plan 5.6-5 Maintain the content management system.

Action Plan 5.6-6 Investigate software options to enhance University website, including e-Commerce (beyond what is currently available through iModules/alumni community.)

Action Plan 5.6-7 Empower department designee to review, assess and modify website content.

Action Plan 5.6-8 Review web analytics on an ongoing basis to determine security threats and marketing opportunities.

Action Plan 5.6-9 Expand the use of AI (Artificial Intelligence) in conjunction with the external website.

Strategic Goal 6: Enhance resources.

Action Plan 6.1-1 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).

Action Plan 6.1-2 Conduct strategic direct mail, email and social media outreach to solicit first-time gifts and repeat donors:

- First-time donor acquisition
- Recurring monthly donors
- Donor upgrade/“Second gift” asks
- SYBUNT retention mailings

Action Plan 6.1-3 Expand individual donor visits, calls and cultivation for annual giving solicitations, and focus on events as opportunities for annual giving lead generation.

- Engage with local businesses and organizations to expand annual giving reach

Action Plan 6.1-4 Conduct annual Founders Day of Giving event on February 12 as a significant source of first-time donors, alumni engagement and volunteer cultivation.

- Establish meaningful and appropriate donor goals for the annual event
- Solicit challenge and matching lead gifts to motivate increased giving
- Develop a direct mail, email and social media plan to begin in the fall of each year, promoting leadership gifts and encouraging participation
- Incorporate Founders Day of Giving into special events including Alumni Day at the Games, Homecoming, visits to multiple LMU campuses, and others
- Refine the Founders Day of Giving messaging to expand the Annual Giving donor base, while also encouraging those who can give more than \$20 to do so.

Action Plan 6.1-5 Engage with and cultivate LMU advisory boards for program support, alumni recognition, and volunteer leadership opportunities.

Action Plan 6.1-6 Promote faculty/staff giving in coordination with deans, Human Resources and other campus partners.

Action Plan 6.1-7 Collaborate with the following campus constituencies to identify prospects, enhance funding, and share fundraising priorities needs and goals:

- Internal advisory board representing each school and administrative area

- Abraham Lincoln Library and Museum (ALLM)
- J. Frank White Academy (JFWA)
- Athletics
- Others as appropriate

Action Plan 6.1-8 Solicit all members of the Board of Trustees, President's Cabinet, Alumni Boards, Halls of Fame and other affinity groups with the goal of 100% participation annually.

Action Plan 6.1-9 Evaluate current donor recognition strategies and identify opportunities for improvement. Current strategies include the following:

- Honor Roll of Donors and giving recognition societies
- *Alumnus*, *Blue & Gray*, and *Alumni Insider* articles
- Donor press releases and social media posts
- Donor Gala event

Action Plan 6.1-10 Develop the role of volunteers in the overall fundraising program, including the following:

- Collect and promote donor testimonials
- Cultivate fundraising campaign leadership including Golden Grad campaign (selecting chairs three years in advance)
- Founders Day of Giving outreach
- Social Media outreach
- Community engagement through initiatives coordinated with Women of Service (Lincoln's Cupboard, Lincoln's Closet and many other initiatives)

Action Plan 6.1-11 Work with Staff Senate and Faculty Senate to promote giving options.

Action Plan 6.1-12 Expand prospect research strategies to build information about alumni, friends and potential prospects.

Action Plan 6.1-13 Involve students in philanthropy from the time of enrollment, and recognize student philanthropy:

- Incorporate student philanthropy recognition in existing student events, and/or with a new recognition event
- Work with student activities coordinators in each college/school to compile a list of student philanthropic activities each year.
- Recognize student leaders through philanthropy awards, and other ways as appropriate
- Establish a Student Alumni Association in FY24-25
- Speak to students enrolled in UACT classes about philanthropy

- Invite student philanthropy leaders to speak to other students about carrying forward their projects

Action Plan 6.1-14 Identify ways to increase annual scholarship support through current student education and fundraising, using tools such as GiveCampus and others.

Action Plan 6.1-15 Work with each new graduating class to welcome new alumni, obtain updated contact and employment information, and communicate the benefits of alumni association membership and the importance of alumni giving.

Action Plan 6.1-16 Work with QualPro, Inc. to conduct and implement Multivariable Testing (MVT) factors as needed, to enhance the effectiveness of UA fundraising strategies.

Action Plan 6.1-17 Work with the LMU Student Awards Committee to support the annual/endowed scholarship awards process.

Action Plan 6.1-18 Revise and relaunch the University Advancement website as a meaningful entry point into annual giving.

- Redevelop the focus of the UA website to center on how the donor can impact LMU, and how this makes a difference for students
- Ensure that each page/section of the UA website offers a direct response action (give, learn more, volunteer, visit, etc.)

Action Plan 6.1-19 Develop and expand plans for young alumni recognition and giving.

- Launch LMU's 40 Under 40 Event in fall 2024 to recognize and engage successful alumni
- Conduct networking events that bring together recent graduates, and develop meaningful ways for them to receive added value as alumni while also becoming more involved with their alma mater

Objective 6.2: Cultivate and increase mid-level giving (\$1,000 to \$25,000) and expand donor options for project support.

Action Plan 6.2-1 Develop strategies for upgrading first-time donors and retaining donors above \$1,000 annually.

- Increase retention outreach through strategic gift officer moves list assignments
- Enhance donor recognition for recurring donors
- Feature multi-year recurring donor stories in alumni publications, email newsletters and social media

- Include response card with recurring gift and estate planning options in all mailings

Action Plan 6.2-2 Expand and promote donor options beyond annual and endowed scholarships, including:

- Opportunities to recognize donor names in classrooms, labs and other interior spaces
- Soliciting funds to sponsor and support LMU programs, special events and other initiatives
- Developing funds for student internships

Action Plan 6.2-3 Use prospect research tools, analysis of past giving, and other strategies to identify, cultivate and solicit donors for identified projects.

- Screen all first-time annual donors using iWave research software, in order to document potential donor capacity indicators
- Work with the Assistant Director of Annual Fund and Alumni Services to communicate mid-level donor leads to gift officers as appropriate
- Review all event attendees for wealth indicators

Action Plan 6.2-4 Support affinity groups and projects across all campus locations as a cultivation pipeline for mid-level donors:

- Women of Service
- LMU L Club, Baseball Diamond Club, 1897 (Golf) Club and other athletics groups
- Professional, Literary, Educators and Athletes Halls of Fame
- Golden Grad Reunion (50th year) class project
- Student affinity groups around retiring faculty

Objective 6.3: Develop major gifts of \$25,000 and above, including individual donors, foundations and estate giving.

Action Plan 6.3-1 Conduct a comprehensive major gift strategy including individual visits, calls and other forms of outreach.

- Assign all major gift donors and prospects to the appropriate major gift officer
- Develop a framework for evaluating the major gift fundraising program based on the following:
 - Increasing donor outreach and engagement
 - Focusing on the donors most likely to give
 - Establishing clear goals and timeframes
 - Expanding giving options for major donors

- Improving our prospect research effectiveness

Action Plan 6.3-2 Work with the LMU President, Board of Trustees and administration to identify top projects and stakeholders for major gift fundraising.

- Review major donor fundraising goals, giving options and timeframes with President and administration on a regular basis
- Align all major gift fundraising priorities with LMU capital project needs, administrative and budgetary priorities, and strategic opportunities for growth and program support

Action Plan 6.3-3 Research, identify and cultivate donors with the capacity to fund endowed gifts at the following levels:

- Endowed chairs at a minimum of \$2,000,000
- Endowed professorships at a minimum of \$1,000,000
- Endowed scholarships at a minimum of \$50,000
- Endowed faculty development funds at a minimum of \$25,000

Action Plan 6.3-4 Provide appropriate donor recognition to all major donors to the University, including the following:

- Donors who make endowment gifts throughout the fiscal year (recognized in the Circle of Friends for the Endowment section of the Honor Roll of Donors)
- Donors who establish new endowed scholarships
- Endowed scholarship representatives and families
- Foundation representatives
- Donors who have made estate plans (featured in the *Alumnus* magazine and other appropriate channels)

Action Plan 6.3-5 Expand solicitation of foundations, and increase the number of foundation proposals for professional organizations, corporations, and government agencies that support endowed programs.

- Maintain current data on foundations and corporations that fund projects at our peer institutions
- Expand tracking of foundation data in Salesforce
- Work with programs across campus to identify endowed scholarship needs, and identify foundations and other funders

Action Plan 6.3-6 Promote a comprehensive estate planning program as a meaningful way for donors to make a significant gift impact.

- Provide up-to-date bequest language in print, online and via email communications
- Review and update estate planning website (www.LMUgifts.org) for content, alignment with LMU projects and giving opportunities, and donor action steps on each web page
- Communicate IRA rollover giving opportunities throughout the year by direct mail and other channels
- Incorporate themes of legacy and impact in all estate planning documentation
- Communicate the mutually beneficial aspects of irrevocable giving instruments such as charitable gift annuities, unitrusts, and retained life estates (for instance, the immediate tax deduction based on present value of charitable remainder, and life income/annuity options)
- Communicate planned giving information as part of National Planned Giving Awareness Week in fall 2024.

Objective 6.4: Increase alumni participation and engagement.

Action Plan 6.4-1 Maintain a National Alumni Association with representation across the LMU alumni base.

- Work with the National Alumni Association and the alumni board to maintain and enhance the officer election process, with the goal of expanding representation of our growing number of active alumni
- Work with the alumni board to expand incentives for joining the National Alumni Association

Action Plan 6.4-2 Expand alumni chapter membership and networking opportunities for alumni engagement.

Action Plan 6.4-3 Expand the alumni travel program as a strategy for major gift and estate cultivation.

Action Plan 6.4-4 Evaluate and enhance alumni communication across multiple channels including email, print, social media and special events:

- Monthly *Alumni Insider* email newsletter
- *Alumnus* and *Blue & Gray* magazines
- MyLMU announcements
- Alumni chapter meetings
- Homecoming
- Social media and email

Action Plan 6.4-5 Ensure that alumni communication is relevant to graduate/professional alumni and all campuses.

- Develop sections in the *Alumnus* and *Blue & Gray* publications that highlight alumni success, upcoming events and programs across all campus locations
- Coordinate with alumni representatives in each college/school at LMU to improve communication and information sharing, to maximize the effectiveness and relevance of alumni publications

Action Plan 6.4-6 Conduct annual Homecoming events to engage alumni across multiple campus locations.

- Develop a fall Homecoming program in October, incorporating alumni class reunions, campus tours, family activities, campus news and updates, new building dedications, the annual Homecoming 5K, Donor Gala, Gather in the Gap, Homecoming parade, and other events
- Expand Homecoming activities for all campus locations as appropriate

Action Plan 6.4-7 Expand the promotion of LMU's continuing education opportunities to alumni using EthosCE software, as a means to increase alumni engagement.

Action Plan 6.4-8 Maintain and expand the *Recruit a Railsplitter* program, and encourage alumni to share information about LMU with prospective students. Include information about LMU academic programs, scholarships and enrollment opportunities in all alumni communications.

Action Plan 6.4-9 Evaluate all alumni activities for their impact and effectiveness as lead generation opportunities.

- Evaluate patterns of program growth, geographic location of alumni, and emerging opportunities to engage new groups of alumni.

Action Plan 6.4-10 Launch the Splitter Athletic Society in fall 2024 as a way to engage LMU athletic alumni and community members.

Objective 6.5: Maintain and expand alumni records as a means to contact and engage alumni, and accurately maintain gift record data for all donors.

Action Plan 6.5-1 Accurately record all charitable gifts to LMU in the Salesforce system.

- Maintain donor name and address, and provide charitable gift receipt within 48 hours of each gift

- Document gift designation information in Salesforce including donor letters of instruction, gift agreements, planned giving documents, scholarship criteria and required audit information
- Work with the Finance Office on GL gift designations as needed
- Provide GiveCampus and iModules gift data to Finance as required for credit card reconciliation

Action Plan 6.5-2 Obtain updated alumni and friends' demographic information through sources including those listed below, and maintain these records in Salesforce:

- National Change of Address (NCOA)
- Alumni Update My Info forms
- Social Media
- Returned Mail
- Individual University department records
- Prospect research tools (iWave, IntellectSpace, AccuData and others)
- iModules email reports
- ProtonText SMS messaging reports

Action Plan 6.5-3 Expand the strategic use of constituent affinity and relationship data, points of contact with gift officers, and donor proposal data.

- Import IntellectSpace/LiveAlumni career data annually
- Track and expand meaningful points of contact including call reports, mailings, email and other means of communication
- Update organizational and corporate relationships
- Expand tracking of affinity groups, clubs and other activities

Action Plan 6.5-4 Work with I.S. to expand the use of Salesforce as a platform for alumni and donor data management, including the following:

- Refine correspondence management for gift letters
- Expand the use of campaign codes to track mailings, events and other outreach
- Provide alumni summary data and reports as required to internal stakeholders

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

Objective 7.1: INTEGRATION: 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.

Action Plan 7.1-1 Ensure appropriate representation of academic colleges/schools and entities on the Committee on Scholarly Activities (COSA).

Action Plan 7.1-2 Deans will work with the ORGSP and administration to develop policy, process, and support for faculty, staff, and student scholarly activities.

Action Plan 7.1-3 The Dean, or an appointed designee, will serve as the Director of Research and Scholarly Activity for each school.

Action Plan 7.1-4 Procure a single standardized online platform (e.g., Interfolio) for submission of faculty, staff and student research and scholarly activity for use by all programs, the ORGSP, Office of Public Relations, and the University.

Action Plan 7.1-5 The Dean, or an appointed designee, will facilitate the integration of research and scholarly activities throughout the University's curricula and report to the Committee on Scholarly Activities (COSA).

Action Plan 7.1-6 Develop intra-institutional collaborative networks to foster interdisciplinary, multidisciplinary, and transdisciplinary collaborations.

Action Plan 7.1-7 Develop multi-institutional local, state, national and international partnerships.

Action Plan 7.1-8 Develop a facilities, equipment, and resources list for all programs.

Action Plan 7.1-9 Utilize the ORGSP to centralize information about research and grants across the institution.

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

Action Plan 7.2-1 The IS department will provide appropriate consultation and support for research and scholarly activity through:

- Providing responsive support and innovative technical solutions to meet the needs of faculty and departments.
- Expanding expertise in high-performance computing, open-source, and open-standard environments.
- Identifying opportunities to administer centralized software licenses for cost-savings and operational efficiency.

Action Plan 7.2-2 Implement a single standardized online platform (e.g., Interfolio) for faculty, staff, and students to report research and scholarly activity including but not limited to grant submissions, awards, presentations, and publications.

Action Plan 7.2-3 Review and update fiscal management procedures and policies relative to external funding.

Action Plan 7.2-4 Increase funding and or accessibility for internal grant programs to support undergraduate, graduate, and professional students' research projects and scholarly activity.

Action Plan 7.2-5 Assist faculty, staff, and students in obtaining internal and external financial support for their scholarly activities including but not limited to research, training, publications, and presentations.

Action Plan 7.2-6 Evaluate and update processes and procedures for communicating grant opportunities to faculty, staff, and students.

Action Plan 7.2-7 Expand information support services (e.g., electronic resources, software licenses, library, and accessibility) to facilitate research and scholarly activity.

Action Plan 7.2-8 Develop and maintain a research and scholarly activities budget for each school/college.

Action Plan 7.2-9 Provide institutional support to attract and host external scholarly conferences.

Action Plan 7.2-10 Maintain and negotiate the cost and purchase of service contracts for core equipment for all research laboratories and core facilities across campus and the off-campus instructional sites.

Action Plan 7.2-11 Support a visiting scholar program with opportunities for short-term and long-term visitors.

Action Plan 7.2-12 Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center.

Action Plan 7.2-13 Appoint a Vice President for Research and Grants to serve as a cabinet-level advocate for research and scholarly activity across all undergraduate, graduate, and professional programs at the University.

Action Plan 7.2-14 Ensure adequate twelve-month access and support for faculty, staff, and student research and scholarly activity across the institution.

Action Plan 7.2-15 Develop a plan to systematically enhance LMU's Institutional Score with prominent funding bodies such as the National Institutes of Health (NIH), the National Science Foundation (NSF), and others.

Action Plan 7.2-16 Develop a comprehensive plan for the systematic replacement of aging research equipment, instrumentation, and facilities to ensure ongoing operational excellence and technological relevance.

Objective 7.3: FACULTY/STAFF/STUDENTS: Support faculty to initiate, grow, and sustain undergraduate, graduate, and professional research and scholarly activities.

Action Plan 7.3-1 ORGSP collaborates with COSA to support grant-related research and scholarly activities.

Action Plan 7.3-2 Develop and standardize (where feasible) guidelines for startup funds for research, scholarly activity, and student mentoring expectations for new faculty.

Action Plan 7.3-3 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 to achieve a 9-hour undergraduate semester instructional workload and 6-hour scholarly activity/service workload.
- Reassignment of time to increase scholarly activity workload for graduate and professional program faculty as feasible in each program.
- Expected incremental scholarly output increase.
- Salary savings incentive.

Action Plan 7.3-4 Develop new programs that foster interdisciplinary, multidisciplinary and interprofessional research and scholarly activities.

Action Plan 7.3-5 Allocate funding for a University statistician to support faculty/staff research, statistical design, and data analysis.

Action Plan 7.3-6 Promote the External Funding Incentive Pay Plan.

Action Plan 7.3-7 Continue to develop and support national and international programs that foster student scholarly activities including, but not limited to, academic honor societies, Honors Scholars Program, and Fulbright Program

Action Plan 7.3-8 Support and strategically grow a Faculty Mentorship Program through the ORGSP to mentor the professional development of faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

Action Plan 7.3-9 Determine the number of FTEs dedicated to research positions in undergraduate, graduate, and professional programs, as well as their specific roles (faculty, staff, postdoctoral, fellows, research assistants, lab coordinators, etc.).

Action Plan 7.3-10 Promote diversity, equity, and inclusion to facilitate creative abrasion in the development and execution of research and scholarly activities.

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

Action Plan 7.4-1 Identify short-term and long-term facility needs ensuring future competitiveness of research and scholarly activities across campus and at off-campus instructional sites in conjunction with Deans, Chairs, and faculty conducting research and scholarly activities.

Action Plan 7.4-2 Ensure adequate information technology, library and support services are in place to facilitate research and scholarly activities across campus and at off-campus instructional sites.

Action Plan 7.4-3 Ensure that all research facilities across campus and at off-campus instructional sites remain compliant with federal, state, and local regulations.

Action Plan 7.4-4 COSA will work with relevant leadership to develop and communicate policies and procedures for space allocation of dedicated laboratory research facilities across campus and at off-campus instructional sites.

Action Plan 7.4-5 COSA will work with relevant leadership to develop and communicate centralized policies and procedures for shared space and equipment utilization and maintenance/repair cost.

Action Plan 7.4-6 Ensure that all facilities and technologies are regularly updated and maintained to meet or exceed accessibility standards.

Action Plan 7.4-7 Ensure that the plan to enhance the institutional score (7.2-15) specifically addresses laboratory space, research equipment, the addition of technicians, and a statistician.

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

Action Plan 7.5-1 Collate established guidelines, expectations, and incentives for research and scholarly activities (including start-up funds for research and scholarly activities) across the institution.

Action Plan 7.5-2 Establish procedures to record and report research and scholarly activity including grant submissions, awards, presentations and publications for all personnel and students utilizing an online platform to report research and scholarly activity.

Action Plan 7.5-3 Evaluate the adequacy of the FTEs dedicated to research across all programs relative to the requirements of individual programs' accreditation standards and those of a level VI institution.

Action Plan 7.5-4 Evaluate the scholarly productivity of the University relative to level VI peer institutions through benchmarking research FTE, startup funds, student research funds, laboratory space, standard and advanced research equipment, sabbatical availability, publication volume, grant funding received, and other variables that can be obtained.

Action Plan 7.5-5 Evaluate the adequacy of twelve-month support for faculty, staff, and student research, scholarly activity, and facilities access in response to growth of research programming across the institution.

Objective 7.6: BROADER IMPACTS: Facilitate the development of research and scholarly initiatives that produce discoveries that benefit academia and society.

Action Plan 7.6-1 Identify key areas of research strength at LMU and facilitate the development of concentrated research programs in these areas.

Action Plan 7.6-2 Foster the creation of research programs that include outreach/service components that engage the public across LMU's service region.

Action Plan 7.6-3 Foster the creation of research programs that provide opportunities for elementary and secondary students across LMU's service region to expose them to discovery research.

Action Plan 7.6-4 Collaborate with the Division of University Advancement to utilize various communication outlets to highlight the results of LMU's research to the public with emphasis on increasing scientific literacy and engagement.

Action Plan 7.6-5 Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society, including at off-campus instructional sites.

Action Plan 7.6-6 Develop standards to assess the broader impact of LMU's research and scholarship on student learning, curricular development, and the external community.

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

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

Action Plan 8.1-1 Continue to collect, interpret, and present data outcomes to academic leadership and Cabinet members.

Action Plan 8.1-2 Continue to utilize student survey results in addressing student satisfaction and engagement as coordinated by Institutional Research; Utilize the Office of Institutional Research to improve or supplement surveys based on evolving student/office need.

Action Plan 8.1-3 Assess and strategize survey deployment to maximize participation and reduce student survey fatigue.

Action Plan 8.1-4 Utilize institutional benchmarks with regard to retention, progression, and graduation rates to create a student retention, progression, and graduation plan.

Action Plan 8.1-5 Continue to improve upon new student orientation programs.

Action Plan 8.1-6 Require and educate faculty on how to effectively participate in four-week and mid-term grade assessment for all undergraduate students and evaluate the difference in usefulness of four-week grades in comparison to three-week grades.

Action Plan 8.1-7 Implement and evaluate the new bifurcated academic concerns and student wellness concerns early alert reporting system for undergraduate programs and continue to improve graduate and professional programs' student monitoring systems.

Action Plan 8.1-8 Continue to promote and discuss retention initiatives between and with faculty and staff.

Action Plan 8.1-9 Engage in educational efforts to inform faculty and staff of guidelines for submitting and responding to alerts.

Action Plan 8.1-10 Continue to comparably expand and improve academic and student support services at all LMU sites.

Action Plan 8.1-11 Continue to assess and track retention figures by semester and Fall-to-Fall.

Action Plan 8.1-12 Continue to utilize and enhance peer support programs through all first-year transition and strategy courses and programs.

Action Plan 8.1-13 Continue to identify students exhibiting risk factors in academics and student life; evaluate the effectiveness of the Students of Concern and CARE Committees and the Institutional Threat Assessment Team in their abilities to address student needs and promote retention through access to academic and student support services more effectively.

Action Plan 8.1-14 Enhance coordinated efforts between Academic Support, Student Services, and Academic Affairs to identify and serve students with undecided majors and/or who are exploring degree options.

Action Plan 8.1-15 Encourage student-athletes who have a semester GPA under 2.5 to meet with an Athletic and academic support representative for advice and guidance regarding available resources; evaluate potential guidelines for academic support expectations for student-athletes.

Action Plan 8.1-16 Establish an undergraduate Academic Support advisory group comprised of Student Services, Academic Support, and academic administrator leaders to reevaluate and reform Cornerstone, S.S.S., and the Academic Support division to better meet the needs of undergraduate students and to promote student retention, wellness, and academic success more effectively.

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

Action Plan 8.2-1 Continue to provide and enhance opportunities for cooperation between undergraduate, graduate, and professional communities.

Action Plan 8.2-2 Continue to provide leadership development opportunities for students.

Action Plan 8.2-3 Enhance intramural sports and recreation opportunities by improving lighting; creating and providing access to designated spaces; and

collaborating between undergraduate, graduate, and professional schools' programs.

Action Plan 8.2-4 Continue to evaluate the effectiveness of student leadership organizations.

Action Plan 8.2-5 Continue to focus undergraduate Career Services involvement in academic advising to include career aptitude assessments, career guidance, and referrals to assigned academic advisors.

Action Plan 8.2-6 Develop and maintain a living and learning community through Residential Housing.

Action Plan 8.2-7 Budget for phased-in addition of access control to the campus residence halls and apartments to enhance security and increase efficiency of the housing office.

Action Plan 8.2-8 Provide intentional and effective information to students about University services and activities.

Action Plan 8.2-9 Enhance a comprehensive student activities program; Maintain and enhance a student-led programming committee/board.

Action Plan 8.2-10 Continue to provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office; create a centralized web page for pregnant and parenting students with Title IX and Accessible Education resources and policies.

Action Plan 8.2-11 Provide and enhance counseling and holistic wellness educational programming to students through the Office of Mental Health Counseling and the Academic and Student Support Services' offices by utilizing and partnering with graduate assistants, Academic Support and Student Services personnel, and mental health-focused interns.

Action Plan 8.2-12 Provide Accessible Education services to students through the Office of Accessible Education Services.

Action Plan 8.2-13 Educate the campus community on requirements and responsibilities pertaining to Title IX, Accessible Education Services, FERPA, HIPAA, discrimination, other confidentiality and privacy guidelines, and mental health concerns.

Action Plan 8.2-14 Encourage the Student Government Associations to effectively evaluate and advocate for the concerns of the student body.

Action Plan 8.2-15 Promote knowledge and integration of the Tagge Center for Academic Success and other academic support services into the campus community.

Action Plan 8.2-16 Coordinate and partner with faculty and key staff to develop events to increase awareness of and involvement in the Tagge Center for Academic Success; Partner with academic administrators to utilize surveys and the Academic Success advisory group to gather data regarding faculty members' satisfaction with and suggestions for Academic Success services on a regular basis.

Action Plan 8.2-17 Implement and integrate StarRez as the new Residential Housing management software.

Action Plan 8.2-18 Develop initiatives and services that target the LMU commuter population at all LMU sites.

Objective 8.3: Promote the service component of our mission statement to the University communities and beyond.

Action Plan 8.3-1 Explore opportunities for service and outreach in LMU's site areas, Appalachia, and beyond.

Action Plan 8.3-2 Strengthen communication and coordination with University Advancement and Marketing to increase University and surrounding communities' awareness of existing service by faculty, staff, students, and alumni.

Action Plan 8.3-3 Assess the efficacy of and tracking method for the Student Service Initiative (SSI) and volunteer hours from undergraduate, graduate, and professional programs for accountability purposes.

Action Plan 8.3-4 Continue to support student groups conducting fundraising efforts for local charities in communities surrounding all LMU campuses.

Action Plan 8.3-5 Continue to support student groups conducting health fairs, wellness, and health awareness outreach programs for community groups.

Action Plan 8.3-6 Continue programs to enhance individual well-being.

Action Plan 8.3-7 Reevaluate service requirements for university student programs to ensure quality, community-oriented engagement.

Action Plan 8.3-8 Investigate the possibility of gaining Carnegie Community Engagement Classification and/or President's Higher Education Community Service Honor Roll as a University based on service to the Appalachian Region.

Objective 8.4: Provide individualized academic support services.

Action Plan 8.4-1 Promote Tagge Center collaboration with the Carnegie-Vincent Library and enhance marketing and communication in efforts to build a standardized test preparation material resource collection for students seeking admission to graduate and professional programs and promote the availability of test preparation databases.

- Evaluate the potential for 1-credit standardized test preparation courses through the Tagge Center;
- Develop workshops and tutoring programs for standardized testing preparation;
- Partner with Career Services to prepare students for graduate and professional admissions processes.

Action Plan 8.4-2 Further investigate grant opportunities for the incorporation of online tutoring to better service our campus community, online, and all LMU sites.

Action Plan 8.4-3 Continue to develop and implement specialized study resources to enhance service to all students.

Action Plan 8.4-4 Expand availability of Mental Health Counseling and Accessible Education services as appropriate for the university's continued expansion at all sites.

Action Plan 8.4-5 More effectively utilize Institutional Research data sources to assess Academic and Student Support Services functions at all sites to improve upon services.

Objective 8.5: Enhance University libraries and their services.

Action Plan 8.5-1 Pursue grants and leverage resources to support and extend LMU collections at the Carnegie-Vincent Library, Reed Health Sciences Library, the Duncan School of Law Library, and all site library resource collections.

Action Plan 8.5-2 Assess learning resource needs and address the growth and development of new and existing programs, including collaborative agreements with other university and college library systems.

Action Plan 8.5-3 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 and scholarly activity.

Action Plan 8.5-4 Support integrated information literacy and quality learning resources, evidenced by student research and scholarly activity, technology, and communication skills.

Action Plan 8.5-5 Integrate the Association of College & Research Libraries “Framework for Information Literacy for Higher Education” into existing information literacy assessment procedures.

Action Plan 8.5-6 Provide appropriate cataloging, physical protection, security, and space for all University collections.

Action Plan 8.5-7 Emphasize the integration of electronic resources to extend the availability of the collections to all constituencies.

Action Plan 8.5-8 Provide faculty training opportunities on library resources through Faculty Staff Conference Week, New Faculty Academy, and through ad hoc requests.

Action Plan 8.5-9 Communicate to the LMU communities the availability of the LMU Institutional Repository for the purposes of enhancing access to and archiving faculty, staff, and student scholarly work, university scholarly resources, and digital archival images. See <https://digitalcommons.lmunet.edu/>.

Institutional Benchmarks for Distinction

In keeping with best practices of institutional effectiveness, the University is committed to pursuing quantifiable and measurable goals and objectives. In so doing, the University demonstrates and identifies areas where improvement is needed. By the use of established benchmarks, the University also is able to position itself comparatively within the higher education marketplace. As with the fluid nature of annual Objectives used to accomplish the Strategic Goals, these Benchmarks also will change from time to time. Additionally, not all Benchmarks are used every year.

Strategic Goal 1: Assess and enhance academic quality.

- 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, as well as 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 programs and support service programs 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 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 off-campus instructional sites.
- Improve student academic and racial/ethnic profiles.
- Track enrollment patterns and trend analyses for academy, undergraduate, and graduate students.
- Improve financial aid participation rates, award profiles, and satisfaction with services.

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

- 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 4: Ensure the adequacy and efficient use of physical and human resources on campus and at off-campus instructional 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 and staff participation in annual fund giving.
- Raise alumni participation and giving levels.
- Strengthen the endowment by increasing student scholarship support and faculty development funding.
- Conduct a successful integrated marketing and promotion campaign.
- Monitor Certified Association Executive (CAE) report for peer institutions.
- Conduct trend analyses for all types of fundraising.
- Monitor comprehensive capital campaign and capital projects status.

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

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

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

- Improve learning experience for residential students.
- Improve learning experience for commuter students.
- Improve learning experience for students at off-campus instructional sites.
- Utilize survey results measuring students' use and satisfaction with student support services.
- Improve retention and graduation rate statistics for all categories of students.

Part Two

Annual Progress Report 2024-2029

**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.

1. Strategies and Action Plans: Submit all proposals for accreditation substantive changes/approvals sequentially through the appropriate curriculum committee(s), program(s), department(s), school(s)/college(s), division(s), Academic Council, President, and Board of Trustees. As necessary and at the appropriate step in the accreditation process, the appropriate vice president will inform the Office of Institutional Effectiveness. This review includes but is not limited to feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma, and all other resource implications.

Academic Affairs/Institutional Effectiveness (IE)

The University works diligently to meet all SACSCOC deadlines while submitting substantive changes. During the 2023-2024 academic year, the University submitted six teach-out plans (all were approved) to SACSCOC.

Goal: Met

Duncan School of Law

The Law School underwent a comprehensive site evaluation visit from the ABA in 2021-2022, which is required of all law schools in the third year after full approval by the ABA Council. The Law School was notified in September 2022 that it had successfully completed the site evaluation standard and is fully compliant with all ABA Standards. The Law School's next comprehensive site visit is scheduled for 2031-2032.

Additionally, in October 2022, the Law School applied for an acquiescence in substantive change to offer a part-time/hybrid program of legal education. After a fact-finding visit and hearing before the Council, that acquiescence was granted in February 2023. LMU is the fourteenth law school to obtain an acquiescence to offer such a program and the first in the Southeast. The four-year, year-round program will begin in Fall 2023 with a class of no more than 25 students. Of the 90 credits required to graduate, 57 are fully online and primarily asynchronous, while 33 are hybrid, with two-thirds of hours in-person over one, two, or three long weekends each semester and one-third of hours asynchronous online. The acquiescence requires annual reporting to the Council each January.

Finally, the Law School's Curriculum Committee and faculty undertook a significant curricular review in 2022-2023 in response to new ABA Standards requiring education on professional identity, cultural competency, racism, and bias; the NextGen Bar Exam being developed by the National Conference of Bar Examiners; ongoing changes in the practice of law, including evolving technologies; and generational shifts in our students. The new curriculum was subsequently affirmed by Academic Council. The new curriculum moves to 62 required credits from the current 67 required credits, changes some required courses to electives while changing the number of credit hours of some other required courses, and adds a new required course, Professional Foundations, in the second semester of the first year.

Goal: Met

Comments: In 2023-2024, the Law School will be focused on implementing the new curriculum and the first year of the new part-time/hybrid program.

School of Business

The School of Business submitted SACS-COC documentation concerning MSBA curricular changes associated with the relaunched program. The School of Business followed the appropriate approval process to launch the MBA/MSBA combined degree completion pathway in the 24-25 academic year.

Goal: Met

School of Engineering

The School of Engineering received SACSCOC approval to offer a Bachelor of Science in Mechanical Engineering beginning fall 2023. The Accreditation Board for Engineering and Technology (ABET) accreditation will be pursued in 2026 following the production of final transcripts for our graduates. ABET requires transcripts prior to a readiness review and accreditation consideration.

Goal: Unmet

College of Veterinary Medicine

LMU-CVM received approval to enter 100 students in a spring cohort starting January 2023. LMU-CVM will continue to provide the accrediting body annual reports to maintain accredited status upon approval of LMU administration. LMU-CVM is accredited as of April 2024.

The veterinary medical technology program is accredited through the CVTEA.

The Master of Veterinary Education graduated its first cohort in spring 2023 and the Master of Veterinary Clinical Care graduated its first students in fall 2023. A Certificate of Veterinary Education was developed for implantation Fall 2023. The Veterinary Health Sciences and Veterinary Medical Technology programs were brought under the LMU-CVM in March 2023.

Goal: Met

Comments: Documentation available upon request.

DeBusk College of Osteopathic Medicine

DCOM underwent its comprehensive site visit with the Commission on Osteopathic College Accreditation (COCA) August 30-31, 2022. DCOM was awarded 10 years of accreditation with exceptional outcomes. Application for a proposed class-size increase of 100 students at the Knoxville campus and an additional location/proposed class-size increase for 200 students in Orange Park, Florida were submitted to the COCA in January 2023. Both applications are on track, and we await further requests for information from the COCA.

The OTD program received its initial on-site comprehensive site visit from ACOTE on October 16-18, 2023 and was granted the status of Accreditation for a period of seven years by the ACOTE at their December 1-3, 2023 meeting. The OTD program graduates its first class April, 27 2024.

The DPT program received its initial on-site comprehensive site visit from CAPTE on September 24-27, 2023. CAPTE reviewed the site visit findings at its April 2024 meeting, DPT is awaiting the results of that meeting. The DPT program graduates its first class May 10, 2024.

Goal: Met

Comments: Documentation available upon request.

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

The MSCJ and MPA programs created a dual degree program allowing students to learn in both areas of learning and be awarded both degrees in fewer than three years. In addition, the MPA program created a Certificate of Nonprofit Management for purposes of providing many non-profit organizations in LMU's region a way of learning the grants process as well as nonprofit leadership, management, and budgeting. This program, having started last year, is increasing enrollment. New courses in Communications and Media, Criminal Justice, and History have been authorized and will be taught this coming year, providing a broader learning experience for students. Arts in the Gap (AITG) has more workshops this year than in years past. The coordinator is diligent in developing local and regional connections to create and perform workshops, events, and presentations in many and various ways. AHSS now has a minor in music and has updated the minors in CAM and Philosophy. All three minors will be attractive to students across campus. The Honors Program created an honors section of LNCN 100 (LNCN110) and CIVX 300 (CIVX310) that were introduced this past fall semester. These courses, open to all students but especially honors students, provide a more in-depth view of Lincoln's life and legacy. The MSP program enrolled its first cohort in Fall 2022. An Addictions course has been added to the MSP curriculum as well as a Forensic Psychology track. **Goal:** Met

Caylor School of Nursing

A notification to SACSCOC was accepted to begin a BSN program in Chattanooga. (Since LMU was approved to offer 50% or more of its programs at Chattanooga State Community College, a notification was sent to SACSCOC to relocate this off-campus instructional site to the Unum Building in Chattanooga.) LMU will offer less than 50% of the program at this site. The Tennessee Board of Nursing approved the opening of a BSN site in Chattanooga. The Kentucky Board of Nursing approved the Letter of Intent for a new BSN site in Lexington. The next step in the process is submitting a program proposal which will be voted on by the Kentucky Board of Nursing in September 2023.

Goal: Met

Comments: The Chattanooga site will open August 2023 offering the BSN program.

College of Dental Medicine

The Doctor of Medicine in Dentistry (DMD) and the Associate of Science in Dental Hygiene (ASDH) programs were approved by SACSCOC. The Commission on Dental Accreditation awarded the Predoctoral DMD program "Initial Accreditation" in 2022 and will conduct a year two (2024) and year four (2026) Site Visit prior to the award of "Approved" status. The Commission on Dental Accreditation awarded the ASDH program "Initial Accreditation" in 2022 and will conduct a two-year Site Visit in 2024 prior to the award of "Approved" status.

The Substantive Change Proposal to add the Master of Science in Forensic Dentistry was completed and approved by SACSCOC.

Goal: Met

Comments: The College of Dental Medicine will be submitting Substantive Change Proposals to add:

1. Master of Dental Science
2. Master of Science in Human Identification
3. PhD in Human Identification
4. Bachelor of Science in Dental Hygiene
5. Master of Science in Dental Hygiene

Carter & Moyers School of Education

CM SOE follows the appropriate and sequential steps for new program development and approval. All CM SOE Programs continuously assess the curricula and format of courses and make data driven modifications when necessary. These modifications and changes are aligned with University and School of Education policies and guidelines. Budgetary impacts are considered each academic year as semester schedules are developed.

CM SOE made the following changes and or additions to programs:

- The MEd in Curriculum and Instruction was changed to MEd in Instructional Practice and a new 33-hour Program of Study was adopted for the program.
- Scaffolded the graduate education law courses from the master's level through the doctoral level to provide better scope and sequence During this process we created and had Academic Council approve a new course, EDUC 504 for graduate initial teacher licensure students. These students will now take EDUC 504 and SPED 530 law instead of EDUC 501 Foundations course. In addition, the EDUC 511 research course was reformatted and refocused to begin to fall 2023 with a new emphasis on understanding research and applying statistical analyses.
- Were awarded the state approval as an apprenticeship-approved program in October 2022.
- Received approval for our assurances to state that LMU meets the state TDOE literacy standards for undergraduate and graduate initial teacher licensure programs.
- Continues working with CEEDAR on embedding the latest research based HLPS (high-level practices) in all programs. Completed initial licensing for teachers. Work in progress for Instructional Leadership.
- Went through the required approval process to add the new EdS in Professional Counseling and Educational Leadership, which will be offered in Fall 2023.
- Based on CACREP recommendations at the last accreditation review: changes were made to the COUN 531 Social and Cultural Aspects of Counseling syllabus to clarify where CACREP Standard CACREP.2016.2.F.2.b was already being taught. Changes to the syllabus included modifying the course description and clarifying where CACREP Standard 2.F.2.b is addressed in week 7 in the Schedule of Classes and Assignments, as outlined in Institutional Response. Revised assignments and assessments to ensure counseling standards are addressed in EDUC 511 based on CACREP recommendations.

Created/revised the Programmatic Transitions document based on CACREP feedback.

Goal: Met

School of Mathematics and Sciences

In support of LMU's mission and following the institution's process for planning, budgeting, and assessment, the School of Mathematics and Sciences reviewed all existing programs and made academic adjustments as needed. These included (a) introduction of new course sequence in Physics that is an addition to LMU's General Education Core Curriculum and supports the School of Engineering's programs: calculus-based PHYS 251/251L (University Physics I [lecture & lab 4hrs]) and PHYS 252/252L (University Physics II [lecture & lab 4hrs]) (b) elimination of unneeded courses (CHEM 220 Survey of Organic Chemistry [lecture & lab 4hrs], CHEM 230 Environmental Chemistry [lecture & lab 4hrs], CBIO 397, 483, 497 [redundant Jr. & Sr. Seminars]), (c) updated associated course prerequisites (BIOL 450 [Molecular Cell Biology], (d) edited course descriptions for clarity (CBIO 430 [Terrestrial Ecosystems], CBIO 440 [Freshwater Aquatic Ecosystems]), (e) submitted programmatic changes for BIOLH through proper process and academic council, (f) developed and offered Special Topic Courses: BIOL 295 ST: Ethics in Biological Research, CHEM 395 ST: Medicinal Chemistry, the latter will likely become a regular offering in the fall semester. All changes were considered as part of the annual budgeting process in coordination with the Division of Finance.

Goal: Met

School of Medical Sciences

The SMS currently has several new or expanded programs offering proposals. The new Tampa PA program proposal currently resides in the provisional application process with ARC-PA, having been approved by SMS leadership, Academic Council, and the Board of Directors. The ARC-PA site visit was conducted in March, and the program will be reviewed on the June 2023 commission agenda. Institutional effectiveness has been in contact with the Florida Commission for Independent Education (FLCIE) and has made an application. SACSCOC notification/prospectus will be made as deemed necessary. The new Chattanooga PA program application has been made to the ARC-PA, having been approved by SMS leadership, Academic Council, and the Board of Directors. The current anticipated start date is January 2026.

The DMS plans to develop a new offering with a focus on PA education. The education major has been approved by Deans Council, Academic Council, and the Board of Trustees. SACSCOC has been notified and we await approval. Students are set to begin Fall 2023. The SMS is in the process of developing a Respiratory Therapy Program. The Program has been approved by the SMS leadership, Academic Council, and the Board of Trustees. A program director is currently being sought.

Goal: Met

General Education

The GE program has been responsible for ensuring that the General Studies degree (GSTU) has appropriately assigned cognate pathways available to students. Currently, with several

additions and revisions occurring this year, there are 15 cognates available to students enrolled in the degree.

Goal: Met

2. Ensure new academic programs receive development and review of budget pro formas prior to implementation.

Duncan School of Law

Completed as part of the budget approval process. A five-year pro forma for the part-time/hybrid program was approved by the Board of Trustees in November 2021, and the pro forma will be incorporated into the Law School's budget through the University's annual budgeting process.

Goal: Met

College of Veterinary Medicine

Completed as part of the LMU budget approval process.

Goal: Met

DeBusk College of Osteopathic Medicine

Completed as part of the LMU budget approval process.

Goal: Met

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

Budget information was reviewed by the program and school before recommending approval of the addition of any program, minor, or track, no new costs are expected.

Marketing plans are continuously being updated to ensure that program information is available to the university stakeholders and the public. Website information is continually updated. The Administrative Assistant – Graduate and the Recruiter Student Success Coordinator work closely with PR to ensure social media outlets advance in formation on new programs and changes and updates to programs.

Goal: Met

Caylor School of Nursing

CSON analyzes the budget and feasibility of each new program prior to seeking academic approval beyond the School level.

Goal: Met

School of Engineering

Budget Pro Formas were generated and reviewed for the civil and mechanical engineering programs.

Goal: Met

College of Dental Medicine

Completed as part of the LMU budget approval process.

Goal: Met

Carter & Moyers School of Education

CMSOE analyzes the budget and feasibility of each new program prior to seeking academic approval beyond the School level.

Goal: Met

School of Medical Sciences

The SMS utilizes a budget proforma as part of the program development process. A five-year pro forma has been created for the proposed addition of the Tampa PA program, as well as the Chattanooga program. The expansion within the DMS program also had a proforma submitted as part of the development process.

Goal: Met

School of Business

The School of Business completed a feasibility study pertaining to the launch of the Master of Business Administration/Master of Science in Business Analytics (MBA/MSBA) combined degree completion pathway.

Goal: Met

3. Distribute, review, and use the Outcomes Assessment Report (OAR) to guide program improvement and support or discontinuation.

Duncan School of Law

Last year's OARs were submitted in a timely manner and revised as needed following feedback from the University Director of Assessment. The Curriculum Committee used the data from relevant OARs in considering all curriculum proposals, especially those with a potential impact on academic success, retention/attrition, and bar exam pass rates.

Goal: Met

Comments: The Director of Assessment and other directors timely submitted this year's OARs, which will be used in the Law School's ongoing assessment of its programming pursuant to its Assessment Plan.

School of Engineering

OARs are being developed for both civil and mechanical engineering. All OARs and assessment tools will align with University goals and ABET outcomes.

Goal: Unmet

College of Veterinary Medicine

The Outcomes & Assessment Committee and the Curriculum Committee assess and review OAR data to support any needed changes to the curricula or programs.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM has an established process for disseminating the OAR to guide program improvement and support or discontinuation.

Goal: Met

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

AHSS: All 16 AHSS programs analyzed, reviewed, and submitted OARs by the due date. OARs go through at least three levels of review before submission. Examples of changes made due to analysis completed through review of OARs include:

- Additional work and review for students in major courses to better prepare for OAR student learning goal attainment.
- Revision of several minors and concentrations and development and adoption of a music minor and religion minor last year as well as the development of a pre-law minor this year.
- Abraham Lincoln Center for the Study of Policy and Leadership is led by the Lincoln Scholar. His requirements include expanding the A. L. Center for the Study of Leadership and Public Policy to enhance the university use of the center and its archives. The Lincoln Scholar continues to increase his scholarly work and works closely with the Abraham Lincoln Library and Museum for purposes of enhancing student resources.

Goal: Met

Caylor School of Nursing

All OARs (ASN, BSN, MSN, DNP, off-campus instructional sites) were submitted on time and used to guide and support program improvement.

Goal: Met

College of Dental Medicine

The CDM has an established process for disseminating the OAR to guide program improvement and support or discontinuation.

Goal: Met

School of Mathematics and Science

All academic departments (Biology, Chemistry & Physics, Mathematics, and Sport Exercise Science) use multiple sources of data to identify issues and suggest changes for improvement. Chairs and Program Directors oversee this development process that can involve all department members (e.g., Sport & Exercise Science). The completed Outcomes Assessment Reports (OARs) are distributed to faculty members. These are reviewed and comments are requested by Department Chairs and/or Program Directors. Formal discussion of the outcomes occurs, annually, in Department Meetings (e.g., Mathematics during Faculty Workshop week). All OARs are archived and available to faculty and staff in the School of Mathematics and Sciences through the school's TeamSite.

Goal: Met

Carter & Moyers School of Education

CMSOE uses the Outcomes Assessment Report and other assessment documents to make data-driven decisions and improvements. This is also a CAEP and CACREP accreditation

requirement.

Goal: Met

School of Medical Sciences

Each SMS program goes through the University OAR process annually as an integral part of the program self-study.

Goal: Met

School of Business

The School of Business has completed OARs for all academic programs. Faculty are included in this process as they submit relevant outcomes data throughout the academic year. Additionally, faculty submit OAR Response Plans for any courses that have fallen short of the outlined benchmark/target. Response plans provide a guide for improvement for the next academic year.

Goal: Met

Institutional Effectiveness (IE)

IE updates the Outcomes Assessment Report (OAR) annually and posts a template on the Academic Affairs Bulletin Board. IE also offers workshops, webinars, and one-on-one meetings to support the assessment process. Additionally, the Senior Director of Assessment and State Authorization reviews each OAR annually and provides feedback for improvement.

Goal: Met

4. Appropriate adequate funding for marketing new and existing programs.

Duncan School of Law

The Law School works with staff in the communications and marketing department who serve the professional programs in Knoxville. The Law School has entered into a contract with an outside entity to supplement our efforts to market the new part-time/hybrid program.

Goal: Met

School of Business

The School of Business is working with the marketing department to create and distribute advertisements for existing and new programs.

Goal: Met

School of Engineering

Marketing funds have been earmarked to promote the new School of Engineering. The adequacy of the funding is unknown at this time.

Goal: Unmet

College of Veterinary Medicine

CVM has designated staff members to serve as liaison with Marketing and Information Services to ensure promotional materials, website, and Social Media platforms are up to date. With undergraduate programs moving under the CVM, along with multiple new graduate programs, the CVM has expanded its marketing team and is developing strategies

to meet new markets.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM has designated a staff member to serve as liaison with Marketing and Information Services to ensure website and Social Media platforms are up to date.

Goal: Met

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

Marketing (recruitment) funds are available to the graduate programs, as responsibility of the graduate programs' coordinator, and the undergraduate programs as the responsibility of the school recruiter.

Goal: Met

Caylor School of Nursing

There has been adequate funding to market existing programs.

Goal: Met

College of Dental Medicine

The DMD, ASDH, and MSFD programs have adequate funding for marketing and recruiting. The CDM has designated a staff member to serve as liaison with Marketing and Information Services to ensure website and Social Media platforms are up to date.

Goal: Met

Carter & Moyers School of Education

The CMSOE has worked with the Executive Director of Marketing to build public awareness of all programs within the School. The CMSOE has been able to acquire a new position, Recruitment and Retention Coordinator for the School. This position has been filled and the coordinator began working in August 2022.

Goal: Met

School of Mathematics and Sciences

The School of Mathematics and Sciences continues to maintain the position of Recruitment and Student Success Coordinator which includes a budget for marketing and promotion activities. In coordination with the school's leadership team (Dean, Recruitment and Student Success Coordinator, Department Chairs, and Program Directors) marketing and promotion strategies are discussed in concert with Admissions and Public Relations. The strategy plan for 2023-2024 will integrate and leverage faculty, staff, and students through a social media campaign (Facebook & Instagram) that illustrates the school's strengths through sharing stories focused on outcomes across (a) academics [unique & engaged classroom/laboratory experiences with a focus on skills obtained and learning the use of specialized equipment], (b) scholarship/research [established domestic and international faculty research programs, involvement with organizations such as Kentucky Natural Lands Trust, and the Maderas Rainforest Conservancy], and (c) service [student leadership through clubs, outreach to

regional school systems, and events such as the Claiborne County Math Olympics and the Clinch-Powell Science Fair].

Goal: Ongoing

School of Medical Sciences

The SMS works closely with the University marketing department to promote new and existing programs. In addition to the University marketing budget, each SMS program adds funds to the budget lines to cover both in-person marketing efforts, such as fairs and conferences, as well as smaller media marketing venues. Additionally, the SMS has a focused marketing staff member who helps with alumni relations, outreach, and materials.

Goal: Met

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

Time Frame: Ongoing. Curricular changes should be completed by April 15, with inclusion in the new catalogs, web pages, and the schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

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

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

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

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

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

1. Implement innovative approaches to instructional delivery and student learning with input from the CTLE, as appropriate.

Duncan School of Law

Faculty attend monthly faculty development meetings, many of which focus on pedagogy. Faculty are encouraged to implement new methods of instructional delivery consistent with empirically proven techniques for improving student learning. Further, the Law School has entered into a contract with an outside entity, Carolina Academic Press (CAP), to assist its faculty with instructional design and course development for the new part-time/hybrid program. Law School administrators and representatives from CAP are working with the CTLE to ensure University policies and best practices are met with the new courses.

Comments: Pedagogically focused faculty development meetings are scheduled to continue in the upcoming academic year. Implementation of the part-time/hybrid program will also continue. The Law School's faculty and staff will also participate in ongoing training related to the University's transition from Blackboard to Canvas.

School of Business

The School of Business continues to request that all faculty who teach online courses integrate the use of live streaming or recording technologies to improve instructor presence and student understanding of material.

Goal: Met

School of Engineering

Engineering courses began fall 2022 for the first cohort of civil engineering students. New engineering courses will continue to be developed and offered as the engineering students progress through the civil and mechanical engineering programs. Various instructional strategies will be implemented in all engineering courses.

Goal: Unmet

College of Veterinary Medicine

Veterinary Education and Technology (CIVET) serves as an incubator for development of innovative and evidence-based teaching approaches in veterinary medicine through educational research and the development of teaching models, digitally based interactive books, and cloud-based study materials.

LMU-CVM has agreements with over 350 clinical affiliates to deliver relevant curriculum during the clinical year. It continues to spread its network of affiliates in key geographical regions.

Faculty are engaging in training provided by the CTLE as LMU transitions to Canvas.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM's instructional technologist serves as the resident expert in introducing and training on innovative approaches to instructional delivery and student learning. He also serves as the interface between CTLE and DCOM. IT platforms such as Canvas and Mediasite continue to be utilized. Data driven enhancements and adjustments are continually made through feedback received from students, staff and faculty surveys.

Goal: Met

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

AHSS works closely with the CTLE to ensure highest standards of instruction through online programs and courses.

Goal: Met

Caylor School of Nursing

A BSN course NURS 430 and an ASN course NURS 290 were approved for online format. Flipped classroom learning is being utilized in the undergraduate programs.

Goal: Met

College of Dental Medicine

The College of Dental Medicine utilizes evidence-based teaching methodology in dental medicine through educational research and the development of teaching models. The

College of Dental Medicine utilizes team-based learning, problem-based learning, and the flipped classroom model as innovative approaches in dental medicine education. Faculty are engaging in training provided by the CTLE as LMU transitions to Canvas.

