

The background of the entire page is a photograph of the Lincoln Memorial in Washington, D.C. The image is slightly blurred, showing the iconic statue of Abraham Lincoln in profile, facing left. The statue is set against a backdrop of trees with autumn foliage in shades of orange, red, and green. The sky is a pale, hazy blue.

# LMU

Lincoln Memorial University

Strategic Plan  
2026-2031

Annual Progress Report  
2025-2030

**Part One**

**Strategic Plan 2026-2031**

## **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 LMU's institutional goals and overall vision. To help the University achieve its vision and institutional goals, 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 the annual Progress Report (Part II of the *Strategic Plan*).

## **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*

*Reviewed and reaffirmed by LMU Board of Trustees, April 25, 2025*

### **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, accessible, and conducive to the development of body, mind, and spirit.

Attract and retain a 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 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.

*Revised: April 25, 2025, by LMU Board of Trustees*

### **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-encompassing.

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 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: April 25, 2025, by LMU Board of Trustees*

### **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 and creativity in its people, procedures, and programs.

*Revised: April 25, 2025, by LMU Board of Trustees*

## Strategic Goals Approved by the Board of Trustees

Lincoln Memorial University has identified eight strategic goals to help the University achieve its institutional goals. The strategic goals were developed from a review of the following: LMU's institutional goals, SACSCOC expectations, internal outcomes assessment data, and external factors influencing the University. These eight strategic goals reflect the University's mission, purpose, values, vision, and institutional goals and are crucial to making a national and global impact while achieving regional distinction in Appalachia. Supporting the strategic goals 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 in accomplishing the objectives and thereby the goal area included.

## Comparison of Strategic Goals and Institutional Goals

The table below is useful for examining how the strategic goals were derived from the institutional goals.

Institutional Goals	Strategic Goals
<ul style="list-style-type: none"><li>• Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs.</li><li>• 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.</li><li>• 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.</li></ul>	1. Assess and enhance academic quality
<ul style="list-style-type: none"><li>• Make educational opportunities available to all without reference to social status.</li></ul>	2. Recruit and retain students so that enrollment, integrity, and the mission of Lincoln Memorial University will

<ul style="list-style-type: none"> <li>Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.</li> </ul>	be maintained to produce knowledgeable and productive citizens of society
<ul style="list-style-type: none"> <li>Maintain fiscal integrity in all University activities, programs, and operations through efforts to increase endowment and financial standing.</li> </ul>	3. Strengthen budgeting, financial planning, and assessment
<ul style="list-style-type: none"> <li>Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.</li> <li>Attract and retain a highly qualified faculty and staff, committed to teaching, research, and service.</li> <li>Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.</li> </ul>	4. Ensure the adequacy and efficient use of physical and human resources on campus and at off-campus instructional sites
<ul style="list-style-type: none"> <li>Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.</li> </ul>	5. Ensure effective and efficient use of technology
<ul style="list-style-type: none"> <li>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.</li> <li>Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.</li> </ul>	6. Enhance resources
<ul style="list-style-type: none"> <li>Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.</li> </ul>	7. Assess and enhance University-wide research and scholarly activity
<ul style="list-style-type: none"> <li>Provide a caring and nurturing environment where students, faculty,</li> </ul>	8. Provide academic and student services that foster academic and social



<p>and staff with varied talents, experiences, and aspirations come together to form a community that encourages students to grow intellectually and personally to meet their academic and career goals.</p> <ul style="list-style-type: none"> <li>• Serve as a critical educational, cultural, and recreational center for the areas served and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.</li> <li>• Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.</li> </ul>	<p>integration to promote retention and student success</p>
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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 Distribute, review, and use the Outcomes Assessment Report to guide program improvement and support, or discontinuation.

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/begin the investigation, development, and implementation of additional undergraduate, graduate, and professional programs/pathways, including but not limited to combined degree completion pathways, bridge pathways, and licensure programs including, but not limited to: (1) MSN program: Nursing Education concentration; (2) Doctor of Philosophy in Veterinary Biomedical Sciences; (3) Graduate Certificate in Nursing Administration; (4) DVM/MPA combined degree completion pathway; (5) MBA program: Applied AI concentration; (6) PhD in Business Administration; and (7) online option for EdD.

Action Plan 1.2-3 Continue to explore opportunities to provide academic program offerings at existing or new off-campus instructional sites (pending initiatives include adding the DO, DVM, and MVCC programs at the OCIS in Orange Park, Florida; and adding the MMS in PA Studies program at sites in Tampa, Florida, and Chattanooga, TN).

Action Plan 1.2-4 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, and comparability of courses/programs.

Action Plan 1.2-5 Continue to explore, secure, and utilize technology to enhance the instructional delivery process.

Action Plan 1.2-6 Continue to provide relevant professional development opportunities for all faculty to support recruitment and retention.

Action Plan 1.2-7 Continue the process for obtaining and maintaining programmatic accreditation (when applicable).

Action Plan 1.2-8 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 appropriate academic programming.

Objective 1.6: Begin the process of developing the Quality Enhancement Plan for the next institutional review.

Action Plan 1.6-1 Collect and synthesize existing data to identify patterns and trends of student success.

Action Plan 1.6-2 Meet with campus partners to review data to determine the next Quality Enhancement Plan.

**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 community.

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.
- Explore options for third-party enrollment management companies for undergraduate name buys and application generation.
- Sustain partnership with Alumni Services to maximize recruitment opportunities.
- Create and implement a proactive engagement strategy over the summer for students who attended NSR to maintain student interest, address potential barriers to enrollment, and deepen a sense of connection with the LMU community.

Action Plan 2.1-2 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 2.1-3 Marketing and Communications Strategy

- Lead targeted marketing campaigns that support enrollment goals across undergraduate, graduate, and professional programs, using segmented content strategies to engage key audiences such as high school students, adult learners, and graduate prospects.
- Promote community recruitment events and pipeline pathways such as: 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, Homecoming, athletic events, Movies in the Park, and more.
- Increase digital advertising across search, social media, and display platforms to drive inquiries and applications.
- Collaborate with Admissions to produce high-quality marketing materials—print, digital, and video—that align messaging, timing, and tactics across the recruitment lifecycle to support yield and retention efforts.
- Strengthen the University's brand presence through consistent visual and messaging standards across all channels.
- Ensure consistent application of the LMU Style Guide across all marketing and communications.
- Optimize LMU's website and landing pages for conversion and mobile experience.

Action Plan 2.1-4 Leverage technology to optimize messaging across various mediums to maintain and accelerate student enrollment levels.

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

Action Plan 2.1-5 Continue to participate in graduate/professional recruitment events.

Action Plan 2.1-6 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 2.1-7 Pursue opportunities to expand all demographics of the 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 and/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 opportunities for specialized admissions pathways from undergraduate to graduate/professional programs that adhere to program-specific requirements (e.g., GPA Pathway, Early Acceptance Pathway, 3+3 pathways, 2+2 pathways, test-optional pathways, etc.).

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

Action Plan 2.4-4 Provide and promote success initiatives, resources, and supports that maintain enrollment through increased retention.

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.
- A target date of mid-October will be set for new Undergraduate Financial Aid offers. 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 2025 calendar year if federal staffing is adequate.

Action Plan 2.4-3 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 2.4-4 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 Assess financial and operational performance quarterly, using data-driven analysis to make continuous improvements.

Action Plan 3.1-3 Ensure clear and timely communication of budget-related matters to relevant stakeholders.

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

Action Plan 3.2-1 Prepare and present an annual balanced operating budget for Board of Trustees' approval.

Action Plan 3.2-2 Ensure budgeting includes provisions for debt service, strategic initiatives, contingencies and capital expenditures.

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: Enhance budget management.

Action Plan 3.4-1 Include an evaluation of budget management performance as a regular component of each budget officer's annual evaluation.

Action Plan 3.4-2 Facilitate comprehensive communication of financial performance among Finance, budget officers, and department members through periodic forecasting.

Action Plan 3.4-3 Review and optimize expenditure approval processes, as necessary.

Action Plan 3.4-4 Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.

Action Plan 3.4-5 Utilize budgeting software for evaluation and assessment of financial data at both the departmental and university levels.

Objective 3.5: Plan and budget for resources appropriate to support Lincoln Memorial University as a Level VI institution.

Action Plan 3.5-1 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 3.5-2 Coordinate with the designated administrative personnel to develop budget projections in support of infrastructure needs.

Action Plan 3.5-3 Coordinate with enrollment management personnel to develop budget projections in support of student services' needs.

Action Plan 3.5-4 Provide support in seeking funding from external sources.

Action Plan 3.5-5 Monitor compliance and manage expenditures of grant-funded programs.

Action Plan 3.5-6 Review levels of scholarly activity and align the budget to provide adequate support, including intramural, capital, and start-up funding.

Objective 3.6: Utilize financial data to make informed decisions.

Action Plan 3.6-1 Collect and analyze appropriate data from internal and external sources.

Action Plan 3.6-2 Develop allocation methods to support activity-based costing.

Action Plan 3.6-3 Provide appropriate access to results of analysis to guide the decision-making process for improvement of the Institution.

Action Plan 3.6-4 Maintain a repository of institutional data to ensure consistency in official reporting.

Action Plan 3.6-5 Ensure the accuracy of data provided in support of the decision-making process.

Action Plan 3.6-6 Provide assistance to faculty and staff in interpretation and use of data.

Action Plan 3.6-7 Utilize a forecasting process to provide a foundation for decision-making.

Action Plan 3.6-8 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/Safety and Critical Incident Response Procedures 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 at all sites.

Action Plan 4.2-11 Continue to identify a designated shelter in place area 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 Maintain 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 experience.

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 the 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 recruitment efforts to attract and maintain quality employees.

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, and 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.**

Objective 6.1: Increase unrestricted donations by building a broad base of annual support.

Action Plan 6.1-1 Maintain best practices and adhere to established fundraising code of ethics by Council for Advancement and Support Education (CASE), National Association of College and University Business Officers (NACUBO), and Association of Fundraising Professionals (AFP).

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
- Special project outreach, including the following:
  - Memorial/honorary scholarships
  - Event sponsorship opportunities
  - Project-based solicitations
  - Founders Day of Giving
  - Alumni class reunion giving projects
- New employee welcome mailings
- Others as identified throughout the year

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

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
- Build a leadership team consisting of UA staff, faculty, alumni volunteers, and students in order to strengthen the engagement and reach of Founders Day of 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 sites, and others
- Reframe Founders Day of Giving messaging to expand opportunities for donors to give larger gifts, while still including the “\$20 for the Top Hat” theme (e.g., 20 Projects for the Top Hat)
- Expand online and social media reach for Founders Day of Giving, to expand donor base and engage all LMU sites.

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.

- Increase the visibility of University Advancement with faculty/staff through involvement in new employee welcome strategies.

Action Plan 6.1-7 Collaborate with all LMU sites to identify prospects, enhance funding, and share fundraising priorities, needs, and goals as needed.

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% donor 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
- Annual Donor Gala event

Action Plan 6.1-10 Expand 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)
- Raise the visibility of the Nancy Rogers Leach Volunteer of the Year Award.

Action Plan 6.1-11 Work with Staff Senate and Faculty Senate to communicate and identify opportunities for donor support.

Action Plan 6.1-12 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.
- Communicate with student activities coordinators in each college/school throughout the year to identify meaningful opportunities to support student philanthropic projects.
- Recognize student leaders through an annual philanthropy award, in coordination with Student Services.
- Invite student philanthropy leaders to speak to other students about carrying forward their projects.

Action Plan 6.1-13 Identify ways to increase annual scholarship support through current student education and fundraising, using tools such as GiveCampus and others.

Action Plan 6.1-14 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 6.1-15 Work with the LMU Student Awards Committee to support the annual/endowed scholarship awards process.

- Implement plans to communicate the impact of donor-funded scholarships, through student testimonials, thank-you notes, a scholarship impact mailing, scholarship donor feature articles, and social media.

Action Plan 6.1-16 Revise and relaunch the University Advancement website.

- Redevelop the focus of the UA website to center on donor impact, 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 6.1-17 Develop and expand plans for young alumni recognition and giving.

- Continue LMU's annual 40 Under 40 Event each year 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.

Action Plan 6.1-18 Develop new strategies to communicate and highlight the impact of donor support, particularly as a way to encourage first-time and annual level donors.

Action Plan 6.1-19 Expand the use of pledges and monthly recurring commitments to increase the retention rate of first-time donors.

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 Implement strategies for upgrading first-time donors and retaining donors above \$1,000 annually.

- Increase retention outreach through strategic gift officer moves list assignments
- Improve 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
- Highlighting funding opportunities that maximize student impact

Action Plan 6.2-3 Update and improve the pipeline from annual level to mid-level donor, use prospect research tools, analysis of past giving, and other strategies.

- Screen all first-time annual donors using iWave research software, in order to document potential donor capacity indicators
- Update the charitable gift receipt to focus on donor impact, student testimonials, and effective communication of the difference the donor makes
- Standardize the communication track for the monthly and quarterly follow-up (direct mail, email, and phone) for all first-time donors
- Work with the Director of Annual Giving to communicate mid-level donor leads to gift officers as appropriate
- Review all event attendees and non-donor participants for wealth indicators, and communicate to gift officers as appropriate

Action Plan 6.2-4 Identify and support affinity groups across all LMU sites as a source of mid-level donor identification and cultivation:

- Women of Service
- LMU L Club, Baseball Diamond Club, 1897 (Golf) Club, Railsplitter Athletics Society, and other athletics groups
- Professional, Literary, Educators and Athletes Halls of Fame
- Golden Grad Reunion (50<sup>th</sup> year) class project
- Student affinity groups around retiring faculty
- Others as identified

Action Plan 6.2-5 Work with QualPro, Inc. to conduct and implement Multivariable Testing (MVT) as a strategy to expand mid-level donor support, retention, and growth

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

Action Plan 6.3-1 Review, enhance and implement a comprehensive major gift strategy including individualized donor cultivation, solicitation, and stewardship.

- Assign all major gift donors and prospects to the appropriate major gift officer and review monthly progress.
- Use the results of ongoing major gift program evaluation to improve the following areas:
  - 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 the University 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](http://www.LMUgifts.org)) for content, alignment with LMU projects and giving opportunities, and donor action steps on each web page
- Incorporate themes of legacy and impact in all estate planning documentation
- Communicate the mutually beneficial aspects of all aspects of irrevocable giving instruments such as IRA rollover, charitable gift annuities, unitrusts, retained life estates, and others as needed
- Communicate planned giving information as part of National Planned Giving Awareness Week in Fall 2025.

Objective 6.4: Increase alumni participation and engagement.

Action Plan 6.4-1 Maintain and expand the 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.

- Launch an Alumni Association membership drive in advance of the Membership Gala at Homecoming 2025

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* magazine and *Blue & Gray* newsletter
- MyLMU announcements
- Alumni chapter meetings
- Social media and email

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

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

Action Plan 6.4-6 Conduct annual Homecoming events to engage alumni across multiple LMU sites.

- Expand the annual fall Homecoming program in October, with an increased focus on fun and engaging family activities and Gather in the Gap activities
- 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 LMU sites as appropriate
- Launch an alumni Membership Gala at Homecoming 2025 and move the traditional Donor Gala to a separate event and timeframe in the fall.

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 Expand the Splitter Athletic Society as an ongoing 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
- ThankView email messaging reports
- Other platforms as appropriate

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 as a means to grow the donor base.

- 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 IS 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
- Leverage Salesforce workflows to automate the surfacing of donor records to the appropriate gift officer and next action
- Provide alumni summary data and reports as required to internal stakeholders
- Continue building a library of Salesforce Dashboards to address the most common information needs of gift officers and alumni services

Action Plan 6.5-5 Expand prospect research strategies and resources to build actionable donor profiles for alumni, friends, and potential prospects, including the following:

- o Identify the options available to implement Salesforce AI tools, as a means to leverage Advancement data, gift patterns, and strategic donor analysis
- o Improve our process of storing donor profiles on Salesforce records, and connect these profiles to our UA Teams Giving Board

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

Objective 7.1: INTEGRATION: Align research and scholarly activity initiatives with the University's mission, academic priorities, budget planning, and assessment processes.

Action Plan 7.1-1 Appoint a Vice President for Research and Grants to serve as the institutional advocate for research and ensure integration of research and scholarly activity in alignment with the University's mission, academic priorities, assessment processes, and budget planning.

Action Plan 7.1-2 Review the composition of the Committee on Scholarly Activities (COSA) annually to ensure appropriate representation from each academic college, school, the Office for Research, Grants & Sponsored Programs, the Abraham Lincoln Library & Museum, and other relevant entities.

Action Plan 7.1-3 The Committee on Scholarly Activities (COSA) will identify research priorities, opportunities for integration, resource needs, and gaps across policies, support structures, infrastructure, assessment practices, budget alignment, and mission relevance. These findings will be advanced, through the COSA chair, to the Executive Vice President for Academic Affairs to inform institutional planning.

Action Plan 7.1-4 Establish a multi-phase strategy to explore the feasibility of Public Health Service (PHS) Animal Welfare Assurance for federally funded

animal research. COSA and appropriate leadership will consider internal research needs and long-term potential.

Action Plan 7.1-5 The Committee on Scholarly Activities (COSA) will review Goal 7's objectives and associated action plans during the academic year and provide comments and suggestions to be utilized by the Goal 7 breakout group during the subsequent strategic planning cycle.

Action Plan 7.1-6 For each school/college, the Dean, or a designee, will serve as Director of Research and Scholarly Activity and work in coordination with COSA, ORGSP, and administration to develop policies, processes, and support for faculty, staff, and student scholarly activities in alignment with LMU's mission, goals, and resources.

Action Plan 7.1-7 For each school/college, the Dean, or a designated budget officer, will review existing research-related budget lines, identify gaps relative to program needs, and submit strategic funding requests to support research priorities aligned with institutional goals. These discussions will be incorporated into the quarterly and annual budget meetings with the Executive Vice President for Finance.

Action Plan 7.1-8 For each school/college, the Dean in coordination with their leadership team will ensure that research and scholarly activities are incorporated into assessment processes and integrated into the curriculum as feasible and appropriate.

**Objective 7.2: RESEARCH CULTURE & SERVICES:** Foster a vibrant and sustainable research culture by developing centralized support systems, administrative services, professional development opportunities, and consistent mechanisms for reporting and data collection to document scholarly activity across the University.

Action Plan 7.2-1 Leverage the Office of Research, Grants, and Sponsored Programs (ORGSP) as the centralized administrative hub for research development, grant support, compliance, and institutional reporting across all academic units.

Action Plan 7.2-2 Promote and connect LMU's research community through the purchase and implementation of a unified research administration platform (e.g., Cayuse) to collect and report faculty, staff, and student research and scholarly activity data in support of institutional planning, compliance, assessment, and public communication.

Action Plan 7.2-3 Develop a program coordinated through the Office of Research, Grants, and Sponsored Programs (ORGSP) to foster a collaborative research culture by breaking down disciplinary silos and promoting interdisciplinary, multidisciplinary, and transdisciplinary initiatives. The program will support joint

grant proposals, shared funding opportunities, collaborative publications, and cross-disciplinary teaching efforts across colleges, schools, and programs.

Action Plan 7.2-4 Develop a plan to enhance LMU's institutional profile with major funding agencies such as the NIH, NSF, and others in order to strengthen research capacity, elevate institutional reputation, and attract community-based funding partnerships.

Action Plan 7.2-5 Allocate funding to establish key research support positions, such as a University Statistician, to assist faculty and staff with statistical design, data analysis, and research methodology. Additional support positions may include data managers, grant writers, compliance specialists, and research development officers to strengthen LMU's research infrastructure and capacity across all disciplines.

Action Plan 7.2-6 Establish centralized policies for the use of shared research spaces and equipment, including clear guidelines for scheduling, maintenance responsibilities, and cost-sharing among departments and users.

Action Plan 7.2-7 Implement a standardized cross-campus laboratory inspection schedule to ensure all research facilities meet or exceed compliance standards with applicable federal, state, and local regulations.

Action Plan 7.2-8 Establish a long-term plan for the systematic replacement and upgrading of aging research equipment and infrastructure, aligned with institutional budget cycles and strategic capital planning, to ensure continuity and maintain operational excellence.

Action Plan 7.2-9 Implement processes to ensure year-round, cross-campus access to research infrastructure and support services for faculty, staff, and students at the Harrogate campus and Off-Campus Instructional Sites, with the goal of breaking down research silos and fostering collaboration.

Action Plan 7.2-10 Ensure responsive information services support for research by expanding capacity in high-performance computing, adopting open-source standards, and securing cost-efficient software licensing to meet the needs of academic departments and faculty.

Action Plan 7.2-11 Expand library services, digital tools, research software, and accessibility resources in consultation with campus stakeholders to meet the evolving needs of faculty, staff, and student researchers.

Objective 7.3: EMPOWERING RESEARCHERS: Empower faculty, staff, and students to engage in research and scholarship through intentional mentorship, professional development, meaningful incentives, and institutional recognition.

Action Plan 7.3-1 Develop and, where feasible, standardize institutional guidelines for startup funding, scholarly activity expectations, and student mentoring responsibilities for new faculty to ensure clarity and alignment with institutional research goals.

Action Plan 7.3-2 Support and expand the Faculty Mentorship Program through the Office of Research, Grants, and Sponsored Programs (ORGSP) to promote the professional development of faculty and cultivate regional, national, and international recognition of their scholarly contributions and disciplinary leadership. The program will also prepare faculty to effectively mentor student research by providing structured guidance and scaffolding aligned with students' developmental levels, while encouraging integration of research into the curriculum and linking outcomes to academic program assessment.

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 a structured program to recognize and celebrate the research and scholarly achievements of faculty, staff, and students. Recognition will occur through public forums such as annual award ceremonies and ongoing promotion via LMU digital signage, the University website, and social media. The program will include clear criteria for recognition and a recurring timeline to ensure regular visibility and institutional celebration of scholarly contributions.

Action Plan 7.3-5 Continue to develop and support national and international programs that promote student scholarly engagement, including but not limited to academic honor societies, the Honors Scholars Program, and the Fulbright Program. These initiatives will expand opportunities for student research, global learning, and academic distinction.

Objective 7.4: FACILITIES: Provide and maintain physical spaces that support the development of research and scholarly activity, and manage them to ensure optimal utility, accessibility, and benefit for the University-wide community.

Action Plan 7.4-1 Develop a plan to conduct a University-wide audit of existing research and scholarly spaces to assess usage, condition, capacity, and alignment with current and projected research needs.

Action Plan 7.4-2 In collaboration with Deans, Department Chairs, and faculty engaged in research and scholarly activity, identify short-term facility needs across campus and at off-campus instructional sites.

Action Plan 7.4-3 Create a long-term master plan for research facilities that aligns with institutional priorities and strategic growth, including plans for renovation, repurposing, and new construction.

Action Plan 7.4-4 Explore opportunities to design and develop flexible, multipurpose research spaces that promote interdisciplinary collaboration and can adapt to emerging research methods, technologies, and evolving academic needs.

Action Plan 7.4-5 Ensure that all research facilities across campus and at off-campus instructional sites remain compliant with applicable federal, state, and local regulations, and that technologies are regularly updated and maintained to meet or exceed current accessibility standards.

Action Plan 7.4-6 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.

Objective 7.5: ASSESSMENT: Develop a clear evaluation framework for research and scholarly activity that reflects institutional priorities, informs planning and resource allocation, and recognizes the numerous ways LMU faculty, staff, and students contribute to knowledge.

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 colleges, schools, and other entities 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 Determine the number and roles of full-time equivalents (FTEs) dedicated to research across undergraduate, graduate, and professional programs. This will include faculty, staff, postdoctoral fellows, research assistants, and lab coordinators. Evaluate the adequacy of research-related FTEs relative to

programmatic accreditation requirements and the expectations 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: PUBLIC IMPACT & PARTNERSHIPS:** Facilitate research and scholarship that generate new knowledge, enrich academic disciplines, and produce benefits for communities and society at large.

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 addition to other collected data (e.g., participation & engagement data, verbal student feedback, etc.) in addressing student satisfaction and engagement as coordinated by Institutional Effectiveness. Utilize the Office of Institutional Effectiveness to improve or supplement surveys based on evolving student/office needs.

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 monitor, assess, and adjust student retention initiative.

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

Action Plan 8.1-6 Continue to require and educate faculty on how to effectively participate in four-week and mid-term grade assessments for all undergraduate students.

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 Enhance educational efforts to inform faculty and staff of guidelines for submitting and responding to undergraduate student welfare/academic alerts.

- Assess the efficacy of recorded vs. in-person training for understanding and reporting.

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/strategy courses (e.g., UACT 100) and programs.



Action Plan 8.1-13 Continue to identify undergraduate 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 Student Success, Student Affairs, and Academic Affairs to identify and serve students with undecided majors and/or who are exploring degree options.

Action Plan 8.1-15 Promote increased student-athlete academic progress monitoring and communication between Athletics and Academic Success for targeted support for student-athletes.

Action Plan 8.1-16 Explore reconstitution of Undergraduate Student Success Committee consisting of representatives from academic and student support areas to better meet the needs of undergraduate students and to promote student retention, wellness, and academic success more effectively.

Action Plan 8.1-17 Continue to coordinate achievement-based recognition programs, ceremonies, and celebrations in an effort to encourage student retention and persistence through personal goal setting.

- Examples include Dean's List Receptions, Student of the Month, Leadership Banquets, Induction ceremonies, White Coat ceremonies, Athletic banquets, Rising Star Dinner, etc.

Action Plan 8.1-18 Utilize professional advising model to monitor and assess student retention and provide early intervention based on identified risk factors.

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 Continue to provide intramural sports and recreation opportunities by 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 undergraduate student clubs and organizations in addition to student leadership programs.

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 professional advisors.

Action Plan 8.2-6 Continue to foster a safe and holistic living and learning community through Residence Life.

Action Plan 8.2-7 Continue 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 Continue to provide intentional and effective information to students about University services and activities.

Action Plan 8.2-9 Continue to offer a comprehensive co-curricular experience. 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 Office of Accessible Education Services.

- Maintain a centralized web page with resources and policies for students with documented disabilities under the umbrella of Accessible Education Services.

Action Plan 8.2-11 Maintain a centralized web page for pregnant and parenting students under the purview of Title IX and Institutional Compliance.

Action Plan 8.2-12 Provide and enhance counseling and holistic wellness educational programming to students through the Office of Mental Health Counseling by exploring increased outreach opportunities and promoting services through professional advisors.

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

Action Plan 8.2-14 Ensure all Student Government Associations 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. Coordinate and partner with faculty and key staff to develop events to increase awareness of and involvement in the Tagge Center for Academic Success.

Action Plan 8.2-16 Partner with academic administrators to utilize surveys to gather data regarding faculty members' satisfaction with and suggestions for Academic Success services on a regular basis.

Action Plan 8.2-17 Develop initiatives and services that target the LMU commuter population through a centralized department of Commuter Student Engagement complimented by dedicated space(s) for commuter students to engage while on campus.

Action Plan 8.2-19 Continue to maintain comprehensive, restorative student accountability processes that contribute to personal development and respect for self and others.

Action Plan 8.2-20 Continue to provide intentional programming and outreach to undergraduate international students to provide social and emotional support to enhance their transition and success as they pursue their education in the United States.

Action Plan 8.2-21 Develop a comprehensive initiative to enhance student understanding of and active participation in democratic and civic engagement.

Action Plan 8.2-22 Leverage professional advising sessions as a mechanism to promote and connect students to resources, supports, and services.

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

Action Plan 8.3-1 Continue to pursue 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 services by faculty, staff, students, and alumni.

Action Plan 8.3-3 Implement a tracking software in order to enhance the efficacy and tracking 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 sites.

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 student well-being.

Action Plan 8.3-7 Maintain accountability of service requirements for University student programs to ensure quality, community-oriented engagement.

Action Plan 8.3-8 Investigate the possibility of LMU gaining Carnegie Community Engagement Classification and/or President's Higher Education Community Service Honor Roll 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 convey joint services and supports.

Action Plan 8.4-2 Further investigate grant opportunities for the incorporation of online tutoring to better service undergraduate students across all learning 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 as appropriate for the University's continued expansion at all sites.

Action Plan 8.4-5 More effectively utilize Institutional Effectiveness data sources to assess Academic and Student Support Services functions at all sites to improve existing 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 University collections to all constituencies.

Action Plan 8.5-8 Provide faculty training opportunities on library resources through Faculty Staff Conference sessions, 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/>.

## **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.

Strategies and Action Plans:

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.

**Academic Affairs/Institutional Effectiveness (IE)**

The University works diligently to meet all SACSCOC deadlines while submitting substantive changes. During the 2024-2025 academic year, the University submitted 12 teach-out plans, the LMU-Tampa relocation notification, notification of the new PhD in Business Administration program, notification for the MBA program's new Applied AI concentration (consisting of 33% new content for the MBA program), notifications to offer the BS in Education, MEd in Initial Teacher Licensure, and EdD programs via distance education, a prospectus to offer 50% or more of approved programs at LMU-Lexington, and a prospectus to offer the new PhD in Veterinary Biomedical Sciences program to SACSCOC. SACSCOC is still reviewing one teach-out plan; however, all of the other substantive changes have been approved or accepted by SACSCOC.

**Goal:** Met

**Duncan School of Law**

The Law School's next comprehensive ABA site visit is scheduled for 2031-2032. The Law School also has an acquiescence in substantive change to offer its part-time hybrid JD enrollment option that requires annual reporting to the ABA. The four-year, year-round, part-time, hybrid enrollment option began in Fall 2023. 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 long weekends and one-third of hours asynchronous online. The acquiescence requires annual reporting to the Council of the Section of Legal Education and Admissions to the Bar of the American Bar Association each January.

**Goal:** Met

**Comments:** In 2025-2026, the Law School's Curriculum Committee will be developing new course descriptions for the first-year academic success and third- and fourth-year bar success courses. In addition, an ad hoc committee has been appointed by the dean to work on revising the Law School's student learning outcomes (SLOs) and engage in a curricular mapping exercise. The SLOs have not been updated in several years. This purpose of this exercise is both to comply with new ABA Standards on learning outcomes and assessment that will be effective in 2026-2027 and be responsive to the National Conference of Bar



Examiners' new NextGen Bar Exam, which has been adopted by 40 states and will first be administered between 2026 and 2028 (in Tennessee, 2027).

### **School of Business**

The School of Business submitted SACSCOC documentation concerning the launch of the new PhD in Business Administration program and the MBA program's new Applied AI concentration. The School of Business followed the appropriate approval processes to launch the program and concentration.

**Goal:** Met

### **School of Engineering**

The School of Engineering is conducting a feasibility study to offer a Bachelor of Science in Mechanical Engineering in West Knoxville. The success of the undergraduate offering will depend on the agreement with Pellissippi State Community College and their ability to offer the general education courses. Future plans also include the consideration of offering a Bachelor of Science in Construction Management.

**Goal:** Met

### **Richard A. Gillespie College of Veterinary Medicine**

LMU-CVM received approval to enter 100 students in a spring cohort starting January 2023. A major deficiency in the AVMA-COE's research standard was cited from a February 2024 focused site visit leading to probationary accreditation.

On June 30, 2025, the AVMA-CVTEA continued the veterinary medical technology program on "full accreditation."

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 implemented in 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.

### **College of Veterinary Medicine at Orange Park**

LMU-OPCVM underwent a comprehensive site visit in January 2025 by the American Veterinary Medical Association Council on Education. Both the DVM and the Master of Veterinary Clinical Care have had applications submitted for licensure from the Florida Commission for Independent Education. These are both pending decisions to be rendered in Fall 2025 from the relevant bodies.

**Goal:** Met

**Comments:** Documentation available upon request.

### **DeBusk College of Osteopathic Medicine**

LMU-DCOM's application for a proposed class-size increase of 100 students at the LMU-Knoxville off-campus instructional site beginning July 2025 was approved by the Commission on Osteopathic College Accreditation (COCA) in May 2024. Recruitment is underway. In December 2024, COCA approved with monitoring DCOM's application for an

additional location/proposed class-size increase (200 students) in Orange Park, Florida including approval to begin recruiting students.

