LINCOLN MEMORIAL
UNIVERSITY
LMU

VALUES • EDUCATION • SERVICE

Part I
Strategic Plan Overview and Introduction
2014- 2019

I. Planning Process

The planning process at Lincoln Memorial University incorporates:

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

Lincoln Memorial University has a strong commitment to an orderly and timely planning, budgeting and assessment process which facilitates institutional effectiveness. The President, Board of Trustees, Cabinet and other administrative officers, faculty and staff have responsibilities for and opportunities to participate in the process. The University Mission and Values have provided guidance in the prioritization of activities and funding necessary for the achievement of the overall Vision. Seven Strategic Goals have been identified as critical to achieving regional distinction. These Strategic Goals are consistent with SACS-COC expectations for institutional improvement. These Strategic Goals have been affirmed by the University President and the Board of Trustees. Unit and division planning and budgeting have been aligned with appropriate assessment and analysis of outcomes. Unit and division activities are planned to accomplish the Institution's Strategic Goals. Projected budget allocations to support the planned activities are detailed in the Five-Year Budget Pro Forma, (2010-2015). Progress toward the achievement of the Strategic Goals is measured via established benchmarks and monitored by institutional effectiveness practices. Progress toward achievement of the Strategic Goals is documented in an annual Progress Report.

Revised May 20, 2014

II. Mission and Purpose

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

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

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

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

Revised May 20, 2014

INSTITUTIONAL GOALS*

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

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

2. Maintain fiscal integrity in all its activities, programs and operations through concerted efforts to continuously increase its endowment and financial standing.

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

4. Advance the Cumberland Gap and Appalachian region through community service programs in continuing education, leadership development, recreation and the fine and performing arts.

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

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

Revised May 20, 2014

7. Commit resources to support the teaching, research, and service role of the Institution.

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

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

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

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

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

Institutional goals were revised July 2012 (no changes were made to goals 3 and 10); approved by Board of Trustees, November 13, 2012

Revised May 20, 2014

III. Values

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

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

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

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

5. **Lincoln Memorial University values community**
   - communication
   - honesty and integrity
   - caring and helpful
   - teamwork
   - responsibility
   - respect
   - safe and secure environment

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6. **Lincoln Memorial University values accountability**
   - planning
   - assessment
   - evaluation
   - improvement

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

8. **Lincoln Memorial University values the process of life-long learning**

Revised May 20, 2014

IV. Vision Statement

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

V. Strategic Goals*

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

Strategic Goal 1:   Assess and enhance academic quality

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

Strategic Goal 3:   Strengthen planning, budgeting and assessment

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

Strategic Goal 5:   Ensure effective and efficient use of technology

Strategic Goal 6:   Enhance resources

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

Strategic goals 1 and 2 were revised July 2012; approved by Board of Trustees, November 13, 2012

Revised May 20, 2014

VI. Benchmarks for Regional Distinction

Strategic Goal 1: Assess and enhance academic quality

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

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

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

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Strategic Goal 3: Strengthen planning, budgeting and assessment

- Achieve and maintain accreditation and state approval of programs when external accreditation and/or approval organizations exist.

- Improve faculty and staff salaries.

- Fortify faculty scholarly and professional development activities; and staff professional development activities.

- Increase number of grant applications and grant funding.

- Amplify use of instructional technology at all levels for all programs.

- Increase reliability of the faculty evaluation process.

- Enhance use of assessment results for academic program and support service program improvement.

- Create and/or revise academic programs based on assessed/demonstrated need when consistent with the Institutional Mission.

- Intensify use of academic support resources and services.

- Strengthen all University libraries and Abraham Lincoln Library and Museum and their services.

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

- Update and improve the Facilities Master Plan as appropriate.

- Conduct Facilities Assessments (specific to building/site physical and learning environments).

- Monitor compliance with Comprehensive Safety and Security Guidelines and Plans.

- Maintain Occupational Safety and Health Administration (OSHA), Americans with Disabilities Act (ADA) and other regulatory compliance assessments.

- Enhance Human Resources and provide and encourage Staff Development.

Strategic Goal 5: Ensure effective and efficient use of technology

- Maintain a Comprehensive Technology Plan.
- Use technology user survey results to make improvements.
- Monitor technology problem tracking logs.
- Assess effectiveness of technology training for faculty, staff and students.
- Improve Technology for both Academic and Administrative Operations.

Strategic Goal 6: Enhance resources

- Monitor trends in unrestricted giving.
- Increase faculty/staff participation in annual fund giving.
- Raise alumni participation and giving levels.
- Strengthen the endowment.
- Increase student scholarship support and faculty development funding.
- Conduct a successful integrated marketing and promotion campaign.
- Monitor Certified Association Executive (CAE) report for peer institutions.
- Conduct trend analyses for all types of fund raising.
- Monitor comprehensive capital campaign and capital projects status.

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

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

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Assess and enhance academic quality.

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

Progress

Academic Affairs

- Faculty Senate
    - Formed subcommittees to investigate ways to improve the University and the faculty environment, e.g., faculty participation in shared governance, assumption of administering the faculty development fund, and input on various other policies that affect faculty roles at the University.
- Faculty Development
    - Faculty Development Fund
        - Budget of $35,000 received for academic year 2012-2013
        - Allocations totaled $35,000
        - 64 applications funded either fully or partially (7 faculty who were approved were not able to attend and the funds were reallocated to other faculty members)
        - 52 faculty received funding
        - 22 applications were for faculty presentations at professional conferences/workshops
- General Education
    - Following a thorough review of general education assessment results and previous goal statements for general education, notable revisions to The Lincoln Liberal Arts Core Curriculum (General Education) student learning outcomes were made by the General Education Committee. A change of the major assessment instrument was also recommended and approved. In the fall semester of 2013 the university will start using the ETS Proficiency Profile test instead of the ACT CAAP test. These actions were approved by the Academic Council in April 2013. With the changes of assessment instrument and processes, measureable student learning outcomes are now aligned with specific assessment instruments. A comprehensive record of these changes and justification are provided in the 2013 Program Review for General Education.
- Online Learning
    - 20 workshops and 9 one-on-one consultations held by Director of Online Learning; and 3 workshops offered by a faculty member; topics included learning management system (LMS) functions; Microsoft Outlook; Microsoft Excel; Assessment in the Online Environment; Online Learning Theory; Online Instructional Methods; Blended Course Development; Curriculum Mapping
    - Adopted a new learning management system (LMS) (moved from Edvance360 to Blackboard) to meet the needs of faculty and students (22 meetings and

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demonstrations held for new LMS selection; selection committee consisted of 54 members including 47 Faculty, 3 Librarians, 2 Information Technology Specialists, the Instructional Technologist and the Director of Online Learning) (April 2013).
- Coordinated Title III Strengthening Institutions Grant Proposal: Lincoln Memorial University-Instructional Technology Community of Practice (LMU-ITCOP) for 5 years starting 2013-2014.
- Developed website and online course for LMU ACT Prep participants.
- Instructional Technology
  - 101 one-on-one consultations held by Instructional Technologist.
  - 6 workshops held by Instructional Technologist; topics included Introduction to Microsoft Word, Introduction to Microsoft PowerPoint, Introduction to Media in Online and Blended Courses, Google Docs/Drive, and Pinterest in the Classroom.
  - Redesigned LMU Center for Teaching and Learning Excellence (CTLE) webpage and social media (Facebook, Twitter, and Pinterest) and populated webpage with training materials, pertinent technology information and resources for faculty and students; implemented live chat feature on CTLE webpage for services and FAQs.
- Community College Relationships
  - Completed articulation agreements with community colleges and posted on LMU website.
  - Completed 2013 Transfer Guide for Southeast Kentucky Community and Technical College for students transferring to LMU.
  - Represented LMU on the *Complete College Tennessee Act of 2010* Committee that developed Tennessee transfer Pathways which promote the community college service of transfer preparation for students transferring from a public Tennessee community college to a public or private Tennessee college/university.
- International Studies
  - Hosted World School International Forum 2012 at LMU, October 22 – November 3, 2012, with 64 student representatives and 21 teacher representatives from 21 countries; received extremely favorable comments on success of event.
  - Received a group of 49 Kanto students for Spring 2013 visit; anticipate 2 Kanto groups in 2014 (Spring and Fall).
  - Hired Director of International Studies/English as a Second Language.
  - Hired Coordinator of International Recruitment and Advisement (July 2013).
- Cornerstone Program
  - In Fall 2012, Lincoln Memorial University implemented the Cornerstone Program. The Cornerstone Program was designed for freshman who may require additional support and encouragement to be successful at LMU. The students are enrolled in a full course load with English and Math placement based upon ACT/SAT scores. The goal in the Cornerstone Program is not only to assist the student in acquiring the skills necessary to be successful at LMU, but also to challenge them academically. All courses in this program apply to the 128 credit hours required for graduation except for the ENGL 099 and MATH 099 (students are enrolled in these courses based upon ACT/SAT scores).
  - All students admitted to the Cornerstone Program are required to schedule time in the Academic Success Center and meet with a specific advisor on a scheduled basis.

- The inaugural Cornerstone Program accepted 35 freshmen with 10 enrolling. Of those 10 students, 8 were successful and returned in the spring. For 2013 Fall, 82 freshmen have been accepted and 12 of those have registered for classes.
  - In Fall 2013, the program is expanding into the transfer population with 6 being accepted as of July 17, 2013, and 2 of those registered for classes.
- Registrar's Office
  - During the 2012/13 academic year, degree audit was made available to all undergraduate students. With degree audit the students may print a report that will show courses completed courses in progress and courses to be completed for their declared academic program. This option is also available for the academic advisors. The information gathered through degree audit will enable the deans, department chairs and advisors to use E-Advising to determine what courses need to be offered for students to complete their degrees.
- Appalachian College Association (ACA)
  - One LMU English faculty member was awarded 2013-2014 ACA Faculty Fellowship Award.
  - Academic Affairs sponsored 6 faculty members to attend ACA Teaching and Learning Institute, June 2013.
  - ACA Summit – Fall 2012: *The Changing Landscape of Higher Education in Appalachian: Opportunities, Challenges, and Successes*
    - 3 faculty, 2 staff members and 2 students presented at Summit.
    - 10 faculty, 5 staff members and 2 students attended the Summit.
  - Received $12,000 grant from ACA for ARC (Access, Retention and Completion) Institute for Latino Student Success (Fall 2012).
  - Received $1,000 travel grant from ACA (added to Faculty Development Fund).
- LMU ACT Prep Program
  - Coordinated the LMU ACT Prep Program—a program for high school juniors and seniors to enhance their knowledge and test taking skills in order to improve their ACT scores.
  - 565 students from 25 high schools registered for the online course
  - Data are being analyzed.
  - Program will be continued in Fall 2013.

School of Allied Health Sciences

- Medical Laboratory Science Program
  - The NAACLS Self Study Report was submitted in May 2011 and the NAACLS Site Visit was in October 2011. The accreditation process was successful and the program received the maximum of 7 years of accreditation. No areas of non-compliance or marginal compliance on the NAACLS Accreditation Standards were noted.
  - 100% first attempt pass rate for seven consecutive years on the American Society for Clinical Pathology Board of Certification Exam.
- Veterinary Medical Technology (VMT)
  - Biennial Report submitted September 2012 was successful and the Veterinary Medical Technology Program was awarded continued accreditation.
  - 100% pass rate for summer 2012 and 86% for November/December 2012.

- Bachelor of Science degree to now enroll AS degree graduates only to allow the offering of advanced technician courses and to allow students to pursue other certifications such as lab animal certification or practice management.
- Associate of Science degree alterations to courses for alignment with Veterinary Technician National Examination (VTNE) requirements.

Paul V. Hamilton School of Arts and Humanities

- Reaffirmation: The Council on Social Work Education (CSWE) Reaffirmation Self-Study was completed and submitted to CSWE in April 2012. The COA reviewed the Self-Study in June 2012, and reaffirmed the accreditation of the program for eight years, ending in February 2021.
- A collaborative program in Spanish began in the fall between LMU and Claiborne and Cumberland Gap High Schools. Students from all institutions will gather and study language and culture.
- Three programs underwent successful program reviews: psychology, criminal justice and English.
- The School of Arts and Humanities was newly constituted in Summer 2012. The school's inaugural year was celebrated by an exhibition of historic photos of Avery Hall, scholarly lectures and presentations and numerous student-oriented events. A new banner was approved by the School of Arts and Humanities and University Advancement. A celebration committee was formed to promote the new School's programs and initiatives.
- The madrigal play was performed December 2012 in the newly acquired Convention Center in Cumberland Gap. It was one of the best attended and included more participants than any play presented in the last 10 years. The spring play was *Proof,* by David Auburn, a play about the relationship between mental illness and mathematical genius.
- A foreign language requirement was approved by the School of Arts and Humanities and Academic Council. All Bachelor of Arts degree seeking students will be required to satisfactorily complete two semesters of a foreign language.
- Results from the Broadcast Communications program outcomes assessment revealed that program goals and objectives were not being met. A student forum was held April 15, 2013. Many students attended and a significant number of the suggestions they contributed will be implemented by the new program director in 2013-2014.

School of Business

- Revised Operational Program Goals and Student Learning Goals, as part of the University's decision-making and institutional effectiveness processes, and deployed them in 2012-2013.

Carter & Moyers School of Education

- The Carter and Moyers School of Education has received a stellar NCATE review and team report. The NCATE visiting team found that the School of Education met all NCATE standards and was moving toward Target for Standards 1-5. It was found that the

School met Standard 6 at the Target level. No AFI's (Areas for Improvement) were reported by the visiting team.

- The Carter and Moyers School of Education's licensure programs meet all Tennessee State Department of Education standards according to the 2013 Tennessee BOE Team visit.
- The Carter and Moyers School of Education received a positive report from the CACREP's visiting team review of counseling and guidance programs (personal counseling and school counseling). The Counseling and Guidance Department has submitted a rejoinder to CACREP relative to only 12 of 200+ accreditation standards.
- The Carter and Moyers School of Education graduate programs (i.e., M.Ed. in Curriculum and Instruction, M.Ed. in Educational Administration and Supervision, Ed.S. in Curriculum and Instruction, and Ed.S. in Educational Administration and Supervision) have been carefully revised to expand instructional contact time and moved to a Saturday format. Program content has been significantly updated and concentrations have been carefully delineated for course content and sequencing.
- The Carter and Moyers School of Education Advisory Council has expanded its membership to include state education representatives from North Carolina, South Carolina, Kentucky, Virginia, Tennessee, Alabama, and Georgia.

Duncan School of Law (DSOL)

- The Law School continues to be approved by the Tennessee Board of Law Examiners (TBLE) through 2017 with an anticipated site visit in Fall 2013.
- The Law School reapplied for provisional approval by the American Bar Association. A site visit was conducted in March. The School awaits a Site Report from the Site Team and anticipates a Committee meeting on October 31st and a Council meeting in early December.
- The Law School completed its Self-Study in December 2012.
- The Law School completed its fourth Annual Strategic Planning Retreat in April.
- The Law School has completed its third Outcomes Assessment Report for Student Learning Goals (Form OA1).
- The Law School completed its yearly Outcomes Assessment Summary for Academic Departments (Form OA2).
- The Law School has completed its third Use of Prior Year's Assessment Form (OA3) for its Academic Program.
- The Law School is in the process of completing the Form OA1 and OA2 for its operational units.
- The Law School has completed course-level assessment for all of its courses as each are taught.
- The Law School has enhanced the peer-level evaluations for all full-time faculty members by having outside Professors watch Mediasite captured classes from Fall 2012 with evaluations provided to each faculty member.
- The Law School is continuing the process of creating course-level linkages to its Student Learning Outcomes (by adding new links each time a new course is taught).
- The Law School conducted its third programmatic survey and is in the process of evaluating the results.

- The Law School Externship program has placed a total of 85 students in courts, law offices and legal nonprofits.
- The Law School Externship program surveys the site supervisors and evaluates the program based on the survey results.
- The Law students have completed 10,110.59 hours of pro bono service over the past two years, garnering LMU-DSOL the 2013 public service award from the Tennessee Bar Association (TBA) Access to Justice Committee for its commitment to public service.
- The Law Faculty has accrued 221 hours of public service this year.

School of Mathematics and Sciences

- Eleven graduating seniors in the Fall 2012 and 19 graduating seniors from the Spring 2012 completed discipline-specific exit testing. Major Field Test assessments from the Educational Testing Service (ETS) were administered in Biology and Mathematics. Results are being used to inform program decisions and institutional effectiveness processes for these programs. A three-year rolling average of scores from biology students indicates a more in-depth analysis of curriculum and level of expectation is needed. The Department will construct a detailed matrix of topics from all biology courses along with an analysis of grade distribution for majors' courses.
- Twenty-nine students in the third cohort of the Post-Baccalaureate Medical Science Program (PMSP) completed the requirements and earned certificates. This cohort included students from 24 states. Eighty-one percent of this group, with MCAT scores of 20 or higher, gained admittance to the Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM). Feedback from participants, and those who declined to participate, indicated that this program needs to be a master's degree program. This program continues to attract a wide diversity of students while also providing access to medical education and expanding the reach and reputation of the University.

Caylor School of Nursing (CSON)

- Excellent undergraduate NCLEX-RN pass rates for ASN and BSN programs.
- Excellent certification rates in the MSN program.
- CSON had two HRSA awards for 2012-2013 academic year; this includes an MSN traineeship award.
- ASN and BSN students attended both state and national Student Nurses Association (SNA) meetings this year.
- The CSON budget increased and was appropriate to support the record high CSON program enrollments and further program development.

DeBusk College of Osteopathic Medicine (DCOM)

- Report of class size increase site visit revealed no recommendation nor requirements and one commendation.
- Student community service hours increased from 3,680 hours in 2011-2012 to 4,909.50 hours in 2012-2013.

- LMU-DCOM was ranked 6th out of 28 other colleges of osteopathic medicine (COMs) for community service hours.
- All PA and DO students are carded in BLS, ACLS and PALS prior to rotation.
- TOMEC (self-contained OPTI) received Provisional accreditation December 2012.
- Nine fellows helped in the OPP/Anatomy labs.
- International Medical Outreach took 4 trips with 80 students (20 PA and 60 DO) to Central America and Caribbean.
- International Rotations
  - Africa – 2 students
  - Asia – 2 students
  - Europe – 2 students
  - Pacific Islands – 2 students
- Anatomy Boot Camp was July 2012: 40 admitted OMS students enrolled.
- Funded (4) faculty from the DO, PA, and Nursing program to attend the Interprofessional Education Collaborative 2012 Institute (Oct. 2012) as a taskforce to develop ways to integrate teaching.

Objective 1.2: Create/revise/support academic programs linked to program assessments and University mission at the undergraduate, post baccalaureate and graduate levels at Harrogate and extended learning sites.

Progress

Academic Affairs

- A Director of Counseling and ADA was hired (July 2013).
- Established the Institute for Collaborative Leadership to be launched in fall 2013. The institute will be based at the LMU-Duncan School of Law in Knoxville and will include baccalaureate, graduate and professional degree programs aimed at producing ethical leaders in the fields of criminal justice, social services and counseling.
  - Institute's initial offerings
    - Educational Doctorate in Executive Leadership
    - Master of Education in Community Agency Counseling (non-licensure)
    - Baccalaureate degree in criminal justice
  - Additional offerings being considered include the following
    - Master's degree in criminal justice
    - Graduate concentration in conflict management
    - Certificate program in mediation

- Career Services
  - Held 4th Annual Career Fair on April 3, 2013, in Harrogate, with more than 20 vendors and graduate programs in attendance.
  - Began process of tracking job placement of graduates.
  - Updated system for letting students and alumni know of new job opportunities through social media outlets.
  - Communicated with more than 300 students through one-on-one interviews and class presentations during the 2012-2013 academic year.

- Academic Excellence
    - Expanded tutoring on campus and at multiple extended learning sites.
    - Enhanced early warning system for student issues.
    - Completed study of student perceptions, feedback and suggestions for quality enhancement of their experience at LMU (data being analyzed).
    - Developed a well-received tutor-created brochure to help students deal with test anxiety.
    - Increased the number of tutors and tutored subjects available to general population students (i.e., those not in the grant-funded program for first generation students).
- Student Support Services
    - Funded by U.S. Department of Education.
    - Served 160 students who are first generation, low income, and/or disabled, have an academic need for support, and attend at the Harrogate campus.
    - Provided services in academic advising, tutoring, career planning, financial advisement, graduate school advisement, cultural activities, and freshmen mentoring.
    - Employed 16 students who served as peer tutors and peer mentors.
    - Enrolled 59 students in the UACT 100S, "Strategies for College Success" course.
    - Loaned 20 laptops to students.
    - Tutors provided 914 hours of tutoring in the Tagge Center during the fall semester and offered 14 review sessions; and 3 workshops and 737 hours of tutoring, 13 review sessions, and 6 workshops in the spring.
- Extended Site Services
    - Collaborated with Student Affairs to provide student services at extended learning sites (financial aid, career counseling, tutoring, etc.).
    - Coordinated student activities at extended learning sites, including a Homecoming celebration at Cedar Bluff.
    - Provided outreach to communities through open houses, attendance at Chambers of Commerce events and other locally sponsored events.
- Institutional Research
    - Administered surveys
        - Cooperative Institutional Research Program (CIRP)
        - National Survey of Student Engagement (NSSE)
        - Graduating student surveys
        - Course evaluations
        - Special surveys (designed and administered surveys in support of NCATE and CACREP accreditation reports)
    - Provided environmental scans for new programs under consideration.

School of Allied Health Sciences

- Athletic Training
    - Athletic Training major restructured to align with CATE 5th edition competency matrix.
    - Began implementation and integration of newly designed curriculum; will continue over next four years.

- The Medical Laboratory Science (MLS) Program expanded into the Kingsport Center for Higher Education Building (KCHE) in Kingsport, Tennessee in the spring semester of 2012. Beginning in the Spring 2013 semester, junior students will be admitted into the program each semester. Further expansion/development of the Kingsport site is planned through the addition of new clinical sites.

Paul V. Hamilton School of Arts and Humanities

- The Social Work Program was transferred from the School of Allied Health Sciences to the newly created School of Arts and Humanities beginning July 2012 and relocated to Avery Hall in August 2012.
- The English department has merged with foreign languages to become the Department of Literature and Language. All BA degree students are now required to demonstrate a foreign language proficiency equivalent to French or Spanish 112.
- The three-track system was implemented in the psychology program. One student has opted to complete the science and research track. All other students are currently completing the dual track option.
- The political science major was approved by the School and the Academic Council and will begin in Fall 2013. The Dean, School of Arts and Humanities, will be the interim Program Director. All curriculum and program objectives have been approved by the department, School and Academic Council.
- The minor program in psychology now consists of 18 hours. Originally it required 21 hours. This change allows for more flexibility in course choices, which may attract more students to the minor.
- Art program assessment has continued to show a need for greater community involvement and collaboration with the town of Cumberland Gap. The Arts in the Gap (AITG) program was developed at the request of the President providing a venue for collaboration between the town of Cumberland Gap and the University. The first series of programs, workshops and presentations began in June 2013 and will continue through July 2013. An AITG retreat was held in May to develop mission and vision statements and strategies.
- HIST 300, the gateway course into the History program, replaced HIST 210 and includes the junior writing requirement.
- Collaborative initiatives were implemented with the Duncan School of Law including a lawyering workshop, development of a new UACT 295 course on pre-law initiatives and opportunities, LSAT test tutoring, and agreement by DSOL faculty to teach courses appropriate to their educational background in criminal justice and political science.
- The Criminal Justice (CJ) program was converted from a BA to a BS degree which is in line with the vast majority of programs nationally. Most masters in CJ are MS degrees.

