



LMU

Lincoln Memorial University

Strategic Plan
2022-2027

Annual Progress Report
2021-2026

Part One

Strategic Plan 2022-2027

Strategic Planning Process

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

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

Through its annual strategic planning, the University is committed to an orderly and timely planning, budgeting, and assessment process that facilitates institutional effectiveness. The President, Board of Trustees, Cabinet, and other administrative officers, faculty, and staff have responsibilities for and opportunities to participate in the process. The University Mission and Values provide guidance in the prioritization of activities and funding necessary for the achievement of the overall Vision. Eight Strategic Goals have been identified as critical to achieving regional distinction. These Strategic Goals are consistent with SACSCOC expectations for institutional improvement. The University President and the Board of Trustees affirmed these Strategic Goals. Unit and division planning and budgeting have been aligned with appropriate assessment and analysis of outcomes. Unit and division activities are planned to accomplish these Strategic Goals. Projected budget allocations to support the planned activities are detailed in an annually revised Five-Year Budget Pro Forma. Progress toward the achievement of the Strategic Goals is measured via established benchmarks and monitored by institutional effectiveness practices. Progress toward achievement of the Strategic Goals is documented in an annual Progress Report.

Mission and Purpose

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

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

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

*Revised July 6, 2017; approved by Board of Trustees, November 10, 2017
Reviewed July 9, 2018, at University Strategic Planning Retreat
Revised July 11, 2019, at University Strategic Planning Retreat*

Institutional Goals

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

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

The University seeks to strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.

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

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

Advance Cumberland Gap, Appalachia, and other communities through public service and outreach activities in continuing education, healthcare, leadership development, recreation and the fine and performing arts.

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

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

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

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

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

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

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

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

Revised, July 11, 2019

Lincoln Memorial University Board of Trustees

Institutional Values

Integral to the annual strategic planning process are underlying institutional values. These values are pervasive in their influence, serving as an unspoken guide to all University activities.

Lincoln Memorial University values Integrity as seen in

- Honesty,
- Openness,
- Commitment to Principles.

Lincoln Memorial University values Excellence in

- Teaching,
- Learning,
- Operations/ management,
- Scholarship,
- Leadership.

Lincoln Memorial University values Creativity in

- Teaching,
- Learning,
- Scholarship,
- Administration,
- Artistic expression.

Lincoln Memorial University values Diversity of

- Ethnicity,
- Culture,
- Belief systems.

Lincoln Memorial University values Community through its

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

Lincoln Memorial University values Accountability through

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

Lincoln Memorial University values Service to

- the LMU community,
- the Appalachian region,
- Extended Sites and Online Communities,
- Academic and Intellectual Communities,
- Humanity.

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

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.

Strategic Goals Approved by the Board of Trustees

Lincoln Memorial University has identified eight Strategic Goals. The Strategic Goals were developed from a review of SACSCOC expectations, internal outcomes assessment data, and external factors influencing the University. These eight Strategic Goals reflect the University's Mission, Purpose, and Values and are crucial to achieving regional distinction. Supporting each Strategic Goal are Objectives designed to achieve each Strategic Goal. While the Strategic Goals are established by the Board of Trustees and reflect the long-term direction of

the University, the related Objectives are developed by the University's leadership and are designed to meet time-restricted elements of the University's operation. As such, Objectives are modified from year-to-year to address a more contemporary application of their corresponding Strategic Goal. Action Plans that have been devised to assist accomplishing the Objectives and thereby the Goal area included

Strategic Goals, Related Objectives, And Action Plans

Strategic Goal 1: Assess and Enhance Academic Quality

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

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

Action Plan 1.1-2 Ensure academic programs receive a review of budget pro forma and marketing plans prior to entering the academic approval process beyond the school/college level.

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

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

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

Action Plan 1.2-1 Consider and implement innovative approaches to instructional delivery and student learning with input from the CTLE.

Action Plan 1.2-2 Continue the investigation, development, and implementation of additional undergraduate, graduate, and professional programs, including but not limited to degree completion programs, bridge programs, and licensure programs.

Action Plan 1.2-3 Continue/begin an investigation of new academic programs including, but not limited to: (1) master of Science in Psychology; (2) Doctor of

Osteopathic Medicine/Juris Doctor (DO/JD); (3) JD/DVM joint degree program; (4) part-time/hybrid JD program (5) international programs and other collaborative efforts; (6) BA in Professional Communication Arts; (7) Additional concentrations and programs in Mental health and Counseling; (8) Medical Laboratory Science to extended learning sites; (9) School librarian endorsement; (10) Health Sciences Institute; (11) doctor of Psychology (PsyD); (12) Speech-Language Pathology; (13) 3 +3/4 professional programs and undergraduate programs to include medicine, and veterinary programs; (14) DVM/MPH joint degree; (15) MVEd in Veterinary Medical Education; (16) MSN Nursing Education; (17) PhD Management; (18) Occupational Therapy Doctorate; (19) Physical Therapy Doctorate

Action Plan 1.2-4 Continue to explore opportunities to provide academic program offerings at existing or new learning sites.

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

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

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

Action Plan 1.2-8 Continue the process for maintaining full accreditation for all professional programs.

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

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

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

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

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

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

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

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

Action Plan 1.4-1 Implement a revised faculty evaluation process.

Action Plan 1.4-2 Enhance participation in electronic course and advising assessment processes for academic programs.

Action Plan 1.4-3 Encourage faculty peer evaluation of instruction.

Action Plan 1.4-4 Create and implement an evaluation system for academic leaders.

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

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

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

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

Action Plan 1.5-4 Promote scholarly activity opportunities at the ALLM to internal and external researchers.

Action Plan 1.5-5 Implement a comprehensive exhibits plan.

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

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

Action Plan 1.6-1 Continue to develop and expand student exchange programs.

Action Plan 1.6-2 Continue to develop and expand faculty exchange programs.

Action Plan 1.6-3 Continue to develop and expand a visiting scholar's program.

Action Plan 1.6-4 Continue to recruit, enroll, and retain international students.

Action Plan 1.6-5 Continue to develop relationships with language institutes.

Action Plan 1.6-6 Continue to support collaborations and other initiatives.

Action Plan 1.6-7 Explore opportunities for international learning sites.

Action Plan 1.6-8 Develop professional programs' student clinical year integration at LMU.

Action Plan 1.6-9 Explore opportunities for support of scholarship abroad.

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

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

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

Action Plan 1.7-3 Implement the assessment plan for measuring the persistence of students participating in general education and gateway courses at LMU; this includes specific definition and measures of student success and target groups 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 2.1: Maximize student recruitment through the development of a global, comprehensive retention plan.

Action Plan 2.1-1 Expand the institution-wide Strategic Enrollment Task Force to include graduate/professional schools, Alumni, Public Relations, Athletics, and one student representative from all academic levels.

- Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs
- The committee will collaborate with essential LMU offices
- Continue the utilization of Multivariable Testing (MVT)
- Prioritize and define our primary regional market, secondary market, and tertiary market.
- Utilize demographic, census, and ACT/SAT data and forecasting data to identify potential markets and strategic recruitment strategies
- Partner with Alumni Services to maximize recruitment possibilities nation-wide and host Alumni reception training events related to recruitment training.

Action Plan 2.1-2 Investigate establishing a position dedicated to the development of financial literacy at all academic levels.

Action Plan 2.1-3 Partner with strategic divisions of the institution to evaluate potential for maximum enrollment, taking into consideration the following.

- Continue to evaluate facility needs, including co-curricular space (classroom audit by department, student center, study spaces, etc.); facilities optimized for current and future student populations.
- Investigate creation of an outline of study space by building/facility (and student access).
- Availability of courses and classrooms at optimal times for undergraduate/graduate/professional student requirements.
- Balance Faculty/Staff resources to ensure optimal instruction for student-to-teacher ratio.
- Refine alternative delivery and advising models (Online/Virtual/Hybrid).
- Targeted budgeting to maximize student recruitment reach and marketing exposure.
- ROI of targeted student recruitment efforts and multimedia marketing campaign.

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

- Build out community outreach plan, Movies in the Park, Lincoln's Leadership Summit.
- Continue to promote and proactively communicate a consistent LMU brand through publications and communications.
- Create templates that show acceptable options for brand usage for student clubs and organizations.

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

Action Plan 2.1-6 Continue to partner with graduate/professional colleges/programs to host recruitment and yield events for all levels of the Institution.

Action Plan 2.1-7 Maintain and enhance contact with high school counselors, teachers, and principals. Continue to host counselor lunches to establish a stronger partnership and showcase all levels of the University's programs.

Action Plan 2.1-8 Pursue opportunities to expand the diversity of our student population at the undergraduate, graduate, and professional level.

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

Action Plan 2.2-1 Strategic Enrollment Task Force will create and implement strategic recruitment plans.

Action Plan 2.2-2 Continue to coordinate with financial aid to maximize all financial resources available.

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

Action Plan 2.3-1 Continue to recruit medical, veterinary, dental, and law students who are committed to serving the Appalachian area.

Action Plan 2.3-2 Increase the diversity of the faculty, staff, and student body through targeted marketing initiatives that encompass multiple mediums.

Action Plan 2.3-3 Promote graduate programs and implement matriculation strategies from undergraduate to graduate/professional programs (e.g., GPA Program, 3+3 Programs, etc.).

Action Plan 2.3-4 Expand and refine the GPA Program.

Action Plan 2.3-5 Expand industry partnerships for tuition discount/scholarship programs and guaranteed employment opportunities (e.g., internships, mentoring opportunities, etc.).

Action Plan 2.3-6 Increase community awareness of graduate/professional programs through professional organizations, school districts, community involvement and open houses.

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

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

- The institutional financial aid policy will be reviewed and revised annually to maintain consistency with University goals and resources.
- Student Financial Services has contracted with EAB to help update our packaging model for incoming and transfer students.
- A target date of mid-December will be set for new student Financial Aid packages. Student Financial Services will continue to have a very coordinated effort with Enrollment Management and Student Affairs.
- A cap for need based LMU aid will be established for returning students who lost academic or state-based aid
- Institutional financial aid will be increased along with the annual cost of attendance if the budget allows.
- Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget Trending data will be utilized.

Action Plan 2.4-2 Perkins Loan liquidation process is in the last stages with DOE.

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

Action Plan 2.4-4 Continue to assess retention rates.

Action Plan 2.4-5 Full tuition scholarship process was eliminated.

Action Plan 2.4-6 Improve interdepartmental communications.

- Continue First Stop Approach with Financial Aid and Student Accounts.
- Continue communication and collaboration with Enrollment Management, Athletics and Student Services.

Action Plan 2.4-7 On-going activities:

- Continue with an active approach to collect past due accounts and have a goal to collect no later than 60 days late. Take a conservative approach with credit extension to high-risk borrowers.
- Continue to identify students' financial needs and meet those needs through a combination of grants, scholarships, and self-help aid.
- Re-evaluate the funding level of the Lincoln Grant component of the Financial Aid budget.
- Continue training work study students and supervisors. Spend all allocated federal funds. Make sure departments communicate if they can utilize work study students.
- Continue to monitor Federal and State funds annually.

- Investigate if the Work with the Consumer Information Taskforce is still active. If yes, begin to create a single webpage for all Consumer Information requirements for LMU.
- Keep a close eye on the political environment. Continue to monitor student loan interest rates from federal and private student loan market. Monitor PSLF, TPSLF, and TN state aid increase.

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

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

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

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

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

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

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

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

Action Plan 3.2-3 Review budget requests, institutional priorities, the five-year pro forma, and institutional evaluation results specific to each department and/or program to make informed decisions related to the allocation and reallocation of resources consistent with the strategic plan.

Action Plan 3.2-4 Conduct annual budget discussions during which the Vice Presidents and their respective budget officers present proposals and provide supporting documentation to ensure that all estimates are reasonable.

Action Plan 3.2-5 Present the balanced budget to the Board of Trustees for approval.

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

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

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

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

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

Action Plan 3.3-3 Use institutional research for trend analysis, unit strategic plans and outcomes assessment results to assess and update the rolling five-year operating pro forma and cash flow to reflect institutional priorities.

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

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

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

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

Objective 3.5: Enhance budget management.

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

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

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

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

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

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

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

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

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

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

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

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

Objective 3.7: Utilize financial data to make informed decisions.

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

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

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

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

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

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

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

Action Plan 3.7-8 Implement and utilize budgeting software for evaluation and assessment of financial data at both the departmental and university levels.

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

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

Action Plan 4.1-1 Develop a vetting process for prioritization that can align with a 5-year budget projection to assess, plan for, and evaluate facilities and grounds at the Harrogate campus and extended sites to respond to fluctuations in student demographics; support faculty/staff research and scholarly activities; support community program needs by providing physical maintenance, housing, and furniture.

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

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

Action Plan 4.2-2 Continue to seek funding from outside sources to ensure additional health and safety opportunities and resources.

Action Plan 4.2-3 Communicate the University's Health and safety Manual, including the University Crisis Plan.

Action Plan 4.2-4 Continue to 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).

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

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

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

Action Plan 4.2-8 Continue to expand the security call phone system and utilization of campus siren.

Action Plan 4.2-9 Continue to encourage participation in Emergency Alert System.

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

Action Plan 4.2-11 Continue to identify a designated shelter or place for each facility. Completed and posted in buildings.

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

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

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

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

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

Action Plan 4.2-17 Continue to certify faculty, staff, and students as Campus Safety Authorities (CSA) on all LMU sites per the Clery Act.

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

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

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

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

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

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

Action Plan 4.3-4 Continue to review and ensure compliant procedures for Faculty/Staff based on current local, state, and federal agency regulations and laws in coordination with Office of the General Counsel.

Action Plan 4.3-5 Continue to support the financial audit process.

Action Plan 4.3-6 Continue to participate in job fairs to present LMU as a career opportunity.

Action Plan 4.3-7 Continue to enhance the Human Resources physical presence at extended sites.

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

Action Plan 4.3-9 Maintain digital employee file system to aid in retention documentation (Laserfiche).

Action Plan 4.3-10 Continue to recognize employee service and promotions through celebrations-In progress.

Action Plan 4.3-11 Continue to implement human resources technology (as budget permits) to reduce manual processes.

Action Plan 4.3-12 Beginning to review and enhance the current Performance Evaluation process.

Action Plan 4.3-13 Continue to develop employee contract process to become automated.

Objective 4.4: Evaluate non-faculty administrators and staff compensation against benchmark salary/benefit levels of peer institutions with respect to position, appointment, experience, workload requirements, and similar activity to support competitive excellence in staffing practices.

Action Plan 4.4-1 Identify potential Software/Consulting for this project and implement when approved in budget.

Strategic Goal 5: Ensure effective and efficient use of technology

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

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

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

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

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

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

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

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

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

Action Plan 5.1-9 Include opportunities to provide service to the community.

Action Plan 5.1-10 Identify, plan and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.

Action Plan 5.1-11 Improve communication between Finance, Information Services, and appropriate departments regarding funded and unfunded technology budget requests.

Action Plan 5.1-12 Negotiate technology resource agreements to provide comparable support and access at extended learning sites.

Action Plan 5.1-13 Explore opportunities for external funding for IT related projects.

Objective 5.2: Provide and maintain technology infrastructure.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action Plan 5.3-4 Support online learning initiatives.

Action Plan 5.3-5 Provide new and emerging technology training opportunities.

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

Action Plan 5.3-7 Coordinate training opportunities with vendors.

Action Plan 5.3-8 Coordinate training and orientation opportunities with professional, graduate, and undergraduate students.

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

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

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

Objective 5.4: Provide user support for technology services.

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

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

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

Action Plan 5.4-4 Assess and analyze helpdesk FAQ and online support documentation.

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

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

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

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

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

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

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

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

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

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

Action Plan 5.4-15 Provide technical and leadership professional development opportunities for IT employees.

Action Plan 5.4-16 Provide flexibility in scheduling and projects to allow staff time to work with innovative technologies.

Action Plan 5.4-17 Recruit, develop, and retain a strong permanent staff and student staff.

Objective 5.5: Provide appropriate scholarly activity support.

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

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

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

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

Action Plan 5.6-1 Maintain communication with a web design firm on the redesign of the external website.

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

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

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

Action Plan 5.6-5 Maintain the content management system.

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

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

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

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

Strategic Goal 6: Enhance resources.

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

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

Action Plan 6.1-2 Identify and cultivate donors who have the potential to give unrestricted gifts annually.

Action Plan 6.1-3 Emphasize the concepts of Values-Education-Service as it applies to giving.

Action Plan 6.1-4 Focus fundraising messaging throughout the year on themes of Growth, Impact and Trust.

Action Plan 6.1-5 Support efforts to enhance University-wide research.

Action Plan 6.1-6 Solicit all members of the Board of Trustees to contribute at least annually (Goal of 100% participation).

Action Plan 6.1-7 Request all members of the President's Cabinet to contribute annually (Goal of 100% participation).

Action Plan 6.1-8 Encourage University Advancement staff to continue to contribute annually (Goal of 100% participation).

Action Plan 6.1-9 Encourage all members of the Alumni board to contribute annually (Goal of 100% participation).

Action Plan 6.1-10 Continue to monitor fundraising strategies, including the following.

- Maintain the Recognition Societies and expand to include Recurring Donor recognition (including payroll, online and multi-year donors).
- Target group designations for direct mailings for the Annual Fund such as class years, special interests and majors and will be closely monitored for success rate and all letters will be signed by the President.
- Continue to target LYBUNT and SYBUNT donors.
- Publish Annual Fund and other appeals as appropriate in publications such as, Alumni Insider, the Alumnus with the Honor Roll of Donors, the Blue and Gray, the 125th Anniversary special publication and other publications as needed and will include self-mailer formats where appropriate and direct mail appeals.

Action Plan 6.1-11 Increase efforts to solicit potential donors, including the following.

- Target special interest groups, honorary degree recipients, recipients of institutional awards, corporations, professional organizations, and parents.
- The University President will call on targeted donors:
- Continue and expand the annual LMU Day of Giving to coincide with LMU Founders Day on February 12.
- Develop an annual campaign theme and goal and expand the use of creative video and social media promotion.
- Continue the involvement of all campus sites in this process.

Action Plan 6.1-12 Improve donor recognition system to include enhanced Recognition Societies through use of annual events, publications, and personal meetings.

Action Plan 6.1-13 Travel within targeted territories for systematic cultivation and solicitation.

Action Plan 6.1-14 Focus on potential major gift level donors using prospect research.

Action Plan 6.1-15 Educate alumni about the increased need for scholarship funding for veterans and dependents.

Action Plan 6.1-16 Explore ways to recognize LMU's alumni veterans at special events such as Homecoming.

Action Plan 6.1-17 Involve students in philanthropy from the time of enrollment through programs such as the Student Alumni Association and UACT courses.

Action Plan 6.1-18 Identify ways to increase annual scholarship support through current student education and fundraising, using tools such as GiveCampus and others.

Action Plan 6.1-19 Evaluate future composition of advisory boards with the Vice President for Academic Affairs; encourage advisory board giving.

Action Plan 6.1-20 Target mailing to new graduates to obtain correct e-mail and physical address.

Action Plan 6.1-21 Work with each new graduating class to welcome new alumni, and to communicate the benefits of alumni association membership and the importance of alumni giving.

Action Plan 6.1-22 Continue communication with Human Resources personnel on payroll deduction procedures.

Action Plan 6.1-23 Disseminate trustee letters to target groups.

Action Plan 6.1-24 Encourage and steward deans, departmental chairs, faculty/staff to increase current giving rates throughout the year. Also, collaborate with the following campus constituencies to identify prospects, enhance funding, and share fundraising priorities, needs and goals.

- Internal advisory board representing each school and administrative area
- Abraham Lincoln Library and Museum (ALLM)
- J. Frank White Academy (JFWA)
- LMU Athletics
- Others as appropriate

Action Plan 6.1-25 Continue to develop the role of volunteers in the overall fundraising program.

Action Plan 6.1-26 Work with Staff Senate and Faculty Senate to address giving options.

Action Plan 6.1-27 Maintain and publicize a calendar of stewardship and cultivation events to help create and broaden the foundation for annual donor support.

Action Plan 6.1-28 Maintain calendar of annual solicitations for DCOM donors including end-of-year appeal, LYBUNT and commencement.

Action Plan 6.1-29 Maintain thank-you call process for deans and other faculty to help steward gifts of \$1,000 or more and develop major gift prospects.

Action Plan 6.1-30 Maintain all undergraduate and graduate Alumni Boards and giving programs as needed.

Action Plan 6.1-31 Maintain and expand online alumni sub-communities as needed.

Action Plan 6.1-32 Provide educational opportunities for administrative users and students on iModules best practices.

Action Plan 6.1-33 Implement Multi-Variable Testing (MVT) factors.

Action Plan 6.1-34 Work with the LMU Student Awards Committee to support the annual/endowed scholarship awards process, and coordinate with other offices including Finance, Financial and Academic Affairs on the following: market values and allocations; fund criteria and setup in NextGen; faculty communication and committee review; donor communications; spring awards ceremony and fall donor banquet events

Action Plan 6.1-35 Utilize prospect research to build information about alumni, friends, and potential prospects.

Objective 6.2: Increase endowment giving for student scholarships, faculty development, research, endowed chairs, continuing education, and the physical plant.

Action Plan 6.2-1 Support efforts to enhance University-wide research and scholarly activity.

Action Plan 6.2-2 Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of \$2,000,000, endow professorships at a minimum of \$1,000,000, endow scholarships at a minimum of \$50,000 and endow faculty development funds at a minimum of \$25,000. Review endowed

chairs to determine which ones are currently fully funded. Also review endowed scholarships less than \$25,000 with actions to be taken by Finance

Action Plan 6.2-3 Emphasize the concepts of Values-Education-Service as it applies to giving.

Action Plan 6.2-4 Identify and cultivate special interest groups, honorary degree recipients, and recipients of institutional awards.

Action Plan 6.2-5 Recognize donors who contribute to endowment funds.

Action Plan 6.2-6 Continue to monitor fundraising strategies for the Endowment.

Action Plan 6.2-7 Increase the number of donors recognized in the Circle of Friends for Endowment, 125th Giving Level, Springhouse Society, and all other donor recognition levels.

Action Plan 6.2-8 Review prospects with the Development Committee of the Board of Trustees, the president of the University, the chairman of the Board, and the chairman of the Executive Committee.

Action Plan 6.2-9 Feature donors who have made estate plans in the Alumnus magazine.

Action Plan 6.2-10 Feature long-term donors in publications and on the website.

Action Plan 6.2-11 Expand solicitation of foundations and increase the number of grant proposals for professional organizations, corporations, and government agencies that support endowment endeavors.

Action Plan 6.2-12 Establish endowment levels required for maintenance of each facility on campus with coordination.

Action Plan 6.2-13 Support additional scholarship funding for Honors Scholar program.

Objective 6.3: Continue targeted fundraising to meet identified priorities and new opportunities.

Action Plan 6.3-1 Use prospect research tools, analysis of past giving, and other strategies to identify, cultivate and solicit donors to provide revenue for identified fundraising initiatives to include annual gifts, endowed gifts, and physical plant.

Action Plan 6.3-2 Support Women of Service organization and its mission to connect, educate and inspire women of all ages and backgrounds by providing

and avenue of service and offering entertaining and unique experiences that will fuel their minds while touching the hearts of others. Member donations and the events below help raise money for scholarships, Lincoln's Closet, and Lincoln's Cupboard food pantries both on- and off-campus, etc.

Objective 6.4: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information using appropriate technology and software.

Action Plan 6.4-1 Obtain updated alumni and friends' demographic information through sources including the following sources.

- National Change of Address (NCOA).
- AccuData.
- Alumni Update My Form.
- Social Media.
- Returned Mail.

Action Plan 6.4-2 Maintain and update alumni and friends' data of record for the University using appropriate software including Colleague and Salesforce.

- Career data.
- LMU degree.
- Demographic information.
- Giving.
- Meaningful points of contact.

Action Plan 6.4-3 Record activity with foundations and other granting organizations.

Action Plan 6.4-4 Maintain and expand planned giving records using Salesforce software.

Action Plan 6.4-5 Assess the effectiveness of platforms including Informer, GiveCampus, iWave, FoundationSearch, Laserfiche, iModules and others as needed.

Action Plan 6.4-6 Work with I.S. to continue support and enhancements of the Salesforce product.

Action Plan 6.4-7 Provide alumni, friends and donor reporting and analysis as needed for the University.

Action Plan 6.4-8 Work with areas across campus to centralize alumni and friends' information in Colleague, and facilitate access as needed through reporting and dashboards

Objective 6.5: Increase alumni participation.

Action Plan 6.5-1 Expand alumni chapter membership and events and investigate new locations for chapters.

Action Plan 6.5-2 Expand alumni travel program.

Action Plan 6.5-3 Include information about LMU programs, scholarships, and enrollment opportunities in all alumni communications (email, events, chapter meetings, print, etc.). Also, encourage alumni to share information about LMU with others who may be interested in enrolling

Action Plan 6.5-4 Support student groups in their efforts to bring alumni back to campus for special events.

Action Plan 6.5-5 Conduct annual Homecoming events including programs for extended sites.

Action Plan 6.5-6 Conduct and evaluate special events throughout the year with potential for alumni interest and participation.

Action Plan 6.5-7 Use social media (Facebook, Instagram, LinkedIn, and other platforms) and traditional media tools to maximize outreach to alumni and friends.

- Blue & Gray newsletter.
- The Alumnus magazine.
- CommunityLinc.
- AlumniInsider (e-newsletter).
- VetTails.
- A planned giving newsletter.

Objective 6.6: Market and promote the University creatively, and engage students, alumni, and the community at large via mass communication, publications, social media, and advertising.

Action Plan 6.6-1 Emphasize the concepts of Values-Education-Service in all publications.

Action Plan 6.6-2 Uphold and enforce University brand standards in regard to logos, type, fonts, colors, and messaging.

Action Plan 6.6-3 Utilize social and traditional media including Facebook, Twitter, Instagram, YouTube, and LinkedIn to tell the story of LMU, its students, alumni, and its impact on Appalachia and beyond.

Action Plan 6.6-4 Launch a TikTok account for LMU to give students a platform to show prospective students what life at LMU is like.

Action Plan 6.6-5 Write and disseminate press releases about LMU happenings, people, and progress.

Action Plan 6.6-6 Identify and tell human-interest stories throughout outreach channels.

Action Plan 6.6-8 Extend partnership with Beacon Technologies to expand website performance through pay per click (PPC), paid search and digital display advertising.

Action Plan 6.6-9 Execute University advertising plan.

Action Plan 6.6-10 Communicate regularly with extended sites to ensure that needs are met with regard to promotional needs.

Action Plan 6.6-11 Contribute content to Alumni publications, such as the Blue & Gray newsletter, the Alumnus magazine, DCOM Insights, Alumni Insider and VetTails.

Action Plan 6.6-12 Recognize donors in appropriate media.

Action Plan 6.6-13 Produce a minimum of one story per week for each of the academic schools, the JFWA and ALLM to provide diverse content to be shared on LMU Social Media Channels, distributed to the media, and posted on the LMU webpage.

Action Plan 6.6-14 Research, shoot and produce a series of twelve alumni video profile to highlight alumni success and graduates who are continuing the University's mission.

Action Plan 6.6-15 Coordinate with Enrollment Management to support the Communications Blueprint with the development of video content, branded marketing materials and other collateral.

Action Plan 6.6-16 Develop school-specific alumni publications for Duncan School of Law, Caylor School of Nursing, Paul V. Hamilton School of Arts Humanities and Social Sciences, School of Business and Carter and Moyers School of Education.

Action Plan 6.6-17 Expand community outreach through special events like Movies in the Park.

Action Plan 6.6-18 Contribute to the University's yearlong 125th Anniversary Celebration with promotional support, media pitching, storytelling, and event planning.

Action Plan 6.6-19: Educate University 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 enhance the giving process.

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

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

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

Action Plan 7.1-2 Deans will develop processed and support for faculty, staff, and student scholarly activities.

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

Action Plan 7.1-4 Develop a standardized online portal (the LMU Scholarly Activity Portal) for submission of faculty, staff and student research and scholarly activity for use by the ORGSP, Office of Public Relations, and the University.

Action Plan 7.1-5 Deans will facilitate the integration of research and scholarly activities throughout the University's curricula and report to COSA.

Action Plan 7.1-6 Develop intra-institutional collaborative networks.

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

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 sites research community.

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

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

Action Plan 7.2-2 Explore electronic options to automate and streamline the submission, tracking, and processing of applications (e.g., IRB, IBC, IACUC, mini-grants).

Action Plan 7.2-3 Establish the LMU Scholarly Activity Portal for faculty to report research and scholarly activity including grant submissions, awards, presentations, and publications.

Action Plan 7.2-4 Ensure ORGSP staff and committee chairs (IRB, IBC, IACUC and AV) participate in professional development activities to maintain LMU's compliance with federal and state law pertaining to research and grants.

Action Plan 7.2-5 Review biological, chemical and radiation safety policies and procedures to ensure compliance with federal and state guidelines and regulations.

Action Plan 7.2-6 Review and update fiscal management procedures and policies relative to external funding.

Action Plan 7.2-7 Review and create as appropriate internal grant programs to support undergraduate/graduate students' research projects and scholarly activity.

Action Plan 7.2-8 Assist faculty, staff, and students in obtaining external financial support for their scholarly activities including research, training, publications, and presentations.

Action Plan 7.2-9 Evaluate process and procedures for communicating grant opportunities to faculty, staff, and students.

Action Plan 7.2-10 Expand information support services (e.g., electronic resources, software licenses, library, and accessibility) to facilitate research and scholarly activity.

Action Plan 7.2-11 Develop and maintain a research and scholarly activities budget for each school/college.

Action Plan 7.2-12 Develop and grow institutional support for attracting and hosting scholarly conferences.

Action Plan 7.2-13 Maintain and negotiate the cost and purchase of service contracts for core equipment in the Math and Science research laboratories and other core facilities across campus and the extended sites.

Action Plan 7.2-14 Support a visiting scholar program.

Action Plan 7.2-15 Ensure that investigators complete Collaborative Institutional Training Initiative (CITI) training as appropriate.

Action Plan 7.2-16 Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center.

Action Plan 7.2-17 Continue to fund a writer-in-residence program.

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

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

Action Plan 7.3-2 Contribute to the development of guidelines for startup funds for new faculty tailored to research and scholarly activity expectations of the new faculty member(s).

Action Plan 7.3-3 Review and refine incentive structures for research and scholarly activity.

- Scholarly funding for travel and publications.
- Individual membership in scholarly associations, societies, and councils.
- Sabbatical leave policy and funding.
- Rank advancement standards and incentive compensation increments.
- Reassignment of time in order to achieve a 9-hour undergraduate semester instructional workload and 6-hour scholarly activity/service workload.
- Expected incremental scholarly output increase.

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

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

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

Action Plan 7.3-7 Review the university Intellectual Properties Policy.

Action Plan 7.3-8 Review the institutional conflict of interest policy regarding research.

Action Plan 7.3-9 Continue to develop and support national and international programs that foster student scholarly activities including academic honor societies and Honors Scholars Program.

Action Plan 7.3-10 Support and mentor the professional development of all faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

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.

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

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

Action Plan 7.4-3 Ensure that all facilities across campus and at extended sites comply with laboratory health, safety, and environmental protection regulations.

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

Action Plan 7.4-5 Review library resources for campus and extended sites to ensure graduate, undergraduate, and faculty research; and scholarly activity needs are adequate.

Action Plan 7.4-6 Ensure ADA and USDA compliance of research facilities across campus, including the Abraham Lincoln Library and Museum, and at extended sites.

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

Action Plan 7.5-1 Encourage the Deans to establish guidelines, expectations, and incentives concerning research and scholarly activities (including start-up funds for research and scholarly activities).

Action Plan 7.5-2 Continue to ensure research and scholarly activities criteria are a component of the annual faculty evaluation.

Action Plan 7.5-3 Review procedures to record and report research and scholarly activity including grant submissions, awards, presentations and publications for all personnel and students utilizing the online Scholarly Activity Portal.

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

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

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

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

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

Action Plan 7.6-5 Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society.

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

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

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

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

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

Action Plan 8.1-3 Increase participation in student surveys.

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

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

Action Plan 8.1-6 Continue the fifth-year program for student-athletes to promote degree completion.

Action Plan 8.1-7 Continue to encourage faculty participation in three-week and mid-term grade assessment for all undergraduate students; continue Student Welfare Alert for Academic Concerns.

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

Action Plan 8.1-9 Maintain and promote the early warning system.

Action Plan 8.1-10 Continue to expand and improve academic support and student services at the Extended Sites.

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

Action Plan 8.1-12 Enhance utilization of peer support programs through UACT courses.

Action Plan 8.1-13 Continue to identify “at-risk” students and promote the use of available student services.

Action Plan 8.1-14 Enhance our coordinated effort to identify and serve students with undecided majors.

Action Plan 8.1-15 Encourage “at risk” (semester GPA under 2.5) student-athletes to meet with an Athletic and academic support representative for advice and guidance regarding available resources.

Action Plan 8.1-16 Continue and evaluate the expansion and success of the Cornerstone and Invitee programs.

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

Action Plan 8.2-1 Increase opportunities for cooperation between undergraduate, graduate, and professional communities.

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

Action Plan 8.2-3 Continue to enhance intramural sports and recreation opportunities.

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

Action Plan 8.2-5 Expand involvement of Career Services to include early intervention academic advising.

Action Plan 8.2-6 Develop and maintain a living and learning community through Residence Life. Budget for phased-in addition of access control to the campus residence halls and apartments to enhance security and increase efficiency of housing office.

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

Action Plan 8.2-8 Enhance a comprehensive student activities program; enhance a student-led programming committee/board.

Action Plan 8.2-9 Provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.

Action Plan 8.2-10 Provide counseling and mental health awareness to students through the Office of Mental Health Counseling.

Action Plan 8.2-11 Provide Accessible Education services to students through the Office of Accessible Education Services.

Action Plan 8.2-12 Educate the campus community on requirements and responsibilities pertaining to Accessible Education Services, FERPA, and mental health issues.

Action Plan 8.2-13 Encourage the Student Government Association to effectively evaluate student issues and advocate on students' behalf.

Action Plan 8.2-14 Promote knowledge and integration of the Tagge Center for Academic Support and other academic support services into the campus community.

Action Plan 8.2-15 Coordinate and partner with faculty and key staff to develop theme events to increase awareness of and involvement in the Tagge Center for Academic Support.

Action Plan 8.2-16 Proactively budget for housing management software.

Action Plan 8.2-17 Develop initiatives and services that target the LMU commuter population in Harrogate and at the Extended Sites.

Objective 8.3: Promote the service component of our mission statement to the University community.

Action Plan 8.3-1 Explore opportunities for outreach in LMU's service area and beyond.

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

Action Plan 8.3-3 Continue to track Student Service Initiative (SSI) hours from undergraduate, graduate, and professional programs for accountability purposes.

Action Plan 8.3-4 Continue to support student groups conducting fundraising efforts for local charities.

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

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

Action Plan 8.3-7 Review and enhance service requirements for university student programs.

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

Objective 8.4: Provide individualized academic support services.

Action Plan 8.4-1 Continue to offer graduate/professional school preparation for standardized tests and admission processes.

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

Action Plan 8.4-3 Continue to develop and implement specialized study resources to enhance service to Cornerstone and Invitee student populations.

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

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

Objective 8.5: Enhance University libraries and their services.

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

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

Action Plan 8.5-3 Secure appropriate library and learning resources to support new and existing programs consistent with accreditation standards for Level VI requirements, including student, faculty, and staff research/scholarly activity.

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

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

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

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

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

Action Plan 8.5-9 Continue to investigate enhancing the use of CVL student study space to include a more social -snack friendly - first floor.

Action Plan 8.5-10 Finalize, with Legal, the implementation of an Institutional Repository (LMU scholarly research database) for the purpose of enhancing access to and archiving of new faculty, staff, and student developed scholarly work, university scholarly resources, digital archival images.

<https://digitalcommons.lmunet.edu/>.

Benchmarks for Regional Distinction

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

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 financial aid participation rates, award profiles, and satisfaction with services.

Strategic Goal 3: Strengthen planning, budgeting, and assessment

- Achieve and maintain accreditation and state approval of programs when external accreditation and/or approval organizations exist.
- Improve faculty and staff salaries.
- Fortify faculty scholarly and professional development activities, as well as professional development activities.
- Increase number of grant applications and grant funding.
- Amplify use of instructional technology at all levels for all programs.
- Increase reliability of the faculty evaluation process.
- Enhance use of assessment results for academic program and support service program improvement.
- Create and/or revise academic programs based on assessed/demonstrated need when consistent with the Institutional Mission.
- Intensify use of academic support resources and services.
- Strengthen all University libraries and the Abraham Lincoln Library and Museum and their services.

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

- Update and improve the Facilities Master Plan as appropriate.

- Conduct Facilities Assessments (specific to building/site physical and learning environments).
- Monitor compliance with Comprehensive Safety and Security Guidelines and Plans.
- Maintain Occupational Safety and Health Administration (OSHA), Americans with Disabilities Act (ADA), and other regulatory compliance assessments.
- Enhance Human Resources and provide and encourage Staff Development.

Strategic Goal 5: Ensure effective and efficient use of technology

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

Strategic Goal 6: Enhance resources

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

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

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

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

- Improve learning experience for residential students.
- Improve learning experience for commuter students.
- Improve learning experience for students at extended learning sites.
- Utilize survey results measuring students' use and satisfaction with student support services.

- Improve retention and graduation rate statistics for all categories of students.

Part Two

Annual Progress Report 2021-2026

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

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

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

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

School of Allied Health Sciences

The Veterinary Medical Technology Program submitted a biennial report to AVMA CVTEA in September 2020. The Program will submit its self-study in late 2021 in preparation for the reaccreditation site visit.

Goal: Met

Comments: The program's reaccreditation site visit is scheduled for February 23-24, 2022.