**Goal:** Met

**Comments:** Documentation available upon request.

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

New courses in Communications and Media, Criminal Justice, and History were approved and taught this 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. 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. The AMP (Advance to Masters Pathway) had its first students enroll this year. We will be monitoring progress this fall. CAM created and was approved to teach Social Media, which was incorporated into the General Education curriculum.

**Goal:** Met

### **Caylor School of Nursing**

SACSCOC approved a prospectus to offer the BSN program at LMU-Lexington. The Kentucky Board of Nursing approved the program proposal for a BSN site in Lexington with a class size limit of 48 students. First class was admitted Fall 2024.

ACEN, CIE, and the Florida Board of Nursing approved the relocation of the Tampa site for Fall 2025.

ACEN and the Tennessee Board of Nursing approved LMU beginning an accelerated version of the BSN program at the Cedar Bluff site in Summer 2025.

**Goal:** Met

### **College of Dental Medicine (CDM)**

A teach-out plan for the Master of Science in Forensic Dentistry (MSFD) program was submitted to SACSCOC on March 26, 2025. SACSCOC approved the program closure on June 20, 2025.

On February 14, 2025, CDM received notification that its Associate of Science in Dental Hygiene program received “approval without reporting requirements” status from the Commission on Dental Accreditation (CODA).

**Goal:** Met

### **Carter & Moyers School of Education**

CMSOE follows the appropriate and sequential steps for new program development and approval. All CMSOE 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.

CMSOE made the following changes and/or additions to programs:

- Received approval again in Fall 2024, for our assurances to state that LMU meets the state TDOE literacy standards for undergraduate and graduate initial teacher licensure options.
- 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.
- Received approval from CACREP to offer the Professional Counseling Program in the hybrid format in Summer 2024 and began new format in Fall 2024.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

In support of LMU's mission and following the institution's process for planning, budgeting, and assessment, the College of Mathematics, Sciences, and Health Professions 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 151/151L (Calculus-based Physics I [lecture & lab 4 credit hours]) and PHYS 152/152L (Calculus-based Physics II [lecture & lab 4 credit hours]) (b) elimination of unneeded courses (CHEM 220 Survey of Organic Chemistry [lecture & lab 4 credit hours], CHEM 230 Environmental Chemistry [lecture & lab 4 credit hours]), (c) updated associated course prerequisites (BIOL 365/365L General Physiology [lecture and lab 4 credit hours], BIOL 441 Biochemistry I [lecture 4 credit hours], BIOL 397 Junior Science Seminar [lecture 1 credit hour]), (d) edited course descriptions for clarity (variety of BIOL, CBIO, and PEXS courses), (e) submitted programmatic changes for BIOLH and ERS through proper process and Academic Council, (f) closure of program due to low enrollment (BS in Chemical Physics). All changes were considered as part of the annual budgeting process in coordination with the Division of Finance.

The Doctor of Physical Therapy (DPT) program was granted full accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE) effective April 30, 2024, ensuring adherence to high educational standards. The program supports faculty development and has implemented a research curriculum for novice faculty previously employed as clinicians to ensure achievement of scholarly goals. The program continuously evaluates and improves academic programs based on assessment results, aligning with the institutional mission to provide quality educational experiences. The program engages in multiple levels of assessment and collects data from a wide variety of sources to inform decision-making.

The Doctor of Occupational Therapy (OTD) program was granted full accreditation in December 2023 by the Accreditation Council of Occupational Therapy (ACOTE). The program supports faculty development through support to present at and attend conferences throughout the year. The director of research assists all faculty in leading student research and personal research agendas to ensure scholarship within the OTD program. The program continues to evaluate curriculum and assess student success through a variety of measures.

**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 is scheduled for June, and the program will be reviewed on the September 2025 commission agenda. The current anticipated start date is January 2026. Because the MMS in PA Studies is an existing program planning to be offered at an approved off-campus instructional site (LMU-Tampa), this was not considered a substantive change for SACSCOC purposes. The Florida Commission for Independent Education (CIE) approved LMU's application to offer this program at LMU-Tampa on September 29, 2022. Additionally, the CIE approved the relocation of LMU-Tampa to 636 Grand Regency Boulevard in Brandon, Florida on November 21, 2024. Similarly, SACSCOC accepted notification of the relocation on October 31, 2024. 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 2027. The Chattanooga PA Program Director and Medical Director were hired in March 2025. Because the MMS in PA Studies is an existing program planning to be offered at an approved off-campus instructional site (LMU-Chattanooga), this was not considered a substantive change for SACSCOC purposes.

**Goal:** Met

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

**Duncan School of Law**

Last year's OAR was submitted in a timely manner and revised as needed following feedback from the University Senior Director of Assessment & State Authorization. The Curriculum Committee uses relevant data from the OAR 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 OAR, which will be used in the Law School's ongoing assessment of its programming pursuant to its Assessment Plan.

**School of Engineering**

An OAR has been developed for the civil engineering program. The use of the OAR data will be utilized as feedback for program quality improvement. The OAR for the mechanical engineering program is still under development. All OARs and assessment tools will align with University goals and ABET outcomes.

**Goal:** Met

**Richard A. Gillespie 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

### **College of Veterinary Medicine at Orange Park**

Outcomes and Assessment Committee and Curriculum Committee have been planned to assess and review OAR data as we collect it to make data-informed changes when needed.

**Goal:** N/A; 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 14 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. Addition of a Pre-law minor, available to all LMU students.
- Abraham Lincoln Center for the Study of Policy and Leadership is led by the Lincoln Scholar. The Center is a revision of the Institute, upgrading the website pages, mission, and goals.

**Goal:** Met

### **Caylor School of Nursing**

All OARs (ASN, BSN, MSN, DNP) 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 completing and disseminating OARs to guide program improvement and support or discontinuation.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

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 College of Mathematics, Sciences, and Health Professions through the College's TeamSite.

**Goal:** Met

### **Carter & Moyers School of Education**

CMSOE continues to use 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 the 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. If an OAR is missing vital information related to maintaining compliance with SACSCOC Standard 8.2.a, the Senior Director of Assessment and State Authorization requires the program director and/or dean to revise and resubmit the OAR before August 15 of the same calendar year.

**Goal:** Met

**Responsibility:** Program Directors/Coordinators, Department Chairs, Deans, Office of Institutional Effectiveness, 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 meeting 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 a contract with an outside entity, Carolina Academic Press (CAP), to assist its faculty with instructional design and course development for the part-time hybrid JD option. Law School administrators and representatives from CAP work with the CTLE to ensure University policies and best practices are met with the hybrid and fully asynchronous courses offered in the program.

**Goal:** Met.

**Comments:** Pedagogically focused faculty development meetings are scheduled to continue in the upcoming academic year.

#### **School of Business**

The School of Business actively implements innovative approaches to instructional delivery and student learning, abiding by guidance from the CTLE as appropriate. Additionally, we have defined pedagogy and teaching excellence in our research focus statement to further enhance our faculty's implementation of these strategies.

**Goal:** Met

#### **School of Engineering**

The engineering curricula for both civil and mechanical engineering include numerous lab courses to enhance student learning. Furthermore, CTLE has supported several implementations of online teaching aids including Pearson Mastering Engineering and Wiley zyBooks.

**Goal:** Met

#### **Richard A. Gillespie College of Veterinary Medicine**

Veterinary Education and Technology (CIVET) serves as an incubator for the 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 uses Canvas as its learning management system (LMS).

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

The LMU-OPCVM has begun developing training programs for faculty to use Allele, a team-based learning platform. In the coming year, instructional designers will be added to develop student materials and assist new faculty in developing the entirely new curriculum. CTLE is providing training for the new hires as they are onboarded.

**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. DCOM has developed an archive of "Tech Tips" in Share Point for faculty and staff. Weekly technology sessions with an IT expert are also held so that faculty and staff can ask questions and/or troubleshoot issues.

**Goal:** Met

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

AHSS works closely with the CTLE to ensure the highest standards of instruction through online programs and courses. All online courses are required to include video lectures and many have at least one synchronous weekly activity.

**Goal:** Met

### **Caylor School of Nursing**

Two BSN courses, NURS 470 and NURS 480, were approved for online format. Active teaching strategies including flipped classroom learning are being utilized in the undergraduate programs.

Faculty who teach online courses continue to meet with CTLE personnel to discuss deficiencies found in their online courses.

**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.

**Goal:** Met



### **College of Mathematics, Sciences, and Health Professions**

Faculty in the College of Mathematics, Sciences, and Health Professions 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 Canvas using zoom (live-streaming and recording lectures), Harmony (students producing virtual oral presentations), QR Codes (embedding information such as literature citations for poster presentations), and Kahoot (gamified quizzes in class). Strategies for incorporating AI as a tool for teaching, grading, and student use in the classroom continue to be an ongoing discussion.

**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 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/Associate Dean of Academic Affairs position. 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/pathways, including but not limited to combined degree completion pathways, 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.

### **School of Business**

The School of Business implemented the MBA/MSBA during the 2024-2025 academic year. Additionally, the school developed the PhD in Business Administration program and the MBA program's Applied AI concentration during the 2024-2025 academic year. These programs have received approval and will be implemented in the 2025-2026 academic year.

**Goal:** Met

**School of Engineering**

The School of Engineering is researching the feasibility of partnering with the local community colleges to offer a Bachelor of Science in Mechanical Engineering and a Bachelor of Science in Construction Management in Knoxville. The successful implementation of such offerings may require a 2+2 approach including a summer bridge program. The development of the program offerings is ongoing.

**Goal:** Met

**Carter & Moyers School of Education**

- CMSOE will teach out the BA in Interdisciplinary Studies in Human Learning and English Language Learners program. Additionally, the CMSOE will rename the BS in Interdisciplinary Studies in Human Learning and Development as the BS in Education program. This program will have multiple concentrations (including English Language Learners).

- The EdD program plans to offer the current program online.

- The CMSOE is investigating the possibility of offering a PhD in Education.

**Goal:** Ongoing

**Richard A. Gillespie College of Veterinary Medicine**

The PhD in Veterinary Biomedical Sciences program was approved by SACSCOC on March 28, 2025. The DVM/MPA combined degree completion pathway graduated its first student with an MPA in December 2024. The student will complete her DVM in 2026.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

The LMU-OPCVM is a new professional college in development. Alongside the DVM program, we are planning to additionally offer the PhD in Veterinary Biomedical Sciences in the same manner as the Richard A. Gillespie CVM.

**Goal:** Met

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

The AHSS graduate coordinator continues to explore the feasibility of new tracks within the MSP program. MSN (Health Psych) and MBA (Sports Psychology) have been amongst recent discussions. AHSS continues to investigate combined degree completion pathways with other LMU schools/colleges. Forensics in Psychology track in the MSP program is now available as a combined degree completion pathway of MPA and MSCJ. The EEP (Early Entry Pathway) to law schools has been revised in concert with changes to the law school curriculum.

**Goal:** Met

**Caylor School of Nursing**

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

Approval and submission of reports for establishing a site in Lexington, KY are complete.

To begin accelerated BSN option at Cedar Bluff, Knoxville site Summer 2025.

Exploring the option of changing the Nurse Anesthesia DNP to a more online didactic curriculum. Will continue to have face-to-face intensives for skills lab. The Interim Director has visited AdventHealth Florida hospitals to gather information so that applications for nurse anesthesia sites can be submitted to COA. Will seek CIE approval of nurse anesthesia concentration in Florida at July 2025 meeting.

**Goal:** Met

### **College of Dental Medicine**

The LMU-CDM developed the DMD and ASDH programs and matriculated its first cohort in Fall 2022.

A teach-out plan for the Master of Science in Forensic Dentistry (MSFD) program was submitted to SACSCOC on March 26, 2025. SACSCOC approved the program closure on June 20, 2025.

The College of Dental Medicine will be exploring the following option for DMD students:

- DMD International AEGD Residency

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

The College 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 College 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). In addition, the Department of Mathematics is having internal discussions on the feasibility of an Actuarial Science program.

The DPT program has collaborated with the School of Business to refine criteria for students to complete a DPT/MBA combined degree completion pathway.

The OTD program has resumed the development of the OTD/MBA combined degree completion pathway with the School of Business. The OTD program is currently working on developing additional standards for students in order to ensure success in both programs.

**Goal:** Ongoing

### **School of Medical Sciences**

The SMS continues to seek ways to expand and develop. Current developing programs for the SMS include: the MMS in PA Studies program at LMU-Tampa, which just completed the ARC-PA application in March and is scheduled for their provisional site visit in June 2025,

and the MMS in PA Studies program at LMU-Chattanooga, which has just hired a Program Director and Medical Director as of March 2025, with its ARC-PA application due in March 2026.

**Goal:** Met

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

### **Duncan School of Law**

The Law School continues to enroll students in the JD/MBA, JD/MPA, and JD/MSJ combined degree completion pathways. The Law School is also implementing the part-time hybrid JD option, which enrolled its first cohort in Fall 2023. The Law School recently entered into a 3+3/articulation agreement with Kentucky State University in Frankfort, KY.

**Goal:** Met

**Comments:** The Law School will continue to make adjustments to allow students to balance the demands of its combined degree completion pathways. Currently, the combined degree completion pathways are only available to law students enrolled in the full-time residential cohort. The Law School is working on potential 3+3/articulation agreements with other institutions that would be similar to those it has with our own undergraduate programs, Austin Peay State, and Kentucky State.

### **School of Business**

The PhD in Business Administration and MBA – Applied AI concentration were approved during the 2024-2025 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. Further efforts include researching the feasibility of partnering with the local community colleges to offer a Bachelor of Science in Mechanical Engineering and a Bachelor of Science in Construction Management in Knoxville. The successful implementation of such offerings may require a 2+2 approach including a summer bridge program. The development of the program offerings is ongoing.

**Goal:** Ongoing

### **Richard A. Gillespie College of Veterinary Medicine**

The MVEd graduated its first two students in Spring 2023. International programming is being developed by the CVM Associate Dean for Student Affairs and Admissions. The BS in Veterinary Health Science combined degree completion pathway with the DVM program

(admissions pathway) entered its first students into the DVM program in Fall 2024.

**Goal:** Partially met

### **College of Veterinary Medicine at Orange Park**

As a newly developing DVM program, this is the current focus. Additional offerings will be explored when appropriate.

### **DeBusk College of Osteopathic Medicine**

Continuing:

Graduate:

- MS Biomedical Science: multiple tracks
- MS Anatomical Sciences
- MS Life Science Research (with thesis)
- PhD Anatomical Education
- DO/MBA – (combined degree completion pathway)

Professional Programs:

DO

**Goal:** Met

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

AHSS graduated seven students who completed combined degree completion pathways this past year, with five more projected to graduate this spring. The Master of Science in Psychology program completed its first full year of the forensics psychology track. The Advance to Master's Pathway (AMP) began in the fall 2023. Feasibility of implementing a PsyD and a counseling track in the MSP program are still being reviewed. Doing so will require hiring four faculty. The early entry pathway with DSOL has students in line to make the jump to law school. The first two will graduate with an undergraduate degree this spring.

**Goal:** Met

### **Carter & Moyers School of Education**

- CMSOE will teach out the BA in Interdisciplinary Studies in Human Learning and English Language Learners program. Additionally, the CMSOE will rename the BS in Interdisciplinary Studies in Human Learning and Development as the BS in Education program. This program will have multiple concentrations (including English Language Learners).
- The EdD Program plans to offer the current program online.
- The CMSOE is investigating the possibility of offering a PhD in Education.

**Goal:** Ongoing

### **Caylor School of Nursing**

Development of the MSN in Education concentration. Research developing Critical Care Nurse Practitioner concentration in the MSN program. Expansion of nurse anesthesia

concentration via hybrid model. First expansion will be Tampa, Florida.

**Goal:** Met

### **College of Dental Medicine**

The LMU-CDM developed the DMD and ASDH programs and matriculated its first cohort in Fall 2022.

The College of Dental Medicine will be exploring the following option for DMD students:

- DMD International AEGD Residency

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

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 College of Mathematics, Sciences, and Health Professions 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 pathways 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) Pathway. Developed professional development, and social networking opportunities within the College (through Department of Biology).

Worked with the DeBusk College of Osteopathic Medicine (DO) and the School of Medical Sciences (DMS) to develop 3+ accelerated pathways for undergraduate students to matriculate into the professional school/college.

The OTD program is exploring relationships with other colleges and universities to develop admissions pathways and degree completion pathways.

**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 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 MMS in PA Studies program at sites in Tampa, Florida and

Chattanooga).

### **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 full-time and part-time, hybrid JD enrollment options.

### **Richard A. Gillespie 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.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

As an OCIS, the LMU-OPCVM has had a comprehensive site visit in January 2025 and is pending approval from the accreditor (AVMA-COE). The proposal aims to enroll 150 students annually beginning in June 2026. LMU-OPCVM has developed agreements with Jacksonville Humane Society, Clay County Animal Services, and Bronson Animal Disease Diagnostic Lab to develop key components of the DVM curriculum in surgery, clinical skills, and pathology.

**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 site 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, OTD, 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 2023-2024 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 with LMU's NC-SARA partnership. All three have students enrolled from the Appalachian Region and other areas of the country.

**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 with plans to offer the EdD online in Fall 2025. The MEd program added a second option to the fully online program. They added a four-semester program, while continuing the three-semester program. With hiring a new full-time recruiter, we will be heavily recruiting in the East Tennessee area.

**Goal:** Met

**Caylor School of Nursing**

The CSON plans to obtain approvals from COA, ACEN, and CIE to expand the DNP program's Nurse Anesthesia concentration to Tampa, Florida and increase class size and change curriculum delivery plan to hybrid.

**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 allows students to gain clinical, research, and pathology experiences. Additional collaborations planned between CDM and local as well as national Dental Service Organizations such as Aspen Dental, Pacific Dental Services, and Heartland Dental will increase our network for future collaborations.

**Goal:** Met

**School of Medical Sciences**

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

**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, and comparability of courses/programs.

**Duncan School of Law**

The Law School continues to receive essential services from several University departments, including Finance, Office of General Counsel, 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.

### **Richard A. Gillespie College of Veterinary Medicine**

LMU-CVM at Orange Park has become a separate and autonomous program, but the colleges will continue to coordinate resources.

**Goal:** Met

#### **College of Veterinary Medicine at Orange Park**

Both colleges of veterinary medicine coordinate resources as appropriate through the clinical year program primarily. The AVMA COE (accreditor) insists that the two DVM programs are separate and autonomous, so there are limitations on the formal coordination of shared resources.

### **DeBusk College of Osteopathic Medicine**

Coordination between DCOM Harrogate and DCOM Knoxville (and DCOM Orange Park in Summer 2026) 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 for students at Cedar Bluff, Corbin, Kentucky, and Tampa, Florida off-campus instructional sites as needed. Courses are usually general education content areas and mostly online. 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, financial aid, marketing, academic and student support services, and IS. All seven nursing sites continue to work together to share content, ideas, and strategies.

**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 and Chattanooga, TN, the SMS has centralized affiliation agreements, preceptor payments, and SMS-specific

site paperwork. In addition, the SMS has hired an experienced Assistant Dean of Clinical Affairs to promote centralization of all clinical rotation sites. 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 student success and cultural affairs committee that is led by the Director of Student Success in order to ensure that every student has the resources, opportunities, and support they need to thrive academically, socially, and personally.

**Goal:** Met

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

### **Academic Affairs**

The EVPAA has partnered with the CTLE to continue the implementation of Canvas as LMU's 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 enrollment option 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. The Law School's Distance Education Policies, which previously were contained within a separate document, recently were incorporated into the DSOL Appendix to the Employee Handbook and the DSOL Student Handbook and Catalog.

**Goal:** Met

### **School of Business**

The School of Business continues to explore and integrate the use of AI in the classroom to enhance the instructional delivery process. This effort aligns with our research focus statement, which emphasizes pedagogy and teaching excellence, ensuring that faculty have the tools and support needed to implement innovative and effective teaching strategies.

**Goal:** Met

### **School of Engineering**

The School of Engineering has adopted several online instructional aids including Pearson Mastering Engineering and Wiley zyBooks. Additionally, the school has purchased numerous technologies for engineering lab courses including land surveying equipment, materials testing equipment, and geotechnical/soil testing equipment.

**Goal:** Met

### **Richard A. Gillespie 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

### **College of Veterinary Medicine at Orange Park**

Though there are currently no faculty at LMU-OPCVM, resources related to delivering a team-based curriculum are being developed for their onboarding. Allele has been contracted as a purpose-built LMS catering to team-based learning methodology. LMU-OPCVM is also exploring VR anatomy options in tandem with DCOM-OP to serve as an adjunctive modality for anatomy, pathology, and surgery.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Annual needs assessment conducted for faculty, staff, and student feedback. DCOME uses Lecturio<sup>®</sup> (medical licensing board preparation software for OMS-I and II), UWorld<sup>®</sup> (a question bank platform for OMS-II and III), TrueLearn Combank (a question bank resource for COMLEX Level 1 board preparation), and 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. The recently re-launched online journal, Journal of History and Social Sciences, is attracting authors of national and local talent. The journal is now called the *Journal of Humanities and Social Sciences*. The Art Program recently installed 4 Adobe workstations for student and faculty use.

**Goal:** Met

### **Caylor School of Nursing**

CSON was able to purchase new simulation equipment for Harrogate, 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

## **College of Mathematics, Sciences, and Health Professions**

Undergraduate program faculty within the College continue to explore new programs and utilize Canvas add-ons for instructional purposes. Additionally, faculty are incorporating the use of AI to assist in writing instructional material, instructing students on proper use, streamlining grading processes, and other uses.

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 college) 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**

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. The School is also working on a deeper understanding of the use of AI in the K-12 classrooms, as well as implementing AI into all curricula.

**Goal: Met**

## **School of Medical Sciences**

The SMS MMS in PA Studies programs continue to review different VR programs for implementation in PA education. The Associate Dean of Academic Affairs continues to review technology enhancements that bring value to the SMS. The Harrogate MMS in PA Studies 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. In 2025-2026, faculty development topics include modifying teaching and assessment methods to conform with the NextGen Bar Exam; best practices in distance education; and a series of presentations by the Law School's tenured and tenure-track faculty members on innovative teaching methods and andragogy. 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 2026.

### **School of Business**

The School of Business's Scholarly Activities Committee convenes on a monthly basis to discuss ongoing research, research methods, pedagogical techniques, and other topics that support faculty scholarship and teaching excellence.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Met

### **Richard A. Gillespie College of Veterinary Medicine**

LMU-CVM has provided the following internal professional development opportunities for the 2024-2025 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

### **College of Veterinary Medicine at Orange Park**

As faculty are hired, they will be introduced to and included in the professional development opportunities offered by LMU-CVM and SEVEC as described above.

**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, including but not limited to, technology training, teaching, exam item writing, and professionalism.

**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.

Many faculty took advantage of faculty development funds this year. Three faculty were awarded mini-grants to work on research projects. Faculty attend discipline-related conferences. The AHSS Research Committee schedules at least one AHSS faculty each semester to present their research in preparation for presentation or publication. All of these activities are publicized in ways that attract students to LMU.

**Goal:** Met

### **Caylor School of Nursing**

New nursing faculty are 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. Several faculty members attended the NOADN annual convention in November 2024, 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, dental conferences such as the American Dental Education Association, and workshops provided by professional consultants. Topics include evidence-based dentistry, dental technology, pedagogy, research, and curriculum additions to meet new Commission on Dental Accreditation Standards.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

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, 15 faculty were awarded funds from their 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). American College of Sports Medicine (ACSM) Exercise is Medicine certification obtained.

**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.

**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 Associate Dean of Academic Affairs will collaborate with the Dean in the implementation and analysis of additional faculty development programs that will be offered within the SMS on a regular basis.

**Goal:** Met

8. Continue the process for obtaining and maintaining programmatic accreditation (when applicable).

#### **Duncan School of Law**

The Law School's next comprehensive ABA site evaluation visit is scheduled for 2031-2032. The Law School continues with its three major annual reports to the ABA: (1) the Annual Questionnaire in October, which includes additional sections on the part-time hybrid JD enrollment option; (2) the Bar Passage Questionnaire in February; and (3) the Employment Questionnaire in April.

**Goal:** Met

#### **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. Additionally, the School is actively pursuing accreditation for the DBA and MSBA programs to further enhance academic quality and recognition.

**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:** Ongoing

#### **Richard A. Gillespie College of Veterinary Medicine**

See 1.1. Major deficiency in research standard was cited from a February 2024 focused site visit leading to probationary accreditation.

**Goal:** Not Met

#### **College of Veterinary Medicine at Orange Park**

See 1.1

**Goal:** Pending

#### **DeBusk College of Osteopathic Medicine**

See 1.1 (#1)

**Goal:** Met

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

AHSS: The BS in Social Work program was fully accredited (8 Years) in 2021. The CSWE is continually involved in any changes made to the Social Work program.

**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 is reflected in all CMSOE materials for students, to the public, and on the website. Currently, all licensure programs are fully approved by CAEP, CACREP, and the TDOE. CMSOE is currently beginning the process of a self-study for CAEP and the TDOE, which is due in April 2026. Summer semester will be spent gathering information and drafting the report.

### **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.

Reports are being written for COA in order to expand the DNP program's Nurse Anesthesia concentration to Tampa, Florida. This includes separate reports on 10 hospitals in the AdventHealth West Division that will be used for student clinical rotations.

**Goal: Met**

### **College of Dental Medicine**

On August 4<sup>th</sup>, 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.

On January 30, 2025, CDM received notification that CODA continued the accreditation status of "initial accreditation" for LMU's Doctor of Medicine in Dentistry (DMD) program.

On February 14, 2025, CDM received notification that its Associate of Science in Dental Hygiene program received "approval without reporting requirements" status from the Commission on Dental Accreditation (CODA).

**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 Associate 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, a Director of Assessment position has been developed in each PA Program to support continued program accreditation. The SMS hired



an experienced Director of Data Analysis and has adopted 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 in Medical Education. Continued in collaborative agreements with other libraries.

**Goal:** Met

9. Programs without programmatic accreditation will complete the institutional program review process.

In compliance with the [LMU Assessment and Evaluation Policy](#), the following programs submitted program reviews during this academic year: BA in Art, MS in Criminal Justice, BS in Biology, BS in Chemistry, BS in Conservation Biology, BS in Exercise Science, and Doctor of Education. The Office of Institutional Effectiveness regularly reviews and updates the [LMU Accreditation, State Authorization, and Program Review Schedule](#) to ensure all assessment deadlines are met.

**Goal:** Met

**Responsibility:** Instructional Technologists, Director of Online Learning, Program Directors/Coordinators, Department Chairs, Deans, EVPAA, 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 student learning outcomes (SLOs) currently are undergoing review.

**Goal:** Met

**Comments:** An ad hoc committee has been appointed by the dean to work on revising the SLOs and engage in a curricular mapping exercise. The SLOs have not been updated in several years. This purpose of this exercise is both to comply with new ABA Standards on learning outcomes and assessment that will be effective in 2026-2027 and be responsive to the National Conference of Bar Examiners' new NextGen Bar Exam, which has been adopted by 40 states and will first be administered between 2026 and 2028 (in Tennessee, 2027). The Law School anticipates this work will be completed by the end of the 2025-2026 academic year.

**School of Business**

SLOs have been developed for all programs, including the new PhD in Business Administration and MBA program's Applied AI concentration.

**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:** Ongoing

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

The curriculum map from LMU-CVM is being adapted for use by LMU-OPCVM and will be used to organize and align student learning outcomes across the DVM curriculum. Program outcomes for all OPCVM programs will be reviewed annually by the Outcomes and Assessment Committee and program revisions will be 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 closely defined as they are reviewed annually in three ways: once during the OAR process, secondly when syllabi are closely reviewed by the department chair and the program administrative assistant, and thirdly as syllabi are revised or

created. The OAR review process of looking closely at outcomes 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 appropriate to ensure student mastery. Learning outcomes continue to reflect the expected needs of each of the fields of study. The new Pre-PA track SLOs have been updated and reviewed. They will be regularly included in the BS in Psychology program's review process. AHSS will continue revising and refining SLOs in light of annual OARs for each program.

**Goal:** Met

### **Caylor School of Nursing**

There have been no new programs added to the CSON. The accelerated BSN is the only option added and the curriculum for that option aligns with the BSN student learning outcomes.

**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. In addition, LMU CDM will also be working with other consultants to update the previous curriculum mapping.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Student learning outcomes are reviewed and revised every year as part of LMU's annual outcomes assessment process during the following department meetings: Department of Biology (Biology, Conservation Biology), Department of Chemistry & Physics (Chemistry), Department of Mathematics (Computer Science, Mathematics), and Department of Sport and Exercise Science (Exercise and Rehabilitation Science, General Exercise Science/Pre-OTD).

The OTD program reviewed and revised the student learning outcomes in order to better align with the program standards.

**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 each course syllabus.

**Goal:** Met

2. Publish 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:** The Law School is developing plans for posting information about academic requirements in different formats to improve advising.

#### **School of Business**

All existing and revised student learning outcomes are listed within the 2024-2025 LMU catalogs.

**Goal:** Met

#### **School of Engineering**

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

**Goal:** Ongoing

#### **Richard A. Gillespie 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

#### **College of Veterinary Medicine at Orange Park**

The LMU-OPCVM Student Handbook will be published in Clean Catalog and updated at the end of each semester. Required outcomes are published on the LMU-OPCVM website for the DVM.

#### **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 15<sup>th</sup>.

**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 outcomes reviews, adding that data to the reviews where needed.

**Goal: Met**

#### **Caylor School of Nursing**

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

**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 Associate Dean for Academic Affairs. Students meet with advisors each semester to ensure they are meeting academic expectations.

**Goal: Met**

#### **College of Mathematics, Sciences, and Health Professions**

The College of Mathematics, Sciences, and Health Professions 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 completers' 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.

**Goal: Met**

**Comments:** The Law School's faculty handbook is being updated for 2025-2026.

**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. The School of Engineering updates the LMU *Undergraduate Catalog* annually.

**Goal:** Met

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

LMU-OPCVM will work with LMU Marketing to create press releases. The LMU-OPCVM website will be made public soon and revised regularly to remain current.

**Goal:** Ongoing

**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. The DCOM staff member reviews the DCOM pages on a rolling basis throughout the academic year conferring with the corresponding page owners for updates and then conducts a comprehensive review just prior to the start of each academic year.

**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. The School takes great pains to ensure accuracy of information on the web pages, syllabi, paper documents, and all information that is created or sent out by the School.

**Goal:** Met

**Carter & Moyers School of Education**

The CMSOE dean and program leaders review all information published in print media and on the website. Updates and changes are made as appropriate.

**Goal:** Met.

**Caylor School of Nursing**

The Dean, Assistant Deans, 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

#### **College of Mathematics, Sciences, and Health Professions**

The College of Mathematics, Sciences, and Health Professions leadership team collaborates with Public Relations, Admissions, and Advancement to ensure the accuracy and consistency of all published media.

The OTD program recently attended training to be able to edit the website as needed.

**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:** Ongoing

#### **Richard A. Gillespie College of Veterinary Medicine**

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

**Goal:** Met

#### **College of Veterinary Medicine at Orange Park**

LMU-OPCVM complies with AVMA-COE and FCIE standards in publishing outcomes data. Recruiting materials and website will be updated frequently.

**Goal:** Ongoing

**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 programs and the Dean met with marketing personnel and consultants earlier this year 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**

The accrediting body of the CSON mandates student outcomes of NCLEX-RN pass rate, retention rate, and job placement rate be placed on the website. Data is available to share with potential students.