School of Business

- Revised Harrogate and Sevierville MBA General Business curriculum.
- Instituted concentration and major exams for graduates.
- Instituted APA exam for MBA entrance and as requirements for BUSN 350 and MLS 308 courses.

- Conducted program reviews resulting in revised BBA major requirements for energy management, marketing, management, and professional golf management majors. These changes are in place for 2013-2014.
- Revised minor requirements for entrepreneurship and requirements for energy management, marketing, and management majors are in place for 2013-2014.

Carter & Moyers School of Education

- The Carter and Moyers School of Education has initiated contact with the Tennessee State Department of Education to seek program/licensure approval for special education, ELL, middle school endorsement, and health endorsement.
- The Carter and Moyers School of Education has started the process of developing new EdD concentrations (Higher Education and Human Resources Development) for the Executive Leadership Program. The EdD Executive Leadership Program has moved to the DSOL facility.
- The Carter and Moyers School of Education and Lincoln Memorial University have signed partnership agreements with Tusculum College (EdD Executive Leadership Program access/transfer) and Chattanooga State Community College (scholarship and facilities provision for MEd and EdS programs).
- The Carter and Moyers School of Education has established new relationships with the Tennessee Department of Education CORE (Centers of Regional Excellence) and Battelle for Kids! New partnerships bring educators from the region to Harrogate and Knoxville-Cedar Bluff for professional development, with options for graduate student recruitment.
- The Carter and Moyers School of Education has employed a qualified health faculty member to develop and implement a bachelor's program in health.

Duncan School of Law (DSOL)

- Three students graduated with a domestic relations concentration certificate in May 2013. Students who enrolled in 2011 and prior thereto have the option of obtaining the domestic relations concentration.
- The Law School Faculty discontinued the Domestic Relations Concentration and the Business Law Concentration until additional enrollment increases faculty resources.
- The Law School faculty increased the Bar Examinations Skills course from 2 to 3 credit hours and made it mandatory for all students, effective Fall 2013 (was required for those with less than a 3.0).
- The Law Faculty modified the Lawyering Skills IV course to incorporate the skills tested on the Multistate Practice Exam.
- The Diversity Committee sponsored a speaker, Dr. DeBerry, as part of the professionalism speaker series during Black History Month.
- The Law School will continue to assess and evaluate the mandatory mean and grading curve and is in the process of preparing its fourth Grade Distribution Report.

School of Mathematics and Sciences

- A major facility change was accomplished during the 2012-13 academic year with the completion of the MANS Building. Offices and nearly all instructional space is now located in this new 140,000 sq. ft. building. The Wildlife and Fisheries Biology program continues to have "dirty" labs at another site. Research also occurs at the CMRC building. This change has allowed teaching labs in contemporary facilities which are significantly safer and which contain more up-to-date equipment.
- Changes to the general education Mathematics courses were implemented starting in Spring 2013 with the first offering of MATH 105. MATH 110 and 115 will be offered starting in Fall 2013.

School of Mathematics and Sciences in collaboration with DCOM

- A Master of Science degree program with three majors was planned and approved by the University beginning Fall 2013. This program is a collaboration between the School of Mathematics and Sciences and the DCOM. Approval by SACS is anticipated at any time. The degree program provides the graduate student with a choice of non-thesis majors in Biomedical Professions or Anatomical Sciences, or a thesis major Life Science Research. All majors are designed to develop competencies for in-depth analysis of the primary literature and scholarly communication at the graduate level.

Caylor School of Nursing

- The BSN option graduated its second cohort of 56 graduates in December 2012.
- Family Nurse Practitioner concentration commenced in August 2012 at the Kingsport site.
- Plans continue to bring the BSN option to Harrogate in August 2013.

Debusk College of Osteopathic Medicine (DCOM)

- Team based learning activities were integrated into the following OMS I and II courses:
  - Histology I & 11 (OMS I)
  - MFM 1 & 11 (OMS I)
  - Physiology (OMS I)
  - Pharmacology (OMS I)
  - Respiratory System (OMSII)
  - Cardiovascular System (OMS II)
  - Endocrine System (OMS II)
  - Musculoskeletal (OMS II)
- Hired an additional AHA Training Center coordinator.
- Established the Center for Simulation and Training (promoted director from within).
- 17 DO students were enrolled in the joint DO/MBA program.
- Continued the Post Baccalaureate program with 40 students.
- Added 7-week Pediatrics course in 2nd year curriculum.
- Modified the clerkship student evaluation forms to remove the burden of assigning grades to preceptors.

- Piloted Student Assessment Teams for the following courses:
  - Histology I&II
  - MFM I&II
  - EPC I&II
  - OPP II
  - Pharmacology
  - Physiology

College of Veterinary and Comparative Medicine (Proposed)

- Continued the development and implementation of the proposed Doctor of Veterinary Medicine.
- The proposed College of Veterinary and Comparative Medicine (CVCM) submitted a Self-Study Report to the American Veterinary Medical Association Council on Education (AVMA COE) in early January 2013. The AVMA COE conducted a comprehensive site visit in late January 2013. On July 2, 2013, the AVMA COE voted to grant LMU the Letter of Reasonable Assurance, which will allow the CVCM to matriculate students in the Fall 2014.
- The CVCM will submit Substantive Change Prospectus to SACS in late August 2013 seeking approval to open the CVCM in the Fall 2014.
- The CVCM projects to enroll 85 students in the initial CVCM Class in the Fall 2014.

Objective 1.3: Ensure that all programs have clearly articulated academic expectations.

Progress

Paul V. Hamilton School of Arts and Humanities

- All program outcome assessments were revisited and revised to ensure that all program goals and objectives have clearly articulated and measureable expectations and measurement metrics.

Duncan School of Law

- Law School has clearly articulated graduation requirements within its Student Handbook. The Handbook also contains a Graduation Checklist that is reviewed every year between the students and their faculty advisors.

Caylor School of Nursing (CSON)

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

Objective 1.4: Evaluate faculty and professional staff compensation against benchmark salary levels of peer institutions with respect to faculty rank, appointment, academic discipline, experience, work load requirements, and scholarly activity.

Progress

- The University was unable to provide faculty and professional staff increases for Fall semester 2013. The University will reexamine the salary structure for 2013-2014.

Duncan School of Law (DSOL)

- Most DSOL faculty salaries appear to be in line with those enumerated in the Chronicle for Higher Education's most recent survey. Salary increases will be considered once enrollment increases.

Caylor School of Nursing (CSON)

- CSON faculty salaries improved to be approximately comparable to institutions in the region.

Objective 1.5: Strengthen University libraries and museum and their services at Harrogate and extended learning sites.

Progress

Academic Affairs

- Carnegie-Vincent Library
  - Conducted the LibQual Survey (used to solicit, track, understand and act upon users' opinions of service quality) in Spring 2013.
  - Received gift of historic newspaper collection from Walter T. Pulliam (retired newspaper publisher and editor).
  - Exhibited selected newspapers from the Pulliam collection and honored donor by naming Walter T. and Julia Pulliam Archives Room to house the newspaper collection (April 2013).
  - Received gift of 12 signed original chalk-line print-art plates from Walter Pulliam (used early to mid-20th century to print cartoons/caricatures).

- Abraham Lincoln Library and Museum
  - Purchased a collection of letters written from soldiers in the Cumberland Gap during the Civil War.
  - Purchased Petz Collection of 500+ letters written by Civil War Soldiers from the hospital to complement the Julia Wheelock Collection.
  - Received Robert Kincaid Family Bequest of $750,000 to create Lincoln Exhibit in Gallery #1(*From Log Walls to Marble Halls*) to remodel research rooms and establish an endowment fund for guest lectures.
  - Developing an exhibit titled "Lincoln and the Technology of War" to be exhibited at the Ford's Theatre Center for Education and Leadership (Washington, D.C.). The exhibit will be displayed from mid-January through June 2014.

Paul V. Hamilton School of Arts and Humanities

- The Carnegie Vincent Library in collaboration with the School of Arts and Humanities placed artistic renderings of Avery Hall as it has changed over the years in Avery Hall foyer. The temporary display will be replaced by a permanent display to be completed this year.
- The Carnegie Vincent Library staff held a workshop for the School informing faculty about interlibrary loan processes (November 2012).

Duncan School of Law

- Law librarians provide one-on-one training sessions to enhance information literacy among the faculty and students on demand.
- Law librarians create LibGuides for all doctrinal and mandatory courses to enhance student learning by providing links to study aids and subject-specific resources. According to the Programmatic Survey, 74% of student respondents indicated that they used the course LibGuides.
- Law librarians create and update SelectedWorks/BePress web sites for all faculty members that list biographical information and serve as social networking site within the academic community.
- Law librarians work with faculty members to create electronic clipping services, such as SmartCILP and Hein's Greenslips, which reflect each faculty member's scholarly interests and support collection development. According to a Faculty Survey, 100% of faculty believe the electronic clipping services are relevant to their research and teaching interests.
- The Law Library has catalogued more than 2,034 print, DVD, and audio materials and added holdings to LMU DSOL's OCLC WorldCat and Aquabroswer.
- The Law Library migrated to OCLC WorldCat Local, a cloud-based online catalog system that replaced the University's Voyager system in July 2012.
- Law librarians have taught several courses in support of the law school's curriculum, e.g., Lawyering Skills I, ASP I, and ASP II.
- Law librarians attended numerous external workshops and conferences, e.g., SEAALL Institute and CALI.
- The Law Librarian/Associate Dean has been asked to participate in the SmithGroupJJR Law Advisory Board Roundtable, July 14, 2013.
- The Law Library provides 68 hours of reference coverage per week during the fall and spring semesters.
- The Law Library continues to add to a legal DVD collection with over 50 DVDs available to faculty and students. Faculty incorporate video clips from legal movies to illustrate class topics.
- The Law Library has renewed its contract with West to provide students with access to all of West's Study Aids in a digital format. 100% of law students have accessed these materials.

Caylor School of Nursing (CSON)

- The CSON and its students continue to utilize the services of the Lon and Elizabeth Parr Reed Medical and Allied Health Library.

Debusk College of Osteopathic Medicine (DCOM)

- Spent $235,000 in library resources.
  - 38 databases (includes 48 different and hundreds of books).
- Hired TOMEC Administrative Director.
- One clinical site (Wellmont Family Medicine Program) was visited for library resource training.

Objective 1.6: Use a comprehensive faculty evaluation process, based on a clear understanding of both professional and institutional expectations, relative to teaching, research/scholarly activity, and service.

Progress

Academic Affairs

- The faculty evaluation process is ongoing. All schools follow the University guidelines for the faculty evaluation process.

Duncan School of Law (DSOL)

- The Dean of the Law School conducted an evaluation of each faculty member to determine whether the individual should be retained for the 2013-2014 academic year. The evaluation criteria for retention purposes includes, *inter alia,* demonstrated teaching ability; scholarly activity with emphasis on publication of papers and articles; service to the Law School; service to the University; and service to the broader community including the local, state and American Bar associations.
- A Faculty Scholarly Activity Form was developed and each faculty member's activities recorded therein.
- Pursuant to the Law Faculty's authorization to use outside peer evaluators to assist and enhance the teaching performance of the Duncan faculty, contacts were made and several outside faculty members assisted in individual evaluations. The success of this nascent program encourages the Duncan faculty to enlarge the process during the 2013-2014 academic year.
- In order to avoid burdening faculty members unduly with committee and other special assignments, the Law School dean reviews the faculty workload each year to balance teaching loads with committee and other assignments.

Debusk College of Osteopathic Medicine (DCOM)

- The faculty retreat was scheduled May 30-31, 2013 and faculty were provided policy changes/updates and outcomes data for the past year.
- Provided varying faculty development and CME programs
  - 18 Faculty Development activities
  - 11 CME activities
  - 7 enduring material/resources

Objective 1.7: Offer a quality college-preparatory educational program at J. Frank White Academy (JFWA).

Progress

J. Frank White Academy

- Received reaffirmation of accreditation 2011-2012 by AdvanceED (SACS).
- Implemented Discovery Education Assessments.
- Implemented 1:1 Mobile Learning Initiative (iPods).
- Adopted Digital Textbooks
  - Nearly 80% of High School texts will be digital for the 2013-2104 academic year.
  - Nearly 50% of texts for grades 5-8 will be digital for the 2013-2014 academic year.
- Began development of new chorus and drama courses.

Objective 1.8: Integrate information literacy skills across the curriculum.

Progress

Duncan School of Law (DSOL)

- The Law Library provides workshops related to information literacy for law students on law review and for law students serving as research assistants to the faculty.
- The Law School's Mock Trial and Moot Court Teams participated in competitions and received support from the law library.

Caylor School of Nursing (CSON)

- Implementation of the QEP continues in both the ASN and BSN programs.
- Graduate students in the MSN program are required to complete a research course that integrates information literacy skills.

Quality Enhancement Plan (QEP)

- Focus for academic year 2012-2013 was on the Senior (400 level) SEWS (Sequential Enhancement of Writing Skills) courses in all undergraduate disciplines, in addition to continuing the focus on the Junior (300 level) SEWS courses.
- Fall semester 2012, 24 courses with students signed up for Junior SEWS credit and 21 for Senior SEWS credit (213 student rubrics collected). Librarians met with instructional faculty to collaborate on discipline specific information literacy instruction in all these courses. Many did annotated bibliographies as a prelude to the SEWS paper.
- Spring semester 2013, 22 courses with students signed up for Junior SEWS credit and 28 for Senior SEWS credit (244 student rubrics collected). Librarians met with instructional faculty to collaborate on discipline specific information literacy instruction in all these courses. Many did annotated bibliographies as a prelude to the SEWS paper.

- We continue our basic information literacy instruction in general education core courses ENG110, ENG210, and NURS115. In these courses, students are introduced to the five IL competencies (need, access, evaluation, use, and ethics) and the basics of academic research.
- Information literacy continues to be part of the core curriculum at the J. Frank White Academy.
- The same information literacy standards we use for undergraduate and Academy classes can also be tied to all graduate and professional program learning outcomes.
- Focus for the final year of this QEP will be on continuing all the integrations we have begun and conducting program assessment. Program assessment will include reviewing a sample of SEWS papers and re-applying the SEWS rubric to validate the ratings. This is the task of the SEWS Rubric Validation Committee, a multidisciplinary committee formed during the spring semester 2013.

Assessment
- General assessment measures: SAILS (Standardized Assessment of Information Literacy Skills) ILT (Information Literacy Test).
  - SAILS
    - SAILS is administered to all incoming freshmen as a pre-test and is now administered to graduating classes beginning in 2013 as a post-test. SAILS tests to the five basic IL standards we also use in our instruction. SAILS benchmarks us to similar institutions. The latest report we have received is from our incoming class in Fall 2012.

SEWS Rubric
- The main assessment for SEWS courses is the SEWS rubric. The SEWS Rubric is intended to be applied to all 300-400 level SEWS research papers by the instructor of the SEWS class. We have now collected four semesters of data, 633 rubrics in total.
- The SEWS rubric assesses basic writing and information literacy skills using a five point scale: Unacceptable [1], Needs Improvement [2], Meets Requirements [3], Good [4], Excellent [5].
- The SEWS Rubric is also applied to the research paper in the 200 level SEWS class, which is the required general education course, ENG210.
- Comparing averages from the 200 level to the 400 level shows gradual improvement in most categories.
- The SEWS Rubric Validation Committee will be reviewing a sample of 300-400 SEWS papers from all Schools and re-applying the rubric to validate these ratings.

Services
- Many of our information literacy instructional materials are available online http://libguides.lmunet.edu/informationliteracy
  - This includes the complete Information Literacy Tutorial. This tutorial can serve a variety of purposes and populations, including: service to students at extended sites, transfer students who did not receive any of our general education training, and students needing remediation.
- The Information Literacy Peer Tutor program has expanded in collaboration with Dr. Bull and the Tagge Center. Three Tagge tutors have been crossed trained in information literacy and work in both the library and the Tagge center in addition to the two

information literacy tutors. In the 2012-2013 year, the tutors had 96 appointments, up from 74 the year before.
- The QEP director has set up a repository of SEWS papers in a team site on Pathway. All faculty are welcome to join this team site.
- The Center for Teaching and Learning Excellence (CTLE) is being re-designed in collaboration with Instructional Technologist Erika Yagodzinski. It will continue to provide a number of information literacy resources and tutorials for faculty and students.
- Librarians conducted an APA workshop in the Fall semester and again in the Spring.
- The QEP director will host two workshops for the Faculty Conference in August 2013, one on using the SEWS rubric and one on plagiarism.

Awards
- Seven students were awarded the first "QEP Award for Excellence in Writing and Information Literacy". The students came from a variety of disciplines and were awarded $200 and recognized at the Spring awards ceremony. The papers will be available on the CTLE soon.
- We are already accepting nominations for next year's award. The purpose of the award is to highlight and showcase exemplary student work. Winning papers must excel in originality, display good writing skills, and show creative, thorough use of information literacy and research skills. Winning papers will be published online on the CTLE and the author will receive a cash award.

Professional Development
- Information Literacy Librarian and QEP Director attended the Georgia International Information Literacy Conference in Savannah GA.
- Information Literacy Librarian attended the 2013 Association of College and Research Libraries Annual conference in Indianapolis Indiana.
- Information Literacy Librarian attended a number of webinars on information literacy programming and library technologies and trends.
- QEP Director presented a webinar on strategies for collaborating with faculty to the Appalachian College Association library webinar series.
- QEP Director attended a number of webinars on information literacy programming, library technologies and trends, and SACS accreditation visits.

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

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

Progress

<u>Admissions</u>

- Undergraduate (UG) recruitment plans were revised.
- Scholarship fliers were mailed with letters and presented at college fairs and high school visits.
- Family newsletters are sent quarterly and include scholarship information.
- Developing a communication plan for parents.
- Implementation of the web based true cost estimator for families to use and determine affordability.
- Financial Planning Worksheets are used to show affordability of LMU.
  - o This was changed for the 2012-13 Academic Year and students must have a minimum composite score of 19 on the ACT and 3.2 high school GPA for priority Admissions. All other students are considered on a sliding scale based on ACT/SAT scores and GPA. Current transfer students must have a minimum college cumulative grade point average of 2.0 or higher. There is an appellate process for all Admissions decisions.
- Automated funnel reports were sent to deans and chairs for outreach to high performing students.
- Free Application for Federal Student Aid (FAFSA) information is being used to determine how our prospective students are identifying LMU as a choice school. Also looking at the choices of our students based on our competitors.
- Name searches continue to be a practice for UG students. National Research Center of College & University Admissions (NRCCUA), CAPPEX, College Board and ACT are among the vendors used for purchasing names.
- Increased the number of RailSplitter for a Day (overnight visit for prospective students) offerings to 3 per year.
- Worked with area elementary and middle schools to incorporate more in-depth tours and activities for student groups.
- Cumberland Gap High School and the Tri-State Christian Academy students have the opportunity to enroll in 2 dual-credit courses per semester.
- Specifically targeted home-schoolers in the recruitment process.
- Increased the high schools invited to the Tri-State College Fair.
- Continued to offer Counselor Luncheons both on campus and regionally to promote relationships with high school counselors and personnel.
- Hosted a Counselor Awareness Day on campus for high school counselors and community college personnel to learn more about academic offerings, new buildings and to meet current students.

- Revamped Preview Days to include parent panels.
- Dedicated transfer counselor.
- Incorporated technology to automate emails at each stage of admissions funnel.

School of Business

- Worked to support the recruitment and retention efforts of the University through quality advising and instruction, maintaining an updated website, and providing materials for recruitment.

Carter & Moyers School of Education

- The Carter and Moyers School of Education has employed a full-time Director of Candidate Recruitment and Retention to implement an emerging plan for regional corporate school presentations and student recruiting.

Caylor School of Nursing (CSON)

- The CSON developed a strategic plan for recruitment in all three programs: ASN, BSN, and MSN.

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

Progress

School of Business

- Energy Management major, a new major that began in 2011 grew to six new students 2012-2013.
- Professional Golf Management experienced a 17% enrollment increase.

Duncan School of Law (DSOL)

- A new director of admissions started in December 2012. The Admissions office worked with the LMU main campus, Bizopia, and MOVT to design a new law school webpage that launched on June 7, 2012.
- Established new target demographic models based on accreditation status, likelihood of recruitment success, and diversity outreach.

Caylor School of Nursing (CSON)

- The CSON met enrollment goals for academic year 2012-2013.

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

Progress

<u>School of Business</u>

- Experienced MBA-DO program growth of 875% growth over last year to 39 students in 2012-2013.

<u>Duncan School of Law</u>

- Goal of 25 students established for Fall 2013 semester enrollment consisting of traditional recruitment and ATP Program students.
- Consolidated part-time and full-time programs to utilize existing resources and maximize student interaction and educational opportunities.
- Expand growth to at least 50 incoming students once provisional accreditation from the American Bar Association (ABA) is received.

<u>Caylor School of Nursing (CSON)</u>

- The CSON met enrollment goals for graduate nursing.

<u>Debusk College of Osteopathic Medicine (DCOM)</u>

- 234 DO students enrolled as class of 2016 in Fall 2012, first class size increase (3357 applicants – 15.40% from previous year)
  - 40% female; 60% male
  - 25% self-reported minority
  - 58% of those who were offered admissions accepted
  - Mean cumulative GPA: 3.43
  - Mean non-science GPA: 3.53
  - Mean Science GPA: 3.33
  - Mean MCAT Composite: 25
- 96 students enrolled in PA I class in May 2013, first class size increase.

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

Progress

<u>J. Frank White Academy</u>

- Increased enrollment from 76 students to 88 students.
- More than 40 students previewed JFWA for potential enrollment for the next academic year.
- Farr Hall facilities renovations are on track to be completed in order to open at the new facility beginning Fall 2013.