Goal: Met

School of Mathematics and Sciences

Faculty in the School of Mathematics and Sciences continued to work with LMU's Center for Teaching and Learning Excellence (CTLE) as well as external resources (e.g., Appalachian College Association's Center for Teaching & Learning [CTL] and Open Appalachia: Open & Affordable Resources Initiative) to discover and implement innovative approaches to instructional delivery in support of student learning success. Examples included training and assistance with BlackBoard Collaborate (live-streaming and recording lectures), VoiceThread (students producing virtual oral presentations), QR Codes (embedding information such as literature citations for poster presentations), and Kahoot (gamified quizzes in class). In the latter part of the year, this extended to learning and preparation for LMU's new Learning Management System – Canvas.

Goal: Ongoing

Carter & Moyers School of Education.

Ongoing collaboration and planning with the CMSOE department and programs and LMU's Office of CTLE takes place each semester and academic year. All courses meet expectations for our online learning platform; the majority of our courses include multi-directional support to students, online collaboration, and assessments, as well as transparency through supplementary materials.

All CMSOE faculty have attended training for the new Canvas instructional platform.

Goal: Ongoing

School of Medical Sciences

SMS curriculum committees review instructional delivery methods and identify areas of and opportunities for improvement. In addition, innovative approaches to instructional delivery are a component of the strategic plan of the SMS and are tracked as such. The SMS has added the Assistant Dean for Academic Affairs. Primary responsibilities include faculty development and critical analysis of these processes.

Goal: Met

2. Continue the development, and implementation of additional undergraduate, graduate, and professional programs, including but not limited to degree completion programs, bridge programs, and licensure programs including, but not limited to: (1) Bachelor of Science in Civil Engineering; (2) Bachelor of Science in Mechanical Engineering; (3) part-time/hybrid Doctor of Jurisprudence program; (4) Associate of Science in Equine Veterinary Science as a pre-professional pathway to LMU-CVM; (5) Master of Science in Business Analytics; and (6) DVM/MPA dual degree.

School of Business

The School of Business launched the Master of Science in Business Analytics (MSBA) program in the 23-24 academic year. Additionally, the School gained approval to launch the MBA/MSBA combined degree completion pathway in the 24-25 academic year.

Goal: Met

School of Engineering

The School of Engineering received SACSCOC approval to offer a Bachelor of Science in Civil Engineering beginning fall 2022. The program will be implemented through 2026. Furthermore, the school received SACSCOC approval to offer a Bachelor of Science in Mechanical Engineering beginning fall 2023. The program will be implemented through 2027.

Goal: Unmet

Carter & Moyers School of Education

The undergraduate initial licensure program added two new majors for preservice teachers.

The new majors combined elementary education with special education. They are:

- Special Education Comprehensive K-12 and Elementary Education K-5
- Special Education Interventionist K-8 and Elementary Education K-5

The School of Education added an EdS in Professional Counseling and Instruction Leadership.

The School of Education changed the MEd in Curriculum & Instruction to the MEd in Instructional Practice, with a new 33-hour curriculum.

The CMSOE was awarded state approval as an apprenticeship-approved program in October 2022. The School was also awarded potential full-cost tuition, fees, and books for 25 apprentice students in spring 2023 for a two-year period licensing them in a content area and special education. In addition, the School was awarded potential full-cost tuition, fees, and books for 40 additional apprentice students for summer 2023 for a two-year period.

Goal: Met

College of Veterinary Medicine

LMU-CVM has developed two new master's programs in the past three years. A certificate in Veterinary Education will be offered in fall 2023. The Veterinary Health Sciences and Veterinary Medical Technology programs have moved under the LMU-CVM. After the Board approved the MPH program in April of 2022, the institution conducted an unsuccessful search for a Program Director. With no Director in place by November of 2022, the institution could not submit a SACSCOC substantive change prospectus by the Jan. 1, 2023, deadline. At that point, the President and EVPAA agreed to put the program on hold indefinitely.

Goal: Met

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

The Social Work program reduced the number of faculty to support the enrollment projections of the program. The AHSS graduate coordinator continues to explore the

feasibility of new tracks within the MSP program. Potential collaborations with the LMU's Dental School (elective courses for the forensic track), MSN (Health Psych) and MBA (Industrial/Organizational Psychology) have been amongst the most recent discussions with those administrators to develop a dual forensic program. A PsyD program is still being considered, data and information has and is being collected, and feasibility is still being determined. AHSS continues to investigate dual degree programs with OTD and DPT. Forensics in Psychology track in the MSP program began in August 2023. The dual degree of MPA and MSCJ began in August 2023.

Goal: Met

Caylor School of Nursing

Work continues to develop the Chattanooga site.

Future programs include investigation of an MSN concentration in nursing education.

Approval and submission of reports for establishing a site in Lexington, KY is ongoing.

Projected start date is August 2024 if all approvals are received.

Looking to change the Nurse Anesthesia DNP to a more online didactic curriculum. Will continue to have face-to-face intensives for skills lab. Must wait until after the COA accreditation visit November 2023.

Goal: Met

College of Dental Medicine

The LMU-CDM developed the DMD and ASDH programs and matriculated its first cohort in fall 2022. The MSFD will be offered in fall 2023.

The College of Dental Medicine will be proposing the following programs:

1. Master of Dental Science
2. Master of Science in Human Identification
3. PhD in Human Identification
4. Bachelor of Science in Dental Hygiene
5. Master of Science in Dental Hygiene

Goal: Met

School of Mathematics and Sciences

The school is investigating the feasibility (benchmarking current market) of altering the existing Bachelor of Science in Computer Science as either a (a) hybrid or (b) fully online program. The school is also investigating alternative educational options (e.g., certificate programs, continuing education, professional development courses, workshops/seminars, online learning, non-credit courses, and research opportunities).

Goal: Ongoing

School of Medical Sciences

The SMS continues to seek ways to expand and develop. Market leaders continue to advise of unmet needs as solicited through conversations around problems that need to be addressed. Current developing programs for the SMS include Respiratory Therapy, where we currently seek a program director, the Tampa physician assistant program, which just completed the

provisional site visit, the Chattanooga physician assistant program, for which application has been made, and the educational major for the Doctor of Medical Science program, which awaits SACSCOC approval.

Goal: Met

3. Continue/begin an investigation of new academic programs including, but not limited to (1) international programs and other collaborative efforts; (2) additional concentrations and programs in mental health and counseling; (3) Medical Laboratory Science to off-campus instructional sites; (4) school librarian endorsement; (5) Doctor of Psychology (Psy.D); (6) Speech-Language Pathology (7) MSN Nursing Education; (8) BS in Respiratory Therapy; (9); ABA (Applied Behavior Analysis); (10) VHS BS degree completion pathway for -CVM; (11) Speech Pathology and Audiology (BS and MS); and (12) Chemical Engineering.

Duncan School of Law

The Law School continues to enroll students in the JD/MBA, JD/MPA, and JD/MSJ programs. The first dual-degree students graduated in Spring 2023. The Law School is also implementing its new part-time/hybrid JD program that was approved by the ABA in February 2023.

Goal: Met

Comments: The Law School will continue to work to develop other dual-degree programs consistent with our capacity and curricular offerings. In addition, the Law School will continue to make adjustments to allow students to balance the demands of the existing dual-degree programs. The Law School is working with multiple institutions on potential 3+3/articulation agreements that would be similar to those it has with our own undergraduate programs and Austin Peay State University.

School of Business

The MBA/MSBA combined degree completion pathway is set to launch in the 24-25 academic year.

Goal: Met

School of Engineering

The School of Engineering is investigating the feasibility of offering a minor in electrical engineering. The minor is intended for mechanical engineering majors interested in robotics and advanced manufacturing.

Goal: Unmet

College of Veterinary Medicine

The MVEd graduated its first two students in Spring 2023. International programs are being developed by the CVM Associate Dean for Student Affairs and Admissions. A certificate in Veterinary Education will launch fall 2023. After the Board approved the MPH program in April of 2022, the institution conducted an unsuccessful search for a Program Director. With no Director in place by November of 2022, the institution could not submit a SACSCOC substantive change prospectus by the Jan. 1, 2023, deadline. At that point, the President and EVPAA agreed to put the program on hold indefinitely.

Goal: Partially met

DeBusk College of Osteopathic Medicine

Continuing:

Graduate:

MS Biomedical Science: multiple tracks
MS Anatomical Sciences
MS Life Science Research Thesis
PhD Anatomical Education
DO/MBA – Not run by DCOM

Professional Programs:

DO
OTD
DPT

Goal: Met

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

AHSS graduated its first four dual degree students last year, with four more on the way to graduating this spring: two MSCJ/JD students and two MPA/JD students. The Master's in Science in Psychology program completed its first full year last spring and has enrolled more students this spring. The Advance to Master's Program (AMP) began this past fall 2023: one student has taken advantage of this opportunity so far. Feasibility of implementing a PsyD and a counseling track in the MSP program are still being reviewed. The early entry program with DSOL has four students in line to make the jump to law school. The first to do so is leaving undergraduate school and has been accepted by the Duncan School of Law for an August start.

Goal: Met

Carter & Moyers School of Education

The School of Education added an EdS in Professional Counseling and Instructional Leadership.

The School of Education changed the MEd in Curriculum & Instruction to the MEd in Instructional Practice, with a new 33-hour curriculum.

The CMSOE was awarded state approval as an apprenticeship-approved program in October 2022. The School was also awarded potential full-cost tuition, fees, and books for 25 apprentice students in spring 2023 for a two-year period licensing them in a content area and special education. In addition, the School was awarded potential full-cost tuition, fees, and books for 40 additional apprentice students for summer 2023 for a two-year period.

Goal: Met

Caylor School of Nursing

Development of the MSN in Education concentration did not occur.
Development of the Chattanooga site is complete.

Development of the Lexington, Kentucky site is ongoing.

Goal: Unmet/met

College of Dental Medicine

The LMU-CDM developed the DMD and ASDH programs and matriculated its first cohort in fall 2022. The MSFD will be offered in fall 2023.

The College of Dental Medicine will be proposing the following programs:

1. Master of Dental Science
2. Master of Science in Human Identification
3. PhD in Human Identification
4. Bachelor of Science in Dental Hygiene
5. Master of Science in Dental Hygiene

Goal: Met

School of Mathematics and Science

Developed a new relationship with Lees McRae College that will support academic and research collaborations in collaboration with their (a) School of Natural & Health Sciences, (b) the May Wildlife Rehabilitation Center [clinical experiences for students in the School of Mathematics & Sciences and LMU's College of Veterinary Medicine], and (c) the Elk Valley Preserve and Field Station. Contact between LMU-CVM and Lees McRae was initiated to discuss possibilities for programs for their undergraduate students to matriculate into the DVM program.

Continued collaboration with domestic partners (Kentucky Natural Lands Trust), international partners (Maderas Rainforest Conservancy, University of Costa Rica).

Continued to collaborate with the College of Dental Medicine (DMD), the DeBusk College of Osteopathic Medicine (DO), and the School of Medical Sciences (DMS) to identify and support undergraduate student progression through LMU's Guaranteed Professional Admission (GPA) Program. Developed dedicated student advising support, professional development, and social networking opportunities within the School (through Department of Biology). Additionally, established progression oversight committee that reviews student progress and maintenance of program benchmarks each semester. Letters of warning and dismissal are sent as required.

Goal: Ongoing

School of Medical Sciences

The SMS continues to investigate expanded DMS offerings, such as a post graduate fellowship.

Goal: Met

4. Continue to explore opportunities to provide academic program offerings at existing or new off-campus instructional sites (such as adding a site in Orange Park, Florida and/or more effectively leveraging space at the DVTC in southwest Virginia).

Duncan School of Law

The Law School has expanded the number of courses that are approved to be offered in a

distance-education format. In addition, the Law School has approved new externship sites, including several in locations outside of East Tennessee.

Goal: Met

Comments: The Law School will continue to expand its distance education offerings, both for the full-time program and the part-time/hybrid JD program.

College of Veterinary Medicine

LMU-CVM continues to expand the network of clinical affiliates.

Cooperative Agreements between the University of Kentucky College of Agriculture, Food and the Environment, Department of Veterinary Science (Gluck Equine Research Center) and Veterinary Diagnostic Laboratory and Lincoln Memorial University-College of Veterinary Medicine allow students to gain research and pathology experience at centers of excellence. LMU-CVM was approved to add 100 students for a spring entry cohort starting January 2023. LMU-CVM at Orange Park had a consultative site visit November 2023 as the first step of establishing a new DVM program in Orange Park, FL. The next step will be to schedule a comprehensive site visit based on feedback from the accreditor, which is still pending. Veterinary Animal Science, Veterinary Health Industry, Veterinary Health Science, and Veterinary Medical Technology programs relocated to the DVTC after SCHEV and SACSCOC approval.

Goal: Met

DeBusk College of Osteopathic Medicine

Professional development at clinical training sites using multiple technological platforms.

American Heart Association (AHA) *in situ* trainings (CPR, BLS, ACLS, PALS) are ongoing at multiple locations including but not limited to multiple campus locations/programs, Core Clinical training sites, community, and residency sites.

Interprofessional Education (IPE) development and implementation is ongoing with neighboring colleges and universities, such as South College, Knoxville Pharmacy School, and Lipscomb University Pharmacy School. A fully virtual Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS[®]) training is ongoing inter-institutionally to over 600 DO, OT, Dental and pharmacy students. Development of new core sites is ongoing. Preceptor development is ongoing. DCOM continues to develop relationships with and support multiple Graduate Medical Education (GME) programs with library services, research/IRB support, scholarly activity and other training. DCOM is in the process of developing an additional location with program offerings in Orange Park, Florida.

Goal: Met

Comments: Site affiliation list available upon request. AHA, IPE and Team STEPPS courses administered 2022-2023 available upon request. Mobile Simulation Unit proposal is also available upon request.

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

AHSS: MPA, MSCJ, and the MS in Psychology are all online and available across the nation. All three have students enrolled from the Appalachian Region and other areas of the county.

Goal Met.

Carter & Moyers School of Education

With the decline of enrollment in the past few years, the CMSOE has had to combine graduate education sites and offer face-to-face programs at the Harrogate and Cedar Bluff sites only. In addition, we have online MEd and EdS Programs offered. The MEd online program added a second option to the fully online program. They added a four-semester program, while continuing the three-semester program. With the hiring of a full-time recruiter, we have been heavily recruiting in the East Tennessee area.

Goal: Met

Caylor School of Nursing

Chattanooga site is developed. Working on establishing a site in Lexington, Kentucky. Nursing will not go to Orange Park, Florida. Meetings have occurred with Knox County Schools to develop a dual enrollment A & P course for high school students.

Goal: Met

College of Dental Medicine

LMU-CDM continues to expand the network of clinical affiliates practices. Collaboration with the University of Tennessee Knoxville Medical Center- Cancer Center to provide dental clearance and treatment to patients with oral cancer prior to chemotherapy and radiation therapy allowing students to gain clinical, research, and pathology experiences. The CDM will submit a substantive change proposal to the Commission on Dental Accreditation to begin increasing the class size of the DMD program 10% per year, to reach a class size of 120 by 2028.

Goal: Met

School of Medical Sciences

The SMS continues to investigate an MLS off-campus learning site in Tampa, Florida. NACCL's notification required. We are also investigating the expansion of a PA program to Orange Park.

Goal: Met

5. Continue to improve coordination among Harrogate and off-campus instructional sites with an emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, comparability of courses/programs, diversity, equity, and inclusion.

Duncan School of Law

The Law School continues to receive essential services from several University departments, including Finance, Legal, Human Resources, Marketing and Public Relations, Advancement, Maintenance, Campus Security, and the CTLE.

Goal: Met

Comments: The Law School will continue to work with other departments to ensure effective coordination, maximize efficiency, and work toward common goals.

College of Veterinary Medicine

LMU-CVM at Orange Park had a consultative site visit in November 2023. It is awaiting

results of that visit to schedule a comprehensive site visit, the next step in gaining a letter of reasonable assurance to enroll the first class. In tandem, approval through the FCIE and SACSCOC is in process. Relationships have already been established with the Jacksonville Humane Society, Clay County Humane, and the Bronson Animal Disease Laboratory; and research partnerships are being explored in Florida.

Goal: Met

DeBusk College of Osteopathic Medicine

Coordination between DCOM Harrogate and DCOM Knoxville are continually improving with an emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, and comparability of courses/programs.

Goal: Met

Comments: See DCOM budget

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

AHSS provides courses at Cedar Bluff, Knoxville, Corbin, Kentucky, and Tampa, Florida as needed. Courses are usually in the general education content areas. Assurance is given to all students about the availability of financial aid, athletics, health, recreation, and academic support if needed.

Goal: Met

Caylor School of Nursing

Numerous meetings have occurred with the finance office, HR, Kate Reagan, Jody Goins, and IS.

Goal: Met

College of Dental Medicine

The College of Dental Medicine coordinates with the administration in Harrogate for budget development, human resources, marketing, facility operations, student and academic support, technology, learning resources, and comparability of courses/programs.

Goal: Met

School of Medical Sciences

With off campus instructional sites in Knoxville, TN and soon Tampa, FL, the SMS has centralized affiliation agreements, preceptor payments, and SMS-specific site paperwork. This centralization looks to streamline institutional support and decrease site specific costs, while lessening the burden of new site development. The SMS has implemented a diversity, equity, and inclusion committee in conjunction with DCCOM and VETMED. This committee serves to utilize combined resources to facilitate equality in the utilization of DEI incentives across campuses.

Goal: Met

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

Academic Affairs

The VPAA has partnered with the CTLE to implement Canvas as LMU's new LMS.

Duncan School of Law

The Law School has made several advances in the use of technology to deliver courses. Approval of the part-time/hybrid JD program constitutes a major step forward in this regard, although the Law School is still planning expansion of distance education offerings and introduction of distance education elements into the full-time program.

Goal: Met

Comments: The Law School's Associate Dean of Distance Education is changing titles to Associate Dean for the Part-time/Hybrid Program. The Law School also has a standing faculty Distance Education Committee, which oversees changes to the Law School's distance education policy, works with faculty to create further distance education offerings, and helps develop policies for the part-time/hybrid JD program.

School of Business

The School of Business has integrated the use of AI technologies within the classroom to subsidize student learning. **Goal:** Met

School of Engineering

The School of Engineering will explore the implementation of VR headsets for laboratory skills and facility virtual tours. Throughout the upcoming budget cycle, the school will purchase numerous technologies for engineering lab courses including land surveying equipment, materials testing equipment, and geotechnical/soil testing equipment.

Goal: Unmet

College of Veterinary Medicine

Faculty are comfortable delivering lectures virtually and recorded lectures remain accessible to students during their tenure at the CVM. Faculty have also leveraged recorded lectures to free up time to create active learning spaces to engage learners. LMU-CVM continues to be innovative in clinical and professional skills curriculum delivery through the creation of models and simulations.

Goal: Met

DeBusk College of Osteopathic Medicine

Annual needs assessment conducted for faculty, staff, and student feedback. Lecturio[®] (medical licensing board preparation software for OM-I and II), UWorld[®] (a question bank platform for OMS-II and III), TrueLearn Combank (a question bank resource for COMLEX Level 1 board preparation), GIBLIB (a surgical resource for clinical training).

Goal: Met

Comments: Data summaries available upon request. Assessment Department calendar of needs assessment is also available upon request.

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

AHSS: ART and CAM programs continue to explore innovative ways to utilize technology

for instructional delivery. MPA, MSCJ, and the MSP programs are fully online. All programs work with CTLE to explore outside resources to improve course delivery. Programs that were utilizing hybrid learning have ended that approach as the number of interested international students declined to near zero. The recently launched online student journal, *Wolfpen*, continues to be successful in attracting young writers. AHSS is using social media in increasingly more accessible ways. A new academic journal is available through the Vincent Carnegie Library, produced and published by the School of AHSS. The journal is called the *Journal of History and Social Sciences*.

Goal: Met

Caylor School of Nursing

Was able to purchase new SIM equipment for Cedar Bluff off-campus instructional site and Corbin off-campus instructional site.

Goal: Met

College of Dental Medicine

The CDM utilizes live and recorded lecture sessions into CDM courses to aid in student learning processes. Using the Simodont, students utilize the virtual reality dental trainer to practice restorative dental procedures prior to advancing to the Simulation Lab. Faculty learning stations equipped with Mediasite have been incorporated in the Bench and Simulation Lab to record and project simulated preclinical activity to the monitors strategically placed throughout these labs. Additionally, Anatomage Anatomy Tables are utilized in Medical Gross Anatomy, Head and Neck Anatomy, and Neuroanatomy.

Goal: Met

School of Mathematics and Science

A Department of Biology working group explored the feasibility of incorporating technology in the learning environment starting, initially, with Anatomy courses, and then expanding throughout the school with integrations among courses as applicable. Options explored were: (a) 3-D Printing & Modeling, (b) Augmented Reality, (c) Gamification Techniques, (d) Mobile Applications, (e) Online Learning Platforms, (f) Virtual Reality, (g) Virtual/Simulated Laboratories, and (h) Wearable Technologies. The working group visited the College of Dental Medicine at the LMU Tower – Knoxville to utilize the Anatomage Tables (3D Anatomy & Virtual Dissection Platform). The working group has formulated a plan that illustrates the feasibility of incorporating Anatomage Table platform (in meaningful ways) across the following courses: (1) BIOL100 Introduction to Biology, (2) BIOL111 General Biology I, (3) BIOL112 General Biology II, (4) BIOL261 Human Anatomy and Physiology I, (5) BIOL262 Human Anatomy and Physiology II, (6) BIOL310 Comparative Anatomy, (7) BIOL334 General Histology, (8) BIOL460 Developmental Biology, (9) BIOL411 Advanced Human Anatomy, and (10) CBIO330 Ichthyology. Additionally, the group identified areas of applicability across Chemistry (i.e., simulated molecules that could be viewed and moved around, a titration simulation, and some gas vs liquid vs solid ways to play around with the states of matter.) and Physics (laser simulation to

look at the splitting of light into colors as well as bending light, a photon wave vs particle experiment, and a friction experiment utilizing air hockey as a model).

The Department of Mathematics, through the IS department, maintains a limited license for a TI-84 emulator for use in the classrooms to assist in instruction. Additionally, they utilized MyLab through Pearson to supplement learning experiences in Math 099, 110, and 270.

Individual faculty (across the school) make use of several freely available opensource applications (e.g., GIMP GNU Image Manipulation Program, PAST Statistical Software, Q-GIS, and R Project for Statistical Computing) as they see fit.

Goal Met

Carter & Moyers School of Education

CMOSE has adopted a new software, GoReact, in the Master's in Education Initial Teacher Licensure Program (MEDITL). The purpose of using GoReact with candidates, faculty, field supervisors, and mentor teachers is to increase the effectiveness of our remote supervision and feedback of candidate performances in the classroom during the clinical experiences. The GoReact software allows multiple assessors to view the live (synchronous) or uploaded (asynchronous) videos in the classroom and to provide feedback with time stamps. The software provides an additional layer of support for our candidates enrolled in initial teacher licensure programs who must successfully submit and pass edTPA during the clinical experiences to meet the licensure requirements for the state of Tennessee.

In addition, the CMSOE faculty discuss opportunities for technology that will support our students meeting their learning goals or instructors providing quality learning environments. All programs attempt to incorporate appropriate and available technology whenever possible. Examples include, but are not limited to, Swivl for recording teaching in the classroom, SmartBoard training for students, and through the multiple opportunities to connect technology to best practices in K-12 schools.

Goal: Met

School of Medical Sciences

The SMS PA programs continue to review different VR programs for implementation in PA education. The new Assistant Dean of Academic Affairs, along with the online learning specialist continue to review technology enhancements that bring value to the SMS. The Harrogate PA program continues to utilize Lecturio for use in the review and remediation of lecture-based clinical medicine courses, both in the didactic and clinical year.

Goal: Met

7. Continue to provide relevant professional development opportunities for all faculty to support recruitment and retention.

Duncan School of Law

Faculty attend monthly faculty development meetings, many of which focus on pedagogy. Faculty are encouraged to implement new methods of instructional delivery consistent with empirically proven techniques for improving student learning. The Law School's Spring 2023 professional development programs have included a series led by the Law School's

new Director of Assessment on the importance of assessment and tools related to assessment, as well as a session with an instructional designer from CAP and Law School faculty teaching in the part-time/hybrid program in Fall 2023 on the design of courses for that program. Faculty and JD staff also receive a professional development budget annually to attend and present at conferences and workshops related to their fields or areas of scholarship or legal education more generally.

Goal: Met

Comments: Faculty development programming is scheduled to continue in the next academic year. The faculty development budget has been increased slightly in FY 2024.

School of Business

The School of Business has developed a Scholarly Activities Committee which convenes on a monthly basis to discuss ongoing research, research methods, pedagogical techniques, and more. **Goal:** Met

School of Engineering

Faculty joined the Tennessee Society of Professional Engineers and attend monthly meetings including professional development opportunities.

Goal: Met

College of Veterinary Medicine

LMU-CVM has provided the following internal professional development opportunities for the 2023-2024 academic year:

1. CIVET-sponsored VETSS each month
2. Veterinarian and veterinary technician CE in spring and fall

In addition, LMU-CVM is a member of the southeast veterinary education consortium (SEVEC). Member institutions are allowed to participate in each other's professional development programs aimed at education. All CVM personnel are supported to attend continuing education and professional development meetings relevant to individual discipline.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM provides needs-based annual faculty development programming and encourages attendance at the LMU faculty development workshop annually provided they are not teaching. The Assessment Department continues to run a robust needs-based program annually.

Goal: Met

Comments: Programming documentation, attendance records, and survey feedback available upon request.

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

AHSS: All program faculty utilize LinkedIn for professional development opportunities. All programs continue to search for ways to collaborate across disciplines on scholarly work.

Eight faculty took advantage of faculty development funds this year.

Goal: Met

Caylor School of Nursing

New nursing faculty were oriented to the faculty role during the first week of August with this occurring each year. Faculty Development occurred as a group the second week of August. A national speaker was brought in to discuss the new NCLEX-RN plan. Faculty were instructed on how to best prepare students for the new exam. Several faculty members attended the NOADN annual convention in November 2022, ACEN workshops, TANA meeting, and numerous content specific workshops throughout the academic year. Several faculty members presented at workshops and national meetings.

Goal: Met

College of Dental Medicine

CDM provides annual faculty development programming, Annual Faculty Retreat, and workshops provided by professional organizations. Topics include evidence-based dentistry, dental technology, pedagogy, research, and curriculum additions to meet new Commission on Dental Accreditation Standards.

Goal: Met

School of Mathematics and Sciences

Faculty attended a variety of professional development opportunities (e.g., LMU's Faculty Development Week, workshops provided by professional organizations, and utilized LinkedIn Learning). Topics included advising, pedagogy, and scholarship/research. The school maintains a budget line to support faculty and staff development. In addition to the school's budget line, faculty 15 submissions to LMU's Faculty Development Fund. The school documents an average of 25 professional development activities attended by faculty annually. Notable activities to support student retention and success include: (a) annual faculty attendance at the National Association of Advisors for the Health Professions (NAAHP), and (b) faculty completing certificate programs to improve the student learning experience (Geospatial Analysis, ESRI's ArcGIS, and ArcGIS Software Certification through the University of California Davis).

Goal: Met

Carter & Moyers School of Education

All CMSOE faculty are encouraged to take advantage of professional development opportunities. The School provides funding as allocated in the budget. A new position, Recruitment and Retention Coordinator for the School of Education, has been added. The new staff member will start on August 1, 2022. The plan is to obtain professional development training for this new staff member and then bring relevant training back to the School of Education.

Goal: Met

School of Medical Sciences

All SMS faculty are funded annually for continuing education and the SMS faculty development policy provides opportunities for professional development. The new position of the Assistant Dean of Academic Affairs will collaborate with the Dean in the implementation and analysis of additional faculty development programs.

Goal: Met

8. Continue the process for maintaining accreditation for all programs.

Duncan School of Law

The Law School underwent a comprehensive site evaluation visit from the ABA in 2021-2022, which is required of all law schools in the third year after full approval by the ABA Council. The Law School was notified in September 2022 that it had successfully completed the site evaluation standard and is fully compliant with all ABA Standards. Additionally, in October 2022, the Law School applied for an acquiescence in substantive change to offer a part-time/hybrid program of legal education. After a fact-finding visit and hearing before the Council, that acquiescence was granted in February 2023.

Goal: Met

Comments: The Law School's next comprehensive site evaluation visit is scheduled for 2031-2032. The Law School will submit its first annual report on the part-time/hybrid program to the Council in January 2024.

School of Business

The School of Business continues to maintain ACBSP accreditation and complies with all standards and policies set forth by the accrediting body.

Goal: Met

School of Engineering

The Accreditation Board for Engineering and Technology (ABET) accreditation will be pursued in 2026 following the production of final transcripts for our graduates. ABET requires transcripts prior to a readiness review and accreditation consideration.

Goal: Unmet

College of Veterinary Medicine

See 1.1.

Goal: Met

DeBusk College of Osteopathic Medicine

See 1.1 (#1)

Goal: Met

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

AHSS: Social Work program was fully accredited (8 Years) in 2021.

Goal: Met

Carter & Moyers School of Education

The CMSOE maintains programmatic accreditation through CAEP and CACREP, as well as TDOE approval for all licensure programs. Each academic year, compliance with accreditation requirements is monitored and adjusted as needed. Updates from our accrediting bodies are shared with our School of Education through Leadership Team meetings, faculty meetings, and work sessions. Courses and syllabi are continually assessed to ensure criteria for accreditation purposes are captured and reflected appropriately. Transparent disclosure of all accreditations and affiliations are reflected in all CMSOE materials for students, to the public, and on our website.

In Spring 2022, the Instructional Leadership program (MEd and EdS) completed the required IL Comprehensive Review required for Tennessee Department of Education (TDOE) approval. As part of this process, faculty and staff contributors gathered evidence to submit to the state. In April 2022, The School of Education dean received word from the Tennessee Department of Education that the review team made preliminary recommendation of “full approval” for LMU’s instructional leader program. The final vote will take place in July 2022.

The Professional Counseling Program had their site visit from CACREP March 21-23, 2022. CACREP sent their response. There were only four standards that were considered “not met” by the site visitors. The counseling program made the suggested adjustments in the program to meet those four standards and responded to the CACREP site team in a rejoinder. The CACREP Board voted on final approval in Summer 2022 for the Professional Counseling Program and issued eight years of continuous accreditation.

Goal: Met

Caylor School of Nursing

ACEN reports for ASN, BSN, MSN, and DNP were submitted. Board of nursing reports were submitted to Tennessee, Kentucky, and Florida.

ACEN will make a visit in June 2023 to see the nursing sites which teach MSN programs due to the fact they had to do a virtual meeting for the 2020 reaffirmation.

Goal: Met

College of Dental Medicine

On August 4th, 2022, the CODA Board awarded the DMD and ASDH programs “Initial Accreditation.” The CDM administration and faculty meet monthly to ensure the programs meet or exceed the CODA Standards to ensure the award of “Approved” Status and continued accreditation.

Goal: Met

School of Medical Sciences

All SMS programs have an extensive self-study process to ensure the maintenance of accreditation. The SMS program directors meet regularly with the Dean to ensure appropriate institutional support. Each program schedules an annual retreat to review the self-study

process. The Assistant Dean of Academic Affairs will also have responsibilities to ensure continued accreditation by working with each Program Director on additional OARs. In response to negative accreditor feedback, two .5 FTE Assessment Coordinator positions have been developed to support continued program accreditation. The SMS is currently reviewing data management systems to help in the critical analysis of data necessary to support programmatic changes.

Goal: Met

Carnegie-Vincent Library

Provided narrative, resources lists, and/or attendance at reviews in support of DCOM's COCA reaccreditation visit and ACEN accreditation at Tampa. Provided narrative and resources lists in support of proposed Nursing programs at Lexington, KY, DCOM at Orange Park, Florida, and for the SACSCOC Prospectus for DMS-Medical Education. Continued in collaborative agreements with other libraries.

Goal: Met

Responsibility: Instructional Technologist, Director of Online Learning, Program Directors/Coordinators, Department Chairs, Deans, VPAA, and appropriate VPs.

Time Frame: Ongoing. Curricular changes and program creations should be completed by April 15, with inclusion in the new catalogs, web pages, and schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

Resources Required: Commitment of time; collection and analysis of data; and budgeted resources for program development, academic and student services, library, and other learning resources and accreditation processes. Assessment: School(s)/ College(s) minutes and Academic Council minutes.

Use of Results: To document creation, revision, and support, or discontinuation of academic programs.

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

Objective 1.3: Ensure that new and revised programs have clearly articulated student learning outcomes.

1. Define student learning outcomes for each new and revised program.

Duncan School of Law

The Law School's Programmatic Learning Outcomes remain unchanged.

Goal: Met

Comments: The Law School's curricular review in 2022-2023 will be conducted within the constructs of its Programmatic Learning Outcomes. If the Curriculum Committee and the faculty believe that any of the Programmatic Learning Outcomes need to be changed, that will be done under the established process.

School of Business

SLOs have been developed for all programs.

Goal: Met

School of Engineering

All course student learning outcomes will be defined and aligned with the program educational objectives and program student learning outcomes set forth by ABET.

Goal: Unmet

College of Veterinary Medicine

The curriculum map is used to organize and align student learning outcomes across the DVM curriculum. Curriculum maps are being built for undergraduate and graduate programs to monitor outcomes related to SLOs. Program outcomes for all CVM programs are reviewed annually by the Outcomes and Assessment Committee and program revisions are made accordingly.

Goal: Met

DeBusk College of Osteopathic Medicine

Program Outcomes for all DCOM programs are reviewed and approved annually.

Goal: Met

Comments: Meeting dates, minutes, and program outcomes chart available upon request.

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

AHSS: All programs SLOs (and POs) are close defined as they are reviewed annually in three ways: once during the OAR process, secondly when syllabi are close reviewed by the department chair and the program administrative assistant, and thirdly as syllabi are revised or created. The OAR review process occurs three times during the academic year: in early fall, in early spring, and finally just before the completed reports are submitted. The online MSCJ, MSP, and MPA programs have had learning outcomes reviewed to ensure that as fully online programs, LOs are the same as if they were created for seated programs. Learning outcomes continue to reflect the expected needs of each of the fields of study. The Pre-Med track SLOs have been updated and reviewed. A psychology pre-PA track has been developed to begin this coming fall. It will be included in the psychology review process. The history program developed new SLOs effective fall 2023. AHSS will continue revising and refining SLOs in light of annual OARs for each program.

Goal: Met

Caylor School of Nursing

The BSN, MSN, and DNP are working now to revise student learning outcomes, so they coincide with the new AACN Essentials.

Goal: Met

College of Dental Medicine

The Curriculum Committee utilized curriculum mapping to organize and align student learning outcomes across the CDM curriculum. The student learning outcomes are reviewed semesterly and revised yearly as part of the annual outcomes assessment process.

Goal: Met

School of Mathematics and Sciences

Student learning outcomes are reviewed and revised every year as part of LMU's annual outcomes assessment process. Department of Biology (Biology, Conservation Biology), Department of Chemistry & Physics (Chemistry, Chemical Physics), Department of Mathematics (Computer Science, Mathematics), Department of Sport and Exercise Science (Exercise and Rehabilitation Science, General Exercise Science/Pre-OTD), and School of Mathematics & Sciences (General Studies [Associate of Science and Bachelor of Science]).

Goal: Met

Carter & Moyers School of Education

All new and revised programs in CMSOE define student learning outcomes using appropriate professional standards as a guide.

Goal: Met

School of Medical Sciences

Student learning outcomes in the SMS are program specific and designed based on program competencies as set forth in the accrediting body standards. The defined learning outcomes are published in the student handbook and the course syllabi.

Goal: Met

2. Publicize academic student learning outcomes via appropriate media.

Duncan School of Law

The Law School's curricular requirements are published on its website and in its Student Handbook and Catalog, which is updated annually. Incoming students are made aware of the Law School's academic expectations through presentations at orientation and follow-up meetings with their faculty academic advisors, academic success professionals, and the Associate Dean for Academic Affairs. Students meet with advisors each semester to ensure they are meeting academic expectations.

Goal: Met

Comments: There are plans for posting information about academic requirements in different formats to improve advising, including videos posted on the school-wide announcement forum.

School of Business

All existing and revised student learning outcomes are listed within the LMU Catalog 23-24.

Goal: Met

School of Engineering

All Program Education Objectives and Student Learning Outcomes will be posted online per ABET requirements.

Goal: Unmet

College of Veterinary Medicine

The LMU-CVM Student Handbook is updated on the LMU-CVM website at the end of each semester. Required outcomes are published on the LMU-CVM website for the DVM and VMT programs.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM complies with the COCA accreditation standards in publishing outcomes data. The website is up to date. The OAR is submitted to Institutional Effectiveness annually on September 15th.

Goal: Met

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

AHSS: All degree majors post SLOs on syllabi. Also, program SLOs are posted on the annual OAR reports. MPA, MSP, and MSCJ programs have social media accounts where learning “expectations” are posted and used primarily for program marketing. All programs in AHSS have learning and program goals reflected in Outcomes Assessment documents, program literature such as annual recruitment plans, the School Dashboard document, and in department mission statements. Program Reviews encompass information from outcome reviews, adding that data to the reviews where needed.

Goal: Met

Caylor School of Nursing

Student Learning Outcomes are published in the catalog and program handbooks.

Goal: Met

College of Dental Medicine

The College of Dental Medicine’s curricular requirements are in the Student Handbook, Catalog, and on the CDM’s website which is updated annually. Incoming students are made aware of the CDM’s academic expectations through presentations at orientation and follow-up meetings with their faculty academic advisors, academic success professionals, and the Dean for Academic Affairs. Students meet with advisors each semester to ensure they are meeting academic expectations.

School of Mathematics and Sciences

The School of Mathematics & Sciences leadership team collaborates to collect, collate, and publicize student learning outcomes. This is done through advertising materials (e.g., trifold), school web pages (news stories that focus on student learning and research in collaboration with Public Relations), social media (e.g., Facebook and Instagram that illustrate student activities in the classroom that enhance learning), and school newsletters (e.g., ORGSP Newsletter). This is accomplished by working collaboratively with Admissions and Public Relations.

Goal: Ongoing

Carter & Moyers School of Education

CMSOE's completer's PK – 12 student test scores from the past three years are publicized and shared with the public by the Tennessee Department of Education each year in the form of a "report card" for each college/university providing education licensure programs.

Goal: Ongoing

School of Medical Sciences

SMS-defined student learning outcomes are found in the program handbooks and each course syllabus. Additionally, learning outcomes and competencies are posted on the individual SMS program web pages.

Goal: Met

3. Ensure the accuracy and consistency of information in all published media.

Duncan School of Law

The Law School faculty and student handbooks are updated each year to reflect all modifications to policies and procedures. In addition, the Dean implemented numerous changes to the faculty handbook in 2021-2022 that were recommended by an *ad hoc* committee he had appointed the previous year to review the Law School's policies for ambiguities and inconsistencies.

Goal: Met

Comments: The Law School's faculty handbook is being updated for 2022-2023 to incorporate changes to the faculty recruitment process that recently were adopted by the faculty.

School of Business

The School of Business performs regular audits of its social media, website, marketing materials, and catalog to ensure consistency.

Goal: Met

School of Engineering

The School of Engineering requests review by LMU Marketing for all media releases.

Goal: Met

College of Veterinary Medicine

LMU-CVM works with LMU Marketing to create press releases. The LMU-CVM website is revised regularly to remain current.

Goal: Met

DeBusk College of Osteopathic Medicine

All information is up to date. A designated DCOM staff member serves as liaison with Marketing and IS to ensure information on the website and social media remains current.

Goal: Met

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

AHSS: All departments in AHSS collaborate closely with the Public Relations department to ensure the highest-quality marketing materials containing the most accurate information are available. Published materials and website information are monitored and reviewed by all program directors and department chairs and the Recruiter/SS Coordinator on an ongoing basis.

Goal: Met

Carter & Moyers School of Education

The CMSOE dean and program leaders review all information published in print media and on the website.

Goal: Met.

Caylor School of Nursing

The Dean, ASN Chair, BSN Chair, MSN Directors, DNP Director, and Director of Recruiting all review material prior to publishing.

Goal: Met

College of Dental Medicine

CDM staff members work closely with the Marketing Department to ensure all published material, website information, and social media platforms are reviewed and new press releases are made on an on-going basis when applicable.

Goal: Met

School of Mathematics and Sciences

The School of Mathematics and Sciences' leadership team collaborates with Public Relations, Admissions, and Advancement to ensure the accuracy and consistency of all published media. The school's Recruitment and Student Success Coordinator plays a crucial role in facilitating this process.

Goal: Met

School of Medical Sciences

SMS Program directors and faculty review the media with the Dean and the SMS outreach coordinator prior to release.

Goal: Met

4. Collaborate with marketing, academic and student support services, and student recruitment to publicize academic student outcomes.

Duncan School of Law

The Associate Dean for Enrollment Services and Assistant Dean for Student Services remain apprised of all academic expectations for incoming and current students. The Associate Dean for Enrollment Services ensures the accuracy of all information on the Law School's website pertaining to student recruitment and academic expectations.

Goal: Met

School of Engineering

Student achievements will be publicized following review by LMU Marketing

Goal: Unmet

College of Veterinary Medicine

Recruiting materials are updated yearly, and the website is updated at least monthly, if not more frequently.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM complies with the COCA accreditation standards in publishing outcomes data. The website is up to date.

Goal: Met

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

AHSS: All recruitment needs are supported by PR/Marketing, Student Services, and Enrollment Management. SLOs are available to all these offices. The graduate program met with the PR staff again in the fall for this purpose. The CAM faculty met with athletic coaches in the fall to discuss CAM programs and their SLOs.

Goal: Met

Caylor School of Nursing

Data is available to share with potential students.

Goal: Met

College of Dental Medicine

A plan has been developed by the CDM and will work with marketing, academic and student support services, and student recruitment to publicize academic and student learning outcomes.

Goal: Met

School of Mathematics and Sciences

In coordination with the school's leadership team (Dean, Recruitment and Student Success Coordinator, Department Chairs, and Program Directors) marketing and promotion strategies are discussed in concert with Admissions and Public Relations. The strategy plan for 2023-2024 will integrate and leverage faculty, staff, and students through a social media campaign (Facebook & Instagram) that illustrates the school's strengths through sharing stories focused on outcomes across (a) academics [unique & engaged classroom/laboratory experiences with a focus on skills obtained and learning the use of specialized equipment], (b) scholarship/research [established domestic and international faculty research programs, involvement with organizations such as Kentucky Natural Lands Trust, and the Maderas Rainforest Conservancy], and (c) service [student leadership through clubs, outreach to regional school systems, and events such as the Claiborne County Math Olympics and the Clinch-Powell Science Fair].

Goal: Met

School of Business

The School of Business submits appropriate programmatic information to the marketing department when requesting new or updated materials.

Goal: Met

School of Medical Sciences

The SMS Outreach Coordinator services the SMS portion of the University website and works with program directors to publish the learning outcomes documents and media. Additionally, the DMS meets biweekly in a collaborative marketing meeting with University Marketing as well as Outreach, the Program Director, and other concerned parties.

Goal: Met

5. Document and demonstrate a systematic plan of evaluation of student learning outcomes for new and revised programs.

Duncan School of Law

The Law School maintains an Assessment Plan, developed by the Assessment Committee, and approved by the faculty, which complies with the ABA assessment standards and ensures the assessment of all Programmatic Learning Outcomes over a seven-year period. Course-level assessment reports prepared by faculty members, departmental reports, and the OARs are used to measure progress with and make necessary changes to the Assessment Plan.

Goal: Met

School of Business

All LMU School of Business ACBSP-accredited programs are evaluated on a biennial basis along with the completion on Quality Assurance Reports. Non-ACBSP-accredited programs are evaluated every three years.

Goal: Met

School of Engineering

All engineering programs will be reviewed annually to evaluate assessment data and ensure continuous improvement.

Goal: Unmet

College of Veterinary Medicine

The LMU-CVM Outcomes and Assessment committee reviews all assessments and surveys performed by the CVM. Recommendations and data are provided to the LMU-CVM curriculum committee for action.

The LMU-CVM has developed a curricular map to assess the curriculum for redundancies and omissions.

All programs completed OARs for 2022-2023.

Goal: Met

DeBusk College of Osteopathic Medicine

The DCOM Program Outcomes Committee is a standing subcommittee of the LMU-DCOM Curriculum Committee. The subcommittee meets at least twice a year (Fall and Spring) and as the Chair calls, review and update the LMU-DCOM Program Outcomes and Assessment Chart and align with curricula and assessments.

Goal: Met

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

AHSS: All programs, existing, new, or revised, are systematically reviewed through the OAR process, the annual recruitment planning process, the program review process, and department initiatives. The program review process instituted by the Office of Institutional Effectiveness has required a close examination of two programs this year: the MPA and Political Science programs. Program reviews are rigorous and comprehensive.

Goal: Met.

Caylor School of Nursing

All nursing programs have a SPE in place. The NA DNP program has a systematic plan of evaluation in place

Goal: Met

College of Dental Medicine

The Curriculum Committee provides a systematic semesterly review of all courses in the CDM. The Curriculum Committee meets semesterly to update the programs outcomes and assessment chart ensuring curricular and assessment alignment. All programs are reviewed annually through the OAR process.

Goal: Met

School of Mathematics and Sciences

Curriculum maps for all programs (Biology, Chemistry, Chemical Physics, Computer Science, Conservation Biology, Exercise and Rehabilitation Science, General Exercise Science/Pre-OTD, General Studies [Associate of Science & Bachelor of Science], and Mathematics are reviewed annually as part of LMU's Outcomes Assessment process. The student learning outcomes are updated, and revised (based on data from numerous sources) as necessary. The process involves all faculty, is executed by Department Chairs and Program Directors, and reviewed by the Dean. Feedback provided by Institutional Research is reviewed and utilized as deemed appropriate.

Goal: Met

Carter & Moyers School of Education

All new and revised programs in the Carter & Moyer School of Education are reviewed and evaluated using data from our Carter & Moyers Assessment System (CMAS) each semester. Once a year, all programs are evaluated for needed updates and changes identified in the individual program assessment.

Goal: Met

School of Medical Sciences

Each SMS program has an individualized self-study process and participates in the University Outcomes Assessment Reporting, as well as data collection and self-analysis for ARC-PA. We currently are reviewing additional resources to facilitate evaluation through the utilization of a data management system.

Goal: Met

6. Standardize, communicate, and report college/school-specific academic student learning outcomes.

Duncan School of Law

The Assessment Committee has followed the established procedure for faculty to submit course-level evaluation reports to the Director of Assessment for all core classes.

Goal: Met

School of Engineering

All Program Education Objectives and Student Learning Outcomes will be posted online per ABET requirements.

Goal: Unmet

College of Veterinary Medicine

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

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM Curriculum Committee monitors student performance and course quality through end-of-course/rotation reports submitted by course directors. Data-driven recommendations for improvement are noted by course directors and implemented in subsequent syllabi. This process is ongoing.

Comments: Meeting minutes reflecting the review of end of course/rotation reports available upon request.

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

AHSS: Program and course specific review of learning objectives occurs during development of curriculum mapping, continued awareness of national programmatic requirements, the OAR process, and the program review process. All course learning measurement is geared

toward assessing the extent to which students meet learning outcomes.

Goal: Met

Caylor School of Nursing

Each program has student learning outcomes based on nationally established criteria. These are published in the Undergraduate and Graduate Catalogs as well as the program handbooks.

Goal: Met

College of Dental Medicine

CDM Curriculum Committee monitors course-specific academic student learning through end-of-course performance and course quality through end-of-course/rotation reports submitted by course directors. Recommendations for improvement are noted by course directors and implemented in subsequent syllabi. This process is ongoing.

Goal: Met

Carter & Moyers School of Education

As required by our national accreditors, CAEP and CACREP, CMSOE faculty and staff review and analyze course and program outcomes. These outcomes are shared with our CMSOE Advisory Council, and our PK-12 school partners.

Goal: Met

School of Mathematics and Sciences

School specific academic student learning outcomes are standardized through the annual outcomes assessment process. These outcomes are communicated and discussed through department and school meetings.

Goal: Met

School of Medical Sciences

SMS programs develop the specific learning outcomes. These are reviewed by the SMS leadership committee and then by the University Academic Council. Continual review has occurred during program specific meetings and will be supplemented by the addition of two assessment coordinators.

Goal: Met

7. Analyze data from the Territorium examination and implement changes that the test results may suggest in support of General Education student learning outcomes.

General Education (GE): Data from Territorium, as was the case with ETS in past semesters and years, is reviewed by the GE Committee and by the Office of Institutional Effectiveness. Options for improving grammar were cited last year and implemented this past fall. This year's data is still being collected and will be analyzed.

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

Time Frame: Ongoing. Curricular changes and program creations should be completed by April 15, with inclusion in the new catalogs, web pages, and schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

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

Assessment: Annual review of budget proposals considering departmental and program plans and needs identified by assessment activities and corresponding program outcomes.

Use of Results: To ensure clearly articulated academic student learning outcomes.

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

Objective 1.4: Use a comprehensive faculty performance evaluation process, based on professional and institutional expectations, relative to teaching, research/scholarly activity, service, and as applicable, clinical activity.

1. Monitor the faculty evaluation process.

Duncan School of Law

Supervisors use the current University faculty self-assessment form based on professional and institutional expectations and on key performance indicators, such as course, self, and supervisor 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 were considered.

Goal: Met

Comments: Consistent with the University's timeline, faculty members were evaluated in Spring 2022 through the evaluation process outlined in the LMU Law Faculty Handbook. All members were analyzed relative to teaching, research/scholarly activities and service, and recommendations for continued employment.

School of Business

School of Business faculty members are reviewed annually through the LMU evaluation process in teaching, scholarly activity, and service: (1) Scholarly activity reports are submitted in the Fall and Spring semesters of each academic year for ACBSP accreditation purposes. (2) All faculty submit the University required self-assessment. (3) Faculty are evaluated by supervisors, including classroom observations.

Goal: Met

School of Engineering

The School of Engineering follows the LMU faculty evaluation process.

Goal: Met

College of Veterinary Medicine

LMU-CVM follows the University annual evaluation process. In annual evaluations, faculty discuss workloads (lecture and lab) as well as time allocations to teaching, research, and service. A new faculty workload was piloted for 2020 evaluations and has continued to be revised and utilized.

Goal: Met

DeBusk College of Osteopathic Medicine

LMU-DCOM adheres to the University's annual faculty evaluation process.

Goal: Met

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

AHSS faculty underwent and completed faculty evaluations early in the spring semester, 2024. Faculty evaluations include in-person meetings of full-time faculty to provide positive criticism and an opportunity for faculty feedback. The AHSS faculty Mentoring Program provides new faculty with feedback that will enable adjustment and revision of teaching, advising, and scholarly work practices for new faculty assimilation and growth. Feedback is collected at the end of the year that enables revision of the Mentoring Program when necessary. All faculty are peer reviewed on a regular basis, depending on professional status and time in grade.

Goal: Met

Carter & Moyers School of Education

All CMSOE faculty used updated self-assessment documents provided by HR. Chairs and program directors used updated evaluation documents to complete the annual faculty evaluation process.

Goal: Met

Caylor School of Nursing

The University process was utilized.

Goal: Met

College of Dental Medicine

In addition to the University's faculty evaluation process, the College of Dental Medicine has developed a faculty evaluation process specific to dental education.

Goal: Met

School of Mathematics and Sciences

Faculty evaluation follows the process and university forms (e.g., faculty self-assessment with student course evaluations in conjunction with the supervisor's evaluation) communicated and distributed to the school by Human Resources and the Executive Vice President for Academic Affairs. The process is discussed (to ensure consistency and standards of assessment) by the dean and department chairs prior to commencing the evaluations in the spring. Department Chairs conduct classroom visits. In addition, faculty have been encouraged to (a) invite other faculty to attend selected classroom sessions as

well as (b) ask other faculty [within and outside the department/school] if they can be invited to attend lecture sections. The main goal is to learn about different styles of classroom management as well as pedagogical strategies. The Dean reviews all annual evaluation documents.

Goal: Met

School of Medical Sciences

The SMS utilizes the University annual faculty evaluation process. Additionally, the SMS has implemented a 360 evaluation with peer feedback of leadership positions. This evaluation will allow leadership to gain insight into perceptions and supervisors to focus development towards identified deficiencies.

Goal: Met

2. Encourage participation in student course evaluations.

Institutional Effectiveness (IE)

IE administered course evaluations via Qualtrics integration with Canvas during each semester of the 2023-2024 academic year. All students received a notification within Canvas, an email (with periodic reminder emails), and a MyLMU announcement to complete course evaluations. Additionally, the IE team asked the Institutional Effectiveness Committee (IEC) to please ask faculty members to remind their students to complete course evaluations each semester.

Goal: Met

Duncan School of Law

Faculty were reminded throughout the academic year of their advisor responsibilities and were provided with the advisor-advisee handbook. DSOL utilizes Qualtrics for course evaluations.

Goal: Met

Comments: Faculty advisors refer to a revised graduation checklist with their advisees to ensure graduation requirements are met for each student. Faculty were reminded throughout the academic year of their advisor responsibilities and were provided with the advisor-advisee handbook. advisors refer to a revised graduation checklist with their advisees to ensure graduation requirements are met for each student.