**Goal:** Met

**College of Dental Medicine**

Recruiting materials are updated yearly, and the website is updated, as necessary.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

In coordination with the College's leadership team (Dean, Assistant Dean, Department Chairs, and Program Directors) marketing and promotion strategies are discussed in concert with Admissions and Public Relations. The strategy plan for 2024-2025 will integrate and leverage faculty, staff, and students through a social media campaign (Facebook & Instagram) that illustrates the College'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, Science Bowl, 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 Programs Director and faculty meet biweekly in a collaborative marketing meeting



with University Marketing as well as the Director of Outreach, and other concerned parties.

In compliance with ARC-PA standards, the MMS in PA Studies program publishes outcomes data on the website disaggregated by site (Harrogate main campus or LMU-Knoxville).

**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, overseen by the Director of Assessment, which complies with the ABA assessment standards. 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

**Comments:** Changes to the Law School's SLOs from the ongoing faculty review process will necessitate changes to the Law School's Assessment Plan.

#### **School of Business**

New School of Business programs are submitted for accreditation after the first cohort of students has graduated, ensuring they meet accreditation standards and demonstrate academic effectiveness. Programs are then continually reviewed in accordance with the requirements of ACBSP to maintain quality and compliance.

**Goal:** Met

#### **School of Engineering**

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

**Goal:** Ongoing

#### **Richard A. Gillespie 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 complete OARs for each academic year.

**Goal:** Met

#### **College of Veterinary Medicine at Orange Park**

The LMU-OPCVM Outcomes and Assessment Committee will review assessments and surveys performed with OPCVM. These data will inform recommendations provided to the LMU-OPCVM Curriculum Committee.

The curricular map will be used to assess the curriculum for redundancies and omissions.

**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; reviews and updates the LMU-DCOM Program Outcomes and Assessment Chart; and aligns this with curricula and assessments.

**Goal:** Met

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

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 MSCJ program and the Art program. Program reviews are rigorous and comprehensive.

**Goal:** Met

**Caylor School of Nursing**

All nursing programs have a SPE in place. The MSN SPE includes FNP, FPMHNP, and Administration concentrations. The DNP SPE includes the post-master's DNP and the post-bachelor's NA DNP options.

**Goal:** Met

**College of Dental Medicine**

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

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Curriculum maps for all programs 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 Assistant Dean and Executive Dean. Feedback provided by Institutional Effectiveness is reviewed and utilized as deemed appropriate.

**Goal:** Met

**Carter & Moyers School of Education**

All new and revised programs in the Carter & Moyers 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 Reports, as well as data collection and self-analysis for ARC-PA. The SMS has adopted the data management system, Enflux, to facilitate evaluation of all programmatic data.

**Goal:** Met

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

**Duncan School of Law**

Course-level evaluation reports are submitted 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:** Ongoing

**Richard A. Gillespie 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 Canvas. 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

**College of Veterinary Medicine at Orange Park**

Course Catalogs and student handbooks will be added to Clean Catalog. Assessment of outcomes will be standardized through Faculty and Staff training each semester for overall management of student outcomes and through rater training prior to assessments like OSCEs. Course and individual lecture objectives are linked to the curricular map.

**Goal:** Pending

**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**

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 measures are geared toward assessing the extent to which students meet learning outcomes. Rigorous review occurs each fall semester.

**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 programmatic accrediting agencies, CAEP and CACREP, CMSOE faculty and staff review and analyze course and program outcomes. These outcomes are shared with the CMSOE Advisory Council and PK-12 school partners.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

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

**Goal:** Met

**School of Medical Sciences**

SMS programs develop program-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 a Director of Assessment for each program.

**Goal:** Met

**School of Business**

The School of Business standardizes, communicates, and reports academic student learning outcomes specific to each program, ensuring alignment with accreditation requirements and continuous improvement in student achievement and program effectiveness.

**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 are reviewed by the Dean of AHSS, the Assistant Dean of AHSS, the GE Committee, and the Office of Institutional Effectiveness. Data are discussed during General Education Committee meetings. Options for improving grammar were cited last year and implemented this past fall. The SEWS program and data collected from submitted SEWS rubrics will be the subject of review and discussion by the GE Committee and the SEWS subcommittee this and next semesters.

**Responsibility:** Program Directors/Coordinators, Department Chairs, Deans, EVPAA, General Education Committee, 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

#### **School of Business**

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

**Goal:** Met

**School of Engineering**

The School of Engineering follows the LMU faculty evaluation process.

**Goal:** Met

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

LMU-OPCVM 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.

**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 2025 semester. Faculty evaluations include in-person meetings of full-time faculty to provide positive criticism, helpful suggestions, 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 rank (see the AHSS [Dashboard document](#)).

**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 revised University process for faculty evaluation 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

**College of Mathematics, Sciences, and Health Professions**

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 College 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.

The OTD program completed peer teaching evaluations this year, which is a new process. The forms are reviewed by the Program Director. Faculty evaluations are completed per University policy.

**Goal:** Met

**School of Medical Sciences**

The SMS utilizes the University annual faculty evaluation process. Additionally, the SMS has implemented a 360-degree evaluation with peer feedback for 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 2024-2025 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 members are reminded throughout the academic year of their advisor responsibilities and are provided with the advisor-advisee handbook. DSOL utilizes Qualtrics for course evaluations.

**Goal:** Met

**School of Business**

The School of Business encourages students to complete course evaluations by emphasizing their impact on improving instructional quality and learning experiences. Faculty actively

promote participation, provide reminders, and demonstrate how feedback enhances course design and delivery.

**Goal:** Met

### **School of Engineering**

Faculty encourages all students to complete end of course evaluations.

**Goal:** Met

### **Richard A. Gillespie 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

### **College of Veterinary Medicine at Orange Park**

EOC surveys will be created in Qualtrics for preclinical coursework. Clinical rotation evaluations will mirror those of LMU-CVM in Medtrics.

**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 (third 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**

All faculty encourage student engagement in end-of-semester course evaluations. Students are encouraged to participate in the course evaluation process using cell phones during one class period.

**Goal:** Met

### **Carter & Moyers School of Education**

Faculty in the CMSOE encourage students to complete course evaluations.

**Goal:** Met

### **Caylor School of Nursing**

All CSON faculty advise using Self Service. All CSON course evaluations are administered through Canvas.

**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 Canvas/Qualtrics. Clinical instructors' evaluation surveys were conducted through Qualtrics.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Students complete electronic course evaluations for all courses. Department chairs work with instructors to devise plans to encourage student completion of course evaluations.

The OTD program has increased communication with students about the importance of evaluations. Students are also given time before or after class, without an instructor present, to complete evaluations to increase compliance.

**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 responses.

**Goal:** Met

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

**Duncan School of Law**

Faculty attend monthly faculty development meetings and are encouraged to try new teaching methods in the classroom. In 2024-2025, these faculty development meetings included a series of presentations by tenured and tenure-track faculty members on innovative teaching methods and andragogy. Faculty are asked to assess themselves and receive evaluations from students and supervisors. In the last three academic years, the Associate Dean of Faculty and Director of Assessment have worked with groups of students to conduct evaluation focus groups for those faculty members who want to participate. Although these are voluntary, the majority of Law School faculty have participated in these focus groups for one of their classes.

**Goal:** Met

**School of Engineering**

All course instruction will be evaluated by the Dean. Faculty will perform peer evaluations of instruction semesterly.

**Goal:** Ongoing

**School of Business**

The Assistant Dean and Undergraduate Chair review online courses on a monthly basis to ensure instructional quality and engagement. In-person observations for instructors are conducted annually to assess and support effective teaching practices. Peer evaluation

processes are currently being explored.

**Goal:** Unmet

### **Richard A. Gillespie 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 eighteen faculty trained to do peer observation. The peer observation program is fully implemented. A peer evaluation program is under development.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

Peer observation will be designed and incorporated from the beginning of the program based on the CIVET program.

**Goal:** Pending

### **DeBusk College of Osteopathic Medicine**

LMU-DCOM is formalizing a peer review of teaching process and evaluation rubric.

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

AHSS peer evaluation process ensures faculty will be evaluated in class (and online). All new faculty are peer reviewed for four consecutive semesters. Experienced faculty are peer reviewed depending on years of service 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 twice each 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

### **College of Mathematics, Sciences, and Health Professions**

Faculty across all Departments 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. The SMS has implemented a 360-degree evaluation with peer feedback of leadership positions, including the Director of Didactic Education and Director of Clinical Education within each program. This evaluation will allow leadership to gain insight into perceptions and supervisors to focus development towards identified deficiencies.

**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 (at a minimum) using the Tennessee Educator Acceleration Model, twice a year (at a minimum) using Cognia's ELEOT assessment tool, 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.

### **Abraham Lincoln Library and Museum**

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.

**Goal:** Met

### **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. The Lincoln Center for the Study of Leadership and Policy collaborates with the ALLM, with links to webpages enhancing each department's availability and access by students.

**Goal:** Met

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

**Abraham Lincoln Library and Museum**

ALLM staff continued to leverage social media and collaborated with LMU Public Relations to leverage print and broadcast media to publicize new temporary exhibits, new programs, and recurring programming; attract area school groups, community groups, tourists, and homeschoolers; and is currently pursuing renewed grant opportunities to fund visits by area Title I schools.

**Goal:** Met

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

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 Center is closely related to the ALLM and its processes.

**Goal:** Met

3. Maintain appropriate physical protection and space for ALLM collections.

**Abraham Lincoln Library and Museum**

ALLM staff submitted and received a grant from the Tennessee Association of Museums to install humidity controls on the HVAC system covering both vaults and processing room.

**Goal:** Met

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

**Abraham Lincoln Library and Museum**

ALLM staff updated finding aids and augmented online access to research portals, continued ongoing digitization of archival resources, and promoted *Lincoln Herald* as a venue for Lincoln and Civil War-related research through conferences and direct mailing.

**Goal:** Met

**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. The Lincoln Center with help from University Advancement is offering scholarships to graduate students interested in the study of Lincoln's leadership and policy values.

**Goal:** Met

5. Implement a comprehensive exhibits plan.

**Abraham Lincoln Library and Museum**

All permanent exhibits outlined in comprehensive exhibits plan have been installed, with the exception of an exhibition devoted to Lincoln's first presidential term in Gallery 2. ALLM staff are currently developing script for permanent, custom Gallery 2 exhibit.

**Goal:** Met

6. Integrate ALLM resources with LMU academic programming.

**Abraham Lincoln Library and Museum**

ALLM staff continue to facilitate onsite sessions for the LNCN 100 course, along with hands-on archival sessions for History and English courses. Staff also collaborated with DSOL in launching recurring lectures on Lincoln as an instructive exemplar of resilience. The ALLM Director makes regular presentations to New Faculty Academy to encourage utilization of the museum as an interdisciplinary academic resource.

**Goal:** Met

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

High school students from three local counties visited campus and the ALLM this year. 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. Work accomplished by the Lincoln Center is integrated in with the work of the ALLM.

The Lincoln Scholar, directing the Lincoln 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. Many in-person sections of the LNCN 100 course have an assignment that includes a visit to, and gathering information from, the ALLM.

**Goal:** Met

**Responsibility:** Director of the Abraham Lincoln Library and Museum (ALLM), Lincoln Scholar, University Advancement staff, and the Executive Director for Administration.

**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: 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.

**QEP—Goal: Met**

- a. Monitor first-time, degree seeking first-year to second-year retention rates – target 78%
- b. ETS rolling average of 60<sup>th</sup> 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. 72% for 23-24
- b. Rolling Average is 93% through SP24
- c. Increased from 61% in 2020 to 78% in 2023
- d. LMU .07 above National Average

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.

**QEP—Goals:**

- a. The student surveys pre- and post-scores should show a positive statistical difference using a *t*-test.
- b. 4-year & 5-year graduation rates for first-generation students should be at 45% and 50%, respectively.
- c. 4-year & 5-year graduation rates for first-time, full-time, bachelor's degree seeking first-year students should be at 50% and 55%, respectively.
- d. During syllabi review, 80% of the scores should be above 3 on a 4-point rubric.
- e. Student and faculty perceptions of syllabi improvement (using student and faculty focus groups) should be at least 80% positive.
- f. During assignment reviews, 85% of the scores should be above 3 on a 4-point rubric.
- g. Student perceptions of assignment improvement (using focus groups) should be at least 80% positive.
- h. A positive statistical difference will occur between mean pre- and post- faculty training surveys.

**Goals:**

- a. Unmet

- b. Unmet
- c. Unmet
- d. Met
- e. Met
- f. Met
- g. Met
- h. Met/Unmet

**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. The 2020-2021 cohort of first-generation students had a 38% 4-year rate. The 2019-2020 cohort of first-generation students had a 23% 4-year rate and a 33% 5-year rate.
- c. The 2020-2021 cohort of first-time, full-time, bachelor's degree-seeking students had a 41% 4-year rate. The 2019-2020 cohort of first-time, full-time, bachelor's degree-seeking students had a 37% 4-year rate and a 45% 5-year rate.
- d. In Spring 2024, 90% of the syllabi scored at least 3 on a 4-point rubric.
- e. Positive responses from students and faculty were 92% for students and 96% for faculty.
- f. In Fall 2023, 89% of the assignments scored at least 3 on a 4-point rubric. In Spring 2024, 97% of the assignments scored at least 3 on a 4-point rubric.
- g. Positive responses from students for assignments were 90% in Fall 2023 and 86% in Spring 2024.
- h. The results showed a positive difference for FA23 and SP24; however, the sample size was too small to determine significance.

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

**QEP**

The QEP Impact Report was completed, and this was submitted with the institution's Fifth-Year Interim Report on January 23, 2025.

**Goal:** Met

**Responsibility:** QEP Steering Committee, Academic Affairs, Academic Support 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 community.

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 at the University to ensure clear recruiting messages are met.
- In progress: The committee will collaborate with LMU offices: Office of Admissions, Student Financial Services, designated representatives from Graduate and Professional Admissions, and representatives from specific programmatical admission offices.
  - The Office of Admissions will continue to be a part of Academic Council meetings to stay up to date on any academic program updates.
- 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 demographics, census, EAB, MVT Testing, forecasting data, ACT/SAT, and graduate entrance exam data to identify potential markets and strategic recruitment strategies.
- Explore options for third party enrollment management companies for name buys and application generation.
- 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 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.
- A GPA admissions pathway has been developed.
- Participated in over 20 recruitment events.

**Richard A. Gillespie 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 enrollment remains steady around 30 students per semester. A spring entry for the program has allowed for increased flexibility that attracts more students.
- The Master of Veterinary Clinical Care is a new program that is falling short of the enrollment goal of 30 students with 27 students enrolled.
- The Master of Veterinary Education program increased enrollment from 3 to 15 but is short of the enrollment goal of 25 students.
- The GPA pathway enrollment has grown to around 15 new students per year. Undergraduate enrollment is increasing by around 10% each year.
- Plan: A plan for cross program recruiting has been developed and implemented.
- 2024 recruitment events:

University of Kentucky Graduate Fair
Next Gen Equine Vet Med Expo
Fort Worth Stock & Rodeo Show College Ag Days
Southern Equine Expo
APVMA Symposium
Western Veterinarian Conference
Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) National Conference
Wild West Veterinary Conference
AAVMC National Conference Fair
American Veterinary Medical Association (AVMA) Fair
Society for Advancement of Chicanos & Native Americans (SACNAS) Conference
Penn State Agriculture Science Days
Virginia Tech Dessert with the Deans (and students)
Annual Biomedical Research Conference for Minorities Students (ABRCMS)
West Virginia Veterinary Career Day
West Virginia University Health & Sciences College Fair
Virginia Tech Graduate Fair
Tennessee Collegiate Honors Council (TCHC) Annual Fair
Rowan University Pre-Vet Club (Zoom Presentation)
Tusculum Graduate Fair

Berry College Graduate Fair
University of Findlay Pre-Vet Presentation (at DVTC following tour)
University of Transylvania Pre-Vet Presentation
Berea University
Lincoln Memorial University Graduate Fair
Lincoln Memorial University Pre-Vet Club Presentation
Student American Veterinary Medical Association (SAVMA) Fair
Maryville College Student Meet & Greet
Union College Grad Expo
University of Tennessee Pre-Health Expo
CareerEco Veterinary Medical School Virtual Admissions Fair
University of Louisville Pre-Health Careers Fair
Carson-Newman Pre-Vet Presentation
Franklin & Marshall Pre-Vet Zoom Presentation
Pellissippi State Graduate Fair
University of the Cumberlands Grad Fair
LMU Career Day
Cumberland Gap High School Visit Day at DVTC
Camp LMU
Girl Scouts of Southern Appalachia
Louisiana Tech University Zoom Presentation
LMU Student Services Fair
Roane State Community College Career Fair
Berry College HealthCare Career Fair
Centre College Graduate Fair
VetPAC NCSU
Radford University Graduate School Expo
Milligan University Grad Fair
East Tennessee State Univ (ETSU) Health Professions Fair
Association of Veterinary Technology Educations (AVTE) Fair
Central State Grad Fair
Kentucky Veterinary Medical Association Fair
Murray State Grad Fair
Florida Career Fair (w/ Dr. Carney)
Walters State Career Fair
VMX Expo
University of Alabama Huntsville Grad Fair

### **College of Veterinary Medicine at Orange Park**

Dr. Carney has been attending 4-H and FFA events to pre-recruit. She also volunteered at a Middle School Leadership Academy sponsored by Blendvet. Full recruiting and enrollment plans will be activated when accreditation is approved.

### **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 pathway students.
- Participated in 40 plus recruitment events.

**Duncan School of Law:**

- The goal was **met**.
- Collaborated with the Paul V. Hamilton School of Arts, Humanities, and Social Sciences to host an information session to promote 3+3 and GPA admissions pathways.
- Partnered with the School of Business and the Paul V. Hamilton School of Arts, Humanities, and Social Sciences to promote combined degree completion pathways, i.e., JD/MBA, JD/MPA, and JD/MSJ.
- Promoted events through digital communication and information sessions at DSOL.

**College of Mathematics, Sciences, and Health Professions:**

The BS in Exercise Science and the BS in Exercise & Rehabilitation Science programs collaborate with LMU's DPT and OTD programs with the GPA pathway and 3+3 pathways.

**J. Frank White Academy: Met**

- JFWA's leadership met with Dr. Goins regularly to track progress for overall recruiting efforts, revise the online application/registration/re-enrollment processes, website maintenance, and financial aid application/deadlines.
- The aforementioned meetings included collaborative discussions to develop and refine target markets and strategic recruitment strategies for JFWA.

**University Advancement: Met**

- Recruit A Railsplitter initiatives – a partnership with UG Admissions and Alumni Services where alumni can write messages of encouragement to potential students and speak of their LMU experiences to students ready to make a college choice or who may be on the fence. Expand initiative to include graduate and professional opportunities to recruit using alumni in the same or related field.

2. 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.

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

- The annual strategic Recruitment and Retention plan completed for the school and individual departments is available [here](#).
  - Plan includes specific recruitment AND retention actions, at least three for each of the six departments.
- (Online/Virtual/Hybrid)
  - MSP graduate advising is conducted virtually.
  - All other advising is completed in-person.
- Multiple layers of mentoring are involved particularly with regard to retaining students.
- Graduate programs attend at least three graduate fairs per semester at various undergraduate colleges.
- Undergraduate faculty visit local high schools on a regular basis. CAM, Art, History, and English faculty visited three area high schools during the fall semester.
- Faculty, Dean and staff work with the Office of Admissions during scheduled admissions events such as 865 Academies, Tri-State events, and other admissions events.

### **Carter & Moyers School of Education**

- CMSOE will hire a full-time Recruitment and Retention Coordinator to begin work with us as soon as possible.

### **College of Dental Medicine:**

Ongoing

LMU-CDM has reestablished the Pre-Dental Club on the main campus and meets monthly with students who are interested in dentistry and GPA pathway students that have been accepted.

### **Richard A. Gillespie College of Veterinary Medicine: Met**

- The VET building at the DVTC campus is complete and has been fully functional since January 2024. This state-of-the-art building will hopefully help recruit new students.

### **College of Veterinary Medicine at Orange Park**

- Facilities expansion is set to begin ASAP at Orange Park sites. This will increase student recruitment.

### **DeBusk College of Osteopathic Medicine: Met**

- Facilities expansion is underway at DCOM-Knoxville and DCOM-Orange Park. This will increase student recruitment.

### **Duncan School of Law:**

- The goal was **met**.
- Collaborated with the School of Business and the Paul V. Hamilton School of Arts, Humanities, and Social Sciences to develop and promote combined degree completion pathways, i.e., JD/MBA, JD/MPA, and JD/MSJ pathways.

### **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 programs 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-** Ongoing

- We are in continuous communication with individual school/college/program leadership regarding the student trends and family talking points that we regularly encounter in our recruitment efforts.
- Stay abreast of changing national trends, admissions/recruitment best practices, and emerging research to craft recruitment strategies that are relevant and align with institutional goals, direction, and leadership.

### **3. 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.

### **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

### **Arts, Humanities, & Social Sciences (AHSS)**

The Lincoln Center publishes a monthly blog; the Lincoln Scholar submits information to Office of Public Relations regularly.

The Journal of Humanities and Social Sciences (JoHSS) is collecting submissions for publication of its first journal series this May to Fall 2025.

Staff continue to monitor and submit information to social media regarding events and activities as well as scholarly work completed by faculty.

**Undergraduate Admissions: Met**

- Communicated and coordinated with Public Relations regarding all major recruitment events.
  - Ensured social media channels operated within brand standards.
  - Assisted with brainstorming how this action plan will change in the next year.
4. 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: Met**

We are currently working with the new marketing director and plan to work with the new marketing firm. The CMSOE is working to maintain consistent and accurate information on LinkedIn, Instagram, and Facebook to attract new students to offered programs.

**College of Dental Medicine: Met**

- CDM works closely with the LMU Marketing Department to optimize messaging across multiple social media platforms.

**DeBusk College of Osteopathic Medicine: Met**

- DCOM works closely with LMU PR and Marketing to improve marketing and enrollment efforts. This includes the use of social and professional media outlets such as Instagram, Facebook and Linked In.

**Arts, Humanities, & Social Sciences (AHSS)**

- All three graduate programs are now working with PR to increase social media presence.
- All undergraduate programs have web presences through use of Social Media.
- Communication/Messaging: the AHSS Graduate Assistant and Graduate Staff are responsible for Social Media messaging, imaging, and responsiveness and work closely with PR for this purpose.

**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.

**Richard A. Gillespie College of Veterinary Medicine: Met**

- The college is 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.

#### **College of Veterinary Medicine at Orange Park**

- Website is under development and social media accounts are created, pending release upon permission from FCIE.

#### **J. Frank White Academy:**

- JFWA's website is regularly updated to reflect upcoming events, promote enrollment/re-enrollment, announce JFWA student/faculty accomplishments, and showcase current pictures of student life at JFWA.
- JFWA continues to utilize social media platforms for messaging current and prospective students, as well as highlighting and promoting current student activities, achievements, engagement, and athletics at JFWA.

#### **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:** Met

- Ensured social media channels operated within brand standards.
- Crafted targeted and relevant social media posts to promote upcoming recruitment events, important admissions deadlines/milestones/information, highlight new Railsplitters, and more!

### 5. Continue to participate in graduate/professional recruitment events.

#### **Arts, Humanities, & Social Sciences (AHSS):** Met

- AHSS graduate program directors held three recruiting events (Fall and Spring) and will hold a fourth in April 2025 in the student center
- AHSS graduate coordinator attended National Conference for Undergraduate Research for recruiting as well as two other recruitment fairs
- AHSS graduate coordinator held a meet and greet at Maryville College
- AHSS administrative staff attended LMU graduate fair
- Staff and faculty worked with Admissions to support 865 Academies, the Acro Tri-state event and more

#### **School of Business:**

- Met
- The School of Business employs a Graduate and Professional Programs Recruiter. This position is tasked with participating in relevant recruitment events which attract students at the master's and doctoral degree levels. Within the 2024-2025 academic year, the School of Business Graduate and Professional Recruiter attended and hosted 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

**Duncan School of Law:** Met

For the 2024-2025 academic year, the DSOL admissions staff participated in at least 96 recruitment events to promote the full-time and part-time/hybrid options for the JD program nationwide. The types of events were wide-ranging, including:

- pre-law advisor educational conferences,
- university and college informational,
- law school and graduate school fairs, and
- law school forums.

Through these efforts, DSOL has increased the combined applicant volume by 23.6% year-over-year.

**Richard A. Gillespie College of Veterinary Medicine:** Met

- This action plan will be expanded in the next year.

**College of Veterinary Medicine at Orange Park**

- Recruitment will be planned and targeted in the upcoming year, pending accreditation approvals.

**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:** Met/Ongoing

- Explore co-hosted events with graduate/ professional admissions offices to strengthen awareness on 2+2, 3+3, and pipeline pathways.

- Highlighting our guaranteed professional admission/early acceptance pathways on social media and at in-person recruiting events.
6. 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.

**Arts, Humanities, & Social Sciences (AHSS): Met**

- Department chairs and program faculty from programs in 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.
- In May, SECC faculty and staff visited LMU's Office of Admissions, and Student Financial Services attended to answer questions and provide feedback. All AHSS programs participated in updating community college personnel on program distinctives and changes.
- In April 2025, AHSS will host Roane State for similar purposes.

**College of Dental Medicine: Met**

- LMU-CDM participated in a number of graduate/professional events and college open houses
- Student visits and group visits have occurred throughout this year
- The CDM participates in mentoring local high school students and Boys and Girls Club with on-site activities.

**Richard A. Gillespie College of Veterinary Medicine: Met**

- The college continues to engage with the local high schools during summer programs, but the majority of this engagement has moved to LMU admissions.

**College of Veterinary Medicine at Orange Park**

- Recruitment will be planned and targeted in the upcoming year, pending accreditation approvals.

**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 Dual Enrollment 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. The SMS hired a Director of Admissions and Recruitment who recruits for all SMS programs at career fairs and colleges all over the region.

**Undergraduate Admissions: Met/Ongoing**

- Continue to host counselor lunches, college fairs, and showcase events to establish stronger partnerships that feature all academic programs at the University. Assigned Admissions counselors specific geographic territories to cover, ensuring that all high schools within primary market are visited.

7. Pursue opportunities to expand all demographics 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): Met**

- 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. This effort continues and is part of AHSS recruitment strategies. (see link [here](#)).

**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 Osteopathic Medicine Career Fairs.

**Richard A. Gillespie College of Veterinary Medicine: Met**

- Primary goals for recruitment include students who closely relate to LMU's mission; however, all qualified students (regardless of background) are recruited.

**College of Veterinary Medicine at Orange Park**

Early discussions have begun for articulation agreements with minority serving institutions. All qualified students (regardless of background) will be recruited.

**School of Medical Sciences: Met**

- The SMS has established articulation agreements and MOUs with multiple colleges across the region to expand opportunities for their students to pursue admission into LMU's PA programs.

**College of Mathematics, Sciences, and Health Professions:**

**Undergraduate Admissions: Ongoing**

- Admissions utilizes TargetX as our CMS. Within this platform, prospective student demographic data is regularly examined and disaggregated in various ways.
- Admissions regularly runs applicant report data to keep abreast of prospective/admitted student demographics and guide Admissions Counselors in their recruitment efforts.
- All qualified students are recruited (regardless of background).

**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:**

- Ongoing

The School of Business strives to achieve a 3% annual enrollment increase in existing graduate programs by enhancing recruitment strategies, strengthening student support services, and maintaining high academic quality, all while upholding the mission of Lincoln Memorial University.

**J. Frank White Academy: ongoing**

- JFWA's leadership team, in collaboration with the Executive Vice President for Administration, developed a strategic recruitment plan for the 2025-2026 academic year which included regular messaging using on-campus messaging processes, Preview Days, social media, direct contact messaging via phone and email, and off-campus meet & greet events.
- Additionally, JFWA leadership strategically increased the number of co-curricular options offered, athletic options offered, and hosted numerous school-wide events (e.g., Fall Festival, Halloween dances, pep rallies, etc.) to foster a stronger sense of community and promote retention.

**Undergraduate Admissions: Met/Ongoing**

- Assigned UG Admissions Counselors specific territories to ensure primary markets include Appalachian students (thereby upholding the mission of the institution).
- Additionally, Admissions regularly audits publications & the website to remove barriers for first-generation students, as we typically have approx. 50-55% of the incoming class self-identifying as first-generation students.
- Admissions partners with Academic Support Services/Academic Success to foster holistic recruitment and facilitate a seamless transition into the LMU student body and help retention efforts.

**Academic Support Services (Undergraduate): ongoing**

- Initiated a new professional advising model to better serve students and boost retention.
- Attended training and implemented TargetX Retention Suite to offer a centralized system in which to monitor retention efforts.

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.

**Richard A. Gillespie College of Veterinary Medicine**

Met

**College of Veterinary Medicine at Orange Park**

Financial literacy is a requirement of accreditation. Student Financial Services will be integrated into orientation and curricular offerings.

**Undergraduate Admissions:** Ongoing

- Regularly met and debriefed regarding New Student Registration events to facilitate incoming students/families process of receiving financial aid information, student life information, and experiencing their first Railsplitter milestone.

**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
<b>UG</b>	1953	1985	2020	2030	2040	2050	2060
<b>Graduate</b>	1173	1192	1207	1227	1010	1096	1182
<b>Professional</b>	1672	1823	1873	1948	2200	2993	3147
<b>Total</b>	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)**

- 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). Workshop was well attended.
- AHSS offered a dual-credit English course for Cumberland Gap High School in Fall 2024 on their campus. Also added a dual enrollment course in English at J. Frank White Academy
- 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 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

**Richard A. Gillespie 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 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 Silver	97	14	85*	31	22	3.39	3.28
Class of 2027 Blue	125	14	86	34	15	3.51	3.4
Class of 2028 Silver	103	15	85	23	19	3.4	3.3
Class of 2028 Blue	124	12	88	38	15	3.49	3.4
Class of 2029 Silver	101	14	86	23	15	3.46	3.36

\*Declined to state gender

### **College of Veterinary Medicine at Orange Park**

While Appalachian students will be welcomed at the Orange Park campus, it is expected that our recruitment for underserved areas will be more focused on rural and inner-city areas that are underserved.

### **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 2028 – Admissions:**
      - • Alabama – 4
      - • Georgia – 21
      - • Kentucky – 28
      - • Mississippi – 1
      - • North Carolina – 25
      - • Ohio – 21
      - • Pennsylvania – 8
      - • Tennessee – 98
      - • Virginia – 27
      - • West Virginia – 0
    - •
    - Total: 233/459 from mission area (50.7%)
    - •
    - **DO class of 2024 –Residency Placement:**
      - • Alabama – 10
      - • Georgia – 12
      - • Kentucky – 24
      - • Mississippi – 12
      - • North Carolina – 19
      - • Ohio – 27
      - • Pennsylvania – 12
      - • Tennessee – 49
      - • Virginia – 26
      - • West Virginia – 3
    - •
    - Total 194/338 placed in mission area (57.4%)

### **Duncan School of Law:**

- The goal was **met**.

- Promoted the law school at recruitment events at Appalachian College Association member institutions.

**School of Medical Sciences:** Met

- The SMS continues to focus on students committed to serving Appalachia by recruiting from this area.
- 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.

**Undergraduate Admissions:** Ongoing

- Review the Appalachian retention and recruitment post Census data year to year.

2. Continue to promote opportunities for specialized admissions pathways from undergraduate to graduate/professional programs that adhere to program-specific requirements (e.g., GPA pathway, Early Acceptance pathways, 3+3 pathways, 2+2 pathways, test-optional pathways, 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 pathway. Additionally, the School of Business is working to improve student participation with the University's GPA pathway, through which business majors can pursue a number of professional program opportunities.

**College of Dental Medicine:** Met

GPA pathways have been developed for the CDM.

**Arts, Humanities, & Social Sciences (AHSS)**

AHSS continues to move students into the pipeline toward graduate and professional programs; AHSS works closely with DSOL for GPA pathways, Early Entry pathways, pre-professional workshops, and regular entry pre-law informational projects.