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

Progress

<u>Student Services</u>

- Persistence and Progression Rates
    - First-time, full-time freshman, Fall 2011 to Fall 2012 retention rate was 66%.
    - Fall 2010 to Fall 2011 retention rate for first-time, full-time freshman was 71%.
    - Fall 2011 to Fall 2012 overall undergraduate retention rate: 76.2%.
    - Fall 2010 to Fall 2011 retention rate was 73%.
    - Overall graduate retention rate was 83.8%.
    - Overall professional retention rate was 85.9% for Fall 2011 – 2012 Fall (DO & JD) 6 year.
    - Graduation rate for the 2006 cohort was 45%.
    - 6 year graduation rate for the 2005 cohort was 52%.
    - Overall graduate graduation rate: Those graduates (Masters & EdS students) who started in Fall 2008 (1,618) and graduated by Spring 2013 (1,344) produces 1344/1618=83.06%.
    - Overall professional graduation rate: DCOM Class of 2011-94.5%; Class of 2012-92.5% and JD-77 graduates this Spring.
- Data outcomes were presented to the President on a monthly basis and communicated to Cabinet and the Student Retention Committee.
- The Undergraduate Success Committee and Student Services tracked student satisfaction, success, and expectations through the following surveys: NSSE, Noel Levitz Student Opinion Survey, Student Services Satisfaction survey (residential survey), CIRP.
- Workshops were held for Faculty before every New Student Registration to enhance the experience for incoming freshmen.
- The Undergraduate Success Committee (formerly known as the Retention Committee) conducted an audit of what the institution is doing to support academic success and programs.
    - In 2011, the National Survey for Student Engagement (NSSE, aka "Nessie") was given to LMU students and this led to the identification of 17 issues that students saw as needing improvement.
    - In 2012 the committee sought to narrow this list to 5 primary issues of focus. This was accomplished by a convocation survey in which students were asked to rank the top 5 of the 17 issues (The survey also was conducted at the Blount learning site). Due to proximity of quantitative results, the Harrogate campus survey identified six primary issues of concern to students:
        - Food service (variety of meal plans and times)
        - Financial aid award are announced in time to be helpful to college planning
        - Getting the "run around" when seeking information on the campus
        - Residence hall living conditions

- - Quality of academic program
    - Tuition paid is a worthwhile investment
- New Student Registrations have moved locations from DCOM to the Hamilton Math and Science building to enhance the experience for incoming freshmen and transfer students. The full First Year Experience model with transcript is being implemented Fall 2013.
- Tutors working in the Student Support Services (SSS), the program for first generation college students, are funded by a federal grant designated for the SSS program.
    - Prior to 2012-13, there were limited tutors for general population students. In 2012-13, the Office of Academic Excellence was established and 10 general population tutors were hired.
    - By way of presentations at events such as New Student Registration and Orientation, and through advertising and staff training, the Office of Academic Excellence (OAE) is seeking to increase participation in tutoring by reshaping the cultural perception of tutoring.
    - Out of the one hundred and sixty (160) participants served during the Fall 2012/Spring 2013 semesters by the (SSS) program, 83% were in good standing with the University. 30 percent actually completed degree requirements within six (6) years of their initial enrollment and graduated from Lincoln Memorial University. SSS retention for the Fall 2011-Fall 2012 year was 67%.
- The fifth year program for student athletes to encourage degree completion went into effect Fall 2012. While final processing is still not complete, there are 6-8 applicants for Fall 2013.
- Ellucian developed a product that only became available in late Fall of 2012.
    - In late summer of 2012 the OAE developed an in-house early warning system called Student Welfare Alert (SWA) to utilize until the Ellucian product became available. The alert procedure was carried out via a link on the campus internet system known as Pathway.
    - The Student Welfare Alert procedure now has been incorporated into Ellucian's new product. It is being beta tested and refined during summer 2013 and will be fully launched in Fall 2013.
- The Office of Student Activities had a total of 8 programs at extended learning sites totaling 593 participants.

- Parent's Club is up to 101 members. Parent's Day was held during Homecoming with 31 parent's and family members attending.
- There were 4 UACT 100 classes offered by Student Services and 3 UACT 100 classes offered by Student Support Services.
- The Assistant Athletic Director communicated with Student Services on a monthly basis to assist in Athletic Status.

School of Business

- Attrition and Retention

Table 1. School of Business Fall-to-Fall Retention Rates 2008-2012

	2008-2009	2009-2010	2010-2011	2011-2012
Undergraduate Retention Rates				
ACCT.BBA	75%	91%	83%	84%
BUSN.BA	82%	67%	67%	75%
BUSN.BBA	81%	82%	67%	75%
BUSNE.BBA	67%	100%	100%	100%
MGMT.BBA	86%	69%	69%	86%
MKTG.BBA	75%	60%	60%	64%
PGM.BBA	100%	100%	75%	100%
MLP.BS	50%	50%	50%	53%
Graduate Retention Rates				
MBA	82%	78%	74%	76%

- Graduation

Table 2. School of Business Graduation Rates 2009-2012

	2009	2010	2011	2012
BBA/BA	75%	52%	64%	50%
MLP	66%	66%	67%	53%
MBA	79%	63%	75%	73%

- Job Placement Rates

Table 3. Undergraduate BBA/BA Job Placement Rates 2008-2012

BBA/BA	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Currently employed in a business concentration	25%	29%	32%	15%	50%
Currently employed but seeking a business related field	38%	43%	5%	12%	0%
Not employed but seeking business related employment	0%	14%	32%	27%	38%
Seeking another advanced degree	13%	14%	0%	27%	0%
I do not have any definite plans concerning employment.	25%	0%	32%	19%	13%

Table 4. MLP Job Placement Rates 2008-2012

MLP	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Currently employed in a business concentration	50%	50%	35%	38%	37%
Currently employed but seeking a	25%	38%	16%	38%	37%

business related field					
Not employed but seeking business related employment	25%	0%	14%	7%	16%
Seeking another advanced degree	0%	13%	27%	16%	11%
I do not have any definite plans concerning employment.	0%	0%	8%	2%	0%

Table 5. MBA Job Placement Rates 2008-2012

MBA	**2008-2009**	**2009-2010**	**2010-2011**	**2011-2012**	**2012-2013**
Currently employed in a business concentration	50%	53%	50%	49%	47%
Currently employed but seeking a business related field	5%	40%	17%	18%	23%
Not employed but seeking business related employment	20%	7%	17%	11%	12%
Seeking another advanced degree	5%	0%	7%	0%	3%
I do not have any definite plans concerning employment.	10%	0%	4%	11%	8%

School of Mathematics and Sciences

- An academic advisors workshop was offered to faculty during August 2012. This included baseline information on best practices as well as a review and discussion of several case studies. Twenty-seven faculty members attended these sessions which were planned and facilitated by the Dean of the School of Mathematics and Sciences.

Caylor School of Nursing (CSON)

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

DeBusk College of Osteopathic Medicine

- Graduated 135 DO students in May 2013.
- 100 percent of 2013 graduating class placed into post graduate training programs and passed all COMLEX requirements
  - 61% in osteopathic residencies
  - 28% in allopathic residencies
  - 11% in military residencies
  - 78% in a primary care specialties
  - 19% in Appalachian region
  - 8% in programs in TN

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

Progress

Student Services

- Created a sense of community among students.
    - The Student Government Association wrote a total of 20 bills for the 2012-2013 academic year. 62 positions available within SGA body. 38 in regular attendance. 10 new organizations joined during year. SGA election debate implemented: 85 students in attendance. Intramural and Student Activity numbers were up from the previous year.
    - Fall 2012 Community Service – 817 students participating with a total of 12,912 hours.
    - Spring 2013 Community Service – 518 students participating with a total of 6,086 hours.
    - Total of 18,988 Community Service Hours.
    - Implemented 8 activities for commuter students (Commuter Appreciation Day, Activities at Extended Sites, etc.).
    - Implemented first ever Latino group on campus, eL MUndo.
    - Created a new Student Judicial peer court.
    - Continued the Organizational Fair.
    - Inter-Greek council continued monthly meetings.
    - Designed a new First Year Experience to be implemented in Fall 2013.
    - Implemented a Bicycle Friendly Campus. Received Silver Recognition from the League of American Bicyclists.
- Housing and Residential Life
    - Spring 2012 - Fall 2012 – 515 of 673, or 77%, eligible residential students returned to campus housing. There were 876 LMU residential students and 55 World School students for a total of 931 residents.
    - Fall 2012 - Spring 2013 – 762 of 825, or 92%, eligible residential students returned to campus housing. There were 53 Kanto students and 806 LMU residential students for a total of 859 residents.
- Housing survey for satisfaction given for the Spring 2013 semester.
    - The results for this year's survey were as follows:

	Very Satisfied	Somewhat Satisfied	Not Satisfied	Not Used
RLS is concerned about me	69%	28%	1%	1%
My resident hall is safe and secure	84%	13%	2%	1%
Visitation hours are reasonable	46%	31%	22%	1%
I support the	83%	10%	2%	4%

smoke-free policy for all campus buildings				
Living conditions in the Residence halls are comfortable	61%	28%	6%	4%
Campus wide no alcohol/drug policy	57%	25%	16%	3%

- Received a total of 365 completed surveys were returned from the 859 (43%) LMU residential students who had an opportunity to take the survey.
- Residence Life Staff assisted in resolving 108 campus violations in 2012-2013 academic year.
- Increased Student Activities and Intramural events
  - The Director of Student Life recorded type, title, date, organization affiliation, and attendance of each office-sponsored activity during the year. Student Activities totaled 6,227 students participating (non-unique participants). This is a 6.8% increase from the 2011-2012 academic year.
- Tracking activity by type
  - Social: 63; Educational: 21; Hybrid: 6 (includes 8 extended site visits totaling 593 participants).
- The Office of Student Services sponsored 9 activities to enhance varsity athletics and 13 activities to enhance campus dining services.
- 18 student organizations sponsored activities during the fall and spring semesters.
- The aquatics program serviced 12,154 duplicated persons during the 2012-2013 academic year. The pool was closed for 3 months for renovations. Those using the pool included internal and external community members. A new heating system and handicap lift were installed during the 2012-2013 academic year.
- Provided student support services to extended learning sites.
  - Student support staff is represented at the majority of extended site orientations.
  - Counseling services are available to extended site students as are ADA services.
  - The Executive Director of Financial Aid did rotations at several of the extended sites.
  - Students Activities averaged site visits to extended learning sites monthly.
- Provide support to student organizations for leadership development
  - All 42 student organizations have advisors and a small budget to provide for leadership development.
  - Many of the organizations attend local and state-wide conferences.
- Provide an active Career Services Office
  - Conducted one Spring 2013 Career/Job Fair. Twenty-four regional businesses, LMU schools or departments as vendors (up from 15). Conducted in Campus

Center. Assisted students with resumes, cover letters, applications, interviewing skills, internship searches.
- All New Student Survival Weekend (NSSW) participants in August 2012, received presentation information relating to Career Services during the Academic Presentation portion of the weekend.
- Improved survey for May 2013 graduation. N= 292 for undergraduates. 84% response rate. Tracked employment by major. Overall, 46% of all undergraduate respondents either had a job in their field or were attending grad school at time of graduation.
- Graduate response rate (N=47) for May 2013 was 54%. Overall 85% of graduate students had a job in their major field at time of graduation.
- Kuder Journey licensing renewed Fall 2012 (Fourth year). 118 profiles established during academic year. Assisted walk-ins / appointments with assistance. Career / Job Fair advertised as opportunity for learning about field from expert advice.
- Updated and improved the exposure of the Career Services Facebook page. Up from 20 likes to 165. Post available jobs and job tips. During April 20-26 reached over 790 persons with this page. Developed career brochure.

- Honor's Program
  - The Housing Department continues to support the Honor's program by providing housing.
- Counseling and ADA Offices
  - The Office of Counseling Services saw a total of 76 students for counseling during the Fall 2012/Spring 2013 academic year.
  - The ADA compliance officer provided accommodations for all students requesting such services for Fall 2012 and Spring 2013. Follow-up meetings were held with all students requesting ADA services to ensure their needs were met.
  - The ADA Coordinator met with/counseled 76 students periodically throughout the Fall and Spring to monitor progress.

Duncan School of Law (DSOL)

- Recycling services are still being maintained with four large and twelve medium sized mixed recycle bins distributed throughout the law school. Recycling is emptied by our on-campus maintenance and placed in the large recycling bins outside regularly. Waste Management picks up all recycling on a bi-weekly basis, which appears to be the appropriate frequency.
- Shredding services are still being maintained. There are times of the year when the shredding bins have needed to be emptied more than once per month, as scheduled, but those times have been so infrequent that leaving the contract at once per month continues to be the most fiscally sound choice.
- Towing services are being provided by Sam's Automotive. Services are only provided upon initiation by the law school.
- Kendall Investigations is the third party charged with providing security services for DSOL. This company provides one to two guards daily to keep our campus secure. During the week, security services are provided from 4:30 pm to 12:30 am. On the weekends, services cover from 10:00 am to 6:00 pm on Saturday and 12:00 pm to 12:00 am on Sunday. On multiple occasions we have requested that security hours be expanded or additional guards provided to meet a specific need and those services were consistently provided as requested. We may expand hours during the summer to provide security while students are on campus studying for the bar exam.
- We have ninety-six lockers available for student use. 57 lockers were used by the students during the 2012-2013 school year. In addition, we are providing lockers to alumni this summer while they study for the bar exam.
- The Law School entered a contract with Cherokee Mental Health Systems to provide up to three live confidential behavioral health counseling sessions and 24 hour access to a hotline with trained mental health professionals who can assist with issues. This was implemented in January 2013.
- The Tennessee Lawyer's Assistance Program sends representatives to the law school annually to inform students of their various programs. Most recently, they came to address the new students at Orientation (August 1, 2012) and will continue to speak to the students during orientation. Students have also been referred to TLAP during times of perceived crisis as noted by the Academic Integrity Committee and individual members of the Law School Administration and Faculty.
- The Office of Student Services hosted a Fall and Spring Corn Hole Tournament and Picnic. Each event invited students, staff, faculty and any of their respective families to attend. Planned attendance at each event was 100 and actual attendance was approximately 80-100 at each event. In addition, the State of the School address was hosted on January 10, 2013. This was a catered event where students were introduced to the Law School's new Interim Dean and assured that accreditation continued to be the Law School's goal.
- We have fifteen formally recognized student organizations. Due to class size, student morale and limited faculty, no additional student organizations were created during the 2012-2013 academic year.
- The Law School hosted eight (8) professional series events during the 2012-2013 academic year. Attendance at each event was tracked for students who matriculated in

2011 or later for mandatory attendance. At the end of the year, all students were in compliance with the Law School's policies on Professional Series Attendance.

- All 2013 graduates earned the requisite 30 pro bono hours by the deadline of April 19, 2013. From the time of their eligibility until April 2013, the following cohorts earned a total of 9,493.59 hour of approved pro bono service. The breakdown is as follows: Class of 2013: 8368.89 Hours, Class of 2014: 1107.45 Hours, Class of 2015: 17.25 Hours. Of the total hours earned, nearly 75% of the hours (7,071.05) were legal in nature. Although the graduation requirement only mandates 30 approved hours of service, the class of 2013 earned an average of 105 hours of service each.

- The Law School's inaugural graduation was held on May 18, 2013 at the Knoxville Civic Auditorium. Founding Dean, Sydney Beckman served as the Macebearer and led the processional of the Platform Party. Inaugural SBA President, Christian Stadler, served as the Student Marshall and led the processional of Graduates. The Law School's namesake, John J, Duncan, Jr. was the inaugural graduation speaker. Seventy-four of the 76 eligible graduates walked during the commencement ceremonies. During the ceremony, students were presented with their real diplomas.

- The Graduation Program announced the following academic honors: Two (2) students received Suma Cum Laude (3.75-4.0), Two (2) students received Magna Cum Laude (3.5-3.74), Nine (9) students received Cum Laude (3.25-3.49).

- The Graduation Program announced the following awards: Fourteen (14) students received the General Oliver O. Howard Pro Bono Award for achieving between 110-249 approved pro bono service hours. Eight (8) students received the President Abraham Lincoln Pro Bono Award for achieving between 250+ approved pro bono service hours. Four (4) students received a Domestic Relations Concentration Certificate.

- Ten (10) students wore cords at graduation noting their participation on Law Review. Six (6) students wore cords noting their participation on the Moot Court Board. Eight (8) students wore cords noting their participation on the Mock Trial Board.

- At the graduation rehearsal on May 17th, the Director of Alumni Services with alumni services provided a gift for our new alumni (a leather portfolio) and a catered reception. Information for anticipated future contact was obtained during the reception.

- Career Services
  - Career Services offered programming on writing resumes and cover letters, interviewing, judicial clerkships, starting your own practice, non-traditional career paths, loan repayment and financial responsibility, and academic writing events. Separate programs were offered for both full-time and part-time students to avoid time conflicts for some presentations.
  - Career Services offered career counseling and resume review for students in preparation for placement opportunities.
  - Career Services worked with LMU Alumni Services to create a database of LMU Alumni for potential placement opportunities.
  - Career Services organized a spread sheet, tracking student employment, placements, and desired placements.
  - Career Services developed a student placement survey that was implemented in fall 2011, intended to track employment status, employers of DSOL students, quality of employment experience, and type of employment. This was updated in Spring 2013.

- Career Services continued developing a database of state and federal judges to track contact information and whether the judges utilize law clerks.
- Career Services maintained a Career Service Bulletin Board to advertise new placement opportunities and provide career development tips.
- Career Services continued to build a career resource publication library housed at DSOL.
- Career Services has produced resume, cover letter, interview, and networking resources for use on the TWEN page and in a handbook for Career Services.
- Career Services has identified and subscribed to four (4) online law-related career resource websites, covering public policy, government, and non-profit placement opportunities.
- Career Services established contact with the Knoxville Bar Association's Barrister Law School Outreach Committee to plan for 2013-14 events, including a mock interview program.
- Career Services met with representatives from local firms resulting in placement opportunities.
- Career Services maintained a presence at all Knoxville Bar Association Lunch and Learn networking functions as well as special events and the Law Expo.
- Career Services maintained a presence at all Knoxville Barristers networking functions.
- Career Services worked to create updated contact information on local and regional legal organizations.
- Career Services continued developing a legal employer database for use in marketing and email campaigns.
- Career Services created student and employment information for the updated website.
- Career Services created a job posting form available on the DSOL website to allow employers easier access to post placement opportunities.
- Career Services developed an on-campus interview (OCI) policy for students and hosted the first firm OCI in Spring 2012.
- Career Services and Financial Aid continued to co-host and develop a series on "Hanging your own Shingle" for students who are interested in owning their own practice. The series will continue through the 2013-14 school year.
- Career Services piloted Symplicity for students and employers Spring 2012. More work is needed to ensure that students are able to use it effectively, and to promote its use in the local legal community.
- Career Services attended the National Association of Legal Placement Conference. This is an excellent professional development opportunity and networking opportunity.

Caylor School of Nursing (CSON)

- This continues to be a problem for the CSON since the majority of CSON sites are extended sites. Student tutors for nursing students are rarely available.

DeBusk College of Osteopathic Medicine (DCOM)

- Hired a new financial aid/insurance coordinator.
- Hired a new student services coordinator.

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

Progress

Financial Aid

- Reassessed the Institutional Financial Aid practices/philosophy
    - The Institutional financial aid policy is reviewed and revised annually to be consistent with University goals and resources.
    - Financial aid used the Noel Levitz model entirely for 2013-14 financial aid packaging of new and transfer students. Reduction in need based assistance for first year and transfer students was implemented for 2013-14 packaging.
    The undergraduate discount rate was 46 percent for 2012-13.
    Diversity grant distribution was changed to offer more students the opportunity to receive this grant.
- Automated packaging
    - Auto packaging has been successfully implemented for the 2012-13 and 2013-14 academic year for undergraduate student packaging. This was one of the big projects that has been worked on the last 15 months with Ellucian Consultant, Shelia Crawford and the IS Department.
- Sent all award letters via LMU email or Web Advisor
    - We have been evaluating what is sent to students. For three years now, all electronic packages have been sent. For new students in 2013-14, financial aid implemented a financial aid planning sheet. It is very similar to the Financial Aid Shopping Sheet, only including direct charges.
    - Number of financial aid packages prepared is monitored monthly. At of the end of May 2011, 1,609 packages were sent out compared to 1,434 at this time last year.
- Continued to improve interdepartmental communications.
    - Cross training has occurred on various occasions to improve communication.
    - Leadership team meetings address communication issues.
    - Admission counselors are much more involved with depth sounding when award letters are being sent to families. All Admissions Counselors can view the awards from financial aid to better inform prospective students and families.
    - Document imaging has begun for the 2011-12 files. No new paper files are being created. Staff are becoming more comfortable not working with paper.
- Continued to seek ways to service students as best as we can.
    - This continues to be a challenge, considering LMU's various and only having staff located in Harrogate. Financial aid has been providing consistent service to Cedar Bluff, Corbin, Mercy/St. Mary's, Blount and DSOL (since April) campuses throughout the entire year.
    - Continue to listen and respond to concerns from faculty and staff regarding service to students.

- On-going Activities:
  - Identify students' financial needs and meet the needs through a combination of grants, scholarships and self-help aid.

  - Competition for students is extremely fierce and difficult; and looking at the top six schools that our newly accepted students for 2013-14 list in addition to LMU on their FAFSA shows our challenge. These six awards are:
    - East Tennessee State University
    - University of TN-Knoxville
    - Carson-Newman
    - Walter State Community College
    - Tusculum College
    - Roane State Community College
  - Continued training work study students and supervisors.
  - Continually re-evaluate funding level of the Lincoln Grant component of the Financial Aid budget.
  - Monitor Federal and State funds annually. Both Federal and State Funds could decrease in years to come. This is a real concern for LMU and all colleges and universities.
  - Seek ways to increase endowed Institutional scholarship and loan programs by working closely with University Advancement.
  - Identify and counsel all students who are Tennessee Lottery Scholarship recipients.
  - Identify and reward students whose academic potential had been previously unidentified.

Duncan School of Law (DSOL)

- The law school is aggressively recruiting students by offering merit scholarships based on LSAT scores, grade point average, and other factors (approved by the Board of Trustees in May 2012).
- The TN Judicial Conference Foundation, the National Association of Women Judges Equal Access to Justice, the TN General Sessions Judges Conference and ALTRUSA has cumulatively sponsored $4,500 worth of scholarships awarded to LMU-DSOL students.

Caylor School of Nursing (CSON)

- The CSON continues to apply for student scholarships with the help of other departments across campus and we have been successful securing several tuition awards for ASN and BSN students.

DeBusk College of Osteopathic Medicine

- Students were awarded $10,000 in internal scholarships.

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STRATEGIC GOAL 3:
Strengthen planning, budgeting and assessment.

</div>

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

Progress

Finance

- The Institutional Strategic plan was reviewed to reflect changes in academic programming and extended learning site development, assessment results and budget considerations.
- The mission, goals and objectives of the colleges, divisions, departments and units were determined to be aligned with the Institutional Mission Statement and Strategic Plan. As mission statements for new programs were developed, particular attention was devoted to ensuring their alignment with the Institutional mission.
- Each educational program and administrative unit documented changes and improvements based on assessment results and completed Prior Year Improvement Forms to record progress during 2012-13.
- Budgeting for all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives and strategic priorities.
- LMU's mission served as the basis for all planning, budgeting and assessment practices during the 2012-13 academic year. Institutional and unit planning, budgeting and assessment activities reflect alignment with the Institutional mission statement and the Institutional and strategic goals derived from and supportive of the Institutional mission.