Duncan School of Law

There have been no major permanent changes to the JD program in 2020-2021. The most significant temporary change involved the delivery of numerous courses in a distance-education format pursuant to a variance granted by the American Bar Association. Minor curricular changes during the 2020-2021 academic year include the development of new courses and revision of existing courses. In addition, a new JD/MSJ dual degree program was implemented. As required under our policies, each curricular change went through the Law School's Curriculum Committee (chaired by the Associate Dean for Academic Affairs) and the faculty. Each change was affirmed by the Academic Council.

Goal: Met

Comments: The Curriculum Committee will continue to develop new courses and programming consistent with the Law School's mission and Programmatic Learning Outcomes. The Law School also is working on developing a part-time/hybrid program, which will go through any necessary approvals.

School of Business

The School of Business was granted accreditation for the Associate of Business Administration, the BBA concentration in Business Analytics, the BBA concentration in Nursing Home Administration, the MBA concentration in Business Analytics, and the MBA concentration in Nursing Home Administration. These programs were previously approved by Academic Council.

Goal: Met

College of Veterinary Medicine

LMU-CVM received full accreditation in January 2019. The AVMA COE cited LMU-CVM with a minor deficiency in Standard 6 due to the concerns of impact that Visiting Clinical

Students (VCS) have on LMU-CVM students during clinical year. A response was generated from LMU-CVM demonstrating no impact to LMU-CVM students from the VCS program. An additional report will be sent to the COE in August 2021 to provide outcomes to support the substantive request made in August 2019 to increase class size. Otherwise, LMU-CVM will continue to provide the accrediting body biannual reports to maintain status upon approval of LMU administration.

One new master's degree (Master of Veterinary Education) has been approved and another master's degree (Master of Veterinary Clinical Care) is going through the approval process via a substantive change request. It has been approved by the CVM curriculum committee and LMU Academic Council.

Goal: Unmet

Comments: LMU-CVM currently has an accreditation minor deficiency in Standard 6.

DeBusk College of Osteopathic Medicine

DCOM maintains accreditation with the COCA and is compliant with submitting all mid-cycle and annual reports as well as any other requests for information. OTD/DPT programs are fully compliant, and each program has matriculated its first class and commenced instruction as of May 2021. The College of Dental Medicine is on track in the application/accreditation process.

Goal: Met

Comments: Documentation available upon request.

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

AHSS submitted a request for implementation of an MS in Psychology degree program. This request went through the proper channels and hierarchy of approvals. A prospectus was submitted to SACSCOC in the first week of June.

New program directors instated: psychology, political science, criminology and criminal justice, social work, and English.

General Education (GE) committee submitted to Academic Council (AC) a request to implement CIVX300 to replace LNCN300, moving from a one-credit course to a two-credit course. All approvals were gained and accepted in this process.

GE also approved and submitted to AC a change in UACT100 credits from two credits to one credit to accommodate a change in CIVX300 credits.

Art program successfully changed the number of credit hours for ART 497 from two to three.

CAM Program continues to revise curriculum changes to add "Professional Communications" to its degree program.

MPA and MSCJ program directors have reviewed curricula as needed. MPA and MSCJ programs moved from 36 to 30 credit hours. MSCJ program added JD/MSJ Dual Degree program. Hired one new faculty (Dr. Asbury) to direct new MSP program.

DOSS program includes PSYCH, CJ, and POLS programs. All have reviewed curricula. One new hire was made in psychology to replace one faculty member.

Social Work: CSWE accreditation documents (reaffirmation eligibility application, self-study report, and site visit planning form) were submitted to CSWE during Spring 2020.

Deferral letter was submitted in April 2021. Council on Accreditation (COA) will meet in June 2021 to determine reaffirmation.

AHSS proposals that were accepted in Academic council: ENGL 240/250 as prerequisites for all 300 and 400 English courses and reduction in required credit hours for the BA in English to 123. HIST443-Topics in American History and reduced required number of credit hours for a BA in history to 122. Revision of HNRS100 to one-credit hour courses. New PSYC 337 courses approved.

New courses that were approved in AC include THEA 3XX-Intro to Play Writing and ENGL384-Workplace Writing.

History program reduced number of credit hours to 122.

Comments: MSP program will start in Fall 2022, but Dr. Asbury will shape program over the coming year. We will hire one additional full-time PSYC faculty next academic year.

Caylor School of Nursing

Appropriate documentation to take the Nurse Anesthesia (NA) concentration from an MSN level to a DNP level was submitted. This included course changes that were submitted to Academic Council after approval by the DNP Curriculum Committee, MSN.DNP faculty, and CSON faculty.

Goal: Met

Comments: NA Program will switch to DNP level with class admitted January 2022.

College of Dental Medicine

Substantive Change Proposal to add the Doctor of Medicine in Dentistry (DMD) and the Associate of Science in Dental Hygiene (ASDH) program was completed and forwarded to SACSCOC for review.

Goal: Met

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

1. Master of Dental Science in Orthodontics
2. Master of Dental Science in Endodontics
3. Master of Dental Science in Forensic Odontology
4. Master of Science in Forensic Anthropology
5. Bachelor of Science in Dental Hygiene
6. Master of Science in Dental Hygiene

Carter & Moyers School of Education

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

School of Medical Sciences

SMS currently has two new or extended programs offering proposals. The new Tampa PA program proposal currently resides in Academic Council, having been approved by SMS leadership. Institutional effectiveness has been in contact with the Florida Commission for Independent Education (FLCIE) and will make an application following BoT review and approval. ARC-PA application will also be made at that time and SACSCOC notification/prospectus as deemed necessary.

The MLS program has submitted application to Academic Council to expand its offering to an online component for the Spring cohort. This is particularly relevant to the MLS program

given the didactic/clinical combination of the current curriculum delivery. Because students rotate between didactic and clinical days, it has been necessary to have classroom space close to clinical sites. Pending BoT approval, the MLS will extend its reach with the online platform, taking advantage of new clinical affiliation agreements in the Chattanooga area with plans to develop current agreements within the SMS programs to extend offerings to Tampa, Florida; Kentucky; Houston, Texas, and so on.

2. Ensure academic programs receive a review of budget pro forma and marketing plans prior to entering the academic approval process beyond the school/college level.

Duncan School of Law

Completed as part of the budget approval process.

Goal: Met

College of Veterinary Medicine

The MVCC pro forma has been under review with finance since the academic approval process started.

Goal: Met

DeBusk College of Osteopathic Medicine

All budgets were submitted in January; meetings were held with the DCOM Dean and approved accordingly. All DCOM budgets were submitted to LMU Finance for final approval.

Goal: Met

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

Budget pro forma for the MS in PSYC program was generated and approved by Finance in Spring 2021.

All departments reviewed and approved budget requests before submission to the Dean's office.

Marketing plan is continually being developed between program directors and the recruitment coordinator (Dr. Schott).

Caylor School of Nursing

The NA DNP program has an established marketing plan.

Goal: Met

College of Dental Medicine

The DMD and ASDH Programs completed the review of budget pro forma and marketing prior to being submitted to the Curriculum Committee for approval.

Goal: Met

Comments: Budget pro forma and marketing plans are in the process of being completed for the above proposed programs and will be complete before submission to the Curriculum Committee for approval.

Carter & Moyers School of Education

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

School of Medical Sciences

Current SMS programs' budgets and one program pro forma were reviewed with the program directors prior to Finance and BoT review for the current fiscal year. A five-year pro forma has been created for the proposed addition of the Tampa PA program. The expansion of the MLS program will have zero additional dollars associated with it, so it is very strong from a budgetary standpoint. Just as important as budgetary feasibility is clinical site recruitment. An affiliation agreement has been obtained with Advent Health, a 15-hospital conglomerate in the Tampa area.

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

School of Allied Health Sciences

OARs are used to review learning outcomes and adjust enrollment projections based on program outcomes.

Duncan School of Law

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

Goal: Met

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

School of Business

The School of Business completed OARs for all academic programs. Faculty were asked to complete OAR Response Plans for any courses that fell short of the intended benchmark.

Goal: Met

College of Veterinary Medicine

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

Goal: Met

DeBusk College of Osteopathic Medicine

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

Goal: Met

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

Social Work OAR was used to guide program changes such as reduced credit hours, shifting

of courses to other semesters, and recruitment of freshmen (not primarily transfer students). All 14 AHSS programs analyzed, reviewed, and submitted OARs by the due date. Examples of changes made due to analysis completed through review of OARs include:

- The use of the ETS Major Field Test in English to assess the general knowledge of graduating seniors in English and American literature. The results have been used in part to plan course offering for the next academic year.
- Revision of several minors and concentrations and development and adoption of a philosophy minor and pre-med psychology track.
- An AHSS dashboard document is on hand on the AHSS team site including Blackboard usage and tracking information. Department Chairs monitor all online program instruction three times each semester.
- AITG coordinator position moved to a 12-month position and title changed to AITG Coordinator/Theater Assistant.
- History program continued last year's methodology for assessing how history majors demonstrate their knowledge. The program pinpointed one upper-level non-American History course (HIST 345) and one American History course (HIST 443). For both classes, instructors used a standardized rubric to assess student work. The Humanities Department identified a need for a course in African American History, successfully proposed the course (HIST 443), and offered it Fall 2020. A new faculty search was successfully conducted for an instructor for this course.

Comments: All recommended changes to curriculum and programs will occur next academic year.

Caylor School of Nursing

All OARs (ASN, BSN, MSN, DNP, Extended Sites) were used to guide and support program improvement.

Goal: Met

College of Dental Medicine

All programs under the College of Dental Medicine have a copy of the Outcomes Assessment Report and once students are enrolled, the College will use the OAR to guide program improvement and support.

Goal: Met

School of Mathematics and Science

The department was given access to the BIOL and CBIO OAR reports and discussions were had in working groups and department meetings related to outcomes and implementation. Math OAR distributed to the department during Faculty Workshop week at the beginning of each Fall term.

Chemistry OAR reviewed by the Department of Chemistry and Physics.

Goal: Met

Carter & Moyers School of Education

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

School of Medical Sciences

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

4. Appropriate adequate funding for marketing existing programs

Duncan School of Law

The Law School appreciates the addition of a staff position in the communications and marketing department to serve the Knoxville campuses.

Goal: Met

School of Business

The School of Business is seeking to expand its marketing efforts in coordination with the Marketing Department.

Goal: Unmet

College of Veterinary Medicine

Goal: Met

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

All marketing funds were drawn back to the Marketing Department this year.

Caylor School of Nursing

There has been adequate funding to market existing programs.

Goal: Met

College of Dental Medicine

The DMD and ASDH programs in the College of Medicine have an adequate budget for marketing and recruiting.

Goal: Met

Carter & Moyers School of Education

MEITL Program has worked with the Executive Director of Marketing to build public awareness of our graduate initial teacher licensure program.

School of Medical Sciences

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

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

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

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

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

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

Strategic Goal 1: *Assess and enhance academic quality*

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

1. Consider and implement innovative approaches to instructional delivery and student learning with input from the CTLE.

Duncan School of Law

Faculty attend monthly faculty development meetings, many of which focus on pedagogy. Faculty are encouraged to implement new methods of instructional delivery consistent with empirically proven techniques for improving student learning. Additional programming in the 2020-2021 academic year focused on teaching methods for distance-education courses. The Law School worked directly with CTLE personnel on its transition to Blackboard.

Goal: Met

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

School of Business

Utilized Collaborate and Zoom to navigate courses during the pandemic. Faculty utilized the ALLM for supplemental resources for courses and research.

Goal: Met

College of Veterinary Medicine

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

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

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM's instructional technologist serves as the resident expert in introducing and training on innovative approaches to instructional delivery and student learning. He also serves as the

interface between CTLE and DCOM. IT platforms such as Blackboard Collaborate were effectively utilized during the COVID-19 pandemic. Enhancements and adjustments were continuous.

Goal: Met

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

All programs worked closely with CTLE to ensure instructional learning was of highest quality, particularly during pandemic programming.

Art program used visual, virtual, and adaptive methodologies to teach most classes during pandemic.

Comments: Will continue to work with CTLE and explore additional resources for online learning.

Caylor School of Nursing

With COVID, all Summer courses were moved to online format with the assistance of CTLE.

Goal: Met

College of Dental Medicine

The College of Dental Medicine will utilize team-based learning, problem-based learning, and the flipped classroom model as innovative approaches in dental medicine education.

Goal: Met

School of Mathematics and Science

To ensure the same curriculum for all sections of BIOL111-General Biology I and BIOL112-General Biology II, a Blackboard shell was created and all instructors were given access. The shell included test banks created by faculty, worksheets, and any other materials helpful for instruction.

Goal: Met

Carter & Moyers School of Education

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

CMOSE has worked with the CTLE to convert several education courses to online and/or hybrid delivery.

The following actions have taken place to enhance quality and enrollment in programs in the CMSOE:

Undergraduate Education

- Adoption and implementation of the Clinical Technology Use Assessment for all candidates
- Undergraduate Education created and is using a Microsoft Teams site to communicate updates with one another, keep a centralized database for students of documents, forms, and all clinical experiences and observation schedules for candidates.
- New textbooks adopted in five classes this academic year.
- Embedded more video platforms for students to be able to watch classroom

examples and professional teaching modules during the pandemic (due to many clinical opportunities being limited out in the local area schools).

- Partnered with LMU and Claiborne County Schools on the Lottery for Education: Afterschool Programs (LEAPs) grant – Fall 2020.
- The campus chapter of the Student Tennessee Education Association received the Community Service Award and the 4 Star Club Award for LMU. Additionally, one undergraduate candidate is the STEA State President for the upcoming academic year, and another will be serving as the Vice President of the East region.
- Secured qualified EDSL faculty from Hamblen County to teach three ESL courses.
- Undergraduate Education discussed, voted, and gained approval at Academic Council this year (for implementation in the 2021-2022 academic year):
- Switched number of credit hours for EDUC 360 (instructional methods, now three hours) and EDUC 370 (assessment methods, now two hours) for our secondary education majors.
- Added one EDSL course (200, 320, or 330) to the four-year plan for the elementary education major (LSHD.BS).

Graduate (MEdITL) Education Program:

- Wrote and received the Special Education Add-On Endorsement Grant from the state for \$125,000 beginning Fall 2020-Summer 2021 for 23 online students.
- Wrote and received three Grow Your Own Grants at \$100,000 each for a total of \$300,000 for 21 teaching assistants to be licensed as classroom teachers and to be dually endorsed in special education. These teaching assistants are employed in eight school collaborative partnership districts. These students began classes Spring 2021 and will complete the program in the Summer of 2022 with an overload-possible finishing in Fall 2022.
- Wrote and received five Grow Your Own Grants from the state for \$100,000 each for a total of \$500,000 to develop, license, and prepare 35 teaching assistants from 14 collaborative partner districts into licensed teachers with a dual licensure in special education. These 35 will start classes in Fall 2021 and complete the program by Fall 2023.
- ALL graduate initial teacher licensure students passed edTPA for the third year in a row to give the graduate program a 100% pass rate for edTPA and state licensure.
- The CMSOE MEdITL Program received one of the national Exemplary Program Award Special Education Program Awards from the Association Council for Rural Special Education

MEd CI and II Program:

- Completed a full revision of the EDUC 501 Foundations of American Education class. They switched one primary text and updated the assignments and modules for the class.

MEd C & G

- 100% pass rate for School Counseling Program Graduates on the School Counseling Praxis.
- Addiction Counseling was added as a permanent elective to the Mental Health

Counseling Program curriculum, filling a need for mental health counseling students to gain experience and knowledge to work with addictions post-graduation.

- The LMU Counseling Program Self-Study was submitted to CACREP national offices on December 4, 2020. On April 26, 2021, the LMU Counseling Program faculty were provided with initial reviewers' comments and informed that the self-study was accepted and that LMU was granted a site visit without further writing or additional information needed. CACREP has extended the accreditation period of the LMU Counseling programs to October 31, 2022, and a site visit is in the planning stages for the latter part of Fall 2021.

E.Ds. Program:

- Developed, wrote, and presented to Academic Council two cognate programs for the Educational Leadership and Curriculum and Instruction concentrations in Instructional Coaching Leadership and SPED Leadership. The proposal was approved, and the planned starting date is Summer 2022.

EDD Program:

- Developed a plan to improve the Higher Education concentration by designing online course delivery for candidates during the summer terms. This was presented to the academic council and approved. The design was implemented in Summer 2021.
- Developed a plan to improve the Higher Education concentration by designing online course delivery for candidates during the summer terms. This was presented to the academic council and approved. The design was implemented in Summer 2021.

School of Medical Sciences

SMS curriculum committees review instructional delivery methods and identify areas of and opportunities for improvement. In addition to the CTLE, the SMS has an online learning specialist to assist in this area. The SMS will be adding an additional staff member in the Assistant Dean for Academic Affairs. Primary responsibilities include faculty development and critical analysis of these processes.

2. Continue the investigation, development, and implementation of additional undergraduate, graduate, and professional programs, including but not limited to degree completion programs, bridge programs, and licensure programs.

School of Allied Health Sciences

The Sport and Exercise Science department successfully launched degree completion majors for both LMU DPT and LMU OTD. The Veterinary Health Science and Technology department had several curricular adjustments approved by Academic Council: the VMT BS degree will be updated for Fall 2021 to incorporate more veterinary coursework, and there are new degree options of Veterinary Animal Science and Veterinary Health Industry. AHS is exploring additions of online MPH program and radiologic technology program.

Goal: Met

Comments: Four SES students were accepted into LMU DPT and two students were

accepted into LMU OTD in May 2021.

School of Business

Revised the ACCT.BBA program to meet accounting trends. Implemented the PLAW.BBA program as a 3+3 program with the Duncan School of Law.

Goal: Met

College of Veterinary Medicine

LMU-CVM has developed two new master's programs in the past three years.

Goal: Met

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

Investigated the potential for PsyD and MS in Applied Behavioral Analysis (ABA).

Investigated the potential for Nonprofit Management certificate program in the MPA program.

Goal: Unmet

Comments: Arrange for feasibility study for both programs in August 2021.

Caylor School of Nursing

All work was completed that dealt with the development of the NA concentration moving to the DNP level.

Investigative work began on establishing a site for the BSN program in Chattanooga.

Goal: Met

Comments: The program will be implemented January 2022.

College of Dental Medicine

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

1. Master of Dental Science in Orthodontics
2. Master of Dental Science in Endodontics
3. Master of Dental Science in Forensic Odontology
4. Master of Science in Forensic Anthropology
5. Bachelor of Science in Dental Hygiene
6. Master of Science in Dental Hygiene

Goal: Met

Comments: These programs in proposal form have been given to the University President for review as the College of Dental Medicine is under development. Programs will be proposed the Curriculum Committee and the Academic Council.

College of Mathematics and Science

BIOL pre-health professions major was implemented in FA20 to replace BIOL pre-med major. This new major gives students the ability to select courses required for their desired professional school. BIOL secondary education major was rewritten and passed through Academic Council to better address student needs and ensure success of licensure.

Goal: Met

3. Continue/begin an investigation of new academic programs including, but not limited to: (1) Master of Science in Psychology; (2) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (3) JD/MBA and JD/MPA joint degree programs; (4) JD/DVM joint degree program; (5) international programs and other collaborative efforts; (6) Bachelor of Arts in Professional Communication Arts; (7) additional concentrations and programs in mental health and counseling; (8) Medical Laboratory Science to off-campus learning sites; (9) school librarian endorsement; (10) Health Sciences Institute; (11) Doctor of Psychology (Psy.D); (12) Speech-Language Pathology; (13) Doctor of Physical Therapy (DPT); (14) 3 +3/4 professional programs and undergraduate programs to include law, medicine, and veterinary programs; (15) DVM/MPH joint degree; (16) MVEd in Veterinary Medical Education; (17) MSN Nursing Education; (18) Ph.D. Management; (19) Occupational Therapy Doctorate; (20) Physical Therapy Doctorate; (21) Doctor of Optometry.

School of Allied Health Sciences

The Veterinary Health Science Program has established a 3+1 degree completion pathway within the LMU GPA program with LMU-CVM. The SES department has established similar pathways with LMU DPT and LMU OTD.

Goal: Met

Comments: For Fall 2021, 11 students have been accepted into the VHS-CVM GPA program, two students have been accepted into the SES-DPT GPA program, and one student has been accepted into the SES-OTD GPA program.

Duncan School of Law

The Law School continues to enroll students in the JD/MBA and JD/MPA programs. In addition, based on a similar model, the Law School worked with the Program Director for the Master of Science in Criminal Justice and Criminology to develop a dual-degree JD/MSCJ program, which already has students enrolled as of the Summer 2021 Semester.

Goal: Met

Comments: The Law School will continue to work to develop other dual-degree programs consistent with our capacity and curricular offerings. In addition, the Law School will continue to make adjustments to allow students to balance the demands of the existing dual-degree programs.

School of Business

The School of Business launched the JD/MBA program as well as the BBA to JD pathway. The School of Business is evaluating the feasibility of MBA concentrations in Digital Marketing, Technology Management, and Strategic Management.

Goal: Met

College of Veterinary Medicine

Both the GPA program and early entry option were approved through a partnership with the CVM and VHS. MVEd will enter its first cohort in Fall 2021. The JD/DVM and DVM/MPH programs have not been expended further. International programs are also being developed by the CVM Associate Dean for Student Affairs and Admissions.

Goal: Partially met

DeBusk College of Osteopathic Medicine

Continuing:

Graduate:

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

Professional Programs:

DO
OT
PT
Dental – in progress

Goal: Met

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

JD/MSJC Dual Degree program added in Summer 2021. AHSS hired a director for the MS in Psychology in the spring.

Considering a dual degree or early entry program with psychology and OTD.

Will recommend a GPA program for Psychology Pre-Med this fall.

Comments: JD/MSJC Dual Degree program added in Summer 2021. AHSS hired a director for the MS in Psychology in the spring.

Caylor School of Nursing

Development of the MSN in Education concentration did not occur.

Goal: Unmet

College of Dental Medicine

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

1. Master of Dental Science in Orthodontics
2. Master of Dental Science in Endodontics
3. Master of Dental Science in Forensic Odontology
4. Master of Science in Forensic Anthropology
5. Bachelor of Science in Dental Hygiene
6. Master of Science in Dental Hygiene

Goal: Met

School of Mathematics and Science

Worked with DCOM in development of GPA program with BIOL pre-health major. Worked with School of Medical Science in development of GPA program for PA school with the BIOL pre-health major. Developed a draft of a BIOL pre-health 3+ program for PA.

Goal: Ongoing

School of Medical Sciences

- Ongoing investigation of new MLS off-campus learning site in Tampa, Florida.
 - GPA program for physician assistant with two tracks implemented.
 - 3+ Physician Assistant program in development.
4. Continue to explore opportunities to provide academic program offerings at existing or new learning sites.

Duncan School of Law

The Law School has expanded the number of courses that are approved to be offered in a distance-education format. In addition, the Law School has approved new externship sites, including several in locations outside of East Tennessee.

Goal: Met

Comments: All traditional in-person classes took place at the Law School campus during the 2020-2021 academic year, but during the Fall 2021 semester there will be four classes meeting at the LMU Tower.

College of Veterinary Medicine

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

Cooperative Agreements between the University of Kentucky College of Agriculture, Food and the Environment, Department of Veterinary Science (Gluck Equine Research Center) and Veterinary Diagnostic Laboratory and Lincoln Memorial University-College of Veterinary Medicine allow students to gain research and pathology experience at centers of excellence. Additional agreements are being explored at other institutions, including North Carolina State University.

Goal: Met

DeBusk College of Osteopathic Medicine

Professional development at clinical training sites using multiple technological platforms.

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

IPE and Team STEPPS offered nine new core sites developed for the upcoming academic year. Preceptor development in progress.

Goal: Met

Comments: Site affiliation list available upon request. AHA, IPE and Team STEPPS courses administered 2020-2021 available upon request.

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

Graduate programs are now fully online. No other programs are fully located at other sites.

Comments: MPA and MSCJ programs are online programs as will be the MS in Psychology.

Caylor School of Nursing

Investigative work began on establishing a site for the BSN program in Chattanooga.

A site in Jacksonville, Florida, was explored, but that is on hold for the time being.

Meetings have occurred with Knox County Schools to develop either dual credit or dual enrollment courses for students.

Goal: Met

College of Dental Medicine

All College of Dental Medicine courses will be offered at the LMU Tower.

Goal: Met

School of Medical Sciences

MLS is extending its learning sites based on integration and coordination with clinical affiliation agreements through the PA programs within SMS. SMS is currently exploring articulation agreements with local universities as a means of recruitment for well-qualified individuals.

5. Continue to improve coordination between Harrogate and other learning sites with an emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, and comparability of courses/programs.

School of Allied Health Sciences

AHS personnel are in frequent communication with LMU DPT and OTD leadership.

Duncan School of Law

The IS Department played a critical role in the implementation of technology needed to deliver classes in new formats because of the limitations on classroom capacity under COVID policies. The CTLE staff were also essential in helping train Law School faculty on the adoption of Blackboard as a CMS and the quick transition to online teaching. The Law School has worked as needed with relevant University personnel in marketing/public relations, facility operations, and other University personnel.

Goal: Met

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

School of Business

The School of Business works daily in conjunction with the Cedar Bluff site and also worked with DSOL in developing the PLAW.BBA, 3+3 program.

Goal: Met

DeBusk College of Osteopathic Medicine

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

Goal: Met

Comments: See DCOM budget

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

AHSS provides courses at Cedar Bluff, Knoxville, Corbin, Kentucky and Blount as needed.

Comments: Continue to find ways to provide seated and online instruction of off-campus locations.

Caylor School of Nursing

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

Goal: Met

College of Dental Medicine

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

Goal: Met

Comments: Example: DCOM will be teaching all Biomedical Science Courses in the DMD Program.

School of Mathematics and Science

BIOL faculty teach BIOL230, 261, and 262 at both the Alcoa and Corbin learning sites in support of the School of Nursing.

Goal: Met

School of Medical Sciences

The SMS MLS program is reviewing and modifying the distant site agreement and budget for the Kingsport site to Indian Path based on MLS as the curriculum transitions to online with significant budget savings. The PA programs have sought to centralize affiliation agreements, payments, and SMS-specific site paperwork. This centralization looks to streamline institutional support and decrease site specific cost while lessening the burden of new site development.

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

School of Allied Health Sciences

The Veterinary Medical Technology program purchased a portable digital radiography unit in 2021 to be used for equine limb radiography.

Goal: Met

Comments: The VMT program either owns or has access to all AVMA CVTEA required equipment.

Duncan School of Law

The Law School made several advances in the use of technology to deliver courses, including the implementation of “simulcast” technology in all large classrooms; the implementation of a feature that allows students to participate remotely when they cannot attend class; education of faculty regarding the use of Zoom and Blackboard Collaborate for online course delivery; and several technologies that can be implemented in conjunction with Blackboard (e.g., Perusall, Yellowdig, TurningPoint). The Law School also developed methods for

administering exams remotely.

Goal: Met

Comments: An *ad hoc* committee has done significant work toward the development of a new part-time/hybrid J.D. program in which students can earn a significant portion of their required credits in courses delivered partially or completely online.

School of Business

The School of Business has implemented Blackboard Collaborate sessions into several MBA courses to aid students in their learning process.

Goal: Met

College of Veterinary Medicine

The COVID pandemic has brought to light multiple ways that technology may be used to enhance instructional delivery. Faculty are comfortable delivering lectures virtually and recorded lectures remain accessible to students during their tenure at the CVM. Faculty have also leveraged recorded lectures to free up time to create active learning spaces to engage learners. LMU-CVM continues to be innovative in clinical and professional skills curriculum delivery through the creation of models and simulations. We are currently searching for a virtual anatomy platform.

Goal: Met

DeBusk College of Osteopathic Medicine

Annual needs assessment conducted for faculty, staff, and student feedback.

Goal: Met

Comments: Data summaries available upon request. Assessment Dept. Calendar of needs assessment also available upon request.

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

DOLL made a new hire who will in part support informational and instructional technology. ART and CAM programs have explored innovative ways to utilize technology for instructional delivery.

MPA and MSCJ programs are fully online. Both programs work with CTLE as necessary and explore outside resources to improve course delivery.

DOSS faculty attended workshops on improving online instruction and responsiveness.

Comments: Continue to improve online instruction by exploring best practices at other institutions of higher learning.

Caylor School of Nursing

The new LMU Tower site was completed in January 2021 with smart classrooms and simulation equipment.

Goal: Met

College of Dental Medicine

The College of Dental Medicine will be utilizing state-of-the-art technology to enhance the instructional process. Faculty learning stations will be incorporated in the Bench and Simulation Lab to record and project simulated preclinical activity to the monitors strategically placed throughout these labs.

Goal: Met

School of Mathematics and Science

The biology department bought cameras that attach to both stereomicroscopes and compound microscopes for all lab spaces. The cameras connect with the projector allowing faculty to display live video and images on the screen for student instruction.

Goal: Met

Comments: The math program, through the IS department, maintains a limited license for a TI-84 emulator for use in the classrooms to assist in instruction. Individual faculty also make use of various freeware as they see fit; investment in licensing software and other technology is cost-prohibitive.

Carter & Moyers School of Education

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

School of Medical Sciences

The SMS PA programs are currently reviewing different anatomy virtual reality programs for implementation in PA education. In addition, the SMS utilizes Aquifer cases for the delivery of clinical-based curriculum to supplement the lecture-based clinical medicine courses and increase exposure for students to the flow of medicine.

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

Duncan School of Law

Faculty attend monthly faculty development meetings, many of which focus on pedagogy. Faculty are encouraged to implement new methods of instructional delivery consistent with empirically proven techniques for improving student learning. In addition, academic success

Goal: Met

Comments: Faculty development programming is scheduled to resume and continue in the next academic year.

School of Business

Provided the new faculty training for the School of Business. Supported faculty development opportunities.

Goal: Met

College of Veterinary Medicine

LMU-CVM has provided the following internal professional development opportunities for the 2020-2021 academic year:

1. CIVET-sponsored VETSS each month
2. CAHA CE series, three events
3. DEI training, March 2021
4. Educational Workshop with Dr. India Lane for case-based education
5. CAHA conference

In addition, LMU-CVM is a member of the southeast veterinary education consortium (SEVEC). Member institutions are allowed to participate in each other's professional development programs aimed at education.

DeBusk College of Osteopathic Medicine

DCOM provides needs-based annual faculty development programming and encourages attendance at the LMU faculty development workshop annually provided they are not teaching.

Goal: Met

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

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

All program faculty utilize LinkedIn for professional development opportunities. Hiring one full-time psychology faculty next spring.

Comments: All programs continue to search for ways to collaborate across disciplines on scholarly work.

Caylor School of Nursing

Professional development did not occur due to COVID.

Goal: Met

College of Dental Medicine

All faculty and staff in the College of Dental Medicine will provide professional development opportunities for faculty and staff. Training will address recruitment and retention.

Goal: Met

School of Mathematics and Science

Faculty participated in a variety of workshops during Faculty Development Week in August 2020. Faculty attended a variety of virtual meetings throughout the year related to research topics, pedagogy, and advising.

Goal: Met

Comments: Faculty also pursue potential faculty development opportunities through professional organizations and attempt to secure University funding (department and faculty development funds) to participate.

Carter & Moyers School of Education

All CMSOE faculty are encouraged to take advantage of professional development opportunities. The School provides funding as allocated in the budget.

School of Medical Sciences

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

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

Duncan School of Law

The Dean has led the members of the administration, the Law School's accreditation committee, and relevant personnel to complete all requirements for the Fall 2021 virtual site visit, which will be a key step in the American Bar Association's determination of compliance with accreditation requirements three years after their initial grant of full approval.

Goal: Met

Comments: Internal deadlines have been set for completing all documentation required for the upcoming site visit.

School of Business

Working toward ACBSP reaffirmation.

Goal: Met

College of Veterinary Medicine

The AVMA COE cited LMU-CVM with a minor deficiency in Standard 6 due to the concerns about the impact that Visiting Clinical Students (VCS) have on LMU-CVM students during clinical year.

Goal: Partially met

DeBusk College of Osteopathic Medicine

See 1.1 (#1)

Goal: Met

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

DOSW developed and submitted all accreditation documentation to CSWE in summer of 2020 including a response to a deferral letter in April of 2021.

Comments: Submitted a response to a deferral letter sent in April. Waiting for a decision this summer (June/July).

Caylor School of Nursing

The MSN program was visited in October 2021 by ACEN with full eight year continuing accreditation. The DNP program was schedule to be visited by ACEN in February, but the visit was delayed until October 2021 due to a lack of peer evaluators. ACEN reports for ASN, BSN, MSN, and DNP were submitted.

Goal: Met

College of Dental Medicine

The DMD and ASDH programs have been reviewed internally by CODA and has been forwarded to the Site Visitors. Site Visitor review will be completed by June 15, 2021, and the site visit will be scheduled.

Goal: Met

Comments: Once Initial Accreditation has been achieved, the College of Dental Medicine will have a biannual meeting to ensure all programs will achieve Approved Status and continued accreditation.

School of Medical Sciences

All SMS programs have an extensive self-study process to ensure the maintenance of accreditation. The SMS program directors meet regularly with the Dean to ensure appropriate institutional support. Each program schedules an annual retreat to review the self-study process. The new Assistant Dean will also have responsibilities to ensure continued accreditation by working with each Program Director on additional OARs.

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

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

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

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

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

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

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

School of Allied Health Sciences

Two new majors (Veterinary Animal Science and Veterinary Health Industry with business minor) within the Veterinary Health Science and Technology Department will launch in Fall 2021.

Goal: Met

Comments: Student learning outcomes were included with Academic Council proposal and will be used for the initial OARs for the two majors.

Duncan School of Law

The Law School's Programmatic Learning Outcomes remain unchanged from last year. The Curriculum Committee works with faculty who develop new courses to ensure the development of course objectives and course-level learning outcomes that contribute to the

Programmatic Learning Outcomes.

Goal: Met

School of Business

Student learning outcomes are formulated with the revision and addition of each new program and concentration option: ACCT.BBA and PLAW.BBA.

Goal: Met

College of Veterinary Medicine

The competencies used for the LMU-CVM curriculum map were reviewed and revised Spring of 2021. They will be implemented in the next academic year as the College builds its curriculum into a new platform called Elentra.

Clinical year competency scores were changed from a 1-4 scale to a 1-7 scale to give preceptors greater flexibility in scoring students.

Goal: Met

DeBusk College of Osteopathic Medicine

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

Goal: Met

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

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

All programs reviewed and revised SLOs during the OAR process and syllabus review process both semesters. The online MSCJ and MPA programs have had their learning outcomes reviewed to ensure that as they have been moved to fully online programs, the learning outcomes continue to reflect the expected needs of each of the fields of study.

The psychology program developed new SLOs for the MSP program. Also, the Pre-Med track SLOs have been updated and reviewed.

Comments: Continue revising and refining SLOs in light of annual OARs for each program.

Caylor School of Nursing

Student learning outcomes for the DNP program were used for the NA DNP.

Goal: Met

College of Dental Medicine

Student learning outcomes for the DMD and ASDH program have been developed and submitted to CODA and SACSCOC.

Goal: Met

School of Mathematics and Science

Updated outcomes in OAR related to programs.

Goal: Met

Carter & Moyers School of Education

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

School of Medical Sciences

The newest SMS program is the PA program in Knoxville. The defined learning outcomes are published in the student handbook and the course syllabi.

2. Publicize academic student learning outcomes via appropriate media.

School of Allied Health Sciences

The Veterinary Medical Technology Program reported its three-year first time VTNE pass rate on the program's website, as required by AVMA CVTEA.

Goal: Met

Duncan School of Law

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

Goal: Met

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

School of Business

All existing and revised student learning outcomes are listed within the LMU Graduate Programs Catalog.

Goal: Met

College of Veterinary Medicine

The LMU-CVM Student Handbook is updated on the LMU-CVM website at the end of each semester.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM complies with AOA COCA accreditation standards. OAR submitted to Institutional Effectiveness annually.

Goal: Met

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

All degree majors post SLOs on syllabi. Also, program SLOs are posted on the annual OAR reports. MPA and MSCJ programs have social media accounts, but were used primarily for program marketing, not publication of SLOs. AHSS has a social media presence, but only a few individual programs do. All programs in AHSS have learning and program goals reflected in Outcomes Assessment documents, program literature such as rack cards, and in department mission statements.

Comments: Promote SLOs via social media outlets.

Caylor School of Nursing

Student Learning Outcomes are published in the catalog.

Goal: Met

School of Mathematics and Science

Developed and distributed the School of Mathematics and Science's newsletter. Sent to approximately seven hundred recipients with a 30% open rate.

Goal: Ongoing

Carter & Moyers School of Education

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

School of Medical Sciences

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

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

School of Allied Health Sciences

AHS Dean and Recruitment and Student Success Coordinator review all information published in print media and on website.

Goal: Met

Duncan School of Law

The Law School faculty and student handbooks updated each year to reflect all modifications to policies and procedures. In addition, the Dean appointed an *ad hoc* committee to review the Law School's policies in specified areas to identify possible ambiguities/inconsistencies and recommend changes; that process began in Fall 2020 and is nearing its completion.

Goal: Met

School of Business

Annually reevaluate catalog and other media content to ensure consistency and correctness regarding academics and policies.

Goal: Met

College of Veterinary Medicine

LMU-CVM works with LMU Marketing to create press releases.

Goal: Met

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

All departments work closely with the Marketing Department to ensure highest-quality

marketing materials. Published materials and website information are monitored and reviewed by all faculty and the Recruiter/SS Coordinator on an ongoing basis.

Caylor School of Nursing

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

Goal: Met

College of Dental Medicine

All published media is reviewed by the CDM to ensure accuracy and consistency.

Goal: Met

School of Mathematics and Science

Articles for social media through the LMU account were written by Nikki Lockhart and the PR department. Math and Science social media stories were published by the current Student Success Coordinator. Ideas and information were sent to this person.

Goal: Ongoing

School of Medical Sciences

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

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

School of Allied Health Sciences

The AHS Recruitment and Student Success Coordinator regularly updates the school's website as changes occur.