**Richard A. Gillespie 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 two students for Fall 2023 and 5 students in Fall 2024.
- There are currently 20 students enrolled in the Early Acceptance Pathway (formerly GPA Pathway) as of Spring 2025.

**College of Veterinary Medicine at Orange Park**

LMU-OPCVM is collaborating with Jacksonville University to develop pipeline admissions pathways for admission of their students.



### **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) Pathway. This is a unique admissions pathway that allows motivated high school seniors to earn guaranteed acceptance into a professional degree program after they complete their undergraduate program benchmarks.
- DCOM admitted eight students from the LMU-GPA pathway. 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 Paul V. Hamilton School of Arts, Humanities, and Social Sciences to host an information session to promote 3+3 and guaranteed professional admission pathways.
- Partnered with the School of Business and the Paul V. Hamilton School of Arts, Humanities, and Social Sciences to promote combined degree completion pathways, i.e., JD/MBA, JD/MPA, and JD/MSJ.
- Promoted events through digital communication and informational sessions at DSOL.
- 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 has also entered into 3+3 Pathway Agreements with Austin Peay State University and Kentucky State University.

**Comment:** The Law School is actively pursuing 3+3/articulation agreements with other institutions.

### **School of Medical Sciences:** Met

- The SMS has established articulation agreements and MOUs with several organizations. Examples include Hampton University and Physician Assistants for Latino Health.

### **College of Mathematics, Sciences, and Health Professions:**

The Department of Sport and Exercise Science collaborates with LMU’s DPT and OTD programs with the GPA and 3+3 pathways.

Department of Biology developed a 3+2 admissions pathway with the MMS in Physician Assistant Studies program at Harrogate and a 3+4 admissions pathway with LMU’s Doctor of Osteopathic Medicine program.

### **Undergraduate Admissions:** Ongoing

- Continued collaboration with professional schools/programs to ensure accurate promotion and implementation of various special admissions pathways.
3. Expand industry partnerships for tuition discount/scholarship opportunities 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.

**Richard A. Gillespie College of Veterinary Medicine:** Met

- The college continues to engage industry partners. A career expo is hosted each fall for DVM students and has expanded to include VMT students.

**College of Veterinary Medicine at Orange Park:** Met

- The college continues to engage industry partners. A career expo will be hosted annually for DVM.
- \$200,000 has been secured from Chewy Health for scholarships for the first class.

**School of Medical Sciences:** Met

- The MLS program has worked to develop scholarships for students through large local hospital systems, as well as sign 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

- Continued collaboration with Student Financial Services and Office of Career 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.*

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 to update the packaging model for incoming, returning, and transfer students.
- A target date of mid- October will be set for new Undergraduate Financial Aid offers. 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 the 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 2025 calendar year if federal staffing is adequate.

**Finance**

Scanning through student files.

**Goal:** In Progress

**Comments:** - in final stages with DOE

3. 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

**4. 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 2024-2025 academic year.

**Goal:** Met

2. Assess financial and operational performance quarterly, using data driven analysis to make continuous improvements.

**Finance**

Budget officers met quarterly with the Executive Vice President for Finance to review resource allocation and evaluate overall operational efficiency resulting in the reallocation of funds to priority initiatives, improved budget forecasting, and enhanced alignment with strategic goals.

**Goal:** Met

Ensure clear and timely communication of budget-related matters to relevant stakeholders.

**Finance**

Established a regular budget communication schedule and held quarterly budget meetings. Developed and distributed user-friendly budget reports and summaries that highlighted key metrics, changes and financial impacts.

**Goal:** Met

**Responsibility:** President's Cabinet, Budget Officers, President, and Board of Trustees.

**Time Frame:** Continuous.

**Resources Required:** Time.

**Assessment:** The President's Cabinet 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 processes 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. Prepare and present an annual balanced operating budget for the Board of Trustees' approval.

**Finance**

The Fiscal Year 2024-2025 operating budget was prepared and approved by the Board of Trustees.

**Goal:** Met

2. Ensure budgeting includes provisions for debt service, strategic initiatives, contingencies and capital expenditures.

**Finance**

The 2024-2025 fiscal year budget incorporated allocations for debt service, strategic initiatives, contingencies, and capital expenditures to ensure financial stability and support institutional 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**

All submitted budget requests were reviewed in conjunction with institutional priorities, the five-year pro-forma, and departmental evaluation results to ensure alignment with the University's strategic plan. Budget officers met quarterly with the Executive Vice President for Finance to evaluate findings and, when necessary, implement modifications to support informed decisions regarding the allocation and reallocation of resources in a manner that advances institutional effectiveness and long-term planning.

**Goal:** Met

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

**Time Frame:** Annually.

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

**Assessment:** Balanced fiscal year operating and cash flow budget.

**Use of Results:** To ensure proper and adequate funding of expenditures necessary to meet the strategic goals of the Institution for use and preparation of future budgets, forecasts, and five-year 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.

**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, Finance, Executive Vice President for Finance, 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: 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 the Colleague system. This allows Finance staff, budget officers, and department members to have access to appropriate budget lines. Expanded access to personnel budget lines was granted to budget officers to support more consistent and accurate budget development. 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 FY25. Budget process for the 2024-2025 budget cycle continued to include all fiscal managers. Quarterly reviews of these budgets were completed between the fiscal manager and the Executive Vice President for Finance.

**Goal:** Met

3. Review and, where appropriate, revise expenditure approval process.

**Finance**

The expenditure approval process was reviewed and revised to ensure efficiency, accuracy and alignment with institutional goals.

**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

6. Provide strategic guidance and support in developing and effectively managing budgets.

**Finance**

Conducted regular one-on-one consultations with budget officers to offer tailored support and sure alignment with institutional goals. Implemented tools and templates to streamline the budgeting process and improve consistency. Monitored budget performance regularly and provided communication to budget officers.

**Goal: Partially met**

**Responsibility:** Executive Vice President for Finance, President's Cabinet, and Budget Officers.

**Time Frame:** Continuous.

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

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

**Use of Results:** To manage institutional financial operations more effectively.

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

Objective 3.5: 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 and the 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.

**Finance**

Increased funding for research was approved in the 2024-2025 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 2024-2025 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 2024-2025 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](#).

**Goal:** Met

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

**Finance**

Increased funding for research was approved in the 2024-2025 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 3.6: Utilize financial data to make informed decisions.

1. Collect and analyze appropriate data from internal and external sources.

**Finance**

Operating and personnel expense data were consolidated to produce comprehensive financial reviews tailored for each budget officer.

**Goal:** Met

2. Develop allocation methods to support activity-based costing.

**Finance**

Revenue budgets for 2024-2025 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.

**Finance**

Developed clean, concise dashboards that highlighted critical insights and trends and areas for improvement, enabling informed decision making.

**Goal:** Met

4. Maintain a repository of institutional data to ensure consistency in official reporting.

**Finance**

Established a centralized data repository where all institutional budget data is securely stored and easily accessible to budget officers.

**Goal:** Met

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

**Finance**

Conducted regular audits of data sources to identify discrepancies and correct errors promptly. Cross-checked data inputs in quarterly budget meetings.

**Goal:** Met

6. Provide assistance to faculty and staff in interpretation and use of data.

**Finance**

Provided one-on-one support for budget officers to assist in the application of data to their specific needs and decision-making processes.

**Goal:** Met

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

**Finance**

Forecasting continued in the Colleague system, and a systemic review process continued for FY2024-2025. Financial reporting data were enhanced to provide more detailed visibility thereby enabling more data driven decisions at the functional level.

**Goal: Met**

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

**Finance**

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.

These new processes were created to calculate overhead expenses for each revenue generating area. These are reviewed with Budget Officers and reported to the President.

**Goal: Partially Met**

**Responsibility:** Finance, Budget Officers, 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. Security lighting has been added to the parking areas.

**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 additional anatomy educational space in building #3 started early 2024 to be operational July 2025, to meet demand for additional student need due to dentistry, PT/OT, PA, and the expanding DO program. An additional parking area is currently under review by the City of Knoxville for permit.

**Goal:** Ongoing/Met

#### **Richard A. Gillespie 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 Veterinary Medicine at Orange Park**

Designs for renovations of the spaces at Orange Park have been made with efficiency in mind. Faculty and staff will predominantly be housed in cubicles. Student learning spaces will be heavily scheduled to avoid needing redundancy in spaces. Off-campus partnerships will be leveraged heavily to eliminate the need for live animal housing space for curriculum development.

#### **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
  - Continue construction of 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.
  - Install new roof on DAR.
  - 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.
  - Construct new force main to western Lee County Wastewater Treatment Facility.
  - Explore possibility of expanding JFWA facility/classroom space
  - Renovate old Mars Gym swimming pool for JFWA lower school use
- Virginia (DVTC)



- 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
- Knoxville
  - Create a new anatomy classroom space in PEL3 (at LMU-Knoxville)
  - Continue to enhance parking options including by constructing parking area between PEL2 and PEL3 (at LMU-Knoxville)
  - Update and better utilize PEL facilities (at LMU-Knoxville)
  - Continue renovation of the Spine Center at the LMU-Tower
- Tampa
  - Continue renovation of the new building at Brandon, FL to allow the future relocation of the Nursing program and addition of the PA program.
  - Move Tampa location to house PA program and CSON.
- 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; 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. Lighting has been added to the parking areas.

**Goal: Ongoing/Unmet**

**Campus Police and Security**

We continue 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/Safety and Critical Incident Response Procedures Manual*.

**Campus Police and Security**

We have reviewed and revised the manual to maintain a safe campus.

**Goal:** Met**Comments:** We update this every year.**Facilities**

The University's *Health/Safety and Critical Incident Response Procedures Manual* can now be accessed on MyLMU by all LMU employees. Here is the [link](#) to the document.

**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).

**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.

**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.

**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.

**Campus Police and Security**

Shelter-in-place locations are clearly posted throughout the University.

**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.

**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**

LMU's Campus Police and Security Department 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 is responsible for completing/reviewing this.

**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. Maintain 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, Insurance and Commercial Property Coordinator; Chair of the Institutional Biological and Chemical 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 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 4.3:** Enhance and sustain the Institution's Human Resources (HR).

**1. Continue to enhance the employee experience.**

**Human Resources**

Human Resources is fully electronic. From the application, through onboarding, and while an employee, everything is available online. When a search chair enters a hiring proposal, the complete approval process is electronic. Once received in HR, an electronic offer is sent to the individual. During onboarding, electronic push notifications are sent to the supervisor and incoming employee. The incoming employee will be advised of tasks to complete, and the supervisor will be advised when the applicant is approved to work.

As an employee, yearly training sessions, contracts, W2's, W4's, address changes, leave requests, etc. are all electronic.

HR's portion of the LMU website contains FAQs, a link to a medication pricing tool, 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 also 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 trainings are automated and included during onboarding. Financial Literacy and Financial Planning sessions are offered via Hub Financial Advisors. These sessions can be in-person, virtual, or by phone depending on employee request and are free of charge. Yearly Faculty/Staff Training sessions are now completed on demand via United Educators. Lunch and learn sessions started in March, with topics such as: PeopleAdmin for search chairs, PeopleAdmin for supervisors, using PeopleAdmin forms, payroll information and how to topics (ex. Changing addresses, bank accounts, or W4 information).

**Goal:** Met

**Comments:** The NeoEd LEARN platform is being reviewed as a training tool going forward.

3. Continue to evaluate and enhance University benefits.

**Human Resources**

A dependency audit was performed in conjunction with BCBS. Vendor Days were held for the employees to be able to ask questions from all vendors. In conjunction with BCBS, wellness gifts were supplied to employees on the LMU sponsored health plan.

Benefit Reviews are completed on a yearly basis. Claims data is gathered and analyzed to find areas where value could be added for both the employee and employer. Based on the findings this year, Blue Cross was retained for medical and vision coverage, with a continued pharmacy carve out to VeracityRx. TextCare, Guardian, and AirMed were retained. Pinnacle replaced Health Equity as the FSA vendor.

**Goal:** Met

**Comments:** A 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** LMU currently has employees in 20+ states. HR works in conjunction with Mineral Advisors and McGriff Benefit 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. Due to FLSA changes, approximately 50 people were moved to a non-exempt status this year. Additional positions were also reclassified as Independent Contractors.

**Goal:** Met

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. to the Financial Auditor and the Risk Management auditors. A dependency audit with BCBS and non-discrimination audit of our 125 plan was completed.

**Goal:** Met

6. Continue to participate in recruitment efforts to attract and maintain quality employees.

**Human Resources**

Recruitment has taken on a new face that does not contain many job fairs. We have determined that fairs attended did not net quality candidates. Our focus has become reaching people with online tools such as Indeed. Instead of allowing them to find us, HR is looking for them and reaching out when we find qualified applicants. We continue to post jobs on specialty sites when needed, but we are locating qualified applicants in a timely manner by looking for them ourselves.

**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. There was not enough participation to warrant in person days set aside at the sites.

HR held a Benefit Vendor Day at several LMU sites to offer employees the opportunity to 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 gifts for randomly selected employees enrolled in the LMU sponsored medical plan.

**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. HR utilizes access to SHRM, CUPA, & Mineral Advisors compliance tools. Weekly newsletter updates are received from McGriff, Sageview, or TIAA. Mineral also contains an entire library of updates available on demand.

**Goal:** Met

9. Continue to review employee retirement benefits, funds, and investment options.

**Human Resources**

Retirement committee meets quarterly with third-party investment advisors (TIAA, Sageview, and Hub Financial 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 does not 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 trainings.

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. One 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**

All processes in Human Resources are electronic.



UKG Ready was implemented as a replacement for the sunsetting UKG Central product. United Educators was instituted for electronic yearly training sessions, and electronic performance evaluations were instituted.

NeoED is being reviewed as a “one stop shop” for the ATS, records, training modules, & performance evaluations.

**Goal:** Met

**Comments:** Software is continually reviewed for more efficient and effective protocols.

### 13. Review and enhance the current Performance Evaluation process.

#### **Human Resources**

Performance evaluations are now managed electronically through the PeopleAdmin Records system.

**Goal:** Met

**Comments:** Reviewing NeoEd as a vendor 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, with comparable FTEs.

**Goal:** Met

#### 2. Explore the possibility of adopting salary bands.

##### **Human Resources**

We are currently testing bands with the Administrative Assistant positions.

**Goal:** Met

**Comments:** This will be ongoing.

**Responsibility:** HR

**Time Frame:** Completed

**Resources Required:** Human Resources department budget

**Assessment:** Gap analysis report

**Use of Results:** Administration will review the results to make appropriate decisions.

**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-Lexington (Nursing Site)
  - DVTC Research Building (Wheeler Barn)
  - LMU Tower Floor 8

**Goal:** Met

2. Identify and prioritize department and program technology requests for existing and anticipated programs.

**Information Services**

- StarRez Configuration for Housing
- Evaluate API Configuration for Colleague Work and New Colleague Process in Development
- Canvas ILP integration and Import Configuration, SIS imports (concluded course enrollments), Placeholder Courses (3<sup>rd</sup> and 4<sup>th</sup> year DCOM), Configuring Developer Keys, Troubleshooting Ethos and ILP Errors in Log Files, and Overseer Roles for Proxy Relationships
- Assessed Classroom Technology at all Sites and Approved Upgrades Where Needed
- Assessed Network, Wireless, Server, and Storage Hardware at all Sites and Approved Upgrades as Needed

**Goal:** Met

3. Identify cost-effective solutions to meet technological needs.

**Information Services**

- Reduced Cost and Increased Bandwidth of Secondary Internet Circuit

- Migrated Remote Site Circuits to On Demand Circuits Where the Bandwidth Can Be Lowered to Save Money During Nonpeak Times of the Year
- New Colleague Process for Data Export for Chrome River
- Installing Developer Key in Canvas for the LMU Bookstore, Exports for Book Bundles, and Various Programming Changes

**Goal:** Met

4. Identify resources for upgrades, maintenance, support, and training.

### **Information Services**

- Provided Support for 47,266 Zoom Meetings and 48 Webinars Hosted by LMU, Accruing Over 200,00 Hours of Meeting Time
- Upgraded PRTG Monitoring System
- Updated KEMP Load Balancer, NetApp FAS 9000, InfoBlox, and VMWare
- Upgraded Zoom Room Firmware
- Touchnet Payment Gateway Server and Software Upgraded
- Sisense and Sisense Test Server Migration
- Self-Service New Server Farm Created and Configured
- Formfusion and Formfusion Test Server Migration, Enrollment Form Revision, J. Frank White Academy Report Card Form, Transcript Form Revision, Current Purchase Order Revision, and AP and Student Refund Check Revision
- Kronos Migration to UKG Ready
- Informer 4 to 5 Migration and Implementation
- Closed 42,915 Help Desk Tickets
- Fielded 15,346 Help Desk Calls Since March 2024
- Upgraded 150 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**

- BE 115 Complete Room Upgrade
- BE 124 Complete Room Upgrade
- Cedar Bluff Teaching Site 130 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 132 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 133 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 133 SmartBoard Upgrade
- Cedar Bluff Teaching Site 154 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 186 Complete Conference Room Upgrade
- Crestron 1070 Touch Panel Zoom Update
- CVM 100/101 Projector Upgrades
- DCOM 305 Complete Room Upgrade
- DCOM 306 Complete Room Upgrade
- DCOM 401 Complete Room Upgrade
- DCOM 402 Complete Room Upgrade
- DCOM 415 Conference Room Complete Upgrade
- DCOM Skills lab Complete Room Upgrade
- LMU-Knoxville 200 Zoom Room Upgrade
- LMU-Knoxville 213 Zoom Room Upgrade
- DVTC SA 113 (24) 32" Display Upgrades
- JFWA Touch Panel Upgrade
- President's Conference Room Audio Upgrade
- PTOT Rechargeable Microphone Battery Pack Upgrade
- PTOT Rechargeable Microphone Upgrade in all classrooms and labs at LMU-Knoxville

- Schenck 102 TV Addition
- Student Center Cable TV Device Upgrade
- Student Center Gym Speaker System Upgrade
- Tex Turner Hudl Camera Installation
- Tex Turner Microphone Upgrade

**Goal:** Met

6. Assess Technology initiatives to determine adequate resources.

### **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 courses and program offerings.

### **Information Services**

- Installed Developer Key in Canvas for the LMU Bookstore, Exports for Book Bundles, and Various Programming Changes
- API integration for Canvas/Colleague/Salesforce
- Self Service New Server Farm Created and Configured

**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 Sites and Approved Upgrades where Needed

**Goal:** Met

12. Identify opportunities for external funding for IT related projects.

### **Information Services**

- TN Higher Education Safety Grant

**Goal:** Met

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

- Continue Use of AI-Powered Web Accessibility Solution for Website
- Zoom Provided AI Tools

**Goal:** Met

**Responsibility:** Executive Vice President for Finance, 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**

- Canvas ILP integration and Import Configuration, SIS imports (concluded course enrollments), Placeholder Courses (3rd and 4th year DCOM), Configuring Developer Keys, Troubleshooting Ethos and ILP Errors in Log Files, and Overseer Roles for Proxy Relationships
- StarRez Configuration for Housing
- Evaluate API Configuration for Colleague Work and New Colleague Process in Development
- Report Automation and Various Programming Changes
- The Helpdesk Provided Live Support for the Start of Every DCOM Exam and Lecture
- IS was Present and Spoke at All New Student Registrations



- Troubleshooting Finalsite Exports and Adding Roles for JFWA Staff
- Performed multiple application server upgrades
- Assessed Classroom Technology at all Sites and Approved Upgrades where Needed
- Assessed Network, Wireless, Server, and Storage Hardware at all Sites and Approved Upgrades as Needed
- Upgraded 150 Lab and Podium Computers across all classrooms and labs
- Installed Developer Key in Canvas for the LMU Bookstore, Exports for Book Bundles, and Various Programming Changes
- Clean Catalog Configuration and Colleague Process Under Development
- Emburse Development for new export
- New Colleague Process for Data Export for Chrome River
- API integration for Canvas/Colleague/Salesforce

**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
- Finished Final Phase of LMU Website Redesign
- Added Orange Park CVM Webpages
- New Apply Links page for all programs
- Increasing Website Uniformity Across all Schools/Colleges
- Improving Website SEO and Optimization with the Guidance of Clean Inc.

- Continued Use of AI-Powered Web Accessibility Solution
- Preformed 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 Sites 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**

- Upgraded VPN for External Firewalls
- New Configuration Changes for Multiple Software Implementations on Internal and External Firewalls (Colleague, Transcripts, and Payment Gateway)
- SSO Setup for Various Applications (Anthology, Self Service, Chrome River, etc.)
- Implemented Network, Wireless, Security Cameras, Access Control, and Servers for Construction Projects
  - LMU-Lexington (Nursing Site)
  - DVTC Research Building (Wheeler Barn)
  - LMU Tower Floor 8

**Goal:** Met

8. Perform a quarterly network security audit.

#### **Information Services**

- Penetration testing completed with No Findings
- Performed Weekly Tenable Security Scans
- Additional Antivirus Deployments (CrowdStrike)

**Goal:** Met

9. Review, assess and analyze network monitoring reports.

#### **Information Services**

- PRTG Monitored Internally
- StatusCake Monitored Externally

**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-Lexington (Nursing Site)
  - DVTC Research Building (Wheeler Barn)
  - LMU Tower Floor 8
- 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
- BE 115 Complete Room Upgrade
- BE 124 Complete Room Upgrade
- Cedar Bluff Teaching Site 130 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 132 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 133 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 133 SmartBoard Upgrade
- Cedar Bluff Teaching Site 154 Complete Classroom Upgrade
- Cedar Bluff Teaching Site 186 Complete Conference Room Upgrade
- Crestron 1070 Touch Panel Zoom Update
- CVM 100/101 Projector Upgrades
- DCOM 305 Complete Room Upgrade
- DCOM 306 Complete Room Upgrade
- DCOM 401 Complete Room Upgrade
- DCOM 402 Complete Room Upgrade
- DCOM 415 Conference Room Complete Upgrade
- DCOM Skills lab Complete Room Upgrade
- LMU-Knoxville 200 Zoom Room Upgrade
- LMU-Knoxville 213 Zoom Room Upgrade
- DVTC SA 113 (24) 32" Display Upgrades
- JFWA Touch Panel Upgrade
- PTOT Rechargeable Microphone Battery Pack Upgrade
- PTOT Rechargeable Microphone Upgrade in all classrooms and labs at LMU-Knoxville
- Schenck 102 TV Addition
- DVTC Wheeler Barn Microscope Lab (2) 65" Displays and 65" Break Room Display Installation
- LMU-Lexington Site Completed, including a Laptop Computer Lab Classroom, a Lecture Hall, a Clinical Skills Lab, a Simulation Lab consisting of four rooms, and a Break Room

**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 Security Cameras to LMU-Knoxville Building 4
- Installed Access Control and a Security Camera for BusEd VR Lab
- Installed Access Control for LMU-Knoxville Research Building 105
- Installed Security Cameras at LMU-Lexington (Nursing Site)
- Installed Access Control and Security Cameras at the DVTC Wheeler Barn

**Goal:** Met

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

**Information Services**

- Continuing Hosting of Web and CMS Servers in a Hosted Environment
- Continued use of Cloud Based Application StarRez, Kronos UKG Ready, Clean Catalog, MedHub, Emburse, Canvas, etc.
- Migrated Cornerstone Application to Cloud Instinct Application
- Assessed Network, Wireless, Server, and Storage Hardware at all Sites and Approved Upgrades as Needed

**Goal:** Met

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

#### **Information Services**

- Migrated Cornerstone Application to Cloud Instinct Application
- Performed Backup Replication to AWS

**Goal:** Met

16. Identify and implement improvements that reduce power consumption within the IT environment.

#### **Information Services**

- Migrated Cornerstone Application to Cloud Instinct Application

**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. Continue 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 (for example new AI (Artificial Intelligence) technologies).

**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. Continue training opportunities with vendors.

**Information Services**

- Vendor training is completed on new installs as well as certain new software platforms

**Goal:** Met

8. Continue training and orientation opportunities with faculty, staff, adjunct faculty, and 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 47,266 Zoom Meetings and 48 Webinars Hosted by LMU, Accruing Over 200,000 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, 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 42,915 Help Desk tickets
- Fielded 15,346 Help Desk calls since March 2024

**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, analyze, and update 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. Review, assess, and update 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
- Tex Turner Microphone Upgrade
- Installed Speaker at Tex Turner Arena for Better Coverage During Games and Graduations
- Installed Tex Turner Arena Hudl Camera
- Setup Official Review at Tex Turner Arena

**Goal:** Met

11. Provide ongoing support for existing administrative processes and business systems.

### **Information Services**

- Closed 42,915 Help Desk tickets
- Fielded 15,346 Help Desk calls since March 2024
- Upgraded 150 Lab and Podium Computers across all classrooms and labs
- Provided Support for 47,266 Zoom Meetings and 48 Webinars Hosted by LMU, Accruing Over 200,000 Hours of Meeting Time

**Goal:** Met

12. Continue to 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**

- Target X Retention Configuration, Implementation, and New Colleague Process Created and Under Further Development
- Informer 4 to 5 Migration and Implementation
- Report Automation and Various Programming Changes
- Installed Developer Key in Canvas for the LMU Bookstore, Exports for Book Bundles, and Various Programming Changes
- Evaluate API Configuration for Colleague Work and New Colleague Process in Development
- New Colleague Process for Data Export for Chrome River
- API integration for Canvas/Colleague/Salesforce
- Various New Ellucian Forms Under Development and Configuration
- Various Programming Changes and Improvements for Stored Procedures
- Ethos Application Configuration and API Development

**Goal:** Met

14. Continue to provide access to data and analytical tools to support administrative decision making and compliance.

#### **Information Services**

- Informer dashboards
- Sisence dashboards

**Goal:** Met

15. Continue to provide technical and leadership professional development opportunities for IS employees.

#### **Information Services**

- Training offered virtually for all IS employees

**Goal:** Met

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).

### **Information Services**

- Hours are regularly altered to provide time for training as well as other forms of professional training

**Goal:** Met

17. Continue to 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 and 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 new and continuing faculty, departments, and programs.

### **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 University License
- Adobe University License
- Arc GIS University 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**

- Added Orange Park CVM Webpages

- New Apply Links Page for All Programs
- Increased Website Uniformity Across All Schools/Colleges
- Improving Website SEO and Optimization with the Guidance of Clean Inc.

**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. Maintain 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**

- Formstack Audit Completed
- Clean Catalog Configuration and Colleague Process Under Development

**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.

Outright annual giving (gifts \$5,000 and below) totaled \$399,635.86 as of March 17, 2025.  
Strategies for cultivating a broad base of annual support including the following:

**Founders Day of Giving**

- Transitioned Founders Day of Giving goal from number of donors to a project-based approach (20 Challenges for the Top Hat) which raised a total of over \$35,000 from 430+ donors.
- Hosted Hour-A-Thon Fundraiser for Athletics (4 teams participated raising nearly \$20,000).
- Founders Day Breakfast hosted at Grant-Lee to promote donations to FDG.
- Utilized student and alumni ThankView videos for outreach of previous donors and to acquire new donors.
- Multiple emails, text messages, automated voicemail outreach (including targeted outreach for specific groups. Ex: DCOM, Nursing, CVM, SMS).
- FDG Postcard sent to previous donors
- 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 UA publications.
- 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. To remain successful, we must continue to shape and grow our campaign to retain previous donors while acquiring new donors.
  - Our goal now is to continue to refine our campaign to appeal to new donors while increasing the total number of dollars raised.

**Direct Mail Solicitations Completed:**

- Postcard to Splitter Athletic Society members about events during Homecoming/Burns Golf Outing
- Letter to all Athletic Alumni with updates/ask to give to Athletics
- Letter to all Athletes Hall of Fame members to give to HoF Scholarship to reach goal of 5,000.
- “Let Me Tell You” monthly postcard mailing
- End of Year Fiscal & Calendar Appeal-Dr. Routman, Dr. Neal Cross, Dr. Michael Wieting
- Lincoln’s Cupboard appeal – Mother’s Day

**Email, Texts, Voice Mails and Social Media Completed:**

- Greeting from LMU Athletics A.D. (Christmas)
- Class of 1974 Solicitations
- Lincoln’s Cupboard Ask (Thanksgiving)

- 50-Year Nursing Celebration
- Doctors Day
- Nurses Day
- PA Day
- Annual Fund Campus Miniatures Promotion

**Special Events Completed:**

- Splitter Society Table sign-ups/Homecoming Lunch
- Basketball legends (1980-85) event at home game
- Splitter Athletic Society ring ceremony for Golfer Alumni at home Basketball game
- Hosted Alumni Day at the Games (Tex Turner event); promoted Splitter Athletic Society.
- 50-year Nursing Celebration at Homecoming
- 50-year Nursing Celebration-LMU Tower

1,626 total contact reports documented in Salesforce for FY24-25 as of March 17, 2025, including major gift, mid-level, and annual giving contacts.

**Publications (giving appeals) Completed:**

- Student engagement in philanthropy
- Community Engagement
- Developed a plan to enhance the Annual Giving donor pipeline based on the following areas:
  - Donor Acquisition
  - First Gift
  - Recurring/Upgrade
  - Gift Officer Cultivation
  - Splitter Athletic Society Newsletter to all members

**Goal:** Met

**Responsibility:** VP for University Advancement, AVPUA, Director of Annual Giving, Gift Officers, and Senior Director of Alumni Services

**Time Frame:** Ongoing (Monthly mailings and emails, quarterly and annual publications, and continuous fundraising projects)

**Assessment:** Number of donors acquired; Dollar amount of donation; Affinity score based on calculated data points in Salesforce; Number of months/years between first gift and next gift.

**Use of Results:** An expanded number of first-time donors and leads is used to 1) widen the pool of mid-level and major donors, 2) to retain and build repeat donors, and 3) to expand our overall unrestricted donor support.

**Strategic Goal 6:** *Enhance resources.*

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

1. Employed prospect research tools, analysis of past giving, and other strategies to identify, cultivate, and solicit first-time donors and other prospects, in order to provide revenue for identified fundraising initiatives to include annual gifts, endowed gifts, and physical plant.

FY24-25 mid-level projects included:

- Athletics Nutrition Room
- Athletics Recovery Room
- Splitter Athletic Society
- 1897 Club (LMU Golf)
- Baseball Diamond Club
- Softball Patio
- GC Quad monitors (LMU Golf)
- LMU Athletes Hall of Fame Scholarship
- Chemistry department research project
- School of Business ABE Conference sponsorship
- School of Business CASE study competition
- Honors Scholars sponsorship
- School of Engineering steel bridge competition
- UPLIFT Research Sponsorships
- J. Frank White Academy priorities
- LMU-DSOL “Love Your Lawyer Day”
- LMU-DSOL Student Public Interest Fellowship Auction
- LMU-DCOM White Coat Project
- LMU-DCOM Research Projects

Gift officer moves lists have been updated based on evaluation of donor affinity, capacity, and research in order to target major gift endowment donors.

- Mid-level gifts received during FY24-25 total **\$339,666.56** as of March 17, 2025.

**Goal:** Met

**Responsibility:** VP for University Advancement, AVPUA, Director of Annual Giving, Gift Officers, and Senior Director of Alumni Services

**Time Frame:** Ongoing (Gift officer visits based on donor schedule; phone, email, and direct mail solicitations surrounding individual projects)

**Assessment:** Number of mid-level projects completed; number of first-time and entry-level donors upgraded to mid-level; retention rate of “Sybunt” donors

**Use of Results:** Mid-level donor acquisition and retention strategies will result in the growth of project-based donor support, expansion of major gift prospect lists, and overall growth of the donor base for future fundraising.