DeBusk College of Osteopathic Medicine
- Annual review of mission and strategic plan scheduled and completed on May 30-31, 2013.
- Edits made to strategic plan to include: International Medicine; additions to functions of office of CME/Preceptor development; actions under the Center for Simulation and Training; new Master's in Anatomical Sciences Program; addition of Learning Specialist, etc.

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

Finance

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

Board meeting. This process continues to improve coordination and planning, resulting in significant improvements to overall budget development.

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

DeBusk College of Osteopathic Medicine

- Budget reflects support of CME ($1,500/faculty); $50,000 in research start-up funds and student summer research $12,000.

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

Progress

Finance

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

DeBusk College of Osteopathic Medicine

- Improved billing and collections – net collections over $1.4 million.

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

Progress

Finance

- The Budget Committee approved the inclusion of an expense line for Strategic Initiatives/Contingencies and Debt Service in the 2013-14 budget to cover new programs approved by the Board of Trustees as well as unplanned costs as approved by the President.
- The Board of Trustees approved budget for 2013-14 includes an expense line for Strategic Initiatives/Contingencies to cover new programs approved by the Board of Trustees, unplanned costs as approved by the President and to provide incremental funding for any outstanding debt service obligations.
- Forecasts for operating revenues and expenses, as well as cash flow, were developed for the University financials. A systematic forecasting process to include the individual departments has been implemented.

Objective 3.5: To enhance budget management.

Progress

Finance

- Budget process for the 2013-2014 budget cycle continued to include all fiscal managers.
- Each fiscal manager completed a budget package for their area which included operating expenses, new hire expectations and capital requirements.
- Reviews of these budgets were initially completed between the fiscal manager and their Budget Committee (Cabinet/VP) followed by meetings with Finance.
- Statistical data, where possible was utilized to verify the appropriate allocations of University resources.
- The submitted balanced budget was reviewed and approved by the Finance Committee prior to submission to the Board of Trustees.
- While enhancement of budget management was successful during 2012-13 as evidenced by a positive year-end position, specific programs and processes will continue to be created in the coming year to support this objective.

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

Progress

Finance

- Funding was provided for the Research department as part of the University budget that was approved by the Board of Trustees.

Duncan School of Law (DSOL)

- The 2012-13 budget for the Law School provided modest funding for the CLE and licensing fees for full-time faculty members. All faculty were given the opportunity to apply for these funds and, apparently, all were accommodated.
- Professional development funding for full-time law faculty was included in the 2012-13 Law School budget and faculty members were encourage to utilize their respective allocations. Most law faculty participated in some form of improvement and development programs during the year.
- The Law School awarded scholarly research stipends in the 2012 summer which were productive. Budget limitations, however, did not permit the award of any research stipends for the 2013 summer.
- The Law School seeks to support and encourage faculty research and writing by providing a pool of qualified student research assistants. These students are under the supervision of the Faculty Services Librarian and are assigned to faculty who request assistance. The Faculty Services Librarian supervises the work of the students and also supervises the work of other student research assistants who have been selected by faculty members for assistance.

Objective 3.7: To make data-driven decisions.

Progress

Finance

- Processes for making essential data available to decision makers continued to be improved during 2012-13. However, there is a need for further improvement in this area.
- Vice Presidents evaluated progress on strategic goals based on assessment and provided progress reports indicating the level of achievement of those goals.
- Financial reporting areas were further refined to allow more granular visibility into our revenues and expenses thereby increasing opportunity for more data based decisions by function.
- Revenue budgets for 2013-14 were created in a way to allow for semester, program or extended learning site financial reporting.
- Feasibility studies and pro formas were developed/refined concerning major program initiation decisions (i.e. proposed College of Veterinary and Comparative Medicine, updated Duncan School of Law/Institute for Collaborative Learning) that incorporated consideration of institutional capacity and market analysis.
- Careful attention was given to fulfilling the requirements of the Southern Association of Colleges and Schools-Commission on Colleges' Substantive Change requirements when initiating new programs or extended learning sites.
- All unit level Outcomes Assessment reports for 2012-13 indicate use of data in decision making.

Paul V. Hamilton School of Arts and Humanities

- A data team was created with the objective to use NSSE, CAAP, and internal survey feedback to make data-driven decisions about curriculum, advising and program changes. The School held two discussions regarding existing data and relevant impacts on programs and curriculum.

School of Business

- Conducted the first annual salary survey report for the ACBSP and reported findings to the University.

Duncan School of Law (DSOL)

- The Law School participates in the Law School Survey of Student Engagement and added the Law Library Consortium questions as an addendum to the survey to obtain additional data.
- The Law School provided additional training to faculty to use TurningPoint's standards feature to provide ways to improve assessment of the students.
- The Law School completed a programmatic survey in the spring of 2013.
- The Law school administers course evaluations at the end of each course.
- All programmatic data is shared with administration and faculty in order to allow data-based decision-making.

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

Progress

Finance

- Each revision of the Institutional Strategic Plan includes a progress report for each strategic goal from the previous edition.
- The annual President's Report to the Board of Trustees (2011-12) included material related to fulfillment of institutional strategic goals.

Duncan School of Law (DSOL)

- The Law School engaged the services of Leary Davis (former Dean of Law at Campbell University and Elon University) to facilitate the Law school strategic planning. An annual law school strategic planning retreat was held and the Law School Strategic Plan 2013-2018 was updated.

*Ensure the adequacy and efficient use of physical and human resources
on campus and at extended learning sites.*

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

Progress

Administration

- Weekly evaluation of custodial, grounds, maintenance workers to manage workload effectively.
- Daily distribution and monitoring of work orders to ensure efficient use of time.
- EMMA (timekeeping system) for Housekeeping, Maintenance, Grounds, and Water Plant.
- New housekeeping/maintenance at both Cedar Bluff and DSOL.
- Provided maintenance, grounds, and custodial support at Cedar Bluff and DSOL.
- Evaluating and use of more energy efficient lighting on campus (currently at 30% led lighting).
- Implemented plastic recycling program with Goodwill Industries.
- Replaced upper concourse lighting in the Arena.
- Painted restrooms, updated locker rooms, and repaired landing at front entrance of the Arena.
- Reduced water waste on campus and City of Cumberland Gap.
- Assistant Water Plant Operator certified.
- OSHA 10 hour training for Physical Plant and Properties.
- Remodels and Facilities Upgrades HR, Institutional Research, Grant Lee Basement, Cumberland Gap Offices and Convention Center, Duke Hall Restrooms, Tex Turner Entrance, Swimming Pool, Pope, Mitchell, Dishner, Byram, Lincoln Dining Room, RD apartments in Liles & West, President's Home. Painted Business Education Bldg. prior to accreditation.
- Completed parking lot lighting at DB 1 & 2.
- Increased lighting at Munson House parking area.
- Installed sidewalk near Duke Hall.

Duncan School of Law (DSOL)

- The Law School has provided a dedicated office space for the Office of Advancement staff.
- The Law School has provided a dedicated office to LMU General Counsel.
- The Law School has provided a dedicated office to Ed.D. professors for their use.
- The Law School has provided a dedicated office for the Director of the Institute of Collaborative Leadership.

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

Progress

<u>Administration</u>

- Evaluated and planned for University safety and security operations in order to ensure annual compliance with regulatory agencies.
- Hired Risk/Insurance Manager.
- Risk/Insurance Manager reviewed property insurance coverage to ensure appropriate coverage.
- United Educators offered risk training sessions in specific areas of campus (i.e., summer camps, events on campus, facility safety, and international travel for students).
- POST recognized Police Department (6 officers).
- 911 Dispatch Training through NECI (nationally certified).
- Police Officers completed Crisis Intervention Team Certification.
- Chief of Police completed POST transition school.
- Reviewed and updated all emergency evacuation plans.
- Established Office of Campus and Public Safety.
- Campus and Public Safety Specialist completed 2013 Fire Code Expo.
- Updated license and equipment for dispatch radio.
- Publicized emergency information in all areas.
- Upgraded smoke and fire detectors at Tex Turner.
- Strengthened lines of communication with security at extended learning sites.
- All officers were certified in CPR.
- Developed and publicized Park policies.
- Mapped campus lighting to assist Maintenance.
- Added additional cameras and lighting at Cedar Bluff.
- Worked with Student Services to create policy on vehicle information for parking tags.
- Audited facilities for fire hazards utilizing: Inspection Management System.
- Activated X Calendar Scheduling for facilities through electronic calendar system.
- Added emergency call buttons on select office phones.
- MSDS Online-Access through pathway.
- Installed and publicized emergency call devices for residential halls and City Park.
- Added access control for campus center after hours.
- Added additional surveillance cameras for the City Park, new facilities, and Cumberland Gap.
- Created the anonymous call and text tip line.
- Updated and publicized the E2Campus System.
- Created Crisis Response Team.
- Created Student Threat Assessment, includes off campus site representation.
- Active shooter and lockdown training provided to faculty & staff during conference.
- Assigned officer to JFWA and Museum.
- Reorganized the Print Shop to increase work flow efficiency.
- Reorganized Post Office to increase work flow efficiency.
- Installed electronic signature software and e-mail notification of package receipt.

Duncan Sshool of Law (DSOL)

- Kendall Investigations is the third party charged with providing security services for DSOL. This company provides one to two guards daily to keep our campus secure. During the week, security services are provided from 4:30 pm to 12:30 am. On the weekends, services cover from 10:00 am to 6:00 pm on Saturday and 12:00 pm to 12:00 am on Sunday.
- DSOL is in talks with the maintenance department to determine if additional security hours are needed.
- DSOL has utilized the services of the new LMU police force to assess risk and threat levels for concerns from job applicants, students and student applicants.

DeBusk College of Osteopathic Medicine (DCOM)

- Added Pediatrics, Women's Health and Psychiatry to clinic services.
- Patient appointment and wait time has improved with the addition of new staff and centralized appointment system.
    - The availability of appointment times is evident in the increase of encounters. Before the addition, between May – July 2012, the average monthly encounter was 891. After the addition, from August 2013 – Apr 2013, the average number of encounters per month was 1,405.
- In-house radiology lab services at both Harrogate and Tazewell sites.
- University Medical Clinic provided 14,800 patient encounters.

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

Progress

Administration

- EMMA (automated payroll) established for hourly employees in Housekeeping, Maintenance, Grounds, and Security.
- Diversity training provided to LMU faculty and staff.
- Building Your Emotional Intelligence training provided to LMU faculty and staff.
- The Essentials of Communicating with Diplomacy and Professionalism training provided to LMU faculty and staff.
- New employee orientation surveys implemented.
- Human Resources one day a month at Knoxville locations.
- Participated in two Job Fairs.
- Human Resources implemented the usage of Image Now for background checks and current employee files.
- Department of Labor audited the LMU Health and Retirement plan.
- Internal Revenue Service audited the LMU Retirement Plan.
- Recorded and videoed the open enrollment benefits process for mandatory employee meetings.

- Ellucian consultant on campus and remote for evaluation of the Human Resources and Payroll Systems.
- Dashboards initiated through Ellucian.
- Human Resources conducted the LMU Years of Service Awards and the Administrative Professionals Day Luncheons.
- Restructured Human Resources Department physical areas for privacy.
- EEOC audited hiring practices.

Paul V. Hamilton School of Arts and Humanities

- HR made available online application materials for job search candidates in a secure environment. This was very helpful for search team members and administrators.

School of Business

- Encouraged Faculty and Staff Development in an ongoing effort to enhance the skills and satisfaction of all employees and supported them with resources within budget to do so.
- Ensured proper staffing for programs and courses offered in compliance with University and accreditation requirements.

Duncan School of Law (DSOL)

- The Law School has reduced funding for multiple positions and will only begin replacing positions as enrollment increases.

Ensure effective and efficient use of technology.

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

Progress

Information Services

- Procured and managed maintenance agreements for infrastructure hardware to assure reliability.
- Procured annual software assurance for academic software.
- Negotiated Microsoft Campus Agreement to include Microsoft Training Academy.
- Replaced T1 connections for SMMC, Corbin, to lower cost and improve performance.
- Increased Internet connection speed 400mb with redundant path to prevent outages.
- Worked within budget guidelines to complete 97% of IT projects.
- Negotiated agreement with CDWG in conjunction with the TICUA agreement to eliminate shipping on all orders with CDWG year 2 estimated savings 43,000.00.

Duncan School of Law (DSOL)

- DSOL will continue to work closely with Information Services to ensure that technological needs are met.

Objective 5.2: Provide and maintain technology infrastructure.

Progress

Information Services

- Automated real-time user account creation from Colleague to Active Directory.
- Migration of all student email accounts to Office365.
- Upgraded wireless lab to support additional wireless workstations.
- Implemented user account self-service for changing or resetting passwords.
- Maintained export file process for graduating student data to the iModules alumni community database.
- Maintained DCOM supplemented online admission application.
- Re-developed DSOL online application.
- Maintained HR online application.
- Added Synoptix financial reporting software.
- Upgrade of Pathway to SharePoint 2010 Sp2.
- Maintained more than 1,300 reusable Informer reports for various departments across campus.
- Updated and maintained CBORD Odyssey system to support ID cards and door access.

- Performed semester end/semester start maintenance of CBORD Odyssey database for student meal plans.
- Updated Datatel Recruiter.
- Added virtualized servers, currently manage 92 virtual servers, 24 blade servers and 2 traditional Windows servers.
- Upgraded enterprise level NetApp storage, currently provide 164 terabytes of storage with point in time snapshot data protection.
- Maintained PRTG Network Monitoring.
- Configured and implemented enterprise data protection backup utilizing UniTrendsFile-interface De-duplication System (FDS) solution.
- Redundant SonicWall Enterprise firewall solution installed and configured for high availability.
- New Avaya VOIP phone system
  - New Voicemail system AVST
  - Music on hold
  - New fax server RightFax
    - RightFax SIP integration
  - Audio Codes for dorm rooms and suites phone access
    - University Inn
    - Pope
    - Mitchell
    - Dishner
    - Shelton
    - Langley
    - Mars
    - Lee
    - DB1
    - DB2
- New security cameras installed or replaced
  - Museum exterior cameras
  - Dual exterior cameras Cumberland Gap
  - Student center cafeteria
  - Cedar Bluff interior and exterior
  - University Inn Pool
  - Replaced all of Liles and West dorm analog cameras
- New single mode fiber install
  - Math and Science building
  - Water Plant
  - Mary Mars Gym
  - Sigmon Communication Center
- Emergency Phones
  - Revised dialing plan to call 6911
  - LMU Park restroom
- Courtesy phones added
  - Byram
  - Munson
  - Grant Lee

- LP Hall
- Sigmon Communications Center access control.
- Hamilton Math and Science access control.
- Off campus website hosting
  - www.lmunet.edu
  - Library.lmunet.edu
  - Law.lmunet.edu
- Network closet update
  - Library 1st floor
  - Avery Hall 1st Floor
  - Avery Hall 2nd Floor
  - Museum
  - Tex Turner Arena 1st Floor North Side
  - Tex Turner Arena 1st Floor South Side
  - Business Education
- Expanded Aruba Wireless solution to support
  - DB1
  - DB2
  - Pace House
  - Farr Hall
  - Avery Hall
  - University Inn
  - LMU Art Building
  - Hamilton Math and Science Building
- Procured and installed smart classroom technology
  - Math and Science
    - Anatomy lab with individual pods able to be divided and combined. Video Conferencing abilities. Surgical lights and camera. Room overflow capabilities
    - Large Auditorium on the 1st floor. Mediasite, Room overflow and Video Conferencing ability.
    - 3rd floor auditoriums with Mediasite, one with video conferencing, and room overflow.
    - 2 Medium sized auditoriums on the 1st floor with room overflow.
    - Student Lounge area with 80" display, audio, mics, iPod dock for presentations
    - Study rooms with technology and room overflow. Total of 18
    - Conference rooms with technology. Total of 7
    - Single screen classrooms with PC, Laptop HDMI, Laptop VGA, Blu-Ray, and document cameras. Total of 20.
    - Digital signage on every floor and outside anatomy area.

  - Arena

- - - Designed, installed, and programmed technology for Media and Training Center. Includes laptop hookup with HDMI and VGA, Blu-Ray, audio, and touch panel controls. Includes 16:9 projector and screen.
  - Avery Hall
    - Designed, installed, and programmed technology for room 303. Includes laptop hookup with HDMI and VGA,PC, Blu-Ray, audio, and touch panel controls. Includes 70" display and sympodium touch display.
  - Dorms
    - Installed 55" displays in four rooms along with mini PCs for students use and access to campus resources.
  - University Inn
    - Installed 55" displays in four rooms along with mini PCs for students use and access to campus resources.
  - Tex Turner Arena
    - Installed Nevco hardware and software along with Newtek LiveText. This allowed real time updates from scoreboards to broadcast.
  - DCOM
    - Upgraded SIM Lab. Added touch panel and extra audio and mics. This allowed for more granular control and separation of the rooms to run more simultaneous sims.
    - Added more displays to OPP lab for better coverage of the area.
- Expanded existing Adobe Connect Pro hosted web/video conference service.
- Automated library export file to OCLC.
- Automated export file to e2Campus.
- Restricted SSN on Colleague screens to only those with a business need.
- Created export file to retirement vendor.
- Implemented door access - Student Center, Avery, Gap.
- Created custom process to copy financial aid rules.
- Created EdD Dissertation Portal in Pathway.
- Installed Web Procurement in WebAdvisor.
- Installed Retention Alert in WebAdvisor.
- Implement EMMA - time card solution for Maintenance and Security.
- Created custom forms and files to enable the storage of vehicle permit data.
- Upgraded Micros (cafeteria software) to version 5.1.
- Created subroutines to support assignment contracts for HR.
- Created single sign on web part for Blackboard in Pathway.
- Implemented DCOM supplemental application in Recruiter.
- Implemented Image Now in Human Resources.
- Implemented Image Now in University Advancement.
- Moved Papervision Transcript Images to Image Now.
- Implemented new helpdesk software package I support.
- Created custom process to gather data for the CDS financial aid summary.
- Created computed columns to support Degree Audit implementation.
- Created computed columns to support I Modules data export.

- Created custom process to find address records with issues.
- Upgraded Recruiter to version 2.6.
- Upgraded Portal to version 3.x (SharePoint 2010).
- Rolled out Business Objects Web Intelligence Reporting.
- Completed Dashboards for Financial Aid and Human Resources.
- Implemented e-commerce in University Advancement.
- Completed Image Now I Script training.
- Completed Active Data Calendar training.
- Completed Colleague Rules Writing course.
- Completed Blackboard Administration Training.
- Automated Blackboard exports.
- Assignment Contracts implementation.
- Implementing workflow in Human Resources.
- Implementing workflow in Registrar's Office.
- MOX implementation.
- CBORD upgrade.
- Strengthened our Isidore backup process.
- SQL migration.
- Implemented Desktop backup software solution InSync.
- Degree Audit.
- Retention Alert.
- e-Advising.
- Financial Aid auto packaging.
- Financial Aid SAP processing automation.
- Student Self Service Views.
- Admissions Communications Management expansion.
- E-commerce in the Cashier's Office.
- Setup of IPEDS in HR.
- Security Review.

School of Business

- The School of Business is evaluating the software on existing computers in the BE building to match with ISYS program offerings.
- The School of Business added 12 new computers to the Brisley computer lab in BE 116.

Duncan School of Law (DSOL)

- DSOL is working with IS to consider a new laptop model for incoming students and/or faculty in 2014.

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

Progress

Information Services

- IS Helpdesk closed 14,799 work order tickets.
- Provided training to new incoming DCOM students.
- Provided training to new incoming NA/FNP students.
- Provided training to new incoming PA students.
- Provided training to new incoming DSOL students.
- Trained additional administrative users in the use of the Informer reporting product.
- Trained security staff on Avigilon security camera software.
- Trained security staff on NCC fire alarm system.
- Trained Finance staff on Synoptix financial reporting software.
- Provided basic training/orientation on email, wireless access, network login, and printing to support Ed.D students.
- Provided onsite tech support for sessions of nursing ERI online testing at Cedar Bluff and Harrogate campuses.
- Completed upgrades on all video conferencing appliances.
- Upgraded TMS to support automation of video conferences.
- Provided tech support for 119, 2-3 way internal video conferences.
- Provided tech support and scheduling for 76 external video conferences.
- Replaced 111 Desktop systems that were 3 years or older.
- Replaced 74 Laptop solutions that were 3 years or older.
- Replaced or added 47 computer lab workstations or laptops that were 3 years or older.
- Re-designed LMU IS Helpdesk to provide more self-service options.
- Provided chat function to IS helpdesk for immediate service and Bomgar integration.
- Re-designed LMU automated attendant.
- Implemented new operator call script and procedure.

Paul V. Hamilton School of Arts and Humanities

- Faculty were provided training in classroom technology systems including Sympodium and Notebook; also, several in-house training workshops were made available for Edvance360, the printer and all the functions of the new copiers.

School of Business

- The School of Business is evaluating becoming a testing site for Microsoft certification and training.

Duncan School of Law (DSOL)

- Technology training was incorporated in the annual faculty training.
- Thermocopy did Printer/Copier training.

Objective 5.4: Provide user support for technology services.

Progress

Information Services

- Performed routine network monitoring of LMU's switched network for performance and high availability.
- Upgraded VMWare to version 5.1.
- Restricted SSN on Colleague screens to only those with a business need.
- Performed routine maintenance, firmware upgrades and monitoring of LMU servers for performance and availability.
- Performed routine maintenance, firmware upgrades and monitoring of LMU's hardware appliances to assure security, optimum performance and high availability.
- Performed routine maintenance, firmware upgrades on 64 Windows Servers.
- Maintained timely updates on over 2,230 Windows workstations (faculty, staff and students).
- Maintained and verified timely and valid backups of the Datatel systems on a daily basis.
- Maintained and verified timely and valid backups of email, mission critical SQL and Oracle databases.
- Implemented new disaster recovery solution with co-located systems.

Duncan School of Law (DSOL)

- Technology support to DSOL is provided through the IS department utilizing two support personnel at DSOL.

Objective 5.5: Plan and implement necessary resources and services for radio/television stations.

Progress

<u>Administration</u>

- Produced and taped DVD sets for World School 2012.
- Worked with Rural Rhythm Records on 'God Didn't Choose Sides'.
- Election forum with coverage held July 12, 2012.
- Broadcasted Claiborne and Cumberland Gap Football games on radio LIVE (Including a First Round Playoff Game).
- Began broadcasting Baseball and Softball on the radio.
- Railsplitter Legends (Alumni athletic video).
- Produced live LMU Basketball and Volleyball games for television.
- Went all-access with the LMU Men's Basketball team for their NCAA tournament run, and LMU Baseball team's NCAA tournament run.
- Worked once again with ROHO on their shopping spree and fishing tournament.
- Created a partnership with WLAF in Lafollette, TN.
- Started new programming on TV (We're Glad You're here).
- Students involved with their own radio shows.
- Started re-wire of radio stations.
- Live video streaming of commencement.
- Station licenses up to date.
- Conducted weekly news report.
- Created Facebook Page for LMU-TV.
- Live remotes from various businesses in the community.
- Updated required signage for the radio tower and secured location.