Goal: Met

Duncan School of Law

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

Goal: Met

College of Veterinary Medicine

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

Goal: Met

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

All recruitment needs are supported by Marketing, Student Services, and Enrollment Management. SLOs are promulgated to all these offices.

Goal: Unmet

Comments: Will explore the use of social media and other marketing outlets to publicize SLOs.

Caylor School of Nursing

Not done

Goal: Unmet

College of Dental Medicine

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

Goal: Met

School of Mathematics and Science

Developed and distributed the School of Mathematics and Science's Newsletter. Sent to approximately seven hundred recipients with a 30% open rate.

Goal: Ongoing

School of Medical Sciences

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

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

School of Allied Health Sciences

All AHS majors completed required OARs and curriculum maps for 2020-2021.

Goal: Met

Duncan School of Law

The Law School maintains an Assessment Plan, developed by the Assessment Committee, and approved by the faculty, that complies with the ABA assessment standards and ensures the assessment of all Programmatic Learning Outcomes over a seven-year period.

Goal: Met

School of Business

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

Goal: Met

College of Veterinary Medicine

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

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

Goal: Met

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

All programs, new or revised, and those in place for a while are systematically reviewed through the OAR process. Also, program reviews were completed spring of 2020 in MCOM and MSCJ.

Caylor School of Nursing

The NA DNP program will have a systematic plan of evaluation in place prior to beginning the program.

Goal: Met

College of Dental Medicine

A plan has been developed for all new and proposed programs in the College of Dental Medicine.

Goal: Met

School of Mathematics and Science

Curriculum maps for all programs reviewed, updated, and revised (as necessary) for all degree programs.

Goal: Met

Carter & Moyers School of Education

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

School of Medical Sciences

Each SMS program has an individualized self-study process and participates in University Outcomes Assessment Reporting.

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

Duncan School of Law

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

Goal: Met

College of Veterinary Medicine

Student handbooks are accessible digitally and are regularly reviewed with academic expectations. Syllabi are updated and reviewed by the LMU-CVM curriculum committee and are provided to students in digital format through Blackboard and the LMU-CVM Student team site. Faculty/Staff Summer Training is conducted each summer to offer updates to

didactic and clinical skills. Objective Structured Clinical Examination (OSCE) Grader Training is conducted each semester prior to OSCEs, and pre-OSCE meetings are held in the morning before OSCE examinations begin. Course learning objectives and individual lecture objectives are linked to the LMU-CVM curricular map.

Goal: Met

DeBusk College of Osteopathic Medicine

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

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

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

Course specific review occurs during development of curriculum mapping, continued awareness of national programmatic requirements, and during the OAR and program review process. All course testing is geared toward careful review of SLOs by course.

The AHSS Dashboard documents include 19 areas of monitoring academic and scholastic endeavors. It is updated continuously.

Caylor School of Nursing

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

Goal: Met

College of Dental Medicine

Accountability processes that demonstrate course-specific academic student learning outcomes have been standardized and will be communicated to the faculty and program directors within the College of Dental Medicine.

Goal: Met

Carter & Moyers School of Education

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

School of Medical Sciences

SMS programs develop the specific learning outcomes. These are reviewed by the SMS leadership committee and then by the University Academic Council.

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

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

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

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

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

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

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

1. Implement a revised faculty evaluation process.

School of Allied Health Sciences

AHS faculty all used updated self-assessment documents provided by HR. Chairs used updated evaluation documents.

Goal: Met

Duncan School of Law

Supervisors used the current University faculty self-assessment form based on professional and institutional expectations and on key performance indicators, such as course, self, and supervisor evaluations. Other indicators such as faculty credit hour production, research/scholarly activity, student advisement, committee participation, community service, and leadership involvement in their profession or discipline were considered.

Goal: Met

Comments: Consistent with the University's timeline, faculty members were evaluated in Spring 2021 through the evaluation process outlined in the LMU Law Faculty Handbook. All members were analyzed relative to teaching, research/scholarly activities and service, and recommendations for continued employment.

School of Business

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

Goal: Met

College of Veterinary Medicine

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

Goal: Met

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

All AHSS faculty underwent and completed faculty evaluations. In addition, the Mentors Program received feedback that will enable program adjustment.

Goal: Unmet

Comments: AHSS Mentors Program will be adjusted with feedback received.

Caylor School of Nursing

The University process was utilized. It is not new.

Goal: Unmet

College of Dental Medicine

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

Goal: Met

School of Mathematics and Science

Attended lectures of all faculty, collected self-assessment reports, and course evaluations that were used to complete the faculty evaluation form. Met with each faculty to discuss their annual evaluation.

Goal: Met

School of Medical Sciences

In addition to the University annual faculty evaluation process, SMS faculty participate in a mid-year faculty evaluation process. This process serves to evaluate how the needs of the programs are being met, compares faculty duties to position profiles, assists in identifying faculty development needs, and serves as an additional tool to assess faculty performance.

2. Enhance participation in electronic course and advising assessment processes for academic programs.

School of Allied Health Sciences

All AHS faculty encourage students to complete end of course surveys.

Goal: Met

Duncan School of Law

Faculty were reminded throughout the academic year of their advisor responsibilities and were provided with the advisor-advisee handbook.

Goal: Met

Comments: Faculty consistently refer to a revised graduation checklist with their advisees to ensure graduation requirements are met for each student.

School of Business

Monthly reviews of online courses by chairs and the Dean. Classroom evaluations for seated courses. Advising was handled both in-person and virtually.

Goal: Met

College of Veterinary Medicine

EOC surveys were moved out of the Blackboard Organizations and became individual Qualtrics surveys. This allowed reminder emails to be sent several times prior to closing the surveys. Several courses used completion of the EOC as part of their course requirements. Participation increased an average of 74% for course EOC results. E*value software allows students to evaluate clinics and doctors from clinical year rotations.

Goal: Met

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

Eight faculty completed special training in electronic course and advising assessment for purposes of renewing and developing more rigorous advising and registration skills.

Caylor School of Nursing

All faculty advise using WebAdvisor.

Goal: Met

College of Dental Medicine

All programs in the CDM will be utilizing electronic course and advising assessment processes for academic programs.

Goal: Met

School of Mathematics and Science

Students completed electronic course evaluations for all courses.

Goal: Met

3. Encourage faculty peer evaluation of instruction.

School of Allied Health Sciences

Due to COVID-19, in class observations were suspended for 2020-2021 in AHS.

Goal: Unmet

Comments: Department Chairs plan to resume classroom observations in 2021-2022.

Duncan School of Law

Faculty attend monthly faculty development meetings and are encouraged to try new teaching methods in the classroom. Faculty are not asked to evaluate each other. Faculty are asked to assess themselves and receive evaluations from students and supervisors.

Goal: Unmet

Comments: Due to the small amount of faculty in the Law School, it would prove difficult to have faculty evaluate each other anonymously, and if not anonymous, it may decrease collegiality among faculty members.

College of Veterinary Medicine

A new faculty peer evaluation program was designed through CIVET during the 2020-2021 academic year. There are now eight faculty trained to do peer observation. Once those faculty are trained to do peer observation, then a peer evaluation program will be instituted.

Goal: Met

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

A peer evaluation program is used in AHSS to ensure faculty will be evaluated in class as they are teaching. All new faculty are peer reviewed for four semesters, consecutively. AHSS completed three peer evaluations this year.

Goal: Unmet

Comments: Continuing to refine the evaluation process

Caylor School of Nursing

Several peer evaluations were completed.

Goal: Met

College of Dental Medicine

All course instruction in the College of Dental Medicine will be evaluated by the Dean and faculty will perform peer evaluations of instruction semesterly.

Goal: Met

School of Mathematics and Science

Faculty were encouraged to visit other faculty classrooms to learn pedagogy techniques. Additionally, they were encouraged to invite faculty to their classrooms.

Goal: Ongoing

School of Medical Sciences

Currently, there is limited peer evaluation in the SMS.

4. Create and implement an evaluation system for academic leaders

Duncan School of Law

All faculty, staff, and administration are required to undergo an evaluation. Administrators are asked to review their goals and report their progress to the Dean. Administrators are asked to review their goals and objectives every year.

Goal: Met

College of Veterinary Medicine

The Dean's Executive Committee has been going through a strategic planning process since December 2020. As part of that process, one of the goals will be to create additional processes to provide all CVM team members with feedback. Otherwise, CVM administration are considered faculty and go through the normal LMU faculty review process.

Goal: Met

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

Goal: Unmet

Caylor School of Nursing

The University process was utilized. It is not new.

Goal: Unmet

School of Medical Sciences

SMS PA program directors undergo a faculty evaluation process. This is implemented by the program faculty and shared with the Director. The results are also shared with the Dean.

Responsibility: Department Chairs, Program Directors, Deans, appropriate Vice Presidents, Office of Institutional Effectiveness, Director of Online Learning, Instructional Technologist, and Human Resources.

Time Frame: Ongoing.

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

Assessment: Periodic review of the faculty evaluation process.

Use of Results: To provide a comprehensive faculty evaluation process.

Strategic Goal 1: *Assess and enhance academic quality*

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

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

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

An NEH grant was submitted and awarded in support of ALLM because of COVID-19. A second grant was applied for but not received.

Comments: Pandemic

Caylor School of Nursing

There was not a plan for the CSON to participate in this endeavor.

Goal: Unmet

College of Dental Medicine

Comments: The College of Dental Medicine will utilize resources to support and expand the collection of the ALLM.

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

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

Theatre students visit the ALLM to view artwork, gain ideas for plays they write, and research stories. Students in English 101 support fundraising efforts by ALLM. Donations were made as a result of persuasive letters that were written. Social media is used when AHSS students visit the ALLM for educational purposes by one of their classes.

Caylor School of Nursing

This was not facilitated due to COVID.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine administration, faculty, and staff will encourage the use of the ALLM exhibits by schools, community groups, and tourists.

Goal: Met

Comments: We always tell the community we have the most comprehensive Abraham Lincoln Collection at the ALLM in Harrogate and encourage visits.

College of Mathematics and Science

The Cumberland Mountain Research Center continues to explore opportunities to provide educational opportunities in conjunction with the ALLM.

Goal: Ongoing

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

College of Veterinary Medicine

Small collection libraries are maintained at the DVTC in relevant areas.

Goal: Met

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

4. Promote scholarly activity opportunities at the ALLM to internal and external researchers.

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

Several program faculty worked with ALLM staff on several projects this year. ALLM staff teach in several areas of History of AHSS.

Goal: Unmet

Comments: Will continue collaboration with ALLM.

Caylor School of Nursing

Faculty participating in research have utilized the electronic databases extensively.

Goal: Met

College of Dental Medicine

Comments: The College of Dental Medicine and its proposed Department of Forensic Odontology and Anthropology may be able to provide internal and external research to promote scholarly activity at the ALLM.

School of Mathematics and Science

The Cumberland Mountain Research Center continues to explore opportunities for collaborative research projects in conjunction with the ALLM.

Goal: Ongoing

5. Implement a comprehensive exhibits plan.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

6. Integrate ALLM resources with LMU academic programming.

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

Usually, the History program in DOH will mold academic programming by way of opportunities afforded by the ALLM.

Comments: Pandemic has stalled close work this year.

Caylor School of Nursing

Required articles reading occurs in the MSN and DNP programs.

Goal: Met

College of Dental Medicine

Comments: As the Dean of the College of Dental Medicine, all students will be encouraged to embrace the history of LMU and experience the ALLM.

Responsibility: Director of the Abraham Lincoln Library and Museum (ALLM), University Advancement staff, and the Special Assistant to the President.

Time Frame: Ongoing.

Resources Required: Time commitment; funding both from institutional budgets and from external grants and gifts.

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

Use of Results: To ensure enhancement of the ALLM and its services.

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

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

1. Continue to develop and expand student exchange programs.

Duncan School of Law

The “Lincoln-ELPIS Student Exchange” is a student research exchange program that was initiated in November 2020. LMU Law students and graduate students from European universities present their work virtually and receive feedback from various EU faculty members. Students also participated in a virtual exchange/individual match program with law students from the University of Lisbon.

Goal: Met

Comments: The Law School is committed to pursuing international collaborations to enhance the diversity and quality of the LMU Law academic program.

College of Veterinary Medicine

A Memorandum of Understanding has been signed with the Universidad San Francisco de Quito (Ecuador).

A Memorandum of Understanding has been signed with the University of Pretoria (South Africa).

The CVM Associate Dean for Student Affairs and Admissions plans to further develop international programs for the CVM.

Goal: Met

DeBusk College of Osteopathic Medicine

Deferred in AY2020-21 due to COVID-19

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

Grad programs will explore exchange program in next academic year.

Goal: Unmet

Comments: Programs are more informed with the hiring of the Director of International Programs.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine will have a robust student exchange program to include the Medical University of Sofia, Medical University of Plovdiv, European University-College of Dentistry, and Medical University of Jodhpur.

Goal: Met

Comments: Affiliation Agreements are in process.

School of Mathematics and Science

Cumberland Mountain Research Center maintains collaboration with the University of Costa Rica.

Goal: Ongoing

School of Medical Sciences

The SMS PA program Harrogate has two international exchange agreements. These have not been active since March 2020 due to COVID-19. No new exchange programs are currently being developed.

2. Continue to develop and expand faculty exchange programs.

Duncan School of Law

This past year, the Law School worked with the University of Sarajevo and Banja Luka during which faculty from their law schools participated in online LMU Law classes. The “Lincoln-ELPIS Lecture Series” is a faculty lecture series in which LMU law faculty are encouraged to attend and participate as faculty throughout the EU and LMU present on current international legal topics.

Goal: Met

Comments: Future faculty exchanges with universities in Kosovo have been proposed.

College of Veterinary Medicine

See #1.

Goal: Met

DeBusk College of Osteopathic Medicine

Deferred in AY2020-21 due to COVID-19.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine will have a robust faculty exchange program to include the Medical University of Sofia, Medical University of Plovdiv, European University-College of Dentistry, and Medical University of Jodhpur.

Goal: Met

Comments: Affiliation Agreements are in process.

School of Mathematics and Science

Cumberland Mountain Research Center maintains collaboration with the University of Costa Rica.

Goal: Met

School of Medical Sciences

SMS does not have any official faculty exchange programs.

3. Continue to develop and expand a visiting scholar's program.

College of Veterinary Medicine

See #1

Goal: Met

DeBusk College of Osteopathic Medicine

Deferred in AY2020-21 due to COVID-19.

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

We currently have a visiting historian for this coming year. That position will return to a full-time position.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

A Visiting Scholar's Program is in development within the College of Dental Medicine.

Goal: Met

School of Mathematics and Science

The School of Mathematics and Science hosted a weekly virtual seminar titled “Adventures in Field Research.” The series had 15 presenters from 13 institutions. The presentations were recorded and archived at: <https://www.lmunet.edu/school-of-mathematics-and-sciences/seminar-series.php>

Cumberland Mountain Research Center maintains collaboration with the University of Costa Rica.

Goal: Met

School of Medical Sciences

SMS does not have any visiting scholar’s programs.

4. Continue to recruit, enroll, and retain international students.

School of Business

Continue to enroll and retain international students.

Goal: Met

College of Veterinary Medicine

LMU-CVM accepts transfer students from Caribbean veterinary schools. LMU-CVM accepts international applications.

Goal: Met

DeBusk College of Osteopathic Medicine

Deferred in AY2020-21 due to COVID-19.

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

MPA program is offered in a hybrid format for international students, especially those serving as athletic program graduate assistants (taught in-person, recorded, and taught online simultaneously).

Comments: Continue emphasizing the importance of a diverse student body. Work with athletic team coaches to inform them of program availability and requirements. This goal can be further explored following program enrollment and faculty growth.

Caylor School of Nursing

There are several international students attending the BSN program.

Goal: Met

College of Dental Medicine

An International Student – Advanced Standing Program is in development to train students in dentistry outside of the United States. This program would be 2.5 years of didactic, preclinical, and clinical education.

Goal: Met

School of Medical Sciences

SMS does not enroll international students into its medical programs.

5. Continue to develop relationships with language institutes.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine will continue developing relationships with language institutes.

Goal: Met

6. Continue to support collaborations and other initiatives.

Duncan School of Law

The Law School has partnered with ABA ROLI this past year in assisting the ABA with international programs promoting the rule of law overseas.

Goal: Met

Comments: The Law School is open to future partnerships with ABA ROLI by involving the Law School's students and faculty in rule of law initiatives.

College of Veterinary Medicine

See #1

Goal: Met

DeBusk College of Osteopathic Medicine

Deferred in AY2020-21 due to COVID-19.

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

DOSS held several collaborative symposia via Zoom this year.

Comments: First Amendment, freedom of speech, a country at risk – social upheaval.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

The College of Dental medicine supports collaboration within the profession as well as interprofessional collaboration.

Goal: Met

School of Medical Sciences

See #1 above.

7. Explore opportunities for international learning sites.

Duncan School of Law

The Law School is working with LMU's Director of International Programs to develop

future law student study abroad programs.

Goal: Unmet

College of Veterinary Medicine

See #1.

Goal: Met

DeBusk College of Osteopathic Medicine

Deferred in AY2020-21 due to COVID-19

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine is exploring opportunities at the Medical University of Sofia, Medical University of Plovdiv, European University-College of Dentistry, and Medical University of Jodhpur for international learning sites.

Goal: Met

School of Mathematics and Science

Cumberland Mountain Research Center maintains collaboration with the University of Costa Rica.

Goal: Met

School of Medical Sciences

In addition to the two international exchange programs describe above, SMS traditionally pursues international clinical sites for the PA Harrogate program. These sites and the development of new sites have been closed since March 2020.

8. Develop professional programs' student clinical year integration at LMU.

College of Veterinary Medicine

The Visiting Clinical Student program has expanded from 23 students in May 2020 to 61 students in May 2021. Clinical year students are allowed to take elective international rotations.

Goal: Met

DeBusk College of Osteopathic Medicine

Ongoing at DCOM for OMS-III and OMS-IV.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

The College of Dental Medicine has proposed a dental clinic be placed at the Harrogate Campus to provide care to students, staff, faculty, and the community of Harrogate, TN.

Goal: Met

9. Explore opportunities for support of scholarship abroad.

Duncan School of Law

The ELPIS network is comprised of European faculty and law schools that conduct research and support collaborative projects. The Law School has partnered with ELPIS and is interested in exploring future opportunities for our faculty to disseminate their scholarship abroad. LMU Law faculty are encouraged to participate in the ELPIS video law review published on their website and contributing to the American Society of Comparative Law (ASCL) law review.

Goal: Met

College of Veterinary Medicine

See #1.

Goal: Met

DeBusk College of Osteopathic Medicine

Deferred in AY2020-21 due to COVID-19.

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

DOLL faculty won a mini grant to visit library holding in Jamaica and other international locations.

Goal: Met

Comments: Professor's work will move toward publication in the next academic year.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

College of Dental Medicine

An ERASMUS Grant has been written to support scholarship abroad with the College of Dental Medicine. Once in place, we hope to extend the opportunity to all of the Schools/Colleges at LMU.

Goal: Met

School of Mathematics and Science

Cumberland Mountain Research Center has worked with LMU's office of International Programs to plan opportunities in this area.

Goal: Ongoing

Carter & Moyers School of Education

The CMSOE MEDITL Program received one of the national Exemplary Program Award Special Education Program Awards from the Association Council for Rural Special

Education.

Responsibility: Program Directors/Coordinators, Department Chairs, Deans, Director of International Programs, Assistant Director of International Programs, International Recruitment Executive, Advisor to the President, and appropriate Vice Presidents.

Time Frame: Ongoing.

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

Assessment: Annual review by Director of International Programs, International Recruitment Executive, appropriate Deans, Vice Presidents, and Special Assistants to the President.

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

Strategic Goal 1: *Assess and enhance academic quality*

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

1. Collect and synthesize existing data on the persistence of students participating in general education and gateway courses at LMU.

School of Business

Faculty in General Education and gateway courses (BUSN 380, ECON 212, ECON 213, and ISYS 100) promote transparent instruction through the use of rubrics, course surveys, and students are highly encouraged to contact the instructors of these courses with any questions concerning course material or assignments.

Goal: Met

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

QEP program has collected data on persistence, which is discussed during GE committee meetings.

Caylor School of Nursing

Pre-nursing students participate in general education courses at LMU.

Goal: Met

School of Mathematics and Science

Building in-house database and examining the possibility of predictive analytics. Working with the office of Institutional Research.

Goal: Ongoing

QEP

- a. Monitor first-time, degree seeking freshman to sophomore retention rates – target 78%
- b. ETS rolling average of 60th national percentile
- c. NSSE – increase student satisfaction
- d. Noel Levitz SSI – increase student satisfaction beyond the national percentages

Goal:

- a. Unmet
- b. Met
- c. Unmet
- d. Unmet

Comments:

- a. 75% for 19-20 – do not know 20-21 yet
- b. FA20 85%; SP21 77%
- c. 19-20 scores only – will get 20-21 scores in the fall
- d. -.49 below national average

2. Implement the assessment plan for measuring student success in general education and gateway courses; this includes specific definition and measures of student success.

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

The ETS Proficiency Profile exam, COMM 200 speech analysis, writing skills analysis, and localized questions are analyzed to determine student proficiency in general education. Students not passing the tests within one standard deviation of the mean must undergo remedial work before graduation. Four students were referred to Students Services this Spring for this purpose.

Caylor School of Nursing

This was not a plan for the CSON.

Goal: Unmet

QEP

- a. Student Surveys pre- and post scores – using T-Test - show a statistical difference.
- b. 4-year & 5-year graduation rates for first generation students to be at 45% and 50%.
- c. 4-year & 5-year graduation rates for first-time, full-time, bachelor's degree seeking freshman.

Goal:

- a. Unmet
- b. Unmet
- c. Unmet

Comments:

- a. Not a statistical positive difference – low response rates.
- b. Will measure in 2023 and 2024 for the Fall 2019 & 2020 cohorts.
- c. Will measure in 2023 and 2024 for the Fall 2019 & 2020 cohorts.

3. Implement the assessment plan for measuring the persistence of students participating in general education and gateway courses at LMU; this includes specific definition and measures of student success and target groups of students.

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

Persistence in completing GE coursework is measured by advisors during advisement as well as numbers of students completing LNCN300 any given semester. LNCN300 can only be registered for when a student has completed GE coursework (LNCN300 is not CIVX300).

Caylor School of Nursing

This was not a plan for the CSON

Goal: Unmet

QEP

- a. Syllabi review with 80% scores above 3 on 4-point rubric
- b. Syllabi improvement with student and faculty focus groups to be at 80%
- c. Assignment review with 85% scores above a 3 on a 4-point rubric
- d. Assignment improvement in student focus groups with 80%
- e. Show statistical difference between mean pre- and post- faculty training surveys

Goal:

- a. Unmet
- b. Met
- c. Unmet
- d. Met
- e. Met

Comments:

- a. Drastic improvement with 76.3% SP21 but still not at 80%
- b. Positive responses from students and faculty at 88- 96%
- c. Improvement with 75% FA20 and 84% SP21
- d. Positive responses from students for assignments 88-97%
- e. Showed positive difference for FA20 and SP21

Responsibility: QEP Steering Committee, Academic Affairs, Academic Services, Student Affairs, CTLE, QEP Director, Campus-wide involvement in a variety of levels.

Time Frame: 2019-2024.

Resources Required: Budgetary allocation for the implementation and completion of the QEP. Involvement of constituencies across campus to implement Transparent Learning methodologies throughout selected General Education and Gateway courses.

Assessment: Data collected during the initial development of the QEP establishes the baseline for an assessment of the existence and level of transparent principles already found throughout LMU's undergraduate curriculum (specific to General Education and Gateway courses).

Transparency will be assessed across the curriculum as additional transparent principles are added to the curriculum with the intent of improving student success through the breaking down of barriers to understanding.

Use of Results: Data will be used to measure improvements in student learning/success compared to the baseline data.

Strategic Goal 2:

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

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

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

2. Expand the institution-wide Strategic Enrollment Task Force to include graduate/professional schools, Alumni, Public Relations, Athletics, and one student representative from all academic levels.
 - Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs.
 - The committee will collaborate with essential LMU offices.
 - Investigate an undergraduate common application.
 - Continue the utilization of multivariable testing (MVT).
 - Prioritize our regional market (175-mile radius) and secondary market.
 - Utilize demographic, census, and ACT/SAT data and forecasting data to identify potential markets and strategic recruitment strategies.
 - Partner with Alumni Services to maximize recruitment possibilities nationwide and host Alumni reception training events related to recruitment training.

Enrollment Management

Regular meetings were set with the listed offices. Projects were expanded to ensure cross-collaborative work with these areas. Admissions publications were updated multiple times throughout the recruitment cycle with public relations. Dr. Haywood was appointed as the chief point of contact between admissions and athletics. She exclusively met with athletic recruits and provided information sessions for athletic teams throughout the course of the year. Dr. Haywood provides an information pipeline to coaches to ensure information provided to recruits is current. Admissions partnered with Alumni services to host an information session to LMU alumni and the potential students of alumni.

The office of undergraduate admissions partnered with the Common Application organization. The Common Application was implemented as an option for applicants.

Undergraduate admissions completed a multivariable test examining the effectiveness of current recruitment strategies focused on communication efforts and recruitment materials provided. Jim Brown worked with admissions as a representative from QualPro Inc. to provide analysis of the results.

ACT/SAT data was examined to determine the ROI of name-buy strategies. This data was used to inform the future purchase of names from well-performing markets. This information was also used to focus the score ranges of purchases to promote maximum returns.

National alumni events were relegated to digital zoom events in response to the pandemic.

Goal: Met

Comments: Admissions will continue to review strategy effectiveness with the MVT.

Enrollment Fuel will provide expanded regional search information to inform recruitment strategies to potentially fruitful areas.

3. Investigate establishing a position dedicated to the development of financial literacy at all academic levels.
4. Partner with strategic divisions of the institution to evaluate potential for maximum enrollment, taking into consideration the following practices:
 - Continue to evaluate facility needs, including co-curricular space (classroom audit by department, student center, study spaces, etc.); facilities optimized for current and future student populations.
 - Investigate creation of an outline of study space by building/facility (and student access).
 - Availability of courses and classrooms at optimal times for undergraduate/graduate/professional student requirements.
 - Balance Faculty/Staff resources to ensure optimal instruction for student-to-teacher ratio.
 - Alternative delivery and advising models (Online/Virtual/Hybrid).
 - Targeted budgeting to maximize student recruitment reach and marketing exposure.
 - ROI of targeted student recruitment efforts and multimedia marketing campaign.
 - Incorporate intensive sales training for all recruitment and front-line customer service personnel.

Enrollment Management

TargetX Insights was implemented to better track student movement throughout the recruitment funnel. This product also tracks student action after event attendance along with tracking by region. These metrics provide insight into on-campus and off-campus recruitment events. Advisement was expanded in response to COVID-19 protocols. Long-distance advising by virtual appointment was streamlined. Pre-advising in preparation for new student registration events granted more efficient movement through the event along with greater attendee satisfaction.

Admissions staff attended multiple professional development days organized internally and with external consultants. Operations were shifted in response to guidance on best practices for staff.

Goal: Met

Comments: TargetX Insights use will be expanded in the new recruitment cycle to include counselor performance tracking both for leadership and for counselors to track their goals.

5. Public Relations: Marketing, Publications, and Advertising
 - Build out community outreach plan, Movies in the Park, Lincoln's Leadership Summit.
 - Continue to promote and proactively communicate a consistent LMU brand through publications and communications.
 - Create templates that show acceptable options for brand usage for student clubs and organizations.

Abraham Lincoln Library & Museum

The ALLM collaborated with LMU Marketing on a redesign of brochures and billboards aimed at Museum visitors, potential ALLM members, and educators to ensure brand consistency.

Goal: Met

6. Utilize technology to optimize messaging across various mediums to maintain and accelerate student enrollment levels.

Enrollment Management

TargetX email was used as the primary mode of mass communication to large groups of students. This strategy was supported by direct communication from admissions representatives to students by using the TargetX text messaging platform along with LMU work cell phones for calls and texts.

Admissions entered a partnership with Enrollment Fuel to provide high quality digital marketing to potential students in the prospect pool. Traditional mail was sent to students who engaged substantively with digital marketing materials.

Goal: Met

7. Continue to partner with graduate/professional colleges/programs to host recruitment and yield events for all levels of the Institution.

Enrollment Management

Initiated GPA program to recruit students to undergraduate programs with a guaranteed spot in a corresponding graduate/professional program. Undergraduate admissions coordinates the application process and provides transcripts/test scores to the graduate or professional program for interviews.

Goal: Met

Comments: GPA program marketing will be enhanced in the new recruitment cycle to advertise to students qualified for each respective program.

Caylor School of Nursing

Nursing has conducted virtual open house sessions for graduate nursing and undergraduate nursing this past year.

8. Maintain and enhance contact with high school counselors, teachers, and principals
 - Continue to host counselor lunches to establish a stronger partnership and showcase all levels of the University's programs.

Enrollment Management

Admissions counselors continued to build relationships with representatives at schools within their assigned territory areas.

Counselor luncheon event was hosted with emphasis on social distancing guidelines to maintain a safe distance for visitors. Counselors received updates about the admissions process, financial aid, and program offerings.

Goal: Met

Caylor School of Nursing

Nursing is working with Knox County Schools to offer dual credit courses that would interest students who may pursue nursing.

9. Pursue opportunities to expand the diversity of our student population at the undergraduate, graduate, and professional level.

Enrollment Management

Undergraduate admissions continued to attend national student recruitment events through a virtual medium because of COVID-19 protocols. Students from more diverse areas attend these events in higher numbers than regional recruitment events.

The cornerstone program was expanded to include more students from diverse academic backgrounds and those more disproportionately economically disadvantaged. Undergraduate admissions partnered more closely with academic support in the cornerstone program to ensure students receive more robust resources appropriate to their needs.

Goal: Met

Responsibility: Vice President & Dean for Enrollment & Student Affairs, Director of Special Projects & Operations, Enrollment Management Team, Senior Director of Marketing and Public Relations, Senior Director of Alumni Services, and Strategic Enrollment Task Force (comprised of aforementioned positions plus representatives from the various student government associations).

Time Frame: Annually.

Resources Required: To be determined.

Assessment: Compare enrollment patterns through trend analysis for undergraduate, graduate and professional students each semester; minutes from Strategic Enrollment Task Force meetings, minutes from various admissions committees, copies of advertisements, publications, 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.*

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

Enrollment Goals:

	2018	2019	2020	2021	2022
UG	1953	1985	2020	2030	2040
Graduate	1173	1192	1207	1227	1010
Professional	1672	1823	1873	1948	2200
Total	4798	5000	5100	5205	5250

* *These numbers reflect the following increased projections:*

2019: DCOM at LMU Knoxville will add 150 students next year

1. Strategic Enrollment Task Force will create and implement strategic plans, such as:
 - i. Assist in the coordination of an undergraduate retention plan
2. Continue to coordinate with financial aid to maximize all financial resources available.

Responsibility: Vice President & Dean of Enrollment & Student Affairs, Director of Special Projects & Operations for Enrollment & Student Affairs, Enrollment Management Team, Senior Director of Marketing and Public Relations, Senior Director of Alumni Services, and Strategic Enrollment Task Force.

Time Frame: Fall 2019- 2022.

Resources Required: To be determined.

Assessment: Track through minutes of marketing committee meetings, Strategic Enrollment Task Force meetings, various admissions committee meetings; publications, news releases, and advertising; data from housing reports, weekly admissions reports, and athletic reports.

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.

Enrollment Goals:

	2018	2019	2020	2021	2022
UG	1953	1985	2020	2030	2040
Graduate	1173	1192	1207	1227	1010
Professional	1672	1823	1873	1948	2200
Total	4798	5000	5100	5205	5250

1. Continue to recruit medical, veterinary, and law students who are committed to serving the Appalachian area.

Duncan School of Law

DSOL exceeded incoming student enrollment projections for the 2020-2021 academic year by matriculating 118 students. The Law School continues to recruit students who are from the Appalachian area and are committed to returning there to practice upon graduation. In addition, a high percentage of students from outside the region decide to take the Tennessee bar exam and practice in the region after graduation.

Goal: Met

School of Medical Sciences

The School of Medical Sciences seeks to meet this goal by recruiting students from identified Appalachian locations.

PA class of 2022 – Harrogate Campus:

- Tennessee – 30
- Georgia - 8
- Kentucky – 4
- Virginia – 5
- Alabama – 1
- North Carolina – 5

Total: 52/86 from mission area (60%)

PA Class of 2022 – Knoxville Campus:

- Tennessee – 22
- Georgia – 4
- North Carolina – 3
- Alabama – 1
- Virginia – 1

Total 31/59 from mission area (52%)

Goal: Met

2. Increase the diversity of the faculty, staff, and student body through targeted marketing initiatives that encompass multiple mediums.

Duncan School of Law

In 2020-2021, the Law School increased the diversity of its staff and faculty by hiring racially diverse individuals for faculty assistant and visiting faculty positions. DSOL continued to increase the diversity of the student body through strategic marketing initiatives. Of the students who matriculated in Fall 2020, 16% self-identified as members of ethnically diverse categories.

Goal: Met

School of Medical Sciences

Goal: Unmet

3. Promote graduate programs and implement matriculation strategies from undergraduate to graduate/professional programs.

Duncan School of Law

DSOL continues to develop and promote matriculation strategies that yield positive results for both the Law School and other undergraduate and graduate programs at LMU. DSOL also continued its partnership with other LMU graduate programs and added a JD/MSJ Dual-Degree Program option.

Goal: Met

DeBusk College of Osteopathic Medicine

LMU-DCOM matriculated 393 students through 5,547 completed applications. The DCOM recruitment priority area is the southern Appalachian region including Tennessee, Kentucky, Virginia, Georgia, North Carolina, Alabama, and West Virginia. From the southern Appalachian region, LMU-DCOM recruited 55.7% of the 393 matriculants, and of the 55.7% (219) from southern Appalachia (37.7% increase from 2019-2020), 41.9% (165) were from TN, KY, and VA (30.9% increase from 2019-2020). The demographics include 48% male and 52% female; 66.3% White, 17.8% Asian, 4.0% Hispanic/Latino, 8.9% Black/African American, 0.0% American Indian/Alaska Native, and 3.0% not reported.

School of Medical Sciences

As a “spin-off” of the GPA development, the School of Medical Sciences has guaranteed PA Program interviews for all current LMU students who applied to the GPA program and meet the GPA benchmarks but are not entering freshman.

Goal: Met

4. Explore the potential of admitting new undergraduate students to graduate and professional programs as they enter as freshmen, provided they meet certain criteria.

Duncan School of Law

In 2020-2021, the Law School faculty approved two pathways allowing for the matriculation of LMU undergraduate students, including a “3+3 Early Entry” and an “Admission without LSAT”

option for qualifying LMU undergraduates. The Law School also entered into a 3+3 Program Agreement with Austin Peay State University.

Goal: Met

School of Medical Sciences

The School of Medical Sciences is part of the new Guaranteed Professional Admissions pathway for LMU undergraduate freshman to seek early admission to the PA programs. The SMS has developed three GPA pathways for entering freshmen (Biology, Chemistry, and Medical Laboratory Science).

Goal: Met

5. Develop and communicate industry partnerships to explore tuition reimbursement programs and other non-financial incentives (e.g., internships, mentoring opportunities, etc.).

School of Medical Sciences

Goal: Unmet

6. Increase community awareness of graduate/professional programs through professional organizations, school districts, community involvement and open houses.

Duncan School of Law

DSOL promoted virtual programs, such as Continuing Legal Education programs, an Open House, and symposia to raise community awareness. Members of the Law School faculty are active in multiple professional organizations, including the American Bar Association, the Tennessee Bar Association, the Knoxville Bar Association, and various organizations for specialized areas of practice. Full-time faculty must complete at least 10 hours of *pro bono* legal service each year.

Goal: Met

School of Medical Sciences

This year, the School of Medical Sciences marketed programs at the following professional conferences (virtually)

- Tennessee Academy of Physician Assistants
- American Academy of Physician Assistants
- American Academy of Surgical Physician Assistants

In addition, the SMS participated in multiple virtual recruitment fairs:

- Physician Assistant Education Association
- Virginia Tech Healthcare admissions fair
- ETSU virtual fair
- Kennesaw State University
- University of South Carolina Health Professions fair
- Lee University
- Maryville College
- Univ. TN Chattanooga Pre-PA Society
- Univ. Florida Healthcare Showcase

- Tennessee Tech
- University of Tennessee Health Professions Career Panel
- LMU Zoom (x 5)
- LMU Interstate fair
- AHEC Virtual Fair
- Radford University
- Univ. of Evansville
- Eastern Kentucky Univ.
- Berry College
- Bowling Green State
- Shawnee State
- East Carolina Univ
- Univ. Georgia
- Univ. Alabama Birmingham
- Univ. TN Kinesiology
- LMU Pre-med
- Davidson College
- Univ Mississippi Pre-SOMA and PA
- National Association of Advisors for Health Professions

Open Houses

- Anatomy of a PA 4/24
- Anatomy of a PA 6/12
- PA virtual information session x 3

Goal: Met

Responsibility: Vice President & Dean of Enrollment & Student Affairs, Director of Special Projects & Operations for Enrollment & Student Affairs, Enrollment Management Team, Senior Director of Marketing and Public Relations, Senior Director of Alumni Services, and Strategic Enrollment Task Force.

Time Frame: Each semester.

Resources Required: To be determined.

Assessment: Compare enrollment reports from each semester; copies of advertisements, publications, 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: To provide appropriate student aid awards to eligible students.

1. Reassess the undergraduate institutional financial aid practices/philosophy
 - The institutional financial aid policy will be reviewed and revised annually to maintain consistency with University goals and resources.
 - Student Financial Services will continue to use a Noel Levitz model to package new and transfer students.