**Strategic Goal 6:** *Enhance resources.*

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

1. 50 current donation proposals are active, including twenty-five new proposals presented to donors during FY24-25 as of March 17, 2025:

- 10 endowed scholarship proposals
  - Mike Reece (JFWA Endowed Scholarship)
  - Gene and Joyce Cox (Shirley Fields Endowed Scholarship)
  - Charles and Janet King (King Endowed Scholarship)
  - Walter and Atha Dickenson (Dickenson Endowed Scholarship)
  - Bobby Burchfield (Burchfield Family Scholarship)
  - Jeffrey and Jerre Wadsworth (McCully Scholarship)
  - Tom Graham and Mimi Graham (Wheeler and Graham Endowed Scholarship for the College of Dental Medicine)
  - Chewy.com scholarship for LMU College of Veterinary Medicine
  - Mary Welch – endowed scholarship in memory of James Welch
- 9 estate gift proposals
  - Don and Teresa Stinson (Scholarships)
  - Don Jeffers (Scholarships)
  - Charlotte McConnell (McConnell endowed scholarship)
  - Beverly Robinette (Robinette endowed scholarship)
  - William Hoffard (Hoffard endowed scholarship)
  - Lorraine Murphy (Zeta Tau Kappa/Daniels family scholarship)
  - Doug Polly (Polly engineering scholarships)
  - Gretchen Bailey (Bailey family scholarships)
  - John Howe (updated trust amendment – CVM scholarships)
- 3 major gifts of stock proposals
  - Walter and Atha Dickenson
  - Charles and Janet King
  - Don and Barbara Kludy
- 2 annual scholarship proposals

- Hall of Fame scholarship goal of 5,000
- Dan Burns Memorial golf tournament (Dick and Sherrie Nevils)
- 4 major gift project proposals
  - Mike Dean (School of Business classroom naming)
  - Todd Hoskins (School of Business classroom furniture)
  - Dan Dennison (Research)
  - Chewy.com sponsorship of anatomy lab building in Orange Park, Florida (LMU-CVM Orange Park)
- 4 Class of 1974 lead gifts
  - Troy Poore (Class of 1974 project)
  - Carolyn Lantz (Class of 1974 project)
  - Dan Ross (Class of 1974 project)
  - Henry Viens (Class of 1974 project)
- 18 Mid-level project proposals (\$3,000-\$10,000)
  - UWorld (LMU-DCOM CME Event)
  - True Learn (LMU-DCOM CME Event)
  - Fisher Scientific (LMU-DCOM CME Event)
  - Lecturio (LMU-DCOM CME Event)
  - Steele Supply (LMU-DCOM CME Event)
  - Halo (LMU-DCOM CME Event)
  - Ballad Health (LMU-DCOM CME Event)
  - DeRoyal (Golden Scalpel Golf Tournament)
  - Claiborne Medical (Golden Scalpel Golf Tournament)
  - ARH (Golden Scalpel Golf Tournament)
  - Direct Mail (Christmas Festival)
  - ARH (Christmas Festival)
  - Seibers Drywall (Golden Scalpel Golf Tournament)
  - QualPro (40 Under 40 Event Sponsorship)
  - Commercial Bank (40 Under 40 Sponsorship)
  - Wastequip/Mountain Tarp (Steel Bridge Competition Sponsorship)
  - Smithfield (40 Under 40 Event Sponsorship)
  - Hearthside Bank (40 Under 40 Event Sponsorship)

In February 2025, University Advancement added a full-time Director of Corporate and Foundation Development position based in Orange Park, Florida. This fundraiser is currently developing a portfolio and network based around major gift priorities for the LMU-DCOM and College of Veterinary Medicine sites in Orange Park.

#### **Estate Planning Programming and Communication Completed:**

- Estate Planning guide mailing “Planning Your Legacy”



- Estate Planning postcard mail/email
- Estate Planning awareness week daily email
- IRA charitable rollover postcard mailing
- Morgan Stanley estate planning luncheon

#### **Endowment Donor Recognition Completed:**

- 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

**Goal:** Met

**Responsibility:** VP for University Advancement, AVPUA, Director of Annual Giving, Gift Officers and Senior Director of Alumni Services

**Time Frame:** Ongoing (Gift officer visits based on donor schedule; phone, email, and direct mail solicitations surrounding individual projects)

**Assessment:** Number and amount of major gift proposals; conversation rate of gift proposals (% funded)

**Use of Results:** Growth of major gift funding will enhance the LMU endowment, and provide significant support for endowed and capital projects

#### **Strategic Goal 6:** *Enhance resources.*

Objective 6.4: Increase alumni participation and engagement.

Connected 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 Board** to revitalize the officer election process with the main goal of expanding the representation of our growing number of active alumni - This was a success, and it brought a wider variety of alumni from regional areas to serve on the alumni board.
- Working with **National Alumni Association Board** to expand incentives for joining to include more global incentives – added several incentives including a national Enterprise

discount for alumni as well as several other enticing benefits such as a members-only Gala at Homecoming. Planning to add Disneyworld for a different large-scale event aimed at busy alumni families. Mounting a year-long national campaign to increase membership.

- o Evaluating all major alumni events to focus on including and enticing graduate and professional alumni - Changed the way we marketed our gatherings, moved to different venues with different activities to appeal to a greater audience of alumni across all professions and regions, finding alumni willing to host events with and without LMU personnel present to reach more alumni. Alumni hosted successful events in the Tri-Cities, across Ohio, and Claiborne County. Expanding to Union County, TN, Florida, and Kentucky. Adding more events with our full-time assistant alumni director. Plans are for her to do more events aimed at young alumni and in coordination with student services.
- o Make intentional decisions on high interest ticketed events such as the Titans and Keeneland to allow ticket costs to be paid entirely by participants- Entire cost of both events were covered by ticket cost and our attendance is still strong so the practice will continue.
- o Moved Dollywood event to an employee focused event
  - o Met with President's office to make plans to move to entirely employee event in 2026. This year it will be advertised internally and externally from our office and the President's Office. Next year plans are for the President's Office to take over the event and make it an employee-based event.
- o Homecoming 2024 was held in October. An evaluation of the weekend was held immediately following and planning will begin soon for Homecoming 2025. We will keep representation from the National Alumni Board, student services, public relations, Museum, Athletics, President's Office, graduate/professional programs, and the Division of University Advancement as committee members for a broader scope of enticing homecoming events for alumni to enjoy.
- o Exploring sponsors for some of our larger events and for our t-shirt that is given away - We started seeking sponsors for our WOS fashion show and Christmas Festival with good success. We are soliciting sponsors for our 40 under 40 event and have plans to do the same for our signature events at homecoming such as the Awards ceremonies, t-shirts, luncheon and parade.
- o Continue to grow the homecoming parade held in downtown Cumberland Gap- adding more alumni and community involvement, additional campus partnerships and with the town of CG. Explore the possibility of partnering with Crossing the Gap organization to coordinate a car show for more interesting events during the weekend.
- o Evaluated the annual trip to visit alumni in Florida to determine the most beneficial cities to visit and activities to offer. Florida did not net us the overall results we were hoping to have so we will discontinue the practice of spending a week in January there and will instead focus on the areas with most participation and possibility plan alumni hosts and events there throughout the year.
- o 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. Alumni volunteers helped host

those events. We learned that downtown Cincinnati is not a great location to get alumni out. We will scale back on our travel and let our alumni host events in their area without our presence.

- o Begun planning for first LMU 40 Under 40 event to be held in Knoxville on September 10. The speaker will be LMU's own Dean of the School of Business Kelsey Metz. Plans are set and the event will be Friday, April 25 from 11:30-1:30 at Jackson Terminal in Knoxville. A variety of 40 alumni will be honored from a variety of degree areas.
- o Offered two summer 2024 Alumni Travel opportunities:
  - o The LMU travel program offers interesting and engaging ways to travel together and bond over shared experiences. The two trips last year forged some new friendships and rekindled some older ones. It gives us the opportunity to share possibilities for them to be involved with scholarships and programs to impact students and their alma mater. In June 2024, we traveled to Bavaria, Austria, and Switzerland with 42 participants (87% participated in the 2023 trip) and for the first time we offered a second trip – a Cruise to Key West & the Bahamas – Nine booked cabins (17 people) and a totally different group than those who went internationally. This year two trips are booked again. 20 will be traveling to Greece and Turkey. All are the same as have previously traveled internationally. The other is a cruise to Alaska where we have 33 booked and 70% of them are new to the travel program!
- o Hosted Alumni Day at the Games in January this year and separately from the Founder's Day of Giving event and had less participation than previously so the event will move back to February.
- o Working closely with Career Services and Admissions to offer more value to alumni and for students. Planning events where we can help both students and alumni
- o Meet regularly with the Director of Career Services to offer internship opportunities, resume help, career networking and more. Recruit A Railsplitter continues with alumni signing postcards for students on the fence to encourage them to choose LMU. Also working with other departments to assist with alumni recruiting students.
- o Meeting quarterly and staying in regular communication with all those responsible for alumni services. Coordinating events, announcements, offerings, etc. to offer a more uniform set of services to ALL alumni with the goal of increasing involvement from all alumni.
- o Working with the Women of Service to build and maintain relationships to increase involvement in the organization and grow the endowed scholarship, increase food pantry and clothes closet to support students and enable them to complete their LMU degree. WOS hosts two themed meetings and two fundraisers each year and continues to grow their endowed scholarship annually as well as increase aid to students through the food pantry and the clothes closet.

#### School of Medical Sciences Alumni

- o Hosted annual alumni gatherings at the national conferences (AAPA) and the TN state conference (TAPA).

- The attendance at our alumni gathering during the AAPA conference continues to grow. LMU will host the third annual alumni gathering at an AAPA conference this May. The conference's location impacts the number of alumni who attend, and whether the event is alcohol-free also plays a significant role in the level of attendance.
- The TAPA event in Gatlinburg is in October every year. Last year's turnout was very low because the PAEA conference was held in Washington, DC, at the same time as the TAPA conference. More current students attend this event than alumni.
- PAEA conference will be adding SMS alumni events
- Invite alumni to join the faculty for dinner when they are in their area doing clinical site visits.
  - A few alumni attended the recent faculty/alumni dinner. Although the turnout was small, these events will continue. They are low-cost, and even if alumni are unable to attend, they truly appreciate that we keep them in mind.
- Host activities such as cookie decorating days and cupcake days
- Continue supporting SMS alumni in the following ways:
  - Assist current students with their events, such as the sundown rundown, to develop relationships before they graduate
  - Utilize social media to 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 Alumni
  - LMU-DCOM Alumni and Friends Events, including annual gatherings at OMED, ACOI, AAO, ACOFP, TOMA, and FOMA
  - LMU-DCOM Annual Essentials of Clinical Medicine CME Conference and other CME programming throughout the year, including at LMU Homecoming
  - Monthly alumni newsletter (email)
  - DO Seminar Series (monthly)
  - Club speaker requests
  - LMU-DCOM Alumni Association Board of Directors
  - Alumni awards including Distinguished Alumni Award and Outstanding Community Physician Award
  - MATCHMaker mentorship program
  - Alumni outreach including visits and lunch/dinner requests
  - Social media updates to share achievements and information
  - Monthly alumni highlight on social media
  - Webpage with information including event schedules, alumni achievements, and alumni resources
  - Ongoing job bank
- LMU-CVM Alumni

- VMX, TVMA, WVC, AVMA, KVMA, AAEP Alumni Receptions- Engaged with CVM alumni and college supporters at veterinary conferences to strengthen connections, foster relationships, and inspire future giving
- Clinical Year Breakfasts- Establish a connection with our 4th year students, educate them on Launch Week (an alumni engagement lead course), answer questions regarding their upcoming licensure, etc.
- Career Expo- Connect our students with potential employers, invite alumni to come back to campus to network with current students, etc.
- Job Board/Career Center- Launched a job board/career center which provides our students and alumni with career resources and potential jobs, also offers alumni the opportunity to post one-free job listing per year to help support their clinic
- LMU-CVM Alumni Calendars- Mailed to CVM alumni in December to prompt our alumni to participate in Founder's Day of Giving, make aware of alumni events with dates, etc.
- Homecoming and CE- Bring alumni back to campus, participate in CE, 5th year class celebration dinner for the DVM Class of 2019
- Inaugural LMU-CVM Alumni Awards- Highlight alumni achievements within the college for those who uphold University values, bring recipients back to campus, engage alumni to nominate one another
- Frequent database updates because of various contact points- Continual use of Salesforce to update alumni contact information and gather new data
- Connected with two of our VMT alumni at the Music City Veterinary Conference (MCVC) who are involved with the TVTA and will be instrumental in helping us reconnect with our VMT graduates to update their contact information and host an alumni dinner at the TVTA Conference in Pigeon Forge
- Offer to our students a NAVLE prep program that includes supports from alumni advisors
- LMU-DSOL Alumni
  - DSOL 15<sup>th</sup> Anniversary Celebration: six alumni sponsors, large alumni attendance
  - Solicitation to alumni asking for support for the Student Emergency Fund in the aftermath of Hurricane Helene ~\$1,000
  - Morristown Alumni Networking Event 11/21/24
    - Around 20 attendees including Morristown-area alumni and students interested in practicing in Morristown
  - Christmas card mailing to DSOL alumni
  - Chattanooga Alumni Networking Event 3/13/25
    - Around 15 attendees including Chattanooga-area alumni and students interested in practicing in Chattanooga
  - Student Public Interest Fellowship Auction 3/6/25
    - Three alumni sponsorships and several alumni attendees that bid and won auction items
  - '15 and '20 Class Reunion planned for 04/26/25
    - 10 year and 5 year joint class reunion

### **J. Frank White Academy**

JFWA is planning to host an alumni event during LMU's Homecoming weekend in October 2025.

**Goal:** Met/Ongoing

**Responsibility:** VP for University Advancement, Senior Director of Alumni Services; Assistant Director of Alumni Services; Director of Alumni Services and CME, DCOM; Assistant Director of Alumni Services, Knoxville; Director of Alumni Engagement and External Affairs, CVM; Director of Career Services and Alumni Relations, DSOL

**Time Frame:** Ongoing (Alumni events scheduled monthly, quarterly and annually based on events; alumni engagement continues daily through individual visits, phone, email, and social media)

**Assessment:** Alumni giving rate; Event attendance; follow-up engagement and donations of attendees; surveys from events; Number of emails delivered/bounced; Number of direct mail pieces delivered; Number of volunteers responding from engagement efforts.

**Use of Results:** Alumni engagement strategies will be used to expand the percentage of active, participating LMU alumni, leading to higher giving rates and increased alumni support; higher rates of volunteer participation; increased positive goodwill online and in communities; and other secondary benefits including alumni recruitment and alumni returning to enroll in additional degree programs.

### **Strategic Goal 6:** *Enhance resources.*

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.

- 1,775 charitable gifts have been posted this fiscal year by University Advancement in Salesforce as of March 18, 2025.
- Obtained 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/colleges and departments to obtain updates, and to facilitate access to Salesforce along with training and support for those areas to update records directly.
- Maintain and update alumni and friends' data of record for the University in Salesforce, including:
  - Career data
  - 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 in 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 IS to continue support and enhancements of the Salesforce product.
- We have worked with IS during FY2024-25 to enhance the utility and functionality of the Salesforce platform including the following:
  - Refinements to Contact record
  - Custom fields
  - Report writing
  - Implementation of Salesforce Foundations, with access to Agentforce
  - Salesforce Licensing as needed
- 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.

**Goal:** Met/Ongoing

**Responsibility:** VP for University Advancement, Assistant VP for University Advancement, Director of Annual Giving, Senior Director of Alumni Services, and IS.

**Time Frame:** Ongoing

**Assessment:** Number of gifts booked in Salesforce; Number of contact records updated; Number of reports, mailing lists and other data requests processed; Email delivery rate; Text message delivery rate.

**Use of Results:** Advancement data management strategies will lead to 1) improved communication rates, 2) compliance with nonprofit charitable tax receipt and record-keeping guidelines; 3) more efficient and effective direct mail; 4) email and phone communication; 5) improved accuracy in alumni data reporting; and 6) improved options for future advancements and improvements in Salesforce and other software.



**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 the COSA committee. In addition, Dr. Bethany Powers has been appointed to this committee and reports back to the dean and the CMSOE.

**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

**Richard A. Gillespie College of Veterinary Medicine**

CVM provides representation on COSA.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

Pending representation on COSA.

**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 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

**College of Mathematics, Sciences, and Health Professions**

The Dean of the College of Mathematics, Sciences, and Health Professions serves on COSA and has also served as the committee chair.

**Goal:** Ongoing

**School of Medical Sciences**

The Associate Dean of Academic Affairs represents the SMS on COSA

**Goal:** Met

2. Deans will work with the ORGSP and administration to develop policy, process, 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. 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 full support of the Dean and are given adequate time to participate in scholarly activities. Each course director is given time to plan for courses during the work week. Research projects are included in the CDM curriculum for interested students.

**Goal:** Met

**Richard A. Gillespie 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 presentations at conferences. Publications by students are encouraged and mentored through CVM faculty.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM will support 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 students presenting research topics will receive travel allowances to conferences.

The CVM will pay for student and faculty poster printing costs.

Students will be allowed excused absences from didactic lectures for presentation at conferences. Publications by students will be encouraged and mentored through OPCVM 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 (2) and Knoxville (2), a Director of Health Sciences Research and Grants (interviewing/open position), a Research Coordinator, an Executive Director of the Office of Research, Grants, and Sponsored Programs (LMU), and a post-awards Grant Manager (LMU); we currently have two (2) positions open to support our Orange Park campus, Director of Research and Lab Manager. 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, IBCSC, 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. An 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 Library team provides comprehensive support for faculty and students. Director of the Law Library Gordon Russell oversees the library and supports research needs. Associate Director Bianca White manages the research assistant program and supports the LMU Law Review. Public Services Librarian Chantel Matikke works directly with both faculty and students. All three librarians teach the required Legal Research I and Legal Research II courses. Library Fellow Daniel Mendoza provides additional student services support. 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 Arts, Humanities, and Social Sciences**

All faculty are required to produce scholarly work and research. This is reviewed during annual faculty review periods and every semester as part of the collection of workload information. An added form, “Scholarly Work and Service” is attached to each faculty workload form each semester. AHSS supports faculty with applicable travel and release time for this purpose. All program faculty provide the Dean with the scholarly work form that enables scholarship to be tracked and appropriately publicized.

Instructor Wensink leads the Mountain Heritage Literary 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., student publication/presentation); he also presented international talks (Mexico in the Spring of 2024 and England in Fall of 2024). Undergraduate faculty are urged to attend one 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 fully implemented its Scholarly Activity Policy, outlining expectations for faculty scholarly activities and contributions. The School of Business has implemented a school-specific Research Focus Statement to cultivate thought leadership within designated areas. Faculty scholarship receives support through designated budget lines and allocated time within the University’s workload form.

Additionally, School of Business faculty are encouraged to apply for research funding through LMU’s mini-grant program.

**Goal:** Met

**School of Engineering**

Processes to encourage and support scholarly activity are being developed.

**Goal:** Developing/Ongoing

**College of Mathematics, Sciences, and Health Professions**

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 Associate 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, Dr. Bethany Powers. This committee provides an online professional development event each semester open to all LMU faculty. Many topics are of interest to all University faculty. Faculty are encouraged to participate and present at these events. Scholarly activity is reflected in each faculty member's workload each semester.

**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

### **Richard A. Gillespie 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

### **College of Veterinary Medicine at Orange Park**

OPCVM has an Associate Dean of Research and Basic Sciences and will have 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 Arts, Humanities, and Social Sciences**

The AHSS Research Committee is currently chaired by an instructor in the Literature and Language department, Dr. Bragg. The dean is an ad hoc member. The dean serves as director of research for AHSS.

**Goal:** Met

**School of Business**

The PhD/DBA 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

**College of Mathematics, Sciences, and Health Professions**

The Dean serves as the Director of Research and Scholarly Activity supported by Department Chairs and the Director of the Cumberland Mountain Research Center. Dr. Lawrence Ramiscal serves as the Director of Research for the Doctor of Physical Therapy program. Dr. Elizabeth Schmidt serves as the Director of Research for the OTD program.

**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 (IR), 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: DeBusk College of Osteopathic Medicine (DCOM); College of Mathematics, Sciences, and Health Professions; 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**

CDM collects data from faculty using Microsoft platform that populates into a central spreadsheet that is used for the repository for CDM scholarly activity.

**Goal:** In progress

#### **Richard A. Gillespie College of Veterinary Medicine**

The Richard A. Gillespie CVM collects data from faculty using an Excel spreadsheet and is compiled for the repository for CVM scholarly activity.

#### **College of Veterinary Medicine at Orange Park**

The CVM will collect data from faculty using a Microsoft form that populates into a central spreadsheet that is used for the repository for OPCVM 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 school/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. The purchase of this software is dependent upon budget allowance.

**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.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Scholarly activities are documented via an internal document shared from the Dean's Office. Faculty update the document at least three times per year.

**Goal:** Ongoing

### **School of Medical Sciences**

No activity toward this objective at this time.

**Goal:** Unmet

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).

### **Carter & Moyers School of Education**

CMSOE has research classes in each of the graduate level programs. The CMSOE Dean is a member of the COSA committee and uses bilateral communication to and from the School.

**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. Dr. Lisa Pullen is the representative on COSA for the CSN.

**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 two and a half months) during the summer) and are expected to present at National Conferences, LMU Research Day, and at professional meetings.

**Goal:** Met

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

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 and 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 and currently serves as the Chair of COSA.

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

AHSS integrates scholarly work throughout its curriculum as much as possible.

The BS in Social Work program works with DCOM to strengthen the performance of their test patients. All Social Science, Humanities, and English courses require purposeful research and writing in all upper-level classes. AHSS faculty participate in LMU Research Day (approximately 15 students participated in the 2024 event). Several AHSS students won awards at the LMU research events. The English faculty support the Mountain Heritage Literary Festival and the Cumberland Gap Writers; both integrate community and LMU research within their missions. 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 this spring semester, presented in Washington DC at the Lincoln Memorial Celebration. One MSP student is co-presenting research with the graduate coordinator, Dr. Asbury, at the annual meeting of the Southeastern Psychological Association in Spring 2025.

Two Ledford Scholars working with DoLL faculty to develop student research projects that were widely shared at conferences.

**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). The School of Business has specifically revised the DBA program's curriculum to ensure strengthened research skills on behalf of doctoral students and has added a PhD in Business Administration which incorporates additional research methods courses. Further, instructors in the doctoral program 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 design projects at LMU Research Day.

**Goal:** Unmet

**College of Mathematics, Sciences, and Health Professions**

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 (BIOL/CBIO/CHEM 483), Research Design and Analysis (BIOL 380), Research Methods (PEX 485), Scholarly Writing in the Life Sciences (BIOL 290), and Evidence Based Practice & Research (PEXS 476).

In the Doctor of Physical Therapy Program, research is integrated across the curriculum and is the primary topic of the following courses: Introduction to Clinical Research and Applied Biostatistics (DPT 810), Clinical Research I (DPT 811), and Clinical Research II (DPT 912).

In the OTD program, research starts in the student's first fall semester with Research Process (OTD 722) and continues into the spring with Evidence Based Practice (OTD 732). During their second year, they complete a group research project in Seminar I (OTD 822) and Seminar II (OTD 832).

**Goal:** Met

### **School of Medical Sciences**

The Associate Dean of Academic Affairs has created a PA Education Research Community (PERC) with the goal of increasing PA faculty publications by providing a supportive community where faculty can work together on shared interests across SMS programs.

**Goal:** Ongoing

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

### **College of Dental Medicine**

The CDM, where possible, will work on research collaboration with the CVM and DCOM.

**Goal:** Met

### **College of Veterinary Medicine**

CVM faculty collaborate where possible with faculty in LMU's College of Math, Science and Health Professions (CMSHP) and DeBusk College of Osteopathic Medicine (DCOM).

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

OPCVM faculty will collaborate where possible with faculty particularly in LMU-DCOM at Orange Park.

**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 has 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. The

College of Dental Medicine collaborates annually with the Law School's Mock Trial program to help train their forensic dentistry fellows. Various law school faculty participated in empathy training run by DeBusk College of Osteopathic Medicine. DSOL collaborates with the Carter & Moyers School of Education to develop various law school faculty development trainings.

**Goal:** Met

**Comments:** In 2025-26, the Law School plans to engage in collaborative meetings with the DeBusk College of Osteopathic Medicine to create a partnership for next spring to offer a Medicine for Lawyers/ Law for Doctors course.

### **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 collaborating with the President of the Appalachian College Association to pursue a National Science Foundation GRANTED application to expand research administration collaboration and capabilities across ACA institutions.

**Goal:** Met

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

Faculty of AHSS collaborate with DCOM's IPE as well as DSOL with combined degree completion pathways and early entry pathways. There is also a collaboration between the Social Work program and DCOM's test-patient program.

In addition, Dr. Heiniger collaborates with the Archives of Appalachia (ETSU), the Guardians of the Gap, and Dr. Elizabeth Stewart on grant submissions. Dr. Hardy works with former colleagues, Drs. Hess, Toomey, and Hubbard, on presentations and visits to other schools. He has collaborated with presentations at DCOM through Drs. Wieting and Fuesting. Also, Dr. Mabry is working through a virtual roundtable event with professors from the University of Queensland, New Saint Andrews, and Saint Louis Universities.

Dr. Roberson is collaborating with Dr. Bagwell from McDaniel College and with one of the MPA adjuncts on a textbook chapter about former Vice President Kamala Harris. Dr. Gee and Dr. Dean participate in an ongoing collaboration with Dr. Brandt in the College of Mathematics, Sciences, and Health Programs on research in Costa Rica promoting the Cumberland Mountain Research Center.

**Goal:** Met

### **School of Business**

The School of Business partners with various schools within the University to offer combined degree completion pathways to professional students.

**Goal:** Met

### **School of Engineering**

Engineering faculty and students collaborate with several institutions. The engineering club joined the chemistry club to design and launch model rockets. Engineering students and

faculty are collaborating with OTD faculty to develop therapy equipment designs and prototypes.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Several faculty members across the College of Mathematics, Sciences, and Health Professions have active (ongoing) collaborative projects with faculty at other LMU schools and colleges. Collaborative projects with CVM: Department of Biology (Drs. Brandt, Purple, Shock). Collaborative projects with DCOM: Department of Biology (Drs. Brandt, Purple, Shock); Department of Sport and Exercise Science (Drs. Flynn, Langford, and Yost). Collaborative projects with the School of Medical Sciences: Department of Sport and Exercise Science (Drs. Flynn, Langford, and Yost). Drs. Brandt, Purple, and Shock are co-PIs 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.

Within the Doctor of Physical Therapy program, there are collaborative projects with the Doctor of Occupational Therapy Program (Dr. Schmidt, Dr. Cummings) and DCOM (Dr. DeFranco).

In the OTD program, faculty are working to increase relationships with other programs within the University and outside of the University. With increased ACOTE standards related to IPE, it is important to strengthen this aspect of the program.

**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 yet instituted collaboration between other 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 more than 47 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

**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 Mobasheri 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 has been established 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

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

OPCVM has a letter of support with Jacksonville University for research collaborations within their College of Arts and Sciences as well as the Marine Science Research Institute.

Further research collaboration is outlined in an MOU with the Bronson Animal Disease Diagnostic Lab.

**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. DCOM, CVM, CSON, CMSHP (OTD/DPT), and the PA program collaborated to serve as a platinum sponsor at the National Academies of Practice (NAP) Forum 2024 and 2025. Faculty at DCOM and LMU serve on various NAP Committees and Academies.

**Goal:** Met

**Comments:** Documents referenced are available upon request.

### **Duncan School of Law**

Various faculty attend national conferences, collaborate on research agendas and write scholarship with faculty at other law schools that are a part of the SEALS, Southeastern Association of Law Schools. The Law School is also a member of an ABA legal education police practices consortium and has partnered with other law schools such as Penn State Dickinson Law, Quinnipiac University School of Law, University of Memphis Cecil C. Humphreys School of Law, and Roger Williams University School of Law to offer police practices courses in the various law schools. The Law School has also partnered with the European Legal Practice Integrated Studies (ELPIS) network, which is comprised of European faculty and law schools that conduct research and support collaborative projects. One of those projects is the Global Law Classroom program which encourages faculty collaborations in course design with over twenty universities contributing to these collaborative teams. 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:** Met

### **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 Federacion 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 Arts, Humanities, and Social Sciences**

AHSS sent one psychology faculty to England this past summer with ten LMU students to study psychology in Europe. Dr. Campbell will be studying there again in collaboration with faculty in British institutions. Dr. Asbury visited several institutions in England and one in Mexico to collaborate with colleagues on projects focused on Artificial Intelligence.

**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:** Ongoing

### **College of Mathematics, Sciences, and Health Professions**

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), **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), | 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); **Lafayette College** and the **University of Hartford** (Dr. Romano; research on computational chemistry); **University of Central Florida** (Dr. Zaman; computational physics of bi-metallic clusters); and **US Coast Guard Academy, University of Main, Husson University, and Washington College** (Dr Hall; STEM education research – NSF IUSE grant funded project).

Within the Doctor of Physical Therapy program, there are collaborative projects with the following institutions: **University of St. Augustine for Health Sciences** (Dr.

Gunterstockman; role modeling in clinical education), **California State University Northridge** (Dr. Gunterstockman; role modeling in clinical education and cognitive load in physical therapy students), **University of Buffalo** (Dr. Gunterstockman, career readiness research), **Northwestern University** (Dr. Gunterstockman, leadership in physical therapy research), and **Tennessee State University** (Dr. Gunterstockman and Dr. Rheault, pedagogical approaches to neurological education).

**Goal:** Met

### **School of Medical Sciences**

Faculty members serve on several national boards, such as the Academy of Doctoral Physician Assistants and the DMS/DMSc Consortium. 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 for the Doctor of Medical Science Program. LMU has implemented outreach initiatives to reach communities with identified health care shortages, both locally and nationally. This includes collaborating with community organizations, high schools, and colleges to identify and engage prospective students. Additionally, the School of Medical Sciences has established strategic partnerships with multiple institutions and participates in recruitment events designed to enhance accessibility and visibility for all students when applying to SMS graduate and doctoral programs.

**Goal:** Met

8. Develop a facilities, equipment, and resources list for all programs.

#### **ORGSP**

A facilities and resources list has been compiled and posted on the ORGSP website. Additionally, the IBCSC committee is currently compiling a list of equipment and resources as a part of their re-write of the University lab safety guide. This is an ongoing process.

**Goal:** Ongoing.

9. Utilize the ORGSP website to centralize information about research and grants across the institution.

#### **ORGSP**

The ORGSP website has been made more robust, with details on the grant process, student, faculty and staff opportunities, equipment and resource lists, forms, and other helpful guides and funding opportunities.

**Goal:** Met

**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.

**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 9<sup>th</sup> Floor of the Tower to ensure support, high performance, and cost-savings.

**Goal:** Met

#### **Richard A. Gillespie College of Veterinary Medicine**

IS has approved programs that facilitate CVM research.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

Pending construction and hiring.

**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 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. IS has been resourceful in supporting programs with software such as SPSS and other software.

**Goal:** Met

**School of Engineering**

Engineering is working with IS to explore computing options to operate various engineering software.

**Goal:** Developing/Ongoing

**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

**College of Mathematics, Sciences, and Health Professions**

The Doctor of Physical Therapy Program utilizes a Canvas page to share resources. The Director of Research, Dr. Lawrence Ramiscal, has begun a research seminar series to educate faculty and staff about research processes, stimulating new ideas, and collaborations.

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**

As a new college beginning in Fall 2023, the CDM is still developing these procedures.

**Goal:** In progress

**Richard A. Gillespie College of Veterinary Medicine**

The CVM collects data from faculty using an Excel spreadsheet that is used to create a repository for CVM scholarly activity.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

The OPCVM will collect data from faculty using a Microsoft form that populates into a central spreadsheet that is used for the repository for CVM scholarly activity.

**Goal:** Ongoing/Developing College

**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, presentations, and publications, and to signal to other viewers that they are open to research collaboration. Purchase of ForagerOne, however, will depend upon an increase in budget.