<u>Paul V. Hamilton School of Arts and Humanities</u>

- The Broadcast Communications program (BCOM) will intensify its collaboration with Sigmon Communications Center. Videos were made of Claiborne County government, business and non-profit organizations by BCOM students during the spring semester with the help of Sigmon Center staff. These videos are now running regularly on LMUs cable channel. A new director for the BCOM program has been hired.

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

Progress

<u>Information Services</u>

- Supported Institutional Effectiveness in ABA electronic reporting needs for the Duncan School of Law.
- Provided an in-depth analysis of financial aid data for the Common Data Set.
- Upgraded Colleague system for all Federal regulatory releases.
- Updated Institutional Effectiveness website to contain most recent institutional, state, and federal reports.

- Provided enrollment and financial data from the Colleague system to Institutional Research, VP of EMSS, and Director of Financial Aid to support institutional, state, and federal reporting requirements.

Paul V. Hamilton School of Arts and Humanities

- With the help of IS, room 303 in Avery Hall has been converted to a seminar room including updated classroom technology, telephone service and other room advancements. The necessity of a seminar space was identified in the outcomes assessment of program needs.
- The Johnson music room has been updated with instructional technology. Also, the BCOM instructional technology has been updated in Avery 100.

School of Business

- The School of Business provides financial support, research collaboration opportunities, opportunities to disseminate the research, and other resources to support research initiatives.

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

Progress:

<u>Advancement</u>

- Completed lists for DSOL and DCOM on internal experts. Web form being developed for all faculty and staff.
- Fostered a University community that is goal-driven, balanced, and looks to the need of each individual (events hosted, meals delivered, cards written, and phone calls made).
- Utilized Pathway as a resource for collaboration. Multiple team sites exist.

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

Progress:

<u>Advancement</u>

- Increased active Friends giving rate to 14.3 percent during 2012-2013 as of June 14 (up from 14.08 percent in 2011-2012).
- Expanded annual fund mailing response tracking throughout the year as part of QualPro MVT analysis.
- Completed seven comprehensive phases of MVT analysis as of March 2013, testing multiple annual fund, phone calls, event premium offers, and AlumniLinc Quick Fact email variables.
- 198 full-time faculty and staff gave back to LMU in 2012-13 as of June 14 (33.16 percent).
- Provided receipts and acknowledgements for gifts to all funds, scholarships and in-kind gifts within 48 hours of receiving them.
- Achieved 100% participation in annual giving from the President's Cabinet and 92% participation from University Advancement Staff.
- 53.8 percent of Alumni Board has given during 2012-13 fiscal year as of June 14, 2013.
- Undergraduate alumni participation rate is 5.25 percent for fiscal 2012-13 as of June 14.
- 3,444 alumni and friends registered for and attended LMU alumni events, including Homecoming and chapter activities.
- Organized LMU Family Day at Dollywood which included alumni picnic with 511 alumni and friends attending.
- Organized Family night at the Smokies with 165 alumni and friends attending.
- Organized new graduate breakfast with 250 graduates and their families in attendance.
- Organized LMU-DSOL new graduate event with 80 in attendance.
- Established a calendar of stewardship and cultivation events to help create and broaden DCOM's foundation for annual donor support.

- Continued "Dean's Reception" at annual DCOM Gala to steward and cultivate major gift prospects (90 guests in attendance).
- Created a calendar of annual solicitations for DCOM donors.
- Established LMU-DCOM Advisory Council with formal meeting structure/timeline and solicitation schedule.
- Continued to evaluate the President's role in stewarding alumni and friends for major gifts, and involve the President in proposals and donor meetings when appropriate.
- Maintained a presence at the Annual AOA Convention (New Orleans) with intent to recruit faculty, potential students, and create a tradition for LMU-DCOM alumni annual reception.
- Oversaw DCOM alumni board, elections, by-laws, projects and activities.
- Continued using iModules alumni community as a means for online registration and contributions: 1,825 online registrations and $51,378 in total payments received through May 30, 2013.
- Held alumni reunion at Corbin site for ASN program with 11 attendees.
- Distributed 96,180 AlumniLinc Quick Fact emails through LMU Alumni Connection to alumni.
- AlumniLinc Quick Fact now serves as e-newsletter for alumni and is distributed monthly.
- A total of 395,543 emails sent through the LMU Alumni Connection as of May 30, 2013.
- 64 alumni and friends have made donations online using the LMU Alumni Connection.
- Research continues to be done as needed, in relationship to the number of major gift officers, the number of visits made and the number of new donors added to respective moves lists. Geographic and special groups' research is done in relationship to the number of alumni chapter meetings, special alumni events and donor visits.
- The number of "lost" alumni increased to 321. Direct Mail Services will research all lost addresses in June 2013.
- Research on lost and inactive alumni continues on an ongoing basis.

Paul V. Hamilton School of Arts and Humanities

- The School introduced the new Arts and Humanities Team Site page on Pathway. It includes an editable calendar, an announcement board, a discussion board and an alert system that connects to Outlook.

Duncan School of Law (DSOL)

- Developed listings of internal experts.
- Created a University community that is goal driven, balanced, and looks to the need of each individual.
- Hosted designated open discussion times at main campus and extended learning sites in order to assess fundraising, enrollment, special event needs and opportunities.
- Utilized cross-departmental experts to create fundraising opportunities.
- Used Pathway as a resource for collaboration.

DeBusk College of Osteopathic Medicine (DCOM)

- Hired Coordinator for Center for Simulation and Training and promoted him to Director.
- The Center for Simulation and Training has held 271training or renew sessions and carded 1941 individuals (new and renewals).
- Nursing students are utilizing the center for simulation and training and for BLS and ACLS carding.
- Developed and distributed a Preceptor Manual with best practices to over 500 clinical adjunct faculty and all clinical rotation sites.

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

Progress

Advancement

- Total endowment giving is $402,381.18 as of June 14, 2013, an increase of 9.9 percent year-to-date.
- Established four new endowed scholarship funds and one new endowed research fund during fiscal 2012-13 with contributions of $150,257.03.
- Awarded 208 annual and endowed scholarships for a total of over $455,435.00 in coordination with the LMU Student Awards Committee.
- Maintained and updated annual/endowed scholarship documentation and criteria throughout the year, and completed the project of adding this information in the Datatel system.

DeBusk College of Osteopathic Medicine

- Giving totals for FY13:
    - $389,512 – Charitable gifts/grants payments.
    - $1,642,891.99 – Value of non-cash support.

Objective 6.4: Market and promote the University locally, regionally, nationally and internationally by use of all electronic and non-electronic media sources to support current recruitment, retention and fund raising goals cited in appropriate departmental strategic plans, and to increase pride in the University (Extended learning sites include: Cedar Bluff, Duncan School of Law, St. Mary's, Blount, Corbin, Middlesboro, Ducktown, Cleveland, Kingsport, Sevierville, Morristown and all partnerships) (1.1 and 4.6—Principles of Accreditation).

Progress

Advancement

- Created several academic tri-fold information, panel cards and updated the admission view book and general search brochure.

- Coordinated four photo days (two in fall and two in spring) for campus to build image library for use in publications and on the website.
- Created or reprinted brochures for veterinary medicine, EdD, EdS, MEd, psychology and teacher licensure.
- Created panel cards for graduate nursing, broadcast communications, music and history, and began work on panel cards for undergraduate business, MBA and undergraduate nursing.
- Produced golf tournament brochures for the Athletic Department and the Alumni Association.
- Produced Honor Roll of Donors.
- Created new searchable directory.
- Created Faculty and staff profile pages to go with the directory listings.
- Incorporated Values, Education, and Service initiative into the design.
- Continued pursuing blog initiative with faculty and student blogs.
- Assisted with migration of information to Pathway by holding training sessions for LMU faculty, staff, and students.
- Maintained official LMU Facebook page which has 4,000+ followers.
- Developed and maintained multiple, official LMU Facebook pages regarding programs and schools.
- Enhanced directory of all LMU-affiliated Facebook groups and pages on the external website.
- Evaluated and discussed alternate options for the Alumni Community.
- Will have contest winners for Flat Abe submission during Homecoming 2013.
- Created comprehensive marketing plan for LMU-DSOL for ABA process and beyond. Update LMU marketing plan annually and beyond.
- Maintained LMU branding campaigns in Knoxville, Sevierville, Morristown and Kingsport.
- Promoted campus events in local media resulting in standing room only crowds for events like tree lighting.
- Facilitated over 100 tours throughout the year to donors, alumni, executive guests, school groups and more thru LMU-DCOM.
- Continued branding efforts for the University Medical Clinic and launched the new location in Tazewell.
- Facilitated media interviews for faculty, students and administrators.
- Visited Knoxville media outlets to meet with news directors, assignment editors and higher education reporters. Established relationships that resulted in greater awareness of LMU and more frequent visits to LMU campuses for stories. Established Duncan School of Law as "go-to" place for legal experts for several news stations in Knoxville.
- Assisted with printing of covers and spines for ABA documentation for LMU-DSOL.
- Worked with LMU-DCOM Graduation Committee to plan and execute successful class of 2013 commencement. Also assisted with PA Class graduation ceremony and White Coat ceremonies for both programs.
- Promoted the University with over 500 press releases, resulting in 2,617 media placements worth over $568,094.80 in ad value.
- Published LMU-DCOM Annual Report to coinciding with DCOM Graduation.
- Continue to enhance LMU content on social media sites.

- Planned and organized the Math and Science Building dedication with Governor Bill Haslam and facilitated media during the event.
- Continue to increase LMU Nursing, Medical Laboratory Science and Vet Tech awareness in Tri-Cities.
- Completed CVCM Marketing Plan, waiting for accreditation to launch.
- Organized year end meeting with deans, will hold monthly moving forward.
- Provided legal experts to WATE and WBIR in Knoxville for comment on Baumgartner case and Pilot/Flying J stories.
- The Division of University Advancement will support the development and implementation of the University's Business Continuity Plan to prepare for disaster recovery. In particular, each staff member will be responsible for the maintenance of the University Advancement and Public Relations portions of the Business Continuity Plan as it relates to their duties within the division to maintain business functionality in the event of a disaster.
- Collaborated with Athletics and JFWA throughout the year.
- Promoted World School and provided photo slide shows of on-campus events.

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

Progress

Advancement

- Major Gifts and Grants ($25,000 and above) for Fiscal 2012-13
    - 27 major outright gifts, for a total gift amount of $4,299,300.29
- Total Giving as of June 14, 2013
    - $5,422,643.57
- Gift Revenue vs. Expenses
    - Based on total gifts received as of June 14, University Advancement has exceeded its total 2012-13 fiscal operating budget by $3,896,758.57
- Foundation report
    - 27% success rate.
    - As of June 14: 49 proposals submitted.
    - 3 multi-discipline grants done.
    - 2 undergraduate research grants written.
    - Pathway Team Site accessible to campus grant writers.
    - Director of Foundations maintains a regular meeting schedule with ORGSP & DCOM for grant reporting, stewardship and communication.
    - Procedures followed in accordance with ORGSP.
    - Developed good relationships with most foundation program officers.

Paul V. Hamilton School of Arts and Humanities

- Community service day for Arts and Humanities was implemented in Spring 2013. Volunteer students, faculty and staff visited a local school and read stories to children. This is in alignment with our focus on reading and comprehension at the early childhood level.
- Broadcast Communications students, collaborating with Leadership Claiborne, created four videos to advertise and promote the county's non-profit, governance, business and recreational sectors.
- School faculty participated in Career Fair, Preview Days, and Railsplitters for a Day, as well as several Open House events at various sites.

School of Business

- Worked to support the University to enhance external resources through grant writing, external partnership development, and community involvement.

FY13 Pending	Foundation	Date Sent	Amount of Ask	Status		Faculty
Center for Economic Development	ARC	9/17/2012	$183,428	Pending		Jack McCann
Learners to Leaders Scholarships	Smithfield-Luter Foundation	11/12/2012	$15,800	Pending		Jack McCann
CACED	Alcoa	5/7/2013	$25,000	Pending		Jack McCann
FY13 Awards		Date Sent	Grant Amount	Response Date	Original Ask	
Center for Economic Development	Ergon Foundation	11/3/2011	$10,000	10/23/2012	$25,000	Jack McCann
Learners to Leaders Scholarships	Smithfield-Luter Foundation	1/9/2012	$10,000	7/16/2012	$15,800	Jack McCann
		Total Awards FY13	$20,000			
FY Grants Denied						
School of Business	NASDAQ OMX Foundation	1/18/2012	$10,000	Not Notified		Jack McCann
MBA Program	Alcoa Maryville	4/19/2012	$30,000	Not Funded	7/6/2012	Jack McCann
Bus-Ed Scholarships	Eastman Chemical	7/6/2012	$14,150	Not Funded	7/27/2012	Jack McCann
School of Business	NASDAQ OMX Foundation	7/10/2012	$13,000	Not Notified		Jack McCann
School of Business	Vulcan Materials Company	7/13/2012	$10,000	Not Notified		Jack McCann
CACED	Ford Foundation	3/21/2013		Not Funded	4/18/2013	Jack McCann
CACED	Surdna Foundation	3/25/2013	$100,000	Not Funded	4/30/2013	Jack McCann

DeBusk College of Osteopathic Medicine (DCOM)

- Marketing and PR
  - Extended to Memphis and Cincinnati market through online digital display and paid search advertising.
  - DCOM ads placed in TN Family Physician and East TN Medical News.
  - News tickers on WBIR (local NBC affiliate for PA and DO programs.
  - Digital billboards for DO and PA programs in Knoxville area.
  - Increased presence on Facebook (LMU-DCOM) and Twitter (@LMUAmy) with increased activity.
  - Matched Leah Cobb, MD (faculty) with Help a Reporter Out (HARO) inquiry service with author research book for Amazon.com.
  - Successfully granted request proclamation from Governor Bill Haslam declaring National Osteopathic Medicine Week in Tennessee (this year: April 14-20, 2013).

Objective 6.6: Continue to utilize the Ellucian system in the most efficient manner to provide support for the University by accurately recording gifts and maintaining gift records and alumni and demographic information (2.11.1 and 3.10.2—Principles of Accreditation).

Progress

<u>Advancement</u>

- 228 reports, mailing lists, MVT reports, and other lists produced in response to division and/or campus-wide requests for information.
- Worked with Ellucian's Colleague Advancement consultant to complete a set of 11 priorities for University Advancement's work with our Datatel consultant throughout 2012-2013, including endowment communication and information access, communications management, and other areas.
- Maintained Entrinsik Informer as our standard University Advancement reporting tool, and increased the UA report library to 257 reports for Advancement staff and reporting needs.
- Worked with Colleague Advancement consultant to complete shared endowed Market Value custom form accessible to UA, Finance and Financial Aid.
- Worked with consultant to repair and update 1,200 spousal records in Colleague Advancement.
- Worked with consultant to complete syncing process between UA athletics coding and Campus Organizations module.
- Completed setup and implementation for depositing Non-Charitable payments in Colleague Advancement.
- Completed transition to Official Payments as the UA e-commerce service, adding the ability to process recurring donations via e-check/bank draft.
- Fully implemented call report and donor proposal tracking in Colleague Advancement
- Initiated ImageNow document scanning as a platform for archiving and accessing documents.
- Expanded information sharing in the LMU Student Awards Committee through the use of document collaboration and, for 2012-13, our new LMU Pathway Portal team site.
- Completed working with Financial Aid to support added links and coding between Datatel's fund codes and scholarship tools, enabling the expanded tracking of donor/student/fund relationships.
- Held two UA staff training sessions during 2012-13 for Colleague Advancement topics including saved lists and call reports/donor proposals.
- Expanded MVT outcomes tracking in Colleague Advancement for expanded reporting of MVT factor results.
- Grants database available to grant writers on Pathways Team Site.

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

Progress

<u>Advancement</u>

- Lincoln Memorial University is in compliance with Comprehensive Standard 3.2.12. The University's administrative structure, its Bylaws, and institutional policy all ensure

compliance with the comprehensive structure. Lincoln Memorial University's Gift Acceptance Committee comprised of the President, Vice President for University Advancement, and Vice President for Finance has responsibility for the approval of all fundraising initiatives, campaigns, and solicitations, as well as the policies and procedures that govern LMU's fundraising efforts. The Bylaws of the LMU Board of Trustees include the Charter of the Development Committee, including its purpose and responsibilities. The Vice President for University Advancement serves as a resource for the designated members of the Board of Trustees Development Committee and the Vice President for University Advancement reports directly to the President, as shown on the LMU Organizational Chart. As indicated by this reporting relationship, the President controls the institution's fundraising activities and utilizes the expertise of appropriate professionals to advise her on matters related to fundraising.

- The Division of University Advancement supports the development and implementation of the University's Business Continuity Statement, as it relates to the Division of Advancement's efforts to maintain business functionality in the event of a disaster.
- The Division of University Advancement supports the development and implementation of the University's Quality Enhancement Plan (when format is available) to assist University-wide efforts to meet requirements set forth by the Commission on Colleges of the Southern Association of Colleges and Schools.
- The Division of University Advancement abides by the CASE's (Council for the Advancement and Support of Education) Code of Ethics in Fundraising and we accept gifts based on the Board of Trustee approved Gift Acceptance Policy and Estate Planning Policy manuals.

Objective 6.8: Enhance legislative relationships.

Progress

Advancement

- Weekly phone conferences occur with Director of Major Gifts and External Relations to keep abreast of updates in Washington, Nashville and with our local legislators.
- Strengthened relationships with our elected representatives on the local, state, and the federal levels. Aided in securing a $20 million loan from the USDA through our relationship with Rep. Peterson.
- Coordinating with Rep. Clyburn to secure a $4 million loan from Rural Electric Fdn.
- Completed 25+ legislative contacts.

Assess and enhance University-wide research and scholarly activity.

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

Progress

Office of Research

- University Research Committee (URC) Membership included each school or college dean or the appropriate dean's representative, the Director of the Abraham Lincoln Library & Museum, as well as the Executive Director of the ORGSP.
- The URC met two times during the 2012-2013 academic year.
- Continued to refine and update the routing and approval form for grant submissions that streamlined signature requirements while ensuring that deans and divisional Vice Presidents were informed of grant submissions in their areas.
- Continued to encourage self-reporting of research and scholarly activity by reporting such activity in ORGSP newsletter.
- ORGSP newsletter highlighting faculty research and scholarly activity continues to be electronically distributed monthly to faculty.
- ORGSP coordinates with Office of Public Relations on publicizing grants.
- Continued to work with University Advancement on developing donors for research and scholarly activity.

Paul V. Hamilton School of Arts and Humanities

- Eleven Arts and Humanities students presented their work at the Blue Ridge Undergraduate Research Conference (BRURC) held at LMU. Many faculty members and the dean attended the BRURC and participated on various panels as judges and moderators. Dr. Christy Cowan was the impetus for bringing the BRURC to LMU through her work and participation with the ACA.
- The following research grants were received and utilized this academic year: TAC Rural Project Grant ($7,000); Institutional Mini-grant ($3,449); ACA-UNCA Undergraduate Research Project ($5,000); Disney Conservation Grant ($2,500); Wallace Foundation [submitted] ($10,000); Ford Foundation [submitted] ($10,000).

School of Mathematics and Sciences

- The Cumberland Mountain Research Center (CMRC) continues to facilitate the scholarly investigations of numerous students and faculty. Work by faculty and students associated with CMRC resulted in reintroduction of threatened species of mussels into the Powell River in September 2012. Undergraduate research, funded grants and contracts associated with the University via the CMRC, add to the knowledge base about our regional ecosystem resources and management while enhancing the academic program with

relevant hands-on experience. The continued support of the research center also evidences the University's commitment to faculty and student research to enhance LMU's reputation and increased research capacity.

Caylor School of Nursing (CSON)

- The CSON developed a strategic plan this past year and it was reviewed with faculty in the May meeting. Research and scholarship was part of the new strategic plan; this will be voted on at the August 2013 CSON All Faculty Meeting.

DeBusk College of Osteopathic Medicine

- Research Grants received this year: $26,000 - "Advance lipid precursor of plasmalogens into clinical trials".

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

Progress

Office of Research

- Worked with auditors when appropriate to ensure all policies and required documentation are in place.
- The Collaborative Institutional Training Initiative (CITI) continues to be available for faculty, staff and student training; since 2011, 2,690 faculty, staff and students have been trained.
- The ORGSP has worked with faculty on six grants which include undergraduate students.
- The recently updated Cumberland Mountain Research Center (CMRC) building is operational and occupied by 3 faculties for scientific research with undergraduate student participation.
- Continue to update the ORGSP website listing undergraduate research opportunities in all academic areas.
- The recently built field station at Belize Foundation for Research in Environmental Education (BFREE) continues to be fully operational.
- ORGSP continues to work with CMRC researchers on grants or contracts.
- ORGSP continuously updates its website to provide the best faculty support possible.
- ORGSP continues to provide a comprehensive list of grant opportunities listed on the ORGSP website and updated monthly.
- Together, ORGSP, University Advancement and Office of Health Science Research continue to sort Grant opportunities according to faculty expertise and interest and notifies appropriate faculty of the opportunities.
- Together, the ORGSP, University Advancement and Office of Health Science Research assisted in the preparation and submission of grant applications for a total of $15.5 million requested during fiscal year 2012-2013.
- Faculty continued work on 33 externally funded grants totaling $3,695,182.

- The ORGSP continues to work with the Chair of the Institutional Review Board (IRB) and the School of Education to refine the IRB application process for EdD students.
- ORGSP provided an IRB workshop for EdD students.
- ORGSP provided administrative support to the IRB which reviewed 104 submissions, and the IACUC which reviewed 5 submissions.
- ORGSP staff attended four trainings during FY 2012-2013: two for research administration through NCURA and one each for NIH and IRB.
- Faculty publications almost doubled from last year.

Paul V. Hamilton School of Arts and Humanities

- Dr. Kay Paris, Chair of Social Work, transitioned to Chair of the IRB replacing Dr. Howard Teitelbaum. Dr. Paris has attended many training sessions to become acquainted with updated rules and mandates.

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

Progress

Office of Research

- 70 Publications, 100 Presentations and 37 Abstracts by LMU Faculty as listed by Schools and Colleges are as follows:
    - Arts & Humanities: 10 Publications, 15 Presentations & 8 Abstracts
    - Math & Sciences: 10 Publications, 7 Presentations & 5 Abstracts
    - Business: 7 Publications, 9 Presentations, & 7 books
    - Education: 9 Publications, 7 Presentations & 13 Abstracts
    - Allied Health: 2 Publications & 3 Presentations
    - Proposed VCM: 9 Publications, 28 Presentations & 2 Abstracts
    - DO/PA: 12 Publications, 7 Presentations & 2 Abstracts
    - CSON: 16 Publications, 15 Presentations & 8 Abstracts
- Mini-Grants were awarded by the URC to six Faculty members in the total amount of $18,807.
- President funded one CSON Program Grant in the amount of $5300.