School of Business

The School of Business Assistant Dean and Undergraduate Chair perform monthly reviews of online courses, and classroom evaluations for seated courses. Advising was handled both in person and virtually. The School of Business utilized Enterprise Surveys in Blackboard to administer course evaluations.

Goal: Met

School of Engineering

Faculty encourages all students to complete end of course evaluations.

Goal: Met

College of Veterinary Medicine

EOC surveys were moved out of the Blackboard Organizations and became individual Qualtrics surveys. This allowed reminder emails to be sent several times prior to closing the surveys. Several courses used completion of the EOC as part of their course requirements. Medtrics software allows students to evaluate clinics and doctors from clinical year rotations.

Goal: Met

DeBusk College of Osteopathic Medicine

Faculty are assigned advisees annually and provided advisor specific orientation and refresh through faculty development. DCOM's Assessment Department received an award from the Southern Association of Institutional Research for Innovations in Assessment (3rd place) in 2022 that recognized their success implementing student course evaluations. "Awarded annually to the recognize an outstanding assessment program, workflow, or other team process that has led to increased efficiencies and/or improved outcomes."

<https://www.sair.org/awards/annual-fact-book-and-electronic-document-competition/best-innovative-practice/>

Goal: Met

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

AHSS: New and experienced faculty complete training in electronic course and advising assessment processes each September for purposes of renewing and developing more rigorous advising and registration skills. All faculty encourage student engagement in end-of-semester course evaluations.

Goal: Met

Carter & Moyers School of Education

All undergraduate and graduate faculty in the CMSOE use Self Service and Watermark. CMSOE utilizes Watermark for course evaluation survey administration.

Goal: Met

Caylor School of Nursing

All CSON faculty advise using Self Service. All CSON course evaluations are administered using Enterprise Surveys through Blackboard.

Goal: Met

College of Dental Medicine

Faculty are assigned advisees annually and provided advisor specific orientation and refresh through faculty development. CDM course evaluations were conducted with Enterprise Surveys through Blackboard. A supplemental instructor evaluation survey was conducted through Qualtrics.

Goal: Met

School of Mathematics and Sciences

Students complete electronic course evaluations for all courses and are required to meet with

their academic advisor before registration is permitted for each subsequent semester. Department chairs work with instructors to devise plans to encourage student completion of course evaluations. The Recruiter and Student Success Coordinator leads email/social media campaigns to encourage student participation.

Goal: Met

School of Medical Sciences

SMS student course evaluations are completed electronically at the end of each semester. Survey administrators are present during the evaluation, and dedicated class time is utilized to facilitate response.

Goal: Met

3. Encourage faculty peer observation and/or evaluation of instruction.

Duncan School of Law

Faculty attend monthly faculty development meetings and are encouraged to try new teaching methods in the classroom. Faculty are not asked to evaluate each other. Faculty are asked to assess themselves and receive evaluations from students and supervisors. In the last two academic years, the Associate Dean of Faculty has worked with the student peer leaders to conduct informal evaluation focus groups for those faculty members who want to participate. Although these are voluntary, the vast majority of Law School faculty have participated in these focus groups. Finally, in spring 2022, the Associate Dean of Faculty organized matched faculty members one-on-one to attend another faculty member's course and provide feedback on their instruction.

Goal: Met

Comments: The faculty will be meeting to discuss the results of the one-on-one peer teaching evaluations that took place in spring 2022.

School of Engineering

All course instruction will be evaluated by the Dean. Faculty will perform peer evaluations of instruction semesterly.

Goal: Unmet

School of Business

Instructors are evaluated annually by the Dean and/or Chair of the department. Peer evaluation processes are currently being explored.

Goal: Unmet

College of Veterinary Medicine

A new faculty peer observation program was designed through CIVET during the 2020-2021 academic year and is continuing to train faculty in peer observation. There are now eight faculty trained to do peer observation. Once the peer observation program is fully implemented, then a peer evaluation program will be instituted.

Goal: Met

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

AHSS has a peer evaluation process used to ensure faculty will be evaluated in class (and

online) while teaching. All new faculty are peer reviewed for four consecutive semesters. Experienced faculty are peer reviewed depending on how many years they have taught at LMU, for example, Full Professors are peer reviewed every four years. AHSS completed all required peer evaluations this year. This information is available in the AHSS Dashboard document on the AHSS Self Service webpage. Online classes are reviewed three times per semester by department chairs. Problems are reported to the faculty who are given time to make changes. All in-person peer reviews have a form submitted to the faculty being reviewed with a copy placed in the faculty file. All information regarding tracking of reviews is posted on the AHSS Dashboard.

Goal: Met

Caylor School of Nursing

Several peer evaluations were completed.

Goal: Met

College of Dental Medicine

The CDM has a peer evaluation process used for faculty evaluation when teaching didactic and clinical courses. The faculty will be reviewed semesterly, and problems are discussed with the faculty, including mentorship opportunities to ensure the faculty has the time to make the necessary changes.

Goal: Met

School of Mathematics and Science

Faculty across all Departments (Biology, Chemistry & Physics, Mathematics, and Sport & Exercise Science) were encouraged to (a) invite other faculty to attend selected classroom sessions as well as (b) ask other faculty [within and outside the department/school] if they can be invited to attend lecture sections. The main goal is to learn about different styles of classroom management as well as pedagogical strategies. New faculty received peer evaluation for the first year.

Goal: Ongoing

School of Medical Sciences

Currently, there is limited peer evaluation in the SMS. Processes are currently being investigated by the Assistant Dean of Academic Affairs to implement peer evaluation including 360 reviews.

Goal: Unmet

4. Continue use of state and institutional evaluation processes for faculty at J. Frank White Academy.

J. Frank White Academy

JFWA faculty are assessed twice a year using the Tennessee Educator Acceleration Model and once using LMU's faculty assessment process.

Goal: Met

Responsibility: Department Chairs, Program Directors, Deans, appropriate Vice Presidents, Office of Institutional Effectiveness, Director of Online Learning, Instructional Technologist, and 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 1.5: Enhance the Abraham Lincoln Library and Museum (ALLM) and its services.

1. Pursue grants and leverage resources to support and expand the library, archival, and artifact collections at the ALLM.

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

The Lincoln Scholar and all history faculty, as well as other program faculty, work closely with the ALLM to ensure students have the opportunity to gain experience using ALLM materials and archives. Some courses require visits to the ALLM and use of the ALLM archive as part of the course measurement process and student learning outcomes.

Goal: Met

Abraham Lincoln Library and Museum

Goal: Met

Comments:

Comments: ALLM staff augmented collections by donation of three-dimensional artifacts and purchase of books to update its library holdings. ALLM staff continue to pursue substantial acquisition opportunities by monitoring deacquisitions and closures of peer institutions with relevant collections.

2. Facilitate the use of ALLM exhibits and programs by area schools, community groups, tourists, and other constituencies through media.

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

When CAM related high school students (and high school students from the three local counties) visited campus this year, they were led to the ALLM as part of their tour of campus. Theatre students have visited the ALLM to view artwork, gain ideas for plays they write, and research stories. Students in English 101 classes support fundraising efforts by ALLM with an annual letter writing campaign. Social media is used when AHSS students visit the ALLM for educational purposes by one of their classes.

Goal: Met

Caylor School of Nursing

This was not facilitated.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine administration, faculty, and staff will encourage the use of the ALLM exhibits by schools, community groups, and tourists.

Goal: Met

Comments: We always tell the community we have the most comprehensive Abraham Lincoln Collection at the ALLM in Harrogate and encourage visits.

School of Mathematics and Sciences

The Cumberland Mountain Research Center (CMRC) continues to explore opportunities to provide educational opportunities in conjunction with the ALLM.

Goal: Ongoing

Abraham Lincoln Library and Museum

Goal: Met

Comments: ALLM staff leveraged social media as well as print and broadcast media to publicize dedication of new second-floor galleries; attract area school groups, community groups, tourists, and homeschoolers; and is currently pursuing renewed grant opportunities to fund visits by area Title I schools.

School of Medical Sciences

There has been no activity toward this objective.

Goal: Unmet

3. Maintain appropriate physical protection and space for ALLM collections.

Abraham Lincoln Library and Museum

Goal: Met

Comments: ALLM completed Phase II of building expansion and renovation with dedication of new public areas on the second floor.

School of Medical Sciences

There has been no activity toward this objective.

Goal: Unmet

4. Continue to promote scholarly activity opportunities at the ALLM to internal and external researchers in collaboration with the Abraham Lincoln Scholar.

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

AHSS: The Lincoln Scholar and all history faculty, as well as other program faculty, work closely with the ALLM to ensure students have the opportunity to gain experience using ALLM materials and archives. Some courses require visits to the ALLM and use of the ALLM archive as part of the course measurement process and student learning outcomes.

Goal: Met

School of Engineering

The ARC Appalachian STEM Academy at Oak Ridge summer bridge program students will be visiting campus to tour Math & Science Facilities and participate in an interactive program at ALLM.

Goal: Met

Caylor School of Nursing

Faculty participating in research have utilized the electronic databases extensively.

Goal: Met

School of Mathematics and Sciences

The Cumberland Mountain Research Center (CMRC) continues to explore opportunities for collaborative research projects in conjunction with the ALLM.

Goal: Ongoing

Abraham Lincoln Library and Museum

Goal: Met

Comments: Revision of Kincaid Research Fellowship application guidelines is underway, in consultation with Kincaid Oversight Committee. Museum Archivist has initiated digitization of archival collections and revision of finding aids for online access of ALLM materials.

School of Medical Sciences

There has been no activity toward this objective.

Goal: Unmet

5. Implement a comprehensive exhibits plan.

Abraham Lincoln Library and Museum

Goal: Met

Comments: Installed two new permanent exhibits outlined in revised comprehensive exhibit plan.

School of Medical Sciences

There has been no activity toward this objective.

Goal: Unmet

6. Integrate ALLM resources with LMU academic programming.

AHSS: High school students from the three local counties interested in CAM, Social Work, and English visited campus and the ALLM this year. Theatre students have visited the

ALLM to view artwork, gain ideas for plays they write, and research stories. Students in English 101 classes support fundraising efforts by ALLM with an annual letter writing campaign. Social media is used when AHSS students visit the ALLM for educational purposes by one of their classes.

The Lincoln Scholar, directing the A. L. Center for the Study of Policy and Leadership, encourages students and faculty to use the ALLM for research and use of the archives. External researchers contact the Lincoln Scholar and the A. L. Center for information regarding research on Lincoln and the Civil War. All history faculty participate in the ALLM and the Center for purpose of scholarly work.

The history program (and other majors) integrates ALLM information, events, and resources into program and course instruction. The 125th anniversary, last year, fused academic learning with ALLM resources; for example, a time-capsule was created by AHSS to which all schools donated information to be opened in 2123. Also, many LNCN100 courses have an assignment that includes a visit to, and gathering information from, the ALLM. In addition, the CHASE events will use the ALLM for several of its events and activities.

Goal: Met

Abraham Lincoln Library and Museum

Goal: Met

Comments: ALLM staff continue to facilitate sessions for LNCN 100 course and other LMU classes, including hands-on archival activities.

School of Medical Sciences

There has been no activity toward this objective.

Goal: Unmet

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

Time Frame: Ongoing.

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

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

Use of Results: To ensure enhancement of the ALLM and its services.

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

Objective 1.6: Pursue international collaborations to enhance the diversity and quality of the University community and academic programs.

1. Pursue the development and expansion of student and faculty exchange programs and a visiting scholar's program.

Duncan School of Law

The “Lincoln-ELPIS Student Exchange” is a student research exchange program that was initiated in November 2020. LMU Law students and graduate students from European universities present their work virtually and receive feedback from various EU faculty members. Students also participated in a virtual exchange/individual match program with law students from the University of Lisbon.

This past year, the Law School worked with the University of Sarajevo and Banja Luka during which faculty from their law schools participated in online LMU Law classes. The “Lincoln-ELPIS Lecture Series” is a faculty lecture series in which LMU law faculty are encouraged to attend and participate as faculty throughout the EU and LMU present on current international legal topics. Dr. Peter Rada visited LMU in June 2022 as part of the Erasmus+ partnership between his institution, the University of Public Service in Budapest, Hungary, and our University.

Goal: Met

Comments: The Law School is committed to pursuing international collaborations to enhance the diversity and quality of the LMU Law academic program. Future faculty exchanges with universities associated with ELPIS have been proposed. Further, Professor Katie Jones is teaching a course on British Common Law and Its Influence on the American Legal System for the Cooperative Center for Study Abroad in summer 2022.

School of Engineering

The School of Engineering does not have plans for student exchange at the moment.

Goal: Unmet

College of Veterinary Medicine

A Memorandum of Understanding has been signed with the Universidad San Francisco de Quito (Ecuador).

A Memorandum of Understanding has been signed with the University of Pretoria (South Africa).

A MOU was signed with two Indian universities in December 2022 to increase research collaborations through faculty, and possible student, exchange.

Goal: Met

DeBusk College of Osteopathic Medicine

The Assistant Dean of Diversity, Equity and Inclusion continues to develop relationships with HBCUs and HSIs. DCOM has two articulation agreements in place with Hampton University and Oakwood University (HBCUs) and discussions are underway for a similar agreement with Georgia Gwinnett College (HSIs). DCOM will participate in LMUs STEHM camp June 10th to expose students from 7th – 12th grade to life support skills, potential CPR certification and simulation activities. Nurse Educators from the Center for IPE and Simulation (CIPES) attend the Health Occupations Students of America (HOSA) regional

conference each year hosting a table and providing a presentation on health professions programs at LMU. We will reboot in person visits by HOSA students (60-70) this coming year in both Knoxville and Harrogate providing CPR and first aid training.

Multiple collaborative research projects are underway within DCOM, locally and with COMs across the country. DCOM served as a platinum sponsor for the LMSA Southeast Regional Conference in February 2024. This provided DCOM with the ability to sponsor student attendees, to set up exhibitor booths and to speak to prospective students during a workshop session. DCOM hosted its first Cultural Connect in the spring 2024. This weeklong event exposed the faculty, staff and students to various cultures by participating in ASL basic training, a cultural competency webinar, expressions through dance and music and engagement with 3rd/4th year students in a panel. DCOM hosted DEI 3rd Monday Moments this academic year. The topics explored this year included discrimination based on racial, sexual orientation and physical disability status. These sessions presented some historical context about the topics and then faculty and staff discussed ways to mitigate these disparities in academic and clinical settings. We do not currently have a formal visiting scholar program at this time, however host guest lecturers regularly in the DO curriculum throughout the year.

Goal: Met

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

AHSS: Several faculty have completed or are completing international travel for purposes of enhancing scholarly work. Places traveled to include Croatia, Tanzania, England, Wales, Kenya, Ethiopia, and the Caribbean. Faculty have attended workshops supported by the Kentucky Institute for International Studies (KIIS) program this year. The MPA hybrid program enrolled international students this year and is in the process of teaching out/ending the program. The undergraduate psychology program is sending one faculty through the KIIS program to England this summer. Dr. Campbell will be taking ten students, three of whom are from LMU to research mental illness programs.

Goal: Met

Caylor School of Nursing

The CSON continues to investigate bringing international students to LMU to complete the BSN program. The University has signed a memorandum of understanding with Ming Chuan University (MCU) in Taiwan. The University hopes to accept transfer students from MCU who would like to complete the BSN program.

Goal: Met

College of Dental Medicine

The CDM faculty have collaborated with researchers from Pontifica Universidad Catolica de Valparaiso, Chile and the University of Rey Juan Carls, Madrid Spain. A Visiting Scholar's Program is in development within the College of Dental Medicine.

Goal: Met

School of Mathematics and Sciences

Collaboration with the University of Costa Rica in support of employee and student exchanges for academic and research collaborations continued to be explored. This resulted in one peer-reviewed paper and an expanded effort to conduct long-term forest measurements to contribute to natural resources management as well as develop a better understanding of the impacts of global climate change. Additionally, the Cumberland Mountain Research Center continues to explore academic and research collaborations with the Maderas Rainforest Conservancy in Costa Rica. This resulted in two peer-reviewed publications.

Goal: Ongoing

School of Medical Sciences

The SMS PA program Harrogate has two international exchange agreements. These have not been active since March 2020 due to COVID-19. No new exchange programs are currently being developed. The SMS does continue to explore the possibility of expanding the DMS into England.

SMS does not have any official faculty exchange programs.

SMS does not have any visiting scholar's programs.

Goal: Met/Unmet

2. Recruit, enroll, and retain international students where appropriate.

School of Business

The School of Business enrolls international students within various degree programs.

Goal: Met

School of Engineering

The School of Engineering will enroll international students through regular undergraduate admission procedures.

Goal: Unmet

College of Veterinary Medicine

LMU-CVM accepts international applications and enrolls international students.

Goal: Met

DeBusk College of Osteopathic Medicine

One international student was admitted into the Class of 2025. The Class of 2026 and 2027 do not include any international students.

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

AHSS: This year, the MPA hybrid program enrolled international students interested in obtaining a graduate degree at LMU. Unfortunately, this opportunity ended this spring semester 2024, as the number of international students has declined significantly. The CAM

program has been of interest to international student athletes. Meetings took place this fall with athletic coaches to update them on program changes and benefits, as well as learning outcomes and opportunities.

Goal: Met

Carter & Moyers School of Education

We do have several international students enrolled in CMSOE programs.

Goal: Met

Caylor School of Nursing

There are several international students attending the BSN program at the Cedar Bluff site and Tampa sites.

Goal: Met

Duncan School of Law

LMU has signed a Memorandum of Understanding (MOU) with the University of Public Service in Budapest, Hungary and is in the process of signing another MOU with the University of Lisbon in Portugal which may lead to a student exchange program.

Goal: Met

College of Dental Medicine

The LMU Tower programs, except for the DMD program has received approval to enroll international students. The MSFD program has an international student matriculating fall 2023.

Goal: Met

School of Mathematics and Sciences

The Department of Sport and Exercise Science maintains a considerable enrollment of international students recruited through regular undergraduate admissions processes.

Goal: Met

School of Medical Sciences

SMS does not enroll international students into its medical programs.

Goal: Unmet

3. Support collaborations, initiatives, scholarship, and the International Program.

Duncan School of Law

The Law School has partnered with ABA Rule of Law Initiative (ROLI) Rule of Law Initiative (ROLI) this past year in assisting the ABA with international programs promoting the rule of law overseas.

The Law School is working with LMU's Director of International Programs to develop

future law student study abroad programs. Currently, law students are limited to studying abroad through a pre-approved program at another ABA-approved law school. The ELPIS network is comprised of European faculty and law schools that conduct research and support collaborative projects. The Law School has partnered with ELPIS and is interested in exploring future opportunities for our faculty to disseminate their scholarship abroad. LMU Law faculty are encouraged to participate in the ELPIS video law review published on their website and contributing to the American Society of Comparative Law (ASCL) law review.

Goal: Met

Comments: The Law School is open to future partnerships with ABA ROLI by involving the Law School's students and faculty in rule of law initiatives. The Law School has partnered with ABA.

College of Veterinary Medicine

See #1 and #2.

Goal: Met

DeBusk College of Osteopathic Medicine

Multiple collaborative research projects are underway interinstitutionally locally and with COMs across the country resulting in publications and faculty awards. DCOM is currently establishing international rotation agreements to provide enhanced clinical training opportunities to OMS III and OMS IV students.

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

AHSS: Last summer, one faculty worked on scholarship supported by LMU mini-grants at international sites. This year, one faculty received a mini-grant to continue her work in Great Britain and the Caribbean. One faculty received an ACA grant to work and study in England this summer. He will present his work at the ACA conference in September 2024.

Goal: Met

Carter & Moyers School of Education

The CMSOE has over 47 PK – 12 School Partnerships in Tennessee and two TDOE Approved Partnerships where we meet periodically with them to share information and state level required training as new updates and mandates come forward.

The CMSOE MEDITL Program received one of the national Exemplary Program Award Special Education Program Awards from the Association Council for Rural Special Education.

Goal: Met

Caylor School of Nursing

Collaborations continue with University of Tennessee Medical Center and Tennova Healthcare.

Goal: Met

College of Dental Medicine

The College of Dental medicine supports collaboration within the profession as well as interprofessional collaboration. The CDM collaborates with the University of Tennessee Medical Center's Cancer Center to provide dental clearance and treatment to patients with oral cancer prior to chemotherapy and radiation therapy. International collaborators include Pontifica Universidad Catolica de Valparaiso, Chile, and the University Rey Juan Carlos, Madrid, Spain.

Goal: Met

School of Medical Sciences

The SMS supports collaboration; however, COVID-19 has halted efforts. We will continue to look for opportunities for collaboration with the professional community and are beginning to explore collaborations with universities in England. In addition to the two international exchange programs described earlier, SMS traditionally pursues international clinical sites for the PA Harrogate program. These sites and the development of new sites have been closed since March 2020.

Goal: Met

4. Support professional programs' student clinical integration at LMU affiliated sites.

College of Veterinary Medicine

Clinical affiliates continue to be added to the LMU-CVM roster. A clinical year orientation is part of the core third year curriculum to prepare students to enter clinical year. The clinical relations and outreach team closely monitors student learning and success during the clinical year.

Goal: Met

DeBusk College of Osteopathic Medicine

Fourth Friday Didactics are ongoing and provided by LMU-DCOM Office of Clinical Education for OMS-III and IV students; they are held via Zoom in the evenings and cover relevant topics such as residency preparation and osteopathic principles and practice. Beyond didactics, these events also support faculty development and CME.

Goal: Met

College of Dental Medicine

Affiliated Clinics continue to be added for D4 student placement. Students must achieve competence in all dental clinical procedures before transitioning to an Affiliated Clinics. The Affiliated Clinical experience will hasten the transition to private practice upon graduation. The Dean for Clinical Affairs will maintain close contact with students ensuring the quality of the educational process at the Affiliated Clinics is congruent with that at the CDM.

Goal: Met

School of Medical Sciences

The SMS provides clinical orientation prior to students beginning their clinical year. New clinical partners are also orientated to their role with students in the clinical year to manage

expectations. Clinical directors for all programs maintain close contact with students and monitor for problems throughout the clinical year.

Goal: Unmet

5. Support World School participation at J. Frank White Academy.

J. Frank White Academy

During Fall 2022, JFWA students participated in World School virtually over a three-day period. World School 2023 will return to an in-person experience, and preparations are underway to select the JFWA team by the end of June. Once selected, the team will begin to ready themselves for the forum which will be held in Tokyo in October 2023.

Goal: Met

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Director of International Programs, Assistant Director of International Programs, International Recruitment Executive, Advisor to the President, and appropriate Vice Presidents.

Time Frame: Ongoing.

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

Assessment: Annual review by Director of International Programs, International Recruitment Executive, appropriate Deans, Vice Presidents, and Special Assistants to the President.

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 1.7: Implement the Quality Enhancement Plan focusing on transparent instruction to enhance student success in general education and gateway courses.

1. Collect and synthesize existing data on the retention of students participating in general education and gateway courses.

School of Business

Faculty in General Education and gateway courses promote transparent instruction through the use of rubrics, course surveys, and students are highly encouraged to contact the instructors of these courses with any questions concerning course material or assignments.

Goal: Met

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

General Education: The GE committee has used the ETS PPE test and local supplemental questions for over 10 years to measure student success in the General Education program. The test has been transferred to another company, Territorium, which has made a smooth transfer in moving the test and its many elements. The EPP exam, COMM 200 speech analysis, writing skills analysis, and localized questions in several subjects are analyzed to determine student proficiency in general education. For the EPP, students not passing the test within one standard

deviation of the rolling three-year mean average, are required to undergo remedial work before graduation.

Goal: Met

Carter & Moyers School of Education

CMSOE students participate in the Quality Enhancement Plan during their Gen Ed courses.

Goal: Met

Caylor School of Nursing

Pre-nursing students participate in general education courses at LMU.

Goal: Met

College of Dental Medicine

Pre-dental hygiene students and pre-dental students participate in general education courses at LMU.

Goal: Met

School of Mathematics and Sciences

All departments in the school contributed to the Quality Enhancement Steering Committee as requested to provide, interpret, and utilize data relative to Transparent Instruction (e.g., analyses of syllabi and assignments).

Goal: Ongoing

QEP—Goal: Met

- a. Monitor first-time, degree seeking first-year to second-year retention rates – target 78%
- b. ETS rolling average of 60th national percentile
- c. NSSE – increase student satisfaction
- d. Noel Levitz SSI – increase student satisfaction beyond the national percentages

Goal:

- a. Unmet
- b. Met
- c. Met
- d. Met

Comments:

- a. 76% for 19-20; 70% for 20-21; 77% for 21-22;
- b. Rolling Average is 83% through FA22
- c. 2020 61%; 2021 75%
- d. SP22 0.12 above national percentage

School of Medical Sciences

There has been no activity toward this objective.

Goal: Unmet

- 2. Evaluate the assessment plan for measuring student success in general education and gateway courses and make improvements where indicated; this includes specific definition and measures

of student success.

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

General Education: The GE committee has used the ETS PPE test and local supplemental questions for over 10 years to measure student success in the General Education program. The test has been transferred to another company, Territorium, which has made a smooth transfer in moving the test and its many elements. The EPP exam, COMM 200 speech analysis, writing skills analysis, and localized questions in several subjects are analyzed to determine student proficiency in general education. For the EPP, students not passing the test within one standard deviation of the rolling three-year mean average, are required to undergo remedial work before graduation.

Goal: Met

Carter & Moyers School of Education

CMSOE students participate in the measurements of student success while enrolled in their Gen Ed courses. CMSOE students participate in the measurements of student success while enrolled in their Gen Ed courses.

Goal: Met

College of Dental Medicine

CDM Students participate in the measurements of student success while enrolled in their General Education courses.

Goal: Met

QEP—Goal: Met

- a. Student Surveys pre- and post-scores – using T-Test - show a statistical difference.
- b. 4-year & 5-year graduation rates for first generation students to be at 45% and 50%.
- c. 4-year & 5-year graduation rates for first-time, full-time, bachelor's degree seeking first-year students.

Goal:

- a. Unmet
- b. Unmet – Too Early
- c. Unmet – Too Early

Comments:

- a. Scores show statistical difference but in the wrong direction. End-of-semester scores are consistently lower than beginning of the semester scores.
- b. Will measure in 2023 and 2024 for the Fall 2019 & 2020 cohorts.
- c. Will measure in 2023 and 2024 for the Fall 2019 & 2020 cohorts.

- a. Syllabi review with 80% scores above 3 on 4-point rubric
- b. Syllabi improvement with student and faculty focus groups to be at 80%
- c. Assignment review with 85% scores above a 3 on a 4-point rubric
- d. Assignment improvement in student focus groups with 80%
- e. Show statistical difference between mean pre- and post- faculty training surveys

Goal:

- a. Met/Unmet
- b. Met
- c. Met
- d. Met
- e. Met/Unmet

Comments:

- a. FA22 91%/ SP23 74%
- b. Positive responses from students and faculty at 88-96%
- c. FA22 89% / SP23 90%
- d. Positive responses from students for assignments FA22 90% / SP23 93%
- e. Showed positive difference for FA22 and SP23 too small to calculate

School of Medical Sciences

There has been no activity toward this objective

Goal: Unmet

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

Time Frame: 2019-2024.

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

Assessment: Data collected during the initial development of the QEP establishes the baseline for an assessment of the existence and level of transparent principles already found throughout LMU's undergraduate curriculum (specific to General Education and Gateway courses).

Transparency will be assessed across the curriculum as additional transparent principles are added to the curriculum with the intent of improving student success through the breaking down of barriers to understanding.

Use of Results: Data will be used to measure improvements in student learning/success compared to the baseline data.

Strategic Goal 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, enrollment, and retention through the development of a global, comprehensive plan focused on the institutional value of diversity.

1. Reestablish the institution-wide Strategic Enrollment Committee and expand to include graduate/professional programs, Alumni, Public Relations, Athletics, JFWA, and one student representative from all academic levels.
 - The Committee will collaborate with representatives from Undergraduate Admissions, Student Financial Services, and Graduate and Professional Admissions.
 - Continue the utilization of Multivariable Testing (MVT), while refining the specific target audiences.
 - Collaborate with programs to define and establish primary markets, secondary markets, and tertiary markets from a data informed perspective.
 - Sustain partnership with Alumni Services to maximize recruitment opportunities

Undergraduate Admissions:

- Met: Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs/ JFWA
 - The Office of Admissions continues to meet with various departments on campus to ensure clear recruiting messages are met.
- In progress: The committee will collaborate with LMU offices: Office of Admissions, Financial Aid, Representatives from Graduate and Professional Admissions, and Representatives from specific programmatic admission offices.
- Ongoing: Continue the utilization of Multivariable Testing (MVT), while refining the specific target audiences.
 - Admissions will continue to utilize MVT for specialized metrics on student matriculation.
- Ongoing: Collaborate with individual schools and programs to define and prioritize the primary market, secondary market, and tertiary market with a periodic check in with the Strategic Enrollment Task Force. Utilize demographic, census, EAB, MVT Testing, forecasting data, and ACT/SAT, graduate entrance exam data to identify potential markets and strategic recruitment strategies.
- Met/Ongoing: Partner with Alumni Services to maximize recruitment possibilities nationwide and host Alumni reception training events related to recruitment training.
 - The Office of Admissions continues to attend recruitment events at colleges, universities, or high schools with LMU Alumni connections.

College of Dental Medicine: Met

- The LMU administration meets with Student Government Association and American Student Dental Association on representatives on a regular basis.
- The CDM meets with the above administrators and staff as needed and any scheduled meetings.

- Collaborate with individual schools and programs to define and prioritize the primary market, secondary market, and tertiary market with a periodic check-in with the Strategic Enrollment Task Force. Utilize demographic, census, EAB, MVT Testing, forecasting data, and ACT/SAT, graduate entrance exam data to identify potential markets and strategic recruitment strategies.

AUG 18, 2022 - UT Chattanooga Pre-Dental Club College Students visited Lincoln Memorial University College of Dental Medicine (LMU CDM) Campus. The students were toured through the College of Dentistry (CDM), met with a few of the current dental students, and were given time to ask questions of current DMD students as well as faculty and staff.

OCT 3, 2022 – UT Chattanooga Pre-Health Fair Expo. Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

OCT 20 Carson Newman University – Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium.

OCT 27 ETSU Culp Center – Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium.

NOV 9, 2022 -DCOM Teachers and Counselors Conference Distributed LMU CDM literature and met with teachers and students who were interested in dentistry in the main auditorium.

NOV 30, 2022 - Lenoir City High School Visit, Lecture with Tour.

DEC 6, 2022- UT Chattanooga - Chattanooga Pre-Health Fair Expo. Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

FEB 17, 2023 – Vanderbilt Medical Center - Interprofessional Education Program

FEB 22, 2023 – Harrogate Counsellors and Teachers - Discuss careers in dentistry, dental hygiene, and forensics.

MAR 21, 2023, Pellissippi State Community College - Undergraduate students Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

MAR 24, 2023 – Harrogate meeting with high school students to discuss careers in dentistry, dental hygiene, and forensics.

MAR 27, 2023, UT- Chattanooga Pre-Health Fair Expo. Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

APR 19, 2023, Harrogate recruiting - Career and Graduate Fair

Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

APRIL 29, 2023, Student advising at Harrogate Campus for incoming freshmen.
Doctor of Dental Medicine interviews August – December 2022

Dental Hygiene admissions interviews March - May 2023

Spring 2023 LMU-CDM tours - for prospective dental, dental hygiene, and forensic students.

College of Veterinary Medicine: partially met.

- Enrollment was increased for the DVM program by adding 100 students entering in spring semester starting January 2023.
- The Master of Science in Veterinary Biomedical Science had average enrollment for fall 2022 and below average enrollment for spring 2023 because students matriculated into the DVM program.
- The Master of Veterinary Clinical Care is a brand-new program and fell just short of its enrollment goal of 30 students with 26 students enrolled.
- The Master of Veterinary Education program increased enrollment from 3 to 10 but is short of the enrollment goal of 25 students.
- The GPA program continues to enroll around 10 students. Undergraduate enrollment is steady to increasing.
- Plan: Now that veterinary undergraduate programs are under the CVM, we are going to develop a strategic plan for cross program recruiting that will benefit all programs under the college.

DeBusk College of Osteopathic Medicine: Met

- DCOM meets with administrators and staff from other departments as needed.
- The Director of Recruitment and Outreach regularly meets with GPA students.
- Participated in 40 plus recruitment events.

Duncan School of Law:

- The goal was **met**.
- Collaborated with the College of Arts and Sciences to host an information session to promote 3+3 and guaranteed admission programs.
- Partnered with the business school and the College of Arts and Science to promote joint- and dual-degree programs, i.e., JD/MBA, JD/MPA, and JD/MSJ.
- Promoted events through digital communication and informational sessions at the law school.

J. Frank White Academy:

- JFWA's principal and director of admissions met with Dr. Goins on a regular basis to track progress for overall recruiting efforts, revision of online application/registration processes, website redesign, and financial aid application/deadlines.
- The aforementioned meetings included collaborative discussions to develop and refine target markets and strategic recruitment strategies for JFWA.

2. Hire a Financial Wellness Director dedicated to the integration of financial literacy in all academic levels. In Progress – Re-evaluating

3. Partner with other divisions to evaluate methods to increase enrollment when considering:
 - Students’ perceptions of facilities, including use of co-curricular space (e.g., classrooms, student center, study spaces, etc.).
 - Incentives for programs that may see a decline in enrollment.
 - Course and classroom availability at optimal times for various student needs.
 - Assessment of recently established online, virtual, and hybrid models of teaching and advising, while investigating new methods of instruction.

Arts, Humanities, & Social Sciences (AHSS)

- Potential incentives for undergraduate programs that may see a decline in enrollment.
 - Annual strategic Recruitment and Retention plan completed for the school and individual departments.
 - Plan includes specific recruitment AND retention actions, at least three for each of the six departments.
- Registrar works closely with the school to ensure all GE related classes are available to all students at times, days, and modalities necessary.
- (Online/Virtual/Hybrid).
 - MSP advising is conducted virtually.
 - All other advising is completed in-person.
- Multiple layers of advising are involved particularly with regard to retaining students.
- When students request information about our undergraduate or graduate programs, we now ask how they heard about us.

Carter & Moyers School of Education

- We hired a full-time Recruitment and Retention Coordinator in August 2022. She has been working hard for both the undergraduate and graduate programs in our School.

College of Dental Medicine: met

- The LMU-CDM administration meets with the student government regularly to determine student perceptions of the facility and other needs.
- Targeted budgeting to maximize student recruitment reach and marketing exposure.
- ROI of targeted student recruitment efforts and multimedia marketing campaign.

College of Veterinary Medicine: met

- Facilities expansion is underway with the VET building on the DVTC campus.

DeBusk College of Osteopathic Medicine: Met

- Facilities expansion is underway at DCOM-Knoxville and DCOM-Orange Park.

Duncan School of Law:

- The goal was **met**.

- Worked with the business school and the College of Arts and Science to develop and promote joint- and dual-degree programs, i.e., JD/MBA, JD/MPA, and JD/MSJ programs.

School of Medical Sciences- Met

- The SMS currently collects data related to student perception of faculty accessibility and effectiveness, as well as facilities and utilization.
- The SMS has developed a GPA pathway for MLS students into the PA programs as an incentive for undergraduate students to pursue MLS. Additionally, the MLS has developed articulation agreements with regional community colleges to facilitate a pathway after graduation.
- The MLS as well as the DMS operate with a virtual format and continue to work to develop innovative strategies through our faculty and online support personnel.
- The SMS works closely with marketing to maximize reach and exposure.

Undergraduate Admissions- In Progress

4. Public Relations: Marketing, Publications, and Advertising
 - Broaden community outreach through recruiting and retention experiences, such as pipeline program, LMU Tri State TACRAO College Fair, LMU High School Counselor Luncheon Events, Blue and Gray Day Events, Women of Service Christmas Festival, Arts in the Gap, Camp LMU, and Movies in the Park.
 - Continue adherence to the LMU Style Guide and consistent utilization for institutional branding in publications and communications/ messaging.

Abraham Lincoln Library & Museum

The ALLM collaborated with LMU Marketing on a redesign of brochures and billboards aimed at Museum visitors, potential ALLM members, and educators to ensure brand consistency.

Goal: Met

School of Medical Sciences

The SMS has a dedicated Outreach and Alumni Director who works with university services to maximize reach within marketing, publications, and advertising opportunities.

Goal: Met

5. Leverage technology to optimize messaging across various mediums to maintain and accelerate student enrollment levels.
 - Finalize University website refresh
 - Continue engagement with all social media platforms
 - Evaluate the effectiveness of communication and messaging with students

Carter & Moyers School of Education

- We have worked closely with Kate Reagan, and she has helped with marketing our programs.

College of Dental Medicine: met

- CDM works closely with the LMU Marketing Department to optimize messaging across multiple social media platforms.

Action Plan 2.1-5 Leverage technology to optimize messaging across various mediums to maintain and accelerate student enrollment levels.

- University Webpage
- Social Media Platforms
- Communication/Messaging

DeBusk College of Osteopathic Medicine: Met

- DCOM works closely with LMU PR and Marketing to improve marketing and enrollment efforts.

Arts, Humanities, & Social Sciences (AHSS)

- all 3 grad programs now working with PR to increase social media presence
- all undergraduate programs have web presences through use of Soc Media
- Communication/Messaging: School Recruiter and Graduate Asst. are responsible for Soc Media messaging, imaging, and responsiveness.

School of Business:

- Met
- The School of Business maintains school-specific social media pages to advance marketing and enrollment efforts. The School of Business regularly posts on LinkedIn, Instagram, and Facebook. The School of Business is working to improve School of Business-specific webpages to ensure maximum readability and information accessibility on behalf of consumers. The School of Business is striving to maintain consistent messaging across all platforms.

College of Veterinary Medicine: met

- We are working with main LMU PR and Marketing to improve college-level marketing and PR. Social media is expanding and the CVM webpage has been revised to accommodate new programs.

J. Frank White Academy:

- JFWA's webpage was thoroughly redesigned through a collaborative effort of faculty/staff from JFWA, Information Services, the Executive Director for Administration, and the Executive Vice President for Administration.
- JFWA continues to utilize and expand the use of social media platforms for messaging to current and prospective students.

School of Medical Sciences: Met

- The SMS utilizes a Director of Outreach, who works in conjunction with marketing, to promote all programs within the SMS across all social media channels.

Undergraduate Admissions: Ongoing

6. Continue to participate in graduate/professional recruitment events.

Arts, Humanities, & Social Sciences (AHSS)

- AHSS graduate directors held two on-campus recruiting events (Fall and Spring)
- AHSS graduate coordinator attended National Conference for Undergraduate Research for recruiting
- AHSS graduate coordinator held a meet and greet at Maryville College
- AHSS graduate coordinator and support staff attended a career day event at main campus
- AHSS administrative staff attended LMU graduate fair

School of Business:

- Met
- The School of Business employs an Undergraduate Programs Recruiter, as well as a Graduate and Professional Programs Recruiter. These positions are tasked with participating in relevant recruitment events which attract students at the bachelor's, master's, and doctoral degree levels. Within the 2023-2024 academic year, the School of Business Graduate and Professional Recruiter attended approximately 30 recruiting events. The School of Business's Undergraduate Programs recruiter attended approximately 30 recruiting events.

College of Dental Medicine: met

- AUG 18, 2022, College Students visit to LMU CDM Campus
- OCT 3, 2022, UT Chattanooga Pre-Dental Society Meeting- tertiary
- OCT 20, 2022, Carson Newman University – tertiary
- OCT 27, 2022, ETSU Culp Center – tertiary
- NOV 9, 2022, LMU- DCOM secondary, tertiary
- NOV 30, 2022, Lenoir City High School Visit, Lecture with Tour- primary
- DEC 6, 2023, UT Chattanooga- tertiary
- MAR 24, 2023, Harrogate recruiting - primary
- MAR 29,2023 UT Chattanooga Pre Health-Expo- tertiary
- APR 19, 2023, Harrogate recruiting - tertiary
- APRIL 29, 2023, Student advising at Harrogate Campus for incoming freshmen
- MAY 10, 2023, Harrogate - primary

College of Veterinary Medicine: met

- This action plan will be expanded in the next year.

DeBusk College of Osteopathic Medicine: Met

- DCOM participated in 40 plus recruitment events.
- DCOM regularly hosts Osteopathic Medical Awareness Conferences (OMAC).

School of Medical Sciences: Met

- The SMS PA programs participate in a number of graduate/professional recruitment events, including PAEA, AAPA, and college open houses.

Undergraduate Admissions: On going

- Explore co-hosted events with graduate/ professional admissions offices to strengthen awareness on 2+2, 3+3, and pipeline programs.

7. Maintain and enhance engagement with high school and college personnel.

- Continue to host counselor lunches, college fairs, and showcase events to establish stronger partnerships that feature all academic programs at the University.

Arts, Humanities, & Social Sciences (AHSS)

- ASS Recruiter and all department chairs, as well as individual programs such as Art, CAM, and Music are in touch with local high school counterparts (in the tri-state area) to ensure information flow about programs and opportunities.
- Luncheons, student visits, and group student visits have occurred across programs throughout the year.

School of Business:

- Met
- The School of Business's Undergraduate Programs Recruiter maintains consistent contact with regional high school counselors. The recruiter regularly contacts counselors, as well as high school business-credentialed faculty and staff to market the School of Business. The Undergraduate Recruiter is also working with Tennessee-based high school business education faculty to guest lecture a state-mandated Career and Technical Education (CTE) standard covering material on careers in business. The Undergraduate Programs Recruiter consistently promotes LMU's dual enrollment program – LMU Edge.

College of Dental Medicine: met

- AUG 18, 2022, College Students visit to LMU CDM Campus
- OCT 3, 2022, UT Chattanooga Pre-Dental Society Meeting- tertiary
- OCT 20, 2022, Carson Newman University – tertiary
- OCT 27, 2022, ETSU Culp Center – tertiary
- NOV 9, 2022, LMU- DCOM secondary, tertiary
- NOV 30, 2022, Lenoir City High School Visit, Lecture with Tour- primary
- DEC 6, 2023, UT Chattanooga- tertiary
- MAR 24, 2023, Harrogate recruiting - primary
- MAR 29,2023 UT Chattanooga Pre Health-Expo- tertiary
- APR 19, 2023, Harrogate recruiting - tertiary
- APRIL 29, 2023, Student advising at Harrogate Campus for incoming freshmen
- MAY 10, 2023, Harrogate recruiting
- 2022-2023, LMU CDM Dental Boot Camps (5)

College of Veterinary Medicine: met

- This action plan will be expanded in the next year.

DeBusk College of Osteopathic Medicine: Met

- The Director of Recruitment and Outreach has visited local high schools and community colleges. Tours are given to local schools and community colleges.
- Participated in career fairs and presentations to pre-med clubs.

School of Medical Sciences: Met

- The SMS participates in the Dual Enrollment program for high school students, as well as anatomy workshops intended to engage high school students in medical sciences. The MLS schedules speaking events at local high schools to engage students in the benefits of MLS.

Undergraduate Admissions: Ongoing

- Continue to host counselor lunches, college fairs, and showcase events to establish stronger partnerships that feature all academic programs at the University.
-

8. Pursue opportunities to expand the diversity of our student population across the entire University continuum.

- Explore partnerships and pipeline programs that facilitate seamless transfer opportunities for qualified undergraduate students interested in applicable LMU programs.
- Increase articulation agreements or MOUs with applicable higher education institutions for qualified students seeking graduate or professional admission.
- Evaluate existing transfer policies.

Arts, Humanities, & Social Sciences (AHSS)

- The school is working on ways to increase female participation in programs that have been dominated by male presence (CAM and CJ for example) and increasing male enrollment overall in all programs.

College of Dental Medicine: met

- All students regardless of race, color, creed, or religion are recruited.

DeBusk College of Osteopathic Medicine: Met

- DCOM has articulation agreements with Hampton and Oakwood Universities.
- DCOM regularly participates in Diversity in Osteopathic Medicine Career Fairs.

College of Veterinary Medicine: met

- One aim of recruiting for the DVM program is to increase diversity. See table below.

School of Medical Sciences: Met

- The SMS has established articulation agreements and MOU's specifically with organizations that represent expanded diversity. Examples include Hampton University and Physician Assistants for Latino Health

Undergraduate Admissions: Ongoing

Strategic Goal 2: *Recruit and retain students so that enrollment, integrity, and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens.*
Objective 2.2: Meet benchmark goals as established by recruitment plans for individual programs.

1. The Strategic Enrollment Committee will review and support programmatic recruitment plans.

School of Business:

- Met
- The School of Business strives to collaborate with numerous professional schools within the university to provide combined degree MBA opportunities to professional students. Current combined completion opportunities include the DO/MBA, DVM/MBA, JD/MBA, OTD/MBA, DPT/MBA, DMD/MBA, and MSFD/MBA.

College of Dental Medicine: Met

J. Frank White Academy:

- JFWA's leadership team, in collaboration with the Executive Vice President for Administration, developed a strategic recruitment plan for the 2023-2024 academic year which included weekly messaging using on-campus messaging processes, social media, direct contact messaging via phone and email, and off-campus meet & greet events.

Undergraduate Admissions: Ongoing

2. Continue to coordinate with Student Financial Services to provide resources for incoming and continuing student populations within all programs at the University to enable students to make informed financial decisions.

College of Dental Medicine: Met

School of Medical Sciences: Met

- The SMS requires the attendance of Student Financial Services at all orientation events to enable students to make informed financial decisions.

Undergraduate Admissions: Ongoing

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 enrollment levels within all programs at the University to meet capacity goals.

Enrollment Goals:

| | 2018 | 2019 | 2020 | 2021 | 2022 | 2023 | 2024 |
|---------------------|------|------|------|------|------|------|------|
| UG | 1953 | 1985 | 2020 | 2030 | 2040 | 2050 | 2060 |
| Graduate | 1173 | 1192 | 1207 | 1227 | 1010 | 1096 | 1182 |
| Professional | 1672 | 1823 | 1873 | 1948 | 2200 | 2993 | 3147 |
| Total | 4798 | 5000 | 5100 | 5205 | 5795 | 6139 | 6389 |

1. Continue to recruit students who are committed to serving the Appalachian region and other underserved areas.

Arts, Humanities, & Social Sciences (AHSS)

- Met
- DSOL and AHSS promoted Early Entry, GPA and regular Undergrad to Law School enrollment, programming, and options (most recent DSOL / AHSS campus-wide presentation was February 2024).
- AHSS offered a dual-credit English course for Cumberland Gap High School in Fall 2023 on their campus.
- AHSS introduced a new Pre-Law minor for students interested in more preparation for entering law school.

School of Business:

- Met
-
- In supporting the mission of the university, the School of Business places heavy emphasis on recruiting within the Appalachian region. Each recruitment event that is physically attended by the School of Business’s Undergraduate and Graduate Programs Recruiters is located within the Appalachian region of the United States.

College of Dental Medicine: met

- AUG 18, 2022, College Students visit LMU CDM Campus. See above.
- OCT 3, 2022, UT Chattanooga Pre-Dental Society Meeting. See above.
- OCT 20, 2022, Carson Newman University – See above.
- OCT 27, 2022, ETSU Culp Center –See above.
- NOV 9, 2022, DCOM secondary, See above.
- NOV 30, 2022, Lenoir City High School Visit, Lecture with Tour. See above.
- DEC 6, 2022, UT Chattanooga- Pre Health-Expo. See above.
- MAR 29,2023, UT Chattanooga Pre Health-Expo. See above.
- APRIL 29, 2023, Student advising at Harrogate Campus for incoming freshmen

College of Veterinary Medicine: met

The CVM continues to recruit from Appalachian schools for the DVM program.

| Graduation Year | Number | Male % | Female % | Appal. % | URVM.% | Cum. UG GPA | Sci. GPA |
|-----------------|--------|--------|----------|----------|--------|-------------|----------|
| Class of 2018 | 96 | 20 | 80 | 25 | 10 | 3.26 | N/A |
| Class of 2019 | 98 | 15 | 82* | 24 | 24 | 3.4 | 3.29 |
| Class of 2020 | 115 | 11 | 89 | 29 | 13 | 3.36 | 3.25 |
| Class of 2021 | 124 | 16 | 84 | 34 | 11 | 3.37 | 3.24 |
| Class of 2022 | 115 | 18 | 81* | 25 | 10 | 3.39 | 3.28 |
| Class of 2023 | 124 | 18 | 82 | 32 | 11 | 3.42 | 3.3 |
| Class of 2024 | 125 | 24 | 76 | 39 | 7 | 3.39 | 3.24 |
| Class of 2025 | 125 | 9 | 91 | 32 | 10 | 3.39 | 3.24 |
| Class of 2026 | 125 | 11 | 89 | 41 | 10 | 3.48 | 3.37 |
| Class of 2027 | 97 | 14 | 85* | 31 | 22 | 3.39 | 3.28 |

*Declined to state gender

DeBusk College of Osteopathic Medicine

- The goal was **met**.
- During the fall and spring semesters, members of the DCOM admissions staff, faculty, and various administrators make visits to premedical clubs, career fairs, graduate school fairs, and other conferences.
- DCOM continues to increase recruitment in southern Appalachia.
 - **DeBusk College of Osteopathic Medicine**
 - **DO class of 2027 – Admissions:**
 - • Alabama – 10
 - • Georgia – 20
 - • Kentucky – 24
 - • Mississippi – 2
 - • North Carolina – 20
 - • Ohio – 20
 - • Pennsylvania – 10
 - • Tennessee – 102
 - • Virginia – 32
 - • West Virginia – 0
 -
 - Total: 240/459 from mission area (52.2%)
 -
 - **DO class of 2023 –Residency Placement:**

- • Alabama – 7
- • Georgia – 8
- • Kentucky – 26
- • Mississippi – 7
- • North Carolina – 14
- • Ohio – 31
- • Pennsylvania – 20
- • Tennessee – 44
- • Virginia – 9
- • West Virginia – 3
-
- Total 169/317 placed in mission area (53.3%)

Duncan School of Law:

- The goal was **met**.
- Promoted the law school’s programs through a virtual open house with pre-law advisors for member institutions of the Appalachian College Association.
- Promoted the law school at recruitment events at ACA-member institutions.

School of Medical Sciences: Met

- The SMS continues to focus on students committed to serving Appalachia by recruiting from this area and giving preference on admission criteria to those students.
- The School of Medical Sciences seeks to meet this goal by recruiting students from identified Appalachian locations. Articulation agreements are strategically made with 2- and 4-year institutions within the Appalachian region, and students from Appalachian locations are given supplemental preference during the application process.

Undergraduate Admissions: Ongoing

- Review the Appalachian retention and recruitment post Census data year to year.

School of Medical Sciences

Goal: Met

2. Continue to promote specialized admissions opportunities from undergraduate to graduate/professional programs that adhere to program-specific requirements e.g., GPA Program, 3+3 Programs, 2+2 Programs, Test-optional, etc.

School of Business:

- Met
- The School of Business strives to promote undergraduate to graduate program matriculation through the use of the 3+3 BBA to JD program. Additionally, the School of Business is working to improve student participation with the university's GPA program. The School of Business recently partnered with the Hamilton School of Arts, Humanities, and Social Sciences to introduce the Advance to Master's Program (AMP), which allows undergraduate business students the opportunity to complete six credit hours of MBA courses during their senior year.

College of Dental Medicine: met

College of Veterinary Medicine: met

- Now that the veterinary undergraduate programs fall under CVM, these types of programs could expand. An AS to DVM program targeting equine-interest students was developed last year and has enrolled 2 students for fall 2023.
- Five students matriculated into the VHS-CVM GPA program for the 2022-2023 AY.

DeBusk College of Osteopathic Medicine

- Goal was met.
- LMU-DCOM promotes the LMU Master of Science Program. Through the LMU-MS Program, students can receive a guaranteed interview with LMU-DCOM.
- DCOM admitted 28 students from the MS program last year.
- LMU-DCOM interviews and accepts students in the Lincoln Memorial University Guaranteed Professional Admission (GPA Program). This is a unique program that allows motivated high school seniors to earn guaranteed acceptance into one of our professional degree pathways after they complete their undergraduate program benchmarks.
- DCOM admitted 8 students from the LMU-GPA program. Continue to develop relationships with current GPA students and connect them with current DO students.

Duncan School of Law

- The goal was **met**.
- Collaborated with the College of Arts and Sciences to host an information session to promote 3+3 and guaranteed admission programs.
- Partnered with the business school and the College of Arts and Science to promote joint- and dual-degree programs, i.e., JD/MBA, JD/MPA, and JD/MSJ.
- Promoted events through digital communication and informational sessions at the law school.
- In recent years, the law school faculty approved two pathways allowing for the matriculation of LMU undergraduate students, including a "3+3 Early Entry" and an "Admission without LSAT" option for qualifying LMU undergraduates. The law school also entered into a 3+3 Program Agreement with Austin Peay State University.

Comment: The Law School is actively 3+3/articulation agreements with other institutions, focusing on those with student enrollment that might diversify the Law School's student body.

School of Medical Sciences: Met

- The SMS has established articulation agreements and MOU's specifically with organizations that represent expanded diversity. Examples include Hampton University and Physician Assistants for Latino Health.

Undergraduate Admissions: Ongoing

3. Expand industry partnerships for tuition discount/scholarship programs and guaranteed employment opportunities e.g., internships, mentoring opportunities, etc.