**Goal:** Unmet

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

A scholarly activity portal exists on the AHSS web site that includes information regarding scholarship and research work as well as grant applications and collaborative work, being accomplished by faculty.

**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

**College of Mathematics, Sciences, and Health Professions**

The Doctor of Physical Therapy program tracks scholarly activity internally.

The OTD program is developing a process for tracking scholarship.

**Goal:** Ongoing/Developing

**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. The disbursements are managed by the Office for Research, Grants, and Sponsored Programs (ORGSP), LMU Student Financial Services, and the Finance Office. All procedures and policies are conveyed through these offices, and no money is handled by anyone in the CMSOE.

**Goal:** Met

**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. University-wide policies are reviewed and updated yearly – these function as policies that all departments must abide by. An internal review of all awards is conducted twice yearly.

**Goal:** Met

**School of Medical Sciences**

SMS follows all University fiscal management procedures and policies. The SMS does not currently have school-level 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:** Met/Ongoing

### **College of Mathematics, Sciences, and Health Professions**

Undergraduate programs in CMSHP rely on the ORGSP for procedures and policies related to fiscal management.

The Doctor of Physical Therapy program relies on the ORGSP for procedures and policies related to fiscal management.

The OTD program relies on the ORGSP to assist with grant management.

**Goal:** Met

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.

**Goal:** Met

### **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

### **College of Veterinary Medicine at Orange Park**

The OPCVM pro forma has resources dedicated to intramural grants for faculty and research stipends for students.

**Goal:** Developing

### **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. There is a 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**

Plans are moving forward to purchase Cayuse grant management software.

**Goal:** Unmet

### **College of Mathematics, Sciences, and Health Professions**

Faculty within the Doctor of Physical Therapy program are now eligible to apply for LMU mini-grants through the ORGSP.

The faculty within the OTD program have applied for mini-grants to assist with research. The pro-bono clinic has been started with one of the mini-grants.

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.

### **Carter & Moyers School of Education**

The 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.

**Goal:** Met

### **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 are submitted each year.

**Goal:** Met

### **Richard A. Gillespie 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. Several extra-mural grant applications are submitted each year.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park.**



The Associate Dean of Basic Sciences and Research and the Director of Research will assist faculty, staff, and students in obtaining external financial support for scholarly activity.

**Goal:** Developing

### **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 the 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 sites, Director of Health Sciences Research and Grants, Research Coordinator, Executive Director of the Office of Research, 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 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 guide interested parties in the grant submission process and provide updates on opportunities. ORGSP initiated the Research Advancement Mentorship Program to provide faculty with additional opportunities for research and publishing mentorship from experienced faculty. In 2025, it also initiated the UPLIFT award for undergraduates to support travel to present research at conferences.

**Goal:** Met

### **Paul V. Hamilton School of 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.

Limited funds are available internally for student research and travel to undergraduate research symposiums. Several students took advantage of this last year.

**Goal:** Met

### **School of Business**

The Dean and the Director of Research and Scholarly Activity for the School of Business will assist faculty in receiving internal funding and researching and applying for external grants that complement faculty research interests.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

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.

The Doctor of Physical Therapy program relies on the ORGSP for support related to obtaining internal and external funding for scholarly activities.

Within the OTD program, Dr. Schmidt is a co-investigator on a National Institutes of Disability, Independent Living, and Rehabilitation Research's Field Initiated Programs-Development award for a 3-year, \$600,000 total. The project title is "Enhancing Arts and Recreation Participation among People with Neurodevelopmental Disorders through Occupational Therapy Consultation: An Exploration of Stakeholder Processes and Outcomes." Also, Dr Pindar obtained a mini-grant from LMU to develop the pro-bono clinic which started in spring of 2025.

**Goal:** Met

### **School of Medical Sciences**

The SMS supports faculty, staff, and students through the addition of the Associate 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 processes 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.

**Goal:** Met

### **Caylor School of Nursing**

The Dean of 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

### **Richard A. Gillespie College of Veterinary Medicine**

The Director of Research performs this task.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

The Director of Research will email funding opportunities via the OPCVM intraweb news

platform.

**Goal:** Ongoing

### **DeBusk College of Osteopathic Medicine**

Assistant/Associate Dean of Research, Directors of Research at both site, 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 and 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**

The Associate Dean of Faculty performs this task.

**Goal:** Met

### **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 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 training 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. ORGSP will host presentations at the annual Advances in Business Education Conference to educate both internal and external attendees on grant opportunities.

**Goal:** Met

### **School of Medical Sciences**

Processes and procedures for communicating grant opportunities are part of the role of the PA Education Research Community.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Undergraduate programs in the CMSHP receive information about grant opportunities from the ORGSP.

In the Doctor of Physical Therapy program, information about grant opportunities is distributed via email by the ORGSP, Director of Research, Associate Program Director, and Program Director to all faculty and staff. Announcements are also made at bi-monthly faculty and staff meetings when applicable.

In the OTD program, Dr. Schmidt and the program director work to distribute information to faculty and students. Dr. Schmidt also provides assistance in the process of developing and submitting projects as needed.

**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 the School of Education, and library resources are reviewed and updated as needed.

**Goal:** Met

**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

**Richard A. Gillespie College of Veterinary Medicine**

CVM works with the library to request access to important electronic journals.

**Goal:** Met

**Comments:** Documents referenced available upon request.

**College of Veterinary Medicine at Orange Park**

OPCVM will work with the library to request access to important electronic journals.

**Goal:** Met

**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. 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 Arts, Humanities, and Social Sciences**

The Director of the Library collaborates with the dean and AHSS faculty to ensure they have all of the learning resources they need to conduct research/scholarly activity. AHSS developed and reinstituted the Journal of Humanities and Social Sciences (JoHSS) available through the Carnegie-Vincent Library. It is open to submissions for LMU faculty as well as faculty 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

### **College of Mathematics, Sciences, and Health Professions**

Sport and Exercise Science has worked with the library personnel on the selection of relevant online and physical journals.

Each year, the Doctor of Physical Therapy program assesses the need for support services related to research and scholarly activity and adjusts the annual budget as needed.

**Goal:** Met

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. The CMSOE has also used this fund for bringing in external speakers for faculty development.

**Goal:** Met

### **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, publications, and research projects. CDM is currently in the process of updating budgets and intramural funding.

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

CVM has a fiscally responsible research budget that supports conference travel, publications, and research projects.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM has a fiscally responsible research budget planned 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.

**Goal:** Met

**ORGSP**

Maintains budgets to support faculty, staff, and student development, research-related maintenance, and research presentation opportunities. Provides the RAMP program to promote faculty advancement in research, and the UPLIFT program to enable undergraduate travel to present research.

**Goal:** Met

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

AHSS research funds were utilized by faculty this year. Research funds come from travel and the Dean's AHSS general budget.

**Goal:** Met

**School of Business**

The School of Business maintains internal 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

**College of Mathematics, Sciences, and Health Professions**

Department of Sport & Exercise Science- faculty development and scholarly activities was utilized by the faculty this year.

Department of Biology

Biology research budget was utilized by faculty this year.

Faculty within the Department of Chemistry & Physics utilized the research budget to support ongoing scholarly activities.

Within the Doctor of Physical Therapy program, each year during annual evaluations, faculty and staff complete a faculty development plan and scholarship form. Information from these forms is used to create the annual budget.

The OTD program annually reviews the budget needed to support research within the department.

**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 that the Dr. G. L. Carter Fund, an endowment, is used to bring in speakers for faculty development. When these events are held, CMSOE partnership K-12 Schools are invited to participate.

**Goal:** Met

**Caylor School of Nursing**

CSON is exploring how to become credentialed to offer CE courses. This process is still ongoing.

**Goal:** Ongoing

**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

### **Richard A. Gillespie 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.

### **College of Veterinary Medicine at Orange Park**

OPCVM plans to host an annual student research day. Consideration will be given to hosting a regional scholarly conference in conjunction with academic partners in the region.

**Goal:** Ongoing/Developing

### **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 present their progress on research projects. DCOM hosted the LMU-DCOM 8<sup>th</sup> Annual Essentials of Clinical Medicine CME Conference at the Wilderness at the Smokies with Poster Competition. The 9<sup>th</sup> Annual Essentials of Clinical Medicine CME Conference will be held June 13-15, 2025, at Dollywood Heartsong Resort and Lodge and will also include a poster competition.

**Goal:** Met

### **ORGSP**

Hosts LMU Research Day. Co-hosted the Tennessee Academy of Sciences with CMSHP.

**Goal:** Met

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

AHSS and LMU have hosted the BRURC in the past and hosted the Tennessee Honors Collegiate Council this spring. In addition, the Mountain Heritage Research Literary Festival attracts scholars from across the United States to participate in the weekend long scholarship and writing event, funded by the AHSS budget.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Dr. Shock (Biology) worked with two LMU-CVM faculty to host the Southeastern Society of Parasitologist Meeting in April 2023. Dr. Brandt (Biology) helped Lincoln Memorial University host the Tennessee Academy of Sciences in 2024.

### **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 for all research laboratories and core facilities across campus and the off-campus instructional sites.

**College of Dental Medicine**

The CDM 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

**Richard A. Gillespie College of Veterinary Medicine**

The CVM contributes to the purchase and maintenance of shared equipment in the MANS laboratory.

**Goal:** Met

**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 serve needs of facilities. DCOM helped develop collaborative applied research space in the PT/OT building at LMU-Knoxville; start-up funds are offered to all new basic sciences faculty. Both LMU-DCOM sites 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 pro forma with finance. Capital requests for the Knoxville and Harrogate programs were made during budget review.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Laboratory Coordinator manages service contracts for the autoclaves, fumehoods, and all other equipment.

Within the Doctor of Physical Therapy program, the cost of service of essential equipment is taken into consideration during annual budget planning.

**Goal:** Met

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

**College of Dental Medicine**

We are currently working on a visiting scholar program within the CDM.

**Goal:** Met

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

AHSS maintains a quasi-visiting scholar's program via the Mountain Heritage Literary Festival as does the resident writer of the Literary Reading Series. Also, the Lincoln Center for the Study of Policy and Leadership hosts visiting scholars every semester. The Center's Lincoln Scholar has made several University-wide presentations. The English program, Art program, Political Science program, History program, and Psychology program have had scholars visit and present scholarly work and information to their classes this year.

**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.

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

The Lincoln Scholar, through the Lincoln Center, supports the Kincaid Lecture series and in fact provided a presentation as part of that series at the Abraham Lincoln Library and Museum.

**Goal:** Met

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.

The hiring process for the VPRG is underway and should be concluded in spring 2025.

**Goal:** Ongoing

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

**University**

Processes are standardized and streamlined where possible. An updated process ensures timely support year-round. The 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.

**Goal:** Met/Ongoing

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.

## **ORGSP**

ORGSP has coordinated with IBCSC to develop a comprehensive lab review system for LMU that will elevate our approach to Public Health System (PHS) standards. Likewise, the ORGSP has worked with Primary Investigators to identify and be named as a subawardee on grants with the NIH and NSF, which will increase LMU's institutional score over time. The coming years should focus on the implementation of University-wide laboratory reviews, further grant development, and the identification of Research Priority Areas to guide the allocation of resources and determine the direction of research activities. Lab managers have been identified as safety officers, with plans to hire a compliance and safety officer for the University in the future.

**Goal:** In progress

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

## **ORGSP**

The ORGSP initiated the requirement that, if allowed by the funding agency, indirects be requested on all grant and sponsored programs applications. Previously, this was only required by the University for federal awards. A quarter of indirects now go to ORGSP to address emergency infrastructure needs on campus. A system to identify timelines for equipment and instrumentation needs is in development so that those funds can be fairly and adequately deployed as needed. Over time, research and equipment needs should be met proactively rather than reactively.

**Goal:** In progress

**Responsibility:** Executive Vice President for Academic Affairs; Deans of Schools/Colleges; Finance Office; Risk, Insurance, and Commercial Property Coordinator; 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 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. Graduate faculty are given workload credit each semester for research and scholarly activities.

**Goal:** Met

**College of Dental Medicine**

Dr. Karima Ait Aissa serves on COSA for CDM

**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**

Associate Dean of Faculty serves on COSA for DSOL.

**ORGSP**

Executive Director attends COSA and serves on Mini-Grant Committee. Executive Director and Post Award Manager serve on Research Day and BRURC Committees. Both positions support grant-related research and scholarly activities.

**Goal:** Met

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

Dr. Bragg serves as the AHSS representative to COSA. COSA has been very helpful in the grant process. Three faculty were approved to receive a mini grant this year. Two grants were approved and received by AHSS and AITG this year: Chorus America - Music Education Partnership Grant: \$45,000 for the 2024-2025 and 2025-2026 academic years and South Arts - In These Mountains Grant: \$10,000 for the 2024-2025 academic year.

**Goal:** Met

**School of Medical Sciences**

The Associate Dean of Academic Affairs represents the SMS on COSA

**Goal:** Met

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

**College of Dental Medicine**

The CDM has guidelines for research and scholarly activity expectations of new faculty members who are interested in research. 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 and presentations at conferences and professional communities. Faculty are encouraged to seek external funding through grants to support their research endeavors.

**Goal:** Met

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

Start-up funds are provided to new faculty at the Dean's discretion. Upon hire, research FTE is negotiated with the expectation that all OPCVM faculty participate in scholarly activity.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

\$290K was budgeted for new faculty research start up packages.

**Goal:** Met

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

New faculty are provided a mentor via the AHSS mentoring program. The mentor and the Dean explain how scholarly activities and student mentoring are funded by the School. Faculty Development and COSA mini-grants are explained by the mentor also.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, the Director of Research, Dr. Lawrence Ramiscal, provides formal mentorship to faculty. Additionally, Dr. Ramiscal hosts a research seminar series to educate faculty and staff on research processes and to stimulate new ideas and collaborations.

The Director of Research within the OTD program works with current and new faculty to develop a plan for research. Office hours are also held each week to support faculty through the research process.

**Goal:** Met

**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:** Unmet

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.

#### **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 DCOM's.

**Goal:** Met

#### **Richard A. Gillespie 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 will be 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

#### **College of Veterinary Medicine at Orange Park**

Funding is available via the OPCVM research budget for publication costs and travel for presentations. Memberships are also provided for in the OPCVM budget. Research effort is reviewed in the promotion process. Faculty work directly with supervisors/chairs to determine FTE distribution, which includes protected time for research. These are discussed at annual reviews. A faculty workload calculator 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. The 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 workshops 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 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 undergraduate students to travel to make presentations on student research. All of the bulleted list of scholarly support processes listed above are explained to faculty and AHSS leaders in leadership meetings and School meetings. AHSS has supported and taken advantage of nearly all. The Graduate Coordinator has requested funds for student travel in last year's and this year's budget request.

**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

**College of Mathematics, Sciences, and Health Professions**

The Department of Biology as well as Chemistry & Physics supported travel and attendance to societal conferences for faculty to support research or attend professional development training. The CMSHP also supports 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 were supported.

Within the Doctor of Physical Therapy program, funds are available to support travel and attendance at scientific conferences, as well as professional membership fees.

The OTD program has worked on developing the workload to include release time for conducting research. This is reviewed on a semester basis to ensure sustainability of the release time while still fulfilling the teaching requirements of the curriculum.

**Goal:** Met

### **School of Medical Sciences**

Promotion of the SPS policies and rank advancement committee within the SMS fulfill this mission within the SMS. SMS faculty can use the SMS or program-specific budgets for professional development, including professional membership fees and licensure maintenance.

**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.

**Goal:** Met

### **College of Dental Medicine**

The DMD and ASDH programs foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities. The CDM is exploring opportunities with DCOM; opportunities are emerging and more collaborative efforts are being performed to introduce interdisciplinary/multidisciplinary research and scholarly activity.

**Goal:** Met

### **Richard A. Gillespie College of Veterinary Medicine**

The Associate Dean of Research and Basic Sciences is actively developing partnerships to meet this goal.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

As the new program develops, the Associate Dean of Research and Basic Sciences is developing partnerships to reach this goal.

### **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. The 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 continue 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. The Assistant Dean of Research and Clinical Deans are 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 Arts, Humanities, and Social Sciences**

Faculty of AHSS collaborate with DCOM’s IPE as well as DSOL with combined degree completion pathways and early entry pathways. There is also a collaboration between the Social Work program and DCOM’s test-patients.

Also, Dr. Heiniger collaborates with the Archives of Appalachia (ETSU), the Guardians of the Gap, and Dr. Elizabeth Stewart on grant submissions. Dr. Hardy works with former colleagues Drs. Hess, Toomey, and Hubbard on presentations and visits to other schools. He has collaborated with presentations at DCOM through Drs. Wieting and Fuesting. Also, Dr. Mabry is working through a virtual roundtable event with professors from the University of Queensland, New Saint Andrews, and Saint Louis Universities.

**Goal:** Met

### **School of Business**

The School of Business will host the inaugural Advances in Business Education (ABE) Conference in May 2025. The conference, themed “Promoting Teaching Excellence Through Innovation and Collaboration,” is dedicated to enhancing teaching practices in business education and demonstrates LMU’s commitment to providing quality educational experiences in the Appalachian region. Both internal and external business faculty and staff from the region will attend.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

The college 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.

Within the Doctor of Physical Therapy program, the curriculum related to interdisciplinary education lends itself to scholarly collaborations.

**Goal:** Met

**School of Medical Sciences**

The PA Education Research Committee has been developed and is led by the Associate 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**

There was a discussion with ORGSP about having a statistician who provides overall help to all of LMU.

**Goal:** Not Yet Met.

**Richard A. Gillespie College of Veterinary Medicine**

CVM hired a statistician/epidemiologist in Spring 2020 who has taken on these duties to support CVM faculty.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM anticipates hiring faculty with significant statistical experience to support other faculty in this need.

**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

**College of Mathematics, Sciences, and Health Professions**

The Doctor of Physical Therapy and OTD program does not have allocated funds for a statistician.

**Goal:** Not Met

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

AHSS does not have funding for a statistician. However, we have several faculty who teach qualitative and quantitative methods who can be called on to implement or review statistical information.

**Goal:** Partially 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 the newly developed onboarding workshop for research.

**Goal:** Met

**ORGSP**

When faculty submit grants with effort percentages, the office discusses the incentive pay policy and submits for approval.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy Program, when applying external funding, faculty are allowed to submit an incentive pay plan.

The OTD program has used this form this past year for faculty completing research.

**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 students in 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

**Richard A. Gillespie College of Veterinary Medicine**

The CVM Associate Dean of Research and Basic Sciences continues to develop international research collaborations.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

Opportunities will be explored as the program is developed.

**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 Arts, Humanities, and Social Sciences**

The Honor Scholars Program is growing in enrollment; though the HSP is a University-wide program, the half-time director teaches in the English program. All capstone research courses have reviewed student scholarship opportunities to ensure SEWS papers are completed to ensure highest quality. Students are encouraged to present their research at the BRURC and the LMU Research Day events in spring semesters.

**Goal:** Met

#### **College of Mathematics, Sciences, and Health Professions**

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. Similarly, students in programs from the Chemistry & Physics Department complete the CHEM 397/497 Science Seminar series having the same requirements and support from the department.

Within the Doctor of Physical Therapy program, during two courses, Clinical Research I and II (DPT 811 and DPT 912, respectively), student groups are paired with faculty mentors. During this coursework, students conduct a literature review, write a narrative review manuscript, develop a research project, conduct a project, and present their findings.

In the OTD program, during the second year of the curriculum, the students engage in a faculty-mentored group research project while completing Research Seminar I (OTD 822) and Research Seminar II (OTD 832). At the end of OTD 832, students present their research findings at a Scholarship Symposium. Students in the third year of the program complete their capstone project which culminates in the scholarship symposium as well.

**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 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.

**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.

**Goal:** Met

**Caylor School of Nursing (CSON)**

One faculty member from the CSON presented at LMU's annual Research Day. This faculty member (along with others) is willing to mentor other CSON faculty members.

**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

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

The Associate Dean of Research and Basic Sciences is developing a research mentorship program for faculty to support their growth and mentorship.

**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 Arts, Humanities, and Social Sciences**

AHSS Mentors Program includes aiding new faculty in promoting their scholarship with

funding, collaboration, and networking. The MPA program (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 (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 are required 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

### **College of Mathematics, Sciences, and Health Professions**

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. Dr. Flynn serves on a regional committee. Dr. Langford serves on 3 American Heart Association Committees.

Within the Doctor of Physical Therapy program, faculty and staff members are made aware of mentorship opportunities through the ORGSP. Additionally, there are mentorship opportunities within the program where faculty with more experience in research mentor those who are less experienced.

The Director of Research within the OTD program provides mentorship to faculty through the research project. They also send information in relationship to other mentorship opportunities.

**Goal:** Met

### **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 2025-2026 work of COSA as well as the Office of ORGSP.

**Goal:** In progress

**Responsibility:** Executive VPAA, Executive Vice President for Finance, Deans of Colleges/Schools, Committee on Scholarly Activities (COSA), ORGSP, and University General 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 LMU-Knoxville and on the 9<sup>th</sup> floor of the LMU Tower to ensure robust, collaborative research can occur among all healthcare professionals.

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

Based on 2024 accreditor site visit that led to a major deficiency in research, additional laboratory space may be needed.

**Goal:** Unmet

**College of Veterinary Medicine at Orange Park**

Per accreditor reports on plans for the new OPCVM, significant laboratory space and Research FTEs are needed.

**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 subcommittee meetings. Both sites 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 Arts, Humanities, and Social Sciences**

Last year, 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. Also, space was identified for use of four PCs in the Art Building in Cumberland Gap for use by 2D and 3D art students.

**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

**College of Mathematics, Sciences, and Health Professions**

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: Faculty are 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.

Within the Doctor of Physical Therapy program, there is a research lab equipped with inertial measurement units, EMG sensors, and portable force plates.

**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.

**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

### **Richard A. Gillespie 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.

An LMU librarian is included in faculty training, student orientation, and summer research student seminar series, and supports employees and students with literature searches.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

Computer access will be available for final year clinical experience students at all clinical affiliates, allowing access to all University student resources.

An LMU librarian will be included in faculty training, 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 Director and Associate Director of the Law Library assist faculty with research assistance. Student research assistants are also available to faculty. Public Services Librarian Chantel Matikke works directly with both faculty and students.

**Goal:** Met

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

AHSS created a journal in the LMU library: Journal of Humanities and Social Sciences (JoHSS). The journal is peer reviewed and open to national and international submissions. Technology is sufficient for the needs of research at this time.

**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

#### **College of Mathematics, Sciences, and Health Professions**

The Doctor of Physical Therapy program has adequate access to information technology, library, and support services.

**Goal:** Met

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

**College of Dental Medicine**

The CDM facilities will comply with laboratory health, safety, and environmental protection regulations.

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

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

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM has plans in place to comply with all local, state, and federal regulations including, but not limited to laboratory safety, environmental protection regulations, IRB, IACUC, IBCSC, and OSHA guidelines.

**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

**College of Mathematics, Sciences, and Health Professions**

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.

**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 general research facilities on the 9<sup>th</sup> floor of the LMU Tower. Additionally, research facilities will be shared with DCOM at LMU-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

**College of Mathematics, Sciences, and Health Professions**

*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.

**ORGSP**

COSA has begun to coordinate ongoing conversations between schools/colleges concerning shared spaces and equipment and is currently jointly working on the development of centralized policies and procedures related to research. In 2024-2025, Artificial Intelligence in Research was the focal point for joint development.

**Goal:** In progress

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

**ORGSP**

IBCSC spent 2024-2025 finalizing a University-wide laboratory review system to ensure safety and function across the University. This system is anticipated to be implemented in 2025-2026.

**Goal:** In progress

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.

**ORGSP**

To take these steps, the laboratory review system must first be implemented. Recommendations and identified needs rising from these reviews will inform the implementation of safety and support features and positions University-wide.

**Goal:** In progress

**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 Physical Plant Safety & Facilities Coordination, 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 instructional 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.

**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. Faculty are evaluated in the annual evaluation regarding their research and scholarly activities.

**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

#### **Richard A. Gillespie 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

2024, 6 intramural grants were awarded totaling \$215,548.

**Goal:** Met

#### **College of Veterinary Medicine at Orange Park**

OPCVM will align research evaluations and expectations with those of Richard A. Gillespie College of Veterinary Medicine. These will be updated as accreditor benchmarking data is made available.

#### **DeBusk College of Osteopathic Medicine**

Reported in previous objectives. Faculty evaluations include reporting and expectations on scholarly activity. DCOM protects 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 Arts, Humanities, and Social Sciences**

Expectations of all faculty 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. Ongoing research is formally listed on the Research and Service form each faculty completes when submitting workload forms.

**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 reinforced through discussion within departmental meetings and Scholarly Activity Committee meetings throughout the academic year.

**Goal:** Met

#### **College of Mathematics, Sciences, and Health Professions**

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/colleges and with faculty outside of LMU. Several faculty members have ongoing projects and serve as co-PIs on grants with faculty at other schools/colleges within LMU as well as faculty at other institutions.

Within the Doctor of Physical Therapy program, all faculty are expected to meet the scholarly activity requirements set by the programmatic accreditor (CAPTE).

Research and scholarship are maintained in the OTD program to meet ACOTE standards.

**Goal:** Met

**School of Medical Sciences**

Under the leadership of the Associate Dean of Academic Affairs, the PA Education Research Community has been developed to establish 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.

**Goal:** Met

**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 and present their project as a part of their DNP curriculum.

**Goal:** Met

**College of Dental Medicine**

As a new college beginning in Fall 2023, the CDM is still developing these procedures.

**Goal:** In Progress

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

Data will be collected and intramural grants administered in a process consistent with Richard A. Gillespie CVM.

**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. The 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 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 full-faculty meetings. The AHSS Dashboard document maintains information for all faculty scholarship. The “Bio” pages on the web, actually named “Meet the Faculty,” are updated each semester to include recent and ongoing research and scholarly work.

**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

#### **College of Mathematics, Sciences, and Health Professions**

Scholarly activities are documented via an internal document shared from the Dean’s Office. Faculty update the document at least three times per year.

Within the Doctor of Physical Therapy program, scholarly work is tracked internally.

The OTD program is working on a process to capture scholarly work within the department.

**Goal:** Ongoing

#### **School of Medical Sciences**

Under the leadership of the Associate 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 past-Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2025-2026 work of COSA as well as the Office of ORGSP.

**Goal:** In progress

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.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the past-Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2025-2026 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.

**Goal:** In progress

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 past-Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2025-2026 work of COSA as well as the Office of ORGSP.

**Goal:** In progress

**Responsibility:** EVPAA, 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.

**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

**Richard A. Gillespie 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

**College of Veterinary Medicine at Orange Park**

While our program is in development and the research portfolio will be decided by the faculty interests, the Associate Dean of Research brings a strong background in virologic research. Educational research will be a key component of OPCVM. With partnerships like the Marine Science Research Institute, marine mammal and oceanic One Health research will be emphasized.

**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 Arts, Humanities, and Social Sciences**

Graduate programs encourage and focus students in all three programs toward research and scholarship. Honors Scholars students participate in Research Day and in national undergraduate scholarly work conferences. Other students participate in undergraduate

research and present at associated conferences. MS in Psychology hosts virtual research discussions with guest speakers and MSP students. 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 launching the Advances in Business Education (ABE) Conference in May 2025 to further contribute to business teaching excellence and research in the Appalachian Region.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

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.

Within the Doctor of Physical Therapy program, there are several projects related to physical therapy education that may benefit academia.

The OTD program is working on several projects which could impact OT education.

**Goal:** Ongoing

### **School of Medical Sciences**

The SMS, through the SPS policy, promotes scholarship and service both to the University and the greater community. In addition to these efforts, the Associate 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

**Richard A. Gillespie 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 Arts, Humanities, and Social Sciences**

All three graduate programs encourage and focus faculty and students toward research and scholarship. AHSS 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 are expanding that to a much more general definition of public history (e.g., a student working this summer at a law firm).

**Goal:** Met

**School of Business**

The School of Business is launching the Advances in Business Education (ABE) Conference in May 2025 to support the dispersion of faculty and student-led business research.

**Goal:** Met

**School of Engineering**

School of Engineering student projects will originate from community constituents to serve society.

**Goal:** Unmet

**College of Mathematics, Sciences, and Health Professions**

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.

Within the Doctor of Physical Therapy program, there are collaborations with KARM and Cherokee Health Systems to provide physical therapy services to underserved populations in the Knoxville, TN area. There is at least one active research project that aims to assess the influence of student participation.

The OTD program is working with KARM and Cherokee Health Systems. These organizations provide service to unserved individuals in Knoxville. Several research projects have been developed within these organizations.

**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. The undergraduate department also invites elementary students in for special activities each year, including Book Tasting and Christmas activities.

**Goal:** Met

#### **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

#### **Richard A. Gillespie 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**

Supports East Tennessee Regional History Day Competition and Tennessee History Day Competition. Attends research conferences hosted by professional Colleges.

**Goal:** Met

**Paul V. Hamilton School of 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. For example, the CAM faculty are researching the usefulness of video at high school football games. High school students participate in this project.

**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:** In progress

**College of Mathematics, Sciences, and Health Professions**

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.

The Doctor of Physical Therapy and OTD program does not participate in any research programs that provide opportunities for elementary and secondary 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 was provided for the Boys and Girls Club of East Tennessee, to engage high school students in medically relevant hands-on activities. Additionally, the Knoxville PA 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:** In progress

**Richard A. Gillespie College of Veterinary Medicine**

CVM provides press releases for research efforts.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM will provide press releases for research efforts. Social media will also be used to promote research visibility.

**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 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. Research by the Lincoln Scholar has been publicized by the PR and Marketing office. Individual faculty research makes its way to local and regional news outlets. For example, Dr. Sellers' research on "Name, Image, and Likeness (NILS) received views and calls from local and regional media.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

*Department of Biology*

Utilized social media and PR to announce research activities and publications.

The Doctor of Physical Therapy program utilizes social media to share research activities with the public.

The OTD program will work with the Division of University Advancement to highlight research and capstone projects. The program also uses social media to share activities.

**Goal:** Met

**School of Medical Sciences**

The SMS utilizes newsletters and works with University Advancement to highlight faculty accomplishments.

**Goal:** Met

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.

**Caylor School of Nursing**

Faculty have presented their research at state and national meetings.

**Goal:** Met

**College of Dental Medicine**

Faculty have presented at the ADEA Annual Conference.

**Goal:** Not Met

**College of Mathematics, Sciences, and Health Professions**

At this time, there are no active programs within the Doctor of Physical Therapy that highlight discovery scholarship and the ways it can improve the well-being of individuals in society.

For the OTD program, Dr. Zeitlin has been working on a project related to the well-being of individuals within the community and students at the LMU-Knoxville site.

**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 but 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 are invited to present their progress in research. The Fall 2023 virtual student poster/presentation event, “Showcasing Excellence”, was converted the following year to an in person “Research Day” (2024). All presentations were streamed between the LMU-Knoxville OCIS and the Harrogate main campus. OMS-III and OMS-IV students were permitted to Zoom in from their rotation sites. 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 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. Avery foyer monitor exhibits all faculty research and scholarly accomplishments on an annual basis. Art faculty provide exhibits in the community, most recently at the McGhee Tyson Airport.

**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

6. 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.

**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 program.

**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 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. The Scholarly Work and Service form utilized by AHSS tracks past and current scholarly work and research.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

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 is 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:** EVPAA, 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 is collected by program and concentration/option related to nursing outcomes and presented to the Board of Trustees in December and May. This data is also mandated to be on the LMU nursing webpage by ACEN.

**Goal:** Met

#### **School of Business**

The School of Business collects and analyzes data on retention, progression, and graduation rates for all academic programs. This information is regularly shared with leadership to support data-driven decision-making, program improvements, and strategic planning efforts

**Goal:** Met

#### **School of Engineering**

Reports on all data outcomes will be presented to leadership.