Caylor School of Nursing (CSON)

- The CSON has increased scholarship and research activities in the past several years as evidenced by the increased number of faculty/student presentations and publications in 2012-2013.

DeBusk College of Osteopathic Medicine (DCOM)

- DCOM faculty currently conducting research in new MANS research area on the following topics:
  - Connective Tissue Biomarkers: Assay Platform Development and Investigation in Lower Back Pain.
  - Biology of Manual Therapies (ROI).
  - Advance lipid precursor of plasmalogens into clinical trials.
  - Postmortem Interval Determination: a Metabolomics and Lipidomics Approach (working with Dr. Shirley).
  - EPA – Estuarial comparative data research.
  - Acquisition of MRI –SEM with EDS for research.
  - Cancer and immunity research using cellular biosciences in shark population.
  - Molecular and Cellular Biosciences.
  - RI: Acquisition of a laser scanning confocal system to advance research and training in biology, chemistry, and physics.
  - Molecular and biological research – preliminary data development.
  - Evaluation of Osteometric Measurements in Forensic Anthropology.
  - Postmortem Interval Determination: a Metabolomics and Lipidomics Approach.
  - Applied Research and Development in Forensic Science for Criminal Justice. Purposes - Computerized reconstruction of fragmentary skeletal remains.
  - Comparison of Pulmonary Function in Vapors, Smokers, Smokers who Quit and Non –Smokers & the Efficacy of Vapors to Maintain Abstinence from Smoking (draft proposal written).
- $11,412 awarded for student summer research fellowship (7 students awarded).

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

Progress

Office of Research

- CMRC research space is fully functional after extensive renovations.
- Dedicated research space was allocated to all faculty with research appointments. Three research faculty continue to share laboratory facilities in the CMRC.
- A list of journals where faculty can publish their education research compiled by the Medical Librarian for the URC continues to be available on the ORGSP website.
- The CMRC field station at BFREE continues operations to support research by LMU Faculty.
- Approximately 4,700 sq. ft. of dedicated research space in the new Hamilton Math & Science building designed by three LMU faculty/administrators working with a laboratory consultant became operational.
- Approximately $1,200,000 worth of research equipment was purchased for the new Hamilton Math & Science research laboratory suite.
- Center for Health Care Effectiveness conducted a grant writing seminar for LMU faculty.

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

Progress

Office of Research

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

Caylor School of Nursing (CSON)

- This has been developed as part of the CSON's strategic plan which measures outcomes in regards to research and scholarship.

Part II
Strategic Plan: 2014-2019

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
- Proposals (including feasibility studies, adequacy of faculty, staffing plans, mission compatibility, and all budgetary implications) for accreditation substantive changes will go through the appropriate curriculum committee(s), program(s), department(s), college(s), school(s), division(s), and Academic Council. Subsequently, they will be forwarded to the appropriate vice president for consideration and presentation to the President's Cabinet. The Institutional Effectiveness Committee will be informed after review/approval by the Cabinet and Board of Trustees.
- Each program will demonstrate evidence of assessment results and outcomes used to improve/support curricula, programs, compliance with accreditation criteria, and the annual budget process.
- Programs will use appropriate technology to document assessment results.
- Documented assessment results will be used to guide program improvement on a continual basis.

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Office of Institutional Research and Accreditation, Assistant Vice President for Academic Affairs (AVPAA), Vice President for Academic Affairs (VPAA), and appropriate Vice President(s) (VPs).

Time Frame: Ongoing. Curricular changes will normally be completed by March 1, with inclusion in the new catalogs and the fall schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

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

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

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

Strategic Goal 1: A*ssess and enhance academic quality*.

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

Strategies and Action Plans
- Consider and implement innovative approaches to instructional delivery and student learning, including but not limited to online/blended learning programs.
- Continue the development and implementation of new academic programs including, but not limited to: (1) Continuing Medical Education (CME); (2) Graduate Medical Education (GME); (3) Doctor of Veterinary Medicine; (4) Web-enhanced Registered Nurse (RN) to Bachelor of Science in Nursing (BSN) program; (5) Bachelor degree in Veterinary Health Science; (6) Bachelor of Science in Political Science; (7) Bachelor of Science in Computational Science; (8) Master of Science with choice of non-thesis majors in Biomedical Professions or Anatomical Sciences or thesis major in Life Science Research; and (9) additional undergraduate and graduate programs.
- Continue/begin investigation of new academic programs including, but not limited to: (1) Doctor of Nursing Practice (DNP); (2) Bachelor of Science in Special Education; (3) Masters of Public Health (MPH); (4) Master of Science in Professional Health Education; (5) Bachelor of Science in Health Sciences; (6) Doctor of Osteopathic Medicine/Juris Doctorate (DO/JD); (7) Doctorate in Business Administration; (8) JD/MBA joint degree program; (9) online MBA; (10) ISYS BBA major; (11) JD/DVM joint degree program; (12) undergraduate secondary certification in teacher education in specific disciplines; (13) DVM/MBA; (14) DVM/MS; (15) Master of Science in Criminal Justice; (16) graduate concentration in conflict management; (17) certificate program in mediation; (18) international programs and other collaborative efforts; and (19) additional undergraduate and graduate programs, including degree completion programs.
- Explore opportunities to provide regional and international academic program offerings.
- Continue to improve coordination between Harrogate and extended learning sites with emphasis on budget development, human resources, community, student support services, technology, learning resources, and comparability of courses/programs.
- Continue to support Level V status, while pursuing implementation of Level VI requirements.
- Continue to explore, secure, and utilize technology to enhance the instructional delivery process.
- Provide relevant professional development opportunities for all faculty.

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, AVPAA, VPAA, and Appropriate VPs.

Time Frame: Ongoing. Curricular changes and program creations will normally be completed by March 1, with inclusion in the new catalogs and the fall schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

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

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

Use of Results: To create, maintain, and document a connection among academic planning, implementation, and mission fulfillment.

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

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

Strategies and Action Plans
- Develop student exchange programs.
- Develop faculty exchange programs.
- Develop a visiting scholars program.
- Recruit and enroll international students.
- Revitalize the English Language Institute (ELI).

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Director of International Programs, Assistant Director of International Programs, Coordinator of International Recruitment and Advising, AVPAA, VPAA.

Time Frame: Ongoing.

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

Assessment: Annual review by Director of International Programs, Coordinator of International Recruitment and Advising, AVPAA, and VPAA.

Use of Results: To enhance the diversity and quality of academic programs.

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

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

Strategies and Action Plans
- Develop and enhance expectations for each program.
- Publicize academic expectations via appropriate channels.
- Collaborate with marketing and student recruitment to promote academic expectations.

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, AVPAA, VPAA, and Appropriate VPs.

Time Frame: Ongoing. Curricular changes and program creations will normally be completed by March 1, with inclusion in the new catalogs and the fall schedule of classes. Any changes with fiscal impact must be included in the budget planning process.

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

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

Use of Results: To create, maintain, and document a connection among academic planning, implementation, and mission fulfillment.

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

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

Strategies/Action Plans
- Establish an ad hoc task force comprised of broad representation of the University appointed by the president to examine faculty and professional academic staff salaries and develop a step-wise plan to address identified issues.
- Continue development of a plan for faculty and professional academic staff compensation with a target salary scale as prioritized below:
  - Adjust any institutional inequities of full-time faculty.
  - Develop a plan to bring full time faculty salaries to upper quartile of benchmarks from selected peer institutions.
  - Sustain a system of faculty compensation with an evaluation system to support it.
  - Implement and maintain a competitive compensation package for summer instruction.
  - Implement and maintain a competitive compensation package for adjunct faculty.
  - Develop lists of peer institutions at both Level V and Level VI for Lincoln Memorial University (LMU) disciplines (to be completed by Institutional Research).
  - Collect benchmark data on compensation by level and discipline.
    - To be completed by the academic deans
    - Present the findings to the Deans Council
    - Make recommendations to the Appropriate VPs for consideration by the President's Cabinet
- Implement new sabbatical policy.

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Vice President for Academic Affairs, AVPAA, Office of Institutional Research and Accreditation, Appropriate VPs, Director of Human Resources, VP for Finance, and President.

Time Frame: Collection, evaluation, and interpretation of data in 2013-2014 with planned implementation in stages by 2014-2015. Ongoing cycle of review occurs every five years or as needed.

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

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

Use of Results: Use data provided by deans to chart improvement and suggest needed actions to promote and sustain improvement.

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

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

Strategies/Action Plans
- Pursue grants and leverage resources to support and extend LMU collections at the Carnegie-Vincent Library, Reed Health Sciences Library, the Lincoln Memorial University-John J. Duncan, Jr. School of Law (LMU-DSOL) Library and other extended library resource collections.
- Assess learning resource needs and address the growth and development of new and existent programs, including collaborative agreements with other University/college library systems.
- Secure appropriate library and learning resources to support new and existent programs consistent with accreditation standards for Level V status while pursuing Level VI requirements, including student, faculty and staff research/scholarly activity.
- Support the University Quality Enhancement Plan (QEP) by continuing the program on information literacy and quality learning resources, evidenced by student research/scholarly activity, technology, and communication skills.
- Promote the (ALLM) to area schools, community groups, tourists, scholars, and consumers by means of exhibits and publications; and investigate e-commerce opportunities.
- Provide appropriate cataloging, physical protection, security, and space for all University collections.
- Emphasize the integration of electronic resources to extend the availability of the collection to all constituencies.
- Implement off-site access to information about ALLM collection in Post-Perfect to researchers.
- Provide faculty training opportunities on library resources.

Responsibility: Directors of the Carnegie Vincent Library, LMU-DSOL Library and the Abraham Lincoln Library and Museum and their staffs, Security Staff, Academic Deans, University Advancement staff, AVPAA, and VPAA.

Time Frame: Ongoing.

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

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

Use of Results: For the improvement of services and support of the University's mission.

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

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

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

Responsibility: Deans, Appropriate VPs, Office of Institutional Research and Accreditation, and Director of Human Resources.

Time Frame: Ongoing.

Resources Required: Time commitment, data collection, analysis, interpretation and approved process.

Assessment: Annual review of the faculty evaluation process.

Use of Results: For refinement and improvement of faculty evaluation process.

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

Objective 1.8: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Strategies/Action Plans
- Maintain a School Improvement Plan to monitor progress and provide data to promote and sustain improvement.
- Meet or exceed benchmark senior scores on the ACT.
- Maintain a systematic, cooperative approach to teaching writing in grades 5 through 12 to produce confident, open-minded writers who think critically, read considerably, and negotiate differences considerately.
- Improve full-time and adjunct faculty salaries to parity with elementary and secondary schools in the tri-state area.
- Pursue an international residential school Program.
- Continue collaboration between the JFWA and the KANTO program and World School.
- Continue to integrate the University's QEP into the academy curriculum.
- Increase the collaboration with the University, particularly the school of education and the library.
- Continue use of on-line learning and blended instruction.
- Pursue more systematic data collection to determine college completion rates/career information and other pertinent data for graduates.
- Explore options for expanding fine arts and language curriculum options.
- Maintain accreditation through AdvancED.
- Collaborate with University Advancement to establish an alumni organization, and increase alumni involvement.
- Expand the JFWA advisory board to include a broad based constituency.

Responsibility: Assistant Principal and Principal of JFWA, Dean of the School of Education, Assistant Coordinator and Director of International Programs, Director of World School, Office of Institutional Research and Accreditation, AVPAA, and VPAA.

Time Frame: The School Improvement Plan will be reviewed and revised as appropriate on an ongoing basis.

Resources Required: Time commitment; data collection; analysis and interpretation; technology; adequate funding from both institutional and JFWA budgets.

Assessment: Annual School Improvement Plan results submitted to the Southern Association of Colleges and Schools (SACS)/AdvancED; standardized testing results; college placement completion data; long-term career achievement data.

Use of Results: Use data to chart improvement and suggest needed actions to promote and sustain improvement.

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

Objective 1.9: Integrate information literacy skills across the curriculum.

Strategies/Action Plans
- Continue to implement the QEP that has information literacy as the focus for improving student learning.
- Continue using the Sequential Enhancement of Writing Skills (SEWS) rubric to assess the development of information literacy skills in specifically-identified courses within each undergraduate academic program offering.
- Provide professional development opportunities for faculty in the use of instructional strategies that promote the development of information literacy skills.
- Promote integrated teaching opportunities for academic faculty and information literacy librarians.
- Continue to provide appropriate instruction on information literacy skills at the graduate and postgraduate program levels.
- Continue information literacy instruction in identified courses at JFWA.
- Utilize the virtual Center for Teaching and Learning Excellence (CTLE) in support of the Quality Enhancement Plan.
- Use a diversified assessment approach to gauge student learning in information literacy.
- Provide support services for students.
- Continue information literacy integration into the curriculum after the QEP is complete.

Responsibility: All VPs; Academic Deans; Principal of JFWA; Academic Faculty and Instructional Librarians; Instructional Technologist; Director of Online Learning; Director of QEP, Office of Institutional Research and Accreditation; SEWS Rubric Committee and Director of the Library.

Time Frame: Ongoing**.**

Resources Required: QEP budget; funds for faculty and staff development; consultant monies to develop assessment or curriculum integration models.

Assessment: QEP progress updates; Standardized Assessment of Information Literacy Skills (SAILS) and Information Literacy Test (ILT) and other information literacy assessment instruments; indirect and direct assessments; SEWS rubric.

Use of Results: Use assessment data to monitor QEP progress and information literacy integration across the academic programs.

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 by development of a global comprehensive recruitment plan.

Strategies/Action Plans
- Reinstate a system-wide recruitment council.
    - Quarterly Meetings with Representatives from Undergraduate/Graduate/Professional programs.
    - Undergraduate Admission, Graduate Education, Nursing, Business, DCOM, DSOL, CVM, and JFWA.
    - Council will collaborate with LMU offices such as Advancement, Marketing, Alumni, etc.
- Evaluate system-wide potential for maximum enrollment.
    - Facility needs.
    - Faculty resources.
    - Staff resources.
    - Budgetary needs.
    - Direct cost to revenue (operational expense).
- Create a Recruitment Plan for Harrogate undergraduate programs.
    - Increase regional outreach.
    - Enhance interaction via website delivery.
    - Earlier and enhanced outreach within the local community.
    - Continue to utilize Multivariable Testing (MVT) results.
    - Continue to enhance honors students recruitment program.
    - Become a more non-traditional student friendly University by offering evening courses for part-time students.
    - Continue recruitment efforts for pre-professional students.
- Increase attendance to on-campus recruitment and yield events by prospective students, faculty, and staff.
- Create and implement a Recruitment Plan for all programs for extended learning sites.
    - Create infrastructure, budget, and list of individual's responsibilities.
    - Integrate/create marketing plan for individual sites.
    - Investigate expansion of General Education courses at extended learning sites.
    - Budget for and assign recruiting coordinator(s) for extended learning sites, which supports multiple programs.
- Create a Recruitment Plan for graduate programs.
    - Investigate a position of Coordinator of Graduate Enrollment.
    - Efforts to include faculty and alumni as well as a more definitive infrastructure.
    - Increase participation in graduate fairs, programs, etc.
    - Recruitment Counsel will share information, best practices, etc.

- Promote professional programs.
  - Continue to increase outreach.
  - Collaborate with Advancement to enhance marketing plan.
- Promote the J. Frank White Academy.
- Create bridge programs with undergraduate, graduate, and professional programs.
- Update the annual recruitment plan and share with Recruitment Council for undergraduate, graduate, and professional students.
- Promote the affordability of attending the University through multiple media such as letters, e-mails, etc.
- Create a LMU recruitment app for multiple platforms.
- Continue to work with academic programs, deans, and department chairs to develop information packets to assist with recruiting high-achieving, potential students to attend LMU.
- Work with University Advancement staff and software to identify and develop Alumni Recruitment Teams by regions, states, etc.
- Utilize market research to identify new opportunities for undergraduate programs.
- Continue to utilize name searches to identify students that would be good fits for undergraduate/graduate and professional academic programs.
- Expand the number of high school students taking dual credits and the courses offered.
- Continue to pursue the enrollment of homeschoolers to take University classes.
- Publicize the pre-professional programs to recruit high caliber students.
- Advertise with local and regional media outlets.
- Send out timely news releases.
- Publicize all of the University's academic programs.
- Use the internet for advertisements and news.
- Link the LMU website to major search engines (Google, MSN, and Yahoo)
- Maintain direct mail to target markets.
- Increase email and e-counseling to applicants and qualified prospects.
- Conduct routine meetings among the Director of Admissions and academic deans and chairs to engage LMU faculty in the recruitment process (department letters to potential students, department telephone calls, automated emails, etc.).
- Host preview days for prospective students and parents. Hold recruitment and yield events for undergraduate students to include preview days and discovery days. Host Free Application for Federal Student Aid (FAFSA) nights, basic financial aid and application sessions on campus, at external sites and at local high schools.
- Identify and contact school counselors, teachers and principals who are graduates of LMU in Knoxville, Chattanooga, Kingsport and other sites in Georgia, Kentucky and Virginia to assist with the recruitment of students. Host counselor lunches in regional areas in conjunction with regional yield receptions.
- Expand recruitment efforts into more populated areas.
- Review national, regional, and local data to assist in the identification of new markets.
- Conduct student surveys to determine the effectiveness of marketing and recruitment efforts.
- Concentrate admissions efforts to recruit Tennessee students who are eligible for the lottery scholarship.

- Reallocate resources to attract a larger percentage of academically talented students by targeting specific schools. Identify magnet schools in Tennessee and contiguous states. Consider developing "The LMU Heritage Program" (exact name to be determined) to attract and recruit more Tennessee students with very limited resources and high academic potential.

Partner with local high schools to conduct "College Days" at local high schools and middle schools during the evening hours that might include:

- How to apply for financial aid.
- Preparing for college.
- Student athlete presentation.
- Goal Setting.

- Produce a brochure, "Preparing for College" for attendees with "Compliments of LMU" stamped on the cover.
- Investigate opportunities with the leadership of the Eastern Band of the Cherokees to encourage students to take courses at LMU or for LMU to deliver courses/programs in Cherokee, N.C.

Responsibility: Vice President for Student and Enrollment Services, Director of Admissions and Admissions staff, Department Chairs, Faculty, Director of Public Relations and Marketing, Director of Publications/Webmaster, and Recruitment Council.

Time Frame: Annually.

Resources Required: To be determined.

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

Use of Results: Consistently improve recruitment efforts for all academic programs at LMU.

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

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

Strategies/Action Plans
- Overall Undergraduate Enrollment by 2017 – 2000 students (FTE).
- 2013 – 475, 300 First Time, Full Time Freshmen; 175 Transfer Students.
- 2014 – 500.
- 2015 – 550.
- 2016 – 600.
- 2017 – 600.
- Based on further development of Health Sciences, Education (NCATE) and New Athletic Programs (Men's and Women's Lacrosse), running bridge program, increased international students and expanded recruitment territories.
- Current Undergraduate Residential Population is 740 students. Goal is to increase undergraduate residential students to 1000 by 2017.
- Target overall enrollment of 5,500 students by 2017. Graduate and Professional students will increase by 900 students.
- Publish merit scholarships to students and high school counselors
- Continue to update the academic major web pages (student and faculty profiles on the web pages).
- Continue to target recruitment of high school students with high ACT scores in math, science and high grade point averages (GPA's).
- Conduct follow-up with non-completed registrations.
- Maintain two marketing committees (Board Committee and University Committee).
- Continue to evaluate current markets for direct mailings and make additions and/or corrections as needed.
- Follow guidelines for ensuring distribution of accurate information.
- Follow established timelines for the production of recruitment materials for new freshmen and transfer students.
- Design recruitment materials that are attractive to potential students.
- Review latest research on why students choose a college and incorporate information into materials.
- Maintain and update a comprehensive website for the University and link to major search engines (Google, MSN, and Yahoo).
- Increase diversity of students for undergraduate programs.
- Maintain recruitment outside the primary 120-mile radius recruitment area.
- Focus academic scholarship money on new students, academically gifted students and residential students.
- Coordinate the recruiting efforts of athletic coaches with the admissions and financial aid offices.

- Continue to develop a plan to recruit from the two-year schools with formalized articulation agreements.

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

Time Frame: Fall 2013-2018.

Resources Required: To be determined.

Assessment: Track through minutes of marketing committee, Recruitment Council meetings, publications and statistics, housing reports, weekly admissions reports, and athletic prospects.

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

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

Strategies/Action Plans
- Complete brochures and other promotions for graduate and professional programs Determine brochures that need to be developed and brochures that need to be updated and develop a production schedule.
- Schedule quarterly meetings with representatives from undergraduate/graduate/professional programs (Graduate Education, Nursing, Business, DCOM, DSOL, and CVM).
- Purchase testing names for graduate recruitment.
- Attract future medical, veterinary, and law students who are committed to serving the Appalachian area.
- Increase the diversity of the faculty, staff, and student body. Create new position of Diversity Officer for the university by 2015.
- Promote graduate programs and implement seamless transition from undergraduate to graduate programs.
- Explore the potential of admitting new undergraduate students to graduate and professional programs as they enter as freshmen, provided they meet certain criteria.
- Develop and implement annual recruitment and marketing plans.
- Advertise with local and regional media outlets.
- Rotate Knoxville billboards and radio ads to include all programs
- Send out timely news releases.
- Use the internet for advertising and news, and optimize the LMU website for major search engines (Google, MSN, and Yahoo).
- Develop industry partnerships to explore tuition reimbursement programs.
- Research hosting a charitable 5-K in the Knoxville, Kingsport, or Chattanooga area.
- Increase community awareness of graduate/professional programs through professional organizations, school districts, community involvement, and open houses.

Responsibility: Deans of the Schools of Education, Nursing and Business, Dean of the Lincoln Memorial University-DeBusk College of Osteopathic Medicine (LMU-DCOM), Dean of LMU-DSOL, Dean of the School of Allied Health Sciences, Dean of College of Veterinary Medicine, Recruitment Council, Director of Public Relations, and Director of Publications/Webmaster.

Time Frame: Each semester.

Resources Required: To be determined.

Assessment: Compare enrollment reports from each semester; copies of advertisements, and news releases.

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

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

Strategies/Action Plans
- Prepare for residential students.
  - Prepare suitable facility for residential students.
  - Identify and hire Residence Life Staff.
  - Assess food services.
  - Prepare for insurance and medical needs.
  - Coordinate student visas with appropriate personnel.
  - Prepare for transportation.
- Integrate JFWA residential and day-school students with campus life initiatives
- Maintain a maximum 15-1 student to teacher ratio.
- Increase enrollment of day-school students to 100 by 2013, and set residential goals as information becomes available.
- Maintain a balanced and diverse student body.
- Update Marketing and Recruitment plan to reflect new initiatives.
- Work with University Advancement to enhance scholarship opportunities for students.
- Maintain a part-time program for homeschooled students.
- Explore the addition of middle school athletic participation for Academy students in grades 5-7.