Goal: Met

School of Business:

- Met
- The School of Business's Graduate and Professional Programs Recruiter regularly promotes LMU's Corporate Tuition Rate Program by contacting local businesses to offer a contractual agreement where employers can receive a 10% tuition discount for employees who are enrolled in graduate-level business programs. The School of Business also maintains relationships with regional businesses and community partners for the purpose of securing undergraduate business student internship opportunities.

College of Dental Medicine: met

College of Veterinary Medicine: met

- The college continues to engage industry partners. A career expo is hosted each fall for DVM students and will expand next fall to include VMT students.

School of Medical Sciences: Met

- The MLS program has worked to develop scholarships for students through local large hospital systems, as well as sign on bonuses.
- The SMS is currently exploring opportunities with Advent Health, Fast Pace Health, Ballad Health, and Covenant Health to provide tuition reimbursement programs, hiring pipelines, and potential internship training programs within their institutions for PA students. Agreements have been put in place for MLS students with Ballad and Covenant Health to provide stipends, sign on bonuses and tuition reimbursement.

Undergraduate Admissions: Ongoing

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: Provide appropriate student aid awards to eligible students.

1. Reassess the undergraduate institutional financial aid practices/philosophy.
 - The institutional financial aid policy will be reviewed and revised annually to meet University goals and resources consistently.
 - Student Financial Services will work with EAB to update our packaging model for incoming, returning, and transfer students.
 - A target date of mid-January will be set for new Financial Aid offers. This will be later in the recruitment cycle due to the December release of the FAFSA form. Student Financial Services will continue coordinating with the Office of Undergraduate Admissions and Student Services.
 - A cap for need-based institutional aid will be established for returning students who lost academic or state-based aid.
 - Institutional financial aid will be increased along with the annual cost of attendance if the budget allows.
 - Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget. Trending data will be utilized.

Goal: Met

Office of Student Financial Services:

Action Plan 2.4-1 Reassess the undergraduate institutional financial aid practices/philosophy.

- The institutional financial aid policy will be reviewed and revised annually to maintain consistency with University goals and resources. Goal Met
- Student Financial Services will work with EAB to update our packaging model for incoming, returning, and transfer students. Goal Met
- A target date of mid-December will be set for new Financial Aid packages. Student Financial Services will continue to have a very coordinated effort with the Office of Undergraduate Admissions and Student Services. Goal Met in October
- A cap for need-based institutional aid will be established for returning students who lost academic or state-based aid. Goal Met
- Institutional financial aid will be increased along with the annual cost of attendance if the budget allows. Goal Met
- Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget. Trending data will be utilized. Goal Met

2. The Perkins Loan liquidation process is in the final stage with ED. This program should be closed during the 2023 calendar year.

Finance

Scanning through student files.

Goal: In Progress

Comments: - in final stages with DOE

3. Hire a Financial Wellness Director and begin integration at all academic levels.

Finance

Re-evaluating

Goal: In progress

4. Improve interdepartmental communications.
 - Continue First-Stop Approach with Financial Aid and Student Accounts.
 - Continue communication and collaboration with Enrollment Management across all programs, Athletics, and Student Services.

Finance

Improving

Goal: Met

Comments: NSR Collaboration

5. Ongoing activities:
 - Continue actively collecting past due accounts and aim to collect no later than 60 days late. Take a conservative approach with credit extension to high-risk borrowers.
 - Continue to identify students' financial needs and meet those needs through a combination of grants, scholarships, and self-help aid.
 - Re-evaluate the funding level of the Lincoln Grant component of the Financial Aid budget.
 - Continue training work study students and supervisors. Spend all allocated federal funds. Make sure departments communicate if they can utilize work study students.
 - Continue to monitor federal and state funds annually.
 - Collaborate with the University Consumer Information Taskforce; update webpage for all Consumer Information requirements for LMU.
 - Monitor the political environment. Continue to monitor the significant changes coming to federal financial aid. Do some modeling with current and incoming students to be proactive with those that may expect funding. Continue to monitor student loan interest rates from federal and private student loan markets. Communicate to maximize new state aid programs for education, medical, and first-year graduate students. Share updates with stakeholders.

Finance

On-going/continuing. Interest rates go up and down with the change in presidential leadership.

Goal: Met

Comments: Working with families on financial literacy to understand the college financial aid process.

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

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

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

1. Align the budget with the University Mission, Values, Goals, Objectives, and Strategic Plan.

Finance

Budgeting across all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives, and strategic priorities. LMU's mission served as the framework for all budgeting, financial planning, and assessment processes during the 2023-2024 academic year.

Goal: Met

2. Ensure the assessment of expected outcomes across the University, including college, school, and department levels.

Institutional Effectiveness (IE)

All academic programs completed Outcomes Assessment Reports (OARs) in 2022-2023, which are linked to the institutional mission statement, strategic goals, and institutional goals. IE works with new programs to develop assessment plans prior to their implementation date. 27 of 34 administrative units and Academic and Student Services units completed OARs in 2022-2023. Of the seven offices not completing an OAR, four offices had leaders depart during the year. Several of these offices have developed assessment plans for next year in consultation with their supervisors and IE.

IE collaborates with the deans and other members of the Institutional Effectiveness Committee (IEC) to evaluate and publish goals and outcomes for student achievement appropriate to the institutional mission and its students and programs. [The Student Achievement data](#) are updated annually during the fall semester.

Goal: Mostly Met

3. Make continuous changes and improvements as dictated by the assessment results.

Institutional Effectiveness (IE)

Most academic programs show some efforts to improve student learning. During the 2022-2023 academic year, programs that did not show efforts at improving student learning met with their deans and IE to discuss the importance of making efforts to improve student learning. This is best practice, and it helps the University maintain compliance with SACSCOC. Nearly all Academic and Student Services units have a student success program outcome, and most units show efforts to improve student learning. Most administrative units show efforts at continuous improvement based on assessment data.

Goal: Mostly Met

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

Time Frame: Continuous.

Resources Required: Time.

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

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

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

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

1. Evaluate the Institution’s financial performance, identifying strengths, weaknesses, opportunities, and threats.

Finance

LMU anticipates ending the fiscal year in a positive year end position. Processes for making essential data available to decision makers continued to be improved during the 2023-2024 academic year. Financial reporting data were further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function. LMU’s mission served as the basis for all budgeting, financial planning, and assessment processes during the 2023-2024 academic year.

Goal: Met

2. Prepare budget requests consistent with individual unit plans and strategic priorities.

Finance

Budgeting across all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives, and strategic priorities.

Goal: Met

3. 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.

Finance

Each budget officer diligently prepared annual budget submissions. Budget Committee reviewed all budget requests within their division, considering the institutional strategic plan. The current five year pro forma was evaluated and assumptions adjusted based on the current market, trends, and institutional priorities.

Goal: Met

4. Conduct annual budget discussions during which the Vice Presidents and their respective budget officers present proposals and provide supporting documentation.

Finance

Each budget officer diligently prepared annual budget submissions and met quarterly with the Vice President for Finance to monitor, evaluate, and adapt divisional budgets as needed.

Budgeting across all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives, and strategic priorities.

Goal: Met

5. Present the preliminary budget to the Finance Committee for approval and submit the proposed balanced budget to the Board of Trustees for final approval.

Finance

Approval received for the budget by the Board of Trustees.

Goal: Met

6. Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.

Finance

LMU anticipates ending the 2024 fiscal year in a positive year end position. Financial reporting data was further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function. Revenue budgets for 2023-2024 were created in a way to allow for semester, program, or off-campus instructional site financial reporting.

Goal: Met

7. Ensure timely communication and feedback to appropriate persons regarding budget matters throughout the fiscal year.

Finance

Budget Committee reviewed all budget requests within their division, considering the institutional strategic plan. Timely communication and feedback to appropriate persons occurred during/after the committee meetings.

Goal: Met

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

Time Frame: Annually.

Resources Required: Adequate data and time.

Assessment: Balanced fiscal year operating and cash flow budget.

Use of Results: To ensure proper and adequate funding of expenditures necessary to meet the strategic goals of the Institution for use and preparation of future budgets, forecasts, and five-year proformas, which sustains financial stability, complies with debt service requirements, and supports growth.

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

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

1. Evaluate the current five-year operating pro forma and cash flow using recent financial and economic trends.

Finance

The current five year pro forma was evaluated and assumptions adjusted based on the current market and trends.

Goal: Met

2. Develop budgetary assumptions using expense and revenue trend data and specific environmental considerations.

Finance

Forecasts for operating revenues and expenses, as well as cash flows, were developed for the University.

Goal: Met

3. 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.

Finance

The current five year pro forma was evaluated and assumptions adjusted based on the current market and trends. Forecasts for operating revenues and expenses, as well as cash flows, were developed for the University.

Institutional Effectiveness (IE)

IE publishes an Institutional Research Enrollment Report during the Fall and Spring semesters. This report can be utilized for trend analysis. Additionally, the Senior Director of Assessment and State Authorization reviews each Outcomes Assessment Report (OAR) annually. After reviewing the OARs and providing feedback for improvement, the Senior Director of Assessment and State Authorization posts all OARs in the Institutional Effectiveness team site on MyLMU.

Goal: Met

4. Present the preliminary five-year operating pro forma and cash flow to the Finance Committee for approval and submit to the Board of Trustees each fall for final approval.

Finance

The current five year pro forma was evaluated and assumptions adjusted based on the current market and trends. Cash flow was updated and reviewed monthly. The Board of Trustees approved all aspects of the budget.

Goal: Met

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

Time Frame: Annually.

Resources Required: Adequate data and time.

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

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

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

Objective 3.4: Provide budget for debt service, strategic initiatives, contingencies, and capital expenditures.

1. Ensure, as part of the budget development, line items are included for debt service, strategic initiatives, contingencies, and capital expenditures.

Finance

The Board of Trustees approved the inclusion of an expense line for Strategic Initiatives/Contingencies, Debt Service, and Capital Expenditures in the 2023-2024 operating budget.

Goal: Met

2. Establish parameters for the allocation of budgeted funds in support of debt services, strategic initiatives, contingencies, and capital expenditures.

Finance

The Board of Trustees approved the inclusion of an expense line for Strategic Initiatives/Contingencies, Debt Service, and Capital Expenditures in the 2023-2024 operating budget. The Vice President for Finance establishes the parameters for allocation of budgeted funds for all budget lines.

Goal: Met

Responsibility: Executive Vice President for Finance and Administration and President.

Time Frame: Continuous.

Resources Required: Adequate data and time.

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

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

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

Objective 3.5: Enhance budget management.

1. Include evaluation of budget management performance as a regular component of each budget officer’s annual evaluation.

Finance

Each budget officer prepared an annual budget. The LMU Staff Evaluation Form includes an option to evaluate all staff members on their ability to develop, manage, and critique the budget if applicable. LMU supervisors annually evaluate budget officers on their performance in this area.

Goal: Met

2. Facilitate comprehensive communication of financial performance among Finance, budget officers, and department members through periodic forecasting.

Finance

Forecasting moved into Colleague system. This allows Finance staff, budget officers, and department members to have access to appropriate budget lines. Forecasts for operating revenues and expenses, as well as cash flows, were developed for the University. A systematic forecast review process continued to be utilized for FY24. Budget process for the 2023-2024 budget cycle continued to include all fiscal managers. Quarterly reviews of these budgets were completed between the fiscal manager and Finance.

Goal: Met

3. Review and, where appropriate, revise expenditure approval process.

Finance

Each budget officer prepared an annual budget. Budget Committee reviewed all budget requests within their division, considering the institutional strategic plan. The expenditure approval process is regularly reviewed and revised where appropriate.

Goal: Met

4. Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.

Finance

Financial reporting data was further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function.

Goal: Met

5. Utilize budgeting software for evaluation and assessment of financial data at both the departmental and University levels.

Finance

Budget process continued to operate in Self-Service for a streamlined approach. The forecasting model was enhanced to consider a three-year moving average. Discussions began regarding a strategy to allocate overhead costs by division.

Goal: Partially met

Responsibility: Executive Vice President for Finance and Administration, 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 manage institutional financial operations more effectively.

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

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

1. Coordinate with the Executive Vice President for Academic Affairs, through the Committee on Scholarly Activities (COSA) and the Faculty Professional Development Committee, to develop budget projections in support of scholarly activity.

Finance

Increased funding for research was approved in the 2023-2024 budget throughout the University. Capital investments were approved by the board to assist in research equipment acquisition and space.

Goal: Met

2. Coordinate with the designated administrative personnel to develop budget projections in support of infrastructure needs.

Finance

Budget process for the 2023-2024 budget cycle continued to include all fiscal managers. Reviews of these budgets were completed between the fiscal manager and Finance.

Goal: Met

3. Coordinate with enrollment management personnel to develop budget projections in support of student services' needs.

Finance

Budget process for the 2022-2023 budget cycle continued to include all fiscal managers. Reviews of these budgets were completed between the fiscal manager and Finance.

Goal: Met

4. Provide support in seeking funding from external sources.

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

ORGSP is dedicated to providing the supportive infrastructure needed to increase the overall number and types of externally funded grants and ensure the proper management and oversight of new and established awards that fully represent the mission statement and historical integrity of Lincoln Memorial University.

Goal: Met

5. Monitor compliance and manage expenditures of grant-funded programs.

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

The vision of the ORGSP is for the application process and the post-award management of all LMU sponsored programs and grants to be effectively integrated into the university's financial and academic management systems. The office provides sound guidance and accurate information regarding appropriate funding opportunities. The office ensures the university excels in the stewardship of its sponsors resources. The Post-Award Checklist can be found [here](#).

6. Review levels of scholarly activity and align the budget to provide adequate support, including intramural, and start-up funding.

Finance

Increased funding for research was approved in the 2023-2024 budget throughout the university. Capital investments were approved by the board to assist in research equipment acquisition and space.

Goal: Met

Responsibility: President's Cabinet, Office of Research, Grants and Sponsored Programs, and President.

Time Frame: Continuous.

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

Assessment:

(a) Documented outcomes of scholarly activities and growth of funding.

(b) Documented infrastructure support requirements through project plans.

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

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

Objective 3.7: Utilize financial data to make informed decisions.

1. Collect and analyze appropriate data from internal and external sources.

Institutional Effectiveness (IE)

Data are collected and analyzed from multiple sources including survey data (internal and external), enrollment data, Common Data Set, National Student Clearinghouse, and data from other offices within LMU.

Goal: Met

2. Develop allocation methods to support activity-based costing.

Finance

Revenue budgets for 2023-2024 were created in a way to allow for semester, program, or off-campus instructional site financial reporting.

Goal: Met

3. Provide appropriate access to results of analysis to guide the decision-making process for improvement of the Institution.

Institutional Effectiveness (IE)

IE publishes an Institutional Research Enrollment Report during the Fall and Spring semesters. These reports are sent to all members of the Institutional Effectiveness Committee (IEC), including Finance staff and LMU administration, to guide the decision-making process for continuous improvement.

Goal: Met

4. Maintain a repository of institutional data to ensure consistency in official reporting.

Institutional Effectiveness (IE)

Data are maintained in an internal data warehouse (Informer). An official enrollment census snapshot is disaggregated each semester and utilized to ensure consistent reporting across IPEDS, state licensing, surveys, and data requests. An IR Enrollment Report is created from census data containing disaggregated demographics and enrollment by classifications and schools/colleges.

Goal: Met

5. Ensure consistency of data provided in support of the decision-making process.

Finance

Processes for making essential data available to decision makers continued to be improved during the 2023-2024 academic year. Financial reporting data were further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function.

Goal: Met

Institutional Effectiveness

An official enrollment census snapshot is disaggregated each semester and utilized to ensure consistent reporting across IPEDS, state licensing, surveys, and data requests. An IR Enrollment Report is created from census data containing disaggregated demographics and enrollment by classifications and schools. The IR Enrollment Reports are sent to LMU administration during the Fall and Spring semesters to support the decision-making process.

Goal: Met

6. Provide assistance to faculty and staff in interpretation and use of data.

Institutional Effectiveness

Deans and the IEC members are provided with a copy of the IR Enrollment Report during the Fall and Spring semesters. The IR Enrollment Report is created from census data containing disaggregated demographics and enrollment by classifications and schools/colleges.

Additionally, *ad hoc* requests for data are processed as requested for such needs as accreditation, grants, reports, etc. For the 2023-2024 academic year, approximately 50 *ad hoc* data requests have been completed for LMU faculty, staff, and students.

Goal: Met

7. Utilize a forecasting process to provide a foundation for decision-making.

Finance

Forecasting moved into Colleague system. A systematic forecast review process continued to be utilized for FY24. Financial reporting data were further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function.

Goal: Met

Institutional Effectiveness (IE)

During the Fall and Spring semesters, IE creates an IR Enrollment Report. In this report, IE disaggregates University data by school/college, program, and student demographics. This report is distributed to LMU administration to support the decision-making process. Additionally, IE utilizes the National Student Clearinghouse to obtain data on students who were accepted to LMU (during the admissions process) but ultimately did not enroll. IE ensures this data along with the IR Enrollment Reports are sent to Enrollment Management to assist with the forecasting process.

Goal: Met

8. Explore a data driven model for the allocation of operating expenses across all programs. Discussions began regarding the allocation of overhead to each program. This approach involves utilizing comprehensive data analysis techniques to distribute expenses based on factors such as program usage, resource consumption, and impact assessment. By adopting a data-driven approach, we aim to optimize resource allocation, enhance transparency, and ensure equitable distribution of operating expenses, ultimately maximizing the effectiveness and efficiency of our programs

Goal: Partially Met

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

Time Frame: Continuous.

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

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

Use of Results: To improve the planning, budgeting, and assessment processes.

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

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

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

1. Develop a vetting process for prioritization that can align with a five-year budget projection to assess, plan for, and evaluate facilities and grounds at the Harrogate campus and off-campus instructional sites to respond to fluctuations in student demographics; program development; support faculty/staff research and scholarly activities; support community program needs by providing physical maintenance, housing, and furniture, fixtures, and equipment.

Duncan School of Law

Improvements to the Law School facility continues, Painting in the Law School continues as well as roof repairs.

Goal: Ongoing/Unmet

Comments: The Dean continues to work with the University to implement improvements going forward.

DeBusk College of Osteopathic Medicine

DCOM spaces are assessed regularly and are adequate for medical students. Construction of a new anatomy lab in building #3 started early 2024 to be operational January 2025, to meet demand for additional student need due to dentistry, PT/OT, PA, and the expanding DO program.

Goal: Ongoing/Met

College of Veterinary Medicine

Office assignments are continuously reviewed and adjusted with staffing changes. The Veterinary Education Technology building opened January 2024, and has a microscopy lab, a veterinary program clinical skills lab, a veterinary technology lab, a lecture hall, a model shop, an active learning classroom, study rooms, and offices. Students continue to ask for additional study space.

Goal: Met

College of Dental Medicine

All floors of the LMU Tower have been completed. The Morristown Clinic has been completed and the Community Care Clinics in Harrogate and Knoxville are in the planning phases.

Goal: Ongoing/Met

School of Medical Sciences

SMS facilities are regularly assessed through faculty, staff, and student evaluations. We continue to work through the expansion of PA to the Tampa campus.

Goal: Met

Existing Facilities

- All sites

- Continue to review and identify office, classroom, and study space potential on the main campus and throughout the off-campus instructional sites
- Continue to evaluate campus lighting concerns
- Continue to identify opportunities for site-specific improvements and enhancements
- Continue to evaluate and identify facilities with potential accessibility compliance issues
- Continue to examine all University spaces for safety issues including lack of lighting
- Harrogate
 - Continue construction of a new facility to house maintenance, housekeeping, grounds, campus police and security, print shop, and central receiving/distribution.
 - Consider best use for athletic training and sports and exercise science facilities
 - Continue improvements to student center
 - Continue to complete HVAC renovations for Duke
 - Continue to pursue funding through Alumni Park
 - New roof for Liles and West Residence Halls; planning in process to combine the two buildings with a glass area and elevator.
 - Install new roof on Schenck Building.
 - Complete building upgrades to Schenck.
 - Investigate renovation of CMRC building.
 - Discussing a Communication, Instruction, and Technology (CIT) facility
 - Enhance campus sidewalks and crosswalks
 - Enhance campus signage
 - Reconfigure campus road schematics-In progress.
 - New electronic library and commons
 - Explore feasibility of Exercise Science Lab in Parkway AT Bldg.
 - Continue plans for construction of facility for Conservation Biology teaching and research.
 - Build New Water Plant facility with office space, additional water storage to support irrigation, and fire sprinkler systems.
 - Explore possibility of expanding JFWA facility/classroom space
 - Install lighting for Lacrosse and Soccer fields
 - Renovate old Mars Gym swimming pool for JFWA lower school use
- Virginia
 - Continue to work with LENOWISCO, USACE, Lee County Government and PSA to develop collection and treatment system for wastewater for western Lee County
 - Continue to develop plan for Campbell Farm property for student housing
 - Investigate dining options for Ewing students
- West Knoxville
 - Create a new anatomy. classroom space in PEL3
 - Continue to enhance parking options including by constructing parking area between PEL2 and PEL3

- Update and better utilize PEL facilities
- Continue renovation of the Spine Center at the Tower
- Tampa
 - Renovate Tampa location to house PA program
- Orange Park
 - Continue to develop master plan for Orange Park facilities
 - Continue renovation of Orange Park facilities

Goal: Met

Responsibility: Executive Vice President for Finance and Administration, Director of Physical Plant Safety and Facilities Coordination, Vice President of Facilities Planning, Management, and Safety Services, the President, President’s Cabinet, and Properties Committee of the Board of Trustees.

Time Frame: Annually and as needed.

Resources: Physical plant budget, plant fund.

Assessment: Minutes of President’s Cabinet and Properties Committee; minutes from the Physical Plant Operations Group and other project plan documentation.

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

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

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

1. Continue to assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually and as needed.

Duncan School of Law

The Law School continues to require lighting improvements on its campus. The lighting attached to the outside of the building has been improved, but the lighting in the faculty/staff parking lot and on walkways has not been improved and needs to be. This is a potential liability and safety issue.

Goal: Ongoing/Unmet

Campus Police and Security

We have maintained to meet or exceed Tennessee POST requirements.

Goal: Met

Facilities

Goal: Met

2. Continue to seek funding to enhance a healthy, safe, and secure environment.

Campus Police and Security

We continue to collaborate with the Governor’s Highway Safety Program in an effort to attain the annual grant monies that are available.

Goal: Met

3. Review and communicate the University's Health and Safety Manual and the Critical Incident Response Manual.

Campus Police and Security

We have reviewed and revised the University's Safety Manual to maintain a safe campus.

Goal: Met

Comments: We update this every year.

Facilities

University's Health and Safety Manual can now be accessed on myLMU by everyone.

Goal: Met

4. Continue to conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (e.g., automated external defibrillator, sharps container, posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, camera systems, security, and access control).

Duncan School of Law

The Law School's Facilities and Technology Committee conducts reviews yearly of the DSOL facility and advises the Dean as to needed improvements.

Goal: Met

Campus Police and Security

We conduct monthly fire extinguisher checks and ensure that the evacuation plans are up to date, accurate, and easily accessible. We check the call boxes, maintain the camera system, and work with IT to confirm that all are working properly.

Goal: Met

5. Continue to support training opportunities for health and safety issues.

Duncan School of Law

The Law School continues to promote mental and physical health initiatives. These include subsidizing student memberships at the downtown YMCA, providing sessions with, and presentations by, the University Counseling Center, and pursuing other wellness initiatives with third parties (i.e., yoga, mindfulness, therapy dogs).

Goal: Met

Campus Police and Security

We strive to work with student Services and Housing in training sessions designed to protect our campus community.

Goal: Met

Facilities

Monthly safety meetings are conducted with Physical Plant staff (Toolbox topics). On-going.

Goal: Met

6. Continue to coordinate and implement handling of hazardous materials and biological waste in compliance with applicable local, state, and federal regulations.

Facilities

Annual hazardous waste disposal is conducted each year. All State/Federal documentation is submitted. On-going.

Goal: Met

7. Continue to implement access control in all new and existing University facilities.

Campus Police and Security

We continuously assess our access control systems and work with the development of new buildings in an effort to assure that access control is made available.

Goal: Met

8. Continue to expand the security call phone system and utilization of the campus siren system including working toward greater geographic specificity for alerts.

Campus Police and Security

We conduct siren testing twice per year and monitor our phone systems.

Goal: Met

9. Continue to encourage participation in LiveSafe (and/or other alert systems).

Campus Police and Security

We continually promote the use of LiveSafe.

Goal: Met

10. Continue to conduct current fire drill procedures for all buildings.

Duncan School of Law

DSOL holds regular fire drills in cooperation with the City of Knoxville Fire Department.

Goal: Met

Campus Police and Security

We work closely with Housing and Maintenance in conducting the required fire evacuation drills.

Goal: Met

11. Continue to identify a designated shelter or place for each facility.

Duncan School of Law

DSOL has shelter in place plans and communicates them to faculty and staff.

Goal: Met

Campus Police and Security

Shelter-in-place locations are clearly posted throughout campus.

Goal: Met

Facilities

This is completed on existing buildings. Ongoing for new buildings.

Goal: Met

12. Continue to conduct mock emergency training exercises annually for compliance with the Clery Act.

Duncan School of Law

DSOL conducts training in compliance with the Clery Act.

Goal: Met

Campus Police and Security

We conduct an annual tabletop drill per Clery standards.

Goal: Met

13. Continue to assist with educating students, faculty, and staff about campus, personal, and situational safety.

Duncan School of Law

Security is on the DSOL campus during all open business hours and security speaks to all new law students when arriving on campus at orientation.

Goal: Met

Campus Police and Security

We strive to educate our campus community in crime prevention and personal safety.

Goal: Met

14. Continue enhancement of safety and maintenance support at all sites.

Campus Police and Security

As of September 22, 2021, LMU's Campus Police and Security Department now provides security services for all LMU's off-campus instructional sites. LMU hired an off-campus instructional site coordinator for the off-campus instructional sites.

Goal: Met

15. Continue to ensure evacuation routes on all floors of all buildings are up to date.

Campus Police and Security

Comments: Director of Physical Plant Safety and Facilities Coordination

Facilities

Completed. Will continue for new buildings.

Goal: Met

16. Continue to coordinate with all departments for compliance with the Clery Act.

Campus Police and Security

We work closely with the Administration to remain in compliance with the Clery Act.

Goal: Met

17. Continue to identify Campus Safety Authorities (CSAs) on all University sites, per the Clery Act.

Campus Police and Security

We conduct a minimum of two CSA trainings per year and all new employees are required to receive the training during their “on boarding.”

Goal: Met

18. Continue training with the Critical Incident Response Team (CIRT).

Campus Police and Security

We meet regularly with CIRT and conduct training sessions.

Goal: Met

19. Compliance with the Peace Officer Standards and Training (POST) Commission (State of Tennessee Requirements for Police).

Campus Police and Security

All of our officers meet or exceed the POST requirements.

Goal: Met

Responsibility: Director of Physical Plant Safety and Facilities Coordination, , Chief of Police, President’s Cabinet, Risk Management, and Insurance Manager, and Chair of the Institutional Biological and Chemistry Safety Committee, Vice President of Facilities Planning, Management, and Safety Services, Off-Campus Sites Coordinator of Safety and Security/ Deputy Chief.

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 off campus sites.

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

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

1. Continue to enhance the employee orientation process.

Human Resources

Orientation is now completely online. Electronic push notifications are sent to the supervisor and incoming employee throughout the process. HR's portion of the LMU website now contains FAQs, a link to medication pricing, a link to employee notices, and a listing of employee benefits. Once onboarded, employees have access to a portal from BenefitFirst that lists all their benefit elections, costs, and available options. Employees enrolled in the medical benefit plan now have access to 24/7 TextCare coverage.

Goal: Met

2. Continue to provide and enhance in-house training and development programs for employees and volunteers.

Human Resources

Clery Training, Legal Orientation, Protection of Minors, Title IX & Sexual Harassment, Anti-Discrimination, ADA and FERPA training are automated and included during onboarding. Financial Literacy and Planning sessions are offered, via Millennium Financial. These sessions can be in-person, virtual, or by phone depending on employee request and are free of charge. Health Coaching Sessions are offered free of charge from TRIA health as well as a 24/7 helpline for anyone with a pharmaceutical question. HR is reviewing the current process of training sessions for the yearly faculty/staff conference week in order to streamline.

Goal: Met

3. Continue to evaluate and enhance University benefits.

Human Resources

Benefits Review is completed on a yearly basis. Claims data was gathered and analyzed to find areas where value could be added for both the employee and employer. Based on those findings, Blue Cross was retained for medical and vision coverage, with a pharmacy carve out to VeracityRx. TRIA, Guardian, AirMed, and Health Equity were retained. TextCare 24/7 physician coverage was added.

TRIA health is a free benefit offered to the LMU community. The service will evaluate your current medication list for effectiveness, medication interaction, and potential areas of improvement. They will answer any medication questions that you have and depending upon your specific health condition, you may be eligible for discounted medications or free diabetes supplies.

TextCare offers a physician's visit via text or video with a PA at no cost to the employee. This is available 24/7/365. Medication refills can be obtained, common illnesses treated, or referrals taken care of from the comfort of home, without the cost of an office visit. This is a free service to employees that have opted into the medical benefit plan.

Goal: Met

Comments: Review for the new benefit year will begin in late Summer.

4. Continue to review and ensure faculty/staff compliance with current local, state, and federal agency regulations and laws in coordination with Office of the General Counsel.

Human Resources HR works in conjunction with Mineral Advisors to review upcoming regulatory changes in human resources, payroll, and tax laws. HR also works closely with General Counsel concerning FMLA, ADA, and other compliance issues.

Goal: Met

Comments: Suggested handbook edits will be supplied to legal for the upcoming academic year.

5. Continue to support external audit processes.

Human Resources

HR worked closely with Finance to supply audit needs such as retirement documents, payroll information, employee totals, etc.

Goal: Met

6. Continue to participate in job fairs/recruitment efforts to present the University as a career opportunity.

Human Resources

HR participated in the following job fairs: LMU Career & Graduate Education Job Fair, L and Campbellsville Career Fair. Employment opportunities are posted on various sites such as Indeed, Higher Ed Jobs, Insight into Diversity, LinkedIN, Knox News, and more specialized sites when necessary.

Goal: Met

7. Continue to support Human Resources services at all University sites.

Human Resources

HR virtually supports employees at their convenience. Meetings are held via zoom or in-person depending upon the employee preference. Telephone and email support are also available during regular business hours or after hours depending upon the request.

HR held a Benefit Vendor Day at several LMU sites and included a Zoom Meeting for those that could not attend. The purpose was to have the employees engage with our vendors, ask individuals questions at their convenience, and they were entered for prizes that totaled more than \$2500, donated by the vendors.

HR partnered with Blue Cross Blue Shield in a Wellness Initiative that provided all full-time employees with a free oximeter and blood pressure monitor.

Goal: Met

8. Continue to research and address current health care reforms.

Human Resources

McGriff and LMU partner to look at any governmental reform and its impact on LMU. Examples include Secure 2.0 and Transparency in Coverage. HR utilizes access to Mineral

Advisors compliance tools, via McGriff as an additional resource for reform information.
Goal: Met

9. Continue to review employee retirement benefits, funds, and investment options.

Human Resources

Retirement committee meets quarterly with third-party investment advisors.

Goal: Met

10. Maintain digital employee file system to aid in retention documentation.

Human Resources

All HR Employee documents are digitally imaged and secured within the Laserfiche system. Access is restricted to users with a business necessity.

Goal: Met

11. Continue to recognize employee service and promotions.

Human Resources

HR now provides each full-time employee with a \$25 grocery voucher in recognition of their birthday.

HR doesn't offer in-person celebrations but continues to offer recognition in the forms listed below. These individuals are also recognized by the President during the annual faculty/staff conference week.

1. 5 years of service
 - a. 1 extra vacation day during that year for staff
 - b. One time \$50 extra pay for faculty
2. 10 years of service
 - a. 2 extra vacation days during that year for staff
 - b. One time \$100 extra pay for faculty
3. 15 years of service
 - a. 3 extra vacation days during that year for staff
 - b. One time \$150 extra pay for faculty
4. 20 years of service
 - a. 4 extra vacation days during that year for staff
 - b. Once time \$200 extra pay for faculty
5. 25 years of service
 - a. 5 extra vacation days during that year for staff
 - b. One time \$250 extra pay for faculty
 - c. LMU watch for any employee reaching this milestone
6. 30 years of service
 - a. 6 extra vacation days during that year for staff
 - b. One time \$300 extra pay for faculty

Goal: Met

12. Continue to implement human resources technology to reduce manual processes.

Human Resources

Electronic I-9 and background checks have been implemented. Corporate Screening currently manages both services.

HR in conjunction with IS has reviewed a potential vendors as an ATS replacement. An additional company was also reviewed for background screening. No changes have been found feasible at this time. Payroll is now a part of the HR department, meaning that processes are being reviewed for efficiency and effectiveness both between departments and as a resource for the employees.

Goal: Met

Comments: Software is continually reviewed for more efficient and effective protocols.

13. Review and enhance the current Performance Evaluation process.

Human Resources

Current Vendor can offer performance management, but upon review it was not found to be efficient. The noted vendor in item #11 were also screened for performance management tools. No changes have been found feasible at this time.

Goal: Met

Comments: Reviewing vendors for Performance Eval Software.

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

Objective 4.4: Evaluate full-time employee compensation against benchmark salaries of peer institutions with respect to position, experience, and similar activity to support competitive excellence in staffing practices.

1. Complete an annual review of salary benchmarking data for full-time employees.

Human Resources

A gap analysis is being completed yearly. The analysis includes full-time employees in both the exempt and non-exempt classifications, based on position title/job description. This analysis is benchmarked against other private higher education institutions in the same geographic area

Goal: Met

2. Explore the possibility of adopting salary bands.

Human Resources Salary bands will be explored in the upcoming year. This is ongoing.

Goal: Met

Comments:

Responsibility: HR

Time Frame: Completed

Resources Required: Human Resources department budget

Assessment: Gap analysis report

Use of Results: Under review by Administration

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

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

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

1. Participate in the budgeting process of new and proposed initiatives.

Information Services

- The IS Department Participates in the Annual Budgeting Process.
- Created Various Custom Processes to Facilitate Budget Development in Self-Service
- Implemented Network, Wireless, Security Cameras, Access Control, and Servers for Construction Projects:
 - LMU Tower Floors T7 – T8
 - Knoxville Dental Clinic
 - Veterinary Education and Technology Building

Goal: Met

2. Identify and prioritize department and program technology requests for existing programs.

Information Services

- Provided Implementation Support for Housing Application Implementation
- Provided Support for Clear Cost Implementation for Financial Aid
- Created Data Exports for the Watermark Implementation in Education
- Assessed Classroom Technology at all Campuses and Approved Upgrades Where Needed
- Assessed Network, Wireless, Server, and Storage Hardware at all Campuses and Approved Upgrades as Needed
- Performed Network Switch Upgrades at the President's Office, Avery Hall, Farr Hall, Grant Lee, and several buildings in the Cumberland Gap

Goal: Met

3. Identify cost-effective solutions to meet technological needs.

Information Services

- Created Multiple Workflow Forms to Facilitate Non-Traditional Account Requests in Canvas
- Created Subroutines to Support Federal Tax Processing
- Created Multiple Ellucian Workflow Forms to Support Non-Traditional Canvas Access
- Negotiated New Contract with Circuit Provider for Main Campus and Extended Sites

Goal: Met

4. Identify resources for upgrades, maintenance, support, and training.

Information Services

- Provided Support for 18,031 Zoom Meetings and 58 Webinars Hosted by LMU, Accruing Over 144,204 Hours of Meeting Time

- Upgraded Wireless Networks in the Large Auditoriums in DCOM, CVM, and Math & Science Buildings
- Upgraded Network Access Control Licensing
- Upgraded PRTG Monitoring System
- Updated KEMP Load Balancer, NetApp FAS 9000, InfoBlox, and VMWare
- Upgraded Zoom Applications to 64 Bit
- Upgraded Zoom Room Firmware
- Upgraded Mediasite Portal
- Upgraded Form Software Used in Ellucian Colleague
- Upgraded Payment Gateway
- Upgraded TD Client to Support Newly Changed Financial Aid Integration
- Performed Multiple Application Server Upgrades
- Supported the Install of New Kronos Time Clocks in Anticipation of Software Upgrade
- Closed 44,221 Help Desk Tickets
- Fielded 10,135 Help Desk Calls Since August 28, 2023, with an Average Handle Time of 4:37
- Upgraded 138 Lab and Podium Computers Across All Classrooms and Labs
- Provided Training for Zoom and Classroom Technology for Faculty and Staff
- Offered additional Training to Faculty and Staff upon Request
- Provided Faculty Support and Training in Canvas
- Provided MyLMU Team Site Usage Training

Goal: Met

5. Develop University purchasing, life-cycle management, and maintenance schedule.

Information Services

- Completed Classroom Technology Installations for LMU Tower Floors 7-8 for the College of Dental Medicine
- Completed Classroom Technology Installations for Veterinary Education and Technology Building
- Completed Classroom Technology Installations for Chattanooga Site
- Upgraded DCOM Sim Lab Debrief Room
- Upgraded DCOM 201 Amplifier
- Upgraded DCOM Anatomy Lab
- Upgraded DCOM 105
- Complete Room Upgrade in DCOM 401
- Installed Dental Classroom in DCOM-K Building 4
- Upgraded Zoom Room in DCOM-K Building 1 Lecture Halls 2 & 4
- Installed TV in CVM 327
- Installed Additional Camera in DVTC Student Center 100
- Upgraded LMU Tower 925
- Upgraded Zoom Room in MANS 100
- Upgraded Visually Impaired Monitor in DSOL 201

- Upgraded Digital Signage on DSOL 3rd Floor
- Upgraded Cedar Bluff Sim Lab
- Upgraded Audio in Cedar Bluff 104
- Installed UPS to Tampa Sim Lab
- Installed Additional Speakers in Tex Turner Arena
- Upgraded TVs in Tex Turner Arena Turner Room and Hall of Fame Room
- Installed Biamp Audio Process in Mary Mars Gym
- Installed Hudl Camera in Mary Mars Gym
- Assisted Install of Projector and Cabling for Golf Simulators at LMU Golf Training Center & Golf Field House
- Upgraded TVs in University Inn Gym

Goal: Met

6. Assess Technology initiatives to determine adequate resources.

Duncan School of Law

The Law School’s Facilities and Technology Committee annually considers technology needs for the program and advises the Dean as to the same. The Dean submits its requests for software and technology upgrades to the IS department.

Goal: Met

Information Services

Ongoing for all new projects.

Goal: Met

7. Evaluate instructional technology to support adjunct faculty.

Information Services

- Procured Canvas
- Procured Zoom
- Procured Voice Thread

Goal: Met

8. Support instruction, research, and scholarly activity.

Information Services

New equipment as well as support provided via Helpdesk.

Goal: Met

9. Identify, plan, and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.

Information Services

- Created Multiple Ellucian Workflow Forms to Support Non-Traditional Canvas Access

Goal: Met

10. Improve communication between Finance, Information Services, and appropriate departments regarding funded and unfunded technology budget requests.

Information Services

Announcements about budgeting, budgeting sheets, timelines, and approvals communicated through MyLMU.

Goal: Met

11. Negotiate technology resource agreements to provide comparable support and access at off-campus instructional sites.

Information Services

All software access is the same at all sites. Classroom technology is assessed yearly. Assessed Classroom Technology at all Campuses and Approved Upgrades where Needed

Goal: Met

12. Explore opportunities for external funding for IT related projects.

Information Services

Goal: Unmet

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

Time Frame: Continuous.

Resources Required: Included in IS budget.

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

Use of Results: To justify, plan, and communicate budgeting for technology.

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

Objective 5.2: Provide and maintain technology infrastructure.

1. Review and assess all network closets.

Information Services

Ongoing

Goal: Met

Comments: Reviews are completed quarterly.

2. Provide and maintain appropriate technology resources for faculty, staff, and students.

Information Services

- Created various API processes to support data integration between Ellucian Colleague and Canvas
- Provided support for Clear Cost implementation for Financial Aid
- Created and implemented document retention strategy for Human Resource documents
- Maintained and enhanced integration between TargetX and the Ellucian Colleague suite of products
- Created multiple Ellucian workflow forms to support non-traditional Canvas access
- The Helpdesk Provided Live Support for the Start of Every DCOM Exam and Lecture
- IS was Present and Spoke at All New Student Registrations
- Added BGP Redundancy to Edge Firewalls
- Implemented various API applications in Canvas
- Performed upgrade of form software used in Ellucian Colleague
- Performed upgrade of Payment Gateway
- Performed upgrade of TD Client to support newly changed Financial Aid integration
- Performed multiple application server upgrades
- Assessed Classroom Technology at all Campuses and Approved Upgrades where Needed
- Assessed Network, Wireless, Server, and Storage Hardware at all Campuses and Approved Upgrades as Needed
- Upgraded 138 Lab and Podium Computers across all classrooms and labs

Goal: Met

3. Review, assess, and modify online services for faculty, staff, and students.

Information Services

- Ongoing

Goal: Met

4. Review, assess, and modify software, website, and database functionality for University use.

Information Services

Ongoing

- Provided Training for Cascade CMS and Created Help Web Pages for Web Editors
- Started Final Phase of LMU Website Redesign
- Student Financial Services Site Redesign
- Finalized Development of New Cascade Tools
- Web and CMS Servers Migrated to Hosted Environment
- Implemented AI-Powered Web Accessibility Solution
- Performed Quarterly Alumni Account Purge Process
- Incremental Backups with Monthly Backups Stored Offsite

Goal: Met

5. Review, assess, and provide additional classroom technology needs.

Information Services

Completed annually

Assessed Classroom Technology at all Campuses and Approved Upgrades where Needed

Goal: Met

6. Continue planned implementation of secure electronic document imaging solution.

Information Services

- Ongoing

Goal: Met

7. Maintain appropriate network and network security.

Information Services

- Replaced External Firewalls and Installed New Internal Firewalls
- Added Network Access Control to All Remaining Remote Sites
- Implemented Local Administrator Password Solution (LAPS)
- Implemented Network, Wireless, Security Cameras, Access Control, and Servers for Construction Projects
 - LMU Tower Floors T7 – T8
 - Knoxville Dental Clinic
 - Veterinary Education and Technology Building

Goal: Met

8. Perform a quarterly network security audit.

Information Services

- Penetration testing completed with No Findings
- Performed Weekly Tenable Security Scans
- New Antivirus Deployment (CrowdStrike)

Goal: Met

9. Review, assess and analyze network monitoring reports.

Information Services

- PRTG Monitored

Goal: Met

10. Identify technology needs in new and existing buildings.

Information Services

- Implemented Network, Wireless, Security Cameras, Access Control, and Servers for Construction Projects
 - LMU Tower Floors T7 – T8
 - Knoxville Dental Clinic
 - Veterinary Education and Technology Building

- Performed Network Switch Upgrades at the President's Office, Avery Hall, Farr Hall (JFWA), Grant Lee, and several buildings in the Cumberland Gap

Goal: Met

11. Identify technology needs for new and existing programs.

Information Services

- Reviewed with program directors prior to program start
- Completed Classroom Technology installations for LMU Tower Floors 7-8 for the College of Dental Medicine
- Completed Classroom Technology installations for Veterinary Education and Technology Building for Vet Med and Vet Tech
- Completed Classroom Technology Installations for Chattanooga Site for Nursing
- Upgraded DCOM Sim Lab Debrief Room
- Upgraded DCOM 201 Amplifier
- Upgraded DCOM Anatomy Lab
- Upgraded DCOM 105
- Complete Room Upgrade in DCOM 401
- Installed Dental Classroom in DCOM-K Building 4
- Upgraded Zoom Room in DCOM-K Building 1 Lecture Halls 2 & 4
- Installed TV in CVM 327
- Installed Additional Camera in DVTC Student Center 100
- Upgraded LMU Tower 925
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- Upgraded Digital Signage on DSOL 3rd Floor
- Upgraded Cedar Bluff Sim Lab
- Upgraded Audio in Cedar Bluff 104
- Installed UPS to Tampa Sim Lab
- Installed Additional Speakers in Tex Turner Arena
- Upgraded TVs in Tex Turner Arena Turner Room and Hall of Fame Room
- Installed Biamp Audio Process in Mary Mars Gym
- Installed Hudl Camera in Mary Mars Gym
- Assisted Install of Projector and Cabling for Golf Simulators at LMU Golf Training Center & Golf Field House
- Upgraded TVs in University Inn Gym

Goal: Met

12. Review, assess, and modify the Disaster Recovery Plan for Information Services.

Information Services

- Performed Backup Replication to AWS
- Druva Insync Loaded on All Client PCs

Goal: Met

13. Maintain appropriate support for security services.

Information Services

- Installed Additional Access Control Doors and Wireless Access Points in DCOM Knoxville Building 4
- Installed Access Control on the President's Office Main Entrance
- Maintained Appropriate Services for All LMU Sites.

Goal: Met

14. Partner with vendors to identify and improve bandwidth and performance on applications hosted off-site.

Information Services

- Migrated Web and CMS Servers to a Hosted Environment
- Assessed Network, Wireless, Server, and Storage Hardware at all Campuses and Approved Upgrades as Needed
- Upgraded KEMP Load Balancers

Goal: Met

15. Maintain a cloud computing strategy based on benefits, return on investment, security, and data privacy risks.

Information Services

- Migrated Web and CMS Servers to a Hosted Environment (\$29,000 savings per year)
- Performed Backup Replication to AWS

Goal: Met

16. Identify and implement improvements that reduce power consumption within the IT environment.

Information Services

- Migrated to Cloud Managed Windows Updates for Business
- Migrated to Cloud Managed DeepFreeze Cloud

Goal: Met

Responsibility: IS

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget; additional resources requested through budget process and grants. Compliance with national standards and regulatory guidelines.

Assessment: EDUCAUSE or national benchmarks, Network monitoring reports, Helpdesk logs and resolutions, Standard Operating Procedures, Information Technology Infrastructure Library (ITIL) standards, International Society for Technology in Education (ISTE) recommendations and Control Objectives for Information and Related Technologies (COBIT). ISO/IEC 27001 22301 27031 27035 22301 International Standard for best-practice information security management systems.

Use of Results: To ensure adequate technology infrastructure for faculty/staff/students.

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

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

1. Create an annual training schedule in collaboration between IS and Center for Teaching and Learning Excellence (CTLE).

Information Services

- Provided Training for Zoom and Classroom Technology for Faculty and Staff
- Offered additional Training to Faculty and Staff upon Request

Goal: Met

2. Train new employees on productivity applications.

Information Services

Trainings completed on:

- Canvas
- Zoom
- Microsoft Office
- Adobe Products
- Classroom Technology

Goal: Met

3. Train and cross-train technology support staff.

Information Services

- Helpdesk has Group Trainings Quarterly

Goal: Met

4. Support online learning initiatives.

Information Services

- LinkedIn Learning Platform

Goal: Met

5. Provide new and emerging technology training opportunities.

Information Services

- Training is offered on all supported software as well as new software packages.

Goal: Met

6. Support CTLE with the development of instructional resources that utilize technology.

Information Services

- Cross-training is offered upon request.

Goal: Met

7. Coordinate training opportunities with vendors.

Information Services

- Vendor training is completed on new installs as well as certain new software platforms

Goal: Met

8. Coordinate training and orientation opportunities with faculty, staff, adjunct-faculty, professional, graduate, and undergraduate students.

Information Services

- Provided Training for Zoom and Classroom Technology for Faculty and Staff
- Offered additional Training to Faculty and Staff upon Request
- Provided Training for Cascade CMS and Created Help Web Pages for Web Editors
- IS was present and spoke at all new student registrations
- Provided support for 18,031 Zoom Meeting and 58 Webinars hosted by LMU, accruing over 144,204 hours of meeting time
- The Helpdesk provided live support for the start of every DCOM exam and lecture

Goal: Met

9. Develop and enhance training using various modalities for students, faculty, adjunct-faculty, and staff.

Information Services

- Trainings are offered one-on-one (online or face-to-face if necessary) as well as group trainings

Goal: Met

10. Work with departments to provide training on enterprise technologies.

Information Services

- Trainings are completed on any new technology being deployed or new modules within an existing software

Goal: Met

11. Enhance communications to keep the University community informed of changes in the IT environment.

Information Services

- All announcements about IT or systems are submitted to MyLMU.

Goal: Met

Responsibility: IS, CTLE, Academic Affairs, Office of Institutional Effectiveness, and Student Affairs

Time Frame: Continuous.

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

Assessment: Training assessment surveys and Annual Software utilization assessment.

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

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

Objective 5.4: Provide user support for technology services.

1. Review, assess, and modify IS Helpdesk support.

Information Services

- Closed 44,221 Help Desk tickets
- Fielded 10,135 Help Desk calls since August 28, 2023, with an average handle time of 4:37

Goal: Met

2. Continue University-wide campaign to communicate Helpdesk support procedures.

Information Services

- Frequent posts to MyLMU

Goal: Met

3. Review and analyze Helpdesk service and support logs.

Information Services

- Ongoing

Goal: Met

4. Assess and analyze helpdesk FAQ and online support documentation.

Information Services

- Ongoing

Goal: Met

5. Encourage the use of the university portal (MyLMU).

Information Services

- Ongoing

Goal: Met

6. Analyze trends for user support frequency and staff appropriately.

Information Services

- Ongoing

Goal: Met

7. Review, assess, and modify IS Policies and Procedures as needed.

Information Services

- Reviewed quarterly ongoing

Goal: Met

8. Review, assess, and modify the student and employee handbooks for IS policy changes.

Information Services

- Reviewed annually

Goal: Met

9. Develop policies and procedures for granting appropriate guest access to technology, facilities, and services.

Information Services

- Partnered with CDW to audit all policies and procedures IT related.

Goal: Met

10. Support the technology needs for University and community events.

Information Services

- Provide Audio and Visual support
- The Helpdesk provided live support for the start of every DCOM exam and lecture
- Installed Speaker at Tex Turner Arena for Better Coverage During Games and Graduations
- Installed Biamp Audio Process at Mary Mars Gym
- Installed Hudl Camera at Mary Mars Gym

Goal: Met

11. Provide ongoing support for existing administrative processes and business systems.

Information Services

- Closed 44,221 Help Desk tickets
- Fielded 10,135 Help Desk calls since August 28, 2023, with an average handle time of 4:37
- Upgraded 138 Lab and Podium Computers across all classrooms and labs
- Provided support for 18,031 Zoom Meeting and 58 Webinars hosted by LMU, accruing over 144,204 hours of meeting time

Goal: Met

12. Streamline workflow and automate processes to improve business efficiency and reduce the use of paper.

Information Services

- All helpdesk processes are electronic

Goal: Met

13. Enhance interfaces between administrative systems to optimize efficiency and ensure the integrity of shared data.

Information Services

- Created various custom processes to facilitate efficient processing in Accounts Payable
- Created and implemented document retention strategy for Human Resource documents
- Maintained replicated database tables to support institutional ad-hoc reporting
- Maintained and enhanced integration between TargetX and the Ellucian Colleague suite of products
- Created subroutines to support federal tax processing
- Updated and maintained Salesforce applications including integration with Colleague
- Created processes to support the automation of door access
- Implemented various API applications in Canvas

Goal: Met

14. Provide access to data and analytical tools to support administrative decision making and compliance.

Information Services

- Informer dashboards
- Sisence dashboards

Goal: Met

15. Provide technical and leadership professional development opportunities for IS employees.

Information Services

- Training offered virtually for all IS employees

Goal: Met

16. Provide flexibility in scheduling and projects to allow staff time to work with innovative technologies.

Information Services

- Hours are regularly altered to provide time for training as well as other forms of professional training

Goal: Met

17. Recruit, develop, and retain a strong permanent IS staff and IS student staff.

Information Services

- Ongoing

Goal: Met

Responsibility: IS and President's Cabinet.

Time Frame: Continuous.

Resources Required: Basic resources included in the IS budget.

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

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

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

Objective 5.5: Provide appropriate scholarly activity support.

1. Provide responsive support and innovative technical solutions to meet the needs of faculty and departments.

Information Services

Helpdesk closed several tickets related to research.

Goal: Met

2. Expand expertise in high-performance computing, open-source, and open-standard environments.

Information Services

All systems in data center are considered high performance; however, open-standard and open-source are only provided on case-by-case basis.

Goal: Met

3. Identify opportunities to administer centralized software licenses, for cost-savings and operational efficiency.

Information Services

- Zoom Campus License
- Adobe Campus License
- Arc GIS Campus License
- AutoCAD
- JMP
- Microsoft Suite

Goal: Met

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

Time Frame: Continuous.

Resources Required: IS budget and revenue from grants and sponsored programs.

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

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

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

Objective 5.6: Develop and maintain a high-quality external website.

1. Maintain communication with a web design firm on the continuous improvement, development, and design of the external website.

Information Services

- Upgrade/Started the Planning Phase of the LMU Website Redesign
- JFWA Site Redesign
- Additional Web Parts Added for Web Editors
- Redesigned Online Programs Web Page

Goal: Met

2. Provide support and training for website content management system (CMS).

Information Services

- Provided Training for Cascade CMS and Created Help Web Pages for Web Editors

Goal: Met

3. Develop a dynamic and responsive website to allow viewing on all electronic devices and comply with ADA regulations.

Information Services

- Ongoing and reviewed quarterly

Goal: Met

4. Consult with the office of PR and Marketing to facilitate the consistent design and brand use across all LMU web pages.