- A target date of mid-December will be set for new student financial aid packages. Student Financial Services will continue to have a very coordinated effort with Enrollment and Student Affairs.
- A cap will be established for returning students who lost academic or state-based aid and received LMU need-based aid.
- Institutional financial aid will be increased along with the annual cost of attendance if the budget allows.
- Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget
- Trending data will be utilized.

Duncan School of Law

DSOL will continue to work with the Office of Student Financial Services to evaluate and assess LMU institutional financial aid philosophy and practices for law students. DSOL also works with the Office of Student Financial Services and outside, non-profit vendors to create programs of financial literacy (e.g., AccessLex).

Goal: Met

Comments: While the pandemic halted most initiatives, DSOL is committed to working with the Executive Director of Student Financial Services and Director of Financial Aid to create programs of financial literacy for our students.

Finance

Complete-Small Adjustments.

Goal: Met

Comments: New vendor contract.

2. Continue Perkins Loan liquidation process.

Finance

Scanning through student files.

Goal: Met

Comments: Looking at closing 21-22.

3. Investigate establishing a program dedicated to the development of financial literacy at all academic levels.

Finance

Position was budget approved.

Goal: Met

Comments: Hope to fire in July.

4. Continue to assess retention rates.

Finance

Continuing

Goal: met

Comments: New Vendor

5. Continue to participate in the full tuition scholarships process.

Finance

Continuing

Goal: Met

Comments: Phase out

6. Improve interdepartmental communications
 - Continue First-Stop Approach with Financial Aid and Student Accounts.
 - Continue communication and collaboration with Admissions and Athletics.

Finance

Improving

Goal: Met

Comments: NSR Collaboration

7. Ongoing activities:
 - Continue with an active approach to collect past due accounts and have a goal to collect no later than 60 days late. Take a conservative approach with credit extension to high-risk borrowers.
 - Continue to identify students' financial needs and meet those needs through a combination of grants, scholarships, and self-help aid.
 - Re-evaluate the funding level of the Lincoln Grant component of the Financial Aid budget.
 - Continue training work study students and supervisors. Spend all allocated federal funds. Make sure departments communicate if they can utilize work study students.
 - Continue to monitor federal and state funds annually.
 - Work with the Consumer Information Taskforce that created single webpage for all Consumer Information requirements for LMU.
 - Keep a close eye on the political environment. Student loan interest rates decreased for 2019-2020 (4.529%, 6.079%, and 7.079%). Investigate interest rates in the private student loan market. Potential elimination of PSLF, Loan Subsidy and Parent Plus Loan, and one income-based repayment plan.

Finance

On-going continuing. Interest rates go up and down with the change in presidential leadership.

Goal: Met

Comments: Working with families on financial literacy to understand the college financial aid process.

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

Time Frame: Each semester.

Resources Required: Included in the institutional budget each year.

Assessment: Examine financial aid statistics and audits.

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

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

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

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

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

Duncan School of Law

DSOL's administration requires all its budget managers to justify how new requests meet the University and Law School mission and enhance the program of legal education.

Goal: Met

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

Institutional Effectiveness

All academic programs and 31 of 34 administrative units submitted OARs.

Goal: Mostly Met

Comments: One Unit working on OAR for 2020-2021, and one unit working on developing an assessment plan for 2021-2022.

3. Make continuous changes and improvements as dictated by the assessment results.

Institutional Effectiveness

Most academic programs and administrative units show efforts at continuous improvement based in assessment data.

Goal: Mostly Met

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

Time Frame: Continuous.

Resources Required: Time.

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

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

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

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

1. Evaluate the Institution's financial performance, identifying strengths, weaknesses, opportunities, and threats.
2. Prepare budget requests consistent with individual unit plans and strategic priorities.

3. Review budget requests, institutional priorities, the five-year pro forma, and institutional evaluation results specific to each department and/or program to make informed decisions related to the allocation and reallocation of resources consistent with the strategic plan.
4. Conduct annual budget discussions during which the Vice Presidents and their respective budget officers present proposals and provide supporting documentation to ensure that all estimates are reasonable.

Duncan School of Law

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

5. Present the balanced budget to the Board of Trustees for approval.

Duncan School of Law

DSOL is finishing FY 2021 well within the budget that was approved by the Board in May 2020. As we graduate the last class of students that was admitted prior to receiving ABA provisional approval, the Law School anticipates running nearly a balanced operating budget in FY 2022.

6. Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.
7. Assure that timely communication and feedback to appropriate persons regarding budget matters will occur throughout the fiscal year.

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

Time Frame: Annually.

Resources Required: Adequate data and time.

Assessment: Balanced fiscal year operating and cash flow budget.

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

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

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

1. Evaluate the current five-year operating pro forma and cash flow using recent financial and economic trends.
2. Develop budgetary assumptions using expense and revenue trend data and specific environmental considerations.

3. Use institutional research for trend analysis, unit strategic plans and outcomes assessment results to assess and update the rolling five-year operating pro forma and cash flow to reflect institutional priorities.
4. Present the five-year operating pro forma and cash flow to the Board of Trustees each fall for approval.

Responsibility: Budget Officers, Office of Institutional Effectiveness, and President's Cabinet.

Time Frame: Annually.

Resources Required: Adequate data and time.

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

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

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

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

1. Ensure, as part of the budget development, line items for debt service, strategic initiatives, contingencies, and capital expenditures.
2. Establish parameters for the allocation of budgeted funds in support of debt services, strategic initiatives, contingencies, and capital expenditures.

Responsibility: Vice President for Finance and Administration and President.

Time Frame: Continuous.

Resources Required: Adequate data and time.

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

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

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

Objective 3.5: To enhance budget management.

1. Include evaluation of budget management performance as a regular component of each budget officer's annual evaluation.
2. Facilitate comprehensive communication of financial performance among Finance, budget officers, and department members through periodic forecasting.
3. Review and, when appropriate, revise expenditure approval process.

4. Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.
5. Implement and utilize budgeting software for evaluation and assessment of financial data at both the departmental and university levels.

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

Time Frame: Continuous.

Resources Required: Adequate data and time.

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

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

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

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

1. Coordinate with the Vice President for Academic Affairs, through the Committee on Scholarly Activities (COSA), to develop budget projections in support of scholarly activity.
2. Coordinate with the administrative personnel to develop budget projections in support of infrastructure needs.
3. Coordinate with enrollment management personnel to develop budget projections in support of student services' needs.
4. Provide support in seeking funding from external sources.

Caylor School of Nursing

The NEPRQ grant was received in July 2020. This grant partially funded a faculty salary.

5. Monitor compliance and manage expenditures of grant-funded programs.
6. Review levels of scholarly activity and align budget to provide adequate support, including intramural, and start-up funding.

Responsibility: President's Cabinet, Office of Research, Grants and Sponsored Programs, and President.

Time Frame: Continuous.

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

Assessment:

- (a) Documented outcomes of scholarly activities and growth of funding.
- (b) Documented infrastructure support requirements through project plans.

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

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

Objective 3.7: To utilize financial data to make informed decisions.

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

Institutional Effectiveness

Data are collected and analyzed from multiple sources including survey data (internal and external), enrollment census data, Common Data Set, and data from other offices within LMU.

Goal: Met

2. Develop allocation methods to support activity-based costing.
3. Provide appropriate access to results of analysis to guide the decision-making process for improvement of the Institution.
4. Maintain a repository of institutional data to ensure consistency in official reporting.

Institutional Effectiveness

Data are located in an internal data warehouse. An official enrollment census snapshot is disaggregated each semester and utilized to ensure consistent reporting across IPEDS, state licensing, surveys, and data requests. An IR Newsletter is formed from census data containing disaggregated demographics and enrollment by classifications and schools.

Goal: Met

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

Institutional Effectiveness

An official enrollment census snapshot is disaggregated each semester and utilized to ensure consistent reporting across IPEDS, state licensing, surveys, and data requests. An IR Newsletter is formed from census data containing disaggregated demographics and enrollment by classifications and schools.

Goal: Met

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

Institutional Effectiveness

Deans are provided with a copy of the IR Newsletter during the Fall and Summer. The IR Newsletter is formed from census data containing disaggregated demographics and enrollment by classifications and schools. Additionally, *ad hoc* requests for data are processed as requested for such needs as accreditation, grants, reports, etc. From Fall 2020 through September 23, 2021, 110 *ad hoc* data requests have been completed for LMU faculty and staff.

Goal: Met

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

8. Implement and utilize budgeting software for evaluation and assessment of financial data at both the departmental and University levels.

Responsibility: Office of Institutional Effectiveness, Finance, and President's Cabinet.

Time Frame: Continuous.

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

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

Use of Results: To improve the planning, budgeting, and assessment processes.

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

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

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

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

Duncan School of Law

The Law School facility is in some need of upgrades and improvements, as the original renovations to the facility were completed over 12 years ago.

The Law School building has a persistent leak on the east side when there is a heavy rain. Until the roof is properly repaired or replaced, this issue will persist.

Most of the interior of the building was painted over the last several months, although some additional touch-up and clean-up from the painting is still needed.

Goal: Unmet

Existing Facilities

2. Continue to review and identify office, classroom, and study space on the main campus and throughout the off-campus sites.

Duncan School of Law

DSOL will be using space at the LMU Tower this Fall. This will be very beneficial.

Goal: Met

DeBusk College of Osteopathic Medicine

Buildout for DCOMK Building 2 was completed and OT/PT programs began May 2021.

Goal: Met

3. Continue improvements to the Student Center.
4. Continue to remodel, renovate, and expand the Abraham Lincoln Library and Museum, to include ADA compliancy.
5. THP complete.
6. Complete installation of windows in order to complete remodel of Liles Hall.
7. Continue to complete HVAC renovations for Duke.
8. Continue to pursue funding through University Advancement for Democrat Hollow upgrades (newly named "Alumni Park").
9. New roof on Business Education Building.

10. New roof for Liles and West Residence Halls; planning in process to combine the two buildings with a glass area and elevator.
11. Road completion by Garden Center to Highway 63.
12. New roof on Schenck Building.
13. Complete building upgrades to Schenck.
14. Remove maintenance building and construct new building below Valley of Sports Building to include Central Receiving.
15. Planning discussions to remodel space to accommodate four classrooms in Duke Hall.
16. LMU-Knoxville Building one site remodel is complete. Cleanup from Ross being completed. Building two and building three remodel planning is underway.
17. Demolition of Byram House is completed.
18. Repurpose of Munson House planning in process and Kresge repurposed to lower school, completion date of August 1 anticipated.

New Facilities

1. Lacrosse facilities, consideration for artificial turf.
2. Auxiliary Gymnasiums in planning. 1=one Fall 2019.
3. Communication, Instruction, and Technology (CIT) facility-Ongoing.
4. Construct on-campus (Harrogate) Veterinary Medicine facility, including labs, lecture halls, and office space-Completed.
5. New Water Plant facility with office space, additional water storage to support irrigation, and fire sprinkler systems.
6. One million-gallon tank-Ongoing.
7. Continue plans for construction of facility for Conservation Biology teaching and research.
8. Investigate renovation of CMRC building.
9. Construct additional instructional/laboratory spaces for DeBusk Veterinary Teaching Center.
10. Feasibility of Exercise Science Lab in Parkway AT Bldg.

11. New Electronic Library & Commons-Ongoing.
12. Acquire St. Mary's Towers 209, continued negotiations with the city.

Campus Enhancements

1. Ongoing campus lighting enhancements-In progress.

Duncan School of Law

DSOL has requested lighting improvements on its campus since 2018. The lighting attached to the outside of the building has been improved, but the lighting in the faculty/staff parking lot and on walkways has not and needs to be.

Goal: Unmet

2. Campus sidewalks and crosswalks-In progress.
3. Campus Signage in progress.
4. Continue to monitor utilities to enhance fiscal responsibility-In progress.
5. Evaluate and identify facilities with potential Accessibility compliance issues-In progress.
6. Continue to renovate Student Center-In progress.
7. Reconfigure campus road schematics-In progress.
8. Continue to identify site-specific enhancements at off-campus sites where feasible-In progress.

Duncan School of Law

Outdoor lighting continues to need to be improved. It is a safety issue.

9. Continue construction of Pioneer Village.

Responsibility: Vice President for Finance and Administration, Director of Physical Plant Safety and Facilities Coordination, Director of Infrastructure Management, the President, President's Cabinet, and Properties Committee of the Board of Trustees.

Time Frame: Annually and as needed.

Resources: Physical plant budget, plant fund.

Assessment: Minutes of President's Cabinet and Properties Committee; minutes from the Physical Plant Operations Group and other project plan documentation.

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

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

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

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

Campus Police and Security

We have maintained to meet or exceed Tennessee POST requirements.

Goal: Met

Facilities

Goal: Ongoing

2. Continue to seek funding from outside sources to ensure additional health and safety opportunities and resources.

Campus Police and Security

We continue to work with the Governor's Highway Safety Program in an effort to attain the annual grant monies that are available.

Goal: Met

3. Communicate the University's Health and Safety Manual, including the University Crisis Plan.

Campus Police and Security

We have reviewed and revised the University's Safety Manual to maintain a safe campus.

Goal: Met

Comments: We update this every year

Facilities

University's Health and Safety Manual can now be accessed on myLMU by everyone.

Goal: Met

4. Continue to conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, and camera systems, security, and access control).

Duncan School of Law

The Law School's Facilities and Technology Committee conducts reviews yearly of the DSOL facility and advises the Dean as to needed improvements.

Goal: Met

Campus Police and Security

We conduct monthly fire extinguisher checks and ensure that the evacuation plans are up to date, accurate, and easily accessible. We check the call boxes, maintain the camera system, and work with IT to confirm that all are working properly.

Goal: Met

Facilities

Goal: Ongoing

5. Continue to support training opportunities for health and safety issues.

Duncan School of Law

DSOL continues to promote mental and physical health initiatives. These include subsidizing student memberships at the downtown YMCA, providing sessions with, and presentations by, the University Counseling Center, and pursuing other wellness initiatives with third parties (i.e., yoga, mindfulness, therapy dogs).

Goal: Met

Campus Police and Security

We strive to work with student Services and Housing in training sessions designed to protect our campus community.

Goal: Met

Facilities

Monthly safety meetings are conducted with Physical Plant staff (Toolbox topics). On-going.

Goal: Met

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

Facilities

Annual hazardous waste disposal is conducted each year. All State/Federal documentation is submitted. On-going.

Goal: Met

7. Continue to implement access control in all new and existing facilities on campus.

Campus Police and Security

We continuously assess our access control systems and work with the development of new buildings in an effort to assure that access control is made available.

Goal: Met

8. Continue to expand the security call phone system and utilization of campus siren.

Campus Police and Security

We conduct siren testing twice per year and monitor our phone systems.

Goal: Met

9. Continue to encourage participation in Emergency Alert System.

Campus Police and Security

We continually promote the use of LiveSafe.

Goal: Met

10. Continue to conduct current fire drill procedures for administrative buildings.

Duncan School of Law

DSOL holds regular fire drills in cooperation with the City of Knoxville Fire Department.

Campus Police and Security

We work closely with Housing and Maintenance in conducting the required fire evacuation drills.

Goal: Met

11. Continue to identify a designated shelter or place for each facility. Completed and posted in buildings.

Duncan School of Law

DSOL has shelter in place plans and communicates them to faculty and staff.

Campus Police and Security

Shelter-in-place locations are clearly posted throughout campus.

Goal: Met

Facilities

This is completed on existing buildings. Ongoing for new buildings.

Goal: Met

12. Continue to conduct mock emergency drill tabletop training exercises annually for compliance with the Clery Act.

Duncan School of Law

DSOL conducts training in compliance with the Clery Act.

Campus Police and Security

We conduct an annual tabletop drill per Clery standards.

Goal: Met

Comments: We only conducted one in 2020 due to Covid.

13. Continue to assist with educating students about campus, personal and situational safety.

Duncan School of Law

Security is on the DSOL campus during all open business hours and security speaks to all new law students when arriving on campus at orientation.

Campus Police and Security

We strive to educate our campus community in crime prevention and personal safety.

Goal: Met

14. Continue enhancement of safety and maintenance support at off-campus learning sites.

Campus Police and Security

We work closely with Volunteer Protective Services to assure the enhancement and continued safety of our off-site locations.

Goal: Met

15. Continue to ensure evacuation routes on all floors of all buildings are up to date.

Campus Police and Security

Comments: Director of Physical Plant Safety and Facilities Coordination

Facilities

Completed. Will continue for new buildings.

Goal: Met

16. Continue to coordinate with all departments for compliance with the Clery Act.

Campus Police and Security

We work closely with the Administration to remain in compliance with the Clery Act.

Goal: Met

17. Continue to certify faculty, staff, and students as Campus Safety Authorities (CSA) on all LMU sites per the Clery Act.

Campus Police and Security

We conduct a minimum of two CSA trainings per year and all new employees are required to receive the training during their “on boarding.”

Goal: Met

18. Continue training with the Critical Incident Response Team (CIRT).

Campus Police and Security

We meet regularly with CIRT and conduct training sessions.

Goal: Unmet

Comments: Did not meet due to Covid.

19. Compliance with POST Peace Officer Standards and Training Commission (State of Tennessee Requirements for Police).

Campus Police and Security

All of our officers meet or exceed the POST requirements.

Goal: Met

Responsibility: Director of Physical Plant Safety and Facilities Coordination, Dean of Camp Safety Operations, Director of Infrastructure Management, President’s Cabinet, Risk Management and Insurance Manager, and Chair of the Institutional Biological and Chemistry

Safety Committee, Vice President for Finance and Administration, Off-Campus Sites Coordinator of Safety and Security/Assistant Chief of Police.

Time Frame: Annual or as needed.

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

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

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

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

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

1. Continue to enhance employee orientation process.

Human Resources

Online orientation has been established from application through onboarding.

Goal: Met

Caylor School of Nursing

Dean of Nursing and ASN Chair provided a day long orientation for new faculty. The role of the faculty member was discussed along with responsibilities.

2. Continue to provide and enhance in-house training and development programs for employees.

Human Resources

Protection of Minors and FERPA training automated and included during onboarding. Financial Literacy and Planning sessions offered. Health Coaching Sessions offered.

Goal: Met

Caylor School of Nursing

Nursing provided in-house training for faculty in August. The Dean presented a workshop titled "*The Faculty Role and Best Teaching Practices*".

3. Continue to evaluate and enhance University benefits.

Human Resources

Benefits are evaluated yearly. TRIA Health has been added and AirMed discount was supplied.

Goal: Met

Comments: We are currently in the evaluation process for next benefit year.

4. Continue to review and ensure compliant procedures for Faculty/Staff based on current local, state, and federal agency regulations and laws in coordination with Office of the General Counsel.

Human Resources

General Counsel and HR work together on multiple fronts. HR continues to monitor changing regulations and reform.

Goal: Met

Comments: Suggested handbook edits have been supplied to legal for the upcoming academic year.

5. Continue to support the financial audit process.

Human Resources

Audit lists were supplied to HR and have been returned completed to Finance.

Goal: Met

6. Continue to participate in job fairs to present LMU as a career opportunity.

Human Resources

Job fairs are reduced due to COVID.

Goal: Unmet

7. Continue to enhance the Human Resources physical presence at off-campus sites.

Human Resources

HR virtually supports employees at their convenience.

Goal: Met

8. Continue to research and address current healthcare reforms.

Human Resources

HR works closely with McGriff representatives in support of reform changes.

Goal: Met

9. Maintain digital employee file system to aid in retention documentation (Laserfiche).

Human Resources

All HR Employee documents are digitally imaged.

Goal: Met

10. Continue to recognize employee service and promotions through celebrations-In progress.

Human Resources

HR doesn't offer in-person celebrations.

Goal: Met

Comments: Certain year of service are awarded additional time off or a watch.

11. Continue to implement human resources technology (as budget permits) to reduce manual processes.

Human Resources

Electronic I-9 and background checks have been implemented.

Goal: Met

Comments: Reviewing current ATS software for changes.

12. Beginning to review and enhance the current Performance Evaluation process.

Human Resources

Current Vendor cannot offer what is needed for Performance Eval Software.

Goal: Met

Comments: Reviewing vendors for Performance Eval Software.

13. Continue to develop employee contract process to become automated.

Human Resources

Employee Contracts are fully automated.

Goal: Met

Responsibility: VP for Finance and Administration, Director of Human Resources, Office of the General Counsel, IS Representative.

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 4: *Ensure the adequacy and efficient use of physical and human resources on main campus and at off-campus sites.*

Objective 4.4: Evaluate non-faculty administrators and staff compensation against benchmark salary/benefit levels of peer institutions with respect to position, appointment, experience, workload requirements, and similar activity to support competitive excellence in staffing practices.

1. Potential Software/Consulting for this project has been identified if approved in budget.

Human Resources

(Old) Vendor identified

Goal: In process

Comments: Pending budget approval for next FY2021-2022

**Strategies and Action Plans need to be developed. Otherwise, this strategic goal should be removed. (Note from IE Office).*

Responsibility:

Time Frame:

Resources Required:

Assessment:

Use of Results:

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

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*
Objective 5.1: Plan and budget for appropriate technological resources, including staff, software, and hardware.

1. Participate in the budgeting process of new and proposed initiatives.

Information Services

- Moved LMU Phone system to Avaya Cloud Office (\$43,000 savings per year)
- Moved LMU Cable TV Service to Spectrum Streaming (\$84,000 savings per year)
- Renegotiated Ellucian Services agreement (\$35,000 savings per year)
- Mediasite cloud migration (\$25,000 savings per year)
- Replaced lab computers in all undergraduate labs (150 devices)

Goal: Met

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

Information Services

- Migrated Administrator Plus (JFWA) software to the cloud
- Implemented Target X Application for PA Harrogate
- Implemented Target X Application for Graduate Nursing
- Implemented Target X Application for DMS
- Implemented Laserfiche for DSOL
- Implemented Laserfiche for Graduate Education
- Implemented Laserfiche for Master of Science
- Implemented Laserfiche for Graduate Business
- Created CVM supplemental application in Target X

Goal: Met

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

Information Services

Implemented ILP Integration between Colleague and Blackboard

Goal: Met

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

Information Services

Schedule/supported 768 zoom meetings and 77 Zoom webinars

Goal: Met

5. Develop University purchasing, life-cycle management, and maintenance schedule.

Information Services

- Bell Schedule set up at Kresge JFWA
- DCOM K CEC and Sim Lab set up to Record PCs
- DCOM K and DCOM H Zoom Room Control

- DCOM H Student Lobby TVs Upgraded
- Aux Gym Scoreboard Install
- DCOM H All Digital Signage TVs upgraded (4)
- SA 100, 112, 113, and 135 Upgraded Mediasite Recorders
- Upgraded the Golf Digital Signage TV
- Upgraded all DCOM Study Room AirMedias
- Upgraded all MANS Study Room AirMedias
- Upgraded all CVM Study Room and Active Learning Room AirMedias
- Upgraded all Digital Signage Players on campus to WIN 10.
- Upgraded all the DCOM Knox Study Room AirMedias
- Upgraded all the DSOL Study Room AirMedias
- DCOM CEC Upgrade
- DCOM Knoxville 133 Upgraded (Zoom Capable, Student Mics, Etc.)
- PA System Roll out to Corbin, Avery, and MANS.
- AM Study Room Upgraded DVTC
- AM Upgrade DCOM K Anatomy Lab PA
- TV in Avery 214
- DSOL 325 Zoom Upgraded (Zoom Capable)
- DSOL 101 Zoom Upgraded (Zoom Capable)
- DCOM OPP Zoom Upgraded (Zoom Capable)
- President's Conf Room Upgraded
- Museum Install
- DCOM 101/102 Zoom Room Upgraded
- Aux Gym Shock Clock Install
- Library Digital Signage TV Upgraded
- DCOM Harrogate Digital Signage Addition
- Updated Kresge Touch Panels
- Upgraded Duke Mediasite Recorder
- Upgraded DSOL 326 Mediasite Recorder
- Updated CVM 100 and 101 Touch Panels
- Upgraded MANS 348 Mediasite Recorder
- CB 137 Zoom Room Upgrade
- LMU Tower Floor 1 and 2
- Added Monitors to Sim Rooms 1 and 3 at Cedar Bluff
- Tower Debrief Room Add on
- MANS 401 Anatomy Lab Mediasite Upgraded
- DSOL 413 Mediasite Upgraded
- DSOL Jury Room Air Media Addition
- BE Board Room Air Media Upgraded
- All DCOM Knox Conf Room Air Medias Upgraded
- DSOL 322 Round Room Air Media Upgraded
- DSOL Courtroom Temporary Covid Mic Add On
- Tex Turner Jumbotron bottom cover installed
- All Grant Lee Conf Room Air Medias Upgraded
- DCOM 101 Mediasite Upgraded
- DCOM 415 AirMedia Upgraded

- CVM Conf AirMedias Upgraded
- DCOM Knox CEC Program Change
- DSOL 227 AirMedia Upgrade
- DCOM Physical Therapy/Occupational Therapy building new technology install
- MANS Anatomy Lab USB Hub
- Farm Conf Room AirMedias Upgraded
- Grant Lee AirMedias Upgraded
- CB 137 and DCOM K Anatomy lab Air Medias Upgraded
- Lacrosse AirMedias Upgraded
- BE AirMedias Upgraded
- DCOM 102 Mediasite Upgraded
- Upgraded Infrastructure Air Medias
- MANS Conf Room AirMedias Upgraded
- BE Board Room Zoom Addition
- DCOM 101, 102, and 306 Smart Podium Screen Upgraded
- Men's Soccer Locker RoomTV added
- BE Conf Room Upgraded
- Aux Gym TVs Added (3)
- Migrated all Zoom Rooms to the Helpdesk account
- DSOL 322 Mediasite Upgrade
- Tower 103 and 203 Mediasite Additions
- Removal of old rack equipment from BE and DCOM
- DCOM Anatomy Lab Smart Podium Upgrade
- PTOT Sim Lab TV
- Duke IS Training Room Mediasite Upgraded
- MANS 101 and 102 Mediasite Upgraded
- DSOL 326 and 413 Upgraded
- Added a UPS to the Pres Conference Room rack
- Added a UPS to the Board Room rack
- Added a UPS to all PTOT racks
- Added a UPS to all Tower racks
- Duke Signage TV Upgraded
- HR Conference Room TV Added
- Cedar Bluff Signage TV Upgraded
- Cedar Bluff Sim Lab
- DSOL Conf Room Update
- CVM 100/101 IP Clocks
- DCOM Knoxville Lecture Hall 4 IP Clock

Goal: Met

6. Assess Technology initiatives to determine adequate resources.

Duncan School of Law

The Law School's Facilities and Technology Committee annually considers technology needs for the program and advises the Dean as to the same. The Dean submits its requests for software

and technology upgrades to the IS department.

Goal: Met

Information Services

Ongoing for all new projects.

Goal: Met

7. Procure instructional technology to support adjunct faculty.

Information Services

- Blackboard upgrade to SAS
- Procured Zoom
- Procured Collaborate
- Procured Voice Thread

8. Support instruction, research, and scholarly activity.

Information Services

New equipment as well as support provided via Helpdesk.

9. Include opportunities to provide service to the community.

Information Services

Goal: Unmet

10. Identify, plan, and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.

Duncan School of Law

DSOL is increasing the use of distance education in its full-time program and developing a part-time/hybrid program. It has requested additional personnel resources to assist with these efforts, including an instructional designer within the CTLE (or at the Law School) to work directly with Law School faculty.

Goal: Unmet

Information Services

New instructional technologist added to budget.

Goal: Met

11. Improve communication between Finance, Information Services, and appropriate departments regarding funded and unfunded technology budget requests.

Information Services

Announcements about budgeting, budgeting sheets, timelines, and approvals communicated through MyLMU.

Goal: Met

12. Negotiate technology resource agreements to provide comparable support and access at extended learning sites.

Information Services

All software access is the same at all sites. Classroom technology is assessed yearly.

Goal: Met

13. Explore opportunities for external funding for IT related projects.

Information Services

Goal: Unmet

Responsibility: Vice President of Finance and Administration, Information Services (IS), CTLE, and President's Cabinet.

Time Frame: Continuous.

Resources Required: Included in IS budget.

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

Use of Results: To justify, plan, and communicate budgeting for technology.

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.2: Provide and maintain technology infrastructure.

1. Review and assess all network closets.

Information Services

Ongoing

Goal: Met

Comments: Reviews are completed quarterly

2. Provide and maintain appropriate technology resources for faculty, staff, and students.

Information Services

- Processed TICUA catch up file for the past three years
- Processed TICUA file for 2020 Summer
- Processed TICUA file for 2020 Fall
- Process and upload TICUA reporting files

Goal: Met

3. Review, assess, and modify online services for faculty, staff, and students.

Information Services

Ongoing

Goal: Met

4. Review, assess, and modify software, website, and database functionality for University use.

Information Services

Ongoing

Goal: Met

5. Review, assess, and provide additional classroom technology needs.

Information Services

Completed annually

Goal: Met

6. Continue planned implementation of secure electronic document imaging solution.

Information Services

- Implemented Laserfiche for DSOL
- Implemented Laserfiche for Graduate Education
- Implemented Laserfiche for Master of Science
- Implemented Laserfiche for Graduate Business

Goal: Met

7. Maintain appropriate network and network security.

Information Services

- Penetration testing completed no findings
- NIST Assessment CDWG / State of Tennessee
- New Cisco Core Switch Installed
- Infoblox DNS appliance upgraded

Goal: Met

8. Perform a quarterly network security audit.

Information Services

- Penetration testing completed, no findings
- NIST Assessment CDWG / State of Tennessee
- Procured Tenable Security Scan system
- New Antivirus Deployment (Sophos)

9. Review, assess and analyze network monitoring reports.

Information Services

- PRTG monitored and upgraded

Goal: Met

10. Identify technology needs in new and existing buildings.

Information Services

- Switch replacement in:

- Duke
- DCOM
- DSOL
- Museum
- Library

Goal: Met

11. Identify technology needs for new and existing programs.

Information Services

Reviewed with program directors prior to program start

Goal: Met

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

Information Services

- Backup appliance replaced with Rubrik
- Backup replication to AWS
- Druva Insync loaded on all client PCs

Goal: Met

13. Maintain appropriate support for security services.

Information Services

- Upgraded Access Control to Prox: Liles, West, BusEd, DSOL, and DCOM
- Upgrade Cedar Bluff Security System
- Additional JFWA Cameras
- Upgraded DSOL and DVTC Camera Servers to Avigilon 7
- CS Gold 8 Upgrade

Goal: Met

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

Information Services

- Implemented CloudFlare DNS and Content Caching

Goal: Met

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

Information Services

- Moved LMU Phone system to Avaya Cloud Office (\$43,000 savings per year)
- Moved LMU Cable TV Service to Spectrum Streaming (\$84,000 savings per year)
- Renegotiated Ellucian Services agreement (\$35,000 savings per year)
- Mediasite cloud migration (\$25,000 savings per year)
- AWS Backup Replication

- Rubric Backup Solution
- Blackboard SAS

Goal: Met

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

Information Services

Confirmed conversion of all Image Now documents to Laserfiche and decommissioned Image Now servers

Goal: Met

Responsibility: IS

Time Frame: Continuous.

Resources Required: Basic resources included in Information Services budget; additional resources requested through budget process and grants. Compliance with national standards and regulatory guidelines.

Assessment: EDUCAUSE or national benchmarks, Network monitoring reports, Helpdesk logs and resolutions, Standard Operating Procedures, Information Technology Infrastructure Library (ITIL) standards, International Society for Technology in Education (ISTE) recommendations and Control Objectives for Information and Related Technologies (COBIT). ISO/IEC 27001 22301 27031 27035 22301 International Standard for best-practice information security management systems.

Use of Results: To ensure adequate technology infrastructure for faculty/staff/students.

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

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

1. Create an annual training schedule in collaboration between IS and Center for Teaching and Learning Excellence (CTLE).

Information Services

Completed 119 trainings on classroom technology and other multimedia systems

Goal: Met

2. Train new employees on productivity applications.

Information Services

Trainings completed on:

- Blackboard
- Collaborate
- Zoom
- Microsoft Office
- Adobe products
- Classroom technology

Goal: Met

3. Train and cross-train technology support staff.

Information Services

Helpdesk has group trainings quarterly

Goal: Met

4. Support online learning initiatives.

Information Services

LinkedIn Learning Platform

Goal: Met

5. Provide new and emerging technology training opportunities.

Information Services

Training is offered on all supported software as well as new software packages.

Goal: Met

6. Support CTLE with the development of instructional resources that utilize technology.

Information Services

Cross training is offered upon request.

Goal: Met

7. Coordinate training opportunities with vendors.

Information Services

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

Goal: Met

8. Coordinate training and orientation opportunities with professional, graduate, and undergraduate students.

Information Services

Trainings are offered at all new student orientations

Goal: Met

9. Develop and enhance training using various modalities for students, faculty, and staff.

Information Services

Trainings are offered one on one as well as group trainings.

Goal: Met

10. Work with departments to provide training on enterprise technologies.

Information Services

Trainings are completed on any new technology being deployed or new modules within an existing software.

Goal: Met

11. Enhance communications to keep the University community informed of changes in the IT environment.

Information Services

All announcements about IT or systems are submitted to MyLMU.

Goal: Met

Responsibility: IS, CTLE, Academic Affairs, Office of Institutional Effectiveness, and Student Affairs

Time Frame: Continuous.

Resources Required: Basic resources included in the IS budget and Academic Affairs budget.

Assessment: Training assessment surveys and Annual Software utilization assessment.

Use of Results: To determine user satisfaction levels as measured by continuous survey and identify training needs of faculty, staff, and students; to identify problems which additional user training could improve user satisfaction.

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.4: Provide user support for technology services.

1. Review, assess, and modify IS Helpdesk support.

Information Services

- Fielded 43,000 calls to the IS Helpdesk
- Closed 38,987 Helpdesk Tickets

Goal: Met

2. Continue University-wide campaign to communicate Helpdesk support procedures.

Information Services

Frequent posts to MyLMU

Goal: Met

3. Review and analyze Helpdesk service and support logs.

Information Services

Ongoing

Goal: Met

4. Assess and analyze helpdesk FAQ and online support documentation.

Information Services

Ongoing

Goal: Met

5. Encourage the use of the university portal (MyLMU).

Information Services

Ongoing

Goal: Met

6. Analyze trends for user support frequency and staff appropriately.

Information Services

Ongoing

Goal: Met

7. Review, assess, and modify IS Policies and Procedures as needed.

Information Services

Reviewed quarterly ongoing

Goal: Met

8. Review, assess, and modify the student and employee handbooks for IS policy changes.

Information Services

Reviewed annually

Goal: Met

9. Develop policies and procedures for granting appropriate guest access to technology, facilities, and services.

Information Services

Partnered with CDW to audit all policies and procedures IT related.

Goal: Met

10. Support the technology needs for University and community events.

Information Services

Provide Audio and Visual support

Goal: Met

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

Information Services

- Fielded 43,000 calls to the IS Helpdesk

- Closed 38,987 Helpdesk Tickets

Goal: Met

12. Streamline workflow and automate processes to improve business efficiency and reduce the use of paper.

Information Services

All helpdesk processes are electronic.

Goal: Met

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

Information Services

- Created export file for Presence software for Student Services
- Created subroutine supporting the billing of students with all online courses
- Created custom subroutine to facilitate the import of DPT applications from WebAdmit
- Created custom export for Comp Analyst software
- Implemented self-service collection of vaccination status data
- Automated SSN decryption and import to Colleague from WebAdmit professional applicant portal (DCOM).
- Configured ILP Integration between Colleague and Blackboard

Goal: Met

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

Information Services

Informer dashboards

Sisence dashboards

Goal: Met

15. Provide technical and leadership professional development opportunities for IT employees.

Information Services

Twenty-three certifications completed. Training offered virtually for all IT employees

Goal: Met

16. Provide flexibility in scheduling and projects to allow staff time to work with innovative technologies.

Information Services

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

Goal: Met

17. Recruit, develop, and retain a strong permanent staff and student staff.

Information Services

Ongoing

Goal: Met

Responsibility: IS and President's Cabinet.

Time Frame: Continuous.

Resources Required: Basic resources included in the IS budget.

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

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

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.5: Provide appropriate scholarly activity support.

1. Provide responsive support and innovative technical solutions to meet the needs of faculty and departments.

Information Services

Helpdesk closed 132 tickets related to research.

Goal: Met

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

Information Services

All systems in data center are considered high performance; however, open-standard and open-source are only provided on case-by-case basis.

Goal: Met

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

Information Services

- Zoom Campus License
- Adobe Campus License
- Arc GIS Campus License
- AutoCAD
- JMP
- Microsoft Suite

Goal: Met

Responsibility: IS and the Office of Research, Grants, and Sponsored Programs.

Time Frame: Continuous.

Resources Required: IS budget and revenue from grants and sponsored programs.

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

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

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

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

1. Maintain communication with a web design firm on the redesign of the external website.

Information Services

- Partnered with Beacon web design for web and marketing (Ongoing)
- Cascade CMS Migration
- Added Additional Webparts for Editors
- Added Dynamic Webparts for Automation of the Directory, News, and Left Hand Navigation

Goal: Met

2. Provide support and training for website content management system (CMS).

Information Services

All web editors trained on new CMS

Goal: Met

3. Develop a dynamic and responsive website to allow viewing on all electronic devices and comply with ADA regulations.

Duncan School of Law

DSOL undertook a series of focus groups in Spring 2021 to update and incorporate additional content on its website and to make it more user-friendly. The Dean has requested to work with the new CMS provider on changes to the Law School's website.

Goal: Unmet

Information Services

Ongoing and reviewed quarterly

Goal: Met

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

Information Services

Ongoing

Goal: Met

5. Maintain the content management system.

Information Services

Ongoing

Goal: Met

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

Information Services

Salesforce deployed for University Advancement

Goal: Met

7. Empower department heads or designee to review, assess and modify website content.

Information Services

Approvers set up according to hierarchy.