Responsibilities: Director of JFWA Admissions, JFWA Principal, JFWA Guidance Counselor, JFWA Athletic Director, Recruitment Council, Dean of Administration, Director of Student Life, and Director of Residential Life.

Time Frame: 2013-2018.

Resources Required: To be determined.

Assessment: Enrollment statistics.

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

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

Strategies/Action Plans
- Present and interpret data outcomes to academic programs and Cabinet.
- Utilize student survey results in addressing student satisfaction as coordinated by Institutional Research.
- Utilize institutional benchmarks with regard to persistence and progression rates to continue implementation of the student retention and progression plan that emphasizes uncompromising excellence in academics, service, and values.
- Explore the opportunity for advising workshops and academic advising manual for faculty.
- Explore the opportunity for an Academic Advising Center.
- Charge the Student Success Committee to develop an annual evaluation process of what the institution is doing to support academic success and programs.
- Evaluate orientation and registration programs, and new initiatives that introduce our culture of commitment to academics, service, and values.
- Continue and evaluate a fifth-year program for student athletes to encourage degree completion.
- Continue to develop and offer academic support programs.
- Write, publish, and distribute the Splitter Report.
- Explore faculty involvement with the UACT 100 Strategies for College Success course.
- Explore methods of faculty/student interactions.
- Continue to promote the importance of retention throughout the institution.
- Evaluate the automation of the early warning system through Ellucian.
- Continue the Student Services Council composed of the Dean of Students, Director of Academic Excellence, extended learning site coordinators, and a student representative to support the continued development of Student Services at extended learning sites.
- Continue to explore living-learning communities.
- Retain the LMU Parents Club.
- Continue to assess and longitudinally track retention figures by semester and fall to fall.
- Teach UACT 100 Strategies for College Success by Student Support Services and the Office of Student Services, and maintain assessment information documenting the success of those programs.
- Continue to enhance and develop more mentoring programs.
- Identify "at risk" students while promoting participation in Student Services and Student Support Services (SSS).
- Identify and assist students with undecided majors through Student Services, Student Support Services (SSS), and Career Services.

- Require "At risk" (semester GPA under 2.5) student athletes to meet with an Athletic representative for advice and guidance regarding available resources.
- Continue to administer a yearly survey to students to determine their levels of satisfaction with Student Services.
- Identify and counsel all students who are Tennessee Lottery Scholarships (TELS) recipients to help them remain eligible for TELS funding.
- Ensure that coaches continue to notify student services for changes in athletic status (dropping courses, withdrawals, disciplinary dismissal).
- Enhance an orientation program for international students at the beginning of the fall semester to include, but not limited to:
  - Safety & security issues.
  - Assimilation into the LMU and Appalachian cultures.
  - Working visas.
  - LMU Study and Support strategies.
  - Sharing diversity.

Responsibility: Student Services Council, Deans, Directors, Retention Committee, Director of International Programs, and Financial Aid.

Time Frame: By 2015.

Resources Required: Student Services, Student Support Services, Financial Aid, Academic Affairs, Advancement, and Athletics. An additional budget is needed once plans to service all student needs is determined.

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

Use of Results: Improved retention, graduation rates, and enhanced culture of excellence.

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

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

Strategies/Action Plans
- Create a sense of community among undergraduate, graduate, and professional students.
- Identify and enhance the elements of the collegiate life experience for students.
- Provide consistent and comparable student services to all students.
- Provide support to all student organizations for leadership development.
- Support and provide opportunities for all students to participate in service learning and community service activities.
- Explore and establish the Student Alumni Association.
- Continue to enhance intramural sports and recreation opportunities.
- Exploring the opportunity of a charter for a national leadership organization.
- Provide an active career services program and maintain a career software program for use by all students.
- Continue to maintain, develop, and evaluate honors residence halls to support students in the Honors Program.
- Continue to inform students of the services provided by the University.
- Provide and evaluate a diverse and interesting student activities program.
- Establish and provide a Student Activities Board through Student Government Association.
- Continue to offer and evaluate a comprehensive student orientation and registration program for new students.
- Provide information and accommodations for students with documented disabilities through the Americans with Disabilities Act (ADA) coordinator.
- Provide counseling to students through the Counseling Services department.
- Continue to survey the LMU student body for recommendations concerning activities and programs.
- Enhance and evaluate residential housing programs.
- Promote understanding and usage of the Tagge Center for Academic Excellence and other Academic support.
- Evaluate and revise the first-year experience for incoming freshmen.

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

Time Frame: Annually.

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

Assessment: Collect statistics on the number of students served by each department and Student Satisfaction survey results.

Use of Results: Use assessment data to enhance the percentage of students using student services and increase the success rates of students.

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

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

Strategies/Action Plans
- Reassess the Institutional Financial Aid practices/philosophy.
- Assess retention rates.
- Review the required steps for full tuition scholarship recipients to include one or more of the following: personal interview, essay, letters of support, and change in criteria.
- Utilize the Enrollment Revenue Management System to develop and assess multiple econometrics.
- Seek ways to enhance service to students by creating a short survey indicating how financial aid can serve them better. Refine automate packaging for all student populations.
- Improve interdepartmental communications.
- Identify and meet the students' financial needs through a combination of grants, scholarships, and self-help aid.
- Train work-study students and supervisors.
- Re-evaluate funding level of the Lincoln Grant component of the Financial Aid budget.
- Annually monitor federal and state financial aid funds while continuously considering possible decreases in these funds over the next several years.
- Seek ways to increase endowed institutional scholarship and loan programs, and work programs by collaborating with Advancement Staff.
  - Refine information in electronic award letters for all student populations. Identify and counsel all students who are Tennessee Lottery Scholarship recipients.
- Identify and award students whose academic potential had been previously unidentified.
- Create financial literacy programs for students.
- Refine document imaging processes.

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

Time Frame: Each semester.

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

Assessment: Examine financial aid statistics and audits.

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

Strategic Goal 3:

Strengthen planning, budgeting and assessment.

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

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

Strategies/Action Plans
- Coordinate annual review of the institutional mission statement (with specific consideration of the current and projected character and composition of the institution) by the Institutional Effectiveness Committee (IEC) and submit recommendations to the President and Cabinet for consideration by the Board of Trustees. The IEC will solicit input and comments from the broader LMU community as a part of the mission review process.
- Review the University Strategic Plan on an annual basis and revise as appropriate to reflect any changes in the University Mission Statement.
- Align the mission, goals, and objectives of the colleges, divisions, departments, and units with the University Mission and Strategic Plan.
- Align the budget with the University Mission, Values, Goals, Objectives, and Strategic Plan.
- Assess expected outcomes across the University, college, school and departmental levels.
- Make continuous changes and improvements as dictated by the assessment results.

Responsibility: IEC, the Cabinet, the President, and the Board of Trustees.

Time Frame: Continuous.

Resources Required: Time.

Assessment Method: The President's Cabinet and the IEC will determine that the University Mission is the foundation for all planning, budgeting, and assessment.

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

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

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

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

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

Time Frame: Annually.

Resources Required: Adequate data and time.

Assessment: Balanced fiscal year operating and cash flow budget.

Use of Results: Ensure proper and adequate funding of expenditures necessary to meet the strategic goals of the Institution for use and preparation of future budgets, forecasts, and five year pro-formas, which sustains financial stability, complies with debt service requirements, and supports growth.

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

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

Strategies/Action Plans
- Evaluate the current five year operating pro-forma and cash flow using recent financial and economic trends.
- Develop budgetary assumptions using expense and revenue trend data and specific environmental considerations.
- Use institutional research for trend analysis, unit strategic plans, and outcomes assessment results to assess and update the rolling five year operating pro forma and cash flow to reflect institutional priorities.
- Present the five year operating pro-forma and cash flow to the Board of Trustees each spring for approval.
- Review the financial performance for deviations from budgeted revenues and expenses and make future forecast adjustments accordingly.
- Assure that timely communication and feedback to appropriate persons regarding budget matters will occur throughout the fiscal year.

Responsibility: Budget Officers, Office of Institutional Research and Accreditation, Budget Committee, the Vice President for Finance, and the President.

Time Frame: Annually

Resources Required: Adequate data and time.

Assessment: The Budget Committee will review to ensure the alignment of the five year operating and cash flow pro-forma with institutional priorities.

Use of Results: To plan effectively and aid in preparing annual operating and cash flow budgets.

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

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

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

Responsibility: The President, Vice President for Finance and Budget Committee.

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The Budget Committee will review the ability of the Institution to meet unexpected financial events, plan for debt service requirements, and allow for financial funding of strategic initiatives.

Use of Results: To assure institutional financial flexibility, compliance with debt service requirements, and support strategic growth.

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

Objective 3.5: To enhance budget management.

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

Responsibility: Vice President for Finance, Budget Committee, and Budget Officers.

Time Frame: Continuous.

Resources Required: Adequate data and time.

Assessment: The Budget Committee will review budget management performance across the Institution.

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

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

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

Strategies/Action Plans
- Coordinate with the Vice President for Research, through the University Research Committee (URC), to develop budgeting projections in support of research activity.
- Coordinate with the administrative personnel to develop budgeting projections in support of infrastructure needs.
- Coordinate with enrollment management personnel to develop budgeting projections in support of student services' needs.
- Provide support in seeking funding from external sources.
- Monitor compliance and manage expenditures of grant funded programs.
- Review levels of research activity and align budgeting to provide adequate support, including intramural, and start-up funding.

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

Time Frame: Continuous.

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

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

Use of Results: To plan effectively and aid in preparing five-year operating pro-forma and cash flow and annual operating budget for research efforts for level VI requirements.

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

Objective 3.7: To make data driven decisions**.**

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

Responsibility: Office of Institutional Research and Accreditation, Finance, and the Cabinet.

Time Frame: Continuous.

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

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

Use of Results: Improve and inform the planning, budgeting, and assessment processes.

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

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

Strategies/Action Plans
- Evaluate progress of strategic goals based on University assessment.
- Produce an annual progress report prior to the fall meeting of the Board of Trustees.
- Post the revised Strategic Plan, with progress reports, for access to the LMU community, and its accrediting bodies.

Responsibility: The President and Vice President for Academic Affairs.

Time Frame: Annually.

Resources Required: Timely submissions.

Assessment: Annual progress report.

Use of Results: To inform constituents of the Institution's status and contribute to the Strategic Planning process.

Strategic Goal 4:

Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites.

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

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

Strategies/Action Plans
- Develop and establish a budget to support a facilities master plan and update annually in order to assess, plan for, and evaluate facilities and grounds at the Harrogate and extended learning sites in order to respond to fluctuations in student demographics; support faculty/staff research and scholarly activities; and support for community program needs by providing excellent physical maintenance, housing, furniture and technology infrastructure, including:
  - Review office and classroom space annually on main campus and throughout the extended learning sites.
  - Continue pursuing funding through Advancement for Democrat Hollow upgrades.
  - New or improved Student Center to include wellness and recreational activities.
  - Continue to provide support for the Honors Program, i.e., Honors Program Housing Floor.
  - Track and field facilities.
  - Communication, Instruction and Technology (CIT) facility.
  - Remodel Abraham Lincoln Library and Museum to install new roof and relocate HVAC rooftop components (awaiting Alumni Development).
  - New maintenance building.
  - Construct Veterinary & Comparative Medicine facility adding labs, lecture halls and office space.
  - Additional water storage to support irrigation and fire sprinkler systems.
    - Half million gallon tank.
  - Investigate catch basin to collect and store raw water for irrigation and grounds upkeep.
  - Campus lighting enhancements will be ongoing and more efficient.
  - Campus sidewalks and crosswalks.
- Ongoing enhancement of safety and maintenance support at extended learning sites.
- New water plant facility with office space.
- Increase and educate on recycling program, Fall 2013.
- Increase utility monitoring to assist budget process.
- Evaluate and identify potential problems with ADA compliance.
- Create Security checkpoint at University main entrance.
- Investigate Schenk facility upgrades to support Vet Tech program and Vet Med program.
- Remodel old JFWA building to become administrative offices.
- Reorganize Campus Center to become a "campus center".
- Develop and support a campus master plan.

Responsibility: Director of Properties & Physical Plant, Dean of Administration, Director of Security & Facilities Management, Director of Infrastructure Management, the President, President's Cabinet, and Properties Committee of the Board of Trustees.

Time Frame: Annually and as needed.

Resources: Physical plant budget, plant fund.

Assessment: Minutes of President's Cabinet and Properties Committee; project statement of work (SOW's); Campus Mapping (GIS) and other project plan documentation.

Use of Results: Improve, maintain, preserve and protect the physical resources of the Institution.

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

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

Strategies/Action Plans
- Assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually.
- Seek funding from outside sources to ensure additional health and safety opportunities and resources.
- Communicate the Institution's Health and Safety Manual including the University Crisis Plan.
- Coordinate with human resources, student services, housing, etc., to promote appropriate departments and outside agencies to provide community health and well-being resources
- Conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, and camera systems, security and access control).
- Support training opportunities for health and safety issues including hazmat training.
- Develop and implement protocols for handling hazardous materials and biological waste in compliance with applicable local, state and federal regulations.
- Develop a plan for access control across all campus sites. Security call phone and campus siren.
- Control and restrict campus access via gates.
- Enhance Emergency Alert System.
- Mock Emergency Drill every other year.
- Designate Emergency Preparedness Day.
- Assist with educating students on campus and personal safety.

Responsibility: Vice President for Finance, IT Representative for Infrastructure, Director of Properties & Physical Plant, Dean of Administration, Director of Safety & Facilities Management, Director of Infrastructure Management, President's Cabinet, Chief of LMU Campus Police and Security, Security Supervisor, Risk and Insurance Manager, and Chair of the Institutional, Biological, and Chemistry Safety Committee.

Time Frame: Annual or as needed.

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

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

Use of Results: Enhance safety and security on campus and at extended learning sites.

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

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

Strategies/Action Plans
- Enhance employee orientation process.
- Maintain the HR information site on LMU's internal portal.
- Provide in-house training and development programs for employees.
- Evaluate and enhance University benefits annually.
- Develop a plan to review salary structure plan with support from a HR committee.
- Ensure compliance with the Department of Labor (DOL).
- Review and solicit input from Faculty and Staff Senates for existing Faculty/Staff Policy based on current laws and upcoming legislation.
- Support the financial audit process.
- Maintain and participate in job fairs to present LMU as a career opportunity.
- Enhance the Human Resources physical presence at all extended learning sites.
- Research and address current healthcare reforms annually.
- Further streamline payroll process (EMMA) while adhering to payroll legislation.
- Maintain digital backup employee file system to aid in retention documentation (Image Now).
- Recognize employee service and promotions through celebrations.
- Establish a committee to develop a wellness program.

Responsibility: HR and Dean of Administration

Time Frame: Ongoing.

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

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

Use of Results: For the improvement of services and support of the University's mission.

Strategic Goal 5:

Ensure effective and efficient use of technology

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

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

Strategies/Action Plans
- Actively participate in budgeting process of new and proposed initiatives.
- Identify and prioritize department and program technology requests for existing programs.
- Identify cost effective solutions to meet technological needs.
- Identify budget resources for upgrades, maintenance, support and training.
- Develop university purchasing, life-cycle management, and maintenance schedule.
- Assess technology initiatives to determine adequate resources.
- Support research and scholarly activity.
- Include opportunities to provide service to the community.

Responsibility: Information Services (IS) staff, Information Technology Committee, and President's Cabinet.

Time frame: Continuous.

Resources required: Included in Information Services budget.

Assessment: Annual survey of faculty, staff, and students and technology; and an annual itemized review of technology expenditures.

Use of results: To justify and plan budgeting for technology.

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

Objective 5.2: Provide and maintain technology infrastructure.

Strategies/Action Plans
- Review and assess all network closets.
- Maintain appropriate computer resources for faculty, staff, and students.
- Review, assess and modify online services for faculty, staff, and students.
- Review, assess and modify software, website and database functionality for University use.
- Review, assess and provide additional classroom technology needs.
- Continue planned implementation of secure electronic document imaging solution.
- Maintain appropriate wireless network and wireless network security.
- Perform network security audit annually.
- Review, assess, and analyze network monitoring reports.
- Identify additional or new technology needs in new and existing buildings.
- Review, assess and modify Disaster Recovery Plan for Information Services.
- Maintain appropriate support for security services

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 COBIT.

Use of results: To ensure adequate technology services for faculty/staff/student.

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

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

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

Responsibility: IS, CTLE, and Office of Institutional Research and Accreditation.

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget and Academic Affairs budget.

Assessment: Training assessment survey, User training satisfaction survey, Faculty training request survey 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.

Strategies/Action Plans
- Review, assess, and modify Information Services Helpdesk support.
- Continue campus-wide campaign to communicate help desk support procedures.
- Review and analyze Helpdesk service and support logs.
- Create and analyze Helpdesk FAQ and online support documentation.
- Encourage the use of campus portal (Pathway).
- Analyze trends for user support frequency and staff appropriately.
- Review, assess and modify Information Services Policies and Procedures as needed.
- Review, assess, and modify the student and employee handbooks for technology policy changes.

Responsibility: IS and President's Cabinet.

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget.

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

Use of Results: To ensure user support for technology for faculty, staff, and students.

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

Objective 5.5: Plan and implement necessary resources and services for radio/television stations.

Strategies/Action Plans

- Continue investigating potential new communication center.
- Provide additional staff training to minimize air down time.
- Continue implementation of safety plan to including access control, video surveillance and fire and smoke detection.
- Establish additional advertising accounts and programming opportunities.
- Support campus-wide events, public relations and marketing and community events.
- Maintain Federal Communications Commission (FCC) and other regulatory guidelines.
- Maintain required memberships and licensing.
- Explore opportunities in internet broadcasting for television.
- Support a communication plan to advertise services to the LMU community.
- Initiate more student involvement with productions.
- Continue building a collaboration between academics, administrative departments, and Sigmon.

Responsibility: Sigmon Communications, Dean of Administration and Deans of Schools.

Time Frame: Continuous.

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

Assessment: Annual review of memberships. Annual review and analysis of program offerings. Review of logs and regulatory requirement updates. Assess and survey listener-viewer base. Annual assessment of air downtime.

Use of Results: To enhance the student learning experience, provide services to the University and community, maintain up-to-date technology for TV and radio, and maintain quality services.

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

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

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

Responsibility: IS and the ORGSP.

Time Frame: Continuous.

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

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

Use of Results: Identify additional needs to support research initiatives.

Strategic Goal 6:

Enhance resources.

Strategic Goal 6*: Enhance resources.*

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

Strategies and Action Plans
- Develop listings of internal experts.
- Create a University community that is goal driven, balanced, and looks to the need of each individual.
- Host designated open social and informational events at main campus and extended learning sites in order to foster a sense of faculty/staff community, share new program initiatives and provide collaborative opportunities.
- Utilize cross-departmental experts to create fundraising opportunities.
- Use Pathway as a resource for collaboration.
- Opportunities for local high school teachers to meet faculty/staff and coordinate with faculty to provide opportunities for guest lectures.

Responsibility: Vice President for University Advancement, Assistant Vice President for University Advancement, Prospect Research, IT, Vice President for Student Services and Enrollment Management, President's Cabinet, Academic Deans, and Athletics.

Time Frame: Ongoing

Resources Required:
- .61100 – Postage
- .61200 – Printing
- .61300 – Travel
- .61325 - Entertainment/Donor Recognition
- 2013-2014: $150,000
- 2014-2015: $100,000 (Decrease due to anticipated increase in social media usage)
- 2015-2016: $75,000

Assessment:
- Develop Alumni Recruitment Program in cooperation with Vice President of Student Services and Enrollment Management
- Expand experts/lecturers listings for external and internal audiences while also using alumni   and friends to build this base.
- Increase training and usage of Pathway through scheduled sessions.
- Increase annual and endowed scholarships to improve retention.
- Increase communication to and involvement with the Deans, Admissions, Athletics, JFWA Alumni and friends.
- Train and demonstrate that best practices in fund raising are addressed and maintained which ensures ethical standards.

Use of Results: To aid in supporting a healthy communication environment and to support current operating expenses.

Strategic Goal 6: Enhance resources.

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

Strategies/Action Plans
- Maintain best advancement practices with the University Advancement division and adhere to established fundraising code of ethics by Council for Advancement and Support Education (CASE) and National Association of College and University Business Officers (NACUBO).
- Identify and cultivate donors who have the potential to give unrestricted gifts annually.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Support efforts to enhance University-wide research. (3.3.1, 3.3.5, 3.7.3, 3.8.1— Principles of Accreditation).
- Solicit all members of the Board of Trustees to commit a yearly gift to the Annual Fund (Goal of 100% participation).
- Request all members of the President's Cabinet to participate in the Annual Fund (Goal of 100% participation).
- Encourage University Advancement staff to continue to contribute to the Annual Fund (Goal of 100% participation).
- Encourage all members of the Alumni Board to contribute to Annual Fund (Goal of 100% participation).
- Increase current faculty/staff giving (Goal of 50% participation overall goal for FY 2012-13) and 100% participation for schools/departments and extended learning sites.
- Collaborate with deans and departmental chairs to encourage intercampus fundraising opportunities.
- Review and revise (if necessary) the Annual Fund: The Annual Fund allows LMU to place resources where they are most immediately needed or where opportunities are greatest. Strategies for meeting the Annual Fund goal include:
  - Maintain the Recognition Societies.
  - Target group designations for direct mailings for the Annual Fund such as class years, special interests and majors and will be closely monitored for success rate and all letters will be signed by the President.
  - Target LYBUNT and SYBUNT donors.
  - Publish Annual Fund appeals publications such as *CampusLinc, Alumnus,* the *Blue and Gray*, and other publications as needed, and will include self-mailer formats where appropriate and direct mail appeals.
- Increase efforts to solicit potential donors. Target special interest groups, honorary degree recipients, recipients of institutional awards, corporations, and professional organizations. The University president will continue to call on the top 1% of targeted donors and host monthly President's Luncheons.
- Improve donor recognition system to include enhanced Recognition Societies through use of annual events, publications, and personal meetings.
- Travel within targeted territories for systematic cultivation and solicitation. Through utilization of prospect research, focus on potential major gift level donors such as World War II era groups.