Information Services

- Ongoing

Goal: Met

5. Maintain the content management system.

Information Services

- Ongoing

Goal: Met

6. Investigate software options to enhance University website, including e-Commerce (beyond what is currently available through iModules/alumni community).

Information Services

- Provided support for Clear Cost implementation for Financial Aid
- Created data exports for Clean Catalog implementation

Goal: Met

7. Empower department designee to review, assess and modify website content.

Information Services

- Approvers set up according to hierarchy

Goal: Met

8. Review web analytics on an ongoing basis to determine security threats and marketing opportunities.

Information Services

- Ongoing

Goal: Met

9. Expand the use of AI (Artificial Intelligence) in conjunction with the external website.

Information Services

- Ongoing

Goal: Met

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

Time Frame: Continuous Resources: IS budget, personnel

Assessment: Web analytics, AI reports, Heat maps

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: Increase unrestricted donations by building a broad base of annual support.

Strategies for cultivating the broad base of annual support in FY23-24 included the following:

- Founders Day of Giving
 - Set a public Founders Day of Giving goal of 1,000 individual donors
 - Challenged 10-20 individuals to generate lead gifts to motivate increased giving (trustees, president's cabinet, deans, etc.), resulting in 578 people giving \$70,471 in total gifts
 - This was a slight decrease in individual donors compared to 2023
 - This was a 72.5% increase in funds raised compared to 2023
 - Related Items
 - University Advancement worked with QualPro, Inc. to conduct an MVT test examining Founders Day of Giving messaging.
 - Text Message and automated voicemail outreach for Founders Day of Giving
 - Video challenges recorded by alumni, faculty, and staff to encourage targeted giving groups (specific schools, alumni classes, friends, etc.)
 - Multiple email and social media solicitations were sent during the campaign
 - Personal outreach to alumni and donor contacts to encourage their participation was done by gift officers.
 - myLMU announcements posted to encourage student, faculty, and staff giving.
 - Special Founders Day of Giving messages were included in the *Blue & Gray* and the *Insider*.
 - Outreach and Events
 - Alumni Day at the Games (Tex Turner) event: Encouraged alumni and friends to attend LMU basketball games. Hosted photo booth, food, and opportunities to give Twenty for the Top Hat
 - Founders Day celebratory breakfast was hosted in Grant-Lee to promote awareness of FDG and encourage faculty/staff giving on Feb. 12
 - Multiple campus visits: Sites including Harrogate, LMU Tower (Dental and Nursing), DCOM Knox, DCOM DPT, and Corbin locations. Set up tables with giveaways to bring awareness to FDG and acquire gifts from faculty/staff and students.
 - Takeaways for Founders Day of Giving
 - Over the past five years, *Twenty for the Top Hat* has become a successful, identifiable Founders Day of Giving brand
 - Our goal now is to refine the messaging: Founders Day of Giving will expand our Annual Giving donor base, but many more donors can lead this initiative with larger gifts and outreach

- Direct Mail Solicitations
 - MVT (past five years of donors to Founders Day of Giving)
 - Annual Fund mailing
 - Sybunt
 - 2024 Founders Day of Giving Donors (before FY2023-24 ends)
 - Class of 1973 Class Project (four solicitations)
 - 2024 Founders Day of Giving postcard (4,200 recipients)
 - Targeted mailings to Nursing, SMS and LMU-DCOM
 - Month of Gratitude
 - Student Emergency Fund

- Email, Texts, Voice Mails and Social Media
 - Congratulatory emails are sent prior to each commencement ceremony that ask the graduate and family to attend the breakfast prior to on-campus commencement, provide their preferred email address (as it relates to the LMU email policy) and permanent physical mailing address and join the Alumni Association
 - Ohio, Southwest Virginia, Nashville and Florida alumni networking events
 - Birthday emails sent daily
 - Homecoming events
 - 2024 Golden Scalpel Golf Tournament
 - 2023 Athletic Golf Tournament
 - Class of 1973 Project
 - Honors Scholars
 - Alumni Insider (monthly)
 - Hall of Fame Nominations
 - Lincoln's Cupboard
 - Founders Day of Giving Special Events
 - Dollywood
 - Keeneland
 - Tennessee Titans
 - DSOL
 - Lincoln's Birthday Celebration
 - Producers Circle (fall 2023 and spring 2024)
 - Texts
 - Founders Day of Giving and MVT for Founders Day of Giving
 - Special Event Invitations
 - Homecoming
 - Social Media
 - Founders Day of Giving
 - Special Events
 - Homecoming

- Special announcements
 - Alumni Networking Events
- Voice Mail
 - Thank you messages from LMU athletes
 - Founders Day of Giving
- Special Events
 - Events to engage non-donors
 - Popstroke (Florida)
 - Topgolf (Knoxville)
 - Young Alumni Networking Event (Miami, Florida)
 - Titans
 - Keeneland
 - Dollywood

4,306 total contact reports documented in Salesforce for FY23-24 as of May 14, including major gift, mid-level and annual giving contacts.

- Publications (giving appeals)
 - The *Alumnus* magazine mailed in Summer 2023 devoted a full-page ad encouraging gifts to the Annual Fund. The ad featured a QR code directed to the online giving form. As always, the magazine included a remit envelope for mailing gifts.
 - The *Blue & Gray* newsletter mailed in February 2024 devoted a two-page spread to Founders Day of Giving, a full inside back cover page with a QR code directed to the online form for Founders Day of Giving and included a remit envelope for mailing gifts.
- Student engagement in philanthropy
 - Attend SMS and CVM new student orientation
- Community Engagement
 - Director of Stewardship and Community Engagement was hired in 2023-24 with a focus on cultivating LMU employees and corporate relationships
 - Conducted 45 individual visits with faculty and staff regarding Founders Day of Giving
 - Developing plan for faculty/staff engagement
 - Visited 28 area businesses on behalf of DCOM Golden Scalpel Golf Tournament
 - Reviewing LMU Chamber of Commerce memberships, documenting dues and benefits; information will be shared with the Division of University Advancement staff and other LMU constituents to determine value to the

institution

- Developed a plan to enhance the Annual Giving donor pipeline based on the following areas:
 - Donor Acquisition
 - Young alumni events
 - Graduating class engagement
 - Alumni publications
 - Direct mail/email
 - Text messaging
 - Individual contact
 - First Gift
 - Day of Giving
 - Class year/reunion year events
 - Honorary/memorial
 - Matching/challenge gifts
 - Recurring/Upgrade
 - Direct mail/Sybunt response
 - Faculty/staff appeals
 - Recurring gift direct mail appeals
 - Donor visits and individual outreach
 - Gift Officer Cultivation
 - Individual donor engagement
 - Wealth/affinity screening
 - Identification of giving interests and priorities

Outright annual giving (gifts below \$5,000) totals **\$174,055.66** as of May 14, 2024.

Strategic Goal 6: *Enhance resources.*

Objective 6.2: Increase endowment giving for student scholarships, faculty development, research, endowed chairs, continuing education, and physical plant.

- Gift officers and staff cultivated donors for gifts of \$25,000 and above with the following results as of May 14, 2024
 - 52 current donation proposals are active, including twenty-five new proposals presented to donors during FY23-24 as of May 14.
 - Six endowed scholarship proposals
 - Ten estate gift proposals
 - Two major gifts of stock proposals
 - One annual scholarship proposal
 - Four major gift project proposals
 - Two Class of 1973 lead gifts

- Outright major gifts received during FY23-24 total **\$1,459,637.57** as of May 14, 2024
 - Additional signed gift commitments for calendar 2024 include Stiner Estate (\$470,000), Burchfield (\$250,000) and Grubb Estate (\$127,000)
- Mid-level gifts received during FY23-24 total **\$309,754.93** as of May 14, 2024

Gift officer moves lists have been updated based on evaluation of donor affinity, capacity and research in order to target major gift endowment donors.

- Review prospects with the Development Committee of the Board of Trustees, the president of the University, the chairman of the Board, and the chairman of the Executive Committee.

Estate Planning Programming and Communication

- Estate plan messaging developed and provided to targeted audiences throughout the year in a variety of print and online formats, with the goal of increasing endowed funds.
 - As a part of National Planned Giving Awareness Week during October 2023, UA implemented a series of communications related to important estate planning topics
 - Estate plan messaging is developed and provided to targeted audiences throughout the year in a variety of print and online formats, with the goal of increasing endowed funds.

Endowment Donor Recognition

- Recognized donors in appropriate methods for endowment giving:
 - Honor Roll of Donors
 - Endowed Scholarship Banquet
 - Estate plan donors are featured throughout the year in LMU publications as appropriate, including the *Alumnus* magazine. Estate donors are also featured monthly in the Development Committee report to the LMU Cabinet
 - Articles, press releases, social media

Strategic Goal 6: *Enhance resources.*

Objective 6.3: Continue targeted fundraising to meet identified priorities and new opportunities.

Use prospect research tools, analysis of past giving, and other strategies to identify, cultivate and solicit donors to provide revenue for identified fundraising initiatives to include annual gifts, endowed gifts, and physical plant.

Current projects include:

- Annual Fund
 - Founders Day of Giving
- DSOL Student Public Interest Fund
- Golden Scalpel Golf Tournament
- LMU Athletics
 - Nutrition Room
 - 1897 Club (golf)
 - Baseball/softball scoreboards
 - Splitter Athletic Society
- LMU Athletes Hall of Fame Scholarship
- Class of 1973 Project
 - Honors Scholars Program
- Multiple endowed scholarship initiatives
 - Gracie Dru Shipley Memorial Scholarship
 - Dr. Burt Routman Memorial Scholarship
 - Dr. J. Michael Wieting Scholarship
 - Dr. Neal Cross Scholarship
 - FNP Annual Scholarship
 - CRNA Annual Scholarship
- School of Engineering
- Women of Service
 - Lincoln's Cupboard – a memorial gift led to the creation of a Lincoln's Cupboard account; gifts designated for food pantries can be deposited directly into the account
 - Fashion Show – held annually in August
 - Christmas Festival - held annually in late November/early December
- Other Special Projects
 - LMU Helping Hands
 - Dr. Howard Teitelbaum Student Emergency Fund
 - Doctors Day
 - Nurses Day
 - PA Day

Strategic Goal 6: *Enhance resources.*

Objective 6.4: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information using appropriate technology and software.

- Obtain updated alumni and friends' demographic information through the following sources:
 - National Change of Address (NCOA)
 - AccuData
 - Alumni Update My Form
 - Social Media

- Returned Mail
- Individual University department records
- Expanded the use of data imports in Salesforce, greatly increasing efficiency in record maintenance.
- Worked with other LMU schools and departments to obtain updates, and to facilitate access to Salesforce along with training and support for those areas to update records directly.

Comments: We recognize the need to focus on iModules email data more extensively in FY23-24, and to develop a more comprehensive strategy for these updates. Add to action plan for the upcoming year.

- Maintain and update alumni and friends' data of record for the University in Salesforce.
 - Career data (LinkedIn data updated for alumni via IntellectSpace, and this has been added to Salesforce)
 - Demographic information
 - Giving
 - Meaningful points of contact
 - Individual and corporate relationships
- Alumni and friend data including demographic, career, giving and contact reports are maintained and updated daily in Salesforce.
- Reports are filed with foundations as required (Algernon Sydney Sullivan Foundation, Hearst Foundation, Milton Ratner Foundation and Knoxville Academy of Medicine Alliance). Reminders are logged into Salesforce.
- Maintain and expand planned giving records using Salesforce software.
 - Planned giving records have been reviewed and updated records created in Salesforce, including expectancy, gift format, documentation, and any other information as available.

Work with I.S. to continue support and enhancements of the Salesforce product.

- We have worked with IS during FY2023-24 to complete the implementation of the Salesforce platform including the following:
 - Continued refinement of gift processing in Salesforce
 - Addition of new fields on contact and other records
 - Expanded the use of File Libraries in Salesforce to share donor statements and finance-related donor files.
 - Development and enhancement of reports and custom fields as needed.
 - Expanded use of Campaign Codes to track mailings and events.
 - Provide alumni, friends and donor reporting and analysis as needed for the University.
- Reports are developed for the Cabinet, biannual reporting and analysis for the Development Committee of the Board of Trustees, donor reporting and analysis for

UA planning and daily operations, and strategic analysis of giving trends and opportunities to maximize fundraising response.

- We have worked with I.S. in each case, in order to help communicate licensing and data needs, and where appropriate we have assisted in training new Salesforce users across campus.

Strategic Goal 6: *Enhance resources.*

Objective 6.5: Increase alumni participation.

- Connect alumni and cultivate relationships to build an extensive alumni network to engage in the life of the university through regional, affinity, reunion, career, and student programming.
 - Worked with National Alumni Association to revitalize the officer election process with the main goal of expanding the representation of our growing number of active alumni
 - Worked with the alumni board to expand incentives for joining to include more global incentives
 - Evaluating all major alumni events to focus on including and enticing graduate and professional alumni
 - Homecoming 2023 was held in October. An evaluation of the weekend was held immediately following and planning begun in May for Homecoming 2024.
 - Formed 2024 Homecoming Committee with representation from the National Alumni Board, student services, public relations, Museum, Athletics, President's Office, graduate/professional programs and the Division of University Advancement
 - Exploring sponsors for some of our larger events and for our t-shirt that is given away
 - Continue to grow the parade held in downtown Cumberland Gap
 - Added local high school marching bands
 - Evaluated the annual trip to visit alumni in Florida to determine the most beneficial cities to visit and activities to offer. A dinner cruise in Clearwater was added and all seats were reserved, and added an event held at POP Stroke targeted at younger alumni and those with families was added.
 - Scheduled networking events in Ohio in late May, specifically in Cincinnati, Dayton and Columbus area, to reestablish connections with alumni in that state. Our goal is to continue to visit areas that have high volumes of alumni, especially those who have historically had strong alumni chapters. Alumni volunteers who reside near each location were asked to help with outreach to encourage attendance.
 - Begun planning for first LMU 40 Under 40 event to be held in Knoxville September 10. The speaker will be LMU's own Dean of the School of Business Kelsey Metz.

- 2023 Alumni Travel program traveled to Italy with 22 alumni and friends
- Offered two summer 2024 Alumni Travel opportunities:
 - June 2024 – Bavaria, Austria and Switzerland – 44 participants (87% participated in the 2023 trip)
 - July 2024 – Cruise to Bimini & Nassau Bahamas – Nine booked cabins
 - Hosted Alumni Day at the Games (Valley of Sports) in April 2024
- Recruit a Railsplitter
 - Homecoming 2023 event
 - Prospective student postcards
 - School/college fair visits

School of Medical Sciences

- Hosted annual alumni gatherings at the national conferences (AAPA) and the TN state conference (TAPA).
- Invite alumni to join the faculty for dinner when they are in their area doing clinical site visits.
- Host activities such as cookie decorating days and cupcake days
- Assist current students with their events, such as the sundown rundown, to develop relationships before they graduate
- Utilize social media to stay in touch social media so we can stay in touch
- Spotlight their achievements on our social media pages and our school newsletter.
- Give the incoming PA students a welcome gift and the graduating class a graduation gift
- Attend the DMS and MLS banquet to meet the students and give them a graduation gift.

LMU-DCOM

- LMU-DCOM Annual Essentials of Clinical Medicine CME Conference and other CME programming throughout the year, including at LMU Homecoming
- In-person alumni and friends receptions were held for OMED 2023 (Orlando, Florida, with 90 in attendance) and ACOI 2023 (Tampa, Florida, with 7 in attendance). To date in 2024 in-person alumni and friends receptions have been held at ACOFP 2024 (New Orleans, Louisiana, with 20 in attendance), AAO 2024 (Colorado Springs, Colorado, with 28 in attendance) and TOMA 2024 (Nashville, Tennessee with 40 in attendance). The Match Celebration for the Class of 2024 was held in-person at Jackson Terminal in Knoxville, Tennessee, with 150 in attendance.
- The 2023 Essentials of Clinical Medicine CME conference was held as a hybrid conference June 9-11, 2023, at Dollywood's DreamMore Resort and Spa in Pigeon Forge, Tennessee, with 106 paid registrants. The 2024 Essentials of Clinical Medicine CME conference will be held as a hybrid event June 7-9, 2024: 49 paid registrants to date.

- Constant Contact email history with open rates, click rates and unsubscribe rates, including April 2024 DO Alumni Newsletter (52.6% open rate, 0.8% click rate, 4 unsubscribes); March 2024 DO Alumni Newsletter (62.6 % open rate, 12% click rate, 3 unsubscribes); and February 2024 DO Alumni Newsletter (57.4% open rate, 6.2% click rate, 1 unsubscribe). Constant Contact reports our previous 30-day open rate is 46% and click rate is 1%. The open rate is 4% above the industry average and the click rate is 44% above the industry average.
- Facebook and Instagram are used to engage/reach alumni and friends on a regular basis. The LMU-DCOM Alumni Facebook page shows a page reach of nearly 12K over the past 28 days and 1.2K followers. Alumni Services began its own Instagram page in the Fall of 2023. The page currently has 329 followers.

LMU-CVM

- Held an alumni reception at VMX, the world's largest veterinary conference, held in Orlando, FL. Over 40 alumni were in attendance, along with several who brought family members as well. We also had several current students who were attending the conference and joined us, and we ended the night with over 75 people at this event.
- June 22 alumni reception is scheduled in Austin, TX during the 2024 AVMA Conference.

Strategic Goal 6: *Enhance resources.*

Objective 6.6: Market and promote the University creatively and engage students, alumni, and the community at large via mass communication, publications, social media, and advertising.

Emphasize the concepts of Values-Education-Service in all publications.

- Values-Education-Service is included on 95% of PR and Marketing publications including programs for commencements, award programs, white coat ceremonies, and other special events, as well as all recruiting materials for all schools and programs and special publication projects.

Goal: Met/ongoing

- Uphold and enforce University brand standards regarding logos, type, fonts, colors, and messaging.
 - The 2024 style guide is available on the LMU website, and the PR Department routinely advises programs requesting branding approval for merchandise and other uses. The updated style guide includes the new athletic LMU logo colors.
 - PR and Marketing upholds the brand throughout its publications and recruiting material, but also through design work in print and digital display advertising, merchandise, and apparel, recruiting displays, signage, and any projects that require branding artwork.

Goal: Met/ongoing

- Utilize social and traditional media including Facebook, Twitter, Instagram, YouTube, TikTok, and LinkedIn to tell the story of LMU, its students, and alumni and its impact on Appalachia and beyond.
 - Social media engagement continues to perform above industry standards and our audience has grown on every platform. Since July 1, 2023, we have had 13,599,309 impressions on the main LMU accounts for Facebook, Instagram, Twitter, LinkedIn, and TikTok. This is a 42.2% increase from the previous year. The photos and videos on LMU social media outlets showcase students, faculty, alumni, campus events, community events, and special occasions, and represent the main campus as well as our off-campus instructional sites.

Goal: Met

- Write and disseminate press releases about LMU happenings, people, and progress.
 - This should be included in #12.

Goal: Met/ongoing

- Identify and tell human-interest stories throughout outreach channels.
 - This should be included in #11.

Goal: Met/ongoing

- Extend partnership with Beacon Technologies to expand website performance through pay per click (PPC), paid search and digital display advertising.
 - PR and Marketing continues to collaborate with Beacon in the development of digital advertising for PPC and spends a significant amount of the budget to promote the University as a whole and also specific programs as needed and as directed by university leadership. The launch of new search engine optimization (SEO) landing pages for all LMU programs are in final stages before launch.

Goal: Met

- Execute University advertising plan.
 - The PR and Marketing Office managed all paid placements for the University in digital advertising, television spots, outdoor signage, radio, print, mail, social media, and more.

Goal: Met

- Communicate regularly with off-campus instructional sites to ensure promotional needs are met.
 - The PR Department has a specific staff member designated to cover each school and the programs within at all locations.

Goal: Met

- Contribute content to alumni publications, such as the *Blue & Gray* newsletter, the *Alumnus* magazine, DCOM Insights, *Alumni Insider*, and *LMU-CVM Annual Report*.
- The hundreds of press releases and social media posts created by PR and Marketing, as well as the thousands of photographs, are used in the production of university publications.

Goal: Met

- Recognize donors in appropriate media.
 - We produced press releases, videos, and social posts as required and assisted with the Founders Day of Giving events and video needs. Continues to work with the office of University Advancement on other donor related needs.

Goal: Met/ongoing

- Produce stories, shared photo collections on Flickr, and videos featuring each of the academic schools, as well as the J. Frank White Academy and Abraham Lincoln Library and Museum, resulting in diverse content to be shared on LMU social media channels, distributed to the media, and posted on the LMU webpage.
 - In the past year, PR and Marketing has produced several videos including event recaps, interviews, and website banners. We have had over 1,800 media mentions since July 1, 2023. The stories covered donors, alumni, faculty, staff, school-related events, honors, and achievements, human interest, and more.

Goal: Met

- Research, shoot and produce a series of 12 alumni video profiles to highlight alumni success and graduates who are continuing the University's mission.
 - We continue to seek to identify alumni to profile in video format; and in the meantime, we regularly feature alumni stories in our coverage of university events such as the alumni recognitions at Homecoming.

Goal: Ongoing

- Coordinate with Enrollment Management to support the Communication Blueprint with the development of video content, branded marketing materials and other collateral. The PR and Marketing department works with Admissions in creating and updating all University recruiting material and with coverage of recruiting events such as New Student Registrations and have assisted with video projects as requested.
 - Develop school-specific alumni publications for Duncan School of Law, Caylor School of Nursing, Paul V. Hamilton School of Arts Humanities and Social Sciences, School of Business and Carter and Moyers School of Education.

Goal: Ongoing

- **Duncan School of Law**

The Law School prepares a quarterly electronic newsletter, “The Lincoln Files,” that it sends to alumni.

- We assisted in the creation of an annual report for LMU-CVM and recently completed that publication for the second year in a row. This goal should be included in #10 perhaps and possibly re-prioritized or reconsidered.

Goal: Ongoing

- Expand community outreach through special events like Movies in the Park.
 - Comments: We have three Movies in the Park event scheduled for the summer. We hosted three movies in Summer 2023. We also hosted several monthly series of Random Acts of Abe (our own take on Random Acts of Kindness) within the LMU community visiting all off-campus instructional sites with surprise gifts, lunches and other treats for faculty, staff, and students.

Goal: Met

- Contribute content to alumni publications, such as the *Blue & Gray* newsletter, the *Alumnus* magazine, DCOM Insights, *Alumni Insider*, and *LMU-CVM Annual Report*.

The hundreds of press releases and social media posts created by PR and Marketing, as well as the thousands of photographs, are used in the production of university publications.

Goal: Met

- Recognize donors in appropriate media.

We produced press releases, videos, and social posts as required and assisted with the Founders Day of Giving events and video needs.

Goal: Met

**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: 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.

1. Ensure appropriate representation of academic colleges/schools and entities on the Committee on Scholarly Activities (COSA).

Carter & Moyers School of Education

CMSOE Dean is a member of COSA committee. No changes here.

Goal: Met

Caylor School of Nursing

Dr. Lisa Pullen serves on the COSA and reports back at CSON faculty meetings.

Goal: Met

College of Dental Medicine

College of Dental Medicine is represented by Modar Kassan on COSA.

Goal: Met

College of Veterinary Medicine

CVM provides representation on COSA.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM is represented by their Assistant/Associate Dean of Research as a COSA member.

Goal: Met

Duncan School of Law

Melanie Reid, Associate Dean of Faculty serves on COSA and, as the Dean's designee, the Associate Dean assists the Dean in overseeing scholarly activities at the Law School.

Goal: Met

ORGSP

ORGSP keeps Deans informed of ORGSP updates, support tools, and funding opportunities through myLMU announcements, COSA reports, and school/college-specific emails.

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

AHSS Dean is a member of COSA committee; AHSS Assistant Dean is an ad hoc member.

The School Assistant Dean may attend in the dean's absence.

Goal: Met

School of Business

The Dean of the School of Business serves on COSA.

Goal: Met

School of Engineering

School of Engineering is represented by Ryan Overton on COSA.

Goal: Met

School of Mathematics and Sciences

The Dean of the School of Mathematics and Sciences serves on COSA, who also serves as the committee chair.

Goal: Ongoing

School of Medical Sciences

The Assistant Dean of Academic Affairs represents the SMS on COSA

Goal: Met

2. Deans will develop processes and support for faculty, staff, and student scholarly activities.

Carnegie-Vincent Library

Librarians are available to assist students with literature searches and other aspects of finding, evaluating, and using library resources in their research and scholarly activities.

Carter & Moyers School of Education

All faculty have allocated time within their workloads to conduct scholarly activity each semester. Research projects are included in graduate curriculum. Doctoral students have designated dissertation chairs and faculty members on their committees.

Goal: Met

Caylor School of Nursing

Each doctorally prepared nursing faculty is given time in their workload each semester for scholarly activity each semester. Monthly scholarship colloquium is held for CSON faculty and doctorally prepared faculty are required to attend.

Goal: Met

College of Dental Medicine

The Tower has one librarian who is available to assist faculty, staff, and student scholarship. The faculty, staff, and students of the CDM have the full support of the Dean and are given adequate time to participate in scholarly activities. The faculty development committee is new to the CDM and has been developed to ensure scholarly activity is encouraged and supported.

Goal: Met

College of Veterinary Medicine

CVM supports faculty scholarship through a competitive, internally funded intramural grant program and a non-competitive mini-grant program. Faculty may receive additional funds to present research or fund publication of manuscripts. CVM has four student-centered research programs: 1) LMU-UK Summer Research Scholars Program, 2) Center for Animal and Human Health in Appalachia Summer Scholars Program, 3) LMU Summer Research Scholars Program, and 4) Semester Research Programs (Research Assistant and Research Volunteer).

CVM students presenting research topics receive travel allowances to conferences. The CVM pays for student and faculty poster printing costs. Students are allowed excused absences from didactic lectures for presentation at conferences. Publications by students are encouraged and mentored through CVM faculty.

Goal: Met

DeBusk College of Osteopathic Medicine

LMU-DCOM supports research through a number of positions including, but not limited to an Assistant/Associate Dean of Research, Directors of Research at both locations, Research Assistants/Lab Managers in Harrogate (1; 1 open position) and Knoxville (2), a Director of Health Sciences Research and Grants, a Research Coordinator, an Executive Director of the Office of Research Grants and Sponsored Programs (LMU), and a post-awards Grant Manager (LMU); Statistical analysis support is offered on-demand and there are several LMU-DCOM faculty and staff who have and provide significant expertise in statistical analysis. LMU's boards (e.g., IRB, IACUC, Biosafety, etc.) serve all programs; Faculty work directly with supervisors/chairs to determine FTE distribution, which includes protected time for research; start-up funds will be considered for faculty hires; onboarding workshop has been developed to serve all programs.

In accordance with the AOA COCA, DCOM has a research strategic plan in place which is embodied in the DCOM strategic plan and mapped to LMU's plan. All compiled tracking of research and scholarly activity is updated continuously and is available upon request. Finally, published policies and procedures for faculty, student and staff research are published on the DCOM scholarly activity webpage.

Goal: Met

Comments: Documents referenced are available upon request.

Duncan School of Law

The Law School currently has an open position for a faculty services librarian and has one library fellow dedicated to student scholarship. Both the Associate Director, Bianca White, and the Director of the Law Library, Gordon Russell, are currently providing research/scholarship assistance to the faculty. Faculty members can also work with individual student research assistants. The faculty development committee also supports scholarship by sponsoring events throughout the year for faculty and students to present their research and receive feedback.

Goal: Met

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

All faculty are required to continue scholarly work and research. This is reviewed during annual faculty review periods and when workload forms are completed each semester. AHSS supports faculty with applicable travel and release-time for this purpose. All program faculty provide to the Dean, a scholarly work form that lists scholarly activities and services provided by the faculty.

Instructor Wensink leads the Mountain Heritage Literaty Program in June where faculty and students are encouraged to attend and consider scholarly work. DoLL implements a community writing contest and high school writing contest annually. The Graduate Programs Coordinator continues to emphasize scholarly productivity (i.e., 1 publication/presentation

per year, at least). Undergraduate faculty are urged to attend one field related association meeting per year as funds allow and present scholarship at the meetings. **Goal:** Met

School of Business Within the current academic year, the School of Business has developed a Scholarly Activity Policy which outlines expectations concerning scholarly activities and contributions among business faculty. The School of Business is also in the process of forming a school-specific Research Focus Statement which intends to aid in the cultivation of thought leadership within designated areas. The School of Business supports faculty scholarship through designated budget lines, as well as through allocated time within the university's workload form. School of Business faculty are additionally encouraged to apply for research funding through LMU's mini-grant program.

Goal: Met e

School of Engineering

Processes to encourage and support scholarly activity are being developed.

Goal: Unmet

School of Mathematics and Sciences

Scholarly activities are supported through departmental budget lines, funds from LMU's mini-grant program and the ORGSP. Faculty and mentored students also seek extramural funding (e.g., National Science Foundation, Appalachian College Foundation Ledford Scholarships). Research and other scholarly activities serve as an important component for annual evaluation, rank advancement, and multi-year contract applications.

Goal: Ongoing

School of Medical Sciences

SMS has instituted the SPS (scholarship, practice, and service) program allowing one day per week for individualized pursuits. In Addition, the Assistant Dean of Academic Affairs has developed the PA Education Research Community to promote support for scholarly activities.

Goal: Met

3. The Dean, or an appointed designee, will serve as the Director of Research and Scholarly Activity for each school.

Carter & Moyers School of Education

CMSOE Dean serves as the Director of Scholarly Activity in the School of Education. In addition, the Carter & Moyers School of Education has implemented a School of Education Research Committee, chaired by a graduate faculty member. This committee provides an online professional development event each semester open to all LMU faculty. Many topics are of interest to all university faculty.

Goal: Met

Caylor School of Nursing

Dr. Lisa Pullen serves as the Director of Scholarly Activity for the CSON. This is reflected in

her workload each semester.

Goal: Met

College of Dental Medicine

We currently have the Associate Dean of Research (Dr. Ammaar Abidi) and Director of Research (Dr. Karima Ait-Aissa) at the CDM.

Goal: Met

College of Veterinary Medicine

CVM has an Associate Dean of Research and Basic Sciences and a Director of Research. These two positions are responsible for managing all scholarly activity at the CVM.

Goal: Met

DeBusk College of Osteopathic Medicine

Directors of Research:

Bradley Fleenor, Ph.D. – Harrogate

Lindsey Miller, Ph.D. – Knoxville

Goal: Met

Duncan School of Law

The Associate Dean of Faculty serves on COSA and is responsible for supporting faculty research and scholarship.

Goal: Met

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

The AHSS Research Committee is currently chaired by an instructor in the Literature and Language program, to which the dean is an ad hoc member. The dean services as director of research for AHSS.

Goal: Met

School of Business

The Doctor of Business Administration Program Director, Dr. Joshua Ray, serves as the Director of Research and Scholarly Activity for the School of Business.

Goal: Met

School of Engineering

Ryan Overton serves as the Director of Research and Scholarly Activity.

Goal: Met

School of Mathematics and Sciences

The Dean serves as the Director of Research and Scholarly Activity supported by Department Chairs and the Director of the Cumberland Mountain Research Center.

Goal: Met

School of Medical Sciences

Assistant Dean of Academic Affairs fills this role.

Goal: Met

4. Procure a single standardized online platform (e.g., Interfolio) for submission of faculty, staff, and student research and scholarly activity for use by all programs, the ORGSP, Office of Public Relations, and the University.

Carnegie-Vincent Library

The Library continues to maintain and increase the size of the LMU Institutional Repository, an open access repository for the housing of research and scholarly activity of faculty, staff, and students, the Library's collection of archival materials, and other similar collections throughout the university. The IR continues to house EdD and DBA dissertations, DNP Projects and Research Day submissions. Most recently, submissions have been added to Anatomical Education Dissertations, DCOM Student Projects, Honors Theses, Language and Literature: Peer-Reviewed Publications, and to collections under University Archives & Special Collections. The IR team has reached out to the College of Veterinary Medicine to discuss adding new faculty submissions. The Library has recently added the following communities to the IR: School of Medicine, School of Mathematics and Sciences, School of Engineering, and College of Dental Medicine. These communities currently hold subcommunities for faculty collections. New subcommunities have been added under Business, DCOM, and University Archives and Special Collections. Journals currently include the *Cumberland Mountain Naturalist*, the *LMU Law Review Archive*, the *LMU Journal of Humanities and Social Sciences* (previously *JOSS*), the *Wolfpen Journal Archive*, and the *Asian Journal of Physical Therapy*. The *Asian Journal of Physical Therapy* published its first volume in January 2024.

The LMU Institutional Repository has had 23,543 downloads from June 2023 to March 2024 with a total to date of over 96,647 downloads. The downloads include those from educational, commercial, governmental, and other organizations, as well as individuals throughout the world.

Carter & Moyers School of Education

CMSOE uses a standardized portal for housing scholarly activity. The Research Committee is tasked with updating the portal for faculty research and scholarly activity. The updates take place at the end of Spring semester.

Goal: Met

Caylor School of Nursing

A standardized online portal has been established and houses all DNP Projects.

Goal: Met

College of Dental Medicine

In progress. The CDM is creating a portal within the CDM website which will house faculty background, research interests, and all scholarly activity. The portal will be updated semesterly.

Goal: Met

College of Veterinary Medicine

The CVM collects data from faculty using Microsoft form that populates into a central spreadsheet that is used for the repository for CVM scholarly activity.

DeBusk College of Osteopathic Medicine

In progress. Scholarly activities are called for and collected by the LMU-DCOM Research Coordinator and Director(s) of Research in Microsoft Forms. Microsoft Forms is also being utilized for data management and reporting. Additional platforms are being explored for reporting and data management.

Goal: Met

ORGSP

Deans now submit the yearly CV updates of their College to ORGSP in the spring semester. ORGSP is storing and organizing this information. Currently, ORGSP is in talks and reviewing demos with ForagerOne, an online digital research infrastructure that will allow ORGSP to upload faculty research details and allow the research community to claim profiles and maintain and promote their research interests to the wider LMU community. It is believed that this will not only serve as a repository for faculty output, but that it will also break down research silos across the University.

Goal: Unmet

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

AHSS has created an AHSS portal, located inside the AHSS web site and available to everyone. The portal is updated every spring, early in the semester. Portal content is displayed on the monitor in the foyer of Avery Hall.

Goal: Met

School of Business

School of Business scholarly activities are reported on a monthly basis using a standardized electronic form and are internally housed within the Dean's Office. School of Business leadership has met with Library staff to discuss the use of the institutional repository and will be directing faculty to submit their scholarly work to the forum.

Goal: Met

School of Mathematics and Sciences

Scholarly activities are documented via an internal document shared from the Dean's Office. Faculty update the document three times per year. This is being converted to a monthly reporting portal that will be active in fall 2023.

Goal: Ongoing

School of Medical Sciences

No activity toward this objective at this time.

Goal: Unmet

5. Deans will facilitate the integration of research and scholarly activities throughout the University's curricula and report to COSA.

Carter & Moyers School of Education

CMSOE has research classes in each of the graduate level programs. The CMSOE Dean is a member of COSA committee and uses bilateral communication to and from the School. No changes here.

Goal: Met

Caylor School of Nursing

Integration of research occurs in the ASN, BSN, MSN, and DNP programs. The MSN and DNP students participate in research endeavors.

Goal: Met

College of Dental Medicine

The DMD and DH program curriculum integrates research and evidence-based dentistry courses which introduce students to research methodology and the application of information to the practice of clinical dentistry. Students are encouraged to participate in research and the dental students have a research elective of 10 weeks (about 2 and a half months) during the summer) and are expected to present at National Conferences, LMU Research Day and at professional meetings.

Goal: Met

College of Veterinary Medicine

The CVM features an Evidence-based Veterinary Medicine course that is required for all first-year students to introduce students to research methods and use of information in clinical practice.

Research and scholarly activities are integrated into the One Health curricula required for all students.

CVM courses feature evidence-based medicine throughout the curriculum.

Goal: Met

DeBusk College of Osteopathic Medicine

The Assistant/Associate Dean of Research serves on COSA. Evidence-based practice is taught throughout the medical sciences curriculum. Moreover, many active learning sessions (e.g., team-based learning, self-directed learning) are facilitated with or based upon peer-reviewed manuscripts. The integration of scholarly activity within the curriculum continues to be developed and supported. Development of additional scholarly activity in clinical years is being developed and supported as appropriate.

Goal: Met

Duncan School of Law

The Associate Dean of Faculty serves on COSA and shares law faculty scholarship updates with other COSA members.

Goal: Met

ORGSP

The Executive Director regularly reports on updates and improvements of research procedures and tools to COSA.

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

AHSS integrated scholarly work throughout its curriculum as much as possible.

DOSW program works with DCOM to strengthen the performance of their test patients. All Social Science, Humanities, and English program courses require purposeful research and writing in all upper-level classes. Most programs require oral presentations in upper-level classes. AHSS faculty accompanied many students to research related conferences and workshops this past year, including Honors students. AHSS faculty helped facilitate the LMU Undergraduate Research Day (approximately 20 students participated in the 2023 event). Several AHSS students won awards at the LMU research events. The AITG program is an umbrella program for supporting the Mountain Heritage Literary Festival, the Cumberland Gap Writers program,

Research grants were submitted this year to the Tennessee Arts Council, and THEC. One instructor received an LMU mini-grant for 2024. All AHSS faculty complete and submit a Scholarly Work and Community Service form every semester. AHSS tracks scholarship and faculty service and faculty research needs.

One history student received the MOLLUS award and scholarship funds for the third time this spring semester.

Goal: Met

School of Business

Faculty actively facilitate the integration of research and scholarly activities in both graduate and undergraduate programs. The School of Business reports School facilitation and integration of scholarship and research to our accrediting agency Accreditation Council for Schools of Business and Programs (ACBSP). Within the past academic year, the School of Business has specifically revised the DBA program's curriculum to ensure strengthened research skills on behalf of doctoral students. Further, DBA instructors have worked diligently with doctoral students, both in coursework and dissertation, to aid in manuscript creation and submission.

Goal: Met

School of Engineering

All engineering students will present research and design projects at LMU Research Day.

Goal: Unmet

School of Mathematics and Sciences

Research is integrated across several courses in the school: e.g., Exercise Physiology (PEX 300 & 400), Molecular Genetics (BIOL 315), Jr/Sr. Research Seminar (BIOL/CBIO/CHEM 397 & 497), Undergraduate Research in (BIOL/CBIO/CHEM 483), Research Design and Analysis (BIOL 380), Research Methods (PEX 485), Scholarly Writing in the Life Sciences (BIOL 290).

Goal: Met

School of Medical Sciences

Through the development of the PA Education Research Community, and in conjunction with the Assistant Dean of Academic Affairs, the SMS has begun to work on the objective of integration of research and scholarly activity.

Goal: Ongoing

6. Develop intra-institutional collaborative networks.

Caylor School of Nursing

Nursing participates in

Goal: Unmet

College of Dental Medicine

The CDM, where possible will work on research collaboration with the CVM (Dr. Paul Wood) and DCOM

Goal: Met

College of Veterinary Medicine

CVM faculty collaborate where possible with faculty in Math and Science and LMU-DCOM.

Goal: Met

DeBusk College of Osteopathic Medicine

Collaborative activities are highly encouraged by all academic units. DCOM faculty partner with CSON, SMS, DMD, OT, PT and AHSS on scholarly activities and IPE. Scholarly Activity and Research will and have been presented in poster and oral presentation format at DCOM Showcasing Excellence, LMU Research Day as well as local, state, and national conferences. The COM's Directors of Research are responsible for facilitating research across programs as well. Thus, there are natural collaborative opportunities. Research facilities include shared spaces to increase availability of equipment and techniques while encouraging collaboration.

Goal: Met

Duncan School of Law

COSA members discuss developments of intra-institutional collaborative networks.

Goal: Unmet

Comments: In 2022-23, the Law School engaged in collaborative meetings with the ORGSP, the Carter & Moyers School of Education, the DeBusk College of Osteopathic Medicine, and the College of Dental Medicine.

ORGSP

The Executive Director has increased the involvement of the University in research collaboration with the Appalachian College Association (ACA) by providing association workshops on funding topics. She is currently collaborating with the head of Undergraduate Research at the University of Sewanee and the President of the Appalachian College Association to explore pursuit of a National Science Foundation grant to expand research administration collaboration and capabilities across ACA institutions.

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

Faculty of AHSS collaborate with the IPE program as well as DSOL with dual-degree and early entry programs. There is also a collaboration between the Social Work program and

DCOMs test-patient program.

Goal: Met

School of Business

The School of Business partners with various schools within the university to offer combined degree completion pathway programs to professional students. Most recently, the School of Business has launched the MSFD/MBA and the DMD/MBA.

Goal: Met

School of Engineering

Engineering faculty and students collaborate with several institutions. Engineering students are collaborating with Abraham Lincoln Library and Museum (ALLM) staff on a project to make the museum more low-vision friendly. The engineering club is joining the chemistry club to design and launch model rockets. Engineering students and faculty are collaborating with CVM faculty and students on 3D printing projects.

Goal: Met

School of Mathematics and Sciences

Several faculty members across the School of Mathematics and Sciences have active (ongoing) collaborative projects with faculty at other LMU schools and colleges.

Collaborative projects with CVM: Department of Biology (Drs. Brandt, Kistler, Purple, Shock); Department of Sport and Exercise Science (Dr. Pebworth). Collaborative projects with DCOM: Department of Biology (Drs. Brandt, Kistler, Purple, Shock); Department of Sport and Exercise Science (Drs. Flynn, Langford, and Whitefoot). Collaborative projects with the School of Medical Sciences: Department of Sport and Exercise Science (Drs. Flynn, Langford, and Whitefoot). Drs. Brandt, Kistler, Purple, and Shock are co-PI's on internal grants through the professional schools and oversee professional students within the funded project. A DCOM faculty member was the research mentor for two undergraduate Honor's Thesis projects and collaborated with Biology faculty on the project.

Goal: Met

School of Medical Sciences

Through the PA Education Research Committee, the SMS has begun to facilitate participation in research between programs but has not instituted collaboration between multiple schools.

Goal: Ongoing

7. Develop multi-institutional local, state, national, and international partnerships.

Carter & Moyers School of Education

The Carter & Moyers School of Education partners with 47 plus regional PK – 12 schools to provide ongoing professional development of in-service teachers. Additionally, the partnership schools provide clinical settings for undergraduate and graduate licensure students, as well as school leadership licensure candidates. Many of these schools are represented on the Carter & Moyers School of Education Advisory Board, which helps

provide oversight and recommendations on candidate admissions as well as program exit interviews, program assessments, and curricular improvements. Additionally, the CMSOE has collaborated with several of our partnership LEAs to include them in our "Grow Your Own" and other TDOE grants to provide licensure opportunities for their school employees.
Goal: Met No changes or updates here.

Caylor School of Nursing

Currently there are two active HRSA grants within the CSON. CSON faculty are available and have contributed to nurse residency programs in terms of utilizing evidence-based practice.

Goal: Met

College of Dental Medicine

The College of Dental Medicine Biomedical group has the following collaborations, University of Iowa- Dr. Grumbach, Medical College Wisconsin- Dr. Beyer, Michigan State University - Prof. Christopher H. Contag, Dr. Debajit Saha and Prof. Nureddin Ashammakhi, University of Michigan - Prof. Sofia Merajver and Prof. Romesh Naliah, University of Oulu - Prof. Ali Mobasher and Prof. Tuula Salo, Queen Mary, University of London – Dr. Hong Wanve, King Saud Bin Abdul Aziz University for Health Sciences (KSAU-HS), Department of Pharmaceutical Sciences, University of Tennessee Health Science Center, Department of Immunology and VA-Dr. David Brand, University of Tennessee Health Science Center, Department of Pharmacology. Dr. Kafait U. Malik, University of Tennessee Health Science Center, Department of Preventative Medicine and Addiction Science, McGill University, Food Science and Agricultural Chemistry, Canada. Dr. Salwa Karboune, University Rey Juan Carlos, Department of Basic Sciences of Health, Area of Biochemistry and Molecular Biology, Spain. Dr. Maria Galan Arroyo, Pontificia Universidad Católica de Valparaíso, Instituto de Química, Chile. Dr. Alexis Gonzalez Parra, University of Pittsburgh School of Medicine, Vascular Medicine Institute, USA. Dr. Mohamed Trebak, West Coast University, school of pharmacy, USA. Dr. Olotu Busuyi, West Coast University, school of pharmacy, USA. Dr. Adam Kassan, Yonsei University, School of medicine, Department of Physiology, South Korea. Dr. Soo-Kyoung Choi.

Clinical Studies:

Justlight company, Vice President of Research, USA. Dr. Elle Wernette.

Additionally, a relationship with the University of Tennessee Medical Center's Drs. Carlson and Brett to develop the best oral health care and practices for patients with oral cancer undergoing chemotherapy and radiation therapy.

Goal: Met

College of Veterinary Medicine

CVM has a contractual agreement with the University of Kentucky to support our research output and provide faculty and students with additional research resources. Additional contracts have been signed for the East Tennessee Research Center and KCA labs to facilitate LMU-CVM research. An agreement has been signed with North Carolina State University to provide additional research opportunities to CVM students. International collaborations are in place with Universidad San Francisco de Quito (Ecuador), University of Pretoria (South Africa), and Guru Angad Dev Veterinary and Animal Sciences University

(India).

Goal: Met

DeBusk College of Osteopathic Medicine

Developed external collaborations include Dongguk University - Smart Community Policing System; Vanderbilt University Medical Center – Faculty at DCOM serve on the Board of the Tennessee Interprofessional Practice and Education Consortium (TIPEC) and were instrumental in developing and implementing their Tennessee Collaborative Practice Society (TCPS), a statewide society for health professions students that recognizes their self-development of collaborative practice competencies to improve patient care and safety; ORNL (Dr. Jeremy Smith) – Faculty are working with AACOM subcommittee, a collaboration with multiple COMs, for faculty/student Research Survey Platform; A comprehensive list of partnerships and collaborations is available upon request from the directors of research.

Goal: Met

Comments: Documents referenced are available upon request.

Duncan School of Law

The Law School has partnered with European Legal Practice Integrated Studies (ELPIS) network, which is comprised of European faculty and law schools that conduct research and support collaborative projects. The Law School is also a member of the American Society of Comparative Law and is on the Board of Editors of the American Journal of Comparative Law. The University has also entered into an MOU with the University of Lisbon Faculty of Law to support faculty research and teaching exchanges.

Goal: Me

ORGSP

ORGSP has facilitated several grant, sub-awards, and joint grant applications, with schools such as the University of Tennessee-Knoxville, Texas A&M, and the United States Coast Guard Academy. It has additionally facilitated international collaborations with the Feceracion Equestre Internacional in Switzerland and the University of Copenhagen in Denmark. The Executive Director serves as the official campus Fulbright-liaison and has scheduled Fulbright workshops and an on-campus Fulbright team to prepare LMU applicants.

Goal: Met

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

AHSS is working with an outside vendor for sending one of our psychology faculty to England this summer with some number of LMU students (to be determined) to study psychology in Europe.

One faculty will again be traveling to Tanzania as part of the KIIS international program.

One faculty visited France for purposes of completing research as a result of being awarded a mini-grant.

Goal: Met

School of Business

Articulation agreements have been completed with several regional community colleges, and additional opportunities are being explored.

Goal: Met

School of Engineering

Pathway partnerships and articulation agreements are being developed with several community colleges in Virginia, Kentucky, and Tennessee.

Goal: Unmet

School of Mathematics and Sciences

Faculty have established ongoing collaborative research partnerships with faculty at other institutions. Over the past year these have included **Boone's Ridge** (Dr. Brandt; land use & management of elk), **Clemson University** (Dr. Dharmasena; food safety research), **Georgia College** (Dr. Flynn; sports performance/soccer), **Lees McRae College** (Dr. Rollins; undergraduate research network), **Maderas Rainforest Conservancy of Costa Rica** (Dr. Brandt; land use research and member of the Board of Directors), **Pine Mountain State Park** (Dr. Cawley; vegetation surveys), **San Felasco Hammock State Preserve Park in Florida** (Dr. Cawley; gopher tortoise conservation), **Texas Tech.** (Dr. Kistler; research on prairie chickens and parasites) **The Ohio State University** (Dr. Fowler; protein biochemistry research), **University of Arkansas, Fayetteville** (Dr. Rollins; research in mycetozoan biogeography); **University of Chicago's National Xenopus Resource Center**, (Dr. Keer; developmental & evolutionary biology of frogs), **University of Costa Rica** (Dr. Rollins research on tropical forest ecology and microorganisms), **University of Georgia** (Dr. Kistler; box turtle research | Dr. Shock; research on parasites transmitted by ticks), **University of South Carolina** (Dr. Fowler; Artificial Intelligence assisted learning in STEM education); **University of Tennessee College of Veterinary Medicine** (Dr. Purple; research on bird parasites), **Virginia Tech** (Dr. Rollins; long-term red spruce dynamics in response to global climate change)

Goal: Met

School of Medical Sciences

Relationship with James Cook University offers Australian medical students a one-month rotation. SMS students then have the opportunity to rotate there. The last visit was 2019 due to COVID concerns. Faculty members serve on several national boards, such as the Academy of Doctoral Physician Assistants. Additionally, multi-institutional collaborations have been made with institutions such as the Stoney Brook PA program through the American Association of Surgical Physician Assistants. The SMS has developed a MOU with the University of the West of England about collaboration on the Doctor of Medical Science Program.

Goal: Met

8. Appoint an individual at the cabinet level to serve as an advocate for Research and Scholarly Activity across all undergraduate, graduate, and professional programs at the University.

The Executive Vice President for Academic Affairs served as the cabinet level advocate for Research and Scholarly Activity.

The Committee on Scholarly Activities (COSA) reviewed and discussed Action plan 7.1-8 with the idea of proposing an additional position similar to: Vice President of Research & Scholarly Activities. Positive and negative aspects of this action were noted. Consensus of the group was to investigate the feasibility of appointing an individual at the cabinet level to serve as an advocate for research and scholarly activity who would work toward the centralized collection and analysis of activity, needs (e.g., space & equipment), policy/compliance, etc. The Chair of COSA made the proposal to the Executive Vice President for Academic Affairs.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and Chair of COSA met and discussed this item. They formulated a plan to explore (e.g., perceived needs across divisions/schools/colleges, pros/cons, challenges, budgetary & operational considerations, etc.), through the 2023-2024 work of COSA as well as the Office of ORGSP.

9. Develop a facilities, equipment, and resources list for all programs.

Goal:

10. Modify the ORGSP website into the hub for information concerning research and grants across the institution.

Goal:

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

Time Frame: Ongoing.

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

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

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

1. The IS department will provide appropriate consultation and support for research and scholarly activity through:

- Providing responsive support and innovative technical solutions to meet the needs of faculty and departments.
- Expanding expertise in high-performance computing, open-source, and open-standard environments.
- Identifying opportunities to administer centralized software licenses for cost-savings and operational efficiency.

Carnegie-Vincent Library

The Carnegie-Vincent Library provides access and support for LMU's Institutional Repository as described in Objective 7.1.4.

Carter & Moyers School of Education

The IS department has been very helpful in providing responsive support and innovative technical solutions to meet the needs of faculty and students. For example, the IS department and CIO helped the MEdITL Program secure the use of GoReact, a technology program that assists our faculty and mentoring teachers in the K – 12 settings with candidate assessments. No updates here

Goal: Met

Caylor School of Nursing

The IS department has been helpful when asked.

Goal: Met

College of Dental Medicine

The IS department has been very helpful in providing support to faculty, staff, and students, supporting the Forensic Research Facilities on the 9th Floor of the Tower-to ensure support, high performance, and cost-savings.

Goal: Met

College of Veterinary Medicine

IS has approved programs that facilitate CVM research.

Goal: Met

DeBusk College of Osteopathic Medicine

IS department support has been sufficient to meet the needs for research. All faculty requesting access to specialized software and/or technology have been accommodated appropriately.

Goal: Met

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

AHSS research committee works within the School and with other schools when necessary to propagate research in several ways. IS has aided in providing for all classroom needs in this regard for research purposes and more.

Goal: Met

School of Engineering

Engineering is working with IS to explore computing options to operate various engineering software.

Goal: Unmet

School of Medical Sciences

Initial responses have been positive in response to IS support required by the SMS. In conjunction with IS, the SMS has offered SPSS to all faculty interested in the program and its application to research.

Goal: Met

2. Implement a single standardized online platform (e.g., Interfolio) for faculty, staff, and students to report research and scholarly activity including but not limited to grant submissions, awards, presentations, and publications.

Caylor School of Nursing

DNP Projects are deposited in the LMU Scholarly Activity Portal.

Goal: Met

College of Dental Medicine

In progress. The CDM is creating a portal within the CDM website which will house faculty research interests, and all scholarly activity. The portal will be updated semesterly.

Goal: Met

College of Veterinary Medicine

The CVM collects data from faculty using Microsoft form that populates into a central spreadsheet that is used for the repository for CVM scholarly activity.