**Goal:** Ongoing/Developing School

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

The AHSS collects and analyzes data that is collected on retention, progression, and graduation rates. This information is shared with college leadership to support data-driven decision-making, program revisions, and strategic planning. AHSS collects dashboard data that is used in academic advising, student-progression decision-making, and academic curricular improvements. All programs regularly submit related departmental updates through school meetings which are tracked in the AHSS Dashboard document in Self Service. The School staff collect 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

#### **Richard A. Gillespie College of Veterinary Medicine**

CVM data are presented at Cabinet and semi-annual BOT meetings.

**Goal:** Met

#### **College of Veterinary Medicine at Orange Park**

OPCVM data will be 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

#### **College of Mathematics, Sciences, and Health Professions**

Standardized dataset for each major is collected and monitored (Dean, Chairs, and Student Success Coordinator) on a semester basis.

Within the Doctor of Physical Therapy, the Policies and Procedures committee tracks and monitors students who are at risk and/or on academic probation. These students are encouraged to seek support from their faculty advisors and the program's Student Success Coordinator, Dr. Jeremy Houser. These supports often provide tips for studying, time management, and work-life balance.

Within the OTD program, information is presented to the Dean at the Health Science Leadership Council and at the Board of Trustees meetings.

**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 Effectiveness. 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 Director of Data Management and Analysis in the dean's office that reports to the Associate 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 on program strengths and weaknesses. The SMS is also in the process of integrating a data analysis system to facilitate and streamline this data collection.

**Goal:** Met

### **Academic Success and Student Support Services**

**Goal:** Met

Data from each unit within Academic Support (Cornerstone, Student Support Services/TRIO, Tagge Center/Tutoring Services) and Mental Health Counseling is consistently collected, interpreted, and presented to department leadership and has been compiled and presented to the Board of Trustees during Institutional Life Committee meetings. These data reports are in addition to the departmental Outcome Assessment Reports.

### **Student Affairs**

Each unit within Student Affairs (Dean of Students Office, Community Standards, Leadership and Outreach, Title IX and Institutional Compliance, Accessible Education Services, Student Activities and Engagement, Career Services, Residence Life, Residential Accountability, Orientation and Transition Programs, Recreation and Wellness, International Student Engagement, and Shuttle Services) submits data monthly that is compiled and presented to divisional leadership and presented to the Board of Trustees during the Institutional Life Committee meeting bi-annually. These reports are in addition to departmental Outcome Assessment Reports.

**Goal:** Met

2. Continue to utilize student survey results, in addition to other collected data (e.g., participation & engagement data, verbal student feedback, etc.) in addressing student satisfaction and engagement as coordinated by Institutional Effectiveness. Utilize the Office of Institutional Effectiveness to improve or supplement surveys based on evolving student/office needs.

### **Institutional Effectiveness (IE)**

IE administered the Student Opinion Survey to all LMU students in the Fall 2024 semester and the National Survey of Student Engagement (NSSE) to first year and senior undergraduate students in the Spring 2025 semester. The IE 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 Director of Assessment 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. Exit surveys are conducted each semester. Employer and Alumni surveys are conducted every other year.

**Goal:** Met

**School of Business**

The School of Business evaluates annual student satisfaction survey results provided by the Office of Institutional Effectiveness. Additionally, 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 included in ACBSP QA Reports. Furthermore, the School of Business is developing a school-specific internal assessment report that incorporates various KPIs, including student satisfaction, outlined in the School of Business Strategic Plan to enhance data-driven decision-making and continuous improvement efforts.

**Goal:** Met

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

Student surveys are performed in most departments at the program level to ensure that students are achieving learning outcomes, exploring diverse career opportunities, and are satisfied and successful. 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. Results of Student Satisfaction surveys implemented by the Office of Institutional Effectiveness are used to improve academic programs and student success.

**Goal:** Met

**Richard A. Gillespie 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 have been developed for the MVEd, MS in VBMS, and MVCC programs. 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 Veterinary Medicine at Orange Park**

OPCVM will collect 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.

**Goal:** In progress

### **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 programs. Alumni and employer surveys will be conducted also. The results will be recorded in the CDM OAR.

**Goal:** In progress

### **DeBusk College of Osteopathic Medicine**

All graduate, alumni, and employer surveys were completed. Results were recorded in the DCOM OAR.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Survey results are distributed to Department Chairs and used in conjunction with department-level surveys and Annual Outcomes Assessments Reports as applicable.

Within the Doctor of Physical Therapy program, students complete course evaluations for each course every semester. Additionally, during the week of graduation, students complete an exit survey. Data from these sources are used to assess student satisfaction and engagement.

Within the OTD program, students complete the course evaluations each semester. Additionally, the program is implementing semester meetings with each cohort to receive feedback in regard to the program. Also, the program director is meeting with each student individually in their first semester to discuss how the transition from undergraduate to graduate school is going. Finally, students are provided an exit survey the week before graduation. This information is then used to assess student satisfaction.

**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 all programs. End of course surveys are administered in accordance with program and University standards.

**Goal:** Met

### **Academic Success and Student Support Services**



The Student Affairs offices have reviewed student survey data from the Office of Institutional Effectiveness and continue to modify and improve programming in response. Student Affairs has and continues to gather student feedback at individual events and modify programming and services accordingly. The Academic Success office evaluates annual student satisfaction survey results provided by the Office of Institutional Effectiveness as well as internal survey results to assess programmatic and support satisfaction and to guide potential modifications. The office will seek to collaborate with the Office of Institutional Effectiveness to create survey instruments for the newly created professional advising model. The Office of Mental Health Counseling has and continues to review student intake data to assess the level of services and adjust accordingly.  
**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.

**Goal: Met**

#### **Caylor School of Nursing**

Faculty sent reminder emails via Canvas to increase student survey participation. Employer and Alumni surveys are conducted every other year to enhance 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 Arts, Humanities, and Social Sciences**

Faculty determine how they will incentivize survey participation through extra credit, extra assignments, or some other means. In addition, emails are sent to all AHSS current students encouraging them to complete the student surveys. This year, faculty used ten minutes of class time to have students respond to surveys via cell phones. The use of cell phones by students in class has significantly improved response rates.

**Goal: Met**

#### **College of Dental Medicine**

The CDM encourages students to complete end-of-course surveys by sending emails and Canvas announcements.

**Goal: Met**

#### **School of Engineering**

The School of Engineering encourages students to complete all University surveys.

**Goal: Met**

**Richard A. Gillespie 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

**College of Mathematics, Sciences, and Health Professions**

CMSHP faculty and administrators encourage students to complete course evaluations and other University surveys.

Within the Doctor of Physical Therapy program, time to complete course evaluations is offered during scheduled class time, even though participation is voluntary.

The OTD program encourages students to complete the course evaluations before or after class without the instructor present. Also, reminders are sent at the program level to increase student participation.

**Goal:** Met

**Carter & Moyers School of Education**

End-of-course evaluations are now embedded in each individual course in Canvas (the University's learning management system) via Qualtrics 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 the 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 Success 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 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. All benchmarks were met.

**Goal:** Met

### **Duncan School of Law**

The Law School's Academic and Bar 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 in annual OARs, ACBSP Quality Assurance Reports, and the School of Business Internal Assessment Report, which is currently in development to further support data-driven decision-making and continuous improvement.

**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 Arts, Humanities, and Social Sciences**

Graduate students in the MPA, MSP, and 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, and options for non-classroom work (such as internships).

The School staff contacts students who are not attending or are indicated as at risk in bolstering retention. This includes contacting students enrolled but not registered. The Recruitment Plan includes progression indicators for the past three years which aid program directors to attend to and focus on progression, graduation, and retention efforts.

**Goal:** Met

### **Richard A. Gillespie College of Veterinary Medicine**

CVM has a very low absolute attrition of less than 3%. We have a Director of Academic Success and two Academic Success Specialists who monitor student performance. The Director of

Outcomes and Assessment monitors program benchmarks.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

OPCVM will have robust student academic support with a Director and a Coordinator of Academic Success who will monitor student performance. The Director of Outcomes and Assessment monitors program benchmarks.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Assistant Dean of Academic Assessment and Faculty Development monitors program benchmarks with the Director of Admissions.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Dean, Chairs, and Program Directors collaborate to utilize this information.

Within the Doctor of Physical Therapy program, the Policies and Procedures Committee monitors and tracks retention, progression, and graduation rates. The program must ensure adherence to these rates as set by their accreditor (CAPTE).

The OTD program maintains information in relationship to retention, progression, and graduation. Information is also provided to ACOTE and adherence to standards is reviewed annually.

**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. 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 EdD 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 Success and Student Support Services**

The monitoring of institutional benchmarks was a factor in the creation of a newly implemented Retention Initiative. This initiative was guided by the Assistant Vice President for Student

Success and included the adoption of an undergraduate professionalized advising model in which students are paired with a dedicated professional advisor to attend to their needs on a more holistic basis. Deploying this initiative required a broad collaborative communication plan in which the Academic Success team held insight sessions with members of every academic area and various administrative and support units. This initiative also included the adoption of a new software package – TargetX Retention Suite. This platform will be used specifically in retention efforts to monitor student progress and assess student risk-factors that would prompt early intervention. The shift to professional advising will allow more detailed tracking of student progression through academic plans and monitoring of anticipated graduation dates.

**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

#### **Richard A. Gillespie 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

#### **College of Veterinary Medicine at Orange Park**

OPCVM is developing a robust DVM student orientation.

#### **DeBusk College of Osteopathic Medicine**

DCOM's Office of Student Services staff from both locations collaborate on the 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 orientation 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 new student registrations and other recruitment events to ensure all questions are answered and to develop a relationship with them. AHSS instituted an online follow-up session early in the fall semester for new and transfer students, responding to questions and ensuring that students are fitting in with LMU and the School.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Dean, Chairs, and Program Directors collaborate on orientation and continued onboarding activities throughout the year.

Within the Doctor of Physical Therapy program, orientation is coordinated by the Program Director and Associate Program Director. When applicable, orientation activities are combined with the Doctor of Occupational Therapy program. The Program Director and Associate Program Director seek input from faculty, staff, and students to improve future student orientations.

The OTD program is working with the DPT program to increase collaboration on orientation. Feedback from students regarding the orientation process is evaluated during the first semester meetings with the program director.

**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 revisions the next academic year.

**Goal:** Met

### **Caylor School of Nursing**

The CSON conducts new student orientations each semester a new cohort begins a program or concentration. The process has evolved over the years and is now flowing very well.

**Goal:** Met

### **School of Business**

The School of Business offers virtual graduate student orientation sessions for MBA, MSBA, DBA, and PhD 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 programs.

**Goal:** Met

### **School of Medical Sciences**

For the Knoxville and Harrogate MMS in PA Studies 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 programs are also assigned mentors to facilitate progression through the programs.

**Goal:** Met

### **Academic Success and Student Support Services**

Members of the division from Orientation and Transition Programs, the Dean of Students Office, Academic Success, and Enrollment Management partner with Financial Services to coordinate New Student Registration. As of the spring of 2025, the New Student Registration model has been revised to include a more expeditious process that includes scheduled financial aid consultation meetings, resource presentations, and self-selected engagement throughout the event. Data is reviewed at the conclusion of each NSR event to ensure continual improvement.

The Office of Orientation and Transition programs ensures that Welcome Weekend is designed and modified each year based on students' sense of satisfaction and value acquired from the Welcome Weekend Feedback Survey administered in UACT 100.

**Goal:** Met

6. Require and educate faculty on how to effectively participate in four-week and mid-term grade assessments 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 have participated in both three- and four-week early warning systems. The four-week early warning is better for improving success in use of the data. The School staff monitors this process closely. Students who are noted for alert from either early warning or the student welfare alert system are contacted using several means to ensure student success. AHSS faculty are trained to report midterm grades also.

**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 system. The Dean for Faculty and Students monitors the student progress as well. Students who are alerted through the early warning system are contacted via email and in-person.

**Goal:** Met

**School of Medical Sciences**

The MLS program is the only undergraduate program in the SMS. All three faculty members are trained on four-week and midterm grades.

**Goal:** Met

**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

**College of Mathematics, Sciences, and Health Professions**

All undergraduate faculty are trained to report four-week and midterm grades.

**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**

CDM faculty utilize appropriate systems to report student welfare issues.

**Goal:** Met

**School of Engineering**

Academic success for each student is monitored continually through the Student Welfare Alert. Additional review occurs with four-week and midterm grade checks.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Undergraduate faculty participate in four-week and midterm grade reports. The DPT and OTD programs follow the academic and student support services they have established to maintain compliance with CAPTE and ACOTE, respectively.

Within the Doctor of Physical Therapy program, a student encounter form is used to track conversations related to student wellness concerns. The Policies and Procedures committee monitors and tracks academic and professionalism concerns. Students receive an email notification if they are considered "at risk" for failing a course.

The OTD program is working on redeveloping a process to better identify academic and wellness concerns. When meetings do occur, the faculty member with which the meeting occurs completes a Student Encounter Form. Also, each student is provided with a faculty advisor whom they meet with at least once a semester to discuss academic and professional progress.

**Goal:** Met



**School of Business**

School of Business faculty are trained to utilize the appropriate systems when reporting student welfare issues.

**Goal:** Met

**School of Arts, Humanities, and Social Sciences**

Faculty in AHSS are required to know how to use both early warning systems effectively. The school staff and dean monitor this process and use impact reporting for the benefit of student success.

**Goal:** Met

**Caylor School of Nursing**

All faculty report 4-week grades and mid-term grades. Faculty encourage students below an 80% in a course to make an appointment and come discuss their grades.

**Goal:** Met

**Carter & Moyers School of Education**

- Four-week and midterm grades are submitted for all undergraduate courses each semester.
- Advisees and Department Chairs sent out 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 students.

**Goal:** Met

**School of Medical Sciences**

The Harrogate MMS in PA Studies 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 four-week and midterm grade concerns and evaluates the need for intervention.

**Goal:** Met

**Academic Success and Student Support Services**

Student Affairs and Academic Success partner to ensure a proactive approach to student progression and retention. The Student of Concerns committee meets weekly to address students in distress or presenting risk factors. The Student of Concerns committee works to ensure students are presented with resources to help aid in their success. The CARE Team is mobilized in situations that go beyond day-to-day monitoring and who may pose harm to themselves or the University community.

**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 maintained its retention rates over the past few years and reduced what was once a disproportionately high rate of attrition among its racially and ethnically diverse students.

**Goal:** Met

**Caylor School of Nursing**

Retention has been a focus of program meetings as well as the CSON faculty meeting the past 5 years. Retention is discussed and actions taken through the ASN, BSN, MSN, and DNP faculty meetings.

**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 graduate faculty for the purpose of aiding student progression and graduation.

**Goal:** Met

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

Clubs are very important for purposes of retention. AHSS supports 18 clubs and student organizations.

DoLL created the Wolfpen Writing Club in support of the Wolfpen Student Journal.

Each major program has a recruitment and retention plan with retention and recruitment goals and objectives to meet. Progress is followed closely by the Dean, program leadership, and staff. Mentoring workshops were held in early fall 2024 for new and experienced faculty. Leadership workshops were also scheduled, albeit for program leaders.

**Goal:** Met

**Richard A. Gillespie 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 collegial 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 over the last five years.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM has developed programs for faculty development, engages faculty in many aspects of running the college, and attempts to create a culture of belonging. A faculty representative program will be initiated to meet with administration every other week. Faculty meetings occur bi-monthly during the semester.

**College of Dental Medicine**

The CDM holds monthly faculty and staff meetings, provides faculty development in education, dental science topics, and recruitment and retention efforts. 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 led by the Dean of the school and include input from faculty and staff.

**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**

### **College of Mathematics, Sciences, and Health Professions**

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 Affairs 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.
- With the implementation of a University-wide Retention Initiative, the Assistant Vice President of Student Success coordinated over 30 insight sessions between deans, program directors, department chairs, and various other academic and administrative leaders to discuss successful deployment. The reconstitution of the Undergraduate Student Success Committee will be explored to create a forum for representatives across the University to discuss matters specifically related to undergraduate student retention. The Executive Director of Academic Success collaborates with Academic Affairs in discussions regarding

Academic Support; academic warnings, probations, and suspensions; and retention-focused academic support services.

**Goal:** Partially 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 success 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**

In partnership with Academic Success, the early warning system is utilized for all academic and student well-being issues.

**Goal:** Met

#### **School of Business**

The School of Business discusses the processes associated with submitting alerts during the first departmental meeting of each semester.

**Goal:** Met

#### **College of Dental Medicine**

The early warning system is utilized in the ASDH program for academic performance issues and student well-being. The DMD program also makes efforts to support struggling students.

**Goal:** Met

#### **Richard A. Gillespie College of Veterinary Medicine**

An early warning system is in place for DVM and MS in 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 students at risk and provide appropriate interventions.

**Goal:** Met

#### **College of Veterinary Medicine at Orange Park**

An early warning system is in place for DVM students and overseen by the Office of Student Affairs via the Director of Academic Excellence. Data will be provided weekly by the Coordinator of Outcomes and Assessment. The Director of Academic Success, Course Directors, and Faculty Advisors will work with at-risk students throughout the semester.

#### **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

### **College of Mathematics, Sciences, and Health Professions**

Faculty are regularly reminded about submitting and responding to alerts.

Within the Doctor of Physical Therapy department, faculty are reminded at bimonthly faculty and staff meetings about “at risk” notifications to students. A template is provided. The program’s Student Success Coordinator, Dr. Jeremy Houser, often reaches out to students who are “at risk” even before they receive the formal notification.

**Goal:** Met

### **Caylor School of Nursing**

Faculty participates in LMU’s early warning system. Both the ASN and BSN programs send Academic Letters of Concern to all students who have <80% in a course after each exam.

**Goal:** Met

### **Carter & Moyers School of Education**

- Four-week and midterm grades have proven successful early warning systems for struggling students to discuss plans for support with advising.
- The School of Education disposition assessment can be submitted for 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

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

AHSS institutes leadership retreat meetings twice annually. During the retreat, information about the provision of alerts and responses to student needs is discussed. Program leadership then informs faculty (full and part-time/adjunct) of the alert process and procedures.

**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.

#### **College of Mathematics, Sciences, and Health Professions**

The Doctor of Physical Therapy and Doctor of Occupational Therapy programs continually discuss ways to expand and improve academic and student support services at bimonthly faculty and staff meetings, intersemester meetings, and annual assessment retreats.

**Goal:** Ongoing

#### **Duncan School of Law**

The Law School has a fully staffed academic and bar success department, with four full-time faculty members. The Assistant Dean for Student and Career Services and the Director of Student Services oversee 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. All students have the option of in-person or online one-on-one meetings throughout their four years. Peer tutoring is provided to OMS-Is and -IIs.

**Goal:** Met

**Caylor School of Nursing**

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.

**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 Associate Dean of Academic Affairs will involve mentoring tactics and information.

**Goal:** Met

**Academic Success and Student Support Services**

Student Affairs works with contacts at each off-campus instructional site. Accessible Education Services offered ADA accommodation services to the main campus and all off-campus instructional sites. The Office of Title IX and Institutional Compliance ensures services are provided to main campus and all off-campus instructional sites. The Title IX Coordinator and Institutional Compliance Officer has also identified and trained at least one faculty or staff member to serve as an investigator on main campus and each off-campus instructional site. The division has articulated clear scopes of service across departments. The availability of comparable services at all LMU sites continues to be an area of focus and growth. 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 Office of Academic Success offers multiple modes of tutoring and academic support services to students across various instructional sites. Peer-tutors are available for drop-in or scheduled appointments and offer sessions via Zoom for students who are not able to attend in-person. The Office of Mental Health Counseling provides appointments to walk-ins as well as scheduled sessions. Counselors are also situated to serve students at our Knoxville learning sites and planning is in place for staffing in developing sites such as Orange Park, Florida. Additionally, the office employs the services of Empathia, a 24/7 counseling resource available to students at any learning site and at any academic level.

**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, with the assistance of the Director of Assessment, 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 in each program/concentration. 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. The School of Business has additionally been working with the Office of Institutional Effectiveness to analyze retention rates by program.

**Goal:** Met

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

Retention and enrollment data and goals are followed closely and continually; comparisons with past years are made, weaknesses are discussed, and recommendations are developed for purposes of strategic planning.

**Goal:** Met

### **Richard A. Gillespie College of Veterinary Medicine**

Student retention is closely tracked at CVM.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

Student retention will be closely tracked at OPCVM.

### **School of Engineering**

Retention data are analyzed on a semester basis.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Student retention is closely tracked by the DCOM Office of Academic Affairs.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Works in conjunction with Institutional Effectiveness to obtain data.

Within the Doctor of Physical Therapy program, retention is monitored and tracked by the Policies and Procedures Committee.

Within the OTD program, retention is currently monitored by the program director.

**Goal:** Met



**Carter & Moyers School of Education**

- Retention and enrollment numbers are shared consistently with faculty in 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.

**Goal:** Met

**Academic Success and Student Support Services**

The Office of Academic Success monitors retention data provided by the Office of Institutional Effectiveness, in addition to targeted units such as Cornerstone and Student Support Services/TRIO. With the implementation of the University-wide Retention Initiative, professional advisors will have the ability to monitor retention on a more individualized level by utilizing our TargetX Retention Suite software package and monitoring potential risk factors impacting student retention and persistence.

**Goal:** Met

12. Continue to utilize and enhance peer support programs through all first-year transition/strategy courses (e.g., UACT 100) and programs.

**Duncan School of Law**

The Law School has a robust peer mentoring program known as the Peer Leaders, which provides a structured system for upper-level students to assist first-year students as they acclimate to the demands of Law School. Most professors at the Law School (and all teaching in the part-time hybrid JD enrollment option) employ teaching assistants in required classes.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Faculty regularly serve as instructors of the first-year undergraduate transition/strategy course, UACT 100.

Within the Doctor of Physical Therapy program, during the first semester of the program, students are paired with a peer mentor and a faculty member to facilitate transition into a graduate program.

The OTD program will continue the peer mentoring program which matches an incoming student with a second-year student to assist with the transition to graduate level education.

**Goal:** Met

**School of Arts, Humanities, and Social Sciences**

Faculty instruct and work with students in UACT courses. Peer support is noted via the development of study groups within majors.

**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 success 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 faculty mentor as well as a counselor 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 and advisors. Four-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:** Ongoing

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

At-risk students are followed closely by the School Dean, staff, and program leadership. Letters of support are sent from the school to students on probation and suspension. Four-week grades, midterm grades, and 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 Academic Support/Success department works closely with AHSS to support and retain students.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

The dean and undergraduate program faculty collaborate with the Office of Academic Support/Success to assist “at-risk” students.

The Physical Therapy Program does not use the University’s Students of Concern and CARE Committees and/or the Institutional Threat Assessment Team. Rather, the Policies and Procedures Committee plays this role for the program.

The OTD program does not use the University’s Students of Concern and CARE Committees and/or the Institutional Threat Assessment Team. This is monitored by the faculty and staff of the program.

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

See #9 above.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

See #9 above.

**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 programs.

Faculty continuously connect students to appropriate 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 Success 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 SSS support 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 readily exhibit noticeable indicators. All division offices refer students to services available across the University to promote retention, progression, and graduation amongst at-risk populations.

With the shift to centralized professional advising, professional advisors will proactively connect with students to assess and monitor any risk factors that might necessitate intervention. The use of a Student Success Score within the utilized TargetX software will serve as a tool that provides a singular snapshot of a student’s risk-level. This metric along with personal feedback will allow professional advisors to refer students to various supports across the University as needed or requested.

**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.

### **Academic and Student Support Services**

As students are not permitted to register with an “Undecided” status, professional advisors consistently field questions and have discussions with students related to potential change of majors. Advisors can connect students with faculty to provide insight specific to the major of interest and discuss with the students any potential impact on academic progress and/or anticipated completion date.

**Goal: Partially 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**

The Office of Academic Success has done an excellent job by submitting four-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 maintains 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 Senior Associate Athletic Director for Academic Services and Compliance to promote the access of academic support services to athletes.

**Goal:** Met

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

AHSS works closely with Athletics to ensure student success and progress. The FAR teaches in AHSS and is continually on alert for AHSS student athletes who may be falling behind. Athletic coaches are contacted when necessary.

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 and Student Support Services**

With the implementation of a University-wide Retention Initiative, the Office of Academic Success will explore the reestablishment of the Undergraduate Student Success Committee as a collaborative mechanism to discuss student needs and promote retention, wellness, and academic success at a broader level. With onboarding of a new Executive Director for Academic Success in July of 2024, the department seeks to review and adapt programs such as Cornerstone and Student Support Services/TRIO based on student needs.

**Goal:** Partially Met

**Responsibility:** Academic Support Services, Student Services, Deans, and Program Coordinators/Directors.

**Time Frame:** Ongoing

**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 student experiences.

**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 combined degree completion pathways and early entry pathways to provide a pipeline for undergraduates to attend Law School at LMU.

**Goal:** Met

#### **Richard A. Gillespie College of Veterinary Medicine**

MS in 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 Veterinary Medicine at Orange Park**

OPCVM will coordinate student services with DCOM-Orange Park when appropriate.

#### **College of Dental Medicine**

The CDM participates in the GPA pathway 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 BS in Social Work, 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

#### **College of Mathematics, Sciences, and Health Professions**

Continually seek opportunities with professional schools/colleges. Currently, the College has several GPA pathway-approved majors (BIOLH.BS, CHEMP.BS, PEXO.BS, PEXP.BS). PEXO.BS and PEXP.BS currently have 3+3 pathways with our professional schools/colleges. This includes the Doctor of Physical Therapy program.

The OTD program is working with CMSHP to strengthen relationships between the main campus and the graduate program. This semester, one of the OTD faculty assisted with teaching two courses on the main campus for students in the PRS tracks. We are also hoping to increase time on the main campus through different events in order to engage interest in the students who might be interested in OT.

**Goal:** Met

#### **School of Business**

The School of Business participates in the University's GPA pathway through the BBA to JD 3+3 pathway. The School of Business also hosts several graduate and professional combined degree completion pathways.

**Goal:** Met

#### **Carter & Moyers School of Education**

- Presentations from School of Education graduate programs to undergraduate 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 pathway 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 presentation to undergraduates to discuss graduate and professional programs at the beginning of each semester. In addition, AHSS supports the annual Job/Graduate program fairs. AHSS supports the Early Entry pathway with DSOL allowing undergraduates to skip their fourth undergraduate year and enter law school a year early and the AMP pathway (Advance to Master's Pathway) allowing exceptional students to enroll in 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 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.

The Office of Mental Health Counseling provides consistent support to students of all academic levels. Additionally, the office coordinates outreach efforts to graduate and professional programs as requested and frequently leads in-course training as appropriate.

**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.

**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, 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:** Ongoing

### **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

### **Richard A. Gillespie 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

### **College of Veterinary Medicine at Orange Park**

DVM students will be taught leadership skills in professional and life skills courses. OPCVM will have many clubs to provide leadership opportunities. The Dean will provide extra leadership training for SGA representatives for each class year.

**Goal:** Developing

### **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

### **College of Mathematics, Sciences, and Health Professions**

Accomplished through student clubs housed in the college.

Within the Doctor of Physical Therapy program, there is a Student Government Association which consists of executive chairs (president, vice president, treasurer, and secretary) and



committee chairs (first year experience, philanthropy, fundraising, merchandise, historian, and events and student enrichment).

The OTD program uses the Student Occupational Therapy Association as the student government. The program also has applications for student ambassadors who assist with recruiting and community events. Both of these opportunities allow for the development of leadership skills. Also, the pro-bono clinic has student leads who assist with the set-up of the clinic.

**Goal:** Met

### **Carter & Moyers School of Education**

- Tennessee Student Teacher Association (STEA) facilitated by undergraduate students with opportunities for Professional Development, campus initiatives, and service.
- Support for 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 MEd students in the Instructional Leadership concentration are required to do one hundred hours of clinical work before obtaining their leadership license. The EdD 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. An MMS in PA Studies student at Harrogate 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, and student tutors.

**Goal:** Met

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

AHSS sponsors 14 clubs. Leadership is an essential learning aspect of club participation. Faculty and advisors encourage student participation in clubs, theater, music ensembles, and the choir. This provides opportunities for students to lead where needed. There are also several leadership opportunities for students who participate in undergraduate scholarship and with organizations such as Honors Scholars.

**Goal:** Met

### **Caylor School of Nursing**

Student leadership opportunities are available through the Student Nursing Association at each site.

**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' programs.

#### **College of Veterinary Medicine**

CVM Student Services promotes these opportunities to CVM students.

**Goal:** Met

#### **School of Medical Sciences**

Managed by SGA.

**Goal:** Met

#### **College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, sports and recreation opportunities are provided by the Student Government Association.

The OTD program is looking to increase this opportunity for students as it has been an area of interest with all cohorts so far. Assistance from the University to obtain a process to utilize off-campus facilities would be helpful for all programs located in the Knoxville area. This would also allow for more intermural opportunities for all programs.

**Goal:** Ongoing

#### **Academic and Student Support Services**

The Coordinator for Recreation & Wellness, in partnership with other Student Affairs offices throughout the University, has provided robust intramural events for undergraduate and graduate students. The Office of Mental Health Counseling provides consistent support to students of all academic levels. Additionally, the office coordinates outreach efforts to graduate and professional programs as requested and frequently leads in-course training as appropriate.

**Goal:** Met

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

AHSS supports and coordinates 18 clubs, several of which have a focus on recreation. Facilities are adequate at this time.

**Goal:** Met

4. Continue to evaluate the effectiveness of student leadership organizations.

#### **College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy, faculty and staff continually assess the effectiveness of the Student Government Association. Mentorship and guidance are provided on an as needed basis.

In OTD, the faculty advisors for the SOTA and COTAD student groups evaluate student leadership within the organizations on an annual basis.

**Goal:** Met

#### **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

#### **Richard A. Gillespie College of Veterinary Medicine**

Student Government Association (SGA) and Student Clubs are supervised by the Office of Student Affairs. 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

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

AHSS club and leadership responsibilities are monitored during events and planning meetings. If or when leadership is not being inspired or effectuated, changes are made, or learning is implemented.

**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 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 Dean of Students Office has 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 assesses all student leader organizations that fall within a "club" category each 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. With the shift to centralized professional advising, professional advisors have been trained to refer and connect students to the Office of Career Services as needed.

**Goal: Met**

6. Develop and maintain a living and learning community through Residential Housing.

**Academic and Student Support Services**

The Office of Residence Life implemented new and modernized training for Residents Assistants to improve peer-mentoring, student living experiences, and student safety.

**Goal: 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 uses Canvas to communicate effectively and directly with its students. The Dean also provides a regular Friday email message to the Law School community using iModules.

**Goal: Met**

**Richard A. Gillespie 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**

**College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, information about University services and activities are communicated via email, in-person announcements, and posted flyers at the LMU-Knoxville OCIS.

The OTD program utilizes cohort emails to send out information to students regarding services and activities.

**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. These discussions occur in monthly department meetings.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences:**

The AHSS dean meets with all new students at the beginning of each semester; staff discuss opportunities and services that can be taken advantage of. Program leaders and mentors 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 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 University services and activities.

**Goal:** Met

### **Caylor School of Nursing**

CSON 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

### **College of Dental Medicine**

The Associate Dean of Faculty and Students and the Admissions committee work with students and applicants, ensuring they have access to CDM information and opportunities available.

**Goal:** Met

### **School of Medical Sciences**

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. With the shift to centralized

professional advising, professional advisors will be a direct source of information for students and can immediately refer and connect them to any institutional resource or support they may need.

**Goal:** Met

9. Enhance a comprehensive student activities program; maintain and enhance a student-led programming committee/board.

### **College of Mathematics, Sciences, and Health Professions**

Within the physical therapy program, student activities are led by the Student Government Association and the Student and Alumni Engagement Committee.

The OTD program plans some student activities on a department level, but they are guided by student interest. Additional activities are planned by SOTA and COTAD.