- Assist with the development of a parents' advisory board to work in conjunction with the pre-existing professional advisory boards.
- Involve students in philanthropy from the time of enrollment through legacy programs.
- Educate the University's community on importance of speaking with consistent message. Create enhanced revenue streams and synergy through education on philanthropy. Stress the importance of working through the University's president, major gift officers and deans to culminate the giving process.
- Evaluate future composition of advisory boards with vice president for Academic Affairs. Encourage advisory board giving.
- Target mailings to new graduates to obtain correct e-mail and physical address.
- Target inaugural classes of LMU-DCOM, Physician Assistant (PA) program, EdD and the Duncan School of Law (DSOL) to facilitate transition from current students to University alumni with emphasis on giving.
- Explore new affinity programs.
- Train Human Resources personnel on payroll deduction procedures.
- Disseminate trustee letters to target groups.
- Solicit Last Year but Unfortunately Not This Year (LYBUNTS) (donors who gave last year but not this year) and Some Year but Unfortunately Not This Year (SYBUNTS) (donors who gave some year but not this year) by state according to divided territory.
- Collaborate with Abraham Lincoln Library and Museum (ALLM) staff to develop a list of contacts for annual support to include the Lincoln Letters, former donors to the Museum, and the Museum visitors list. Names will be compiled into a master solicitation list.
- Collaborate with the J. Frank White Academy (JFWA) principal to develop a list of contacts for annual support to include parents and relatives and graduates of the Academy.
- Develop a list of contacts with the Athletics staff for annual support to include graduates who participated in athletics.
- Investigate Links Across America program with Athletics for First Tee program
- Partner with athletics on annual golf tournament, auction, and other fundraising events.
- Develop the role of volunteers in the overall fundraising program.
- Work with staff senate and faculty senate to address giving options.
- Establish personal visit goals for athletics, the Abraham Lincoln Library and Museum (ALLM), and JFWA in cooperation with their supervisors.
- Utilize prospect research to build information about alumni, friends, and potential prospects.
- Support initiatives to demonstrate adequate resources for accreditation standards.
- Identify and solicit individuals concerned with the general well-being of the Appalachian region in accordance with the University mission and purpose.
- Cultivate a sense of stewardship as part of an overall philanthropy education program including poster campaign at Harrogate and extended learning sites.
- Pursue private foundation dollars to fund University projects.
- Educate all campus constituencies as to the importance of annual giving.
- Evaluate mGive texting campaigns to increase giving.
- Use student callers as part of an overall phone-a-thon program.

- Maintain a calendar of stewardship and cultivation events to help create and broaden the DeBusk College of Osteopathic Medicine's (LMU-DCOM) foundation for annual donor support.
- Maintain dean's VIP Reception at LMU-DCOM Spring Gala to steward and cultivate major gift prospects.
- Maintain calendar of annual solicitations for LMU-DCOM donors including White Coat Solicitation, End of Year Appeal, LYBUNT and Commencement.
- Maintain Thank-You call program for the Board of Trustees with 20 board members signing commitment cards.
- Maintain Thank-You Call process for dean of LMU-DCOM to help steward gifts of $1,000 or more and develop major gift prospects from preceptor pool.
- Maintain President's Luncheons during 2012-13, providing on- and off-campus opportunities for current and prospective donors to meet with The President with a future Women of Service component.
- Maintain presence at the Annual American Osteopathic Association (AOA) Convention with intent to recruit faculty, potential students, and continue LMU-DCOM alumni annual reception.
- Maintain all secondary, undergraduate and graduate Alumni Boards and giving programs as needed.
- Maintain and expand online alumni sub communities as needed.
- Maintain and increase all secondary, undergraduate, and graduate *Twitter*, *LinkedIn*, *Facebook, blogs and YouTube* presence.
- Maintain RotationsLINC e-newsletter to medical students on clinical rotations.
- Expand the use of iModules Alumni Community as an online registration tool.
- Expand alumni chapter membership and events, and investigate new locations for chapters.
- Expand alumni travel program.
- Implement Multi Variable Testing (MVT) factors for during 2012-13.
- Coordinate LMU Student Awards Day program utilizing annual scholarships.
- Initiate fundraising activities to support research and scholarly activity.
- Explore opportunities to contribute to LMU at corporate point-of-purchase.

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

Time Frame: Ongoing.

Resources Required:

- 0100-630003.61100 – Postage
- .61200 – Printing
- .61300 – Travel
- .61325 - Entertainment/Donor Recognition
  - 2009-2010: $135,000

- 2010-2011: $153,000
- 2011-2012: $165,000
- Adequate staff to ensure prospect visits is completed on a timely basis.

    *Calculated at $.096/dollar

Assessment: (Benchmark with Council for Aid to Education (CAE) report on peer institutions to be added when report is in)
Review call reports and task sheets at weekly staff meetings.
- Track on-line giving.
- Review and compare on-line weekly giving reports with direct mail and phone-a-thons.
- Review LYBUNT and SYBUNT reports monthly.
- Compile and review call reports from the Academy, the ALLM, Athletics personnel, LMU-DCOM, and the Carnegie-Vincent Library.

Use of Results: To support current operating expenses.

Strategic Goal 6: *Enhance resources.*

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

Strategies/Action Plans
- Support efforts to enhance University-wide research 3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation).
- Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of $1,000,000, endow professorships at a minimum of $500,000, endow scholarships at a minimum of $25,000 and endow faculty development funds at a minimum of $25,000. Review endowed chairs to determine which ones are currently fully funded.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Target special interest groups, honorary degree recipients, and recipients of institutional awards.
- Recognize donors who contribute to endowment funds. Explore a unified system of donor recognition that provides enhanced visibility.
- Review and revise (if necessary) the Endowment.
  - Recruit and retain quality faculty and students by establishing endowed chairs, providing financial aid, and ensuring through endowed scholarships, and ensures that facilities are adequately maintained.
  - Cultivate and solicit the World War II era group for increased gifts through estate plans by the fundraising arm of the University Advancement staff.
  - Re-evaluate fundraisers' respective calls lists, including the president's call list.
  - Increase number of grant proposals for grants to endowment projects.
- Increase the number of the Circle of Friends for Endowment gift club.
- Review prospects with the Development Committee of the Board of Trustees, the president of the University (3.2.12 – Principles of Accreditation), the chairman of the Board, and the chairman of the Executive Committee.
- Feature donors who have already made estate plans in the *Alumnus* magazine.
- Feature long-term donors in publications and on the website.
- Collect documentation for planned giving.
- Develop philanthropy presentations for Homecoming and other events.
- Utilize national prospect research services.
- Expand solicitation of foundations, professional organizations, corporations, and government agencies that support endowment endeavors.
- Pursue private foundations.
- Establish endowment levels required for maintenance of each facility on campus with coordination with the vice president for Finance.
- Support additional funding for Honors Scholars.
- Educate University community on importance of speaking with consistent message.
- Coordinate LMU Student Awards Day program utilizing endowed scholarships.
- Initiate fundraising activities to support research and scholarly activity.

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

Time Frame: Ongoing.

Resources required:
- 2009-2010: $135,000
- 2010-2011: $153,000
- 2011-2012: $165,000

Assessment: (Benchmark with CAE report on peer institutions). Review and compare call reports of major gift officers. Compare five-year endowment giving, including number of donors vs. number of gifts vs. number of calls. Evaluate actual endowment acquired for facility upkeep versus goal amounts.

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

Strategic Goal 6: *Enhance resources.*

Objective 6.4: Market and promote the University locally, regionally, nationally and internationally by use of all electronic and non-electronic media sources to support current recruitment, retention, and fund raising goals cited in appropriate departmental strategic plans, and to increase pride in the University (Extended learning sites include: Cedar Bluff, Duncan School of Law, Physicians Regional Medical Center, Blount, Corbin, Middlesboro, Ducktown, Cleveland, Kingsport, Sevierville, Morristown, and all partnerships) (1.1 and 4.6—Principles of Accreditation).

Strategies/Action Plans
- Support efforts to promote University-wide research and scholarly activities (3.3.1, 3.3.5, 3.7.3, 3.8.1—Principles of Accreditation).
- Support the University's Quality Enhancement Plan (QEP), Linc-ON, with development initiatives through promotion and marketing.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Update marketing plan to ensure effective promotion of the University's programs by sending out timely news releases and by utilizing the World Wide Web and all other media resources.
- Utilize web analytics to optimize website to support University programs and initiatives.
- Utilize social media sites including Facebook, Twitter and YouTube to market and brand the University.
- Market the University to alumni through the Alumni Online Community.
- Educate University community on importance of speaking with consistent message.
- Identify human interest stories throughout the University to pitch to national media, with the goal of five or more per year. Work with University departments to cultivate projects of national interest.
- Convene meetings each semester with marketing committee to explore additional marketing strategies for all areas.
- Meet individually with each dean once per year and develop specific marketing plans for each school.
- Attend the Board of Trustees Academics and Marketing Committee meetings to identify emerging programs in need of marketing, and to assist in developing long-range plans.
- Produce video segments to be loaded on the LMU website and YouTube for individual departments, schools, and faculty.
- Develop high quality promotional materials including posters for specific programs for wide distribution, including community colleges, career centers, and employers.
- Refresh website design consistent with admission publications.
- Communicate regularly with extended learning sites to ensure that their needs with regard to printed material and website presence are met.
- Distribute the *Blue and Gray* newsletter, the *Alumnus* magazine*, CommunityLinc, AlumniLinc, AlumniLinc Quick Fact, Bridge Builder Heritage Society Newsletter, CampusLinc and Raising the Bar*.
- Promote international studies programs including the Kanto Program, World School, parents, and international residents from the community.

- Take advantage of marketing benefits of consortium agreements.
- Market the University through the "I Am…" campaign (including JFWA).
- Promote Student Service Initiative Program.
- Expand Speakers' Bureau Project.
- Reinforce use of the University style manual and maintain a consistent identity in all marketing initiatives as defined in the manual available on the LMU Pathway and the website.
- Cooperate with the Risk and Insurance Manager in trade marketing the University marks and logos, and rolling out these marks and logos internally and externally.
- Publish donor recognition notices in appropriate media.
- Distribute planned giving materials by web, newsletter and other media.
- Plan and coordinate community service initiatives including Rural Area Medical center (RAM) in 2014 to help promote the University's mission of service to humanity.
- Plan and coordinate a rural area legal clinic on the main campus for Tennessee residents.
- Cultivate a culture of service among faculty staff and students through participation in external charitable events including Relay for Life and United Way.
- Market the free services available to the community, including the pool, Harrogate park, walking trails, organic garden, and others.
- Consider and promote a policy of mandatory service hours for faculty and staff, recorded through the evaluation process.
- Promote LMU through collaboration with LMU-TV and Sigmon Communications Center.
- Support initiative to demonstrate adequate resources for accreditation standards.
- Promote the proposed College of Veterinary Medicine program.
- Promote the Honors Scholars program through web, social media, and all print media.
- Promote and facilitate increased use of LMU Pathway Portal.
- Integrating JFWA marketing in TV spots and on-campus, and on public-access local channels.
- Create a YouTube channel for JFWA.
- Create a YouTube channel for JFWA parents (JFWA and Communications will work together on content).
- Support the creation of a JFWA alumni directory through Harris Connect.
- Continue to produce comprehensive marketing strategies for all LMU programs and events.
- Develop overarching strategy with distinct talking points for CVM recruitment of faculty, students and clinical sites.
- Continue to raise money for annual and endowed scholarships for CVM and all professional programs to offset the level of debt.
- Develop marketing strategy to overcome the hurdle of perception that there are already too many veterinary schools and/or too many veterinarians.
- Broaden the use of testimonials (parents, students within specific majors, faculty, staff, alumni) using social media in conjunction with the Merit Pages system to recognize student achievement.
- Collaborate on marketing proposal for JFWA residential program.

- Enhance recruiting materials for Humanities programs by communicating job placement and internship opportunities.
- Coordinate classroom visits with faculty inviting alumni and local teachers to speak about career opportunities and finding success in their field.
- Ensure that communication flows from departments to staff that develop recruitment materials, marketing, and social media so that incoming students and change majors are informed about what careers are available, and what employment opportunities exist within academic programs.
- Initiating focus groups in preparation for branding changes.

Responsibility: Director of Marketing and Public Relations, the Associate Director of Marketing and Public Relations for LMU-DCOM, the Assistant Director of Marketing and Public Relations, Director of Publications, Webmaster, Director of Alumni Services, Web Developer, Social Networking Specialist and the Sports Information Director in cooperation with the Marketing Committee and designated Faculty and Staff.

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

Resources Required: Data collected from University Advancement minutes.
- 2009-1010: $414,000
- 2010-2011: $475,000
- 2011-2012: $480,000
- 2012-2013: $800,000
- With added funds for access by approval of the president.

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

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

Strategic Goal 6: *Enhance resources.*

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

Strategies/Action Plans
- Identify, cultivate and solicit donors to provide revenue for initiatives identified in the following fundraising priorities.
- Campus Capital Improvements: Lincoln Memorial University has the opportunity to complete a number of significant improvements to its Harrogate and extended learning sites. These projects directly benefit students and faculty as they enjoy the diverse educational opportunities of LMU.
  - Construct three new residence halls $5,100,000
  - Build new student center $10,000,000
  - Continue improvements at Duncan School of Law, $5,000,000
    including endowed lectureships
  - Build Veterinary Medicine Center $27,000,000
  - Continue to develop the Cumberland Gap Arts Center
- Improvements at The Abraham Lincoln Library and Museum $750,000
  - New educational exhibits
  - Replace roof
- Renovate Duke Hall of Citizenship $3,000,000
  - Wiring & A/C
  - Remodel performing arts center
  - New gable roof
- Continue upgrade/improvements to DeBusk College of Osteopathic $2,000,000
  Medicine
  - New equipment
  - Research funding
- Renovate Grant-Lee Hall $??
- Repurposing Liles and West Halls $??
- Democrat Hollow Renovation Project $300,000
- Construct Burchett Communications & Technology Center $5,000,000
- Improve Athletic Facilities $3,700,000
  - LACROSSE FIELDHOUSE
  - SOCCER/LACROSSE PLAYING FIELD
  - BASKETBALL FLOOR
  - BASEBALL SCOREBOARD
  - SOFTBALL RESTROOMS
  - SOFTBALL FIELD IRRIGATION
  - BASEBALL BRICK LINE FENCES
  - BASEBALL FIELD DRAINAGE SYSTEM
  - TRACK FACILITY

- Endowment Funds (Research, faculty development and scholarships) $15,000,000
- Annual Fund $150,000
- Update Democrat Hollow through efforts of the National Alumni Association.

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

Time Frame: Review progress monthly and on June 30.

Resources Required: Adequate human and financial resources to meet our goal of 500 personal prospect visits.
2012-2013: Review budget

Assessment: Review monthly giving reports. Review monthly report of interface with Finance. Review budget pro forma annually to ensure adequate resources for the division**.**

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

Strategic Goal 6: *Enhance resources.*

Objective 6.6: Continue to utilize the Ellucian system in the most efficient manner to provide support for the University by accurately recording gifts and maintaining gift records and alumni and demographic information (2.11.1 and 3.10.2—Principles of Accreditation).

Strategies/Action Plans
- Code all alumni by major, parents of current students and alumni, and add other codes as needed.
- Provide ongoing training for all members of University Advancement staff of all Ellucian and Informer tools and processes as needed.
- Use Ellucian's Foundation Profile system and Planned Giving modules.
- Enhance reporting and data analysis by: (1) reviewing information needs of University Advancement staff on a regular basis; (2) implementing existing Ellucian tools and developing standing reports and queries available for Division use as needed; and (3) developing new strategies to maximize the system's benefit for University Advancement.
- Complete Ellucian consultant project to implement top Advancement priorities with endowment communication, Dashboard, scholarship award procedures, and other areas.
- Incorporate new methods of tracking meaningful points of alumni and donor contact, including call reports, visits, mailings and phone/e-mail contacts.
- Expand use of Informer reporting tool.

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

Time Frame: Ongoing.

Resources Required: Costs covered under IS budget.

Assessment: Keep donor information up to date and easily accessible in Ellucian, including new funds opened for LMU-DCOM. Provide lists to the University Advancement staff and others with needed information due to the implementation of Ellucian. Produce detailed gift reports used in tracking donations. Continue to train and update all alumni and giving information. Evaluate our budget planning efficiency process through Ellucian and align our planning process with the strategic planning process with special attention when doing the budget pro forma.

Use of results: Continued enhancement of Advancement data services using the Ellucian software enables the continued improvement and analysis of return-on-investment for all forms of interaction with alumni, friends and donors.

Strategic Goal 6: *Enhance resources.*

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

Strategies/Action Plans
- Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the *Principles of Accreditation: Foundations for Quality Enhancement* (2.5—Principles of Accreditation).
- Monitor changes in the University's academic program and make adjustments in staffing that promote the success of new and continuing programs in meeting the expectations of program and institutional accreditation associations.
- Study the organizational structure advancement divisions of other Southern Association of Colleges and Schools-Commission on Colleges (SACS-COC) Level V accredited institutions and the effectiveness of their development efforts for benchmarking and planning purposes.
- Review and update fundraising policies and procedures, where appropriate, to reflect best practices in all areas of operation and its expanded role in grant development to support LMU's Level V accreditation status and proposed Level VI status with development of additional doctoral level programs.
- Support increased funding for faculty research and scholarly activities.
- Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the *Principles of Accreditation: Foundations for Quality Enhancement.*
- Review program accreditation as it relates to student scholarship support.
- Supplement awards and stipends for QEP initiatives (JFWA and DSOL).

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

Time Frame: Ongoing.

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

Assessment: Fundraising activities according to Strategic Plan and Campus Master Plan.

Use of results: Increased resources for students, faculty and staff research

Strategic Goal 6: *Enhance resources.*

Objective 6.8: Enhance legislative relationships.

Strategies/Action Plans
- Identify opportunities to meet regularly with federal, state and local officials and their staff.
- Act as primary resource for local and regional data as requested by external legislation.
- Monitor state and federal policy capable of impacting University functions and programs.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Monitor TICUA alerts and distribute where appropriate across campus.
- Continue to offer externs to federal, state and local legal officials through LMU-DSOL.
- Continue providing legal education to judicial organizations upon their request.
- Investigate federal, state and local funding opportunities for the proposed College of Veterinary Medicine facility.

Responsibility: Vice President of University Advancement, Director of Major Gifts in cooperation with the President and Board of Trustees, and LMU-DSOL.

Time Frame: Ongoing.

Resources Required: Included in University Advancement travel budget.

Assessment: Impact of legislation in relation to LMU's funding priorities; dollars received; evaluate number of externs utilized.

Use of results: Dollars received; implementation of funded programs, facilities and other capital projects; and other impact on the University budget.

Strategic Goal 7:

Assess and enhance University-wide research and scholarly activity.

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

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

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

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

Time Frame: Initial and ongoing.

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

Assessment: Documentation of the strategies/action plans related to this objective.

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

Revised May 20, 2014

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

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

Strategies/Action Plans
- Review the electronic grant budget and tracking system to ensure it is efficient and effective (e.g., Explore Open Source, Oracle and Sunguard).
- Develop procedures to ensure same day purchasing and delivery of supplies and rapid purchasing and delivery of equipment from grant accounts.
- Develop procedures to ensure rapid direct on campus delivery of supplies and equipment to the purchaser, to ensure biological and chemical safety and grant accountability.
- Ensure ORGSP staff and committee chairs (IRB, IBC, IACUC and AV) actively participate in professional development activities to ensure LMU's compliance with federal and state law pertaining to research and grants.
- Review biological, chemical and radiation safety policies and procedures.
- Review and update fiscal management procedures and policies relative to external funding.
- Foster the management of internal grant programs aimed specifically at the support of undergraduate/graduate students' research projects and scholarly activity.
- Assist faculty, staff, and students in obtaining external financial support for their scholarly activities including research, training, publications and presentations.
- Evaluate process and procedures for communicating grant opportunities to faculty, staff and students.
- Expand information support services (e.g. electronic resources, software licenses, library and accessibility) to facilitate research and scholarly activity.
- Develop individual school budgets for research and scholarly activities.
- Maintain and negotiate the cost and purchase where applicable of service contracts for core equipment in the MAS research laboratories.
- Implement a university scholarly activities seminar program.
- Ensure potential researchers complete CITI training.
- Support The Dr. Robert L. Kincaid Endowed Research Center Oversight Committee activities.

Responsibility: Vice President for Research, Assistant Vice President of Health Sciences Research, Office of Finance, Dean of Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, IS, Chair of Institutional Biological and Chemical Safety Committee, and URC.

Time Frame: Initial and ongoing**.** Any changes with fiscal impact must be included in the budget planning process, due October 1.

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

Revised May 20, 2014

Assessment: Documentation of the strategies/action plans related to this objective.

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

Revised May 20, 2014

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

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

Strategies/Action Plans
- Office of Research and Sponsored Programs advocates identified and prioritized needs for research and scholarly activities.
- Establish guidelines for levels of startup funds for new faculty tailored to research and scholarly activity expectations of the new faculty member(s).
- Review and refine incentive structures for research and scholarly activity.
  - Scholarly travel funding.
  - Individual membership in scholarly associations, societies and councils.
  - Sabbatical leave policy and funding.
  - Rank advancement standards and incentive compensation increments.
  - Reassignment time/Progress to a 3+3 undergraduate course load.
  - Expected incremental scholarly output increase.
  - Scholarship Support Services.
- Develop new programs that foster interdisciplinary, multidisciplinary and inter-professional research and scholarly activities.
- Implement a salary savings policy pertaining to grants and contracts.
- Implement a university intellectual properties policy.
- Develop an institutional conflict of interest policy regarding research.

Responsibility: Vice President for Research, Assistant Vice President of Health Sciences Research, Vice President of Academic Affairs, Vice President for Finance, Deans of Colleges/Schools, and University Research Committee.

Time Frame: Initial and ongoing.

Resources Required: $ to be determined, Information Resources.

Assessment: Documentation of the strategies/action plans related to this objective.

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

Revised May 20, 2014

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

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

Strategies/Action Plans
- Identify short-term and long-term facility needs ensuring future competitiveness of research and scholarly activities.
- Identify information technology, library and support services to facilitate research and scholarly activities.
- Ensure that all facilities comply with laboratory health, safety and environmental protection regulations.
- Support Space Allocation Committee policies and procedures for space allocation of dedicated laboratory research facilities.
- Review library resources for campus and extended learning sites to ensure graduate, undergraduate and faculty research and scholarly activity needs are adequate.
- Ensure ADA compliance of research facilities including the Abraham Lincoln Library and Museum.

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

Time Frame: Initial and ongoing.

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

Assessment: Documentation of the strategies/action plans related to this objective.

Use of Results: For the continued development and support of the research and scholarly activities of the University's overall mission.

Revised May 20, 2014

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

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

Strategies/Action Plans
- Encourage the deans to establish guidelines and expectations concerning research and scholarly activities.
- Continue to ensure research and scholarly activities criteria are a component of the evaluation.
- Review procedures to record and report research and scholarly activity, including submissions, awards, outcomes presentations and publications.
- Assess the broader impact of research on student learning, curricular development and the community at large.

Responsibility: Vice President of Research, Assistant Vice President of Health Sciences Research, Vice President of Academic Affairs, Deans of Schools/Colleges, Chairs of departments/program directors.

Time Frame: Initial and ongoing.

Resources Required: $ to be determined.

Assessment: Documentation of the strategies/action plans related to this objective.

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