DeBusk College of Osteopathic Medicine

Scholarly Activities are called for and collected within Microsoft Forms. All data management and reporting related to scholarly activity and research involves data collected from appropriate Microsoft Forms. Sitero Mentor was launched and is being utilized for management of IRB, IACUC and IBCSC protocols. Research Coordinator was hired in July 2023 to improve and streamline data management and reporting.

Goal: Met

ORGSP

COSA has discussed this, and one option is to use Digital Commons, the library portal that is in place. Faculty can self-report. ORGSP also promotes the LMU Institutional Repository

that is housed by the Carnegie-Vincent Library and directed all Research Day participants by email and by printed notice to upload their projects for presentation.

ORGSP is in talks and reviewing demos with ForagerOne, an online digital research infrastructure that will allow ORGSP to upload faculty research details and allow the research community to claim profiles and maintain and promote their research interests to the wider LMU community. ForagerOne will additionally allow participants to upload all information related to grant submission, awards, presentation, and publications, and to signal to other viewers that they are open to research collaboration.

Goal: Unmet

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

A scholarly activity portal exists on the AHSS web page with information regarding scholarship and research work as well as grant applications and collaborative work, being accomplished by faculty.

Goal: Met

School of Business

School of Business leadership has met with Library staff to discuss the use of the institutional repository and will be directing faculty to submit their scholarly work to the forum.

Goal: Met

School of Medical Sciences

The SMS continues to explore the Scholarly Activity Portal in conjunction with the PA Education Research Community.

Goal: Unmet

3. Review and update fiscal management procedures and policies relative to external funding.

Carter & Moyers School of Education

The CMSOE has external funding through the Grow Your Own Grant from the Tennessee Department of Education. This grant pays all expenses for approved initial teacher licensure students. The disbursements are handled through the Office for Research, Grants, and Sponsored Programs (ORGSP), the LMU Financial Aid department, and the Finance office. All procedures and policies are conveyed through these offices and no money is handled by anyone in the CMSOE.

Caylor School of Nursing

Fiscal management procedures and policies relative to external funding related to grants supporting faculty salaries have been reviewed. Two HRSA grants have been written and submitted. One of the submitted grants was funded in June 2023.

Goal: Met

College of Dental Medicine

During onboarding and at the Annual Faculty Retreat, financial management policies and

procedures related to external funding are reviewed.

Goal: Met

DeBusk College of Osteopathic Medicine

Fiscal management procedures and policies are included in the onboarding/faculty development workshop that was created in 2020-2021. This program is ongoing and the DCOM Director of Health Sciences Research and Grants reviews and aids in updating policies relative to external funding.

Goal: Met

ORGSP

Post Award Manager constantly looks at and evaluates the processes for grant spending and reporting. She works closely with finance to ensure sound fiscal procedures. The Executive Director likewise stays up-to-date on changes in federal policy that might affect the research endeavor at the University. Policies are reviewed and updated yearly.

Goal: Met

School of Medical Sciences

The SMS does not currently have fiscal management procedures and policies in place, however with the development of the PA Educational Research Community, the SMS will endeavor to procure external funding and will develop as needed.

Goal: Unmet.

4. Increase funding and or accessibility for internal grant programs to support undergraduate, graduate, and professional students' research projects and scholarly activity.

Carter & Moyers School of Education

The School of Education maintains funding from our Carter Fund, an endowment, to assist students in their research as needed. In addition, students are encouraged to apply for external funding. Research is a component in undergraduate and graduate programs.

Caylor School of Nursing

Faculty continue to utilize the IRB and mini-grant processes at LMU.

Goal: Met

College of Dental Medicine

Faculty have submitted forms electronically and are working with OGRSP for grant submission and awards. Dr. Karima Ait-Aissa serves as a member of the IBCSC committee, and Dr. Ammaar Abidi serves on the IRB committee. The faculty will be having training on IRB submission via Sitero and also writing of protocols.

Goal: Met

DeBusk College of Osteopathic Medicine

CME budget is available to faculty and staff for professional development; LMU-DCOM and

OGRSP websites (<https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/scholarly-activity/index.php>), email communications and presentations all provide information regarding policies and procedures; newly developed Onboarding Workshop for Research for faculty, staff, and students. Faculty members within DCOM serve on these committees to help ensure LMU's compliance with federal and state laws pertaining to research and grants.

Goal: Met

ORGSP

Executive Director is awaiting confirmation that ORGSP will also be allowed to purchase Sitero Mentor grant processing software to unify the submission, IRB, IACUC, and IBCSC processes.

Goal: Unmet

5. Assist faculty, staff, and students in obtaining external financial support for their scholarly activities including but not limited to research, training, publications, and presentations.

Carter & Moyers School of Education

Office for Research, Grants, and Sponsored Programs (ORGSP) has held several workshops for faculty in writing grants to assist them in obtaining external financial support in their research.

Caylor School of Nursing

Faculty are encouraged to apply for mini grant funds. Nursing faculty have received these grants in past years.

Goal: Met

College of Dental Medicine

The Associate Dean of Research and Director of Research will assist faculty, staff, and students in obtaining external financial support for scholarly activity. Several extra-mural grant applications have been submitted for the academic year 2022-2023.

Goal: Met

College of Veterinary Medicine. The Associate Dean of Basic Sciences and Research, the Executive Director of Operations, the CAHA program manager, and the Director of Research assist faculty, staff, and students in obtaining external financial support for scholarly activity. Six extra-mural grants were submitted for the 2022-2023 academic year.

Goal: Met

DeBusk College of Osteopathic Medicine

Support for research is communicated in multiple ways as noted in the evidence throughout this goal. Moreover, stakeholders for particular aspects of this sub-goal regularly note ability to support research efforts in any and all of these domains. Research support is provided by an Assistant/Associate Dean of Research, Directors of Research at both campuses, Director of Health Sciences Research and Grants, Research Coordinator, Executive Director of the

Office of Research (LMU), Grants and Sponsored Programs (LMU), and a post-awards Grant Manager (LMU).

Goal: Met

ORGSP

Executive Director meets with any faculty/staff/student who is interested in submitting grants. A new communication calendar connects the Executive Director with Deans/Director to make faculty, staff, and students aware of potential grant opportunities on a quarterly basis. The ORGSP Quarterly features faculty and student spotlights as well as research tool spotlights to make the community better aware of the resources available to them. ORGSP has been a regular presenter at the New Faculty Academy. Monthly workshops in Harrogate, Knoxville, and via Zoom guides interested parties in the grant submission process and updates them on opportunities.

Goal: Met

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

The AITG coordinator submits grant applications annually as does the Mountain Heritage Literary Festival coordinator. Grants are received when funding is available.

Goal: Met

School of Business

The Dean and the Director of Research and Scholarly Activity for the School of Business will assist faculty in researching and apply for grants that complement faculty research interests.

Goal: Met

School of Mathematics and Sciences

Three undergraduate students mentored by Biology faculty members were awarded the ACA Ledford Scholarship for 2023.

Dr. Hall (Biology) received a grant from the Society of Toxicology to support undergraduate research.

Drs. Kistler and Purple (Biology) submitted grants to external funding sources to support research.

Goal: Met

School of Medical Sciences

The SMS supports faculty, staff, and students through the addition of the Assistant Dean of Academic Affairs and the PA Education Research Community. Grant procurement faculty developments have been conducted in conjunction with Walters State Community College.

Goal: Ongoing

6. Evaluate and update process and procedures for communicating grant opportunities to faculty, staff, and students.

Carter & Moyers School of Education

The CMSOE's Leadership Team has been working together to research grant opportunities and the program directors take this information to their program meetings.

Caylor School of Nursing

The Dean, CSON, communicates grant opportunities to faculty. Specific Chairs or Directors assist in writing new grants.

Goal: Met

College of Dental Medicine

The Associate Dean of Research and Director of Research have developed a process to communicate grant opportunities for faculty, staff, and students.

Goal: Met

College of Veterinary Medicine

The Director of Research performs this task.

Goal: Met

DeBusk College of Osteopathic Medicine

Assistant/Associate Dean of Research, Directors of Research at both campuses, Research Coordinator, and the Director of Health Sciences Research and Grants collaborate on evaluating and updating processes for communicating grant opportunities to faculty, staff, and students. Grant opportunities are reported via email, posting on DCOM Scholarly Activity and Research webpage, a DCOM Research CANVAS page was created to share information, and a quarterly newsletter was developed. Annual research report reflects scholarly activities, research initiatives, grant funding, student participation in summer research, student research fellowship, funding allocated for requests, funding allocated for new faculty research start-up and developmental activities.

Goal: Met

Duncan School of Law

On October 18, 2023, Natalie Sweet from ORGSP spoke to the law school faculty about possible grant opportunities.

ORGSP

Executive Director sends applicable grant notices to faculty that match interests on a quarterly basis. The ORGSP website promotes funding opportunities specific to faculty, staff, and students.

Goal: Met

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

AHSS works closely with the ORGSP to find and apply for grants, annually, and by specific content areas. ORGSP provides grant information and trainings on a regular basis to faculty of AHSS.

Goal Met.

School of Business

The Dean and the Director of Research and Scholarly Activity for the School of Business will communicate grant opportunities to School of Business faculty. The School of Business will also work with the ORGSP to communicate relevant grant opportunities to faculty. The Dean of the School of Business has directed faculty member to attend workshops hosted by the ORGSP to ensure understanding the processes related to researching, applying for, and receiving grants.

Goal: Met

School of Medical Sciences

Process and procedures for communicating grant opportunities are part of the role of the PA Education Research Community.

Goal: Met

7. Expand information support services (e.g., electronic resources, software licenses, library, and accessibility) to facilitate research and scholarly activity.

Carter & Moyers School of Education

Each year the director of the library reaches out to our School of Education, and we review the library resources and update them as needed.

Caylor School of Nursing. Electronic resources, software licenses, and library resources are reviewed by CSON MSN and DNP faculty on an annual basis as part of the SPE.

Goal: Met

College of Dental Medicine

The CDM will be expanding the collection of learning resource materials in the library. Additional text, journals, and software licenses have been requested to facilitate research and scholarly activity

Goal: Met

College of Veterinary Medicine

CVM works with the library to request access to important electronic journals.

Goal: Met

Comments: Documents referenced available upon request.

DeBusk College of Osteopathic Medicine

Research needs assessment are conducted annually. Electronic resources, software licenses, and library resources are reviewed case by case and/or an annual needs assessment. All faculty who requested statistical/graphing and or citation software received a license.

Goal: Met

ORGSP

LMU subscribes to Grant Watch which allows for searching of grant opportunities across award platforms. ORGSP Additionally, ORGSP provides links to search portals on the LMU website. ORGSP also searches for, promotes, and at times purchases grant workshop

opportunities for the LMU community to attend.

Goal: Met

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

AHSS developed, and modified last year, a journal located in the Carnegie-Vincent library. It is entitled the Journal of History and Social Sciences and is open to submissions worldwide.

Goal Met.

School of Business

The School of Business has worked with library personnel to expand the selection of relevant business journals and databases.

Goal: Met

School of Medical Sciences

The expansion of these support services has not been an issue yet; however, through the PA Education Research Community, we continuously evaluate these resources.

Goal: Unmet

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

Carter & Moyers School of Education

CMSOE has an endowed fund (Dr. G. L. Carter) for faculty professional development that is used for faculty research and scholarly activity. This is a limited fund and used only when all other resources have been exhausted. We have also used this fund for bringing in external speakers for faculty development.

Caylor School of Nursing

A research and scholarly activities budget for the CSON is funded.

Goal: Met

College of Dental Medicine

The CDM budget contains support for research and scholarly activities, including conference travel, publication, and research projects. We are currently in the process of updating our budgets and intramural funding.

Goal: Met

College of Veterinary Medicine

CVM has a fiscally responsible research budget that supports conference travel, publications, and research projects.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM Research and scholarly activities budget supports all research and scholarly activities see item 7 (Intramural Student/Faculty Awards, Presentations, Publications, conference

travel, consumables, and start-up funds for new faculty).

Goal: Met

Duncan School of Law

The Law School was able to provide a summer research stipend for full-time faculty that qualified and submitted a proposal for a scholarly writing project. Faculty also are allotted faculty development funds annually to cover the costs of travel to academic conferences, scholarly associations, and councils to present their scholarship at various legal conferences and law review symposiums as well as to cover various bar association fees.

ORGSP

Maintains budgets to support faculty, staff, and student development, research-related maintenance, and research presentation opportunities.

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

AHSS research budget was utilized by faculty this year. Research funds come from travel and the Dean's Arts budget.

Goal: Met.

School of Business

The School of Business maintains funding to support scholarly initiatives among faculty.

Goal: Met

School of Engineering

Support and references were provided to Christian Crumley, mechanical engineering student, who received an NSF REU summer internship.

Goal: Met

School of Mathematics and Sciences

Department of Biology

Biology research budget was utilized by faculty this year.

Goal: Met

School of Medical Sciences

SMS currently maintains a publications budget for the advancement of scholarly activities

Goal: Met

9. Provide institutional support to attract and host external scholarly conferences.

Carter & Moyers School of Education

This is another area the Dr. G. L. Carter Fund, an endowment, is used to bring in speakers for faculty development. When these events are held, our partnership K-12 Schools are invited to participate.

Caylor School of Nursing

CSO is exploring how to become credentialed to offer CE courses. This process is still

ongoing.

Goal: Met

College of Dental Medicine

The CDM hosted the Southern Dental Deans and Examiners Conference and the Distinguished Lecturer Seminar Series, along with monthly CDE. The CDM is credentialed to provide CDE through the Academy of General Dentistry and has completed the application to become a recognized Continuing Education Provider (CERP) by the American Dental Association.

Goal: Met

College of Veterinary Medicine

The Center for Animal and Human Health in Appalachia (CAHA) has hosted seven national conferences. CVM hosts a Phi Zeta research day for students to showcase their research with posters once per year.

Goal: Met

Comments: This area could be further developed.

DeBusk College of Osteopathic Medicine

DCOM has hosted LMU Research Day, which is held annually. DCOM hosted Virtual Showcasing Excellence in which students receiving an intramural award presented their progress on research projects. DCOM will host the LMU-DCOM 8th Annual Essentials of Clinical Medicine CME Conference at the Wilderness at the Smokies with Poster Competition.

Goal: Met

ORGSP

Hosts and supports committee in the formulation of LMU Research Day. Co-hosted the Tennessee Council Honors Conference with the LMU Honors Council.

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

AHSS and LMU have hosted the BRURC in the past and hosted the Tennessee Honors Collegiate Council this spring. The THCC was a success.

Goal Met.

School of Mathematics & Sciences

Dr. Shock (Biology) worked with two LMU-CVM faculty to host the Southeastern Society of Parasitologist Meeting in April 2023. Dr. Brandt (Biology) has secured Lincoln Memorial University as the location for the Tennessee Academy of Sciences in 2024 and is in the early stages of preparation.

School of Medical Sciences

Post Covid, the SMS has not identified opportunities for external scholarly conferences, though we continue to be open to the possibility of providing such support.

Goal: Unmet

10. Maintain and negotiate the cost and purchase of service contracts for core equipment in the Math and Science research laboratories and other core facilities across campus and the off-campus instructional sites.

Carnegie-Vincent Library

We have not completed our new purchases for the year, so I will need to submit this section later. – Rhonda Armstrong

College of Dental Medicine

The CDM Research and a Forensic Research Department was developed and became operational in 2023 for collaborative research. Funding for equipment and start-up funding is offered to the faculty.

Goal: Met

College of Veterinary Medicine

The CVM contributes to purchase and maintenance of shared equipment in the MANS laboratory.

DeBusk College of Osteopathic Medicine

DCOM-Knoxville Research Center was developed and became fully operational in 2020. Capital purchases are made on an as-needed basis that served needs of facilities; developed collaborative applied research space in PT/OT building; start-up funds offered to all new basic sciences faculty. Both campuses continue to maintain and negotiate the cost and purchase of service contracts for core equipment on an annual basis.

Goal: Met

ORGSP

Part of the service costs for community research are provided by ORGSP's budget.

Goal: Met

School of Medical Sciences

The capital expenditures required for the up-and-coming Tampa program were discussed through the proforma with finance. Capital requests for the Knoxville and Harrogate programs were made during budget review.

Goal: Met

11. Support a visiting scholar program.

College of Dental Medicine

We are currently working on a visiting scholar program within the CDM.

Goal: Met

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

AHSS maintains a quasi-visiting scholar's program via the MHLF program as does the

resident writer of the Literary Reading Series. Also, the A. L. Center for the Study of Policy and Leadership hosts visiting scholars every semester. Also, the Center's Lincoln Scholar has made several university wide presentations.

Goal: Met

School of Mathematics and Sciences

Laboratory Coordinator manages service contracts for the autoclaves, fumehoods, and all other equipment.

Goal: Met

School of Medical Sciences

Faculty have been exchanged with James Cook University (Australia) to support this, however, there has been no exchange since COVID.

Goal: Unmet

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

College of Dental Medicine

Activities are supported.

Goal: Met

DeBusk College of Osteopathic Medicine

The DCOM plan aligns with the goals and objectives of the LMU strategic plan.

Goal: Met

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

The Lincoln Scholar supports the Kincaid Lecture series and in fact provided presentation this year at the Lincoln Library and Museum

School of Medical Sciences

No progress towards this goal

Goal: Unmet

13. Appoint an individual at the cabinet level to serve as an advocate for Research and Scholarly Activity across all undergraduate, graduate, and professional programs at the University.

The Executive Vice President for Academic Affairs served as the cabinet level advocate for Research and Scholarly Activity.

The Committee on Scholarly Activities (COSA) reviewed and discussed Action plan 7.1-8 with the idea of proposing an additional position similar to: Vice President of Research & Scholarly Activities. Positive and negative aspects of this action were noted.

Consensus of the group was to investigate the feasibility of appointing an individual at

the cabinet level to serve as an advocate for research and scholarly activity who would work toward the centralized collection and analysis of activity, needs (e.g., space & equipment), policy/compliance, etc. The Chair of COSA made the proposal to the Executive Vice President for Academic Affairs.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and Chair of COSA met and discussed this item. They formulated a plan to explore (e.g., perceived needs across divisions/schools/colleges, pros/cons, challenges, budgetary & operational considerations, etc.), through the 2023-2024 work of COSA as well as the Office of ORGSP.

14. Review and create as appropriate internal grant programs to promote intra-institutional research projects and scholarly activity.

Intramural grant funding through collaborative projects have been reported and occurring through the College of Veterinary Medicine, the DeBusk College of Osteopathic Medicine, the School of Mathematics & Sciences, School of Engineering and Abraham Lincoln Library and Museum.

Caylor School of Nursing

Two HRSA grants have been written and submitted. These grants will assist in tuition for MSN and DNP students. Research is a component in each program. One of the two grants was funded in June 2023.

College of Dental Medicine

The Associate Dean of Research along with the Director of Research is developing an internal grant program to support undergraduate, graduate, and professional students' research projects and scholarly activity.

Goal: Met

College of Veterinary Medicine

CVM has a robust competitive intramural grant program comprised of over \$300,000 of its operational budget for its faculty.

Goal: Met

DeBusk College of Osteopathic Medicine

\$1.1 million in total funds relating to research and scholarly activity was budgeted and approved for the 2023-2024 fiscal year: \$431,015 for the Knoxville location and \$538,785 for the Harrogate location. \$320,000 was allocated for intramural faculty grants (20 grants at \$16,000ea) \$151,000 was allocated for direct student research funding (\$48,000 for DeBusk Summer Research Fellowships [24 students @ \$2,000ea], \$60,000 for Basic Sciences/Clinical Research Awards [24 students @ \$2,500ea], \$48,000 to support student research presentations, \$8,000 for student clinical research rotations support, and \$8,000 for student publication funds). An

additional \$176,780 was allocated for capital equipment purchases to support research and scholarly activity. Grant opportunities are communicated via email and DCOM research webpage to support students' and faculty research projects and scholarly activity.

Goal: Met

ORGSP

ORGSP supports all research projects involving students. Research Day is particularly hosted to encourage early scholastic output, and the ORGSP Quarterly is sent to students in addition to faculty/staff to encourage and highlight student research. In 2023-2024, ORGSP hosted student workshops on ACA Ledford Awards, NSF undergraduate and graduate supported research opportunities, and Fulbright opportunities. Budget allocations have now been made to facilitate student travel and presentations at research conferences.

Goal: Met

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

AHSS has no internal grant program, per se. However, there are several awards given annually to students who have developed proficiency in projects in classes in fields of psychology, English and Political Science. These awards are given with approval of the faculty of these fields. They are small amounts of money to help encourage student scholarly work.

Goal Met.

School of Business

The School of Business maintains funding to assist students' research endeavors and participation in scholarly activity. Students are also encouraged to apply for external sources of funding.

Goal: Met

School of Mathematics and Science

Academic departments within the school maintain a modest operational budget to provide funding for faculty and student research projects. Department of Sport & Exercise Science: Dr. Pebworth - 1 state presentation, 4 district presentations and 1 National presentation. Drs. Flynn, Langford, and Whitefoot - 1 article in submission, 3 in the process.

Department of Biology: Drs. Keer and Purple received 2023 mini grants to support projects. The department supported 11 undergraduate students and two CVM graduate students to present oral and poster presentations at the 132nd Tennessee Academy of Sciences in November 2022. The department supported four students to present oral and poster presentations at the Blue Ridge Undergraduate Research Conference in April 2023. The department supported three students to attend the Southeastern Society of Parasitologist Meeting in April 2023. Biology faculty published several articles and have several in progress. Additionally, they presented at various societal meetings throughout the year.

Department of Chemistry & Physics: One student presented at the Blue Ridge Undergraduate Research Conference. One faculty member presented at the LMU Research Day. Capital budget process permitted purchase of Benchtop nuclear magnetic resonance spectrometer (NMR) that will be used for teaching and research involving students, staff, and faculty.

Goal: Met

School of Medical Sciences

No action has been taken towards this objective.

Goal: Unmet

- 15.** Ensure adequate twelve-month access and support for faculty, staff, and student research and scholarly activity across the institution.

University

Processes standardized and streamlined where possible. Updated process ensures timely support year-round. Institutional Biological and Chemical Safety Committee (IBCSC), Institutional Review Board (IRB), and Institutional Animal Care and Use Committee (IACUC) adopted an online system called Mentor. PI's can now track their application status and all committee actions are saved automatically with time stamps and auto-generated minute notations.

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

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

Resources Required: IS budget and revenue from grants and sponsored programs, time commitment, data collection, analysis, and interpretation (\$ amount to be determined).

Assessment: Documentation of professional development, CITI training, compliance with federal and state regulations.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

1. ORGSP collaborates with COSA to support grant-related research and scholarly activities.

Carter & Moyers School of Education

The ORGSP has been extremely helpful in obtaining Tennessee Department of Education grants for the MEdITL Program (\$925,000, over the last three years). CMSOE continues to explore grant opportunities with the TDOE and the US Department of Labor.

Goal: Met

Caylor School of Nursing

Dr. Lisa Pullen serves on COSA from the CSON.

Goal: Met

College of Dental Medicine

Dr. Modar Kassin serves on COSA for CDM (In the interim Dean Terese-Koch was serving).

Goal: Met

DeBusk College of Osteopathic Medicine

Assistant/Associate Dean of Research serves on COSA for DCOM. The Director of Health Sciences Research and Grants serves the faculty, staff, and students by exploring grant opportunities and aiding them through the application and award process.

Goal: Met

Duncan School of Law

On October 18, 2023, Natalie Sweet from ORGSP spoke to the law school faculty about possible grant opportunities.

ORGSP

Executive Director attends COSA and serves on Mini-Grant Committee. Executive Director and Post Award Manager serve on Research Day and BRURC Committees.

Goal: Met

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

One faculty was approved to receive a mini grant again this year.

Goal: Met

School of Medical Sciences

The Assistant Dean of Academic Affairs represents the SMS on COSA

Goal: Met

2. Contribute to the development of guidelines for startup funds for new faculty tailored to research and scholarly activity expectations of the new faculty member(s).

Caylor School of Nursing

Faculty are encouraged to apply for mini-grant funds.

Goal: Met

College of Dental Medicine

The CDM has guidelines for research and scholarly activity expectations of new faculty members. These expectations will be addressed during the interview and faculty orientation. Briefly, the new hires are encouraged to engage in research and scholarly activities that contribute to the advancement of dental science and patient care. The discussion includes original research in peer-reviewed journals, presented at conferences and professional communities. encouraged to seek external funding through grants to support their research endeavors.

Goal: Met

College of Veterinary Medicine

Start-up funds are provided to new faculty at the Dean's discretion. Upon hire, research FTE is negotiated with the expectation that all CVM faculty participate in scholarly activity.

Goal: Met

DeBusk College of Osteopathic Medicine

\$290K was budgeted for new faculty research start up packages.

School of Medical Sciences

Research expectations are fluid within the SMS. As such, startup funds are not appropriated to support it. Faculty members are made aware of the SPS day in support of scholarly activities or service through a clinical workday.

Goal: Met

3. 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 nine-hour undergraduate semester instructional workload and six-hour scholarly activity/service workload.
 - Expected incremental scholarly output increase.
 - Salary savings incentive.

Carter & Moyers School of Education

CMSOE has professional development funds within the budget and also has an account funded by the estate of Dr. G.L. Carter, our School's namesake.

Goal: Met

Caylor School of Nursing

All doctoral faculty are given workload credit for scholarly activity each semester. At the beginning of each Fall semester, faculty present their research to the entire CSON faculty.

Goal: Met

College of Dental Medicine

CDM's incentive structures for research and scholarly activity aligns with DCOMs.

Goal: Met

College of Veterinary Medicine

Funding is available via the CVM research budget for publication costs and travel for presentations. Memberships are also provided for in the CVM budget. CVM has not had a faculty seek sabbatical at this time. Research effort is reviewed in the promotion process. We work with faculty to give them time away from teaching to focus on research. Also, our faculty are on 12-month appointments with the expectation that the summer months are used for research. At annual reviews, research efforts are discussed. We have a faculty workload calculator that considers research as part of the FTE.

Goal: Met

DeBusk College of Osteopathic Medicine

Funding is available via the DCOM research budget for publication costs and travel for presentations. Memberships are also provided for in the DCOM budget. DCOM has not had a faculty seek sabbatical currently. Research effort is reviewed in the promotion process. We work with faculty to give them time away from teaching to focus on research. Faculty work directly with supervisors/chairs to determine FTE distribution, which includes protected time for research. LMU annual evaluation process includes reporting on scholarly activity as do newly developed, supplemental faculty success plans. DCOM faculty have received incentive pay agreements recently. Incentive pay is noted and included in newly developed onboarding workshop for research.

Goal: Met

Duncan School of Law

Full-time law faculty are eligible to receive a summer research stipend. Faculty must submit a proposal to include the topic, a synopsis of the paper, a rough outline of the paper, and the estimated size of the complete article. The proposed article or book must have a minimum length of 10,000 words. Faculty also are allotted faculty development funds annually to cover the costs of travel to academic conferences, scholarly associations, and councils to present their scholarship at various legal conferences and law review symposiums as well as to cover various bar association fees.

Goal: Met

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

Faculty Development funds have been very useful aiding faculty to complete scholarly activities. Travel funds are used for attendance for presentations at scholarly events and meetings. Student activity funds are available for students to travel to make presentation on

student research.

Goal: Met

School of Business

The School of Business has developed a Scholarly Activity Policy that outlines scholarly expectations for all full-time faculty. Faculty report their scholarship on a monthly basis, and all activities are reviewed annually in the performance review process.

Goal: Met

School of Mathematics and Sciences

The Department of Biology supported travel and attendance to societal conferences for faculty to support research or attend professional development training. Support also included online professional development training programs. The Department of Sports and Exercise Science: funds were used to attend relevant conferences (either virtually or face-to-face). Funds were used to help with certifications. Membership fees for professional scholarly associations.

School of Medical Sciences

Promotion of the SPS policies and rank advancement committee within the SMS fulfill this mission within the SMS.

Goal: Met

4. Develop new programs that foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities.

Caylor School of Nursing

The CSON is exploring with the dental school how students can be involved in interdisciplinary learning.

College of Dental Medicine

The DMD and ASDH programs foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities. The CDM engaged in interdisciplinary activities in 2021-2022 and 2022-2023. The CDM is exploring with the CSON how students can be involved in interdisciplinary learning. In addition, more opportunities with DCOM are emerging and more collaborative efforts are being performed to introduce interdisciplinary/multidisciplinary research and scholarly activity.

Goal: Met

College of Veterinary Medicine

The Associate Dean of Research and Basic Sciences is actively developing partnerships to meet this goal. The primary program in development to meet this goal is a clinical trials program leveraging the LMU-CVM clinical affiliate network.

Goal: Met

DeBusk College of Osteopathic Medicine

The Assistant Dean of Research, Clinical Deans and Directors of Research are actively developing partnerships to increase programs that foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities. Center for IPE and Simulation (CIPES) develops curricular and co-curricular projects with interprofessional groups of faculty members inter- and intra-institutionally resulting in research and scholarly activity. Students continued research focused on Team STEPPS training of health professions students and how they will put it into practice during rotations, residencies, and careers. The training was a collaboration between faculty and staff from DCOM, and neighboring Pharmacy schools. Assistant Dean of Research and Clinical Deans collaborating with Appalachian Regional Healthcare with Planning Grant Concept paper for Appalachian Regional Initiative for Stronger Economies (ARISE)-” An Integrated Systems Approach to a Healthier Future in Central Appalachia”.

Goal: Met

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

AHSS not only supports but is closely involved with Medical Humanities program and the IPE program.

Goal: Met

School of Business

The School of Business offers multiple combined degree completion pathway programs that promote multidisciplinary research among graduate students (DO/MBA, DVM/MBA, JD/MBA, OTD/MBA, DPT/MBA, DMD/MBA, and MSFD/MBA).

Goal: Met

School of Mathematics & Sciences

The school continued the project to establish a research/scholarship network among small to medium sized institutions across southern and central Appalachia to leverage each campus' unique niches and resources in support of faculty and their students in research and other academic endeavors. The project promotes collaboration and knowledge sharing through faculty mentoring and facilitating the development of viable research programs involving undergraduate students. By adopting the teacher-scholar model, faculty members can enhance both their teaching and research endeavors, benefiting their professional growth, student engagement, and institutional research capacity without significant additional expenses. To facilitate this network, we are creating a database where faculty can (a) connect with others who share similar research interests, (b) access specialized equipment through collaborative ventures not available at their home institutions [such as electron microscopy, NMR, real-time qPCR, etc.], and (c) discover locations where faculty are conducting research, opening opportunities for collaboration and field site utilization.

School of Medical Sciences

The PA Education Research Committee has been developed and is led by the Assistant Dean of Academic Affairs.

Goal: Met

5. Allocate funding for a University statistician to support faculty/staff research, statistical design, and data analysis.

College of Dental Medicine

The Master of Science in Forensic Dentistry Program will require a university statistician to teach courses and support research, statistical design, and data analysis. There was also discussion with ORGSP about having a statistician who provides overall help to all of LMU.

Goal: Not Yet Met.

College of Veterinary Medicine

CVM hired a statistician/epidemiologist Spring 2020 who has taken on these duties to support CVM faculty.

Goal: Met

DeBusk College of Osteopathic Medicine

Statistical analysis support is offered on-demand, and there are several DCOM faculty and staff who have significant expertise in statistical analysis.

Goal: Met

6. Promote the External Funding Incentive Pay Plan.

Caylor School of Nursing

one CSON faculty positions is paid through grants.

Goal: Met

College of Dental Medicine

Information regarding the incentive pay plan is included in the newly developed onboarding workshop/faculty development for research.

Goal: Met

DeBusk College of Osteopathic Medicine

Information regarding the incentive pay plan is included in the newly developed onboarding workshop/faculty development for research. Several DCOM faculty have incentive pay agreements. Incentive pay is noted and included in newly developed onboarding workshop for research.

Goal: Met

ORGSP

When faculty submit grants with effort percentages, the office discusses the incentive pay policy and submit for approval.

Goal: Met

7. Continue to develop and support national and international programs that foster student scholarly activities including, but not limited to, academic honor societies, Honors Scholars Program, and Fulbright Program.

Caylor School of Nursing

The CSON supports the Student Honors Program.

College of Dental Medicine

The CDM is developing a robust national and international program that fosters scholarly activities and attracts visiting scholars.

Goal: Not Met

College of Veterinary Medicine

The CVM Associate Dean for Student Affairs and Admissions has been tasked to develop CVM international programs. She will work with the CVM Associate Dean of Research and Basic Sciences in the cases of international research collaborations.

Goal: Met

DeBusk College of Osteopathic Medicine

The Assistant/Associate Dean of Research and Directors of Research continue to develop and support national and international programs that foster student scholarly activity. DCOM has partnered with International Medical Alliance to support student scholarly activities associated with the Dominican Republic. Several faculty members are participating in communication with international research companies to foster collaboration and increased scholarly activity.

Goal: Ongoing

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

The Honor Scholars Program is growing in enrollment; the half-time director was appointed two years ago and now, in that position, responds to the VPAA's office. All capstone research courses have reviewed student scholarship opportunities to ensure SEWS papers are completed to ensure highest quality.

Goal: Met

School of Mathematics and Science

All Biology, Biology pre-health, Biology Secondary Education, and Conservation Biology major Honors Scholar students complete the BIOL397/397 Science Seminar series that requires students to identify a research mentor, develop a research project, conduct project, and present their findings. The department supports research projects for Honors Scholar Students within BIOL, CBIO, and VHS. The Department of Sport & Exercise Science Offered Honors 203- Foundations of Nutrition and Exercise.

Goal: Met

School of Medical Sciences

The SMS supports student scholarly activity by promoting the PAEA educational student research grants.

Goal: Met

8. Support and mentor the professional development of all faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

Carter & Moyers School of Education

The Carter & Moyers School of Education includes adequate funding in the School budget to support faculty in national and international professional development opportunities.

Caylor School of Nursing

Funds are available for faculty development. No faculty has been turned down for professional development activities. A national speaker was brought in Fall 2022 to speak to faculty regarding the new NCLEX-RN exam.

Goal: Met

College of Dental Medicine

All CDM faculty are supported and will be mentored to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

Goal: Not Met

College of Veterinary Medicine

Faculty supervisors are responsible for mentoring faculty in their research efforts. The Associate Dean of Clinical Sciences, along with the Dean, have also been developing programs to increase faculty mentorship in research through monthly workshops and lectures. CVM faculty are well-supported by CIVET and CAHA for research efforts regarding educational research and Appalachian-based research, respectively. CVM faculty are allotted professional development funds each year.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM provides professional development for all faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines. Professional Development funds are outlined in DCOM's budget. Monthly workshops are also available for faculty development and faculty are encouraged to participate in local/state/national professional development opportunities. Professional development opportunities are often communicated via email. See 7.1 (#2)

Goal: Met

Duncan School of Law

In addition to extensive faculty development programming, the Law School supports a mentor-mentee program in which junior faculty are assigned an experienced mentor who guides the newer faculty their first two years in academia and provides them with feedback and advice as to course and career development.

Goal: Met

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

AHSS Mentors Program includes aiding new faculty in promoting their scholarship with funding, collaboration, and networking. The MPA program (The Master of Public

Administration) has an active student chapter of the International City/County Management Association (ICMA) that meets monthly to discuss issues in the public and nonprofit sectors and research pertaining thereto. The MSCJ program (The Master of Science in Criminal Justice) has created a student chapter of the Alpha Phi Sigma National Criminal Justice Honor Society. All AHSS students have been encouraged to participate in the LMU Research Day and the Blue Ridge Undergraduate Research Conferences. All AHSS faculty are required to attend at least one local, state, or national research related conference in their discipline, annually. AHSS had an 80% rate of participation this year. All departments receive funding for conference travel.

Goal: Met

School of Business

The School of Business has formed an internal Scholarly Activities Committee, which meets once per month. All School of Business faculty and staff are invited to participate in meetings. This committee is intended to assist faculty in their scholarly and professional development endeavors. Discussions cover a wide range of topics intended to aid in the advancement and dissemination of research.

Goal: Met

School of Engineering

Budgeted funding is available to support faculty for professional development in various engineering societies (Tennessee Society of Professional Engineers, American Society of Civil Engineers, American Society of Mechanical Engineers, etc.)

Goal: Met

School of Mathematics and Sciences

Department of Biology: Faculty members serve on committees within their professional societies at both the regional and national level. Several faculty serve in various capacities with the TN Academy of Sciences. Department of Sport & Exercise Science: Dr. Pebworth serves on Professional academic boards at the State, Regional, and National level.

School of Medical Sciences

The SMS has increased CME support and encourages participation in regional and national boards. In addition, rank advancement advisement helps facilitate continuous engagement in regional and national journals and presentations. The development of the PA Education Research Community has highlighted the opportunities necessary to become leaders in PA education.

Goal: Met

9. Determine the number of FTEs dedicated to research positions in undergraduate, graduate, and professional programs, as well as their specific roles (faculty, staff, postdoctoral, fellows, research assistants, lab coordinators, etc.).

The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. Consensus was that all programs compute faculty workloads and

would be able to provide FTE or some comparable measure. The feasibility of developing a centralized location to report this information on a regular basis is needed.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP.

10. Promote diversity, equity, and inclusion to facilitate creative abrasion in the development and execution of research and scholarly activities.

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

Time Frame: Ongoing.

Resources Required: Cost to be determined.

Assessment: Documentation of the Strategies and Action Plans related to this objective through the Outcomes Assessment Report of the ORGSP.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

1. Identify short-term and long-term facility needs ensuring future competitiveness of research and scholarly activities across campus and at off-campus instructional sites in conjunction with Deans, Chairs, and faculty conducting research and scholarly activities.

Carter & Moyers School of Education

No needs have been identified.

Goal: Met

Caylor School of Nursing

No needs have been identified.

Goal: Met

College of Dental Medicine

The CDM will have access to the research facilities at the DCOM and on the 9th floor of the LMU Tower to ensure robust, collaborative, research can occur among all healthcare professionals.

Goal: Met

College of Veterinary Medicine

Based on a recent accreditor site visit, additional laboratory space may be needed. Research space must be included in the plans for the new Orange Park DVM program.

Goal: Unmet

DeBusk College of Osteopathic Medicine

DCOM developed and deployed surveys to determine ways to support research and perceived barriers. DCOM at LMU-Knoxville completed build-out and equipped new research center in 2020. Also see 7.2(#13). Directors of Research request research facility needs from faculty annually. Facility needs are discussed and communicated in Research Committee meetings, Deans meetings, and facility committee meetings. Both campuses have added Zebrafish aquarium rooms to increase faculty/student scholarly activity, collaboration, and to aid in more competitive grant applications.

Goal: Met

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

AHSS identified and located a place for research in digital photography and graphic design. Space for this purpose will facilitate art faculty and students to pursue technological research in the Arts. Also, the Audio room, located behind the Johnson Music room in Avery Hall, serves as a learning facility for CAM students. The CAM program created a minor in Sports Communications to facilitate the growing market in that field.

Goal: Met

School of Engineering

The School of Engineering will need various civil, mechanical, chemical, and electrical engineering instructional and research laboratories and student project space.

Goal: Unmet

School of Mathematics and Sciences

Department of Biology: Faculty have identified the need for increased research space as the program grows to accommodate new faculty and student need. Additionally, a space (most likely in the CMRC) to maintain and grow *Xenopus* is currently being discussed. Department of Sport and Exercise Science: acquiring exercise physiology equipment suitable to conduct student labs and to support research projects, particularly with various LMU athletic teams. A larger, more permanent facility is necessary for the SES department to acquire and store additional equipment to support instruction and research.

Goal: Ongoing

School of Medical Sciences

No needs have currently been identified but will continue to be examined through the PA Education Research Community.

Goal: Met

2. Ensure adequate information technology, library and support services are in place to facilitate research and scholarly activities across campus and at off-campus instructional sites.

Carter & Moyers School of Education

Information technology, library, and support services are in place to support scholarly activities. No changes here.

GOAL: Met

Caylor School of Nursing

Information technology, library, and support services are in place at all nursing sites and online to support scholarly activities.

GOAL: Met

College of Dental Medicine

The CDM has adequate library and support services in place to facilitate research and scholarly activity.

Goal: Met

College of Veterinary Medicine

Computer access is available for fourth year clinical experience students at all clinical affiliates, allowing access to all University student resources.

The LMU Librarian is included in faculty trainings, student orientation, and summer research student seminar series, and supports employees and students with literature searches.

Goal: Met

DeBusk College of Osteopathic Medicine

Health Sciences Library Surveys are conducted annually (OMS-I-II, faculty, OMS-III -

IV). A dedicated medical librarian is extremely helpful in supporting and increasing scholarly activity productivity for faculty, staff, as well as students.

Goal: Met

Comments: Summary reports available upon request.

Duncan School of Law

The Law School currently is seeking to fill a librarian position dedicated to support faculty research and scholarly activities. Currently, our Director and Associate Director of the Law Library assist faculty with research assistance. Student research assistants are also available to faculty.

Goal: Met

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

AHSS has created a journal in the LMU library: History and Social Sciences journal, . The journal is peer reviewed and open to national and international submissions.

Goal: Met

School of Business

The School of Business works in coordination with library staff to ensure adequate access to information that will support scholarly endeavors.

Goal: Met

School of Engineering

The School of Engineering has worked closely with the LMU library to ensure scholarly needs are met.

Goal: Met

School of Medical Sciences

No needs have currently been identified; however, this will continue to be examined through the PA Education Research Community.

Goal: Met

3. Ensure that all research facilities across campus and at off-campus instructional sites remain compliant with federal, state, and local regulations.

Caylor School of Nursing

All facilities across campus and at off-campus sites comply with laboratory health, safety, and environmental protection regulations.

Goal: Met

College of Dental Medicine

The CDM facilities will comply with laboratory health, safety, and environmental protection regulations.

Goal: Met

College of Veterinary Medicine

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

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM facilities comply with all local, state, and federal regulations including, but not limited to laboratory safety, environmental protection regulations, IRB, IACUC, IBCSC, and OSHA guidelines. See 7.2.25.

Goal: Met

School of Medical Sciences

All facilities comply with laboratory health, safety, and environmental protection regulations.

Goal: Met

4. COSA will work with relevant leadership to develop and communicate policies and procedures for space allocation of dedicated laboratory research facilities across campus and at off-campus instructional sites.

Carter & Moyers School of Education

No laboratory research facilities are needed in the CMSOE. No changes here.

Goal: Met

Caylor School of Nursing

No laboratory research facilities are required within the CSON.

Goal: Met

College of Dental Medicine

The LMU Tower will have forensic and general research facilities on the 9th floor of the LMU Tower. Additionally, research facilities will be shared with DCOM Knoxville.

Goal: Met

DeBusk College of Osteopathic Medicine

The Assistant/Associate Dean of Research is a COSA member and communicates with the Assistant/Associate Dean of Research, Directors of Research, and Committee Chairs to ensure policies are in place and communicated accordingly.

Goal: Met

School of Mathematics and Sciences

Department of Biology

The Laboratory Coordinator does regular checks. They conduct safety training for new faculty and student researchers.

Goal: Met

School of Medical Sciences

The SMS does not currently participate in laboratory-based research.

Goal: Met

5. COSA will work with relevant leadership to develop and communicate centralized policies and procedures for shared space and equipment utilization and maintenance/repair cost.

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

Time Frame: Ongoing.

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

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

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

1. Collate established guidelines, expectations, and incentives for research and scholarly activities (including start-up funds for research and scholarly activities) across the institution.

Carter & Moyers School of Education

Faculty workload forms have a dedicated number of hours for each faculty to conduct research and/or scholarly activities. All faculty are encouraged to request University Faculty Development funding. CMSOE budgeting includes supplemental funding for faculty development and scholarly activities. In addition, faculty are encouraged to apply for mini grants funded by the University. No additions here.

Goal: Met

Caylor School of Nursing

The CSON has a Scholarship Colloquium that meets monthly. Dr. Lisa Pullen is the Director of Scholarly Activities for the CSON. Each doctoral faculty member is given workload credit each semester to complete research.

Goal: Met

College of Dental Medicine

The CDM has provided new faculty members with guidelines, expectations, and incentives concerning research and scholarly activities. A small start-up fund is being assessed and the Associate Dean of Research and Director of Research has been hired.

Goal: Met

College of Veterinary Medicine

Research FTE is determined for each faculty member. At the annual evaluation, research effort is reviewed, and a new workload calculator was developed to attempt to quantify research effort to provide faculty with a benchmark. Supervisors work with faculty to create research goals. CVM has a healthy intramural grant budget to support faculty research. In 2023, 9 intramural grants were awarded totaling \$234,974.

Goal: Met

DeBusk College of Osteopathic Medicine

Reported in previous objectives. Faculty evaluations include reporting and expectations on scholarly activity. Protected time for research. Startup funds are provided. Incentive pay agreement and competitive F&A costs are noted to faculty. Annual research reports are provided to evaluate and recognize the importance of research and scholarly activity.

Goal: Met

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

Expectations are that at least one presentation or publication will be produced per year and attendance at one or more association meetings will occur per year.

Goal: Met

School of Business

Research is a component of the School of Business faculty evaluation. Faculty have been informed that their participation in research is integral to the annual faculty review. The School of Business has refined scholarly activity requirements and expectations among faculty. The School of Business Scholarly Activity Policy was distributed and discussed with all faculty within the Fall 2023 kick-off meeting.

Goal: Met

School of Mathematics and Science

All departments within the school encourage faculty to present at meetings and will cover expenses to a conference in which the faculty presents. Students are also encouraged to present at local and regional meetings. Faculty are encouraged to apply for mini-grant funding as well as extramural funding when applicable. Faculty are encouraged to look for collaboration opportunities with faculty within LMU at the various schools and with faculty outside of LMU. Several faculty members have ongoing projects and serve as co-PIs on grants with faculty at other schools within LMU as well as faculty at other institutions.

Goal: Met

School of Medical Sciences

Under the leadership of the Assistant Dean of Academic Affairs the PA Education Research Community has been developed to established guidelines and expectations. Additionally, the importance of research and scholarly activities is communicated through the SPS workday.

Goal: Met

2. Establish procedures to record and report research and scholarly activity including grant submissions, awards, presentations, and publications for all personnel and students utilizing an online platform to report research and scholarly activity.

Carter & Moyers School of Education

The CMSOE's Research Committee keeps track of presentations, publications, and grant submissions. No additions here.

Caylor School of Nursing

Faculty present their research findings to the CSON annually. All DNP students have their DNP Project deposited in the Scholarly Activity Portal.

Goal: Met

College of Dental Medicine

The CDM will have a Scholarly Activity Portal to ensure there is a record of research and scholarly activity including grant submissions, awards, presentations, and publications for all personnel and students utilizing the online Scholarly Activity Portal.

Goal: Not Met

College of Veterinary Medicine

The CVM has implemented a research mini-proposal application process. This is to award

funding out of the intramural grant cycle to support researchers in completion of projects or for supplies in MS projects.

The CVM maintains a Research Collation Workbook that is updated, at minimum, yearly by faculty with all research activities. Metrics recorded include percentage of faculty involved in research, publications, faculty presentations, abstracts/posters, research students, and peer-reviewed publications with students as authors/co-authors.

Faculty evaluations require reporting of faculty research activities. Intramural Grant Progress Reports are required from all employees receiving a CVM intramural report. These are required to be eligible for future funding.

Goal: Met

DeBusk College of Osteopathic Medicine

Scholarly activities are called for and collected by the LMU-DCOM directors of research via Microsoft Forms. Other platforms are being explored for data management and reporting.

Research Coordinator position was filled in July 2023 and the position is dedicated to research and scholarly data tracking, management, and reporting. Addition of an administrative assistant dedicated to Research for organization and dissemination of activities is being considered for the next fiscal year which would help in this process.

Goal: Met

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

All AHSS faculty report scholarly work and service which is tracked every semester as part of the workload development process. This is reported at the annual full-faculty meetings.

The AHSS Dashboard document maintains information for all faculty scholarship.

Goal: Met

School of Business

Current School of Business research presentations and publications are shared and documented within the ORGSP Newsletter. School of Business leadership will also be encouraging faculty use of the institutional repository within the next academic year and beyond.

Goal: Met

School of Mathematics and Sciences

Scholarly activities are documented via an internal document shared from the Dean's Office. Faculty update the document three times per year. This is being converted to a monthly reporting portal that will be active in fall 2023.

Goal: Ongoing

School of Medical Sciences

Under the leadership of the Assistant Dean of Academic Affairs the PA Education Research Community has been developed to establish guidelines and expectations, however the SMS does not currently have an online portal.

Goal: Unmet

3. Evaluate the adequacy of the FTEs dedicated to research across all programs relative to the requirements of individual programs' accreditation standards and those of a level VI institution.

The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. Consensus was that all programs compute faculty workloads and would be able to provide FTE or some comparable measure. The feasibility of developing a centralized location to report this information on a regular basis is needed. Additionally, a peer comparison group needs to be selected.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP.

4. Evaluate the scholarly productivity of the University relative to level VI peer institutions. The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. A peer comparison group needs to be selected.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP. A preliminary list of key metrics to be measured needs to be reviewed and finalized.

5. Evaluate the adequacy of twelve-month support for faculty, staff, and student research, scholarly activity, and facilities access in response to growth of research programming across the institution.

The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. Consensus was this is an important aspect that should be pursued.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP. The preliminary phase is the development and deployment of a survey to faculty and staff during the 2023-2024 academic year.

Responsibility: VPAA, Deans of Schools/Colleges, Chairs of departments/program directors, ORGSP, COSA, Information Services.

Time Frame: Ongoing.

Resources Required: Cost to be determined; user-friendly software solution for regular reporting of all scholarly activity.

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

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

Objective 7.6: BROADER IMPACTS: Facilitate the development of research and scholarly initiatives that produce discoveries that benefit academia and society.

1. Identify key areas of research strength at LMU and facilitate the development of concentrated research programs in these areas.

Carter & Moyers School of Education

The CMSOE's Research Committee keeps track of presentations, publications, and grant submissions. No additions here.

Caylor School of Nursing

Nursing will continue research through the DNP Project.

Goal: Met

College of Dental Medicine

The CDM's faculty, staff, and students promote dental, forensic, DNA and oral microbiome research.

Goal: Met

College of Veterinary Medicine

Key areas of strength at CVM include educational research, CBD research, reproductive physiology research, equine respiratory disease research, epidemiologic studies of animal and human health in Appalachia, tick-borne disease research, heartworm research, and leptospirosis research.

Goal: Met

DeBusk College of Osteopathic Medicine

Assistant/Associate Dean of Research and Directors of Research facilitate the development of research and scholarly initiatives that produce discoveries that benefit academia and society. The key areas of research strength at DCOM included laboratory research with basic science (biochemistry, molecular biology, physiology, pharmacology, anatomy, histology, etc.), survey-based research, educational research, and clinical research (human subject trials, case studies, retrospective reviews of data, interventional studies, etc.).

Goal: Met

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

Graduate programs encourage and focus students in all three programs toward research and scholarship. HSP students participate in Research Day and in national undergraduate scholarly work conferences. The Graduate Psychology program is hosting a graduate student research day this summer for all those interested in sharing their research. All research, it is hoped, will result in discoveries and relaying of truth in discovery.

Goal: Met

School of Business

The School of Business seeks to support the university's mission pertaining to the enrichment of Appalachia through research endeavors that enhance regional businesses' efficiency, adaptation, innovation, and survival rates. The School of Business is drafting a

school-specific Research Focus Statement with the intent of developing thought leadership within the discussed areas.

Goal: Met

School of Mathematics and Sciences

Several faculty study various wildlife diseases including tick-borne diseases and leptospirosis, and their prevalence in Appalachia. Some of these diseases are zoonotic thus having a human health and One Health impact. Other research within the department focuses on bacterial contamination in raw milk. Animal and plant surveys are a focus as well to help identify the prevalence of native plants and endangered species. Other faculty are engaged in research involving athlete performance and recovery, effects of nutrition, and strategies for injury rehabilitation.

Goal: Ongoing

School of Medical Sciences

The SMS, through the SPS, promotes scholarship and service both to the university and the greater community. In addition to these efforts the Assistant Dean of Academic Affairs has developed and will lead the PA Education Research Community. This community will function to identify those needs and foster the collaboration necessary to advance research and scholarship within the SMS.

Goal: Met

2. Foster the creation of research programs that include outreach/service components that engage the public across LMU's service region.

Caylor School of Nursing

Nursing continues to participate in grant initiatives that involve psychiatric services at ARH Facilities.

Goal: Met

College of Dental Medicine

The Associate Dean of Research and/or Director of Research will collaborate with the Director for Community Based Clinical Education to ensure outreach/service components engage the public across LMU's service region.

Goal: Met

College of Veterinary Medicine

Both CAHA and CIVET, two of CVM's research centers have outreach/service as part of their mission.

Goal: Met

DeBusk College of Osteopathic Medicine

Assistant/Associate Dean of Research and Directors of Research collaborate with Clinical Deans and community to foster research programs that include outreach/service. Developed external collaborations including with AACOM with multiple COMs, International Medical Alliance of Tennessee, Vanderbilt University Medical Center – Tennessee; Interprofessional practice and education consortium/Tennessee Collaborative Practice Society; ORNL (Dr. Jeremy Smith) Member of CACCOM; - Strategic Plan Organization Memberships and

Affiliations.