**Goal:** Met

### **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 staff coordinate events and create opportunities for students to participate in.

**Goal:** Met

### **Richard A. Gillespie 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

### **College of Veterinary Medicine at Orange Park**

OPCVM will have dedicated student affairs personnel who coordinate student-led programming.

### **DeBusk College of Osteopathic Medicine**

DCOM has dedicated student activities coordinators in Knoxville and Harrogate's Office of Student Services.

**Goal:** Met

### **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.

**Goal:** Met

**Academic and Student Support Services**

Student Affairs reviewed and continued to expand the scope of the Lincoln Activities Board. The Student Affairs division conducted a division-wide “June-to-June” planning summit that coordinated and implemented comprehensive student activities plan for 2024-2025.

**Goal:** Met

10. Continue to provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Office of Accessible Education Services; 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 Office of Accessible Education Services 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 Office of Accessible Education Services.

**Goal:** Met

**College of Dental Medicine**

The CDM works with the Office of Accessible Education Services to provide accommodations for students with documented disabilities.

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

This information is included in the CVM Student Handbook.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

This information will be included in the OPCVM Student Handbook.

**College of Mathematics, Sciences, and Health Professions**

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.

This information is included in the Doctor of Physical Therapy Program Student Handbook.

The OTD program works directly with Title IX and Accessible Education Services as needed. This information is provided to students during orientation and is listed in the OTD Student

Handbook.

**Goal:** Met

### **School of Business**

School of Business faculty and staff are trained to provide students with information related to the Office of Accessible Education Services. Additionally, faculty and staff received further training from the Office of Accessible Education Services during the Spring 2025 semester to ensure a comprehensive understanding and compliance with accessibility policies and best practices, enhancing support for students with diverse needs.

**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

### **Caylor School of Nursing**

The CSON works with the Office of Accessible Education Services to provide accommodations for students with documented disabilities. Faculty and staff reinforce this process is student driven.

**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 have their needs met. Students are directed to services that will help them overcome barriers to learning.

**Goal:** Met

### **Academic and Student Support Services**

The Office of 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. The Title IX and Institutional Compliance web page has resources and processes outlined for pregnant and parenting students.

**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.

### **College of Mathematics, Sciences, and Health Professions**

Undergraduate students receive information about Mental Health Counseling during New Student Registration.

Doctor of Physical Therapy students are made aware of the Office of Mental Health Counseling at orientation, beginning of semester meetings, and by word of mouth by faculty and staff.

OTD students are provided with information regarding mental health counseling during orientation. Faculty and staff also recommend services throughout their time on site if needed.

**Goal:** Met

### **Duncan School of Law**

The Law School continues to do this and to recommend students contact counseling services. In addition to services provided by the Office of Mental Health Counseling, the Director of Student Services is a licensed counselor.

**Goal:** Met

### **Richard A. Gillespie College of Veterinary Medicine**

These services are advertised to students, along with Empathia, regularly throughout the semester during Deans' Class.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

These services will be advertised to students, along with Empathia, regularly throughout the semester during Deans' Class and at orientation.

### **College of Dental Medicine**

Available counseling and mental health services are available on-site at the LMU 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 DCOM Students. This information is contained on the website and in the Student Handbook and Clinical Rotation Manual. In addition to mental health services provided on-site, LMU provides Empathia<sup>®</sup>, 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 interactions.

**Goal:** Met

**School of Medical Sciences**

A representative from the Office of Mental Health Counseling meets with LMU-Knoxville and Harrogate MMS in PA Studies 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 Office of Mental Health Counseling provided consistent services to all LMU students throughout the course of the academic year. The office employs a 24/7 service called *Empathia* that provides students with free and immediate counseling support regardless of time or student location. Additionally, the office collaborates with academic programs at all levels to provide workshops and insight sessions as requested based on the needs of the class or program. The office has also provided training to professional advisors to recognize student issues and implement best practices for student referrals. There is a counselor present in each Student of Concern meeting to monitor submissions and provide outreach as needed.

An Office for Recreation and Wellness was established within Student Affairs and focuses on some wellness and prevention programming.

**Goal:** Met

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

AHSS faculty share information on counseling, accessibility, and Title IX issues and needs when mentoring students and during student requests for help. All syllabi include information that students need who are seeking help.

**Goal:** Met

12. Provide Accessible Education services to students through the Office of Accessible Education Services.

**College of Mathematics, Sciences, and Health Professions**

Students enrolled in the Doctor of Physical Therapy program complete applications through the Office of Accessible Education Services for accommodations. This office confers with the Program Director to ensure that accommodations are reasonable.

The OTD program works with the Office of Accessible Education Services (AES) for accommodations. Students complete the process of reaching out to the AES and then accommodations are provided and discussed with the program director to ensure they are reasonable.

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

AHSS works closely with the Office of Accessible Education Services.

**Goal:** Met

**Duncan School of Law**

**Office of Accessible Education Services**

For students completing the application process and meeting institutional criteria for documentation, accessible education services are provided.

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

CVM facilitates these services for CVM students through the Office of Student Affairs and the Office of Accessible Education Services.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM will facilitate these services for OPCVM students through the Office of Student Affairs and the Office of Accessible Education Services.

**Goal:** Met

**College of Dental Medicine**

The CDM works with the Office of Accessible Education Services to provide accommodations for 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**

The Office of Accessible Education Services 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 (students and employees) on requirements and responsibilities pertaining to Title IX, Accessible Education Services, FERPA, HIPAA, discrimination, mental health concerns, and other confidentiality and privacy guidelines.

#### **College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, all employees complete annual FERPA training. Students complete OSHA and HIPAA training during the first year of the program. Information on Title IX and Accessible Education services is provided during student orientation and on an as needed basis.

Within the OTD program, employees complete the annual training courses for FERPA, Title IX, and Accessible Education. Students complete OSHA and HIPAA training in their second semester in the program. They are also trained in mental health in their Mental Health course and discrimination within their Social Determinants of Health course. Students, prior to Level II FW, take a certificate class for OSHA and HIPAA along with training on how to identify abuse.

#### **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, Students, 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 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. Ensure all Student Government Associations effectively evaluate and advocate for the concerns of the student body.

#### **College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, the president and vice president of the Student Government Association are invited to the program's faculty and staff meetings once a month. This is a time for them to advocate concerns of the student body. The president and vice president are also encouraged to meet with the Program Director and/or Associate Program Director to address concerns of the student body.

The OTD program is evaluating how to incorporate students into faculty and staff meetings to better advocate for the student body. All students are regularly encouraged to meet with the program director with any concerns.

#### **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**

The faculty meet each semester with our 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 Dean of Students Office ensures that members of the Student Body are provided the opportunity to hear from University leadership through invitations to general assembly meetings. SGA concerns and feedback are routed to the Office of the President through the Executive Vice President for Administration.

**Goal:** Met

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

#### **Richard A. Gillespie College of Veterinary Medicine**

All undergraduate faculty encourage students to seek tutoring and other academic support in the Tagge Center.

**Goal:** Met

#### **College of Mathematics, Sciences, and Health Professions**

All faculty and staff work to make undergraduate students aware of the services of the Tagge Center.

**Goal:** Met

#### **School of Business**

School of Business faculty and staff are encouraged to promote the use of the Tagge Center for Academic Success to all undergraduate students.

**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 school staff, faculty, and all student mentors to ensure services that are needed are available. The Tagge Center for Academic Success director has attended AHSS school meetings to discuss programmatic support and field questions.

**Goal:** Met

#### **Caylor School of Nursing**

All faculty and recruiters/advisors are encouraged to refer students to the Tagge Center resources.

**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).

**Goal:** Met

#### **Academic and Student Support Services**

The Director of the Tagge Center promotes office events through campus wide emails, flyers, and academic department communications. Events such as “Meet the Tutors” create opportunities for students to connect and become familiar with peer-tutors to encourage utilization. Additionally, the director connects with faculty and deans to discuss services offered and seeks to gain feedback on programmatic changes as it relates to academic needs. The office has also collaborated with the Carnegie-Vincent Library to secure a dedicated spot on the library webpage to promote support options.

**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 undergraduate 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**

The Director of the Tagge Center along with the Executive Director of Academic Success participated in the June-to-June planning with Student Affairs. The office also has participated in outreach to faculty and deans to discuss ways in which we can best support students. The office would also play a key role as we explore to reinstitute the Undergraduate Student Success Committee. This committee would serve as a means to discuss academic program satisfaction and suggestions related to academic support efforts.

**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 has served as a fully implemented Residential Housing management software since July 2023.

**Goal:** Met

18. Develop initiatives and services that target the LMU commuter population at all LMU sites.

#### **College of Mathematics, Sciences, and Health Professions**

Since there is no housing on the LMU-Knoxville campus, all Doctor of Physical Therapy students are considered commuters. Prior to matriculating, incoming students are connected via social media and GroupMe to potentially find housing roommates.

All OTD students are considered commuters. To better support the students, it would be beneficial to provide on-campus or community partnerships with gyms, food facilities, and other services to increase student interest in the LMU-Knoxville programs.

## **Duncan School of Law**

**Goal:** Met

## **Carter & Moyers School of Education**

Faculty are increasingly working to connect our transfer and commuter 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. Welcome Weekend includes commuter-focused sessions and a commuter lounge to ensure students who are commuting to campus to engage in the weekend are supported and feel a sense of belonging on campus. Commuter Student Engagement has been identified as a needed area within Student Affairs and a request for a new Director of Commuter Student Engagement has been requested for the 2025-2026 year.

**Goal:** Partially Met

**Responsibility:** Academic Services, Student Services, Academic Affairs, Legal Counsel, and Deans.

**Time Frame:** Annually.

**Resources Required:** Adequate funding to support Academic Services and Student Services; collaboration and participation by other offices across the University; 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.

## **College of Mathematics, Sciences, and Health Professions**

The Doctor of Physical Therapy program partners with KARM and Cherokee Health Systems to provide pro-bono physical therapy services to underserved populations in the Knoxville area. Additionally, the Doctor of Physical Therapy program encourages students to complete at least one full-time clinical education experience in a rural and/or underserved area.

The OTD program has been working with KARM and Cherokee Health Systems to provide services to the underserved in the Knoxville area. The OTD program currently requires all students to complete 1 of 2 fieldwork experiences in the Appalachian area.

## **Duncan School of Law**

The Law School continues to expand its reach through employment and placement opportunities.

**Goal:** Met



**Richard A. Gillespie College of Veterinary Medicine**

The CVM will participate in the LMU summer camps. A CVM open house for the local community is planned to become a yearly event starting in Fall 2025.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

Students and faculty will be encouraged to volunteer at regional humane society partners and with agricultural education programs to foster a connection to the local community.

**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. This year's symposium will be held on Monday April 21, 2025. 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 in March 2024. We will attend this year's HOSA State Leadership Conference March 21-April 2, 2025. 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 are required for undergraduate and MEDITL students each semester, and communication of opportunities are 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 MEd in Professional Counseling students have curricular assignments in service learning, and MEd in Professional 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 approximately 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:** Developing

**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 who are required to complete community service hours.

**Goal:** Met

**Caylor School of Nursing**

The CSON faculty and staff work through the SNA to seek opportunities to serve the community through service projects.

**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; Bell County, Kentucky; Lee County, Virginia; and Claiborne County, Tennessee areas.

**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.

**College of Mathematics, Sciences, and Health Professions**

Service by the Doctor of Physical Therapy program's faculty, staff, students, and alumni is highlighted on social media.

The OTD program has been working on increasing social media presence on Facebook, which is run by the department, and the student-led Instagram account.

**Goal:** Met

**Duncan School of Law**

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

Collaboration with Marketing and University Advancement is ongoing to bolster alumni

relationships, giving, and social media presence.

**Goal:** Met

#### **College of Veterinary Medicine at Orange Park**

Collaboration with Marketing and University Advancement is ongoing to bolster community relationships, giving, and social media presence.

#### **DeBusk College of Osteopathic Medicine**

Collaboration with Marketing and University Advancement is ongoing to bolster alumni relationships, giving, and social media presence.

**Goal:** Met

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

AHSS staff and dean meet with PR and Marketing regularly to promote programs and events that are beneficial to students and the community. University Advancement helped to reform the Lincoln Center and provided links to develop a donation location on the website. PR meets regularly with staff to ensure promotion of events and activities is within the proprieties of LMU requirements.

#### **Carter & Moyers School of Education**

Currently working with marketing to enhance our CMSOE Marketing Plan.

**Goal:** Met

#### **College of Dental Medicine**

The CDM collaborates with University Advancement and Marketing to bolster giving and social media presence.

**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 University 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**

**Goal:** Unmet (as it relates to SSI). This action plan will be updated to explore the implementation of a new tracking system during the 2025-2026 academic year.

4. Continue to support student groups conducting fundraising efforts for local charities in communities surrounding all LMU sites.

**College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, the Student Government Association includes fundraising and philanthropy committee chairs which support local charities in the Knoxville and surrounding areas communities.

Within the OTD program, the SOTA and COTAD organizations have chairs which provide information to students regarding volunteer and fundraising events. Faculty and staff also provide information when applicable.

**Goal:** Met

**Richard A. Gillespie College of Veterinary Medicine**

CVM student clubs are fully supported in their fundraising efforts.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM student clubs will be fully supported in their fundraising efforts.

**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**

Through the Office of the Assistant Dean of Students and Leadership and Outreach, multiple fundraising and donation-based events took place and provided resources to local charities and

community members. Specifically, the Thanksgiving Meal Box Drive provides a thanksgiving meal to local families which included UACT 100 class and club and organization participation.

**Goal:** Met

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

AHSS clubs and student groups often fundraise within and alongside the community and community organizations. An example is the History Club's work with the Claiborne County Beautification Committee.

**Goal:** Met

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

#### **College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, the Student Government Association includes a philanthropy chair that coordinates these efforts.

Within the OTD program, the students complete a needs assessment resulting in a health fair or other event or support in the Community, Health, and Wellness course (OTD 817). Additional efforts are evaluated and communicated as appropriate.

**Goal:** Met

#### **Richard A. Gillespie 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 Veterinary Medicine at Orange Park**

OPCVM student groups will be fully supported in any community outreach events that they conduct. These events will primarily revolve around veterinary healthcare, such as working with shelters.

#### **College of Dental Medicine**

CDM student groups are fully supported in community outreach events which total approximately 3200 hours per semester. Events include Appalachian Miles for Smiles, Remote Area Medical, Elgin Foundation, RAM clinic, and 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**

MMS in PA Studies 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 Affairs and Mental Health Counseling offices promoted mental health awareness programming and educational events. The Office for Recreation and Wellness was established and has ensured monthly wellness programming occurs.

**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.

**Goal:** Met

**Richard A. Gillespie 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 communication in the workplace in August 2024.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM will develop a Wellbeing initiative for students, faculty, and staff through the director of wellbeing. Faculty, students, and staff will be 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.

**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

**College of Mathematics, Sciences, and Health Professions**

Student clubs (Wildlife Society) arranged and promoted well-being activities for club members and others to attend such as a nature walk.

Within the Doctor of Physical Therapy Program, LMU's Office of Mental Health Counseling provides information during student orientation, during the first year, and on an as needed basis. Within the OTD program, students are provided with information on mental health counseling services during orientation. In addition to that, students are offered at least one event each semester to focus on mental health and wellbeing.

**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 students each semester. This provides an outlet for faculty and a means of interaction between faculty, staff, and students for purposes of improving wellbeing.

**Goal:** Met

#### **School of Medical Sciences**

Managed by SGA.

**Goal:** Met

#### **Academic and Student Support Services**

The Student Affairs 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.

**Goal:** Met

7. Reevalue service requirements for University student programs to ensure quality, community-oriented engagement.

#### **College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, service requirements are specified in the student handbook.

At this point in time in the OTD program, students are required to complete service requirements linked to courses within the curriculum.

**Goal:** Met

#### **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

#### **Richard A. Gillespie 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

#### **College of Veterinary Medicine at Orange Park**

OPCVM student organizations will have community service expectations written into their bylaws as they are formed.

#### **Carter & Moyers School of Education**

Service-learning hours are required for undergraduate, MEdITL, and MEd in 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 MMS in PA Studies 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 requires community service as one aspect of this growing initiative. The requirements and locations where community service may take place are reviewed regularly.

**Goal:** Met

#### **Academic and Student Support Services**

Student Affairs increased service opportunities for students at all LMU sites, which increased completed service hours for all undergraduate students.

**Goal:** Partially Met

**Comments:** Student Affairs continues to work with offices across campus and at off-campus instructional sites to increase service opportunities offered to students at all LMU sites.

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—noting that a specific type of service hour tracking software would be needed in order to move forward with this goal.

**Goal:** Partially Met

**Responsibility:** Assistant VP for Student Success, Dean of Students, Executive VP for Administration, Student Support Services, Office of Institutional Effectiveness, Vice President for University Advancement, Department of Athletics, and Public Relations.

**Time Frame:** Each semester.

**Resources Required:** Collaboration from academic programs for reporting service hours and 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 convey joint services and supports.

### **Carnegie-Vincent Library**

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.

The Tagge Center has collaborated with the Carnegie-Vincent Library by including a shared space within the library's website alerting students to events and academic support opportunities. Additionally, the library has prepared a library online guide for all test preparation materials including those resources housed in the Tagge Center (NCLEX, MCAT, GRE, MAT, DAT, GMAT, and PRAXIS).

### **Caylor School of Nursing**

The CSON has a full-time nursing tutor who works one-on-one with students or will work with groups of students.

**Goal:** Met

**Duncan School of Law**

The Law School has a fully staffed academic and success and bar success department with four full-time faculty members. The Law School has also continued its relationship with Themis Bar Review that allows it to incorporate the cost of the post-graduate commercial bar preparation course into the cost of each student's program of legal education.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

Faculty work with students to prepare in-house as well as make them aware of external services and opportunities.

**Goal:** Met

**Richard A. Gillespie 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 MEd in Professional Counseling: Mental Health Counseling concentration take the NCE, and MEd in Professional Counseling: School Counseling concentration 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 EdS students have additional help with passing comprehensive exams as needed.
- The EdD 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**

MMS in PA Studies and MLS students are mentored and supported academically one on one with faculty mentors. Both MMS in PA Studies programs offer a type of "PANCE review" for students at the conclusion of the program prior to graduation. The GPA pathway 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 2025 semester.

**Goal:** Unmet

2. Further investigate grant opportunities for the incorporation of online tutoring to better service undergraduate students across all learning sites.

#### **Academic and Student Support Services**

The Assistant Vice President for Student Success has conducted independent research and has collaborated with the Executive Director of the Office of Research, Grants, and Sponsored Programs to identify potential private-sector and foundational funding options to pursue expanded digital tutoring offerings as needed.

**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.

#### **College of Mathematics, Sciences, and Health Professions**

Within the Doctor of Physical Therapy program, students have access to their faculty advisor and the Student Success Coordinator, Dr. Jeremy Houser, for personalized study resources.

The OTD program is evaluating increasing student study resources within the department since there is not a student success resource currently.

**Goal:** Ongoing

#### **Duncan School of Law**

The Law School continues to provide a progressive and robust academic and bar success program.

**Goal:** Met

#### **Academic and Student Support Services**

The Tagge Center has partnered with the Carnegie-Vincent Library to provide students with access to specialized test preparation resources including the NCLEX, MCAT, GRE, MAT, DAT, GMAT, and PRAXIS.

**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.

#### **College of Mathematics, Sciences, and Health Professions**

Students enrolled in the Doctor of Physical Therapy program can access Mental Health Counseling on-site (LMU-Knoxville). Communication with Accessible Education is done remotely.

#### **Duncan School of Law**

A University counselor is available for appointments at the Law School one day a week and by Zoom and at other Knoxville sites on the other days of the week. In addition to services provided by the Office of Mental Health Counseling, the Director of Student Services is a licensed counselor.

**Goal:** Met

#### **DeBusk College of Osteopathic Medicine**

DCOM has made Empathia<sup>®</sup> available to students at all learning sites for 24x7x365 mental health support.

**Goal:** Met

#### **Richard A. Gillespie 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 Veterinary Medicine at Orange Park**

OPCVM anticipates the expansion of the OP on-site 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 LMU Tower for student mental health support.

**Goal:** Met

#### **Carter & Moyers School of Education**

CMSOE collaborates with the Counseling Office.

**Goal:** Met

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

These services are promoted in numerous ways to students both in in-person and online classes.

**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**

The Office of Mental Health Counseling employed the use of a 24/7 counseling service called Empathia. This service provides immediate counseling access to students regardless of time or location. Additionally, the office submitted requests for additional staffing related to University expansion in the Orange Park, Florida location. The Office of Accessible Education Services provided services to all sites.

**Goal:** Met

5. More effectively utilize Institutional Effectiveness data sources to assess Academic and Student Support Services functions at all sites to improve existing 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, Directors of Academic Support/Success; Executive Director for Academic Success; Executive Director for Counseling; Director of Accessible Education Services; Director of Career Services; appropriate Deans and Vice Presidents; Assistant Vice President for Student Success; and Dean of Students.

**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 Student Success, and Dean of Students.

**Assessment:** Outcomes Assessment Reports for offices reporting through the divisions of Academic and Student Support Services, Enrollment and Student Affairs; other offices rendering such services through graduate schools/colleges; and off-campus instructional 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.

Through membership in the Appalachian College Association, LMU has access to the Bowen Central Library Association's (BCLA) core collection of more than 100,000 eBook titles, plus several other collections. Additionally, we subscribe to 17 other databases through ACA at a cost savings of 10 to 25% off of list price.

For a relatively modest membership investment in Tenn-Share we receive 10-25% off of list price for seven subscriptions. LMU receives additional test prep resources (Board Vitals USMLE, Ditki) at no additional cost through STAT-Ref subscription. LMU will receive additional discounts if the University subscribes to other Board Vitals and Ditki products because of the Tenn-Share membership.

Membership in LYRASIS includes free classes and webinars about meta-data, management, student engagement, artificial intelligence, promotion of library resources, and more.

The Carnegie-Vincent Library applied for and received a State Board Programming Grant in the 2023-2024 year 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 of scanning all LMU Railsplitter yearbooks and early Mountain Heralds journals. Once scanned and uploaded to the Institutional Repository, these publications will be included in a freely accessible online collection of digitized LMU yearbooks and journals. While work on completing this goal is still ongoing, the University Archivist did give a presentation at the Society of Tennessee Archivists (STA) Annual Meeting in October 2024. This presentation focused on the activities undertaken during the process of working with this grant and the top takeaways that should be considered by others who may choose to pursue this grant in the future.

**Goal: Met**

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 subscribes 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.

**Goal: Met**

### **School of Engineering**

Periodic input will be provided to the library for recent engineering codes, regulations, and research journals.

**Goal: Ongoing**

**Richard A. Gillespie College of Veterinary Medicine**

CVM has a library liaison who brings CVM faculty and student requests to the LMU librarians.

**Goal:** Met

**College of Veterinary Medicine at Orange Park**

OPCVM will have a library liaison who brings CVM faculty and student requests to the LMU librarians.

**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 Information Services (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 CDM.

**Goal:** Met

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

The School of AHSS leadership worked to ensure that all necessary scholarly journals and resources will be available to students. The program directors, in turn, work closely with the library director for this purpose. The Library houses the JoHSS Journal, discussed several times earlier, and the student ran (with Mr. Wensink's direction) Wolfpen Journal.

**Goal:** Met

**Carnegie-Vincent Library**

Provided narrative, resources lists, and/or attendance at reviews in support of all programs for which requests were received. Continued in collaborative agreements with other libraries. Continued development of collections in support of the reviews and continued annual serials reviews with all colleges and schools.

**Goal:** Met

**College of Mathematics, Sciences, and Health Professions**

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 pro forma 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**

Law librarians are part of the Law School faculty and serve on all key Law School committees. 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 resources. 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 CDM.

**Goal:** Met

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

The School of AHSS worked closely with undergraduate and graduate programs to ensure that all necessary scholarly journals and resources are available to students and faculty in all programs. The program directors, in turn, work closely with the library director for this purpose.

**Goal:** Met

#### **Carnegie-Vincent Library**

With print and electronic collections totaling more than 664,000 titles, the library offers a multitude of resources to students and faculty. Included within the 664,000 titles are approximately 434,000 e-books and 75,000 print book titles. Access to approximately 85,000 full-text journals is provided through 203 databases. In addition to print and electronic materials, the library also holds over 145,000 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:

eBook (Many other eBooks were acquired, but the following is listed since it is a more substantial acquisition.)

- Society of Thoracic Surgeons downloadable eBook (STS Cardiothoracic Surgery) from Unbound Medicine (accessible April 2025)

Databases

- Board Vitals Dentistry and Dental Hygiene Test Banks (accessible March/April 2024)
- Chicago Manual of Style



## Ejournals

- Journal of Business Analytics
- Journal of Marketing Analytics (accessible March/April 2025)

**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, 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 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.

**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 2024 averaged 4.49 for grammar, so the focus for 2025-26 academic year will be on improving citations which averaged 4.35.

In Fall 2024, average SEWS scores on the information literacy items of the rubric ranged from 4.35 (on citations) to 4.71 (on plagiarism). Average scores for all the information literacy items exceeded the target of 4.25. The overall average score for all components of the SEWS rubric was 4.49, an improvement from Fall 2023 (4.38).

Spring 2025 average scores are not yet available.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

Writing and SEWS integrated through various courses culminating in 387/487 or 397/497 series. SEWS requirements met in Mathematics through MATH 360X Junior Writing Requirement and MATH 460Z Senior Writing Requirement. These requirements are met in Computer Science through COSC 348X Junior Writing Requirement and COSC 448Z Senior Writing Requirement. Students enrolled in the Doctor of Physical Therapy program are made aware of library resources during orientation and the first year of the program.

Students in the OTD program have orientation in relation to library services during their first semester. Services are reviewed throughout the research and capstone process as well.

**Goal:** Met

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

Information literacy is brought to students through a variety of English classes and by the Carnegie-Vincent Library staff who regularly visit classes. Course 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. In addition, Honors students apply information literacy to their capstone course projects.

**Goal:** Met

### **College of Veterinary Medicine at Orange Park**

Library personnel will be integrated into sessions of the research proposal curriculum to promote these skills.

### **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.

### **Carnegie-Vincent Library**

The library continued to coordinate the following to integrate the ACRL information framework into the Library’s information literacy program:

- Continued to use an information literacy sessions menu for faculty.
- Revised subject and major’s online library research guides incorporating Credo Info Lit modules and other resources.
- Promoted information literacy through social media posts.

The information literacy librarian created a document titled “Information Literacy skills progression based on ACRL framework” and it has been integrated into the library manual and subject librarian guidelines.

**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 and began a system of conducting a continuous rolling inventory of all print collections.
- Have reduced size of print periodical collection, discarding duplicates of online periodicals and some older volumes unlikely to be used, and correcting corresponding catalog records for those discarded and those kept.
- Finalized library manual for all practices.
- Continued to relabel items in juvenile collections which has made a positive difference in the ease of users being able to find desired books.
- Added more shelving space for the juvenile collection.
- Working on new guidelines for librarians to use for making deaccessioning decisions.
- Completed a vertical file inventory in the Archives.
- Work continues on reuniting misfiled items into proper archival collections and clearly labeling the archival boxes.
- Work continues on digitizing materials pertaining to the grant project described in Objective 8.5.1.
- Continued to create original records and LOC numbers for new items, and corrected any issues found in existing records.

**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.

#### **College of Mathematics, Sciences, and Health Professions**

All students have access to the library's electronic resources.

**Goal:** Met

#### **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**

To align with LMU's strategic vision, we have modernized and updated the LMU Libraries main page and will continue this work with the websites for the Reed Health Sciences Library and the University Archives and Special Collections to ensure a consistent, user-friendly design that adheres to WCAG accessibility standards. A mobile site has been created for the main library page. Additionally, work is underway to develop mobile-friendly versions of the Reed Health Sciences Library, and the University Archives and Special Collections to ensure seamless access across all devices, enhancing user experience and engagement. These enhancements will improve usability, promote library services more effectively, attract new patrons, and enhance the overall user experience.

The social media mission of LMU Libraries includes promoting a multitude of holdings and resources to support our students' learning needs across disciplines. We advertise paid database subscriptions and subscriptions provided by the Tennessee Electronic Library. We strive to create interactive content on our social media platforms that are supported by static web pages. For example, we regularly promote a new topic or cultural heritage month at the start of every month and now have a page titled 'The Book Shelf:

[https://library.lmunet.edu/book\\_shelf/home](https://library.lmunet.edu/book_shelf/home)' which promotes physical books as well as digital. Additionally, we support Tagge Center and Academic Services by promoting events and news on our social media and web platforms. We aim to promote materials that represent a range of resources, academic levels, and interests for our patrons through our social media presence, inviting a thoughtful and informative environment in which students may engage and learn.

**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 MMS in PA Studies courses is made with the online availability through the Reed Health Sciences Library in mind.

**Goal:** Met

8. Provide faculty training opportunities on library resources through Faculty Staff Conference sessions, 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:

- A presentation to the Business Department's monthly Scholarly Activities meeting for faculty
- Faculty and staff development for DCOM
- Session for new MMS in PA Studies faculty
- One session for New Faculty Academy at Harrogate
- Two sessions for New Faculty Academy at the Cedar Bluff Teaching Site
- Met with committee for JOHSS (journal) and met with the Museum to present about information on the institutional repository
- Presented about Credo Info Lit (online information literacy tutorials) at a General Education meeting
- One on one training with DCOM and MMS in PA Studies faculty when requested.

All new faculty and existing faculty are afforded the opportunity for training activities on library resources through Faculty Staff Conference sessions, New Faculty Academy, and through *ad hoc* requests.

**Goal:** Met

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 LMU Institutional Repository (IR) has had 34,264 downloads from June 2023 to March 2024 with a total to date of over 132,264 downloads. The downloads include those from educational, commercial, governmental, and other organizations, as well as individuals throughout the world.

Three librarians presented at ACA's Professional Development Day. Those presentations were uploaded into the IR in the Library community of the IR. ("Community" is the term for the section of the IR which contains materials for a certain department/college/school.)

Institutional Repository Management and Outreach: Created a Quick Submit link so that we could begin receiving mediated submissions without the contributor having to create an account.

Started a data harvesting project of articles written by members of DCOM, CVM, and the English department. Trained student assistants to 1) look up faculty members and 2) retrieve articles using Digital Commons Data Harvesting tool.

Carnegie-Vincent Library Staff Development Day: In a presentation on the IR, the presenter demonstrated how librarians can reach out to faculty about the IR. Presentations from this event were added to the IR.

Journal of Humanities and Social Sciences (JOHSS): Met with faculty from JOHSS to tell them about the IR and its role as a host for the journal. Working with a faculty member to update the journal's homepage in the IR and to create a public submission form (similar to Quick Submit). The journal is currently ready to accept submissions.

ORGSP Newsletters: Communicated with the Executive Director of the Office of Research, Grants, and Sponsored Programs to create a community and two collections and uploaded their newsletters.

Abraham Lincoln Library and Museum: Met with the new Museum Archivist and Librarian to create a new community and two new collections for archival materials.

Education Dissertations: Outreach to EdD students to explain their process of uploading their dissertations to ProQuest (mandatory) and the IR (optional). The majority of EdD students used Quick Submit to upload their dissertations to the IR.

Archives and Special Collections: Continuing to upload collections under this community.

**Goal:** Met

### **College of Mathematics, Sciences, and Health Professions**

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 \(lmunet.edu\)](#)

The Doctor of Physical Therapy program has not yet utilized the LMU Institutional Repository; although, they are aware of this resource.

The OTD program has not yet utilized the LMU Institutional Repository.

**Goal:** Partially 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 the JoHSS journal 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:** Director of the Carnegie-Vincent Library, Director of LMU-DSOL Library, Academic Deans, University Advancement staff, Assistant Vice President for Student Success, Dean of Students, and Executive Vice President for Administration.

**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.