Goal: Met

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

Information Services

Ongoing

Goal: Met

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

Information Services

Ongoing

Goal: Met

Responsibility: IS, Office of Marketing and Public Relations, department heads or designees

Time Frame: Continuous Resources: IS budget, personnel

Assessment: Web analytics, AI reports, Heat maps

Use of Results: To create a consistent dynamic website accessible to all constituents via all web access devices

**Strategic Goal 6:
Enhance resources**

Strategic Goal 6: *Enhance resources*

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

1. Maintain best advancement practices with the University Advancement division and adhere to established fundraising code of ethics by Council for Advancement and Support Education (CASE) and National Association of College and University Business Officers (NACUBO).

University Advancement

University Advancement has maintained CASE standards and ethics in fundraising practices throughout the year.

Goal: Met

Comments: UA would like to request monthly or quarterly meetings with Finance to discuss and update processes where needed.

2. Identify and cultivate donors who have the potential to give unrestricted gifts annually.

Duncan School of Law

COVID restrictions significantly impacted fundraising efforts over the past year. We hope to raise more this year through increased in-person contact with current and potential donors. The Law School also is engaging in extensive and unprecedented outreach with its alumni base in order to cultivate long-term relationships with them.

Goal: Unmet

Comments: Professor Harris continues to cultivate Robert Anue, who contributed \$40,000 in unrestricted funds last year to support Professor Harris' scholarship on Artificial Intelligence, and who may be willing to contribute more in the future.

University Advancement

UA has identified and cultivated donors for unrestricted giving throughout the years using outreach including the following:

- Founders Day of Giving
- Email and social media appeals
- Direct mail
- Prospect research
- Events focusing on donor participation/first-time donor conversion

Goal: Met

Comments: UA created a Salesforce dashboard to target prospects for unrestricted giving.

3. Emphasize the concepts of Values-Education-Service as it applies to giving.

University Advancement

UA has incorporated the concepts of Values, Education, and Service in the larger themes and topics upon which direct mail, publications email, social media, and gift officer/donor cultivation are based.

Goal: Met

Comments: These concepts will continue to form the basis of our print, digital, and in-person fundraising content.

4. Focus fundraising messaging throughout the year on themes of Growth, Impact, and Trust.

University Advancement

UA has used the themes of Growth, Impact, and Trust in a variety of print and digital fundraising outreach in the past two years. During FY2020-2021, these larger themes were incorporated into the overall focus of fundraising messages, but the direct terms (e.g., as banners, headlines, etc.) were not a primary focus.

Goal: Met

5. Support efforts to enhance University-wide research.

University Advancement

UA has supported the University's efforts to enhance University-wide research in the following ways:

- Successful completion of the Kincaid Challenge Campaign which included the establishment of the Kincaid Research Endowment
- Prospect research to identify donors with capacity and affinity for research funding
- Support of grant/foundation opportunities that support research funding
- Work with Deans across campus to identify research funding priorities

Goal: Met

Comments: Additional work is needed to focus research funding priorities for solicitations at the individual donor and foundation level.

6. Solicit all members of the Board of Trustees to contribute at least annually (Goal of 100% participation).

University Advancement

- All members of the Board have been solicited by mail and direct ask throughout the fiscal year.
- The Chair of the Development Committee and others are brought into this process, and we were successful this year with 100% from our trustees.

Goal: Unmet as of today

7. Request all members of the President's Cabinet to contribute annually (Goal of 100% participation).

University Advancement

All members of the President's Cabinet have been solicited by direct ask throughout the fiscal year.

Goal: Almost there!

8. Encourage University Advancement staff to continue to contribute annually (Goal of 100% participation).

University Advancement

All members of University Advancement staff have been encouraged to contribute annually with the goal of 100% participation.

Goal: Met

9. Encourage all members of the Alumni board to contribute annually (Goal of 100% participation).

University Advancement

All members of the Alumni board have been solicited by direct ask during the fiscal year.

Goal: Met

Comments: Ongoing-will request of Board each year.

10. Collaborate with Deans, Departmental Chairs, and all campus constituencies to increase current faculty/staff giving rates with the goal of 50% participation for FY 2020-2021, and 100% participation for schools/departments and off-campus sites.

University Advancement

- UA has collaborated with Deans, Departmental Chairs, and other campus constituencies during the year to increase faculty/staff giving, particularly during the FY21 Founders Day of Giving campaign.
- Health Science Gift Officer works directly with Deans of DCOM, PA, and Nursing to increase faculty/staff giving rates. DCOM giving rates above 50%. Nursing Giving rates increased year over year.
- **Goal:** Met. Faculty/staff giving rate 50% participation goal was not met for FY 2020-2021.

11. Work with Deans, departments, and student groups throughout the year to identify fundraising opportunities and provide information about fundraising best practices.

University Advancement

- The Vice President for University Advancement communicates actively with the President, Deans, Trustees, and other campus constituencies to identify and prioritize University fundraising priorities.
- UA has worked directly with multiple LMU programs and organizations throughout the year to provide support and best practice guidance for fundraising projects.
- Health Science Gift Officer works with DCOM, Nursing, and PA student groups throughout the year on various student fundraising projects (example DO PPE Project).
- UA works with Deans, Departmental Chairs, and other faculty representatives throughout the Student Awards process each year (described further in Objective 6.1, #40)

Goal: Met

12. Establish an internal advisory board with representatives from each school and administrative area to meet quarterly as a means to share fundraising priorities, materials, and needs/goals.

University Advancement

- Discussions are held individually with representatives from each school and administrative area addressing fundraising priorities, etc.

- Meeting still needs to be held as a group

Goal: Unmet

Comments: Need to schedule in Fall 2021

13. Continue to monitor fundraising strategies, including the following:

- Maintain the Recognition Societies and expand to include Recurring Donor recognition (including payroll, online, and multi-year donors).
- Target group designations for direct mailings for the Annual Fund such as class years, special interests, and majors and closely monitor for success rate and that all letters are signed by the President.
- Continue to target LYBUNT and SYBUNT donors.
- Publish Annual Fund and other appeals as appropriate in publications such as, *Alumni Insider*, the *Alumnus with the Honor Roll of Donors*, the *Blue and Gray*, and other publications as needed, and include self-mailer formats where appropriate and direct mail appeals.

University Advancement

These initiatives were carried out in FY2020-2021, including the launch of the Springhouse Society with the goal of building and recognizing our recurring donor base. This society recognizes donors who have contributed consecutively for 2-4 years, 5-9 years, 10-19 years, and 20+ years.

- The Springhouse Society has been promoted in the *Alumnus*, through email and print formats, through individual gift officer outreach, and other channels.
- Three Sybunt mailings were sent during FY2020-2021.
- Annual Fund appeals (including reply envelopes and/or online donation links) were included in appropriate publications.

Goal: Met

Comments: In 2021-2022, we will maintain the following fundraising initiatives:

- We will maintain the Springhouse Society as a recognition level, we will implement the outreach strategies developed during 2020-2021, and we will continue to refine and enhance our promotion of recurring giving to our donors.
- We will continue and expand Annual Fund outreach.
- We will continue to target Sybunt donors.
- We will continue and expand Annual Fund appeals in publications such as the *Alumni Insider*, *Alumnus/Honor Roll of Donors*, *Blue & Gray*, and other publications.

14. Increase efforts to solicit potential donors, including the following:

- Target special interest groups, honorary degree recipients, recipients of institutional awards, corporations, professional organizations, and parents.
- The University President will call on targeted donors.
- Continue and expand the annual LMU Day of Giving to coincide with LMU Founders Day on February 12.
- Develop an annual campaign theme and goal and expand the use of creative video and social media promotion.
- Continue the involvement of all campus sites in this process.

Duncan School of Law

Prof. Harris encouraged participation by Law School faculty and staff in the LMU Day of Giving.

Goal: Met

University Advancement

- During FY2020-2021, multiple donor affinity group lists were developed and tracked in Salesforce. Strategies for customized asks and campaigns are underway for several of these groups.
- The LMU Founders Day of Giving campaign was successfully developed and completed. We exceeded our goal of 212 gifts by 79%, reaching over 380 gifts and \$19,000 received for this year's event.
- Due to COVID-19, Day of Giving in-person events were converted to an online Zoom format. Because of this, many of the initiatives planned for the 2021 event were not conducted as originally planned.
- Multiple affinity groups, class sponsors, alumni leadership, Deans, and others were brought into the process for matching/challenge gifts. Due to COVID-19, these challenges were conducted via Zoom video calls and recorded for use in email and on GiveCampus.
- Day of Giving was promoted during Homecoming 2020, through email, social media, MyLMU, gift officer communication and other channels.
- All campus sites have been included in the Founders Day of Giving process as well as in Homecoming and the Students Awards process.

Goal: Met

Comments: Recommendations for 2022 Founders Day of Giving include the following:

- Set 500 gifts as the 2022 Founders Day of Giving goal.
- Focus on developing a GiveCampus campaign page for 2021-2022.
- Expand the solicitation of challenge gifts and the recruitment of class sponsors and affinity group leaders in 2021-2022.
- Return to a post-COVID in-person format for Day of Giving events.
- Elevate the focus of Annual Fund (as opposed to alternative designations) in marketing and solicitations.
- Evaluate new ideas and opportunities for giveaways and themed items to support the 2022 Founders Day of Giving goal.
- Consider expanding affinity recognition to include Honors College graduates, Algernon Sydney Sullivan/Mary Mildred Sullivan recipients, and others.

15. Improve donor recognition system to include enhanced Recognition Societies through use of annual events, publications, and personal meetings.

University Advancement

- Annual Donor Gala is conducted each year for donor recognition (FY2020-2021 Gala was not conducted due to COVID-19).
- Giveaways and promotional items are purchased each year for donor recognition.
- Recognition societies are printed annually in the Honor Roll of Donors.

Goal: Met

16. Travel within targeted territories for systematic cultivation and solicitation.

University Advancement

Due to COVID-19, travel for cultivation and solicitation was not possible. These in-person efforts were replaced with online events, calls, emails, texts, letters, and other forms of outreach.

Goal: Unmet due to Covid-19

Comments: Travel is resuming and will return to full capacity in FY 2021-2022.

17. Focus on potential major gift level donors using prospect research

University Advancement

- Prospect research is carried out on a regular basis to identify leads and prospects; to seek wealth, affinity, and charitable giving data; and to identify natural partners (e.g., mutual board membership or other connections).
- We continue to use iWave and AlumniFinder as our primary prospect research tools. During FY2020-2021 we have developed the Leads functionality available within Salesforce, and we have expanded the use of Dashboards to provide relevant information to gift officers and track next actions.

Goal: Met

18. Educate alumni about the increased need for scholarship funding for veterans and dependents.

University Advancement

Scholarship funding for veterans and dependents has not been promoted as a general fundraising priority. However, it does exist as a potential opportunity for donors that express an interest.

Goal: Unmet

19. Explore ways to recognize LMU's alumni veterans at special events such as Homecoming.

University Advancement

- Alumni Services will set meeting with Natalie Sweet to make plans for a possible event.
- Health Science recognizes DO alumni veterans via email and social media posts.
- In FY2020-2021, we worked with IS to set up two fields in Salesforce to track veteran status for alumni/friends, and branch of service.

Goal: In progress

20. Involve students in philanthropy from the time of enrollment through programs such as the Student Alumni Association and UACT courses.

University Advancement

Throughout the year, we have supported multiple student fundraising projects, provided training and best practices, collaborated with Student Services on updates to their fundraising training materials, and supported the use of iModules in student fundraising projects.

Due to COVID we did not participate in in-person philanthropy presentations in UACT classes as during past years; we hope to resume this in 2021-2022.

Goal: Ongoing

Comments: Plans are being developed to participate in Welcome Week and be involved with SGA and Greek leadership organizations.

21. Identify ways to increase annual scholarship support through current student education and fundraising, using tools such as GiveCampus and others.

University Advancement

We have developed multiple GiveCampus and iModules campaigns to expand scholarship support throughout the year.

Goal: Met

22. Educate the University's community on the importance of speaking with a consistent message.

- Create enhanced revenue streams and synergy through education on philanthropy.
- Stress the importance of working through the University's President, major gift officers, and Deans to enhance the giving process.

University Advancement

(Combine with Objective 6.2 #15 and move combined strategy to 6.6)

Goal: Ongoing

23. Evaluate future composition of advisory boards with the Vice President for Academic Affairs; encourage advisory board giving.

University Advancement

- Worked with Vice President for Academic Affairs on Academic Chairs, but future work will resume with new VPAA.
- VPAA worked with Deans and met, and will continue to meet, with Advisory Boards.

Goal: Ongoing

24. Target mailing to new graduates to obtain correct e-mail and physical address.

University Advancement

- New graduates receive an email within the first month of graduating with opportunities to join and update information.
- The PCI Alumni Directory Project was carried out during FY2020-2021 with targeted mailing, emails, and phone calls requesting updated information for alumni.
- LMU-DCOM, SMS and DSOL work directly with their constituencies as well to obtain updated email and mailing address information.
- Opportunities to meet with graduates during senior week and earlier in the academic experience will be sought.
- Sent email to class of 2021 about next steps as alumni. Included link to fill out *Update My Info* form to access electronic gallery of commencement photos.

Goal: Met

25. Target inaugural classes of new program initiatives to facilitate transition from current students to University alumni with emphasis on giving.

University Advancement

- Working with key personnel in each of the schools to cohost events, lead discussions, and promote opportunities.
- Alumni Services spoke to CVM class of 2021 during Launch Week and presented the importance and benefits of joining the Alumni Association, asked them to update their information with us, and encouraged them to make their first gift to the University through the Annual Fund with an incentive.

Goal: In progress and ongoing

Comments: Recommend rewriting this strategy as follows: “Work with each new graduating class to welcome new alumni, and to communicate the benefits of alumni association membership and the importance of alumni giving.”

26. Continue communication with Human Resources personnel on payroll deduction procedures.

University Advancement

As many aspects of the new employee onboarding process are now online and conducted via PeopleAdmin, UA has implemented a New Employee Welcome program as follows:

- UA receives a weekly report of new employees and assigns these full-time employees to gift officers to initiate a welcome program.
- Gift officers reach out to each new employees with a series of welcome messages, information about campus engagement opportunities, importance of giving to LMU, and so on.

Goal: Met

27. Disseminate trustee letters to target groups.

University Advancement

- Donor letters from trustees have been employed throughout the years as part of an overall strategy of fundraising messaging.
- These direct trustee letters will continue to be used where appropriate as part of the fundraising strategy each year.

Goal: Ongoing

28. Collaborate with Abraham Lincoln Library and Museum (ALLM), J. Frank White Academy (JFWA), Athletics, and other areas to identify prospects and enhance funding including special events and activities.

University Advancement

- During FY2020-2021 University Advancement worked with the ALLM to successfully complete the Kincaid Challenge Campaign, with a total of over \$3.7 million in Campaign and Exhibit Fund gifts and expectancies.

- The Director of Athletic Development has worked with Athletics on multiple fundraising projects and continues to coordinate with L Club, Baseball Diamond Club, and other special projects, events, and activities throughout the year.

Goal: Met

29. Continue to develop the role of volunteers in the overall fundraising program.

University Advancement

UA depends on active volunteer support as part of fundraising and alumni services activities. In FY2020-21, volunteers have been cultivated in roles including the following:

- Donor testimonials
- Fundraising campaign leadership
- Alumni activity support and coordination
- Founders Day of Giving outreach
- Donor video content
- Social media outreach

To support our volunteer coordination efforts, volunteer information functionality was added to Salesforce during FY2020-2021. In addition, LMU engages with the larger community in many ways: LMU and the Cumberland Gap Region Tourism Association (CGRTA) board propose establishing an advisory board composed of LMU student volunteers to promote tourism and participate in CGRTA events.

Goal: Met

30. Work with Staff Senate and Faculty Senate to address giving options.

University Advancement

Needs more attention and will meet with leadership.

Goal: Ongoing

31. Maintain and publicize a calendar of stewardship and cultivation events to help create and broaden the foundation for annual donor support.

University Advancement

- Stewardship and cultivation events are at the core of our development and alumni services activities each year. During FY2020-2021, in-person events were transitioned to Zoom and social media due to COVID-19. These online events were publicized on the alumni website; through print, email, and social media channels; and in other ways as appropriate.
- Annual Fund growth plan to be implemented July 2021–June 22 with periodic messaging about the impact of the Annual Fund and asking for donor support.

Goal: Met

32. Maintain calendar of annual solicitations for DCOM donors including end-of-year appeal, LYBUNT, and commencement.

University Advancement

- We have solicited DCOM donors throughout the year via email based on calendar and end of year appeals.
- DCOM Sybunt donors are included in general LMU fundraising outreach.

Goal: Met

33. Maintain thank-you call process for Deans and other faculty to help steward gifts of \$1,000 or more and develop major gift prospects.

University Advancement

Process needs increased contact from deans and other faculty.

Goal: Ongoing process

34. Maintain presence at the Annual American Osteopathic Association (AOA) Convention with intent to recruit faculty and potential students as well as continue DCOM alumni annual reception.

University Advancement

In 2020, when the OMED convention was virtual, we held a virtual reception instead. We plan to have an in-person reception for 2021.

Goal: Met

35. Maintain all undergraduate and graduate Alumni Boards and giving programs as needed.

University Advancement

Undergraduate and graduate alumni boards continue to be maintained and serve as a critical part of alumni outreach.

Goal: Met

36. Maintain and expand online alumni sub-communities as needed.

University Advancement

- The DCOM iModules subcommunity continues to be maintained and used regularly for event forms and information.
- The expansion of iModules subcommunities to additional professional programs has been evaluated but was determined not to be cost-effective.
- Additional professional programs are able to use the functionality of the primary LMU iModules community (alumni.LMUnet.edu).

Goal: Met

37. Maintain e-newsletter to medical students on clinical rotations.

University Advancement

Not currently done

Goal: Unmet

Comments: Clinical rotations e-newsletters would be a function of DCOM Clinical Education, rather than DCOM Alumni Services, going forward.

38. Provide educational opportunities for administrative users and students on iModules best practices.

Duncan School of Law

University Advancement staff trained the DSOL Dean's Executive Assistant on use of iModules. The Law School now uses it for weekly Dean's Messages and other external communications to alumni.

Goal: Met

University Advancement

- University Advancement provides a program of standard training via Zoom for all new iModules administrative users.
- During (and following) this training, UA supports iModules admins with troubleshooting support, form/event/email design best practices, and iModules support resources including the online support library and iModules phone support resources.

Goal: Met

39. Implement Multi-Variable Testing (MVT) factors.

University Advancement

MVT #17 was successfully implemented during FY2020-2021, focusing on promotion of the Springhouse Society, including a series of three weekly emails evaluating a variety of factors regarding promotion of the Society and recurring giving.

Goal: Met

40. Coordinate LMU Student Awards Day program.

University Advancement

Due to COVID-19, the 2020-2021 LMU Student Awards Day program was not held in-person. However, University Advancement worked with the Student Awards Committee to successfully complete the following:

- Update all scholarship criteria and award amounts in NextGen for the 2021-22 application;
- Assign annual/endowed scholarships to departmental review committees as needed, and provide communication, training, and support as needed for faculty/staff reviewers;
- Work with Financial Aid on the completion of the review process, student notifications, and thank-you note requirement process;
- Complete a donor mailing with market values and communication of plans for a fall banquet; and
- Plan for a fall in-person Awards Banquet event (based on current LMU COVID policies)

Goal: Met

41. Utilize prospect research to build information about alumni, friends, and potential prospects.

University Advancement

- Prospect research is carried out on a regular basis to identify leads and prospects; to seek wealth, affinity, and charitable giving data; and to identify natural partners (e.g., mutual board membership or other connections).
- We continue to use iWave and AlumniFinder as our primary prospect research tools. During FY2020-2021 we have developed the Leads functionality available within Salesforce, and expanded the use of Dashboards to provide relevant information to gift officers and track next actions.

Goal: Met

42. Support initiatives to demonstrate adequate resources for accreditation standards.

University Advancement

UA supports all required LMU accreditation documentation through completion of timely reporting.

Goal: Met

Responsibility: Vice President for University Advancement, President, President's Cabinet, UA, Athletics Director/Representative and Board of Trustees in cooperation with Deans, Chairs, Program Directors, and other designated faculty and staff.

Time Frame: Ongoing.

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

Assessment:

Use Salesforce and other software to evaluate the following:

- Return on investment for donor calls, direct mail, special events, and other initiatives.
- Monitor all giving totals for each fund area.
- Evaluate our fundraising practices based on established benchmarks, i.e., CASE, and legal standards

Use of Results:

- To support current operating expenses.
- To strengthen the case for support and communicate this with the Board of Trustees, alumni, friends of the University, and foundations and corporations and other granting agencies.
- Adjust and revise fundraising practices to ensure that standards are being met.

Strategic Goal 6: *Enhance resources*

Objective 6.2: Increase endowment giving for student scholarships, faculty development, research, endowed chairs, continuing education and physical plant.

1. Support efforts to enhance University-wide research and scholarly activity

University Advancement

UA has supported the University's efforts to enhance University-wide research with regard to endowment giving in the following ways:

- Successful completion of the Kincaid Challenge Campaign, which included the establishment of the Kincaid Research Endowment
- Prospect research to identify donors with capacity and affinity for research funding

- Support of grant/foundation opportunities that support research funding
- Work with deans across campus to identify research funding priorities

Goal: Met

2. Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of \$2,000,000, endow professorships at a minimum of \$1,000,000, endow scholarships at a minimum of \$25,000, and endow faculty development funds at a minimum of \$25,000. Review endowed chairs to determine which ones are currently fully funded.

University Advancement

- Prospect research is conducted throughout the year to identify donors who have the capacity to endow chairs, professorships, endowed scholarships, and other endowed funds.
- During FY2020-2021, University Advancement reviewed current endowed chairs and worked with Finance, Archives, the President’s Office, and other areas to ensure that all endowed chair criteria and funding information is maintained on file with the Division of Academic Affairs.

Goal: Met

3. Emphasize the concepts of Values-Education-Service as it applies to giving.

University Advancement

UA has incorporated the concepts of Values, Education, and Service in the larger themes and topics upon which direct mail, publications email, social media, and gift officer/donor cultivation is based.

Goal: Met

4. Identify and cultivate special interest groups, honorary degree recipients, and recipients of institutional awards.

University Advancement

UA tracks alumni/donor relationships with campus groups, honorary degrees, and many other recognition categories. During FY2020-2021, we have sought to expand our alumni recognition data and track in Salesforce to leverage this information for alumni affinity activities and donor cultivation/solicitation.

Goal: Met

5. Recognize donors who contribute to endowment funds.

University Advancement

- Donors who make endowment gifts through the fiscal year are recognized in the “Circle of Friends for the Endowment” section of the Honor Roll of Donors publication.
- Donors who establish new endowed scholarships are recognized through press releases, articles in LMU publications, and in other ways as appropriate.
- During FY2020-2021, donor quotes were gathered and used in publications in order to provide additional recognition.

- Donor quotes and photos were also used in a series of “Why I Give” banners and cards, used in a variety of formats.
- Donors are invited to attend the annual Donor Gala (in-person event was not conducted in FY2020-2021 due to COVID-19).
- Endowed scholarship representatives are invited to participate in the annual Student Awards Banquet (in-person event was not conducted in FY2020-2021 due to COVID-19).

Goal: Met

6. Continue to monitor fundraising strategies for the Endowment.

- Recruit and retain quality faculty and students by establishing endowed chairs, providing financial aid, and ensuring through endowed scholarships that facilities are adequately maintained.
- Cultivate and solicit targeted generations for increased gifts through estate plans by the fundraising arm of the University Advancement staff.
- Re-evaluate fundraisers’ respective call lists, including the President’s call list.
- Increase number of grant proposals for grants to endowment projects.

University Advancement

- Strategies for endowment fundraising continue to be developed and adapted as needed.
- Prospective donors are identified and cultivated for potential endowed chairs, endowed scholarships, and other opportunities.
- Estate plan messaging is developed and provided to targeted audiences throughout the year in a variety of print and online formats, with the goal of increasing endowed funds.
- Gift officer moves lists are continually evaluated and adapted based on donor outreach, new leads/prospects, and the results of calls and fundraising campaigns.

Goal: Met

Comments: Recommend combining fourth bullet point of #6 (“Increase number of grant proposals for grants to endowment projects”) with #11 below.

7. Increase the number of donors recognized in the Circle of Friends for Endowment gift club, and all other donor recognition levels.

University Advancement

The number of endowment fund donors during the FY2020-2021 year (as of June 24, 2021) has increased 38.53% over FY2019-2020.

Goal: Met

8. Review prospects with the Development Committee of the Board of Trustees, the president of the University, the chairman of the Board, and the Chairman of the Executive Committee.

University Advancement

During FY2020-2021, prospect names were provided to members of the Board of Trustees for research, information on mutual partners, and potential leads for solicitation.

UA seeks additional coordination and partnership with the Board of Trustees to maximize the potential support available through major gift prospects.

Goal: Met

9. Feature donors who have made estate plans in the *Alumnus* magazine.

University Advancement

Estate plan donors are featured throughout the year in LMU publications as appropriate, including the *Alumnus* magazine. Estate donors are also featured monthly in the Development Committee report to the LMU Cabinet.

Goal: Met

10. Feature long-term donors in publications and on the website.

University Advancement

Multiyear, recurring donors are recognized through the Springhouse Society. In addition, selected donors featured in publications, email newsletters, and other spaces.

Goal: Met

11. Expand solicitation of foundations, professional organizations, corporations, and government agencies that support endowment endeavors.

University Advancement

Priority was placed on Dental School needs. List of foundations that have given to other programs was developed. Research continues to match potential funders with LMU needs.

Goal: Unmet

Comments: Efforts will continue

12. Pursue private foundation funding.

University Advancement

Combine with #11 above

13. Establish endowment levels required for maintenance of each facility on campus with coordination with the Vice President for Finance.

University Advancement

Requires more discussion.

Goal: Unmet but ongoing

14. Support additional scholarship funding for Honors Scholar program.

University Advancement

Health Science Gift Officer working with targeted donors to give to the Honors Scholar program.

Goal: Unmet/Ongoing

15. Educate University community on importance of speaking with consistent message.

University Advancement

Combine with Objective 6.1 #22 above.

Comments: Efforts are ongoing (Move combined strategy to 6.6).

16. Continue to coordinate LMU Student Awards and Recognition program and recognize endowed scholarship donors.

University Advancement

Due to COVID-19, the 2020-2021 LMU Student Awards Day program was not held in-person. However, plans are being made for a fall in-person Awards banquet event (based on current LMU COVID policies).

Also, a special donor/student recognition booklet is being developed for the fall 2021 event.

Goal: Met

Comments: Combine with #5 in Objective 6.2

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

Time Frame: Ongoing.

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

Assessment:

- Review and compare call reports of major gift officers.
- Compare five-year endowment giving trends.
- Evaluate return on investment for donor calls, direct mail, special events and other initiatives.

Use of Results:

- Evaluate actual endowment acquired for facility upkeep versus goal amounts.
- Evaluate the use of endowed scholarship dollars to offset need for institutional student aid.
- To increase endowed scholarships to enable students to attend LMU as cited in our mission statement.
- To strengthen the case for support and communicate this with the Board of Trustees, alumni, friends of the University, and foundations and corporations and other granting agencies.
- 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 6.3: Continue targeted fundraising to meet identified priorities and new opportunities.

1. Use prospect research tools, analysis of past giving, and other strategies to identify, cultivate, and solicit donors to provide revenue for identified fundraising initiatives:
 - Student Helping Hands Fund
 - Judge Gary R. Wade Endowed Scholarship for the Duncan School of Law
 - Golden Scalpel Golf Tournament
 - Law School Fundraiser in cooperation with East Tennessee Historical Society
 - Annual Fund

- Neal Cross Scholarship
- PA Program Endowed Scholarship
- Others as identified throughout the year

University Advancement

- Prospect research is carried out on a regular basis to identify leads and prospects for both general support and for identified campaigns, funds, and projects throughout the year.
- Health Science Gift Officer works directly and indirectly with vendors, alumni, and friends to increase participation in both sponsors and teams for the Golden Scalpel Golf Tournament.
- Health Science Gift Officer works with alumni, faculty, staff, and friends to fully endow Neal Cross Scholarship.
- Health Science Gift Officer works with alumni, faculty, staff, and friends to endow PA Endowed Scholarship.

Goal: Met

2. Support Women of Service organization and its mission to connect, educate, and inspire women of all ages and backgrounds by providing an avenue of service and offering entertaining and unique experiences that will fuel their minds while touching the hearts of others. Member donations and the events below help raise money for scholarships, food pantries that are both on- and off-campus, and so on.
 - Annual Fashion Show
 - Annual Christmas Festival

University Advancement

Three staff members served on the leadership board and are active participants in all Women of Service projects and activities. Even though the pandemic forced the cancellation of the two primary fundraisers—Fashion Show and Christmas Festival—donations were still received from several businesses and individuals and WOS transferred an additional \$15,000 from their account into the Women of Service Endowed Scholarship Fund, bringing the total to \$65,000. WOS continued to support the five food pantries located on campus in Harrogate and at three off-campus sites.

Goal: Met

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

Time Frame: Review progress monthly and on June 30.

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

Assessment:

- Utilize fundraising data to chart progress on approved projects.
- Review capital projects as needed to ensure adequate resources are secured.

Use of results:

- Plan effectively as we target our fundraising territory and major donors.
- Document ROI of fundraising travel plan for major donors.
- Review fundraising priorities and ensure that priorities align with academic and non-academic division planning.

- Demonstrate that best practices in fundraising 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 6.4: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information through the use of appropriate technology and software.

1. Obtain updated alumni and friends' demographic information through sources including the following sources:
 - National Change of Address (NCOA)
 - Accudata
 - Alumni Update My Form
 - Social Media
 - Returned Mail

University Advancement

- Alumni's and friends' demographic information was obtained throughout the year from NCOA, AccuData, Alumni Update My Info form, Social Media, returned mail and through the PCI Alumni Directory project.
- This data is input into Colleague and/or Salesforce as needed, either manually or by data import depending on the data.

Goal: Met

2. Maintain and update alumni's and friends' data of record for the University using appropriate software including Colleague and Salesforce:
 - Career data
 - LMU degree
 - Demographic information
 - Giving
 - Meaningful points of contact

Provide ongoing training for all members of University Advancement staff in Salesforce and other tools and processes as needed.

University Advancement

- Alumni's and friends' data is maintained and updated on a daily basis in the Colleague and Salesforce systems.
- LMU-DCOM alumni services maintains DCOM alumni residency data on the XSPC form in Colleague, which is exported to the alumni Salesforce record.
- In 2020-2021, updated PCI Career Data was imported into Salesforce for 3,393 records.
- In addition, a new Career Details tab was added to Salesforce at the request of UA, to maintain additional career data.
- Gifts are posted in Colleague daily as received and are currently exported to the donor's Salesforce record on a weekly basis. UA is working with IS on Axiom integration so that giving and other data will be synced immediately in Salesforce.

- Meaningful points of contact are tracked in Salesforce by gift officers. As of 6/23/21, 11,970 points of contact were tracked this fiscal year in Salesforce.
- Began tracking of lifetime and annual alumni association members in Salesforce.

Goal: Met

3. Record activity with foundations and other granting organizations.

University Advancement

Reports are filed with those foundations that have endowments for give annual gifts and require them (Algernon Sydney Sullivan Foundation, Hearst Foundation and Knoxville Academy of Medicine Alliance). Reminders are logged in Salesforce.

Goal: Met

4. Maintain planned giving records using Salesforce software.

University Advancement

Planned giving records have been reviewed and updated records created in Salesforce, including expectancy, gift format, documentation, and any other information as available.

Goal: Met

5. Assess the effectiveness of platforms including Informer, GiveCampus, iWave, FoundationSearch, Laserfiche, iModules and others as needed.

University Advancement

- During FY2020-2021, we have continued to assess the effectiveness of each software platform to maximize the effectiveness and budget impact of each program.
- Entrinsic Informer is still used in limited cases for reporting; however, we have focused on replacing Informer reports with the Salesforce platform in FY2020-2021.
- GiveCampus continues to be a very effective platform for online giving campaigns.
- iWave has proven to be a comprehensive and effective prospect research platform. In many ways, it also provides foundation research functionality that could potentially replace FoundationSearch.
- We are employing Laserfische as the standard campus platform for document retention.
- We continue to expand our use of the iModules platform campus-wide.

Goal: Met

6. Work with IS to continue support and enhancements of the Salesforce product.

University Advancement

- We have worked extensively with IS during FY2020-2021 to continue the implementation of the Salesforce platform.
- IS continues to work toward full Axiom integration regarding two-way data syncing between Salesforce and Colleague Advancement.
- We have developed numerous reports, Dashboard, campaign codes this year-

- IS has helped us implement several new features and develop customized fields and screens as needed, including volunteer management, career data fields, additional demographics and mail rules fields, and others.

Goal: Met

7. Provide alumni, friends and donor reporting and analysis as needed for the University

University Advancement

- Throughout the year, we have provided numerous reports, mailing lists, and email lists internally and externally as requested to support the fundraising and alumni services goals of the University.
- We provide monthly reports for the Cabinet, biannual reporting and analysis for the Development Committee of the Board of Trustees, donor reporting and analysis for UA planning and daily operations, and strategic analysis of giving trends and opportunities to maximize fundraising response.
- During FY2020-2021, we have added multiple reports as new Dashboards in Salesforce to facilitate access to data as needed within the Division.

Goal: Met

8. Work with areas across campus to centralize alumni's and friends' information in Colleague.

University Advancement

Alumni Services has identified personnel in each school responsible for alumni outreach.

Goal: In progress

Comments: Will host quarterly meetings to establish unity.

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

Time Frame: Ongoing.

Resources Required: Information Services and University Advancement budgets.

Assessment:

- Evaluate the percentage of returned mail, updated addresses, email bounces, bad phone numbers, and so on after each mailing using sources listed in the action plan.
- Workflow for recording gifts.

Use of results: Adjust strategies as needed.

Strategic Goal 6: *Enhance resources.*

Objective 6.5: Increase alumni participation.

1. Expand alumni chapter membership and events and investigate new locations for chapters.

Duncan School of Law

As the Law School completes its update of its alumni database, the plan is to supplement current self-organized alumni groups with alumni groups based on both class and geographic location.

Dean Lyon has assembled an *ad hoc* committee of Law School staff, students, and alumni who

meet monthly to discuss and plan alumni initiatives.

Goal: Met

University Advancement

Due to the pandemic, multiple Zoom events were held during FY2020-2021, and alumni leadership and geographical areas were monitored for new opportunities.

Goal: In progress

Comments: Will begin with neighboring southeast Kentucky and explore more in areas such as Ohio and Michigan.

2. Expand alumni travel program.

Duncan School of Law

The Law School plans to resume in-person visits to alumni now that COVID restrictions have been lifted. An in-person event for Chattanooga alumni is planned for September.

Goal: Unmet

University Advancement

- Due to the pandemic the alumni travel event to the UK was pushed forward twice to June 2022.
- 25 alumni and friends have signed up for the 2022 travel program.

Goal: In progress

3. Expand opportunities for alumni to participate in the alumni recruitment initiative.

University Advancement

- Invited alumni board to attend senior week events to talk to graduating seniors.
- Alumni are encouraged to share information about LMU with others who may be interested in enrolling.

Goal: In progress

Comments: Include information about LMU programs, scholarships, and enrollment opportunities in all alumni communications (email, events, chapter meetings, print, etc.).

4. Support student groups in their efforts to bring alumni back to campus for special events.

Duncan School of Law

The Law School assists student groups in bringing in alumni for their events, including Criminal Law Day in the fall.

Goal: Met

University Advancement

- Assisted student groups by providing alumni contact info for outreach
- Mailed newsletter for the Deltas and the Alphas

Goal: Met

5. Conduct annual Homecoming events including programs for off-campus sites.

University Advancement

- 2021 LMU Homecoming was transitioned to an online-only event due to the COVID-19 pandemic.
- A comprehensive schedule of events was developed and conducted via Zoom.
- Events were held in Tampa and at the Cedar Bluff sites.

Goal: Met

Comments: 2021 will expand to include all Knoxville sites.

6. Conduct and evaluate special events throughout the year with potential for alumni interest and participation.

Duncan School of Law

The Law School sponsors continuing legal education (CLE) and other events that are of great interest to its alumni. These programs are developed in consultation with alumni and obtain written evaluations for review.

Goal: Met

DeBusk College of Osteopathic Medicine

- Virtual alumni and friends' receptions held for OMED 2020, ACOI 2020, AAO 2021, and ACOFP 2021 with limited attendance. In-person reception held for TOMA 2021 with 32 in attendance.
- 2020 Essentials of Clinical Medicine CME conference held virtually; 122 paid registrants, \$24,375 profit for the alumni association. 2021 Essentials of Clinical Medicine CME conference to be held as a hybrid event June 11-13, 2021. Estimated profit to date \$5,672.

Goal: Met

University Advancement

- Due to COVID-19, in-person events were conducted online when possible. Multiple ZOOM meetings were held throughout the year including chapter meetings, affinity group reunions during online Homecoming, book club events, online trivia night events, lecture/guest speakers, and others.
- In June 2021, in-person events resumed with the SWVA Alumni Chapter meeting on campus.

Goal: Met

Comments: In-person events have resumed as of June 2021 and future events are planned including Steeplechase, Predators, and other travel destinations and events.

7. Use social media (Facebook, Instagram, LinkedIn, and other platforms) and traditional media tools to maximize outreach to alumni and friends:
 - *Blue & Gray* newsletter
 - The *Alumnus* magazine
 - CommunityLinc
 - AlumniInsider (e-newsletter)
 - *VetTails*
 - A planned giving newsletter

Duncan School of Law

DSOL has its own alumni newsletter and social media outlets, which are frequently used to connect with alumni.