Goal: Met

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

All three graduate programs encourage and focus students toward research and scholarship. HSP students participate in Research Day and in national undergraduate scholarly work conferences. The Graduate Psychology program is hosting a graduate student research day this summer for all those interested in sharing their research. Also, we will have expanded course offerings for the Public History track for History majors, and this will include public history internships (HIST-498) that will increase the visibility of LMU students in public history sites. Previously these "sites" were limited to museums and archives, but we're expanding that to a much more general definition of public history (e.g., a student working this summer at a law firm in Union County).

Goal: Met

School of Business

The School of Business has developed the Club of Railsplitter Entrepreneurs (CORE), which is a student organization that seeks to improve the Appalachian region through the promotion of entrepreneurship and economic development. Within the current academic year, students have participated in a business consulting project with a local non-profit organization.

School of Engineering

School of Engineering student projects will originate from community constituents to serve society.

Goal: Unmet

School of Mathematics and Sciences

Department of Mathematics: Computer Science faculty have created/engaged in outreach programs. Department of Biology (Dr Hall) has developed several activities and conducted them with various middle school students. Dr Brandt continues to work with the Library on an outreach activity.

Goal: Ongoing

School of Medical Sciences

We have worked closely with Servolution Health Services to identify possible areas of research, and service. In addition, see #1.

Goal: Ongoing

3. Foster the creation of research programs that provide opportunities for elementary and secondary students across LMU's service region to expose them to discovery research.

Carter & Moyers School of Education

The CMSOE participates in and assists with the Clinch Powell Educational Cooperative Annual Science Fair each year.

Caylor School of Nursing

Nursing has not participated in this area.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine continues to foster relationships with Oak Ridge National laboratory, Knoxville Regional Forensic Center, Clayton-Bradley Academy and STEM programs across East Tennessee to expose elementary and secondary students to dentistry and forensic science.

Goal: Met

College of Veterinary Medicine

CVM does not have a program to provide students, other than DVM and MS students, exposure and opportunities related to research.

Goal: Unmet

DeBusk College of Osteopathic Medicine

DCOM continues to foster relationships with local high schools as the students participate in AP Anatomy at DCOM. Student Groups work with Emerald Youth Foundations for tutoring and to promote interest in the sciences/medicine. Student Groups will begin working with Oak Ridge Community in health literacy, fitness, etc.

Goal: Met

ORGSP

Hosted Northeast District 2 National History Day Competition, support East Tennessee Regional History Day Competition and Tennessee History Day Competition. Attends research conferences hosted by professional Colleges.

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

AHSS programs reach out to high school and middle school students to encourage and have them involved in faculty scholarly work and activities. These activities are stated in the AHSS Dashboard document kept in Self Service.

Goal: Met

School of Engineering

The School of Engineering will continue to foster a relationship with Oak Ridge Associated Universities and partner to expose elementary and secondary students to engineering.

Goal: Unmet

School of Mathematics and Sciences

Department of Mathematics: Computer science faculty have been developing such programs. Mathematics faculty also have been conducting Math challenges/competitions aimed at middle and high school students.

Goal: Ongoing

School of Medical Sciences

Once again, the SMS will host a hands-on ultrasound workshop at camp LMU this summer, meant to engage elementary students in the medical profession. Also, a workshop is planned for the Boys and Girls Club of East Tennessee, to engage high school students in medically

relevant hands-on activities. Additionally, the Knoxville program hosts high school students during cadaver anatomy labs meant to highlight LMU and engage them in medical careers.

Goal: Met

4. Collaborate with the Division of University Advancement to utilize various communication outlets to highlight the results of LMU's research to the public with emphasis on increasing scientific literacy and engagement.

Caylor School of Nursing

Nursing has not participated in this area.

Goal: Unmet

College of Dental Medicine

The CDM will collaborate with the Division of University Advancement and IS to establish various communication outlets to highlight the results of LMU's research to the public with emphasis on increasing scientific literacy and engagement.

Goal: Met

College of Veterinary Medicine

CVM provides press releases for research efforts.

Goal: Met

DeBusk College of Osteopathic Medicine

Research outcomes are reported via several outlets, including online social media, internal slideshows, newsletters, DCOM Research CANVAS, DCOM Quarterly Newsletter, University publications, the University website, and so forth.

Goal: Met

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

Research accomplishments were promoted on the AHSS Facebook page, but more improvement is needed, especially in terms of collaboration with Advancement and IS. The Patron of the Arts program has been resuscitated with support of the Office of University Advancement.

Goal: Met

School of Mathematics and Sciences

Department of Biology

Utilized social media and PR to announce research activities and publications.

Goal: Met

School of Medical Sciences

The SMS utilizes newsletters and works with University Advancement to highlight faculty accomplishments.

Goal: Met

- Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society, including at off-campus instructional sites.

Caylor School of Nursing

Faculty have presented at state and national meetings.

Goal: Met

College of Dental Medicine

Faculty have presented at the ADEA Annual Conference.

Goal: Not Met

DeBusk College of Osteopathic Medicine

Students, Faculty, and Staff present scholarly activity and research at various local, state, and national conferences throughout the year. Recent conferences include however, are not limited to Rural Health Association of Tennessee, LMU Research Day, TOMA, TIPEC, OMED, AACR, and AACOM. All students receiving a DCOM Research award in Spring and Summer were invited to present their progress in research- "Showcasing Excellence." This event was held in Fall of 2023 and it was a virtual student poster/presentation platform. TV monitors are placed within the DCOM and Research building highlighting faculty/student research: posters, presentations, and scholarly activity awards.

Goal: Met

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

Bulletin boards throughout Avery Hall are updated each semester and highlight faculty research accomplishments and scholarship, including its relevance for society/well-being. Also, the Avery Foyer monitor exhibits all faculty research and scholarly accomplishments on an annual basis.

Goal: Met

School of Medical Sciences

The SMS participates in regional and national conferences where faculty work is highlighted through posters and presentations.

Goal: Met

- Develop standards to assess the broader impact of LMU's research and scholarship on student learning, curricular development, and the external community.

Carter & Moyers School of Education

Research is incorporated into all CMSOE graduate programs. Students are assessed by faculty-developed rubrics and students are given feedback on a regular basis as they proceed with their projects. The EdD Program uses a "Dissertation Portal" with guidelines provided by faculty. In addition, the latest APA Manual is required for writing style, etc. No additions here.

Goal: Met

Caylor School of Nursing

Research is incorporated in the MSN and DNP programs.

Goal: Met

College of Dental Medicine

Research is incorporated in the Doctor of Medicine in Dentistry programs and in the Master of Science in Forensic Dentistry program.

Goal: Met

Caylor School of Nursing

Research is incorporated in the MSN and DNP programs.

Goal: Met

DeBusk College of Osteopathic Medicine

Introduction to research and methodology are incorporated into the DCOM programs. DCOM Students may participate in Scholarly Activity and Research all 4 years of medical school which strongly impacts student learning, curriculum development, and the external community as indicated above. A DCOM Research Scholarly year has been added for students interested in pursuing a year of research between OMS-II and III. Faculty and staff play an integral part in mentoring the students and encouraging tangible outcomes that make an even larger impact on the external community.

Goal: Met

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

AHSS relies upon the OAR process and program reviews to track and monitor research and scholarship impact on student learning, curriculum development and the external community.

Goal: Met

School of Mathematics and Sciences

Sport & Exercise Science is working on research and scholarly activities within a few classes and the SEWS papers. The Department of Biology promotes student research through Junior and Senior Science seminars as part of their SEWS papers. Students give presentations (poster for Junior and oral for Senior) in a seminar-like symposium in which the LMU community to welcome to attend. Students are graded through a standard rubric. The junior posters are on display for several days in the MANS building. Students conducting research are encouraged to attend local (LMU research day) and regional meetings (TN Academy of Sciences and BRURC) where they present their research in poster or oral formats. Students compete and are successful in being awarded top prizes for the best presentations.

Goal: Ongoing

School of Medical Sciences

The SMS has taken action toward this objective by the development of the PA Education Research Community. The goal is to assess the contributions of members and highlight the collaboration that research has on student education, curriculum development, and the greater community.

Goal: Met

Responsibility: VPAA, Deans of Schools/Colleges, Chairs of departments/program directors, ORGSP, COSA, PI & CoPI.

Time Frame: Ongoing.

Resources Required: Budget to support the dissemination and promotion of scholarly activities and research.

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

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

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

1. Continue to collect, interpret, and present data outcomes to academic leadership and Cabinet members.

Duncan School of Law

The Law School's administration and programmatic directors take a data-based approach in multiple areas, including the ongoing assessment of the program of legal education, bar-exam preparation, and experiential learning.

Goal: Met

Caylor School of Nursing

Data related to nursing outcomes was presented to the Board of Trustees in December and May.

Goal: Met

School of Business

The School of Business collects data pertaining to outcomes assessment during the fall, spring, and summer terms of each academic year. Data pertaining to specific class assignments, as well as programmatic outcomes, are utilized for the ABA, BBA, MBA, MSBA, and DBA OARs. This information is submitted on an annual basis to the Office of Institutional Effectiveness.

Additionally, collected outcomes assessment data is utilized for the maintenance of ACBSP accreditation. The School of Business maintains an appointment Outcomes Assessment & Accreditation Coordinator who works with faculty and staff to analyze data and implement results.

Goal: Met

School of Engineering

Reports on all data outcomes will be presented to leadership.

Goal: Unmet

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

AHSS collects Dashboard data that is used in academic, advising, and student-progression decision-making. All programs regularly submit related departmental updates to school meetings which are tracked in the AHSS Dashboard document in Self Service. The Recruiter/SS Coordinator collects enrollment/retention/application data for use in AHSS decision-making. AHSS Graduate Programs Coordinator collects and analyzes data and presents findings to academic leadership as required. Copy of the AHSS Dashboard document available upon request; it is an in-house document for internal use.

Goal: Met

College of Dental Medicine

The College of Dental Medicine's administration and course directors collect data pertaining to the outcomes assessments during the fall, spring, and summer academic terms, including continual assessment of dental education, Integrated National Board Examination, ADEX

Licensure Examination, and Community Care Clinic experiential learning. The Dean and Vice Dean utilize the data to drive changes in the DMD and DH programs and is utilized for maintenance of CODA accreditation.

Goal: Met

College of Veterinary Medicine

CVM data are presented at Cabinet and semi-annual BOT meetings.

Goal: Met

DeBusk College of Osteopathic Medicine

COM data are presented at Cabinet and BOT meetings.

Goal: Met

School of Math and Science

Standardized dataset for each major is collected and monitored (Dean, Chairs, and Student Success Coordinator) on a semester basis.

Goal: Met

Carter & Moyers School of Education

CMSOE has an extensive assessment system and curriculum map instrument, Carter & Moyers Assessment System (CMAS). This instrument is aligned with all professional standards specific to each program within the School. In addition, CACREP, CAEP, and TDOE standards are included in the instrument with “crosswalks” to each set of standards required by these outside entities. Program OARs (Outcome Assessment Reports) are developed using these standards, along with professional licensing exams required by the TDOE. These data are then sent to the Office of Institutional Research. Program enrollment, retention, and graduation numbers are shared at School of Education Leadership Team meetings. These numbers are also provided in the Annual Report to the Tennessee Department of Education, as well as an Annual Report provided to CAEP and to CACREP, our national accreditors. We also present these to the CMSE Advisory Council, made up of the CMSE Leadership Team and school leaders from our K – 12 partnership schools.

The Tennessee Department of Education (TDOE) issues a Report Card each year on specific outcomes they analyze on CMSOE. This is helpful in assessing our programs’ strengths and weaknesses. This information is shared with the CMSOE partners and stakeholders each academic year.

Goal: Met

School of Medical Sciences

The SMS currently collects outcomes data each semester. In an effort to develop a more robust process of critical analysis, the SMS has created the position of Assessment Coordinator in the dean’s office that reports to the Assistant Dean of Academic Affairs. These two positions will provide institutional support for the critical analysis of programmatic data, and then provide this analysis back to the program to illicit data driven changes based of program strengths and weakness. The SMS is also in the process of integrating a data analysis system to facilitate and streamline this data collection.

Goal: Met

Academic and Student Support Services

Academic Support (Cornerstone and S.S.S.), Counseling, and Student Engagement data has been reviewed monthly, presented to the President's Cabinet monthly, and compiled and presented to the Board of Trustees at the semi-annual Institutional Life Committee meetings. Title IX and Compliance data has been reviewed by the Assistant Vice President and General Counsel as needed. All offices within the division reviewed data and completed OARs for the 2022-2023 academic year.

Goal: Met

2. Continue to utilize student survey results in addressing student satisfaction and engagement as coordinated by Institutional Research; utilize the Office of Institutional Research to improve or supplement surveys based on evolving student/office need.

Institutional Research (IR)

IR administered the Student Opinion Survey to all LMU students in the Fall 2023 semester and the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) to all undergraduate students in the Spring 2024 semester. The IR team disaggregated the data and shared the information with all Institutional Effectiveness Committee (IEC) members, including Academic and Student Support Services staff.

Goal: Met

Duncan School of Law

The Law School has participated in the Law School Survey of Student Engagement (LSSSE) during the past several years as part of its effort to evaluate and improve student engagement. As needed, the Assessment Committee and the Associate Dean for Academic Affairs have conducted supplemental surveys. Course evaluations provide additional relevant data regarding student satisfaction and engagement.

Goal: Met

Caylor School of Nursing

CSON student exit surveys, employer surveys, and alumni surveys were all completed. The results for ASN, BSN, MSN, and DNP were recorded in the appropriate program OAR. The results from the off-campus surveys and the faculty/staff satisfaction surveys were recorded in the off-campus instructional site OAR.

Goal: Met

Comments: Exit surveys are conducted each semester. Employer and Alumni surveys are conducted every other year. These were last conducted in Fall 2020.

School of Business

The School of Business evaluates annual student satisfaction survey results provided by the Office of Institutional Effectiveness. Further, student survey results regarding programmatic satisfaction are deployed within the BBA, MBA, MSBA, and DBA programs. Findings related to student satisfaction are regularly analyzed by School of Business leadership and are also included in the annual OARs and biennial ACBSP QA Reports.

Goal: Met

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

Student surveys are performed in most departments to ensure that students are reaching learning outcomes, explore diverse career opportunities, and are satisfied with outcomes. This information is indicated in Outcomes Assessment Reports. A combination of course evaluation reports and senior exit surveys are used to assess the Departments' and School's work toward fulfilling course and programmatic goals.

Goal: Met

College of Veterinary Medicine

CVM collects end of course surveys every semester and programmatic surveys during the final week of the DVM program, and year 1, year 3, and year 5 post-graduation. Programmatic surveys are being developed for the MVEd and MVCC. The VBMS programmatic survey is being revised. The VMT program sends out surveys to recent graduates and their employees. This process will continue to be developed now that the program is under the CVM.

Goal: Met

College of Dental Medicine

CDM collects the end-of-course surveys every semester and will conduct programmatic surveys during the final weeks of the DMD and ASDH program. Alumni and employer surveys will be recorded once we graduate the first classes. The results will be recorded in the CDM OAR.

Goal: Met

DeBusk College of Osteopathic Medicine

All graduate, alumni and employer surveys were completed. Results were recorded in the DCOM OAR.

Goal: Met

School of Math and Science

Survey results are distributed to Department Chairs and used to in conjunction with department-level surveys and Annual Outcomes Assessments Reports as applicable.

Goal: Met

Carter & Moyers School of Education

Data received from LMU's Office of Institutional Effectiveness are shared and discussed at program, department, and leadership team meetings.

End-of-course evaluations are shared and discussed with individual faculty and their supervisors. All data collected and analyzed are used to make programmatic improvements and meet student needs.

Goal: Met

School of Medical Sciences

Students complete end-of-course and faculty surveys to address student satisfaction and engagements in both programs. End of course surveys are administered in accordance with program and University standards.

Goal: Met

Academic and Student Support Services

The Student Services (Student Affairs) offices have reviewed student survey data from the Office of Institutional Research and continue to modify and improve programming in response. Student Services has and continues to gather student feedback at individual events and modify programming accordingly. Academic Support data have been reviewed and have prompted a review of services provided and the structure of the division. The Academic Success is in the process of convening an inaugural Student Feedback Committee for the Tagge and a faculty and staff Advisory Council to help review data and implement data-driven programming and change. Mental Health Counseling has and continues to review regularly updated data—gathered internally and through Institutional Research. As a result of data review, the Mental Health Counseling team added its seventh (7th) counselor in 2022-2023.

Goal: Met

3. Assess and strategize survey deployment to maximize participation and reduce student survey fatigue.

Duncan School of Law

The Law School has students complete LSSSE, course evaluations, and other important surveys during class to improve participation. The Law School also regularly surveyed students during the COVID pandemic for feedback on policies and administration of courses.

Goal: Met

Caylor School of Nursing

Faculty sent reminder emails via Blackboard to increase student survey participation.

Goal: Met

School of Business

The School of Business attempts to maximize participation within programmatic exit surveys by requiring the completion of BBA, MBA, MSBA, and DBA exit surveys within certain courses that are a requirement of students' respective curriculum.

Goal: Met

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

Faculty determine how they will incentivize survey participation through extra credit, extra assignments, or some other means. Student response rates to course evaluations are often insufficient to draw general conclusions about the quality of instruction/student experience. In addition, the dean sent emails to all AHSS current students encouraging them to complete the student surveys.

Goal: Met

College of Dental Medicine

The CDM encourages students to complete end-of-course surveys by sending emails and blackboard announcements.

Goal: Met

School of Engineering

The student success coordinator will connect with all engineering students to ensure survey participation.

Goal: Unmet

College of Veterinary Medicine

CVM is actively working on increasing end of course surveys by changing the format of surveys and faculty making EOCs a course requirement. Final week of DVM program surveys are mandatory to complete to receive a final academic credit to graduate. Program and course surveys are in place for all other programs, but strategies are being developed to increase response rates.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM works with student leadership to communicate requests for survey completion when needed.

Goal: Met

Comments:

School of Math and Science

Student success coordinator utilizes email and social media campaigns to increase student awareness of surveys.

Goal: Met

Carter & Moyers School of Education

End-of-course evaluations are now embedded in each individual course in Watermark/Via (the CMSOE electronic system for assessment) for easier access and accountability for student participation.

Instructors provide time in class for students to complete end of semester course evaluations. Students must complete Graduating Student Survey prior to taking comprehensive exams.

Goal: Met

School of Medical Sciences

PA programs utilize in person assessment personnel to administer end-of-course surveys and continue to encourage participation as real-time numbers are tracked until participation minimums are met.

Goal: Met

Academic and Student Support Services

The division has and continues to encourage all students to engage in institutional and office-specific surveys. The Career Services office has conducted an annual graduate survey and actively tables, markets, and engages students to encourage participation. The division reviewed methods for increasing participation and generating new opportunities for participation in the 2022-2023 academic year and continually promoted active participation through UACT 100 and other outlets. The Institutional Compliance and Title IX Office has moved to contemporaneous

assessments—administered during live trainings, so as to decrease surveys needed and maximize participation.

Goal: Met

4. Utilize institutional benchmarks with regard to retention, progression, and graduation rates to create a student retention, progression, and graduation plan.

Caylor School of Nursing

Nursing utilizes the accreditation body's (ACEN) benchmarks with regard to retention, progression, and graduation rates.

Goal: Met

Comments: All benchmarks were met.

Duncan School of Law

The Law School's Academic Success Department ensures that students have the support needed to meet all institution benchmarks as needed to maintain enrollment, progress in the curriculum, and graduate in a timely manner. Faculty members also facilitate these goals through academic advising.

Goal: Met

School of Business

The School of Business analyzes enrollment, retention, and student progression each semester. These performance indicators are included within annual OARs and biennial ACBSP quality assurance reports.

Goal: Met

College of Dental Medicine

The College of Dental Medicine supports students in facilitating the meeting of benchmarks needed for enrollment, retention, progression, and graduation. Faculty member student advising facilitates meeting benchmarks.

Goal: Met

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

Most graduate students in the MPA, MSP, or MSCJ programs are completing the graduate programs within the expected four to five semesters. They have a maximum of six years to complete the program. Undergraduate advisors monitor advisees closely to be sure of timely graduation, availability of needed classes, options for non-college, and so forth.

The School Recruiter and student advisor contacts students who are not attending or are indicated as at risk in bolstering retention.

Goal: Met

College of Veterinary Medicine

CVM has a very low absolute attrition of less than 3%. We have a Director of Academic Success and Director of Academic and Inclusive Excellence who will monitor student performance. The

Director of Outcomes and Assessment monitors program benchmarks.

Goal: Met

DeBusk College of Osteopathic Medicine

The Director of Academic Assessment monitors program benchmarks with the Director of Admissions.

Goal: Met

School of Math and Science

Dean, Chairs, Program Directors, and the Student Success Coordinator collaborate to utilize this information.

Goal: Met

Carter & Moyers School of Education

Each program and department strategically plan throughout the academic year for ways to support individual and current students through their program while monitoring progress and overall enrollment numbers. CMSOE's new Recruitment and Retention Coordinator began working in August 2022 and has made progress. All programs in the CMSOE have required Key Assignments in each course. This data is used to allow candidates to proceed through each transition in their program of study.

Additionally, the Ed.D. Program has a structured dissertation and adequate progress monitoring system to ensure completion of semester benchmarks.

Goal: Met

School of Medical Sciences

SMS attempts retention rates of 90-95%. Benchmarks exist and are monitored on a program level. Individual program directors make decisions on retention, progression, and remediation based on these benchmarks.

Goal: Met

Academic and Student Support Services

In 2022-2023, the Academic and Student Support Services Division created a Student Life Council—comprised of the division's four leaders and the AVP. This Council has begun work on operating Student Services and Academic Success with a retention focus. The Council is drafting a Railsplitter Roadmap—a visual and guiding tool that will benchmark when and what services and opportunities students should engage in to maximize retention and progression. This Roadmap will also double as an internal metric for measuring the likelihood of student retention, a guide to advising and serving students in a retention-promoting manner and comprise the bulk of a codified retention plan.

Goal: Partially Met

5. Continue to improve upon new student orientation programs.

Duncan School of Law

The Law School maintains a standing Student Success Committee to oversee the planning and programming for orientation. The law school maintains a multi-day substantive orientation that

introduces students to key skills needed to succeed in law school while allowing them to become familiar with their classmates, faculty, and administrators.

Goal: Met

College of Veterinary Medicine

CVM continues to review and revise the DVM student orientation. Graduate program orientations are being developed for in-person and online programs.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM's Office of Student Services staff from both locations collaborate on design and implementation of orientation each year and make the necessary continuous quality improvements. Students are surveyed post orientation and feedback is used to make data driven changes to the program the following year.

Goal: Met

School of Arts, Humanities and Social Sciences

The AHSS faculty and staff continue to work with students long after the NSRs and other recruitment events to ensure all questions are answered and to develop a relationship with them. AHSS instituted an online follow-up session this fall for new and transfer students to answer questions and ensure that they are fitting in with LMU and the College.

Goal: met

School of Math and Science

Dean, Chairs, Program Directors, and the Student Success Coordinator collaborate on orientation and continued onboarding activities throughout the year.

Goal: Met

College of Dental Medicine

The Associate Dean for Faculty and Students designs and implements the week-long student orientation each year. The orientation sessions are incorporated and reviewed in the Curriculum Management Plan to ensure continuous quality improvement and increased content including study and test-taking skills, CPR, and Medical Emergencies. Students receive a post orientation survey which will be used to make orientation changes the next academic year.

Goal: Met

School of Business

The School of Business offers virtual graduate student orientation sessions for MBA, MSBA, and DBA programs once per semester.

Goal: Met

Carter & Moyer School of Education

The following activities were planned and implemented to improve new student orientation in the Department of Undergraduate Education:

- Third year for Major Meet up the first weekend of the semester to connect education majors.
- Fall Welcome event for all education majors for networking and orienting to the program.
- More connections throughout the new student registration process and new student orientations are held for each program in the CMSOE. Individualized help is also available by emails, Zoom, and face-to-face conversations to orient students to LMU and its education program.

Goal: Met

School of Medical Sciences

For the Knoxville and Harrogate PA programs, the faculty are assigned students to mentor. SMS has a robust mentoring program that includes contacting students prior to matriculation to determine a plan for academic and professional success in the program. Faculty meet with students at specified intervals and as needed, throughout the program to provide guidance and assistance and ensure each student's academic and professional success through graduation. The MLS program director is in direct contact with students prior to matriculation, to ensure program success. Students with the DMS are also assigned mentors to facilitate progression through the program.

Goal: Met

Academic and Student Support Services

The division—primarily through the Office for Orientation and Transition Programs—has and continues to regularly review, revise, and improve New Student Registration (NSR). Six New Student Registrations were conducted in spring 2023. Improvements and changes were implemented following each individual NSR. In 2022, the division established a “New Student Registration Taskforce,” composed of key university partners, that will review and make more recommendations for the improvement of NSR. That Taskforce has restructured NSRs resource presentations, collaborated with Finance to switch to optional student financial aid consultations, and restructured scheduling to maximize attendee engagement and minimize burnout during these long days. Attendee satisfaction rates—per NSR Satisfaction Surveys—improved from 2022 to 2023.

Goal: Met

6. Require and educate faculty on how to effectively participate in four-week and mid-term grade assessment for all undergraduate students and evaluate the difference in usefulness of four-week grades in comparison to three-week grades.

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

Faculty in AHSS are trained and required to participate in both early warning programs. The school recruiter monitors this process as well. Students who are noted for alert from either early warning or the student welfare alert system are contacted using several means of contact.

Goal: Met

School of Business

All School of Business faculty are trained to report fourth week and midterm grades. Faculty are encouraged to reach out to students who are not meeting course requirements.

Goal: Met

College of Dental Medicine

The ASDH program faculty are required to participate in the early warning program. The Dean for Faculty and Students monitors the student progress as well. Students who are alerted through the early warning program are contacted via email and in-person.

Goal: Met

School of Medical Sciences

The MLS program is the only undergraduate program. All three faculty members are trained on three-week and midterm grades.

Duncan School of Law

In the Law School, all first-year doctrinal courses have a graded midterm exam. Upper-level doctrinal courses must have either a midterm exam or a mid-semester writing and skills assignment. All classes must incorporate some form of formative assessment, and faculty are required to demonstrate their assessment of both formative and summative assessments in their course-level outcome reports.

Goal: Met

7. Implement and evaluate the new bifurcated academic concerns and student wellness concerns early alert reporting system for undergraduate programs and continue to improve graduate and professional programs' student monitoring systems..

College of Dental Medicine

ASDH faculty utilize appropriate systems to report student welfare issues.

Goal: Met

School of Engineering

Academic success for each student will be monitored continually through the Student Welfare Alert. Additional review will occur with three week and midterm grade checks.

Goal: Unmet

School of Math and Science

Student success coordinator pushes three-week grades to academic advisors, assists in contacting students, and derives a final outcome report.

Goal: Met

School of Business

School of Business faculty are trained to utilize the appropriate systems when reporting student welfare issues. Faculty and staff participated in training conducted by LMU's Office of Counseling to ensure compliance with established reporting processes and protocol.

Goal: Met

School of Arts, Humanities, and Social Sciences

Faculty in AHSS are required to participate in both early warning programs. The school recruiter monitors this process extremely well.

Goal: Met

Carter & Moyers School of Education

- Three-week and midterm grades submitted for all ITLU courses each semester.
- Advisees and Department Chair sent a list of students with Ds and Fs for individual conferences and support with advising.
- Student Welfare Alert system in place and easy to locate—used several times over the last few semesters to connect University resources to support ITLU students.

Goal: Met

School of Medical Sciences

The Harrogate PA program utilizes Lecturio for academic remediation concerns, and remediated content is placed on the next exam. LMU-Knoxville administers multiple formative evaluations in each course throughout each semester to identify and correct knowledge and skill deficits in a timely manner. Student performance is discussed in faculty and staff meetings. Students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits, and a remediation exam is administered. The MLS program director directly monitors midterm concerns and evaluates the need for intervention.

Goal: Met

Academic and Student Support Services

The EAB Navigate software onboarding was cancelled—and the software was not implemented at Lincoln Memorial University. However, Academic Affairs partnered with the division and has agreed to implement a new 4-week grade check process, replacing the previous 3-week grade check. The division also crafted, successfully proposed to Cabinet, and implemented new “Students of Concerns Committees, Institutional CARE Committee, and Institutional Threat Assessment Team Guidelines.” These guidelines mandated—and programs have successfully executed—the creation of first-tier Students of Concern Committees for most graduate and professional programs at LMU, centralized elevated student concern reporting to the Institutional CARE Committee and clarified reporting and welfare alert response procedures.

Goal: Partially Met

8. Continue to promote and discuss retention initiatives between and with faculty and staff.

Duncan School of Law

Through robust and empirically sound academic support, the law school has decreased academic attrition significantly over the past few years. The one area of significant concern is the retention of diverse students, who have experienced a disproportionately high rate of attrition in two of the last three academic years. The law school is implementing several strategies for dealing with this retention issue, including targeted academic/student services and a strategic revision of academic standards to provide opportunities to students who initially struggle but show the capacity to

improve as needed to succeed in law school, on the bar exam, and in practice.

Goal: Partially Met

Caylor School of Nursing

Retention has been a focus of program meetings as well as the CSON faculty meeting the past year.

Goal: Met

School of Business

The School of Business discusses the importance of student retention and progression within monthly faculty/staff meetings. The School of Business actively seeks to promote proactive advising strategies among faculty for the purpose of aiding student progression and graduation.

Goal: Met

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

Clubs are very important for purposes of retention. AHSS supports 14 clubs. Philosophy & Religion Club was discontinued when the B.A. program was dropped.

DoLL created the Wolfpen Writing Club in support of the Wolfpen Student Journal.

Each major program has a recruitment and retention plan that includes goals and objectives that faculty believe they can meet throughout the year. Progress is followed closely the Dean and by our Recruiter/SS Coordinator. Retention in graduate programs is nearly 100%, as students will sometimes move to part-time status when necessary. Advising workshops were held in early fall 2022 for new and experienced faculty. Leadership workshops were also scheduled, albeit for program leaders only.

Goal: Met

College of Veterinary Medicine

CVM has developed programs for faculty development, engages faculty in many aspects of running the college, and attempts to create a family atmosphere. A faculty representative program was initiated to meet with administration every other week. Faculty meetings occur bi-monthly during the semester. CVM has had minimal faculty attrition in the 2022-2023 academic year.

Goal: Met

College of Dental Medicine

The CDM holds weekly faculty and staff meetings, provides faculty development in education, dental science topics, and recruitment and retention efforts. We have had some faculty attrition which can be associated with the new programs and is also due to the non-departmentalized structure of the CDM. Teamwork is essential and team building is worked on during weekly faculty meetings and at the Annual Faculty Retreat.

Goal: Met

School of Engineering

Retention initiatives are implemented via the student success coordinator.

Goal: Met

DeBusk College of Osteopathic Medicine

The DCOM Dean holds weekly Faculty/Staff Zoom lunch sessions to provide updates, field questions and discuss various topics including recruitment and retention efforts.

Goal: Met

School of Math and Science

Included in school and department meetings.

Goal: Met

Carter & Moyers School of Education

The following measures were taken in the School of Education:

- Discussion at department meetings (and throughout the academic year) for individual students and ways to support them.
- Regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.
- In the MEDITL Program, developmental plans discussed with faculty at departmental meetings are created on a student-by-student basis as needed.
- CMSOE individual program meetings discuss students of concern. Developmental plans are implemented when necessary.

Goal: Met

School of Medical Sciences

Remediation concerns are addressed in monthly faculty meetings.

Goal: Met

Academic and Student Support Services

- The division committed to reviewing programmatic and strategic planning with a retention-focused approach. Student Services focused on the UACT 100 course; activities and engagement; the Students of Concern and CARE Committees; the Resident Assistants, Lincoln Ambassadors, and RAILS student leadership programs; and the first six-week experience in Student Affairs as key retention programs/experiences. These discussions and initiatives were conducted in partnership with Academic Affairs—though not faculty specifically.
- The Assistant Vice President included all undergraduate school Deans in discussions regarding Academic Support; academic warnings, probations, and suspensions; and retention-focused academic support services. These discussions—held both with the AVP and Director of Academic Support—provided valuable feedback regarding academic success programming. The Academic Success team is now convening its first Academic Success Advisory Council—which will include faculty members, further promoting collaborative discussions regarding retention between staff and faculty.

Goal: Met

9. Engage in educational efforts to inform faculty and staff of guidelines for submitting and responding to alerts.

Duncan School of Law

The Law School's academic support faculty use data from midterm exams and other early assessments to make sure students understand when they need to make mid-semester adjustments to improve their academic performance, especially during the first year.

Goal: Met

School of Engineering

The early warning system will be utilized for all academic and student well-being issues.

Goal: Unmet

College of Dental Medicine

The early warning system is utilized in the ASDH program for academic performance issues and student well-being.

Goal: Met

College of Veterinary Medicine

An early warning system is in place for DVM and VBMS students and overseen by the Office of Student Affairs and Admissions via the Director of Academic Success. Data are provided weekly by the Directors of Outcomes and Assessment. The Director of Academic Success, Course Directors, and Faculty Advisors work with at-risk students throughout the semester. Programs are being developed for support of online graduate students. Undergraduate faculty identify at risk students and provide appropriate intervention.

Goal: Met

DeBusk College of Osteopathic Medicine

An early warning system is in place at DCOM for medical students and overseen by the Office of Student Services Learning Specialists and Success Coordinators in collaboration with Course Directors and Faculty Advisors.

Goal: Met

School of Math and Science

Faculty regularly reminded. Student Success Coordinator assists faculty and provides additional reminders.

Goal: Met

Caylor School of Nursing

Faculty participates in LMUs early warning system.

Goal: Met

Carter & Moyers School of Education

- Three-week and midterm grades have proven a successful early warning systems for struggling students to discuss plans for support with advising.
- The School of Education disposition assessment can be submitted on students by instructors, field supervisors, or cooperating teachers and helps with early warnings of struggling students.

Goal: Met

School of Medical Sciences

“At-risk” policy within the PA programs acts as the early warning system to identify students scoring lower than 75% on comprehensive, cumulative, and formative examinations so that they can meet with Course Directors and Faculty Mentors to remediate deficits.

Goal: Met

Academic and Student Support Services

The division has reviewed and improved the standard operating procedures of the Students of Concern Committee that processes early alerts. The division partnered with the Division of Academic Affairs to divide reporting of early alerts, students of concern, and violations of academic integrity into two separate processes. Previously, all three reports were submitted using the same form. As it exists now, faculty and staff may submit either a Student of Concern/Academic Performance Concern Report or an Academic Integrity Violation Report using the links found in the “QuickLinks” tab of myLMU. The Student of Concern/Academic Performance Concern Report is a Formstack form where each response is routed to the appropriate department. The Academic Integrity Violation Report is a Maxient report that is routed directly to Academic Affairs for investigation and adjudication.

EAB Navigate was not onboarded. The division also crafted, successfully proposed to Cabinet, and implemented new “Students of Concerns Committees, Institutional CARE Committee, and Institutional Threat Assessment Team Guidelines.” These guidelines mandated—and programs have successfully executed—the creation of first-tier Students of Concern Committees for most graduate and professional programs at LMU, centralized elevated student concern reporting to the Institutional CARE Committee and clarified reporting and welfare alert response procedures.

Goal: Partially Met.

10. Continue to comparably expand and improve academic and student support services at all LMU sites.

Duncan School of Law

The Law School has a fully staffed academic support staff, with four full-time faculty members. The Assistant Dean for Student Services oversees all matters involving student services, including the Student Bar Association and other extra-curricular student organizations.

Goal: Met

College of Dental Medicine

The CDM has developed an academic support system that includes faculty advising, peer tutoring, and counseling services to meet the needs of the students.

Goal: Met

DeBusk College of Osteopathic Medicine

Academic counseling consists of workshops, academic presentations, one-on-one meetings, and electronic communication for all LMU-DCOM students. The Director of Academic

Support at each location also coordinates peer tutoring and academic advising for LMU-DCOM students. Academic counseling and academic advising are provided to LMU-DCOM students across all four years of the curriculum. Peer tutoring is provided to OMS-IIs and -IIs. All students have the option of in-person or online one-on-one meetings throughout their four years.

Goal: Met

Caylor School of Nursing

Academic Support from the university is not provided at the off-campus sites. Nursing has created a position of nursing tutor, and this person is assisting nursing students at all sites.

Goal: Met

Carter & Moyers School of Education

- All graduate programs have broadened access to faculty outside of candidate's traditional workday.
- All licensure programs provide mentors and clinical supervisors during clinical experiences.
- The TAGGE Center, Counseling Office, individual tutoring, Career Services, Office of Career Services, and library are all in place for all CMSOE students as needed.

Goal: Met

School of Medical Sciences

All students are made aware of Empathia services. Academic support services are handled through program faculty by class lectures involving study skills and success strategies, as well as semi semester mentor group check ins. Individualized counseling is coordinated on an as needed basis; however, all students are made aware of LMU online counseling services. Centralized faculty training through the Assistant Dean of Academic Affairs will involve mentoring tactics and information.

Goal: Met

Academic and Student Support Services

Student Services worked with contacts at the Tampa and Cedar Bluff campuses to coordinate and improve the offering of services to off-campus instructional sites. Accessible Education Services offered ADA accommodation services to all campuses and conducted several site visits beyond Harrogate. Academic Support ended its contract with the online TutorMe program, limiting virtual, non-professional staff academic success services for students beyond Harrogate. Mental Health Counseling offered counseling services via Zoom as was permitted under clinical licensure regulation. The Title IX Coordinator office hours at the Duncan School of Law campus in Knoxville to increase the availability and visibility of Title IX and compliance services to the Knoxville sites.

The division has articulated clear scopes of service across departments. The availability of comparable services at all LMU sites is not uniform and will need concentrated focus in the 2023-2024 year. As LMU expands to more sites, the provision of, hiring for, and assessment of academic and student support services must be a foundational factor in the roll out of new programs and sites. The scope of those services is as follows (with some overlap in some cases):

- **Institutionally Available Services:** Accessible Education, Counseling, online Mental Health and Wellness resources, Title IX, Institutional Compliance, Students of Concern Committees, CARE Committee, Threat Assessment Team
- **Undergraduate/Master’s Students Only:** Dean and Assistant Deans of Students, Residential Housing, Career Services, Student Activities & Engagement, International Student Engagement, Community Standards, Recreation and Wellness
- **Undergraduate/Harrogate Students Only:** Orientation & Transition Programs, Student Diversity & Belonging, Shuttle Service, Academic Support, Cornerstone, Student Support Services

Goal: Partially Met

11. Continue to assess and track retention figures by semester and Fall-to-Fall.

Duncan School of Law

The Law School’s Associate Dean for Academic Affairs documents retention data and provides periodic reports to the administration and faculty.

Goal: Met

Caylor School of Nursing

The retention rates are tracked by each cohort. These rates are reviewed each semester and reported in annual Board of Nursing reports and ACEN reports.

Goal: Met

College of Dental Medicine

The retention rates are tracked semesterly by cohort.

Goal: Met

School of Business

Retention and return rate figures are analyzed on a semester basis.

Goal: Met

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

Retention and enrollment goals are followed closely and continually; comparisons with past years are made, weaknesses are discussed, and recommendations are developed.

Goal: Met

College of Veterinary Medicine

Student retention is closely tracked at CVM.

Goal: Met

School of Engineering

Retention data are analyzed on a semester basis.

Goal: Met

DeBusk College of Osteopathic Medicine

Student retention is closely tracked by DCOM Office of Academic Affairs.

Goal: Met

School of Math and Science

Works in conjunction with Institutional Research to obtain data.

Goal: Met

Carter & Moyers School of Education

- ITLU retention and enrollment numbers shared consistently with ITLU faculty in MS Team site database and discussed at all department meetings.
- All CMSOE programs follow-up on support and remediation efforts focused on previously identified at-risk candidates.
- All CMSOE programs have built-in transitions in programs of study.

Goal: Met

School of Medical Sciences

SMS retention numbers are due to be updated on the website by April of each year and are reported to the University each fall.

Academic and Student Support Services

The division monitored and responded to retention data on a semesterly basis as it relates to UACT 100 students, Cornerstone students, S.S.S. students, and those students submitted to the Students of Concern Committee and CARE Committees. The division reviews fall-to-fall retention figures with IR and responds accordingly. Fall-to-fall retention has increased this past year.

Goal: Met

12. Continue to utilize and enhance peer support programs through all first-year transition and strategy courses and programs.

Duncan School of Law

The Law School has a robust peer mentoring program known as the Dean's Fellows, which provides a structured system for upper-level students to assist first-year students as they acclimate to the demands of Law School. In 2021-22, the Law School continued a pilot program to provide teaching assistants in doctrinal classes.

Goal: Met

School of Math and Science

Faculty regularly serve as instructors.

Goal: Met

School of Arts, Humanities, and Social Sciences

Faculty instruct and work with students in UACT courses.

Goal: Met

Academic and Student Support Services

The division reviewed and continued to improve the peer-mentoring focus of the Lincoln Ambassadors and Resident Assistants. The Lincoln Ambassadors have been equipped with toolboxes with supplies and a curriculum tool kit to enhance their ability to contribute to the facilitation of UACT 100.

Goal: Met

13. Continue to identify students exhibiting risk factors in academics and student life; evaluate the effectiveness of the Students of Concern and CARE Committees and the Institutional Threat Assessment Team in their abilities to address student needs and promote retention through access to academic and student support services more effectively.

Duncan School of Law

The Law School's academic support faculty use data from midterm exams and other early assessments to make sure students understand when they need to make mid-semester adjustments to improve their academic performance, especially during the first year.

Goal: Met

Caylor School of Nursing

All students who are failing are reported via the early warning system. Letters are sent out after each exam in the ASN and BSN programs to students who have below the required 80 average.

Goal: Met

College of Dental Medicine

The CDM has a Student CARE Committee that identifies and addresses student needs, providing academic and student support services.

Goal: Met

School of Business

The School of Business identifies "at-risk" students by actively examining students' academic progress. Academic progress for undergraduate students is monitored by faculty, advisors, and the Student Success Coordinator. Third-week grades, midterm grades, and final grades are examined. Academic progress for graduate students is monitored by faculty, advisors, and program advisors. Midterm and final grades are examined. Probation letters are issued if needed. Once at-risk students are identified, strategies with each student are discussed in order for the student to return to good academic standing.

Goal: Met

School of Engineering

The early warning system will be utilized for all academic and student well-being issues.

Goal: Unmet

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

At-risk students are followed closely by the Recruiter/SS Coordinator, the Assistant Dean, and the School Dean. Letters of support are sent from the school to students on probation and

suspension. Three-week grades, midterm grades, enrolled but not registered students are contacted and followed, scrupulously.

The Graduate Appeals committee tracks and works with at-risk students and monitors student progress. The Tagge Center and the AHSS Recruiter work closely to support and retain students where possible.

Goal: Met

School of Allied Health Sciences

AHS faculty advisor and SSC would meet frequently with “at-risk” students to offer support services and accountability for the student’s academic performance.

Goal: Met

Comments: The meetings with these students provided advisors and SSC updated information and frequent check ins to offer any support needed for the student to be successful or identify other issues.

School of Math and Science

Coordinated via student success coordinator.

Goal: Met

College of Veterinary Medicine

See #9 above.

Goal: Met

DeBusk College of Osteopathic Medicine

See #9 and #10 above.

Goal: Met

Carter & Moyers School of Education

Struggling students are identified through admissions requirements like ACT/SAT/Praxis Core and GPA and help determine students who need additional supports in our program.

Continual connecting of student services (Tagge Center, Counseling Center, test prep resources) through advising and individual coordination.

Graduate programs have regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.

Goal: Met

School of Medical Sciences

“At risk” students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits.

Goal: Met

Academic and Student Support Services

The division—as indicated above—reviewed and improved the Students of Concern and CARE Committees’ standard operating procedures to better respond to at-risk students’ needs. The division crafted, successfully proposed to Cabinet, and implemented new “Students of Concerns Committees, Institutional CARE Committee, and Institutional Threat Assessment Team

Guidelines.” These guidelines mandated—and programs have successfully executed—the creation of first-tier Students of Concern Committees for most graduate and professional programs at LMU, centralized elevated student concern reporting to the Institutional CARE Committee and clarified reporting and welfare alert response procedures.

Academic Support identified at-risk students and enrolled them in the Cornerstone and S.S.S. programs while also engaging with general population at-risk students via general academic support measures. Title IX offered supportive measures to students engaged in formal proceedings and students who encountered the Title IX office but did not engage in formal proceedings. Mental Health Counseling provided counseling services to many students who were identified as at-risk and students who may have been at-risk but did not exhibit readily noticeable indicators. All division offices refer students to services available across campus to promote retention, progression, and graduation amongst at-risk populations.

Goal: Met

14. Enhance coordinated efforts between Academic Support, Student Services, and Academic Affairs to identify and serve students with undecided majors and/or who are exploring degree options.

School of Business

The School of Business’s Student Success Coordinator will identify undecided majors and will provide information relating the benefits and career paths of business majors.

Goal: Met

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

AHSS works closely with undecided majors via the Recruiter/SS Coordinator, individual academic advisors, the Assistant Dean, and the Dean. Our goal is to leave no undecided major in that category for any longer than two semesters, striving for one semester if possible. Advisors and leadership work with the Tagge Center and Student Support offices to ensure students are aware of their options and how to take advantage of them.

Goal: Met

Academic and Student Support Services

Academic Support identified undecided students, provided some counseling, but ultimately referred all students to their respective academic departments for formal advising and degree decisions. Per last year’s discussions, academic advising has been transferred to academic advisors—with the Tagge playing little to no role in advising.

Goal: Met

15. Encourage student-athletes who have a semester GPA under 2.5 to meet with an Athletic and academic support representative for advice and guidance regarding available resources; evaluate potential guidelines for academic support expectations for student-athletes.

Athletics

Enrollment services has done a good job by submitting three-week/midterm grades to administrators and coaches. Coaches have also been made aware of students with Ds & Fs.

Goal: Met

Comments: The athletics department does not have anyone in place to oversee this area. In the future, perhaps someone can be assigned within the department to manage at-risk athletes.

Carter & Moyers School of Education

Consistently maintain an excellent working relationship with LMU's Athletic support representatives for our education majors who are also student athletes and coordinate closely for scheduling issues with athletics and clinical hours in our local area schools.

Goal: Met

Academic and Student Support Services

The division partnered with the Associate Athletic Director for Academic Services and Compliance to promote the access of academic support services to athletes.

Goal: Met

16. Establish an undergraduate Academic Support advisory group comprised of Student Services, Academic Support, and academic administrator leaders to reevaluate and reform Cornerstone, S.S.S., and the Academic Support division to better meet the needs of undergraduate students and to promote student retention, wellness, and academic success more effectively.

Academic Support

Due to the fact that the Office of Admissions has changed some requirements (e.g., not requiring ACT/SAT testing), our Cornerstone and Invitee programs have been combined into one Cornerstone Program and greatly expanded due to the increase in students served.

Goal: Met

Comments: We will continue to assess the effectiveness of this program through retention measures and expand as needed. Also, this may be affected should the University go back to requiring the ACT/SAT.

Carter & Moyers School of Education

Consistently maintain an excellent relationship with the ITLU program and Cornerstone through work with our undergraduate students.

Goal: Met

Academic and Student Support Services

The division onboarded a new Director for Academic Support (now the Executive Director for Academic Success). The Director spent the spring 2023 semester acclimating to the role and respective responsibilities and has begun work establishing an inaugural Academic Success Advisory Council that will include members from Academic Affairs, Student Services, Athletics, and Academic Support. This Council will meet before and regularly during the fall 2023 semester.

Goal: Partially Met

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

Time Frame: By 2019.

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

Assessment: Evaluation of the institutional research data, utilization of annual Outcome Assessment Reports, establishment of institutional benchmarks.

Use of Results: Improved retention, progression, graduation rates, and enhanced culture.

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

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

1. Continue to provide and enhance opportunities for cooperation between undergraduate, graduate, and professional communities.

Duncan School of Law

DSOL is participating in the GPA program to provide a pipeline for undergraduates to attend Law School at LMU.

Goal: Met

College of Veterinary Medicine

VBMS students are allowed to participate in select CVM clubs. CVM students participate in intramural sports. New programs are in development for the undergraduate students to have some interaction with the DVM students.

Goal: Met

College of Dental Medicine

The CDM participates in the GPA program providing a pipeline for undergraduate students to attend Dental School at LMU. The CDM is seeking partnerships with other LMU healthcare programs for interprofessional collaboration in the delivery of the Person-Centered Care. The CDM and DSOL participate collaboratively in Civil Litigation – Expert Witness Testimony.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM frequently partners with the MSW, Nursing, DMD, PA, OTD and DPT programs in the development and implementation of IPE. Master's programs run by DCOM serve as a pipeline to DO program matriculation.

Goal: Met

School of Math and Science

Continually seek opportunities with professional school. Currently have GPA-approved majors (BIOLH.BS, CHEMP.BS).

Goal: Met

School of Business

The School of Business participates in the university's GPA program through the BBA to LAW 3+3 program. The School of Business also hosts several graduate and professional program combined degree completion pathways. **Goal:** Met

Carter & Moyers School of Education

- Presentations from School of Education graduate programs to ITLU student teachers.
- Annual meeting with undergraduate and graduate education programs.

Goal: Met

School of Medical Sciences

IPE programs have utilized both graduate and undergraduate students to demonstrate healthcare across the continuum. Additionally, the GPA program and the transition pathway from MLS have facilitated cooperation between SMS and undergraduate programs.

Goal: Met

School of Arts, Humanities, and Social Sciences

The School of AHSS regularly provides a workshop for all undergraduate students regarding all professional programs and graduate programs at LMU. In addition, AHSS participates in the annual Job/Graduate program fair. AHSS has an early entry program with DSOL and will begin the AMP program (Advance to Major Program) this fall, allowing students of excellence to take graduate classes while in their senior undergraduate year.

Goal: Met

Academic and Student Support Services

The division's undergraduate-focused leadership developed working partnerships with student affairs professionals in DCOM, CVM, CDM, SMS, and DSOL. The division improved coordination between undergraduate student affairs and equivalent offices in the graduate and professional schools. Title IX partnered with graduate and professional programs to host training for faculty, staff, and students. The Students of Concern and CARE Committees' leaders partnered with graduate and professional school leaders to improve responses to student concerns at all levels of the university. Career Services worked with undergraduate and professional students to support them in applying to and preparing for further professional and graduate education.

Goal: Met

2. Continue to provide leadership development opportunities for students.

Duncan School of Law

Through the Law School's professionalism series and remote attendance at various conferences, it continues to provide leadership development opportunities to its students. The Law School held 18 professionalism events in Spring 2022 and 13 in Fall 2021.

Goal: Met

College of Dental Medicine

Student chapters of the American Student Dental Association, Academy of General Dentistry Student Chapter, American Academy of Pediatric Dentistry and American Academy of Orthodontic student chapters and American Dental Hygiene Association chapters have been developed leading to leadership experiences.

Goal: Met

School of Engineering

Support will be provided to students seeking to establish engineering student chapters resulting in significant leadership experience.

Goal: Unmet

School of Business

The School of Business seeks to provide leadership development opportunities to students through participation in student-led organizations including the Club of Railsplitter Entrepreneurs, Marketing Club, and Delta Mu Delta.

Goal: Met

College of Veterinary Medicine

DVM students are taught leadership skills in professional and life skills courses. CVM has many clubs to provide leadership opportunities. The Dean provides extra leadership training for SGA representatives for each class year. Undergraduate student club officers are active within Student Government Association and work closely with faculty club mentors to ensure all planned club activities offer opportunities for all members to participate.

Goal: Met

DeBusk College of Osteopathic Medicine

In accordance with COCA accreditation standards, professional formation is integrated throughout the DO curriculum. Opportunities for leadership are made available to students through Clubs and the Student Government Association (SGA).

Goal: Met

School of Math and Science

Accomplished through student clubs housed in the school.

Goal: Met

Carter & Moyers School of Education

- Tennessee Student Teacher Association (STEA) facilitated by ITLU students with opportunities for Professional Development, campus initiatives, and service.
- Support for ITLU students with grants and presentations at conferences.
- CMSOE program advisory board meetings bring together current students, program completers, and school partnership leaders.
- Students are encouraged to attend professional development training that provides opportunities to network and build professional contacts.
- Graduate Instructional Leadership candidates are required to do one hundred hours of clinical work before obtaining their leadership license. The Ed.D. Program utilizes students who are in advanced stages of dissertation as peer reviewers.

Goal: Met

School of Medical Sciences

Student leadership opportunities are available through the student government associations. The SMS also encourages participation and leadership on the state, regional, and national level. A

PA student with the Harrogate PA program was recently named President of the national AAPA student association.

Goal: Met

Academic and Student Support Services

The division promoted student leadership opportunities through the following programs, initiatives, and events: Lincoln Ambassadors, RAILS, Lincoln Activities Board, Resident Assistants, student organizations, Student Government Association, the Rising Stars recognition event, the Dean's List reception, student tutors, and much more.

Goal: Met

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

AHSS sponsors 14 clubs. Faculty and advisors encourage student participation in clubs, theater, music ensembles and the choir. This provides opportunities for students to lead where needed.

Goal Met.

3. Enhance intramural sports and recreation opportunities by improving lighting; creating and providing access to designated spaces; and collaborating between undergraduate, graduate, and professional schools'/colleges' programs.