Goal: Met

DeBusk College of Osteopathic Medicine

<http://dcomalumni.LMUnet.edu>

Constant Contact email history with open rates, click rates and unsubscribe rates, including May 2021 DO Alumni Newsletter (21% open rate, 3% click rate, 1 unsubscribe); April 2021 DO Alumni Newsletter (17% open rate, 10% click rate, 1 unsubscribe); March 2021 DO Alumni Newsletter (21 % open rate, 3.1% click rate, 1 unsubscribe). Constant Contact reports our previous 30-day open rate is 24% and click rate is 8%, both of which are above the industry average.

Goal: Met

Comments: IS reviewing and implementing stricter security measures on alumni email accounts to eliminate unused accounts. Recommendations for improvement: Work with IS to clearly communicate new alumni email policy to graduates.

University Advancement

Alumni Facebook page, LinkedIn, Instagram, and Twitter are being

Goal: Met

Comments: *Note: Format of the Planned Giving newsletter.

Responsibility: Vice President for University Advancement, Senior Director of Alumni Services, Director of Special Projects and Foundations, Director of Marketing Public Relations for Health Programs, President's Cabinet, UA, Athletics Director/Representative and Board of Trustees in cooperation with Deans, Chairs, Program Directors, and other designated faculty and staff.

Time Frame: Ongoing.

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

Assessment:

- Successful completion of items scheduled on the UA Mailings and Events calendar.
- Alumni surveys, event evaluation feedback and Homecoming committee follow-up review.
- Event registration and attendance totals.

Use of Results: Determine the best locations and offerings for the year based on long-term trends, participation rates, and geographic locations for new opportunities.

Strategic Goal 6: *Enhance resources*

Objective 6.6: Market and promote the University creatively and engage students, alumni, and the community at large via mass communication, publications, social media, and advertising.

1. Emphasize the concepts of Values-Education-Service in all publications.

University Advancement

Included on 90% of publications.

Goal: Met

2. Uphold and enforce University brand standards in regard to logos, type, fonts, colors, and messaging.

University Advancement

Updated the brand style guide and continue to distribute and enforce.

Goal: Met

Comments: Plans print and distribute guides to all departments in 2021-2022.

3. Utilize social and traditional media including Facebook, Twitter, Instagram, YouTube, and LinkedIn to tell the story of LMU, its students, and alumni and its impact on Appalachia and beyond.

Duncan School of Law

DSOL maintained contact with its alumni during COVID through social media and several virtual events, including a “Caffeine with the Dean” Zoom series. Professor Harris’s public radio show, *Your Weekly Constitutional*, which prominently features DSOL, is broadcast on dozens of radio stations across the United States and is distributed as a podcast that is downloaded over 100,000 times each year. He also serves on the board of the Blount Mansion and appears regularly in media to discuss issues related to constitutional law.

Goal: Met

University Advancement

Social media engagement continues to perform above industry standards and our audience has grown on every platform.

Goal: Met

4. Write and disseminate press releases about LMU happenings, people, and progress.

Duncan School of Law

The Law School assists the Senior Director of Public Relations in preparing press releases on events and activities at the Law School.

Goal: Met

University Advancement

Over 225 news stories written and posted to the LMU Website and distributed to media.

Goal: Met

5. Identify and tell human-interest stories throughout outreach channels.

University Advancement

We are producing a new series of three-minute videos called “Alumni Stories,” in which DSOL

alumni talk about their personal experiences both at DSOL and since graduation.

Goal: Unmet, in progress

6. Develop University-wide promotional materials.

University Advancement

Updated viewbook, created financial aid brochure and created several publications for Enrollment management. Ordered give-away items with University branding.

Goal: Met

7. Launch partnership with digital advertising agency to expand reach of advertising through digital strategies.

University Advancement

Launched eight lead-generation campaigns with Cardinal Digital.

Goal: Met

Comments: Ongoing: Transitioning digital ads from Cardinal to Beacon to better align with web page development and web content and SEO strategy.

8. Execute University advertising plan.

University Advancement

Goal: Met

9. Communicate regularly with off-campus sites to ensure that their promotional needs are met.

University Advancement

Set up regular check-ins with off-campus sites and schools.

Goal: Met

10. Contribute content to Alumni publications, such as the *Blue & Gray* newsletter, the *Alumnus* magazine, *DCOM Insights*, *Alumni Insider*, and *VetTails*.

Duncan School of Law

DSOL shares information with the University's alumni office, which sometimes appears in *Blue & Gray* and other LMU publications.

Goal: Met

University Advancement

Many of our press releases, social content, and feature stories are used for alumni publications.

Goal: Met

11. Recognize donors in appropriate media.

University Advancement

Produced press releases, videos, and social posts as required. Assisted with the Founders Day of Giving events and videos.

Goal: Met

12. Produce a minimum of one story per week for each of the academic schools, the JFWA, and ALLM to provide diverse content to be shared on LMU Social Media Channels, distributed to the media, and posted on the LMU Facebook page.

University Advancement

Continue to work toward reaching this goal.

Goal: Unmet, ongoing

Comments: Need to work on coordination with schools and units to generate story ideas.

13. Research, shoot, and produce a series of 12 alumni video profiles to highlight alumni success and graduates who are continuing the University's mission.

Duncan School of Law

With the help of the University Advancement Office, the Law School is producing a new series of three-minute videos called "Alumni Stories," in which DSOL alumni talk about their personal experiences both at DSOL and since graduation.

Goal: Unmet

University Advancement

- The pandemic limited our ability to connect and film alumni in-person, but we did manage to produce two profiles.
- We are producing a new series of three-minute videos called "Alumni Stories," in which DSOL alumni talk about their personal experiences both at DSOL and since graduation.

Goal: Unmet, in progress

Comments: Have a list of three subjects lined up to start production in 2021-22.

14. Coordinate with Enrollment Management to support the Communications Blueprint with the development of video content, branded marketing materials, and other collateral.

University Advancement

Goal: Unmet

Comments: We collaborate with enrollment management regularly.

15. Develop school-specific alumni publications for Duncan School of Law, School of Business, and Carter & Moyers School of Education.

Duncan School of Law

The Law School prepares a quarterly electronic newsletter, "The Lincoln Files," that it sends to alumni.

Goal: Met

University Advancement**Goal:** Unmet**Comments:** This has been explored, but finances and budgets are not in place to execute.**16. Expand community outreach through special events like Movies in the Park.****University Advancement**

Policies put in place to combat global pandemic restricted in person events for much of the year.

Goal: Unmet, in progress**Comments:** We have executed one Movies in the Park event in June and have two more scheduled for the summer.**Responsibility:** Vice President for University Advancement, Vice President and Dean for Enrollment and Student Affairs, Senior Director of Marketing and Public Relations, Director of Marketing and Public Relations for Health Programs, Director of Publications, Director of Public Relations, Director of Social Media, and the Director of Athletic Communications in cooperation with designated faculty and staff.**Time Frame:** Annually. Resources Required: University Advertising, Printing, and Photography budget.**Assessment:** Successful completion of items scheduled on the UA Mailings and Events calendar.**Use of Results:** Improve goodwill through improved personal relationships between regional community leaders and University officials, faculty, and staff. Provide accurate information to aid effective promotion of the University.

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

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

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

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

Duncan School of Law

Melanie Reid, Associate Dean of Faculty serves on COSA and, as the Dean's designee, the Associate Dean assists the Dean in overseeing scholarly activities at the Law School.

Goal: Met

Caylor School of Nursing

Dr. Lisa Pullen serves on the COSA and reports back at CSON faculty meetings.

Goal: Met

College of Veterinary Medicine

CVM provides representation on COSA.

Goal: Met

DeBusk College of Osteopathic Medicine

COSA is a University-level committee composed of all Deans of LMU; the DCOM representative is Dean Loyke.

Goal: Met

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

AHSS Dean is a member of COSA committee; AHSS Assistant Dean is an *ad hoc* member.

Goal: Met

School of Allied Health Sciences

AHS is represented by Dr. Elizabeth Thompson on COSA.

Goal: Met

School of Business

The Dean of the BUSN actively participates on the Committee on Scholarly Activities (COSA). The Dean also served as a judge on the LMU Research Day and Blue Ridge Undergraduate Research.

Goal: Met

OGRSP

Exec. Dir. Attends COSA.

Goal: Met

2. Deans will develop processes and support for faculty, staff, and student scholarly activities.

Duncan School of Law

The Law School has one law librarian dedicated to assisting faculty scholarship and one librarian dedicated to student scholarship. The faculty development committee supports scholarship by sponsoring events throughout the year for faculty and students to present their research and receive feedback.

Goal: Met

Caylor School of Nursing

Each doctorally prepared nursing faculty is given time in their workload for scholarly activity each semester.

Goal: Met

College of Dental Medicine

The faculty, staff, and students of the CDM have the full support of the Dean. Processes have been developed to ensure scholarly activity occurs.

Goal: Met

College of Veterinary Medicine

CVM supports faculty scholarship through a competitive, internally funded intramural grant program and a non-competitive mini-grant program. Faculty may receive additional funds to present research or fund publication of manuscripts. CVM has four student-centered research programs: 1) LMU-UK Summer Research Scholars Program, 2) Center for Animal and Human Health in Appalachia Summer Scholars Program, 3) LMU Summer Research Scholars Program, and 4) Semester Research Programs (Research Assistant and Research Volunteer).

CVM students presenting research topics receive travel allowances to conferences.

The CVM pays for student and faculty poster printing costs.

Students are allowed excused absences from didactic lectures for presentation at conferences.

Publications by students are encouraged and mentored through CVM faculty.

Goal: Met

DeBusk College of Osteopathic Medicine

Workshop for Research. Continuing to refine for use in all DCOM programs. GOAL 8_Martin_81.b - Onboarding Workshop (Research).pptx.; Developed and deployed survey to determine ways to support research and perceived barriers (GOAL 8_Martin_8.2a - Research Survey) Operational budget for research in 2021-3022 fiscal year is ~\$370,000; LMU-DCOM supports research through a number of positions including, but not limited to, a Director of Health Sciences Research and Grants, a Director of Research & Informatics, an Executive Director of the Office of Research, Grants and Sponsored Programs, and a post-awards Grant Manager; Statistical analysis support is offered on-demand and there are several LMU-DCOM faculty who have and provide significant expertise in statistical analysis. LMU's boards (e.g., IRB, IACUC, Biosafety, etc.) serve all programs; Faculty work directly with supervisors/chairs to determine FTE distribution, which includes protected time for research; start-up funds will be considered for faculty hires; onboarding workshop has been developed to serve all programs.

Goal: Met

Comments: Documents referenced are available upon request.

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

For graduate programs, scholarly work and progress are both key components of faculty evaluations each year; in addition, such work is also important for determining promotion in rank.

All program faculty provide to the Dean lists of scholarly activities and services provided by the faculty attached to semester workload forms.

Goal: Met

Comments: Graduate Programs Coordinator will continue emphasizing scholarly productivity (i.e., 1 publication/presentation per year, at least).

School of Allied Health Sciences

AHS faculty are regularly supported to seek mini-grant and external financial support for research. Students are encouraged to participate in activities as well.

With faculty mentorship, all AHS students are expected to present either junior or senior research topics at LMU Research Day and/or Blue Ridge Undergraduate Research Conference.

Goal: Met

Comments: In Summer 2020, Dr. Bonnie Price worked with VHS student Amber Philpot on surveillance of mosquito borne disease in southeast Kentucky.

In Fall 2020, Dr. Price served as mentor for VHS alumnus Maika Atwell's presentation at the American Public Health Association conference.

School of Business

The Dean will continue to actively hold Lunch & Learns for faculty on getting their basic research and how to get their manuscripts accepted for conference presentations and publication.

Goal: Met

School of Medical Sciences

SMS has instituted the SPS (scholarship, practice, and service) program allowing one day per week for individualized pursuits

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

Duncan School of Law

The Associate Dean of Faculty serves on COSA and is responsible for supporting faculty research and scholarship.

Goal: Met

Caylor School of Nursing

Dr. Lisa Pullen serves as the Director of Scholarly Activity for the CSON. This is reflected in

her workload each semester.

Goal: Met

College of Dental Medicine

Dr. Chris Ivanoff will be appointed as the Director of Research for the CDM.

Goal: Met

College of Veterinary Medicine

CVM created a new, part-time Associate Dean of Research and Basic Sciences in Fall 2020 and a full-time Director of Research and Analytics in Spring 2021. These two positions will be responsible for managing all scholarly activity at the CVM.

Goal: Met

DeBusk College of Osteopathic Medicine

Directors of Research:

Adam Gromley, Ph.D. – Harrogate

Randy Gregg Ph.D. – Knoxville

Goal: Met

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

AHSS has a seven-member Research Committee chaired by the chair of the DOSW. The AHSS Dean is an *ex-officio* member.

Goal: Met

School of Allied Health Sciences

AHS is represented by Dr. Elizabeth Thompson.

Goal: Met

School of Business

This has not been completed but will be addressed and finalized at the first BUSN Faculty and Staff meeting August 2021.

Goal: Unmet

School of Medical Sciences

Assistant Dean of Academic Affairs will fill this role.

4. Develop a standardized online portal (the LMU Scholarly Activity Portal) for submission of faculty, staff, and student research and scholarly activity for use by the ORGSP, Office of Public Relations, and the University.

Caylor School of Nursing

A standardized online portal has been established to house all DNP Projects.

Goal: Met

DeBusk College of Osteopathic Medicine

In progress. At present, scholarly activities are called for and collected by the LMU-DCOM

director of research. Interfolio, peopleadmin, and other platforms are being explored for reporting and data management.

Goal: Met

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

AHSS has created its own portal, located inside the AHSS web site and available to everyone including the public.

Goal: Met

School of Business

We have been working on this project and the standardized online (Scholarly Activity Portal), will go live and public August 1st, 2021. This new portal will also have profiles included. We have been tweaking it and making updates.

Goal: Met

ORGSP

COSA discussed using Digital Commons, the library portal, to house scholarly activity. Faculty can self-report.

Goal: Unmet

College of Dental Medicine

Once the CDM receives Initial Accreditation, the online portal will be established for submission of faculty, staff, and student research for use by the University.

Goal: Unmet

Comments: Once the CDM receives Initial Accreditation, the online portal will be established for submission of faculty, staff, and student research for use by the University.

5. Deans will facilitate the integration of research and scholarly activities throughout the University's curricula and report to COSA.

Duncan School of Law

The Associate Dean of Faculty serves on COSA and shares law faculty scholarship updates with other COSA members.

Goal: Met

Caylor School of Nursing

Integration of research occurs in the ASN, BSN, MSN, and DNP programs. The MSN and DNP students participate in research endeavors.

Goal: Met

College of Dental Medicine

The curriculum in the CDM's DMD and DH program incorporate a research elective and evidence-based dentistry courses.

Goal: Met

College of Veterinary Medicine

The CVM features an Introduction to Research course that is required for all first-year students. A new case-based first-year course called Applied Infectious disease focuses on the application of evidence-based medicine.

Research and scholarly activities are integrated into the One Health curricula required for all students.

CVM courses feature evidence-based medicine throughout the curriculum.

Goal: Met

DeBusk College of Osteopathic Medicine

Evidence-based practice is taught throughout the medical sciences curriculum. Moreover, many active learning sessions (e.g., team-based learning, self-directed learning) are facilitated with or based upon peer-reviewed manuscripts.

Goal: Met

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

Completed every year. Examples include:

- DOSW program works with DCOM to strengthen the performance of their test patients.
- All Social Science, Humanities, and English program courses require purposeful research and writing in all upper-level classes. Programs also require oral presentations in most upper-level classes.
- The Dean of AHSS, the political science program director, and one historian (the Lincoln Scholar) are members of the Abraham Lincoln Institute for Leadership and Policy.
- AHSS faculty accompanied many students to research related conferences and workshops this past year (see attached chart).
- AHSS faculty helped facilitate the BRURC (approximately 15 AHSS students participated) and LMU Undergraduate Research Day (approximately 20 students participated).
- Several AHSS students won awards at the BRURC and LMU research events.
- The AITG program is an umbrella program for supporting the Mountain Heritage Literary Festival, the Cumberland Gap Writers and the Young Writers Workshops, programs for development of writers of general and specific genre, and the Acoustic Music Week, directed by local music talent.
- Research grants were received this year from the National Endowment for the Arts (NEA), Share Our Strength (Social Work), Tennessee Arts Council, and THEC.
- The School of AHSS Research Committee collaborated with the school Deans in support of the University Research Day and the BRURC.
- One faculty received a mini-grant for academic year 2021-2022.
- All AHSS faculty complete and submit a Scholarly Work and Community Service form every semester. AHSS tracks scholarship and faculty service and faculty research needs very closely.

Goal: Met

School of Allied Health Sciences

All AHS students are expected to present either junior or senior research topics at LMU Research Day and/or BRURC.

Goal: Met

School of Business

This is an ongoing activity. Faculty actively facilitate the integration of research and scholarly activities in both graduate and undergraduate curriculums. The School completely revised the DBA and MBA curriculums this past academic year to include scholarly research in discussion, case, and research feasibility studies. The BUSN must actively report School facilitation and integration of scholarship and research to our accrediting agency Accreditation Council for Schools of Business and Programs (ACBSP).

Goal: Met

6. Develop intra-institutional collaborative networks.**Duncan School of Law**

COSA members discuss developments of intra-institutional collaborative networks.

Goal: Unmet

Comments: Have held meetings regarding future initiatives with representatives from the Carter & Moyers School of Education and DeBusk College of Osteopathic Medicine.

Caylor School of Nursing

This has not been accomplished in the CSON.

Goal: Unmet

College of Dental Medicine

There will be a collaborative network between the CDM and DCOM.

Goal: Met

College of Veterinary Medicine

CVM faculty collaborate where possible with faculty in Math and Science, DCOM, and Allied Health Sciences.

Goal: Met

DeBusk College of Osteopathic Medicine

Collaborative activities are highly encouraged by all academic units. In 2020-2021, there were already two research presentations and three peer reviewed manuscripts that were co-authored by multiple colleges/programs. The COM's research director has a role in facilitating research across DO, PT, and OT programs as well. Thus, there is natural collaborative opportunities. All research facilities are shared spaces to increase availability of equipment and techniques while encouraging collaboration. LMU Research Day was held April 12, 2021 –April 15, 2021 (<https://www.lmunet.edu/orgsp/research-day.php>); collaborative grant with DCOM and SHS (PI: Martin; Co-I: Chelf; \$247,765)

Goal: Met

Comments: Documents referenced are available upon request.

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

Faculty of AHSS work with IPE and One Health programs as well as DSOL with dual-degree programs and DCOM and test-patient learning.

Goal: Unmet

School of Allied Health Sciences

The VHST department collaborates with LMU-DCOM (Antimicrobial properties of native Appalachian plants), LMU-CVM CIVET (Veterinary technicians in academia), LMU-CVM CAHA (multiple infectious disease research projects), School of Math and Science (multiple infectious disease research projects).

Goal: Met

School of Business

The BUSN seeks collaborative partnerships with any of the other LMU schools. We currently partner with the DCOM, DVM, DSOL, and OTD schools providing a dual degree with our MBA program. We are working with the School of Arts, Humanities, and Social Sciences with their General Studies degree program. The BUSN provides undergraduate business cognates for their business concentration.

The BUSN will be happy to participate in other intra-institutional collaborative networks.

Goal: Met

School of Math and Science

Department of Biology

Several faculty are working on collaboration projects with faculty at CVM and DCOM.

Goal: Met

School of Medical Sciences

SMS participates in multiple IEP's facilitating collaboration between multiple schools.

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

Duncan School of Law

The Law School has partnered with European Legal Practice Integrated Studies (ELPIS) network, which is comprised of European faculty and law schools that conduct research and support collaborative projects. The Law School is also a member of the American Society of Comparative Law and is on the Board of Editors of the American Journal of Comparative Law.

Goal: Met

Comments: Law School representatives have been meeting with Dr. Danielle Walters regarding potential international collaborations.

Carter & Moyers School of Education

The Carter & Moyers School of Education partners with 40 plus regional PK – 12 schools to provide ongoing professional development of in-service teachers. Additionally, the partnership schools provide clinical settings for undergraduate and graduate licensure

students, as well as school leadership licensure candidates. Many of these schools are represented on the Carter & Moyers School of Education Advisory Board, which helps provide oversight and recommendations on candidate admissions as well as program exit interviews, program assessments, and curricular improvements.

Caylor School of Nursing

Currently there are three active grants within the CSON.

Goal: Met

College of Dental Medicine

We have cemented research relationships with the Tennessee Board of Dentistry and the American Dental Association and have established an International Exchange Program.

Goal: Met

College of Veterinary Medicine

CVM has a contractual agreement with the University of Kentucky to support our research output and provide faculty and students with additional research resources. Additional contracts have been signed for the East Tennessee Research Center and KCA labs to facilitate LMU-CVM research. An agreement has been signed with North Carolina State University to provide additional research opportunities to CVM students. International collaborations are in place with Universidad San Francisco de Quito (Ecuador) and University of Pretoria (South Africa).

Goal: Met

DeBusk College of Osteopathic Medicine

Developed external collaborations include: University of Colorado School of Medicine (Dr. Clarke) - In vivo experimentation of vaccines; Dongguk University - Smart Community Policing System (GOAL 8_Martin_8.1c - MOU); Vanderbilt University Medical Center - Tennessee Interprofessional practice and education consortium/Tennessee Collaborative Practice Society; ORNL (Dr. Jeremy Smith) - Development of personalized vaccines for cancer.

Member of CACCOM (<https://www.ohio.edu/medicine/about/partners/caccom>); Please also see GOAL 8_Martin_8.2c - Strategic Plan Organization Memberships and Affiliations 2020-2021

Goal: Met

Comments: Documents referenced are available upon request.

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

Journal articles and papers / books/ book or article reviews published:	11
Abstracts accepted for publication:	1

Presentations and panel participation at conferences attended:	14 virtual
IRB Submissions	4
Conferences attended (no presentation or panel participation):	12
Performances at national or regional conferences or locations:	
Artistic presentations/showings at national/regional conferences:	1
Patents Pending	
Total student attendance at conferences & number of conferences students attended	23: 4

Goal: Unmet

School of Allied Health Sciences

Prior to the COVID-19 pandemic, the MLS Program hosted the Professional Acknowledgement for Continuing Education- (PACE)-accredited LMU MLS Continuing Education and Research Conference each semester. The LMU MLS faculty regularly perform research presentations each semester during these conferences which provide professional development opportunities for all LMU faculty, especially the MLS faculty, as well as members of the professional medical laboratory science community. In addition to these faculty presentations, the MLS faculty assist the MLS students in developing scientific posters that are presented each semester at these conferences. The last conference was held in Fall of 2019.

Goal: Unmet

Comments: The MLS Program plans to host CE conferences again once COVID-19 guidelines allow.

School of Business

The BUSN initiated an Executive Business Advisory Board consisting of executives of large organizations to small entrepreneurial firms and businesses. Currently there are 30 board members. The Dean participates as a reviewer for the Accreditation Council for Schools of Business and Programs (ACBSP). Our faculty serve on several national and international scholarly boards and associations.

Goal: Met

School of Math and Sciences

Department of Biology

Kistler and Shock are working on a project with a research lab at UGA. Fowler works with a lab at UT.

Goal: Met

School of Medical Sciences

Relationship with James Cook University offers Australian medical students a one-month rotation. SMS students then have the opportunity to rotate there. Last visit was 2019 due to COVID concerns.

OGRSP

We have several grants that include sub-awards with other schools.

Goal: Met

Responsibility: Vice President for Academic Affairs, Deans of Schools/Colleges, Executive Director of the ORGSP, and COSA.

Time Frame: Ongoing.

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

Assessment: Documentation of presentations, exhibitions, publications, internal and external grant activity, course syllabi with research integration, and COSA agendas and minutes.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

1. The IS department will provide appropriate support for research and scholarly activity through:
 - Providing responsive support and innovative technical solutions to meet the needs of faculty and departments.
 - Expanding expertise in high-performance computing, open-source, and open-standard environments.
 - Identifying opportunities to administer centralized software licenses for cost-savings and operational efficiency.

Carter & Moyers School of Education

The IS department has been very helpful in providing responsive support and innovative technical solutions to meet the needs of faculty and students. For example, the IS department and CIO helped the MEdITL Program secure the use of GoReact, a technology program that assists our faculty and mentoring teachers in the K – 12 settings with candidate assessments.

Goal: Met

Caylor School of Nursing

The IS department has been helpful when asked.

Goal: Met

College of Dental Medicine

The Director of Research in the CDM will work with the IS department to ensure support, high performance, and cost-savings.

Goal: Met

College of Veterinary Medicine

IS has approved programs that facilitate CVM research.

Goal: Met

DeBusk College of Osteopathic Medicine

IS department support has been sufficient to meet the needs of the College for research. All faculty requesting access to specialized software or tech have been accommodated appropriately.

Goal: Met

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

IS responded to the COVID nightmare with excellence, timeliness, and quality initiatives.

Goal: Met

2. Explore electronic options to automate and streamline the submission, tracking, and processing of applications (e.g., IRB, IBC, IACUC, mini-grants).

Caylor School of Nursing

Faculty have utilized the IRB and mini-grant processes at LMU.

Goal: Met

College of Dental Medicine

We are currently exploring the option to submit all grants and IRB electronically to streamline the process.

Goal: Met

DeBusk College of Osteopathic Medicine

Forms are available electronically and can be submitted electronically (email). Pre-approved protocols for common needs (e.g., survey-based research) are being discussed/explored at this time.

Goal: Met

Comments: Further automation of the process would be beneficial.

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

AHSS submitted 4 IRB applications that were tracked and responded to in a quick and quality manner.

The IRB director is a faculty member of AHSS.

Goal: Met

ORGSP

Post Award Manager and Exec. Dir. met with CAYUSE to look at their software for tracking grants, IRB, etc. We have a quote but haven't submitted them for any discussion or approval.

Goal: Unmet

3. Establish the LMU Scholarly Activity Portal for faculty to report research and scholarly activity including grant submissions, awards, presentations, and publications.

Caylor School of Nursing

DNP Projects are deposited in the LMU Scholarly Activity Portal.

Goal: Met

College of Dental Medicine

The CDM will have a Scholarly Activity Portal and would be willing to work with the Administration to develop a portal University-wide.

Goal: Met

DeBusk College of Osteopathic Medicine

In progress. At present, scholarly activities are called for and collected by the LMU-DCOM director of research. Interfolio, peopleadmin, and other platforms are being explored for reporting and data management.

Goal: Met

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

A scholarly activity portal exists on the AHSS web page with information regarding scholarly and research work being accomplished by faculty.

Goal: Met

OGRSP

COSA has discussed this and one option is to use Digital Commons, the library portal that is in place. Faculty can self-report.

Goal: Unmet

4. Ensure ORGSP staff and committee chairs (IRB, IBC, IACUC and AV) participate in professional development activities to maintain LMU's compliance with federal and state law pertaining to research and grants.

Caylor School of Nursing

Not a goal of the CSON.

College of Dental Medicine

The CDM faculty and staff will participate in professional development activities to maintain LMU's compliance with federal and state law pertaining to research and grants.

Goal: Met

DeBusk College of Osteopathic Medicine

CME budget is available to faculty and staff for professional development ; LMU-DCOM and OGRSP websites (<https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/scholarly-activity/index.php>), email communications and presentations all provide information regarding policies and procedures; newly developed Onboarding Workshop for Research.

Goal: Met

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

IRB chairs participates in annual IRB training (this year it was online).

Goal: Met

OGRSP

Post Award Manager and Exec. Dir. participated in some online webinars and workshops related to current grants. IRB updated one of their guidebooks for their members.

Goal: Met

5. Review biological, chemical, and radiation safety policies and procedures to ensure compliance with federal and state guidelines and regulations.

Caylor School of Nursing

Not a goal of the CSON

College of Dental Medicine

The CDM ensures all biological, chemical, and radiation safety policies and procedures are in place and comply with federal and state guidelines and regulations.

Goal: Met

College of Veterinary Medicine

Faculty and students participate in orientation process to use lab space. Lab spaces managed by CVM are evaluated for safety and compliance.

Goal: Met

DeBusk College of Osteopathic Medicine

All faculty, staff, and students are required to complete appropriate CITI training to develop and maintain knowledge of timely policies and procedures. Institutional Biological and Chemical Safety committee ensures compliance and deploys Lab Safety training course for all to complete if they are to participate in relative research and/or access these facilities.

Goal: Met

School of Allied Health Sciences

The Veterinary Medical Technology Program disposes of all medical and hazardous waste appropriately. The Program's radiography equipment is inspected annually and is compliant with TDEC guidelines. VMT students and staff are required to wear radiation dosimetry badges when performing radiographs.

Goal: Met

Comments: The VMT program's upcoming AVMA CVTEA site visit will include a review of all safety policies and procedures.

School of Math and Science

Department of Biology

Moberg keeps up-to-date for Math and Science.

Goal: Met

6. Review and update fiscal management procedures and policies relative to external funding.

Caylor School of Nursing

Fiscal management procedures and policies relative to external funding related to grants supporting faculty salaries have been reviewed.

Goal: Met

College of Dental Medicine

The CDM is currently writing grants to procure external funding for research and clinical activities.

Goal: Met

DeBusk College of Osteopathic Medicine

Fiscal management procedures and policies are included in the onboarding/faculty development workshop that was created this year.

Goal: Met

ORGSP

Post Award Manager constantly looks at and evaluates the processes for grant spending and reporting. She works closely with finance to ensure sound fiscal procedures.

Goal: Met

7. Review and create as appropriate internal grant programs to support undergraduate/graduate students' research projects and scholarly activity.

Caylor School of Nursing

This has not been created by the CSON.

Goal: Unmet

College of Dental Medicine

The Director of Research is developing an internal grant program to support undergraduate and graduate students' research projects and scholarly activity.

Goal: Met

College of Veterinary Medicine

CVM has a robust competitive intramural grant program for its faculty.

Goal: Met

DeBusk College of Osteopathic Medicine

Over \$369,000 in operational budget was approved to support research and scholarly activity in Harrogate and Knoxville. Support included, but was not limited to, poster printing (1.9k), publication page charges/processing fees (20k), intramural faculty grants (152k), basic sciences research support fund (24k), student research presentations (20k), new faculty research start-up funds (100k), supplies (40k), and DeBusk student research fellowships (24k). >33 research presentations, >34 publications, >2 publications in-press, 3 books/book chapters, \$263,765 procured in extramural funding, \$1,381,018 applied for in extramural funding, and numerous intramural grants supporting faculty and student research. GOAL 8_Martin_8.1a – Research and Scholarly Activities 2020-2021_JSM.pdf

Grant opportunities have been communicated to support graduate students' research projects and scholarly activity. GOAL 8_Martin_8.1e – Notifications.

Goal: Met

Comments: Documents referenced are available upon request.

ORGSP

ORGSP supports all research projects involving students.

Goal: Met

8. Assist faculty, staff, and students in obtaining external financial support for their scholarly activities including research, training, publications, and presentations.

Caylor School of Nursing

Faculty are encouraged to apply for mini grant funds.

Goal: Met

College of Dental Medicine

The Dean for the CDM and the Director of Research will assist faculty, staff, and students in obtaining external financial support for scholarly activity.

Goal: Met

College of Veterinary Medicine

The new Director of Research and Analytics has been tasked with this responsibility as part of the job duties.

Goal: Met

DeBusk College of Osteopathic Medicine

Support for research is communicated in a number of ways as noted in the evidence throughout this goal. Moreover, stakeholders for particular aspects of this sub-goal regularly note ability to support research efforts in any and all of these domains. Research support is provided by a Director of Health Sciences Research and Grants, Director of Research & Informatics, Executive Director of the Office of Research, Grants and Sponsored Programs, and a post-awards Grant Manager. Statistical analysis support is offered on-demand and there are several DCOM faculty who have significant expertise in statistical analysis.

Goal: Met

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

AHSS submitted two grants by faculty this year, one was received by an adjunct ALLM staff, the other by full-time English faculty.

Goal: Met

School of Math and Science

Department of Biology

Kistler applied for a grant and utilized the ORGSP. I think they found the grant for him.

Goal: Met

ORGSP

Exec. Dir. meets with any faculty/staff/student who is interested in submitting grants.

Goal: Met

9. Evaluate process and procedures for communicating grant opportunities to faculty, staff, and students.

Caylor School of Nursing

The Dean, CSON communicates grant opportunities to faculty.

Goal: Met

College of Dental Medicine

The Director of Research will develop a process to communicate grant opportunities for faculty, staff, and students.

Goal: Met

College of Veterinary Medicine

The new Director of Research and Analytics has been tasked with this responsibility as part of the job duties.

Goal: Met

DeBusk College of Osteopathic Medicine

Annual research report reflects scholarly activities, research initiatives, grant funding, student participation in summer research, student participation in research fellowship, funding allocated for requests, funding allocated for new faculty research start-up, and developmental activities.

Goal: Met

ORGSP

Exec. Dir. sends applicable grant notices to faculty that match interests.

Goal: Met

10. Expand information support services (e.g. electronic resources, software licenses, library, and accessibility) to facilitate research and scholarly activity.

Caylor School of Nursing

Information support services have not been expanded.

Goal: Met

College of Dental Medicine

The CDM will be expanding the collection of learning resource materials in the library. A listing of added text, journals, etc. have been developed.

Goal: Met

College of Veterinary Medicine

CVM works with the library to request access to important electronic journals.

Goal: Met

Comments: Documents referenced available upon request.

DeBusk College of Osteopathic Medicine

Research needs assessment was conducted. The light/electron microscopy facility has been maintained and remained active. DO, PhD, and MSc students have all been involved in productive projects this year. The plastination laboratory in Tazewell was used to complete various projects through Jan 2021. It is being moved to Rose Hill, VA but is not yet operational.

All faculty who requested statistical/graphing and or citation software received a license.

Goal: Met

Comments: Documents referenced available upon request.

ORGSP

LMU subscribes to The Grant Advisor which has links for grant opportunities on the LMU website to direct faculty to areas of interest.

Goal: Met

11. Develop and maintain a research and scholarly activities budget for each school/college.**Caylor School of Nursing**

A research and scholarly activities budget for the CSON is funded.

Goal: Met

College of Dental Medicine

The Director of Research will develop a budget for research and scholarly activity.

Goal: Met

College of Veterinary Medicine

CVM has a fiscally responsible research budget that supports conference travel, publications, and research projects.

Goal: Met

DeBusk College of Osteopathic Medicine

See #7

Goal: Met

School of Math and Science

Department of Biology

Biology research budget was utilized by faculty this year.

Goal: Met

School of Medical Sciences

SMS currently maintains a publications budget for the advancement of scholarly activities

12. Develop and grow institutional support for attracting and hosting scholarly conferences.

Caylor School of Nursing

CSON is exploring how to become credentialed to offer CE courses.

Goal: Met

College of Dental Medicine

In the Future, the CDM plans to host the American Board of Forensic Odontology.

Goal: Met

College of Veterinary Medicine

The Center for Animal and Human Health in Appalachia (CAHA) has hosted five national conferences. CVM hosts a Phi Zeta research day for students to showcase their research with posters once per year.

Goal: Met

Comments: This area could be further developed.

DeBusk College of Osteopathic Medicine

LMU Research Day is held annually

Goal: Met

Comments: Further events could be attracted at Knoxville and/or Harrogate locations.

School of Allied Health Sciences

Prior to the COVID-19 pandemic, the MLS Program hosted the PACE accredited LMU MLS CE and Research Conference each semester. The last conference was held in Fall 2019.

Goal: Met

Comments: The MLS Program plans to host CE conferences again once COVID-19 guidelines allow.

School of Medical Sciences

Halted due to Covid, the SMS has been in discussions with the ADPA to host its annual conference. Plans were also canceled to host a one-day training conference for mental health first aid. SMS has actively been pursuing CME activities in utilization of bedside ultrasound for primary care providers

13. Maintain and negotiate the cost and purchase of service contracts for core equipment in the Math and Science research laboratories and other core facilities across campus and the off-campus sites.

Caylor School of Nursing

Not a CSON goal.

College of Dental Medicine

The CDM will be developing a Research Department and a Forensic Research Department. Any time we can work with other Schools within LMU we will.

Goal: Met

DeBusk College of Osteopathic Medicine

DCOM-Knoxville Research Center was developed and became fully operational in 2020; capital purchases made on an as-needed basis that served needs of facilities; developed collaborative applied research space in PT/OT building; start-up funds offered to all new basic sciences faculty.

Goal: Met

School of Math and Science

Department of Biology

Moberg handles service contracts for the autoclave and other equipment.

Goal: Met

ORGSP

Part of the service costs are budgeted for in ORGSP's budget.

Goal: Met

14. Support a visiting scholar program.

Caylor School of Nursing

Not a goal of the CSON.

College of Dental Medicine

We are currently working on a visiting scholar program within the CDM.

Goal: Met

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

AHSS maintains a visiting scholar's program via the MHLF program and the resident writer Literary Reading Series.

This year AHSS houses a visiting historian. The position will roll over to become full-time permanent next year.

Goal: Met

School of Medical Sciences

Faculty have been exchanged with James Cook University (Australia) to support this.

15. Ensure that investigators complete Collaborative Institutional Training Initiative (CITI) training as appropriate.

Caylor School of Nursing

All MSN and DNP students are required to complete CITI training as a portion of their curriculum.

Goal: Met

College of Dental Medicine

The Director of Research is responsible for ensuring the CITI training is completed by all investigators.

Goal: Met

College of Veterinary Medicine

Students and Employees complete CITI training when participating in research or having direct contact with animals.

The CITI training list is maintained by the Attending Veterinarian and ORGSP.

Goal: Met

DeBusk College of Osteopathic Medicine

See #5 above. This is part of onboarding/policies and procedures.

Goal: Met

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

All those submitting IRB applications have undergone CITI training. Students in several classes have also completed training as they worked alongside instructors aiding them with scholarly work.

Goal: Met

School of Allied Health Sciences

All VHST faculty and staff have completed CITI training.

Goal: Met

School of Math and Science

Department of Biology

Field and Shock completed CITI training related to research projects and student projects involving surveys.

Goal: Met

School of Medical Sciences

PA students that participated in joint research with the vet program underwent CITI training.

16. Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center.

Caylor School of Nursing

Activities are supported.

Goal: Met

College of Dental Medicine

The CDM will support all activity once the Director of Research's position opens.

Goal: Met

DeBusk College of Osteopathic Medicine

The DCOM plan aligns with the goals and objectives of the LMU strategic plan. Moreover, IRB, IACUC, and so on required evidence of credentials prior to approvals being granted to conduct research

Goal: Met

17. Continue to fund a writer-in-residence program.

Caylor School of Nursing

Not a goal of the CSON.

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

Writer in Residence program is now the Literary Reading Series. The writer in residence position is now a full-time position in DOLL.

Goal: Met

Responsibility: Vice President for Academic Affairs, Deans of Schools/Colleges, Office of Finance and Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, IS, Chair of Institutional Biological and Chemical Safety Committee, Chair of Institutional Animal Care and Use Committee (IACUC), Chair of Institutional Review Board (IRB), Attending Veterinarian (AV), and Committee on Scholarly Activities (COSA).

Time Frame: Ongoing. Any changes with fiscal impact must be included in the budget planning process.

Resources Required: IS budget and revenue from grants and sponsored programs, time commitment, data collection, analysis, and interpretation (\$ amount to be determined).

Assessment: Documentation of professional development, CITI training, compliance with federal and state regulations.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

1. ORGSP works with COSA to support grant-related research and scholarly activities.

Carter & Moyers School of Education

The ORGSP has been extremely helpful in obtaining Tennessee Department of Education grants for the MEdITL Program (\$925,000, over the last 15 months).

Goal: Met

Caylor School of Nursing

Dr. Lisa Pullen serves on COSA from the CSON.

Goal: Met

DeBusk College of Osteopathic Medicine

This occurs.

Goal: Met

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

One faculty was approved to receive a mini-grant this year.

Goal: Met

ORGSP

Exec. Dir. attends COSA and serves on Mini-Grant Committee, Exec. Dir., and Post Award Manager serve on Research Day and BRURC Committees.

2. Contribute to the development of guidelines for startup funds for new faculty tailored to research and scholarly activity expectations of the new faculty member(s).

Caylor School of Nursing

Faculty are encouraged to apply for mini-grant funds.

Goal: Met

College of Dental Medicine

The CDM has guidelines for research and scholarly activity expectations of new faculty members. These expectations will be addressed during the interview and faculty orientation.

Goal: Met

College of Veterinary Medicine

Start-up funds are provided to new faculty at the Dean's discretion. Upon hire, research FTE is negotiated with the expectation that all CVM faculty participate in scholarly activity.

Goal: Met

DeBusk College of Osteopathic Medicine

\$100K was budgeted for new faculty research start up packages Also see 7.2(#7) and 7.1 (#2).

Duncan School of Law

Comments: Not all Law School faculty have scholarship requirements as part of their faculty duties.

3. Review and refine incentive structures for research and scholarly activity.
 - Scholarly funding for travel and publications
 - Individual membership in scholarly associations, societies, and councils
 - Sabbatical leave policy and funding
 - Rank advancement standards and incentive compensation increments
 - Reassignment of time in order to achieve a nine-hour undergraduate semester instructional workload and six-hour scholarly activity/service workload
 - Expected incremental scholarly output increase

Duncan School of Law

Full-time law faculty are eligible to receive a summer research stipend. Faculty must submit a proposal to include the topic, a synopsis of the paper, a rough outline of the paper, and the estimated size of the complete article. The proposed article or book must have a minimum length of 10,000 words.

Faculty are allotted faculty development funds annually to cover the costs of travel to academic conferences, scholarly associations, and councils to present their scholarship at various legal conferences and law review symposiums as well as to cover various bar association fees. A faculty development meeting this past year discussed rank advancement standards and career development.

Goal: Met

Caylor School of Nursing

All doctoral faculty are given workload credit for scholarly activity each semester.

Goal: Met

College of Dental Medicine

CDM will work to refine the incentive structures for research and scholarly activity.

Goal: Met

College of Veterinary Medicine

Funding is available via the CVM research budget for publication costs and travel for presentations. Memberships are also provided for in the CVM budget. CVM has not had a faculty seek sabbatical at this time. Research effort is reviewed in the promotion process. We work with faculty to give them time away from teaching to focus on research. Also, our faculty are on 12-month appointments with the expectation that the summer months are used for research. At annual reviews, research efforts are discussed. We have a new faculty workload calculator that consider research as part of the FTE.

Goal: Met

DeBusk College of Osteopathic Medicine

Faculty work directly with supervisors/chairs to determine FTE distribution, which includes protected time for research.

LMU annual evaluation process includes reporting on scholarly activity as do newly developed, supplemental faculty success plans.
At least four DCOM faculty have incentive pay agreements (Chelf, Gregg, Martin, and Mondal). Incentive pay noted and included in newly developed onboarding workshop for research.

Goal: Met

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

Faculty Development funds have been very useful aiding faculty to complete scholarly activities (not as much during the pandemic).

Goal: Met

School of Allied Health Sciences

AHS faculty are financially supported to attend relevant conferences (either virtually or face-to-face).

Membership fees for professional scholarly associations are covered by the school's budget.

Goal: Met

Comments: All AHS faculty are members of profession appropriate associations, and several have plans to attend either virtual or face-to-face conferences this summer.

School of Math and Science

Department of Biology

Professional development funds were utilized by faculty to purchase memberships to scholarly associations and to purchase books related to instruction and/or research.

School of Medical Sciences

Promotion of the SPS policies and rank advancement committee within the SMS.

4. Develop new programs that foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities.

Duncan School of Law

One of the Law School's faculty development meetings this past year was dedicated to promoting multidisciplinary and interprofessional research and scholarly activities. Dr. Brian Kessler of DCOM; Dr. Martin Sellers of the College of Arts, Humanities, and Social Services; and Carolyn Gulley, LMU's Executive Director of Office of Grants and Sponsored Programs, were invited guests and participants.

Goal: Unmet

Caylor School of Nursing

Not a goal of the CSON.

College of Dental Medicine

The CDM is in the process of developing;

1. Master of Science in Dental Hygiene
2. Master of Dental Science in Forensic Odontology

3. Master of Science in Forensic Anthropology
4. Master of Dental Science in Orthodontics
5. Master of Dental Science in Endodontics
6. Bachelor of Science in Dental Hygiene.

All programs foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities.

Goal: Met

College of Veterinary Medicine

The new Associate Dean of Research and Basic Sciences is actively developing partnerships to meet this goal. The primary program in development to meet this goal is a clinical trials program leveraging the LMU-CVM clinical affiliate network.

Goal: Met

DeBusk College of Osteopathic Medicine

Center for IPE and Simulation (CIPES) develops curricular and co-curricular projects with interprofessional groups of faculty inter- and intra-institutionally resulting in research and scholarly activity, i.e., the evolution of the LMU Opioid Education Symposium presented at Nexus Summit 2019, and the Social Determinants of Health project was presented at multiple conferences led by the respective faculty partner at their discipline-specific educational or specialty conference.

Also see 7.1 (#6 and 7)

Goal: Met

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

AHSS supports the Medical Humanities program, One-Health, and the IPE program.

Goal: Met

School of Allied Health Sciences

The VHST department, along with LMU International programs, LMU-CVM, the Carter & Moyers School of Education, the department of Social Work, and the Kenyan organization HEART collaborated to provide interdisciplinary opportunities for LMU Students.

Goal: Met

School of Medical Sciences

Incoming Assistant Dean of Academic Affairs has a wealth of research experience and will chair the research committee.

5. Maintain funding for a University statistician to support faculty/staff research, statistical design, and data analysis.

Caylor School of Nursing

Not a goal for the CSON.

College of Dental Medicine

The Master of Dental Science in Forensic Odontology Program will require a University

statistician to teach courses and support research, statistical design, and data analysis.

Goal: Met

College of Veterinary Medicine

CVM hired a statistician/epidemiologist Spring 2020 who has taken on these duties to support CVM faculty.

Goal: Met

DeBusk College of Osteopathic Medicine

Statistical analysis support is offered on-demand and there are several DCOM faculty who have significant expertise in statistical analysis.

Goal: Met

6. Promote the External Funding Incentive Pay Plan.

Caylor School of Nursing

Two faculty positions are paid through grants.

Goal: Met

DeBusk College of Osteopathic Medicine

Information regarding the incentive pay plan is included in the newly developed onboarding workshop/faculty development for research. At least four DCOM faculty have incentive pay agreements (Chelf, Gregg, Martin and Mondal). Incentive pay noted and included in newly developed onboarding workshop for research.

Goal: Met

ORGSP

When faculty submit grants with effort percentages, we discuss the incentive pay policy and submit for approval.

Goal: Met

7. Review the University Intellectual Properties Policy.

Caylor School of Nursing

Policy reviewed.

Goal: Met

College of Dental Medicine

University Intellectual Property Policy has been reviewed by the Director of Research and the Dean of the CDM.

Goal: Met

DeBusk College of Osteopathic Medicine

See 7.1 (#2)

Goal: Met

ORGSP

ORGSP: Exec. Dir. is involved with COSA discussions on IPP.

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

Goal: Met

School of Medical Sciences

Annual reminder included with PAEA research grant.

8. Review the institutional conflict of interest policy regarding research.

Caylor School of Nursing

Policy reviewed.

Goal: Met

College of Dental Medicine

The Conflict of Interest Policy regarding research has been reviewed.

Goal: Met

DeBusk College of Osteopathic Medicine

See 7.1 (#2)

Goal: Met

ORGSP

ORGSP: Exec. Dir. is involved with COSA discussions on COI.

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

Goal: Met

School of Medical Sciences

Annual reminder included with PAEA research grant.

9. Continue to develop and support national and international programs that foster student scholarly activities, including academic honor societies and Honors Scholars Program.

Caylor School of Nursing

Not a goal of the CSON.

College of Dental Medicine

The CDM is developing a robust national and international program that fosters scholarly activities.

Goal: Met

College of Veterinary Medicine

The CVM Associate Dean for Student Affairs and Admissions has been tasked to develop CVM international programs. She will work with the CVM Associate Dean of Research and

Basic Sciences in the cases of international research collaborations.

Goal: Met

DeBusk College of Osteopathic Medicine

International programs curtailed due to COVID-19.

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

Honor Scholars Program is growing in enrollment; a half-time director has been appointed, and the By-Laws and Constitution have been revamped and updated.

All capstone research courses have reviewed student scholarship opportunities to ensure SEWS papers are completed in highest quality.

Goal: Met

School of Allied Health Sciences

The VHST department, along with LMU International programs, LMU-CVM, Carter & Moyers School of Education, department of Social Work and Kenyan organization HEART collaborated to provide interdisciplinary opportunities for LMU students.

Goal: Met

10. Support and mentor the professional development of all faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

Duncan School of Law

In addition to extensive faculty development programming, the Law School supports a mentor-mentee program in which junior faculty are assigned an experienced mentor who guides the newer faculty their first two years in academia and provides them with feedback and advice as to course and career development.

Goal: Met

Carter & Moyers School of Education

The Carter & Moyers School of Education includes adequate funding in the School budget to support faculty in national and international professional development opportunities.

Caylor School of Nursing

Funds are available for faculty development.

Goal: Met

College of Dental Medicine

All CDM faculty are supported and will be mentored to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

Goal: Met

College of Veterinary Medicine

Faculty supervisors are responsible for mentoring faculty in their research efforts. The Associate Dean of Research and Basic Sciences, along with the Dean, have also been developing programs to increase faculty mentorship in research. CVM faculty are well-

supported by CIVET and CAHA for research efforts regarding educational research and Appalachian-based research, respectively. CVM faculty are allotted professional development funds each year.

Goal: Met

DeBusk College of Osteopathic Medicine

See 7.1 (#2)

Goal: Met

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

AHSS Mentors Program includes aiding new faculty in finding how to promote their scholarship with funding, collaboration, and networking.

MPA: The Master of Public Administration (MPA) program has a student chapter of the International City/County Management Association (ICMA) that meets monthly to discuss issues in the public and nonprofit sectors and research pertaining thereto.

MSCJ: The Master of Science in Criminal Justice (MSCJ) program is creating a student chapter of the Alpha Phi Sigma National Criminal Justice Honor Society.

All AHSS students have been supported and encouraged to participate in the LMU Research Day and the Blue Ridge Undergraduate Research Conference.

All AHSS faculty are required to attend at least one local, state, or national research related conference in their discipline, annually. AHSS had a 70% rate of participation this year.

All departments receive funding for conference travel.

Goal: Met

School of Allied Health Sciences

Several AHS faculty members have been invited to speak at state, regional, or national conferences.

Goal: Met

School of Medical Sciences

CME support and encouragement of participation in regional and national boards.

Responsibility: VPAA, Vice President for Finance and Administration, Deans of Colleges/Schools, Committee on Scholarly Activities (COSA), ORGSP and University Counsel.

Time Frame: Ongoing.

Resources Required: Cost to be determined.

Assessment: Documentation of the Strategies and Action Plans related to this objective through the Outcomes Assessment Report of the ORGSP.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

Objective 7.4: FACILITIES: 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.

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

Caylor School of Nursing

No needs have been identified.

Goal: Met

College of Dental Medicine

The CDM will have access to the research facilities at the DCOM to ensure robust, collaborative, research can occur among all healthcare professionals.

Goal: Met

College of Veterinary Medicine

CVM intends to develop the third-floor space in the CVM building to be a research education space. The Associate Dean of Research and Basic Sciences is actively seeking external funding for this project.

Goal: Met

DeBusk College of Osteopathic Medicine

Developed and deployed survey to determine ways to support research and perceived barriers (GOAL 8_Martin_8.2a - Research Survey). DCOM at LMU-Knoxville completed build-out and equipped new research center in 2020.

The light/electron microscopy facility has been maintained and remained active. DO, Ph.D., and MSc students have all been involved in productive projects this year. The plastination laboratory in Tazewell was used to complete various projects through Jan 2021. It is being moved to Rose Hill, VA, but is not yet operational.

Also see 7.2(#13)

Goal: Met

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

AHSS has identified the need for a location for doing research in digital photography and graphic design. Space for this purpose will facilitate art faculty and students to pursue technological research in the Arts.

Communications and Media program implemented a radio/live-streaming media room in Avery Hall. It continues to be adapted to the needs of the program.

Goal: Met

School of Allied Health Sciences

The SES department is slowly acquiring exercise physiology equipment suitable to conduct student labs and to support some smaller research projects, particularly with various LMU athletic teams.

Goal: Met

Comments: Larger, more permanent facility is necessary for the SES department to acquire and store additional equipment to support instruction and research.

School of Math and Science*Department of Biology*

Faculty have identified the need to create a molecular biology space in the CMRC building to facilitate growing and future research projects.

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

Duncan School of Law

The Law School has a librarian dedicated to support faculty research and scholarly activities. Student research assistants are also available to faculty.

Goal: Met

Caylor School of Nursing

Information technology, library, and support services are in place to support scholarly activities.

College of Dental Medicine

The CDM will have adequate support in place to facilitate research and scholarly activity.

Goal: Met

College of Veterinary Medicine

Computer access is available for fourth year clinical experience students at all clinical affiliates, allowing access to all University student resources.

The LMU Librarian is included in faculty trainings, student orientation, and summer research student seminar series, and supports employees and students with literature searches.

Goal: Met

DeBusk College of Osteopathic Medicine

Health Sciences Library Surveys are conducted annually (OMS-I-II, faculty, OMS-III - IV).

Goal: Met

Comments: Summary reports available upon request.

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

AHSS works closely with the LMU library system to ensure scholarly needs are met.

Goal: Met

3. Ensure that all facilities across campus and at off-campus sites comply with laboratory health, safety, and environmental protection regulations.

Caylor School of Nursing

All facilities across campus and at off-campus sites comply with laboratory health, safety, and environmental protection regulations.

Goal: Met

College of Dental Medicine

The CDM facilities will comply with laboratory health, safety, and environmental protection regulations.

Goal: Met

College of Veterinary Medicine

The CVM complies with IRB, IACUC, and OSHA guidelines.

Goal: Met

DeBusk College of Osteopathic Medicine

See 7.2.25

Goal: Met

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

Caylor School of Nursing

No laboratory research facilities are required within the CSON.

College of Dental Medicine

The LMU Tower needs to have a small research facility for the CDM and CoOM.

DeBusk College of Osteopathic Medicine

Dean Loyke is a COSA member and communicates with Research directors and Committee Chairs to ensure policies are in place and communicated accordingly.

Goal: Met

School of Math and Science

Department of Biology

Moberg does regular checks. He created a lab safety video for classroom use along with a quiz for students to complete at the beginning of every semester. He conducts safety training for new faculty and student researchers. He has developed this training in an online format.

5. Review library resources for campus and off-campus sites to ensure graduate, undergraduate, and faculty research and scholarly activity needs are adequate.

Duncan School of Law

The Law School library is almost entirely online and is easily accessible. Students and faculty also have access to a librarian “on call” during working hours on weekdays and weekends.

Goal: Met

Caylor School of Nursing

Library resources for campus and off-campus sites are adequate.

Goal: Met

College of Dental Medicine

Additional library resources have been identified by the CDM and will be added to the main library at the DCOM Knoxville.

Goal: Met

College of Veterinary Medicine

A CVM faculty member serves as a library liaison and helps support the library in review of appropriate CVM resources.

Goal: Met

DeBusk College of Osteopathic Medicine

See #2

Goal: Met

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

The LMU library system works closely with AHSS faculty to ensure all faculty research needs are met.

Goal: Met

School of Math and Science

Department of Mathematics

Department review of library subscriptions, both physical and electronic.

School of Medical Sciences

Library resources are reviewed through end of course surveys administered through the programs.

6. Ensure ADA and USDA compliance of research facilities across campus, including the Abraham Lincoln Library and Museum, and at off-campus sites.

Caylor School of Nursing

No facilities are utilized by CSON students and faculty.

College of Veterinary Medicine

The CVM is in ADA and USDA compliance.

Goal: Met

DeBusk College of Osteopathic Medicine

Facilities are compliant.

Goal: Met

School of Allied Health Sciences

All Veterinary Health Science and Technology facilities are compliant with USDA standards, as evidenced by IACUC semi-annual inspection reports and program reviews. Medical records and logs within the VMT program are compliant with USDS standards.

Goal: Met

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

Goal: Met

Responsibility: Deans of Colleges/Schools, appropriate Vice Presidents, Director of Abraham Lincoln Library and Museum, Chief Information Officer, Director of Accessible Education Services, Director of Environmental Health and Safety, Chairs of IACUC, IBC and IRB, AV, and Director of the Library.

Time Frame: Ongoing.

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

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

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

1. Encourage the Deans to establish guidelines, expectations, and incentives concerning research and scholarly activities (including start-up funds for research and scholarly activities).

Caylor School of Nursing

The CSON has a Scholarship Colloquium that meets monthly. Dr. Lisa Pullen is the Director of Scholarly Activities for the CSON. Each doctoral faculty member is given workload credit each semester to complete research. Three faculty received mini-grants for 2020-2021.

Goal: Met

College of Dental Medicine

The CDM has provided new faculty members with guidelines, expectations, and incentives concerning research and scholarly activities. A small start-up fund has been established and the Director of Research chosen.

Goal: Met

College of Veterinary Medicine

Research FTE is determined for each faculty member. At the annual evaluation, research effort is reviewed, and a new workload calculator was developed to attempt to quantify research effort to provide faculty with a benchmark. Supervisors work with faculty to create research goals. CVM has a healthy intramural grant budget to support faculty research. In 2021, 15 intramural grants were awarded totaling \$285,286.

Goal: Met

DeBusk College of Osteopathic Medicine

Reported in previous objectives. Faculty evaluations include reporting and expectations on scholarly activity. Protected time for research. Startup funds are provided. Incentive pay

agreement and competitive F&A costs are noted to faculty.

Goal: Met

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

Expectations are one presentation or publication per year and attendance at one or more association meetings per year.

Goal: Met

School of Allied Health Sciences

AHS Dean and Chairs work with new faculty to establish expectations and to assist with finding initial research projects and reasonable timelines for the projects. All faculty are encouraged to apply for internal mini-grant funding as well as external funding.

Goal: Met

School of Medical Sciences

Plans to involve the incoming Assistant Dean of Academic Affairs as point person for research as part of faculty development with established guidelines and expectations.

2. Continue to ensure research and scholarly activities criteria are a component of the annual faculty evaluation.

Caylor School of Nursing

Research and scholarly activities criteria are a component of the annual faculty evaluation.

Goal: Met

College of Dental Medicine

CDM annual faculty evaluation will reflect research and scholarly activity participation.

Goal: Met

College of Veterinary Medicine

Research effort is evaluated in faculty evaluations each year. A new workload calculator was created to attempt to quantify the effort.

Goal: Met

DeBusk College of Osteopathic Medicine

Reported in previous objectives; included in annual faculty evaluations.

Goal: Met

Paul V. Hamilton College of Osteopathic Medicine

Faculty evaluations take into account scholarly work and research goals and activities and faculty are held accountable.

AHSS faculty evaluations require all faculty to attend at least one scholarly conference annually.

Goal: Met

School of Allied Health Sciences

All AHS faculty are required to include some type of research or scholarly activity goal on annual evaluations. The AHS Dean makes mid-academic year check on the progress of each goal.

Goal: Met

Comments: In the Spring 2021 semester, Dr. Engle's article titled "Maximizing the Value of the Modern Clinical Laboratory Services in Today's Healthcare System" was published in the March 2021 edition of the Tennessee Academy of Physician Assistants (TAPA) *PA Pulse*.

Several AHS faculty members are involved in active research projects, frequently collaborating with their respective departments or with other LMU colleges/schools.

School of Math and Science

Department of Biology

Progress and projection were discussed with all faculty during their annual review. In some cases, ideas to improve activities were also discussed.

Department of Mathematics

Faculty scholarly activities are documented each year in the individual's CV and Self-Assessment, both of which are part of the annual faculty evaluation.

School of Medical Sciences

Reviewed annually.

3. Review procedures to record and report research and scholarly activity including grant submissions, awards, presentations, and publications for all personnel and students utilizing the online Scholarly Activity Portal.

Caylor School of Nursing

Faculty present their research findings to the CSON annually. All DNP students have their DNP Project deposited in the Scholarly Activity Portal.

Goal: Met

College of Dental Medicine

The CDM will have a Scholarly Activity Portal to ensure there is a continuous record and report research and scholarly activity including grant submissions, awards, presentations, and publications for all personnel and students utilizing the online Scholarly Activity Portal.

Goal: Met

College of Veterinary Medicine

The CVM has implemented a research mini-proposal application process. This is to award funding out of the intramural grant cycle to support researchers in completion of projects or for supplies in MS projects.

The CVM maintains a Research Collation Workbook that is updated, at minimum, yearly by faculty with all research activities. Metrics recorded include percentage of faculty involved in research, publications, faculty presentations, abstracts/posters, research students, and peer-reviewed publications with students as authors/co-authors.

Faculty evaluations require reporting of faculty research activities. Intramural Grant Progress Reports are required from all employees receiving a CVM intramural report. These are required to be eligible for future funding.

Goal: Met

DeBusk College of Osteopathic Medicine

In progress. At present, scholarly activities are called for and collected by the LMU-DCOM director of research. Interfolio, peopleadmin, and other platforms are being explored for reporting and data management.

Goal: Met

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

All AHSS faculty scholarly work and service is tracked every semester and contribute to the faculty evaluation process. This is reported at the annual full-faculty meetings.

Goal: Met

School of Math and Science

Department of Biology

Clear guidelines were disseminated in regard to the intent to apply form and other internal forms for submitting external grants.

Comments: *Department of Mathematics*

Portal non-existent, so no review can take place at this time.

ORGSP

The ORGSP Newsletter reports all grant submissions and any scholarly activity that is submitted to Exec. Dir. COSA is discussing the online scholarly activity portal.

Goal: Met

School of Medical Sciences

Plans to involve the incoming Assistant Dean of Academic Affairs as point person for research as part of faculty development with established guidelines and expectations.

Responsibility: VPAA, Deans of Schools/Colleges, Chairs of departments/program directors, ORGSP, COSA, Information Services.

Time Frame: Ongoing.

Resources Required: Cost to be determined; user friendly software solution for regular reporting of all scholarly activity.

Assessment: Documentation of presentations, exhibitions, publications, internal and external grant activity, press releases, and course syllabi with research integration; COSA agenda and minutes; ORGSP Outcomes Assessment Reports.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

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

Caylor School of Nursing

Nursing will continue research through the DNP Project.

Goal: Met

College of Veterinary Medicine

Key areas of strength at CVM include educational research, CBD research, reproductive physiology research, equine respiratory disease research, epidemiologic studies of animal and human health in Appalachia, tick-borne disease research, heartworm research, and leptospirosis research.

DeBusk College of Osteopathic Medicine

Continuously performed by research directors.

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

Grad programs' faculty focus on research and collaboration with students on research projects is an important goal of the department.

The HSP students are highly encouraged to participate in their own and faculty research.

Release time is granted to faculty in the final stages of completing a scholarly work.

DOSS organized and hosted an interdisciplinary program on social unrest in SP21; several faculty are interested in pursuing the topic in a scholarly fashion.

Goal: Met

Comments: Fosters research collaboration and co-authorship opportunities across departmental faculty and among graduate students.

School of Medical Sciences

Strength in SPS.

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

Caylor School of Nursing

Nursing has participated in grant initiatives that involve psychiatric services at ARH Middlesboro and a private clinic in Knoxville.

Goal: Met

College of Dental Medicine

The Director of Research will work with the Director for Community Based Clinical Education to ensure outreach/service components engage the public across LMU's service region.

College of Veterinary Medicine

Both CAHA and CIVET, two of CVM's research centers have outreach/service as part of their mission.

DeBusk College of Osteopathic Medicine

Developed external collaborations including with Vanderbilt University Medical Center – Tennessee; Interprofessional practice and education consortium/Tennessee Collaborative Practice Society; ORNL (Dr. Jeremy Smith) - Development of personalized vaccines for cancer.

Member of CACCOM (<https://www.ohio.edu/medicine/about/partners/caccomm>); Please also see GOAL 8_Martin_8.2c - Strategic Plan Organization Memberships and Affiliations 2020-2021.

Goal: Met

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

The MHRF and Writers Series as well as some components of the AITG program engage the public across the Region.

AHSS was the host school for the BRURC, in which students from all programs were invited to participate and present their research.

Goal: Unmet

Comments: Will work toward hosting speakers and other events on the Harrogate campus in the coming academic year.

School of Allied Health Sciences

Dr. Bonnie Price is a co-investigator on a Pet Smart Charities Access to Veterinary Care grant, providing preventive healthcare to pets in the tri-state area.

Dr. Elizabeth Thompson is serving as Volunteer Medical Director for a grant funded collaborative project between Remote Area Medical (RAM), Friends of the Bell County Animal Shelter, Tate's TNR Rescue, and Alley Cat Advocates to host a spay/neuter event for populations of local community cats. Drs. Matt Marcum and Jay Miles will also collect samples for infectious disease surveillance for their LMU mini-grant funded study.

Goal: Met

Comments: The first Pet Smart clinic was hosted on June 9, 2021 at the Schenck Center for Health Sciences. Future clinics are planned on LMU campus and at locations in the tri-state area.

The first community cat spay/neuter event will be held on June 27, 2021.

School of Math and Science

Department of Mathematics

Computer Science faculty have created/engaged in outreach programs.

Comments: *Department of Mathematics*

Computer Science program director could speak better on this point.

School of Medical Sciences

We have worked closely with Servolution Health Services to identify possible areas of research.

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

Caylor School of Nursing

Nursing has not participated in this area.

Goal: Unmet

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

Three programs have regular outreach to high schools for fostering interest in their subject content: CAM, DOSS, and English programs.

Goal: Met

School of Math and Science

Department of Mathematics

Computer science faculty may be developing such programs.

Comments: *Department of Mathematics*

Computer Science program director could speak better on this point.

4. Collaborate with the Division of University Advancement and IS to establish various communication outlets to highlight the results of LMU's research to the public with emphasis on increasing scientific literacy and engagement.

Caylor School of Nursing

Nursing has not participated in this area.

Goal: Unmet

College of Dental Medicine

The CDM will collaborate with the Division of University Advancement and IS to establish various communication outlets to highlight the results of LMU's research to the public with emphasis on increasing scientific literacy and engagement.

Goal: Met

College of Veterinary Medicine

CVM provides press releases for research efforts. The latest press release involved a large project for the OIE that was published in multiple veterinary media outlets.

DeBusk College of Osteopathic Medicine

Research outcomes are reported via a number of outlets, including online social media, internal slideshows, newsletters, University publications, the University website, and so forth.

Goal: Met

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

Some research accomplishments were promoted on the AHSS Facebook page, but more improvement is needed, especially in terms of collaboration with Advancement and IS.

Goal: Met

School of Allied Health Sciences

Dr. Katherine Pebworth hosted a Zoom presentation for Alumni services titled *Breaking Down Brick Walls*, highlighting genealogy.

Goal: Met

Comments: Nine people attended the Zoom presentation, and it was archived on YouTube.

School of Math and Science

Department of Biology

Utilized social meeting and PR to announce findings (Shock tick press release) and publications (*Naturalist*, etc.).

Comments: *Department of Mathematics*

Should any faculty publish or present something of note, the department would work with University Advancement in publicizing it.

5. Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society.

Caylor School of Nursing

Faculty have presented at state meetings.

Goal: Met

College of Dental Medicine

The CDM will Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society.

Goal: Met

DeBusk College of Osteopathic Medicine

Annual LMU Research Day promotes scholarly activities and the impact of research.

Goal: Met

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

Bulletin board material throughout Avery Hall highlights faculty research accomplishments and scholarship, including its relevance for society/well-being.

Goal: Met

Comments: Explore the possibility of graduate student presentations on the Harrogate campus.

School of Math and Science

Comments: *Department of Mathematics*

The mathematics program does not have a research component; however, ambitious and talented students may complete research projects as part of the Junior and Senior SEWS requirements.

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

Caylor School of Nursing

Research is incorporated in the MSN and DNP programs.

Goal: Met

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

For grad programs: While faculty and students frequently collaborate on research, no formal standard is in place to quantify the impact of LMU scholarship on student learning.

Comments: Consider including a measure in next year's Outcomes Assessments Reports as a programmatic goal for the graduate programs.

DeBusk College of Osteopathic Medicine

Comments: Suggest University-level oversight/leadership to achieve this goal.

School of Math and Science

Comments: *Department of Mathematics*

The mathematics program does not have a research component. As such, it is not in the position to assess or critique this objective/strategy/plan.

Responsibility: VPAA, Deans of Schools/Colleges, Chairs of departments/program directors, ORGSP, COSA, PI & CoPI.

Time Frame: Ongoing.

Resources Required: Budget to support the dissemination and promotion of scholarly activities and research.

Assessment: Documentation of presentations, exhibitions, publications, citations, internal and external grant activity, press releases, and course syllabi with research integration; documentation of outreach activities; COSA agenda and minutes; ORGSP Outcomes Assessment Reports.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

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

1. Continue to collect, interpret, and present data outcomes to academic leadership and Cabinet members.

Duncan School of Law

The Law School's administration and programmatic directors take a data-based approach in multiple areas, including the ongoing assessment of the program of legal education, bar-exam preparation, and experiential learning.

Goal: Met

Caylor School of Nursing

Data related to nursing outcomes was presented to the Board of Trustees in December and May.

Goal: Met

School of Business

The School of Business collects data pertaining to outcomes assessment during the Fall, Spring, and Summer terms of each academic year. Data pertaining to specific class assignments and outcomes assessment testing is utilized for the ABA, BBA, MBA, MSBA, and DBA OARs. This information is submitted on an annual basis to Academic Affairs and the Office of Institutional Effectiveness. Additionally, collected outcomes assessment data is utilized for the maintenance of ACBSP accreditation.

Goal: Met

Comments: The School of Business Assessment and Accreditation Coordinator will continue current processes.

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

AHSS collects Dashboard data that is used in academic, advising, and student-progression decision-making. All programs regularly convey pertinent departmental updates to school meetings and academic council. The Recruiter/SS Coordinator collects enrollment/retention/application data for use in AHSS decision-making. AHSS Graduate Programs Coordinator collects data and analyzes data and presents findings to academic leadership as required.

Goal: Met

Comments: Copy of the AHSS Dashboard document available upon request; it is an in-house document for internal use.

School of Allied Health Sciences

The AHS Dean prepares reports on all data outcomes and presents to academic leadership for biannual Board of Trustee meetings.

Goal: Met

College of Veterinary Medicine

CVM data are presented at Cabinet.

Goal: Met

School of Math and Science

Standardized dataset for each major is collected and monitored (Dean, Chairs, and Student Success Coordinator) on a semester basis.

Goal: Met

Carter & Moyers School of Education

ITLU enrollment, retention, and graduation numbers are shared at School of Education Leadership Team meetings. In addition, all licensure exam scores and pass rates are analyzed and used to compile OARs. These numbers are also provided in the Annual Report to the Tennessee Department of Education, as well as an Annual Report provided to CAEP and to CACREP, our national accreditors. We also present these to the CMSE Advisory Council, made up of the CMSE Leadership Team and school leaders from our K – 12 partnership schools.

The Tennessee Department of Education (TDOE) issues a Report Card each year on specific outcomes they analyze on CMSOE. This is helpful in assessing our programs' strengths and weaknesses. This information is shared with the CMSOE partners and stakeholders each academic year.

School of Medical Sciences

Student attrition data is posted and updated on the website for each PA program no later than April 1 of each year per ARC-PA requirements. It is also presented to the BoT at meeting intervals.

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

Duncan School of Law

The Law School has participated in the Law School Survey of Student Engagement (LSSSE) during the past several years as part of its effort to evaluate and improve student engagement. As needed, the Assessment Committee and the Associate Dean for Academic Affairs have conducted supplemental surveys. Course evaluations provide additional relevant data regarding student satisfaction and engagement.

Goal: Met

Comments: The Assessment Committee, with input from the Dean and other administrators, has used LSSSE results to compare student engagement at the Law School with students at participating peer institutions.

Caylor School of Law

CSON student exit surveys, employer surveys, and alumni surveys were all completed. The results for ASN, BSN, MSN, and DNP were recorded in the appropriate program OAR. The results from the off-campus surveys and the faculty/staff satisfaction surveys were recorded in the Extended Site OAR.

Goal: Met

Comments: Exit surveys are conducted each semester. Employer and Alumni surveys are conducted every other year. These were conducted in Fall 2020.

School of Business

Student survey results regarding student satisfaction and engagement are deployed within BUSN 450 for the BBA program and MBA 590 for the MBA program. These classes have been selected as they are the capstone courses for their respective programs. The completion of these surveys is required as they are attached to the BUSN 450 and MBA 590 Peregrine CPC Post-Tests. The findings related to the exit surveys are regularly analyzed by School of Business leadership and are also included in the annual OARs, biennial ACBSP QA Reports, and the ACBSP Reaffirmation Report.

Goal: Met

Comments: Current processes for collecting and analyzing student satisfaction data will continue.

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

From DOLL student surveys, the DOLL faculty created a new course in Workplace Writing that fosters directly marketable skills and helps students explore diverse career opportunities. DOLL Advisory Committee meeting recommendations provide information about careers in information technology, library services, and corporate workplaces. A combination of course evaluation reports and senior exit surveys are used to assess the Departments' and School's work toward fulfilling course and programmatic goals.

Goal: Met

School of Allied Health Sciences

Each year, the VMT program sends out a survey to the previous five years' of recent graduates and their employers. This past year VMT received 14 survey results from alumni and six from employers. Graduated students over the past few years have recommended that we increase our focus on veterinary dentistry and client communication. The dentistry class has changed to allow each student to have additional hands-on laboratory time. Each VMT course now has a focus on client communication as part of the regular curriculum.

Goal: Met

Comments: We carefully analyze all of the information that comes back from our yearly surveys and use it to improve our veterinary technician curriculum.

College of Veterinary Medicine

CVM collects end of course surveys every semester and programmatic surveys during the final week of the program, and year 1, year 3, and year 5 post-graduation.

Goal: Met

School of Math and Science

Survey results are distributed to Department Chairs and used to in conjunction with department-level surveys and Annual Outcomes Assessments Reports as applicable.

Goal: Met

Carter & Moyers School of Education

Data received from LMU's Office of Institutional Effectiveness shared and discussed at program, department, and leadership team meetings.

End-of-course evaluations are shared and discussed with individual faculty and their supervisors. All data collected and analyzed are used to make programmatic improvements and meet student needs.

School of Medical Sciences

Students complete end-of-course and faculty surveys to address student satisfaction and engagements in both programs. End of course surveys are administered in accordance with program and University standards.

3. Increase participation in student surveys.

Duncan School of Law

The Law School has students complete LSSSE, course evaluations, and other important surveys during class to improve participation. The Law School also regularly surveyed students during the COVID pandemic for feedback on policies and administration of courses.

Goal: Met

Caylor School of Nursing

Faculty sent reminder emails via Blackboard to increase student survey participation.

Goal: Met

School of Business

The completion of School of Business student exit surveys is 100% for students who are enrolled in BUSN 450 and MBA 590. This occurs as the exit surveys are attached to the required Peregrine CPC Post-Tests.

Goal: Met

Comments: The School of Business will work to further promote University-issued student surveys.

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

Faculty decide for themselves if they wish to incentivize survey participation through extra credit, extra assignments, or some other means. Many do this. Student response rates to course evaluations is often insufficient to draw general conclusions about the quality of instruction/student experience.

Goal: Unmet

Comments: The Administration will have to continue to determine how to have students provide feedback.

School of Allied Health Sciences

Students now give the VMT program director their non-LMU email for future correspondence when they are graduating. These emails are used to distribute the yearly surveys and to communicate regularly with our program alumni.

Goal: Unmet

Comments: We want to increase our survey participation to at least 20 responses for the following year.