College of Veterinary Medicine

CVM Student Services promotes these opportunities to CVM students.

Goal: Met

School of Medical Sciences

Handled by SGA.

Academic and Student Support Services

The Office for Student Activities and Engagement continued to expand and improve recreational and intramural sports opportunities in the post-COVID era. Programming was reinvented and continues to expand following substantial scale-backs during COVID. The LMU Pool was closed—greatly limiting a major recreational outlet. The Student Wellness Center (gym) and UINN graduate housing gym continued to operate and provide recreational opportunities to students, staff, and faculty. A Coordinator for Recreation & Wellness was established in spring 2023 and will greatly expand services in the 2023-24 academic year.

Goal: Partially Met

4. Continue to evaluate the effectiveness of student leadership organizations.

Duncan School of Law

The Law School consistently evaluates student organizations and leaders to promote a better and more effective environment through meetings and surveys.

Goal: Met

College of Veterinary Medicine

Student Government Association (SGA) and Student Clubs at DCOM are supervised by the DCOM Office of Student Services. Every Club is also supervised by a Faculty Advisor. The Office of Student Affairs will continue to work with student leadership organizations to maintain quality processes and policies.

Goal: Met

DeBusk College of Osteopathic Medicine

Student Government Association (SGA) and Student Clubs at DCOM are supervised by the DCOM Office of Student Services. Every Club is also supervised by a Faculty Advisor.

Goal: Met

Carter & Moyers School of Education

Monitor productivity and functionality of STEA organization with student engagement and leadership opportunities.

Goal: Met

School of Medical Sciences

Student leadership through the SGA's is monitored by faculty mentors.

Goal: met

College of Dental Medicine

The Associate Dean of Faculty and Students monitors SGA and Student Clubs.

Goal: Met

Academic and Student Support Services

The Assistant Vice President and Dean of Students reevaluated the structure, scheduling, and operations of the undergraduate Student Government Association. Five-Star Requirements continue to incentivize student leadership and facilitate student development. The Office of Student Activities & Engagement will assess all existing student leader organizations that fall within a "club" category in the next academic year.

Goal: Met

5. Continue to focus undergraduate Career Services involvement in academic advising to include career aptitude assessments, career guidance, and referrals to assigned academic advisors.

Academic and Student Support Services

The Career Services office facilitated the Focus 2 assessment, scheduled meetings with undecided students, and referred students to the appropriate academic advisors for decision-making. The division deferred to academic advisors from academic departments for academic advising needs.

Goal: Met

6. Develop and maintain a living and learning community through Residential Housing.

Academic and Student Support Services

The Office for Residential Housing conducted a contract audit, policy audit, handbook audit, and a standard operating procedures review to improve and provide clearer student expectations for Residential Housing. The Office implemented new and modernized training for Residents Assistants to improve peer-mentoring, student living experiences, and student safety. The new StarRez Software will be fully implemented in summer 2023 and will greatly amplify the successes of and streamline logistical processes for Residential Housing.

Goal: Partially Met

7. Budget for phased-in addition of access control to the campus residence halls and apartments to enhance security and increase efficiency of the housing office.

Academic & Student Support Services

This goal continues to be met via the Divisions of Finance and Operations.

Goal: Met

8. Provide intentional and effective information to students about University services and activities.

Duncan School of Law

The Law School is now utilizing Blackboard to communicate more effectively and directly with its students. Blackboard and MyLMU have been effective ways to communicate with law students. The Dean also provides a weekly email message to the Law School community using iModules.

Goal: Met

College of Veterinary Medicine

CVM Student Affairs promotes University services and activities to CVM students.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM made considerable updates to its website last year to ensure students have access to DCOM specific information about services and activities and links to LMU services and activities as well.

Goal: Met

School of Math and Science

Student success coordinator regularly provides information via target email campaigns.

Goal: Met

School of Business

School of Business faculty and staff are trained to provide students with information relating to all student support services, as well as student organization and university-sponsored activities.

Goal: Met

School of Arts, Humanities, and Social Sciences:

School recruiters work regularly with students and applicants to ensure they are aware of opportunities available. Advisors are required to be aware of student opportunities and support services that may enhance their experience at LMU.

Goal: Met

Carter & Moyers School of Education

- Communication with ITLU students and faculty about University services and activities through email, flyers, and class announcements.
- Advising sessions and student orientations provide opportunities to connect individual students to campus services and activities.

Goal: Met

College of Dental Medicine

The Associate Dean of Faculty and Students and the Director of Admissions works with students and applicants, ensuring they have access to CDM information and opportunities available.

Goal: Met

School of Medical Sciences

PA student orientation offers counseling services, academic services, and so on to introduce themselves and their services to students so that they are aware of what is offered.

Goal: Met

Academic and Student Support Services

The division offered information and expanded outreach via the *Railsplitter Weekly* publication, social media, the LMU website, and various other outlets.

Goal: Met

9. Enhance a comprehensive student activities program; maintain and enhance a student-led programming committee/board.

Duncan School of Law

The Law School has a very effective student-led program board that operates a comprehensive student activities program with the help of the student services office.

Goal: Met

School of Arts, Humanities, and Social Sciences

Student leaders in clubs work diligently to ensure information is made available to encourage participation and impact. The faculty and recruiter/student success coordinator work at creating events that students may participate in.

Goal: Met

College of Veterinary Medicine

CVM has expanded to a three-person team, the Office of Student Affairs, to manage student activities. CVM Office of Student Affairs underwent a strategic planning exercise in 2021 and identified short- and long-term goals for this area of the college.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM has dedicated student activities coordinators in Knoxville and Harrogate's Office of Student Services.

Goal: Met

Carter & Moyers School of Education

Student Teacher Education Association (STEA).

College of Dental Medicine

The Associate Dean for Faculty and Students is dedicated to the SGA, ASDA, and ADHA.

Goal: Met

School of Medical Sciences

Outreach chair of student government facilitates activities for students and is individualized to each program.

Academic and Student Support Services

Student Services reviewed and continued to expand the scope of the Lincoln Activities Board. The Student Services division conducted a division-wide "June-to-June" planning summit that coordinated and implemented comprehensive student activities plan for 2023-2024.

Goal: Met

10. Continue to provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office; create a centralized web page for pregnant and parenting students with Title IX and Accessible Education resources and policies.

Duncan School of Law

The Law School works with the Accessible Education Office to provide accommodations to its students.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM's Student Handbook contains information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.

Goal: Met

College of Dental Medicine

The CDM works with the Accessible Education Office to provide accommodations to students with documented disabilities.

Goal: Met

College of Veterinary Medicine

This information is included in the CVM Student Handbook.

Goal: Met

School of Math and Science

All faculty and staff work to ensure students are aware of available services and assist them in the application process as well as subsequent implementation if approved.

Goal: Met

School of Business

School of Business faculty and staff are trained to provide students with information relating to the Office of Accessible Education Services.

Goal: Met

Carter & Moyers School of Education

Coordination with the University Office of Accessible Education Services for all students requiring accommodations for coursework and clinical placements and individual plans as needed (temporary for health-related issues).

Goal: Met

School of Medical Sciences

Each program is familiar with the Office of Accessible Education Services and strives to put students in contact with the office as early as possible. Contact information for the Office of Accessible Education Services and the policies and procedures for requesting accommodations are reviewed with prospective students during student applicant interviews and with matriculated students during first semester orientation. Students are reminded of the policies and procedures for requesting accommodations at the beginning of each semester.

Goal: Met

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

The faculty and staff work to ensure all students who have any needs that may impact, or limit learning will be given information on how to overcome barriers to learning.

Goal: Met

Academic and Student Support Services

Accessible Education Services (AES) provided language that was included in each course syllabus offered at LMU that included a detailed statement regarding accommodations. The division provided AES/ADA information to students via the Students of Concern Committee and other student-engagement opportunities.

Goal: Met

11. Provide and enhance counseling and holistic wellness educational programming to students through the Office of Mental Health Counseling and the Academic and Student Support Services' offices by utilizing and partnering with graduate assistants, Academic Support and Student Services personnel, and mental health-focused interns.

Duncan School of Law

The Law School continues to do this and to recommend students contact counseling services. The Law School also has the Office of Mental Health Counseling conduct a workshop at the beginning of every academic year and other programming throughout the year.

Goal: Met

College of Veterinary Medicine

These services are advertised to students, along with Empathia, regularly throughout the semester during Deans' Class.

Goal: Met

College of Dental Medicine

Available counseling and mental health services are available on-site at the Tower. Students have access to this information in the Student Handbook.

Goal: Met

DeBusk College of Osteopathic Medicine

Access to counseling and mental health services are regularly communicated to DO Students.

This information is contained on the website and in the Student Handbook and Clinical Rotation Manual. In addition to mental health services provided by LMU, DCOM provides Empathia[®], a 24x7x365 counseling service that can be accessed from wherever a student is receiving education.

Goal: Met

Carter & Moyers School of Education

Increasingly incorporate connections to University counseling services through student advising and interactions.

Goal: Met

School of Medical Sciences

A representative from the Office of Mental Health Counseling meets with LMU-Knoxville and Harrogate PA students each Fall during first semester orientation. Students are also made aware of Empathia services while they are on rotation.

Goal: Met

Academic and Student Support Services

The Mental Health Counseling office provided counseling services to LMU students throughout the 2022-2023 academic year. One additional counselor was added to the staff—bringing LMU to a total of seven (7) full-time counselors. Our contract with *WellConnect* was terminated, and we will begin a new *Empathia* 24/7 service contract in summer 2023. A new Office for Recreation and Wellness was established—and it will focus on some wellness and prevention programming.

Goal: Met

12. Provide Accessible Education services to students through the Office of Accessible Education Services.

Duncan School of Law**Office of Accessible Education Services**

For students completing the application process and meeting institutional criteria for

documentation, accessible education services were provided.

Goal: Met

College of Veterinary Medicine

CVM facilitates these services for CVM students through the Office of Student Affairs.

Goal: Met

College of Dental Medicine

The CDM works with the Accessible Education Office to provide accommodations to students with documented disabilities.

Goal: Met

DeBusk College of Osteopathic Medicine

See #9.

Goal: Met

Carter & Moyers School of Education

Coordination with the University Office of Accessible Education Services for all students requiring accommodations for coursework and clinical placements and individual plans as needed (temporary for health-related issues).

Goal: Met

School of Medical Sciences

Dr. Graves reviews accommodation requests and, in conjunction with program faculty, approves/rejects requests. Program faculty and staff make arrangements for and provide accommodations on site.

Goal: Met

Academic and Student Support Services

Accessible Education Services provided accommodation services to students across the undergraduate, professional, and graduate programs and facilitated relevant appeals processes.

Goal: Met

13. Educate the campus community on requirements and responsibilities pertaining to Title IX, Accessible Education Services, FERPA, HIPAA, discrimination, other confidentiality and privacy guidelines, and mental health concerns.

Duncan School of Law

Goal: Met

DeBusk College of Osteopathic Medicine

LMU requires all employees to complete FERPA training on an annual basis. DCOM monitors their employees' compliance annually in accordance with COCA Element 9.4 (Student Recordkeeping).

Goal: Met

College of Dental Medicine

Faculty and Staff are required to complete annual FERPA training and monitors compliance. Additionally, Faculty, Student, and Staff are required to complete annual OSHA and HIPAA training.

Goal: Met

Carter & Moyers School of Education

- Incoming University students are provided with this information with orientation sessions.
- Issues of accessible education, FERPA, and mental health issues are embedded in the ITLU curriculum and coursework for future K-12 teachers.

Goal: Met

School of Medical Sciences

This information is posted on the program website and can also be found in the student catalog/handbook. In addition, this information is reviewed with prospective students during student applicant interviews and with matriculated students during first semester orientation.

Goal: Met

Academic and Student Support Services

The division provided ADA, Title IX, FERPA, and mental health informational programming and training to students, staff, and faculty across the university community.

Goal: Met

14. Encourage the Student Government Associations to effectively evaluate and advocate for the concerns of the student body.

Duncan School of Law

Goal: Met

DeBusk College of Osteopathic Medicine

Monthly meetings are held with SGA throughout the year to ascertain the needs and wellbeing of the study body.

Goal: Met

Carter & Moyers School of Education

Coordination each semester with our ITLU SGA representative on campus for updates and discussion of proposed bills and initiatives.

Goal: Met

College of Dental Medicine

The SGA holds regular meetings throughout the year. Student leaders are encouraged to communicate with the Associate Dean for Faculty and Students and the Dean of the CDM to address student issues and advocate on behalf of their classmates.

Goal: Met

School of Medical Sciences

Classes are addressed and informed of the function of the Association as an advocate for the student body and a go-between with faculty. The Faculty Advisor to the SGA informs the SGA of the Association's responsibility to evaluate student issues and advocate on behalf of their classmates. The Faculty Advisor attends SGA meetings and provides ongoing guidance to the SGA related to student issues.

Goal: Met

Academic and Student Support Services

The Assistant Vice President and Dean of Students reviewed and engaged in SGA's bill/proposal process to promote effective written advocacy and encouraged strategic and targeted problem-solving. The Assistant Vice President then facilitated the communication of SGA proposals to appropriate Vice Presidents. A new Fall Break was established thanks to the efforts of SGA—an example of their effective advocacy and a great partnership with Academic Affairs.

Goal: Met

15. Promote knowledge and integration of the Tagge Center for Academic Success and other academic support services into the campus community.

College of Veterinary Medicine

All undergraduate faculty encourage students to seek tutoring and other academic support in the Tagge Center.

Goal: Met

School of Math and Science

All faculty and staff work to make students aware of the services of the Tagge Center.

Goal: Met

School of Business

School of Business advisors are encouraged to promote the use of the Tagge Center for Academic Support to all advisees.

Goal: Met

School of Engineering

All faculty and staff are encouraged to refer students to the Tagge Center resources.

Goal: Met

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

The Tagge Center works closely with the school recruiter/student success staff person and all student advisors to ensure that services that are needed are available. The Tagge Academic Support Center director has attended AHSS a school meeting to discuss support and field questions.

Goal: Met

Carter & Moyers School of Education

- Each academic advisor communicates to students about the Tagge Center and how to connect to their services for support (particularly for gen-ed coursework, but also for education and lesson plan support).
- Graduate education programs provide this information to students through orientation sessions, program handbooks, and syllabi.

Goal: Met

Academic and Student Support Services

Academic Support integrated information about the Tagge Center with Blackboard, on the LMU website, and via social media.

Goal: Met

16. Coordinate and partner with faculty and key staff to develop events to increase awareness of and involvement in the Tagge Center for Academic Success; partner with academic administrators to utilize surveys and the Academic Success advisory group to gather data regarding faculty members' satisfaction with and suggestions for Academic Success services on a regular basis.

Carter & Moyers School of Education

Each semester at least one ITLU student works at the Tagge Center which increases awareness with our student population and understanding of opportunities for support.

Goal: Met

Academic and Student Support Services

Academic Support partnered with Student Services to promote awareness for academic support services. Academic Support was included in the 2023-2024 June-to-June planning efforts. The division—via the Assistant Vice President and again with the Director for Academic Support—engaged with school Deans to promote further collaboration and integration of Academic Affairs into academic support services. Work to establish a new advisory council is nearing completion.

Goal: Partially Met

17. Implement and integrate StarRez as the new Residential Housing management software.

Academic & Student Support Services

The Office for Residential Housing acquired “StarRez,” it was onboarded between 2022-2023, and will serve as a fully implemented, new Residential Housing management software in July 2023.

Goal: Met

18. Develop initiatives and services that target the LMU commuter population at all LMU sites.

Duncan School of Law

Goal: Met

Carter & Moyers School of Education

Increasingly working to connect our transfer and commuter ITLU students to University initiatives and services through communication, advertising, and advising.

Goal: Met

Academic and Student Support Services

The division adopted a commuter-focused initiative to proactively target commuters via all programming. A new plan to designate a Graduate Assistant to support a Student Services director in commuter engagement will go into effect for the 2023-24 academic year.

Goal: Met

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

Time Frame: Annually.

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

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

Use of Results: Use assessment data to enhance student experience for improvement of retention, progression, and graduation rates.

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

Objective 8.3: Promote the service component of our mission statement to the University communities and beyond.

1. Explore opportunities for service and outreach in LMU's site areas, Appalachia, and beyond.

Duncan School of Law

The Law School continues to expand its reach through employment and placement opportunities.

Goal: Met

College of Veterinary Medicine

The CVM is re-initiating "This is How We Roll" by bringing veterinary medicine into elementary schools. The first school will be Bell County. The CVM will participate in the LMU camps in summer 2023. A CVM open house for the local community is planned to become a yearly event starting in fall 2024.

Goal: Met

DeBusk College of Osteopathic Medicine

The Opioid Education Symposium (OES) continues to be held in a virtual format with an invitation extended to health profession students across the country, healthcare workforce and community members. Leaders from local non-profit organizations regularly present at the symposium also. We hosted 937 attendees on April 15, 2024. We continue to provide life support training and certification in the community surrounding Harrogate (tri-state area) and Knoxville including Basic Life Support (BLS),

Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), Cardiac Pulmonary Resuscitation (CPR), First Aid and wound care. We attended and presented at the Health Occupations Student Association (HOSA) Regional Conference in Chattanooga, TN March 2024. We hosted 30 HOSA students for a day at LMU-DCOM on April 17, 2024, where they toured our simulation and training facilities and took part in a simulation activity.

Goal: Met

Carter & Moyers School of Education

- Service-learning hours required for ITLU and MEDITL students each semester and communication of opportunities shared consistently.
- The School of Education has 47 clinical partnerships, which allows the CMSOE to provide excellent clinical placements for candidates. This allows the CMSOE to reach communities outside of our immediate area.
- LMU Counseling students have curricular assignments in service learning, and LMU Counseling faculty annually conduct professional development trainings for the local professional counseling community.

Goal: Met

School of Medical Sciences

SMS is very involved in community activities and volunteer work to include the “light the night 5K”, Servolution golf tournament, RoHo Christmas for Kids, and so on. Additionally, the SMS utilizes the SPS (‘Scholarship, Practice, and Service) Policy to encourage service and practice in the community. Five faculty members are currently providers at Servolution Health Services, a local free medical clinic. Faculty also participate with RAM clinics as available.

Goal: Met

College of Dental Medicine

The College of Dental Medicine has participated in 36 outreach events providing care for the underserved in East Tennessee by providing over 11, 242 patient visits equaling \$1,500,000+ in oral health care CDM students participate in 3200 hours of community service each semester.

Goal: Met

School of Engineering

The School of Engineering and affiliated student groups will seek opportunities to serve the community through service projects.

Goal: Unmet

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

The school promotes internships, externships, and course practica to ensure students recognize the impact of hands-on learning. In addition, many students work with non-profit organizations in the local and state area; particularly the honors students who are required to complete community service hours.

Goal: Met

Academic and Student Support Services

The Office of Student Leadership and Outreach was incorporated into a new Assistant Dean of Students role and continued to provide service opportunities throughout Tennessee and the Claiborne County area.

Goal: Met

2. Strengthen communication and coordination with University Advancement and Marketing to increase University and surrounding communities' awareness of existing service by faculty, staff, students, and alumni.

Duncan School of Law

Goal: Met

College of Veterinary Medicine

Collaboration with Marketing and University Advancement is ongoing to bolster alumni relationships, giving and social media presence.

Goal: Met

DeBusk College of Osteopathic Medicine

Collaboration with Marketing and University Advancement is ongoing to bolster alumni relationships, giving and social media presence.

Goal: Met

Carter & Moyers School of Education

Currently working with Kate Reagan to enhance our CMSE Marketing Plan.

College of Dental Medicine

The CDM collaborates with University Advancement and Marketing to bolster giving and social media presence. Emily Loden is doing a great job.

Goal: Met

School of Medical Sciences

SMS is active with University Advancement and Marketing, both on social media (LinkedIn, Facebook, etc.) as well as with the monthly newsletter and the newly developed quarterly magazine.

Goal: Met

Academic and Student Support Services

The division increased communication and marketing through social media and public relations. A successful email campaign helped increase awareness of the student service initiative to all undergraduate students. The division partnered with Marketing and Advancement to carry out and raise community awareness for several campus events and initiatives related to community service.

Goal: Met

3. Assess the efficacy of and tracking method for the Student Service Initiative (SSI) and volunteer hours from undergraduate, graduate, and professional programs for accountability purposes.

Carter & Moyers School of Education

CMSOE tracks this information in VIA Watermark system.

Goal: Met

Academic and Student Support Services

59% of students completed their required community service hours for the student service initiative. The division will increase participation by 20% in the 2022-2023 academic year. 85% of students participated in some form of community service. Students completed approximately 11,872 hours of community service.

Goal: Unmet (as it relates to SSI)

4. Continue to support student groups conducting fundraising efforts for local charities in communities surrounding all LMU campuses.

College of Veterinary Medicine

CVM student clubs are fully supported in their fundraising efforts.

Goal: Met

DeBusk College of Osteopathic Medicine

Student Clubs are supported regularly when conducting fundraising efforts of local charities.

Goal: Met

College of Dental Medicine

CDM student clubs are supported through fundraising efforts.

Goal: Met

Carter & Moyers School of Education

This happens through service-learning projects.

Goal: Met

School of Medical Sciences

SMS supports fundraising efforts and students are active with many local charities.

Goal: Met

Academic and Student Support Services

Local charity fundraising was not a feature of 2022-2023 community service initiatives.

Goal: Unmet

5. Continue to support student groups conducting health fairs, wellness, and health awareness outreach programs for community groups.

College of Veterinary Medicine

CVM student groups are fully supported in any community outreach events that they conduct. These events primarily revolve around veterinary healthcare, such as RAM, and working with

shelters.

Goal: Met

College of Dental Medicine

CDM student groups are fully supported in community outreach events which total 3200 hours per semester. Events include Appalachian Miles for Smiles, Remote Area Medical, Magnolia Methodist Church, Elgin Foundation, Kim Clinic and with the Knoxville Rescue Ministry.

Goal: Met

DeBusk College of Osteopathic Medicine

Student clubs and groups are supported regularly when conducting health fairs, wellness, and health awareness outreach programs for community groups. DCOM Office of Student Services assists with communication and implementation of these initiatives as needed.

Goal: Met

Carter & Moyers School of Education

This happens through service-learning projects.

Goal: Met

School of Medical Sciences

PA students are active in many community health promotions including CCM events, RAM events, Servolution community outreach events, and so on.

Goal: Met

Academic and Student Support Services

The Student Services and Mental Health Counseling offices promoted mental health awareness programming and educational events. A new Office for Wellness and Recreation was established and will amplify these efforts in 2023-2024.

Goal: Met

6. Continue programs to enhance individual well-being.

Duncan School of Law

The Law School continues to provide programming related to student health and well-being. The Law School also recently formed a new committee to specifically address student wellness issues.

Goal: Met

College of Veterinary Medicine

CVM is continuing to develop a Wellbeing initiative for students, faculty, and staff. Multiple fellowship events were held each semester. Faculty, students, and staff are surveyed regularly throughout the academic year to monitor well-being. As longitudinal data become available, interventions will be designed to increase well-being throughout the college. Faculty and staff participated in a workshop about burnout in January 2023.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM Office of Student Services works closely with SGA and Clubs to provide programming focused on student health and wellbeing.

Goal: Met

College of Dental Medicine

The Associate Dean for Faculty and Students works with the SGA, CDM Clubs, and the on-site counselor to provide presentations focused on health and wellbeing for students.

Goal: Met

School of Math and Science

Success Coordinator arranged various monthly activities for students and faculty to get to know each other outside of the classroom (facultea and Friday cookout lunches) as well as a paint night one semester. Student clubs (Wildlife Society) arranged and promoted well-being activities for club members and others to attend such as a nature walk.

Goal: Met

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

The AHSS Events Committee promotes at least one non-academic (and fun) activity for faculty and for students each semester. This provides an outlet for faculty and a means of interaction between faculty, staff, and students.

Goal Met.

School of Medical Sciences

Handled by SGA.

Goal: Met

Academic and Student Support Services

The Student Services offices, Mental Health Counseling, and Title IX offered educational programming that highlighted individual well-being in the areas of activities and recreation, alcohol consumption, sexual health, mental wellbeing, and general self-care. The division also offered opportunities to explore self-improvement. The division also focused on employee well-being through staff events, lunches, dinners, professional development, and wellness-centered approach to employee relations. A new Office for Recreation and Wellness was established.

Goal: Met

7. Reevaluate service requirements for University student programs to ensure quality, community-oriented engagement.

Duncan School of Law

The Law School continues to have a requirement of 30 *pro bono* hours for graduation.

Goal: Met

DeBusk College of Osteopathic Medicine

Community service is accomplished via Student Club involvement in outreach and through the Support of DCOM Office of Student Services as needed.

Goal: Met

College of Veterinary Medicine

All CVM clubs are required to perform community services. Students receiving scholarship money are also required to perform 20 hours of community service each academic year.

Goal: Met

Carter & Moyers School of Education

Service-learning hours required for ITLU, MEDITL, and Professional Counseling students each semester.

Goal: Met

College of Dental Medicine

Students in the DMD and ASDH programs are required to provide 40 hours of community service every semester.

Goal: Met

School of Medical Sciences

PA-Knoxville, PA- Harrogate, and the MLS does not have service requirements, however the PA programs offer credit towards capstone for community service. PA- Harrogate resumed international mission trips post COVID this March. PA Tampa intends to require enhanced service requirements for students.

Goal: Met

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

The Honors Scholars Program requires community service as one aspect of this growing program. The requirements and locations where community service may take place are reviewed regularly.

Goal: Met

Academic and Student Support Services

Student Services increased service opportunities for students at all campus locations, which increased completed service hours for all undergraduate students. The Office of Student Leadership and Outreach was integrated into a new Assistant Dean of Students role.

Goal: Partially Met

Comments: Student Services will continue to work with offices across campus and off campus to increase service opportunities offered to students at all campus locations.

8. Investigate the possibility of gaining Carnegie Community Engagement Classification and/or President's Higher Education Community Service Honor Roll as a University based on service to the Appalachian Region.

Academic and Student Support Services

Student Services' AVP and new Assistant Dean of Students over Leadership & Outreach has begun exploring this possibility—with no definitive answer secured at the time of this report.

Goal: Partially Met

School of Medical Sciences

SMS did not explore these options.

Goal: Unmet

Responsibility: VP for Academic Services and Institutional Effectiveness, VP and Dean for Enrollment and Student Services, Student Support Services, Institutional Research Office, Vice President for Advancement, Athletics, and Public Relations.

Time Frame: Each semester.

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

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

Use of Results: Improved community involvement, enrollment, retention, and student satisfaction.

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

Objective 8.4: Provide individualized academic support services.

1. Promote Tagge Center collaboration with the Carnegie-Vincent Library and enhance marketing and communication in efforts to build a standardized test preparation material resource collection for students seeking admission to graduate and professional programs and promote the availability of test preparation databases.
 - Evaluate the potential for 1-credit standardized test preparation courses through the Tagge Center;
 - Develop workshops and tutoring programs for standardized testing preparation;
 - Partner with Career Services to prepare students for graduate and professional admissions processes.

Carnegie-Vincent Library

Print book study materials for NCLEX ,

MCAT, GRE, MAT, DAT, GMAT, and PRAXIS are available in the Tagge Center. The Library has been preparing a library online guide to all test preparation materials including those in the Tagge Center (available May 2024).

Collaborated with the Tagge Center to promote their Tagge Center Blitz Week on the Library's social media.

Goal: Partially Met

Comments: Determined through discussion by the Director of the Library, the Assistant Vice-President for Student Success, and the Director of the Tagge Center for Academic Success that our units do not have the staffing capacity to offer a 1-credit course. Also, the staffing of

workshops and tutoring programs is largely determined by the makeup of the Tagge Center's tutor base which varies by semester. Thus, this staffing situation is not conducive for planning workshops and tutoring programs on standardized testing.

Duncan School of Law

In 2021-2022, the Law School fully staffed academic success and bar preparation department with four full-time faculty members. In Fall 2021, it offered a series of informational online sessions offered to incoming 1Ls throughout the summer to maintain continued engagement with the prospective students and continued, developed, and provided comprehensive Legal Foundations course to all incoming 1L students. In 2021-2022, it increased the Law School's winter bar preparation efforts to provide additional resources to both repeat and first-time takers and maintained the Law School's summer bar preparation efforts by designating at least four faculty members to assist graduates with preparing for the bar exam during the summer. The Law School has also continued its relationship with BARBRI that has allowed it to incorporate the post-graduate commercial bar preparation course into the cost of each student's program of legal education. This has helped the Law School achieve compliance with ABA Standard 316 (75% of graduates passing the bar exam within two years of graduation). This includes a 94% Ultimate Pass Rate for 2019 Graduates and an 85% ABA Ultimate Pass Rate for 2020 Graduates. The Law School is currently on track to meet the ABA Standard for 2021 graduates.

- Currently on track to meet the ABA Standard for 2021 Graduates and has improved the Law School's transfer bar passage rate to 89%.

Goal: Met

Comments: In order to address disproportionate attrition by minority students in two out of the last three years, the Law School is developing programming in 2022-2023 for historically underrepresented groups, including racial or ethnic minorities; disabled students; students who are economically disadvantaged; first generation college students; and LGBTQIA students. The Law School also continues to offer implicit bias training during the Orientation program in compliance with revised ABA Standard 303.

School of Math and Science

Faculty work with students to prepare in-house as well as make them aware of external services and opportunities. Development of a seminar course to focus specifically on the preparation and application process for professional school. The course will begin in Fall 2022.

Goal: Met

College of Veterinary Medicine

Faculty work with students to improve written and oral communication skills necessary to improve candidacy for professional school. Faculty are available to meet with students individually to answer questions regarding professional school application process, entrance exams, and financial considerations.

Goal: Met

Carter & Moyers School of Education

- MEDITL and Undergraduate ITL students take the Praxis exam(s) and the edTPA for their individual licensure area. These initial licensure students have individualized coaching/mentoring as needed to pass the exams.
- Students in the mental health program take the NCE and school counseling students take the Praxis for school counselors. Faculty provide preparation through targeted course work, and individualized help is provided if needed.
- SLLA study sessions continue at Cedar Bluff and are now offered virtually and/or face-to-face.
- Additional individualized help is available to all licensure students in the School of Education.
- All MEd and Ed.S. students have additional help with passing comprehensive exams as needed.
- The Ed.D. Program implemented further support for comprehensive exams in research courses and ensures that expectations and objectives for concentration area comps are clearly defined in candidate instructions.

All test data for the entire School are analyzed and used to make program changes or improvements each academic year.

Goal: Met

School of Medical Sciences

PA and MLS students are mentored and supported academically one on one with faculty mentors. Both PA programs offer a type of “PANCE review” for students at the conclusion of the program prior to graduation. The GPA program offers seminars in preparation for admission. The MLS program also offers board review in preparation. SMS faculty also support undergraduate services during freshman and Senior seminars for pre-health profession students.

Goal: Met

Academic & Student Support Services

The division onboarded a new Executive Director for Academic Success who will partner with the AVP and explore the feasibility of these objectives in the fall 2023 semester.

Goal: Unmet

2. Further investigate grant opportunities for the incorporation of online tutoring to better service our campus community, online, and all LMU sites.

Carter & Moyers School of Education

The School of Education continues to seek grant opportunities CMOSE has secured \$925,000 from the TDOE over the past three years.

Goal: Met

Academic and Student Support Services

The division did not pursue or accomplish this goal.

Goal: Unmet

School of Medical Sciences

The SMS is considering an academic support specialist to provide online counseling to accomplish this goal.

Goal: Unmet

3. Continue to develop and implement specialized study resources to enhance service to all students.

Duncan School of Law

In 2021-2022, the Law School continued to provide a progressive and robust academic success program that includes a mandatory Legal Foundations course to all incoming 1Ls and that continually targets students throughout the first three semesters of law school. It has redesigned the academic success curriculum to place more emphasis on the foundational legal skills currently tested on the bar exam and that will be the focus on the redesigned bar exam (anticipated 2026). The changes included a redesigned first semester, 2L course called Legal Practice Skills.

It has also continued to grow the Dean's Fellows program and incorporated the Dean's Fellow's assistance in the Legal Foundations and Advanced Legal Reasoning courses, as well as piloting a Teaching Assistant program in doctrinal courses.

Goal: Met

Comments: "Cornerstone and Invitee student populations," for Duncan School of Law purposes, are considered at-risk students, determined generally by lower LSAT, uGPA, and LSGPA.

Academic and Student Support Services

Academic Support adopted new assistive materials and technology to support all students and Cornerstone and S.S.S. students. The division did not adopt any substantive changes to specialized study resources. The division did not but will explore specialized learning tools for the 2023-2024 academic year and beyond.

Goal: Partially met

4. Expand availability of Mental Health Counseling and Accessible Education services as appropriate for the University's continued expansion at all sites.

Duncan School of Law

The Law School conducted on-campus and online presentations to incoming students, current students, graduates preparing for the bar exam, and faculty on the mindfulness and meditation, imposter syndrome, and stress management. A University counselor is available for appointments at the Law School one day a week and by Zoom and at other Knoxville campuses on the other days of the week.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM has made Empathia[®] available to students at all learning sites for 24x7x365 mental health support.

Goal: Met

College of Veterinary Medicine

CVM has benefited from the expansion of the Harrogate campus mental health counseling abilities as well as Empathia. This is a primary concern of the college's accreditor.

Goal: Met

College of Dental Medicine

The CDM has mental health counseling at the Tower and Empathia is available for student mental health support.

Goal: Met

Carter & Moyers School of Education

CMSOE collaborates with the TAGGE Center and Counseling Office.

Goal: Met

School of Medical Sciences

Students are made aware of online counseling services available through the University.

Goal: Met

Academic and Student Support Services

Mental Health Counseling hired one additional counselor to serve the Harrogate campus. Accessible Education Services and Mental Health Counseling were joined as a single functional area under a new Executive Director for Counseling and Accessibility. AES provided services to all sites in 2022-2023.

Goal: Met

5. More effectively utilize Institutional Research data sources to assess Academic and Student Support Services functions at all sites to improve upon services.

Academic and Student Support Services

The division reviewed IR-provided data to assess and improve all Academic and Student Support Services functions. The division did not specifically utilize IR data to improve services to all learning sites. With services decentralized, the division commits to exploring how best to model and implement comparable services to all sites as LMU expands.

Goal: Partially Met

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

Time Frame: Ongoing.

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

Assessment: Outcomes Assessment Reports for offices reporting through the divisions of Academic Services and Institutional Effectiveness, Enrollment and Student Affairs; other offices rendering such services through professional schools; and off-campus Sites.

Use of Results: To improve academic support services.

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

Objective 8.5: Enhance University libraries and their services.

1. Pursue grants and leverage resources to support and extend LMU collections at the Carnegie-Vincent Library, Reed Health Sciences Library, the Duncan School of Law Library, and all site library resource collections.

Duncan School of Law

The Law School has continued participation in LYRASIS, TENN-SHARE, and NELLCO consortiums. When possible, it purchases access to databases for the Law Library that are available university wide. This year the Duncan School of Law Library purchased the most recent yearly modules for ProQuest Congressional and updated access to HeinOnline with access university wide. The Law Library continues to work with Carnegie-Vincent Library to share costs for Spring Share.

Goal: Met

Carnegie-Vincent Library

Continued participation in library consortia (Appalachian College Association Library, TENN-SHARE, and LYRASIS) to obtain best prices on electronic databases and other resources.

The Carnegie-Vincent Library applied for and received a State Board Programming Grant from the Tennessee Historical Records Advisory Board, as presented by the Tennessee State Library and Archives. With this grant, an overhead book scanner was purchased with the goal to scan all LMU yearbooks and early Mountain Heralds by the grant deadline of May 31, 2024. The resulting product of this goal will be a freely accessible online collection of digitized LMU yearbooks and publications.

Through LMU's membership in the Appalachian College Association we were able to obtain a new arrangement with JSTOR. We now have access to all JSTOR journals collections plus primary sources collections currently totaling 4519 titles. Some of these collections include:

JSTOR Archive Journal Collections

- Arts & Sciences I – XV
- Business IV
- Hebrew Journals
- Ireland
- Jewish Studies
- Life Sciences
- Lives of Literature
- Public Health
- Security Studies
- Sustainability

JSTOR Primary Source Collections

- Global Plants
- 19th Century British Pamphlets
- Struggles for Freedom: Southern Africa
- World Heritage Sites: Africa

Goal: Met

School of Medical Sciences

The SMS has taken no action toward is objective.

Goal: Unmet

2. Assess learning resource needs and address the growth and development of new and existing programs, including collaborative agreements with other university and college library systems.

Duncan School of Law

The Law Library continues to be a member of the NELLCO Consortium and subscribe to ALLStAR to enter information in the ALLStAR official survey that allows the law school to gain additional information and be able to compare information with peer law schools. This year the library entered information that is required in for surveys that the law library submits to the main university library.

Goal: Met

School of Engineering

Periodic input will be provided to the library for recent engineering codes, regulations, and research journals.

Goal: Unmet

College of Veterinary Medicine

CVM has a library liaison who brings CVM faculty and student requests to the LMU librarians.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM's Learning Resource Committee administers an annual needs assessment to students, faculty members, and staff. This information is used to continuously improve the growth and development of new and existing programs. A representative from IS serves as a member of this committee to ensure direct communication between DCOM and IS on these matters. DCOM Medical librarians also serve as representatives on the DCOM Learning Resources Committee.

Goal: Met

College of Dental Medicine

The LMU Tower has a librarian who is focusing on building a comprehensive library for the CSON and CDM.

Goal: Met

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

The School of AHSS leadership and the Master of Science in Psychology program director worked to ensure that all necessary scholarly journals and resources will be available to students as the program continues beyond its first year. The program director, in turn, works closely with the library director for this purpose.

Goal: Met

Carnegie-Vincent Library

Provided narrative, resources lists, and/or attendance at reviews in support of Nursing – ACEN review at Tampa, CVM- Orange Park – (visit at Harrogate), DNP - Nurse Anesthesia, Physical Therapy, Occupational Therapy, Nursing – Lexington, KY site application, new license for Corbin – Nursing for Kentucky Commission on Proprietary Education, prepared for site visit at Corbin, CVM site visit at Harrogate, Dental Hygiene, Dental Medicine, CVM application for the State of Florida (by end of April), and wrote draft of library portion of the SACSCOC 5th year report.

Continued in collaborative agreements with other libraries. Continued development of collections in support of the above reviews.

Goal: Met

School of Math and Science

Department chairs provide regular feedback regarding holdings and resources.

Goal: Met

School of Medical Sciences

Learning resources are assessed as part of program specific surveys administered at the end of courses and graduation surveys. Resources required for new programs are assessed during proforma creation.

Goal: Met

3. 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 and scholarly activity.

Duncan School of Law

A member of the Law Library continues to serve on the Law School Distance Education Committee and the Curriculum Committee. This allows the Law Library to be aware of any new programs and curriculum changes and discuss with the committee what resources the library will need to add to support any new curricular offerings.

As requests are made of the Director for specific resources to meet the research and scholarly needs of the Law Library's patrons, the Director assesses the value and benefit of acquiring said resource. In most cases the Director obtains the resources.

Goal: Met

DeBusk College of Osteopathic Medicine

See #2.

Goal: Met

College of Dental Medicine

The LMU Tower has a librarian who is focusing on building a comprehensive library for the CSON and CDM.

Goal: Met

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

The School of AHSS worked closely with the new Master of Science in Psychology program director during its first year of enrollment to ensure that all necessary scholarly journals and resources will be available to students as the program begins August 2022. The program director, in turn, worked closely with the library director for this purpose.

Goal: Met

Carnegie-Vincent Library

With print and electronic collections totaling more than 689,000 titles, the library offers a multitude of resources to students and faculty. Included within the 689,000 titles are over 414,000 e-books and 73,000 print book titles. Access to more than 83,000 full-text journals is provided through 229 databases. In addition to print and electronic materials, the library also holds over 118,000 electronic media titles. All are accessible to students and faculty in the libraries and remotely.

Colleges' and Schools' participation in annual serials review and other collaborative efforts resulted in recommendations and purchases of the following resources:

Ejournals

- American Journal of Management (accessible May/June 2024)
- Autism in Adulthood
- Crime Fiction Studies
- Environment and Planning D: Society and Space (accessible April/May 2024)
- Journal of Business Research (accessible April/May 2024)
- Journal of First-Generation Student Success
- Journal of Marketing Analytics (accessible April/May 2024)
- MIT Sloan Management Review (accessible April/May 2024)
- Occupational Therapy Journal of Research
- Physical and Occupational Therapy in Pediatrics (accessible during April 2024)
- Religious Studies (accessible April/May 2024)
- Social and Cultural Geography (accessible April/May 2024)

E-book and E-book collections

- Chicago Manual of Style (accessible May 2024)
- Dentistry and Oral Sciences 2023 Ebooks
- Stahl Online (Ebook collection, accessible May 2024)

Databases and Streaming Videos

- Consortium for the Advancement of Research Methods and Analysis (CARMA) (Streaming video/webinar collection) (accessible May 2024)
- Statista (accessible May 2024)

Goal: Met

Carter & Moyers School of Education

LMU librarians have created a spreadsheet of all library holdings in counseling and closely related fields. They also provide a spreadsheet that has multiple tabs for databases, books and eBooks, journals, major journal subscriptions, and journal titles to show the extensive array of learning resources available to faculty and students. Leveraging Interlibrary Loan is also a service provided to LMU students by staff librarians.

Goal: Met

4. Support integrated information literacy and quality learning resources, evidenced by student research and scholarly activity, technology, and communication skills.

Duncan School of Law

The Law Library provides West Academic Assessment, Spaced Repetition's Law in Flash, Aspen's Connected Quizzing, Carolina Academic Presses Core Knowledge for Lawyers, and Core Grammar for Lawyers; and Quimbee. The library is doing a review of these products in summer 2022 to determine if faculty and student use of the materials justifies the expense. The Law Library has continued to provide core resources and a robust offering of study aids accessible electronically to all law students. These include but are not limited to study aid collection by West, Carolina Academic Press, and Aspen (adding Aspen's Academic Success module).

The Law Library continued to use Spring Share Libguides and virtual reference using Mosio.

Goal: Met

Carnegie-Vincent Library

To improve the SEWS scores, the SEWS subcommittee of the General Education Committee continued to focus on the grammar element of the rubric. SEWS rubric scores for Fall 2023 averaged 4.38 for grammar, which is now one of the higher averages.

Fall 2023 average SEWS scores ranged from 4.19 (on citations) to 4.49 (on plagiarism) for the five information literacy criteria. For three of the criteria (citations, bibliographies, and source use) the score average was below the target of 4.25 set for 2023-2024. The overall average score for all components of the SEWS rubric was 4.38.

Spring 2024 average SEWS scores ranged from 4.38 (on citations) to 4.63 (on plagiarism) for the five information literacy criteria. All average scores were above the target of 4.25. The score for grammar (4.43) continued to exceed the target score. The overall average for all components of the SEWS rubric was 4.49.

Goal: Met

School of Math and Science

Writing and SEWS integrated through various courses culminating in 387/487 or 397/497 series.

Goal: Met

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

Information literacy is brought to students through a variety of English classes by the Carnegie Vincent Library staff visiting classes. Workshops are held to ensure students are aware of how information is found, handled, and applied. Also, the SEWS program is regularly employed at the junior and senior writing levels to ensure students are prepared to write well when departing LMU. In addition, Honors students apply information literacy to their capstone course projects.

Goal: Met

Carter & Moyers School of Education

As many students need assistance with paper writing at the graduate level, staff librarians developed an APA Formatting & Citation Style Guide to assist students in writing research papers and other scholarly work.

Goal: Met

School of Medical Sciences

The SMS has as dedicated library liaison that is available answer student questions and assist in information look up. Additionally, this person often addresses the students through available lecture time.

Goal: Met

5. Integrate the Association of College & Research Libraries “Framework for Information Literacy for Higher Education” into existing information literacy assessment procedures.

Duncan School of Law

The Law Librarians taught one (1) section of Legal Research III in the summer and three (3) sections in the Fall; six (6) sections of Legal Research I in the Fall; and five (5) sections of Legal Research II in the Spring. The courses are designed to meet the Law School’s Programmatic Learning Outcomes under:

The LMU Law School faculty has adopted the following learning outcomes:

(3) Legal Research Skills [302(b)]

Upon graduation, students will have demonstrated achievement of this outcome by:

Objective 1 Identifying and assessing the weight of authority.

Objective 2 Displaying knowledge of the fundamental tools of legal research.

Objective 3 Developing and executing an effective and efficient research strategy.

Goal: Met

Carnegie-Vincent Library

The Information Literacy Librarian created or coordinated the following improvements to integrate the ACRL information framework into the Library’s information literacy program:

- Created an information literacy sessions menu for faculty.
- Wrote guidelines for the librarians to use in teaching the different stages of information literacy by course level (100s, 200s, 300s, and 400s level courses).
- Revising subject and major's online library research guides incorporating Credo Info Lit modules and other resources.
- Social media posts promoting information literacy.

Goal: Met

6. Provide appropriate cataloging, physical protection, security, and space for all University collections.

Duncan School of Law

The Law Library continued to work with Cassidy Cataloging throughout the year to streamline the process of adding digital collections to Aquabrowser. The Duncan School of Law Library worked with Bibliotheca to roll out cloudLibrary, that allows students to download an app onto their smartphone and check out materials using the app. The Law Library has sufficient space for the library print collection.

Goal: Met

Carnegie-Vincent Library

- Completed inventory of entire print collection at LMU Harrogate and most branch libraries with only a few items remaining to be inventoried.
- Currently following up on inventory project to find items that were not counted in first pass, correcting problems with records, barcodes, etc.
- Continued several projects deselecting and reviewing titles for replacement in Main Collection and the Reed Health Sciences Library collections.
- Finalized library manual for practices in Access Services, Interlibrary Loan, Cataloging and Metadata, and the Institutional Repository. Some details include:
 - Reviewed and updated practices for course reserves, including time duration for keeping items on reserves, types of materials to be kept, and created a digital form for submitting reserve requests.
 - Reviewed and updated practices for overdue and lost items. including sending warning notices and updating billing procedures.
 - Reviewed and updated practices for Interlibrary Loan, including clear guidelines on materials we are unable to lend, and clear guidelines on sending invoices to other libraries.
 - Created section in manual for Institutional Repository practices.
 - Reviewed and updated practices for Cataloging and Metadata, including procedures for a new Leisure Reading Collection in the library catalog system and established uniform practices for applying shelving indicators to labels.
- Finished relocating and continued to relabel items in juvenile collections.

- Reshelfed and rearranged 705 feet of rare and unique books within the Special Collections.
- Work within the University Archives Photograph Collection Digitization Project is still ongoing, 1015 photos have been scanned, which lead to the creation of 2990 files from the digitized photographs. These include high quality preservation scans, easily sharable access scans, and watermark scans. Of these photos, 229 have been uploaded to the LMU Institutional Repository in the University Archives & Special Collections section.
- Cabinets, tables, and equipment within the rooms of the University Archives & Special Collection were rearranged to better utilize limited space and to better facilitate ongoing projects.
- A new project has begun as described in Objective 8.5.1, scanning LMU yearbooks and Mountain Heralds to be placed into the LMU Institutional Repository.
- Work continues on the website for the University Archives & Special Collections.

Goal: Met

Carter & Moyers School of Education

Materials in the education collection are cataloged and available in both physical locations where the CMSOE programs are taught: The Harrogate Main Campus Site and the Cedar Bluff off-campus instructional site.

Goal: Met

7. Emphasize the integration of electronic resources to extend the availability of the collections to all constituencies.

Duncan School of Law

The Law Library's Information Assets Policy includes a preference for collecting electronic resources when available. As required in the Policy the policies were reviewed and updated by the library committee and approved by the Law School Faculty. The library added over 50 titles from Cambridge Books Online to the collection that are available to all university patrons.

Goal: Met

Carnegie-Vincent Library

- Added several new e-resources to the library's collections which support research and study in a variety of disciplines. See lists under Strategic Goals: 8.5.1 and 8.5.3.
- Added new resources to the library's collection from the Tennessee Electronic Library (TEL): *Chronicling America: Historic American Newspapers* (index), *The Informant* (Tennessee secondary education), and *PebbleGo* (PreK, Elementary).
- Improved many of the library's webpages: overhauled the library's subject library guides; updated the Boards Resources page on the Osteopathic Medicine library guide; added Faculty Development guides for DCOM, Occupational Therapy, and Physical Therapy; updated the How to Access UpToDate database guide.
- New Web Services Librarian has expanded our use of SpringShare library software to include implementing and maintaining a Virtual Reference Staffing Schedule in

LibStaffer and migrating from one chat service to SpringShare's LibAnswers. She has also created a Sharepoint page for the library to include sections for organizing database tutorials (open to our users) and is organizing other non-public sections of the site for storing library documentation.

- The Reference, Instruction & Web Services Librarian and the Information Literacy Librarian have instituted a new social media plan to promote library resources and services as follows:

LMU Libraries, represented by @lmlibraries on social media, employs a multifaceted approach to promote our e-resources. Regular posts, reels, and stories serve as navigational tools, directing users to frequently asked questions and essential services such as virtual chat, interlibrary loan, and research guides. The promotional strategy includes featuring both e-resources and physical materials, showcased through various themed posts like notable author birthdays, Appalachian voices in literature, and curated collections for events such as Black History Month and Women's History Month. Additionally, they spotlight specific databases through dedicated posts, with links conveniently saved as Story Highlights for easy access. Collaborating with other LMU organizations and events further amplifies our reach, demonstrating a commitment to engaging with our community beyond the library's virtual walls.

Goal: Met

Carter & Moyers School of Education

Librarians at LMU have developed landing pages at the library with links to helpful research materials, books in the LMU collection, and databases for students and faculty in the CMSOE programs. Resources included in the links include course texts, databases, and recent publications by top authors in the education field.

Goal: Met

School of Medical Sciences

Book selection for PA courses is made with the online availability through the Reed Health Science Library in mind.

Goal: Met

8. Provide faculty training opportunities on library resources through Faculty Staff Conference Week, New Faculty Academy, and through ad hoc requests.

Duncan School of Law

All law librarians provide ad hoc instruction and training to faculty on an as requested basis. Faculty are geographically located close to a librarian with the intention that proximity will facilitate ease of communication, assistance, and training. The Director (and the other librarians) provides relevant materials to faculty members via email as those materials are made available to them. The librarians provide library orientation training and Selected Works training.

Goal: Met

Carnegie-Vincent Library

Librarians provide instruction and training one on one as requested by faculty.

Librarians held:

- Faculty and staff development for DCOM (to be held in May)
- Session for new PA faculty
- Two sessions for New Faculty Academy at Harrogate
- Two sessions for New Faculty Academy at Cedar Bluff

Goal: Met.

Carter & Moyers School of Education

All new faculty and existing faculty are afforded the opportunity for training activities on library resources through Faculty Staff Conference Week, New Faculty Academy, and through *ad hoc* requests.

Goal: Met

School of Medical Sciences

Most faculty training within the PA programs is done through mentoring and the new faculty handout.

Goal: Unmet

9. Communicate to the LMU communities the availability of the LMU Institutional Repository for the purposes of enhancing access to and archiving faculty, staff, and student scholarly work, University scholarly resources, and digital archival images. See <https://digitalcommons.lmunet.edu/>.

Duncan School of Law

The Law School's Law Review continued to be archived on LMU's institutional repository.

Goal: Met

Carnegie-Vincent Library

The Institutional Repository (IR) continues to house EdD and DBA dissertations, DNP Projects and Research Day submissions. Most recently, submissions have been added to Anatomical Education Dissertations, DCOM Student Projects, Honors Theses, Language and Literature: Peer-Reviewed Publications, and to collections under University Archives & Special Collections.

The Library has recently added the following communities to the IR: School of Medicine, School of Mathematics and Sciences, School of Engineering, and College of Dental Medicine. These

communities currently hold subcommunities for faculty collections. New subcommunities have been added under Business, DCOM, and University Archives and Special Collections.

Journals currently include the *Cumberland Mountain Naturalist*, the *LMU Law Review Archive*, the *LMU Journal of Humanities and Social Sciences* (previously *JOSS*), the *Wolfpen Journal Archive*, and the *Asian Journal of Physical Therapy*. The *Asian Journal of Physical Therapy* published its first volume in January 2024.

The LMU Institutional Repository has had 23,543 downloads from June 2023 to March 2024 with a total to date of over 96,647 downloads. The downloads include those from educational, commercial, governmental, and other organizations, as well as individuals throughout the world.

Goal: Met

School of Math and Science

The Cumberland Mountain Research Center published the journal *The Cumberland Mountain Naturalist* through Digital Commons.

[Cumberland Mountain Naturalist | LMU Journals and Peer-Reviewed Series | Lincoln Memorial University \(lmunet.edu\)](#)

Goal: Met

Carter & Moyers School of Education

CMSOE faculty are encouraged to publish their scholarly activity so that it becomes a part of the digital repository.

Goal: Met

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

The school of AHSS implemented a scholarly journal The LMU Social Science Journal – Editor Dr. Stephen Adkins, within the Carnegie Vincent Library system that allows peer review of faculty submissions and the housing of student papers. Also, the Wolfpen student online journal is a locus for students to submit for review and storage papers that they write in class or externally.

Goal: Met

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

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.