College of Veterinary Medicine

CVM is actively working on increasing end of course surveys by changing the format of surveys and faculty making EOCs a course requirement. Final week of program surveys are mandatory to complete to receive a final academic credit to graduate.

Goal: Met

School of Math and Science

Student success coordinator utilizes email and social media campaigns to increase student awareness of surveys.

Goal: Met

Carter & Moyers School of Education

More communication to students and faculty with reminders about University surveys and displaying flyers when provided.

End-of-course evaluations now embedded in each individual course in Watermark/Via (the CMSOE electronic system for assessment) for easier access and accountability for student participation.

Instructors provide time in class for students to complete end of semester course evaluations. Students must complete Graduating Student Survey prior to taking comprehensive exams.

School of Medical Sciences

PA programs utilize assessment personnel to administer end-of-course surveys and continue to encourage participation as real-time numbers are tracked until participation minimums are met.

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

Caylor School of Nursing

Nursing utilizes the accreditation body's (ACEN) benchmarks with regard to retention, progression, and graduation rates.

Goal: Met

Comments: All benchmarks were met.

School of Business

The School of Business analyzes enrollment, retention, and student progression each semester. These performance indicators are included within annual OARs, biennial ACBSP QA Reports, and the ACBSP Reaffirmation Report.

Goal: Met

Comments: Current practices related to the analysis of enrollment, retention, and student progression will continue.

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

Most graduate students in the MPA or MSCJ programs are completing the graduate programs

within the expected four to five semesters. They have a maximum of six years to complete the program.

Undergraduate advisors monitor advisees closely to be sure of timely graduation, availability of needed classes, options for non-college, and so forth.

Goal: Met

School of Allied Health Sciences

All AHS faculty academic advisors and Student Success Coordinator (SSC) met with students on the D/F list at week three and midterm. SSC kept running list of students on D/F list and checked final grades to see if student could progress to the next course level. If not, SSC contacted the advisor to contact the student to change their schedule.

Goal: Met

Comments: This method was useful for the advisors and SSC to identify students to ensure they are fully prepared to enroll in the next course level and be successful in their academics.

College of Veterinary Medicine

CVM has a very low absolute attrition of less than 3%. We now have a Director of Academic Success who will monitor student performance. The Director of Outcomes and Assessment monitors program benchmarks.

Goal: Met

School of Math and Science

Dean, Chairs, Program Directors, and the Student Success Coordinator collaborate to utilize this information.

Goal: Met

Carter & Moyers School of Education

Each program and department strategically plans throughout the academic year for ways to support individual and current students through their program while monitoring progress and overall enrollment numbers.

CMSOE is currently in the process of hiring a new staff member responsible for assisting with Recruitment and Retention.

All programs in the CMSOE have required Key Assignments in each course. This data is used to allow candidates to proceed through each transition in their program of study.

Additionally, the Ed.D. Program has a structured dissertation and adequate progress monitoring system to ensure completion of semester benchmarks.

School of Medical Sciences

SMS attempts retention rates of 90-95%.

5. Continue to improve upon new student orientation programs.

Duncan School of Law

In 2020-2021, the Law School Dean created a standing committee to handle the planning and programming for orientation. The Law School maintains a multi-day substantive orientation that introduces students to key skills needed to succeed in Law School while allowing them to

become familiar with their classmates, faculty, and administrators.

Goal: Met

Comments: Several orientation sessions were held in an online format in Fall 2020. While the plan is to return to a primarily in-person format for the Fall 2021 semester, some sessions focusing on basic information will be recorded and made available online.

Office of First Year Experience

Each year the schedule is adjusted and modified based on feedback from the Welcome Weekend Feedback survey and through recommendation from the Lincoln Ambassadors via the “Ideal Welcome Weekend Experience” assignment in the UACT 204 course.

Goal: Met

Comments: Will continue to improve each year to best serve all incoming students.

Office of Accessible Education Services

Provided multiple information sessions for student orientation programs.

Goal: Met

College of Veterinary Medicine

CVM has a new Associate Dean for Student Affairs and Admissions who will be revising the CVM orientation. Orientation was virtual for 2020, but will be back to in-person for 2021.

Goal: Met

School of Math and Science

Dean, Chairs, Program Directors, and the Student Success Coordinator collaborate on orientation and continued onboarding activities throughout the year.

Goal: Met

Carter & Moyer School of Education

- Third year for Major Meet up the first weekend of the semester to connect education majors.
- Fall Welcome event for all education majors for networking and orienting to the program.
- More connections throughout new student registration process and new student orientations are held for each program in the CMSOE. Individualized help is also available by emails, Zoom, and face-to-face conversations to orient students to LMU and its education program.

School of Medical Sciences

In the Harrogate PA program the Academic Remediation Specialist attempts early contact with accepted students through Zoom sessions meant to prepare students for the program and foster early loyalty to LMU. For the Knoxville program, the faculty are assigned students to mentor. SMS has a robust mentoring program that includes contacting students prior to matriculation to determine a plan for academic and professional success in the program. Faculty meet with students at specified intervals and, as needed, throughout the program to provide guidance and assistance and ensure each student’s academic and professional success through graduation.

6. Continue the fifth-year program for student-athletes to promote degree completion.

Athletics

The department has seen positive results since implementing the fifth-year program. We have seen two athletes take advantage of the opportunity and graduate over the last two seasons.

Goal: Met

Comments: Would suggest developing criteria to go by to accurately select qualified students for the fifth-year program.

Carter & Moyers School of Education

Many student athletes are taking an additional semester/year because of COVID to complete coursework and add teaching certification for degree completion.

7. Continue to encourage faculty participation in three-week and midterm grade assessment for all undergraduate students; continue Student Welfare Alert for Academic Concerns.

Duncan School of Law

In the Law School, all first-year doctrinal courses have a graded midterm exam. Upper-level doctrinal courses must have either a midterm exam or a mid-semester writing and skills assignment. All classes must incorporate some form of formative assessment, and faculty are required to demonstrate their assessment of both formative and summative assessments in their course-level outcome reports.

Goal: Met

Academic Support

This is an ongoing process and is facilitated through email contacts, direct interactions, and supervision by the Deans and the Recruitment and Success coordinators for each division. Each advisor was made aware of each of their students who were on these lists.

Goal: Met

Comments: This is an ongoing process and is facilitated through education by the Office of Academic Support. All faculty and students were notified.

School of Math and Science

Student success coordinator pushes three-week grades to academic advisors, assists in contacting students, and derives a final outcome report.

Goal: Met

Carter & Moyers School of Education

- Three-week and midterm grades submitted for all ITLU courses each semester.
- Advisees and Department Chair sent list of students with Ds and Fs for individual conferences and support with advising.
- Student Welfare Alert system in place and easy to locate—used several times over the last few semesters to connect University resources to support ITLU students.

School of Medical Sciences

The Harrogate PA program has the Academic Remediation Specialist for Academic Concerns. LMU-Knoxville administers multiple formative evaluations in each course throughout each semester to identify and correct knowledge and skill deficits in a timely manner. Student

performance is discussed in faculty and staff meetings. Students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits.

8. Continue to promote and discuss retention initiatives with faculty.

Duncan School of Law

Through robust and empirically sound academic support, the Law School has decreased academic attrition significantly over the past few years. This has been particularly necessary in light of the adoption of Interpretation 501-3 to ABA Standard 501.

Goal: Met

Caylor School of Nursing

Retention has been a focus of program meetings as well as the CSON faculty meeting the past year.

Goal: Met

School of Business

The School of Business discusses the importance of student retention and progression within monthly faculty/staff meetings. The School of Business actively seeks to promote proactive advising strategies among faculty for the purpose of aiding student progression and graduation.

Goal: Met

Comments: The School of Business will continue to promote proactive advising and will work to develop a proactive advising policy for faculty and students to adhere to.

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

Clubs are very important for purposes of retention. AHSS supports 14 clubs. However, Appalachia Club and History Club are currently inactive. Philosophy & Religion Club was discontinued when the B.A. program was dropped.

Each major program (8) has a recruitment and retention plan that includes goals and objectives that faculty believe they can meet throughout the year. Progress is followed closely the Dean and by our Recruiter/SS Coordinator.

Retention in graduate programs is nearly 100%, as students will sometimes move to part-time status when necessary. Advising workshops were held in early and late fall for new and experienced faculty. Leadership workshops were also scheduled, albeit for program leaders, not the general faculty.

Goal: Met

Academic Support

Have attended the Deans' meeting and have worked with the Students of Concern Committee. The Department works directly with the faculty in encouraging them to reach out to at-risk students.

Goal: Met

Comments: Explore the possibility of a retention committee as at the current time one does not exist.

College of Veterinary Medicine

CVM has developed programs for faculty development, engages faculty in many aspects of running the college, and attempts to create a family atmosphere. CVM has had minimal faculty attrition in the 2020-2021 academic year.

Goal: Met

School of Math and Science

Included in school and department meetings.

Goal: Met

Carter & Moyers School of Education

- Discussion at ITLU department meetings (and throughout the academic year) for individual students and ways to support.
- Regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.
- In the MEDITL Program, developmental plans discussed with faculty at departmental meetings are created on a student-by-student basis as needed.
- All program faculty worked with students during the Covid pandemic to afford generous extensions to complete module and course assignments.
- CMSOE individual program meetings discuss students of concern. Developmental plans are implemented when necessary.

School of Medical Sciences

Remediation concerns are addressed in monthly faculty meetings.

9. Maintain and promote the early warning system.

Duncan School of Law

The Law School's academic support faculty use data from midterm exams and other early assessments to make sure students understand when they need to make mid-semester adjustments to improve their academic performance, especially during the first year.

Academic Support

The system was updated this year to be a part of the Maxient system. Education was provided for faculty, and a new, updated form was located on Web Advisor for easy access.

Goal: Met

Comments: Will continue to expand on this goal as the Department begins to utilize more of the Maxient system's utilities and tools.

School of Math and Science

Faculty regularly reminded. Student Success Coordinator assists faculty and provides additional reminders.

Goal: Met

Carter & Moyers School of Education

- Three-week and midterm grades have proven a successful early warning systems for struggling students to discuss plans for support with advising.
- The School of Education disposition assessment can be submitted on students by instructors, field supervisors, or cooperating teachers and helps with early warnings of struggling students.

School of Medical Sciences

“At-risk” policy within the Harrogate PA program acts as the early warning system to identify students scoring lower than 75% so as to mentor them accordingly. For Knoxville, students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits.

10. Continue to expand and improve academic support and student services at the Off-Campus Sites.

Duncan School of Law

The Law School has a fully staffed academic support staff, with four full-time faculty members. The Assistant Dean for Student Services oversees all matters involving student services, including the Student Bar Association and other extra-curricular student organizations.

Goal: Met

Academic Support

Instituted the use of the TutorMe platform during the time of the Pandemic which can serve students at all sites and all levels 24 hours a day. This was continued to especially be available for the off-campus sites and online students.

Goal: Met

Comments: We continue to receive excellent feedback from students on the helpfulness of this service.

Carter & Moyers School of Education

- All graduate programs have broadened access to faculty outside of candidate’s traditional workday.
- All licensure programs provide mentors and clinical supervisors during clinical experiences.
- The TAGGE Center, Counseling Office, individual tutoring, Career Services, Office of Career Services, and library are all in place for all CMSOE students as needed.

School of Medical Sciences

All students are made aware of WellConnect services. Academic support services are handled through program faculty.

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

Duncan School of Law

The Law School’s Associate Dean for Academic Affairs documents retention data and provides periodic reports to the administration and faculty.

Goal: Met

Caylor School of Nursing

The retention rates are tracked by each cohort. These rates are reviewed each semester.

Goal: Met

School of Business

Retention and return rate figures are analyzed on a semester basis.

Goal: Met

Comments: Continue with current practices.

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

Retention and enrollment goals are followed closely and continually; comparisons with past years are made, weaknesses are discussed, and recommendations are developed.

Goal: Met

School of Allied Health Sciences

All AHS faculty academic advisors and the Student Success Coordinator (SSC) met with students on the D/F list at three week and midterm. SSC kept running list of students on D/F list and checked final grades to see if student could progress to the next course level. If not, SSC contacted the advisor to contact the student to change their schedule.

Goal: Met

Comments: The SSC collaborated with advisors on retention information for OARs for 2020-2021.

College of Veterinary Medicine

Student retention is closely tracked at CVM.

Goal: Met

School of Math and Science

Works in conjunction with Institutional Research to obtain data.

Goal: Met

Carter & Moyers School of Education

- ITLU retention and enrollment numbers shared consistently with ITLU faculty in MS Teamsite database and discussed at all department meetings.
- All CMSOE programs follow-up on support and remediation efforts focused on previously identified at-risk candidates.
- All CMSOE programs have built-in transitions in programs of study.

School of Medical Sciences

SMS retention numbers are due to be updated on the website by April of each year.

12. Enhance utilization of peer-support programs through UACT courses.

Duncan School of Law

The Law School has a robust peer mentoring program known as the Dean's Fellows, which provides a structured system for upper-level students to assist first-year students as they

acclimate to the demands of Law School. In Spring 2021, the Law School ran a pilot program to provide teaching assistants in doctrinal classes.

Goal: Met

Office of First Year Experience

The Lincoln Ambassadors have been equipped with toolboxes with supplies and a curriculum tool kit to enhance their ability to contribute to the facilitation of UACT 100.

Goal: Met

Comments: Lincoln Ambassadors will have additional opportunities to support students in UACT 100 and will be encouraged to complete more Double I's (Intentional Interactions) outside of class due to the class only meeting once a week instead of twice.

School of Math and Science

Faculty regularly serve as instructors.

Goal: Met

13. Continue to identify "at-risk" students and promote the use of available student services.

Duncan School of Law

The Law School's academic support faculty use data from midterm exams and other early assessments to make sure students understand when they need to make mid-semester adjustments to improve their academic performance, especially during the first year.

Goal: Met

Caylor School of Nursing

All students who are failing are reported via the early warning system. Letters are sent out after each exam in the ASN and BSN programs to students who have below the required 80 average.

Goal: Met

School of Business

The School of Business identifies "at-risk" students by actively examining students' academic progress. Academic progress for undergraduate students is monitored by faculty, advisors, and the Student Success Coordinator. Third-week grades, midterm grades, and final grades are examined. Academic progress for graduate students is monitored by faculty, advisors, and program advisors. Midterm and final grades are examined. Probation letters are issued if needed. Once at-risk students are identified, strategies with each student are discussed in order for the student to return to good academic standing.

Goal: Met

Comments: Continue with current practices.

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

All at-risk students are followed closely by the Recruiter/SS Coordinator. Letters of support are sent from the School to students on probation and suspension. Three-week grades, midterm grades, enrolled but not registered students are contacted and followed, scrupulously.

Graduate Appeals committee tracks and works with at-risk students and monitors student progress.

Goal: Met

School of Allied Health Sciences

AHS faculty advisor and SSC would meet frequently with “at-risk” students to offer support services and accountability for the student’s academic performance.

Goal: Met

Comments: The meetings with these students provided advisors and SSC updated information and frequent check ins to offer any support needed for the student to be successful or identify other issues.

Academic Support

The Registrar’s Office publishes a list of Academic Warning, Academic Probation, and Academic Suspension at the end of every semester. We also work directly with the Cornerstone and Student Support Services programs to ensure at-risk students are offered the services they require. We also identify at-risk students using the Student Welfare Alert system and the Students of Concern Committee.

Goal: Met

Comments: This is ongoing as well. And we will expand our efforts as needed.

Office of Inclusion and Diversity Engagement

Formed during the Fall semester of the 2019-2020 academic year, the Student Diversity Leadership Council (SDLC) provides an additional layer of support for students from historically underrepresented backgrounds. Membership grew in its second year from 10 to 19 students representing the following demographics: Black, Caucasian, Hispanic, LGBTQI+, Native American, Appalachian, male, female, gender non-conforming, student athletes, international, domestic, multi-faith, and first generation.

Goal: Met

Comments: Members of SDLC serve as campus diversity ambassadors, have opportunities to attend student leadership conferences, and gain experiences and knowledge that will help them as they enter a global workforce. In the 2020-2021 academic year, 4 SDLC members attained graduation.

Office of Assistant Dean of Students

The Student of Concerns committee meets weekly to discuss and mitigate concerns related to at-risk students.

Goal: Met

Comments: Utilization of Maxient behavior management software will increase the monitoring process of at-risk students and increase the opportunity for students to be sent to the committee.

Office of Accessible Education Services

Identified “at-risk” students through Students of Concern Committee Meetings and provided appropriate student services as needed.

Goal: Met

Office of Student Activities and Engagement

Student Services are promoted in a variety of ways across campus to reach as many students as

possible. Information about events is shared in the *Railsplitter Weekly* newsletter that is sent to every student and through myLMU announcements, social media, and the website. The Student Life calendar is also published and shared each month.

Goal: Met

School of Math and Science

Coordinated via student success coordinator.

Goal: Met

Carter & Moyers School of Education

Struggling students are identified through admissions requirements like ACT/SAT/Praxis Core and GPA and help determine students who need additional supports in our program.

Continual connecting of student services (Tagge Center, Counseling Center, test prep resources) through advising and individual coordination.

Graduate programs have regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.

School of Medical Sciences

“At risk” policy for Harrogate: Students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits in Knoxville.

14. Enhance our coordinated effort to identify and serve students with undecided majors.

Caylor School of Nursing

Not a goal of the CSON.

School of Business

The School of Business’s Student Success Coordinator will identify undecided majors and will provide information relating the benefits and career paths of business majors.

Goal: Met

Comments: The School of Business will improve in our efforts to reach and retain undecided undergraduate students.

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

AHSS works closely with undecided majors via the Recruiter/SS Coordinator, individual advisors, the Assistant Dean, and the Dean. Our goal is to leave no undecided major in that predicament for any more than two semesters, striving for one semester if possible.

Goal: Met

School of Allied Health Sciences

AHS faculty advisors would refer students to SSC who were unsure of their major and SSC would coordinate with SSC from different schools to assist the student. SSC would also research career options for students as needed.

Goal: Met

Comments: The collaboration between the SSC’s was beneficial to students who were

considering a major change, but not sure on the steps to take. The SSCs offered abundant support to these students.

15. Encourage “at risk” (semester GPA under 2.5) student-athletes to meet with an Athletic and academic support representative for advice and guidance regarding available resources.

Athletics

Enrollment services has done a good job by submitting three-week/midterm grades to administrators and coaches. Coaches have also been made aware of students with Ds & Fs.

Goal: Met

Comments: The athletics department does not have anyone in place to oversee this area. In the future, perhaps someone can be assigned within the department to manage at-risk athletes.

Carter & Moyers School of Education

Consistently maintain an excellent working relationship with LMU’s Athletic support representatives for our education majors who are also student athletes and coordinate closely for scheduling issues with athletics and clinical hours in our local area schools.

16. Continue and evaluate the expansion and success of the Cornerstone and Invitee programs.

Academic Support

Due to the fact that the Office of Admissions has changed some requirements (e.g., not requiring ACT/SAT testing), our Cornerstone and Invitee programs have been combined into one Cornerstone Program and greatly expanded due to the increase in students served.

Goal: Met

Comments: We will continue to assess the effectiveness of this program through retention measures and expand as needed. Also this may be affected should the University go back to requiring the ACT/SAT.

Carter & Moyers School of Education

Consistently maintain an excellent relationship with the ITLU program and Cornerstone through work with our undergraduate students.

Responsibility: Academic Services, Student Affairs, Deans, Directors, Undergraduate Student Success Committee.

Time Frame: By 2019.

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

Assessment: Evaluation of the institutional research data, utilization of annual Outcome Assessment Reports, establishment of institutional benchmarks.

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

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

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

1. Increase opportunities for cooperation between undergraduate, graduate, and professional communities.

Duncan School of Law

DSOL is participating in the GPA program to provide a pipeline for undergraduates to attend Law School at LMU.

Goal: Met

Office of Inclusion and Diversity Engagement

The Office of Inclusion and Diversity Engagement presents at orientations for CVM, DCOM, PA, and MS graduate programs and fulfills requests for classroom guest lectures as resources allow. Programming is also open to graduate and professional programs as well as undergraduate.

Goal: Met

Comments: Provided eight presentations to graduate and professional programs and 23 to undergraduate. Consulted with DMD leadership on developing diversity statement. Programs attended by graduate and professional students include Courageous Conversations (offered twice monthly throughout both semesters), MLK Day events, SDLC multicultural movies, and Black History Month and Women's History Month events.

Office of Student Activities and Engagement

Student Activities paid for by the Student Activity Fee are open to all undergraduate and graduate students. Campus Recreation programs and facilities are open to all students.

Goal: Met

Comments: Professional students pay a separate Student Activity Fee to their professional school.

College of Veterinary Medicine

VBMS students are allowed to participate in select CVM clubs. CVM students participate in intramural sports. New programs are in development for the GPA students to have some interaction with the CVM while they are going through undergrad.

School of Math and Science

Continually seek opportunities with professional school. Currently have GPA-approved majors (BIOLH.BS, CHEMP.BS).

Goal: Met

Carter & Moyers School of Education

- Presentations from School of Education graduate programs to ITLU student teachers.
- Annual meeting with undergraduate and graduate education programs.

School of Medical Sciences

IPE programs have utilized both graduate and undergraduate students to demonstrate healthcare across the continuum. Additionally, the GPA program and the transition pathway from MLS have facilitated cooperation between SMS and undergraduate programs.

2. Continue to provide leadership development opportunities for students.

Duncan School of Law

Through the Law School's professionalism series and remote attendance at various conferences, it continues to provide leadership development opportunities to its students. The Law School held 16 professionalism events in Spring 2021 and 12 in Fall 2020.

Goal: Met

Office of Inclusion and Diversity Engagement

Formed during Fall 2019 academic year, students participating in SDLC gain leadership skills serving as campus diversity ambassadors, participate in focus groups, plan campus events, and participate in SGA while gaining knowledge on DEI issues that will help them be better prepared for employment and leadership roles in a global workforce.

Goal: Met

Comments: The Office of Inclusion & Diversity Engagement sponsored five SDLC students to attend national student leadership conferences. SDLC members participated in a focus group discussing Title IX issues. SDLC members planned and coordinated monthly multicultural movie nights, collected over two hundred masks, coordinated activities for understanding issues experienced by the homeless, organized a toy drive for local children, and coordinated four events observing national heritage months.

Office of First Year Experience

The Rising Star program continues to identify potential leaders and provide notification of applications and leadership opportunities to these students. COVID-19 prevented in-person events for 2020.

Goal: Met

Comments: Plan to return to an in-person opportunity to celebrate and engage with students identified as Rising Stars.

Office of Student Activities and Engagement

Students were invited to participate in Abe's Leadership Retreat in the fall to hone in on their leadership skills and improve leadership with their involvement in clubs and organizations.

Goal: Met

Comments: Retreat was virtual this past year, but it will become an overnight retreat format this upcoming year.

College of Veterinary Medicine

CVM students are taught leadership skills in professional and life skills courses. CVM has many clubs to provide leadership opportunities. The Dean provides extra leadership training for SGA representatives for each class year.

Goal: Met

School of Math and Science

Accomplished through student clubs housed in the school.

Goal: Met

Carter & Moyers School of Education

- Tennessee Student Teacher Association (STEA) facilitated by ITLU students with opportunities for Professional Development, campus initiatives, and service.
- Support for ITLU students with grants and presentations at conferences.
- CMSOE program advisory board meetings bring together current students, program completees, and school partnership leaders.
- Students are encouraged to attend professional development trainings that provide opportunities to network and build professional contacts.
- Graduate Instructional Leadership candidates are required to do one hundred hours of clinical work before obtaining their leadership license. The Ed.D. Program utilizes students who are in advanced stages of dissertation as peer reviewers.

School of Medical Sciences

Student leadership opportunities are available through the student government associations.

3. Continue to enhance intramural sports and recreation opportunities.

Office of Student Activities and Engagement

Intramural sports see cooperation among all types of students as any group can field a team to compete.

Goal: Met

Comments: Intramural sports will be further expanding this upcoming year with the lifting of COVID restrictions.

College of Veterinary Medicine

CVM Student Services promotes these opportunities to CVM students.

Goal: Met

School of Medical Sciences

Handled by SGA.

4. Continue to evaluate the effectiveness of student leadership organizations.

Duncan School of Law

The Law School consistently evaluates student organizations and leaders in order to promote a better and more effective environment through meetings and surveys.

Goal: Met

Office of Inclusion and Diversity Engagement

SDLC members complete an annual program evaluation to determine effectiveness and recommendations for continuous improvements.

Goal: Met

Comments: 92% of SDLC students completing the annual evaluation rated the organization an 8 (scale 1-10) or higher in importance and of value to their college experience and believe that the organization contributes to the LMU community by 1) helping people have a better understanding about diversity, 2) making the environment more inclusive, and 3) providing an unbiased place for people to connect with one another.

Office of Student Activities and Engagement

Lincoln Activities Board was evaluated and changes were implemented to create a more effective group of student leaders.

Goal: Met

College of Veterinary Medicine

CVM student leadership was completely revised in 2019-2020 academic year. The Associate Dean for Student Affairs and Admissions will continue to work with student leadership organizations to maintain quality processes and policies.

Goal: Met

Carter & Moyers School of Education

Monitor productivity and functionality of STEA organization with student engagement and leadership opportunities.

5. Expand involvement of Career Services to include early intervention academic advising.

Office of Career Services

Facilitated the Focus 2 assessment to incoming first-year students. Scheduled one-on-one meetings with students who remained undecided on major after completion of assessment.

Goal: Met

Comments: This process allowed us to identify and meet individually with any students who were undecided on their major.

6. Develop and maintain a living and learning community through Residence Life. Budget for phased-in addition of access control to the campus residence halls and apartments to enhance security and increase efficiency of housing office.
7. Provide intentional and effective information to students about University services and activities.

Duncan School of Law

The Law School is now utilizing Blackboard to communicate more effectively and directly with its students. Blackboard and MyLMU have been an effective way to communicate with law students. The Dean also provides a weekly email message to the Law School community using iModules.

Goal: Met

Office of Leadership and Outreach

Utilization of social media campaigns to reach students at all campus locations to promote service opportunities.

Goal: Met

Comments: The use of social media helped to increase awareness of the Student Service Initiative and opportunities offered on campus.

Office of Student Activities and Engagement

Railsplitter Weekly newsletter is utilized to communicate information regarding University services and activities.

Goal: Met

College of Veterinary Medicine

CVM Student Services promotes University services and activities to CVM students.

Goal: Met

School of Math and Science

Student success coordinator regularly provides information via target email campaigns.

Goal: Met

Carter & Moyers School of Education

- Communication to ITLU students and faculty about University services and activities through email, flyers, and class announcements.
- Advising sessions and student orientations provide opportunities to connect individual students to campus services and activities.

School of Medical Sciences

PA student orientation offers counseling services, academic services, and so on to introduce themselves and their services to students.

8. Enhance a comprehensive student activities program; enhance a student-led programming committee/board.

Duncan School of Law

The Law School has a very effective student-led program board that operates a comprehensive student activities program with the help of the student services office.

Goal: Met

Office of Inclusion and Diversity Engagement

SDLC is charged with planning events and activities that bring awareness to and improve knowledge of issues relating to diversity, equity, and inclusion.

Goal: Met

Comments: SDLC accomplished the following: Hosted monthly multicultural movie nights, collected over two hundred masks, coordinated activities for understanding issues experienced by the homeless, organized a toy drive for local children, and coordinated four events to observe national heritage months.

Office of Student Activities and Engagement

Student Activities has expanded the types of hosted events over the past year to cater to a wider variety of students. Expanding the activities board has led to the engagement of more students.

Goal: Met

College of Veterinary Medicine

CVM has a dedicated staff member (Coordinator of Student Services) to manage student activities. CVM Student Services recently underwent a strategic planning exercise and identified short- and long-term goals for this area of the college.

Goal: Met

Carter & Moyers School of Education

Student Teacher Education Association (STEA).

School of Medical Sciences

Outreach chair of student government facilitates activities for students.

9. Provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.

Duncan School of Law

The Law School works with the Accessible Education Office to provide accommodations to its students.

Goal: Met

Office of Accessible Education Services

Each course syllabus offered at LMU included a detailed statement regarding accommodations.

Goal: Met

College of Veterinary Medicine

This information is included in the CVM Student Handbook.

Goal: Met

School of Math and Science

All faculty and staff work to ensure students are aware of available services and assist them in the application process as well as subsequent implementation if approved.

Goal: Met

Carter & Moyers School of Education

Coordination with the University Office of Accessible Education Services for all students requiring accommodations for coursework and clinical placements and individual plans as needed (temporary for health-related issues).

School of Medical Sciences

Early identification and information dissemination of accommodation requirements is achieved by the Academic Remediation Specialist during the pre-matriculation Zooms. In Knoxville, contact information for the Office of Accessible Education Services and the policies and procedures for requesting accommodations are reviewed with prospective students during student applicant interviews and with matriculated students during first semester orientation. Students are reminded of the policies and procedures for requesting accommodations at the beginning of each semester.

10. Provide counseling and mental health awareness to students through the Office of Mental Health Counseling.

Duncan School of Law

The Law School continues to do this and to recommend students contact counseling services. The Law School also has the Office of Mental Health Counseling conduct a workshop at the beginning of every academic year and other programming throughout the year.

Goal: Met

College of Veterinary Medicine

These services are advertised to students, along with WellConnect, regularly throughout the semester during Deans' Class.

Goal: Met

Carter & Moyers School of Education

Increasingly incorporate connections to University counseling services through student advising and interactions.

School of Medical Sciences

A representative from the Office of Mental Health Counseling meets with LMU-Knoxville and Harrogate PA students each Fall during first semester orientation.

11. Provide Accessible Education services to students through the Office of Accessible Education Services.

Duncan School of Law

Goal: Met

Office of Accessible Education Services

For students completing the application process and meeting institutional criteria for documentation, accessible education services were provided.

Goal: Met

College of Veterinary Medicine

CVM facilitates these services for CVM students.

Goal: Met

Carter & Moyers School of Education

Coordination with the University Office of Accessible Education Services for all students requiring accommodations for coursework and clinical placements and individual plans as needed (temporary for health-related issues).

School of Medical Sciences

Dr. Graves reviews accommodation requests and, in conjunction with program faculty, approves/rejects requests. Program faculty and staff make arrangements for and provide accommodations on site.

12. Educate the campus community on requirements and responsibilities pertaining to Accessible Education Services, FERPA, and mental health issues.

Duncan School of Law

Goal: Met

Office of Accessible Education Services

Provided workshops via collaborate to all University Administrators, faculty, staff, and students pertaining to Accessible Education Services. Collaborated with multiple offices to implement approved accommodations.

Goal: Met

Carter & Moyers School of Education

- Incoming University students are provided this information with orientation sessions.
- Issues of accessible education, FERPA, and mental health issues are embedded in the ITLU curriculum and coursework for future K-12 teachers.

School of Medical Sciences

This information is posted on the program website and can also be found in the student catalog/handbook. In addition, this information is reviewed with prospective students during student applicant interviews and with matriculated students during first semester orientation.

13. Encourage the Student Government Association to effectively evaluate student issues and advocate on students' behalf.

Duncan School of Law

Goal: Met

Office of Student Activities and Engagement

The SGA published surveys regarding important issues to students such as dining hall options and mental health to gather anonymous feedback from students. The data was compiled and submitted to the Board of Trustees for review.

Goal: Met

Carter & Moyers School of Education

Coordination each semester with our ITLU SGA representative on campus for updates and discussion of proposed bills and initiatives.

School of Medical Sciences

Classes are addressed and informed of the function of the Association as an advocate for the student body and a go-between with faculty. The Faculty Advisor to the SGA informs the SGA of the Association's responsibility to evaluate student issues and advocate on behalf of their classmates. The Faculty Advisor attends SGA meetings and provides ongoing guidance to the SGA related to student issues.

14. Promote knowledge and integration of the Tagge Center for Academic Support and other academic support services into the campus community.

Academic Support

AS has integrated information about the Tagge Center on Blackboard, on the website, and through promotional announcements and interactions with faculty. Continue to work with faculty to make sure peer tutors are on the same page as the professors for whose class they tutor. We are continuing to advertise the TutorMe program for those who need it.

Goal: Met

School of Math and Science

All faculty and staff work to make students aware of the services of the Tagge Center.

Goal: Met

Carter & Moyers School of Education

- Each academic advisor communicates to students about the Tagge Center and how to connect to their services for support (particularly for gen-ed coursework, but also for education and lesson plan support).
- Graduate education programs provide this information to students through orientations sessions, program handbooks, and syllabi.

15. Coordinate and partner with faculty and key staff to develop theme events to increase awareness of and involvement in the Tagge Center for Academic Support.

Academic Support

Recently attended Dean's meeting to help discuss ways to get students to the Tagge Center. Continue to work with professors who have exams in providing study sessions for them. Continue to work with professors to ensure that the peer tutors in their subject areas are familiar with their teaching methods and procedures.

Goal: Met

Comments: We take recommendations from faculty for tutors. Work with faculty to ensure that our peer tutors are equipped to tutor their courses.

Carter & Moyers School of Education

Each semester at least one ITLU student works at the Tagge Center which increases awareness with our student population and understanding of opportunities for support.

16. Proactively budget for housing management software.
17. Develop initiatives and services that target the LMU commuter population in Harrogate and at the off-campus sites.

Duncan School of Law

Goal: Met

Office of Career Services

Offered open virtual career counseling sessions specifically targeted to off-campus students.

Goal: Met

Comments: The planned in-person open career counseling sessions were canceled due to COVID. However, the Office was able to schedule and promote virtual sessions for off-campus students.

Carter & Moyers School of Education

Increasingly working to connect our transfer and commuter ITLU students to University initiatives and services through communication, advertising, and advising.

Responsibility: Academic Services, Student Affairs, Academic Affairs, Legal Counsel, and Deans of Undergraduate, Graduate, and Professional Programs.

Time Frame: Annually.

Resources Required: Adequate funding to support the Academic Services, Student Affairs, collaboration, and participation by other offices across campus; budget allocation for housing management software.

Assessment: Collect and analyze data for continuous improvement of student experience.

Use of Results: Use assessment data to enhance student experience for improvement of retention, progression, and graduation rates.

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

Objective 8.3: Promote the service component of our mission statement to the University community.

1. Explore opportunities for outreach in LMU's service area and beyond.

Duncan School of Law

The Law School continues to expand its reach through employment and placement opportunities.

Goal: Met

Student Leadership and Outreach

Due to COVID-19 restrictions, opportunities offered off campus were limited. All service opportunities were offered on campus, which increased the impact that LMU service had on the service area.

Goal: Met

Comments: This goal will be more easily accomplished now that COVID-19 restrictions are lifted and students can participate in off campus service activities.

College of Veterinary Medicine

Little was done in 2020-2021 to increase outreach at the level of the CVM. CAHA is developing new initiatives in this area. Admissions hosted an AgDiscovery camp in June 2021.

Goal: Met

Carter & Moyers School of Education

- Service-learning hours required for ITLU and MEDITL students each semester and communication of opportunities shared consistently.
- The School of Education has over 40 clinical partnerships, which allows the CMSOE to provide excellent clinical placements for candidates. This allows the CMSOE to reach communities outside of our immediate area.
- LMU Counseling students have curricular assignments in service learning, and LMU Counseling faculty annually conduct professional development trainings for the local professional counseling community.

School of Medical Sciences

SMS is very involved in community activities and volunteer work to include the “light the night 5K”, Servolution golf tournament, RoHo Christmas for Kids, and so on.

2. Strengthen communication and coordination with University Advancement and Marketing to increase community awareness of existing service by faculty, staff, and students.

Duncan School of Law

Goal: Met

Student Leadership and Outreach

Increased communication and marketing through social media and public relations. A successful email campaign helped to increase awareness of the student service initiative to all undergraduate students.

Goal: Met

Comments: There will be more opportunities both on and off campus with COVID-19 restrictions being lifted, which will allow for even more marketing campaigns.

College of Veterinary Medicine

CVM administration recently met with the VP for University Advancement and Marketing to learn more about alumni engagement. A Director of Alumni Engagement and External Affairs was created this year to develop alumni programs. She will be working closely with UAM to develop strategic plans for engaging alumni. Any service events are published through press releases.

Goal: Met

Carter & Moyers School of Education

Currently working with Kate Reagan to enhance our CMSE Marketing Plan.

School of Medical Sciences

SMS is active with University Advancement and Marketing, both on social media (LinkedIn, Facebook, etc.) as well as with the monthly newsletter and the newly developed quarterly magazine.

3. Continue to track Student Service Initiative (SSI) hours from undergraduate, graduate, and professional programs for accountability purposes.

Student Leadership and Outreach

There were more hours completed this year than previous years. Seventy-four percent of students completed community service hours in the 2020-2021 academic year.

Goal: Met

Comments: This number will increase each year with more awareness of the SSI.

Carter & Moyers School of Education

CMSOE tracks this information in VIA Watermark system.

4. Continue to support student groups conducting fundraising efforts for local charities.

Student Leadership and Outreach

Six out of seven Greek organizations picked a philanthropic institution and hosted an event to give back to their chosen charity.

Goal: Met

Comments: This will continue each year.

College of Veterinary Medicine

CVM student clubs are fully supported in their fundraising efforts.

Goal: Met

Carter & Moyers School of Education

This happens through service-learning projects.

School of Medical Sciences

SMS supports fundraising efforts and students are active with many local charities.

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

College of Veterinary Medicine

CVM student groups are fully supported in any community outreach events that they conduct. These events primarily revolve around veterinary healthcare, such as RAM and working with shelters.

Goal: Met

Carter & Moyers School of Education

This happens through service-learning projects.

School of Medical Sciences

PA students are active in many community health promotions including CCM's vaccine clinic, RAM eye clinic, Servolution community outreach event, Middlesboro opioid awareness event, and so on.

6. Continue programs on campus to enhance individual well-being.

Duncan School of Law

The Law School continues to provide programming related to student health and well-being. The Law School also recently formed a new committee to specifically address student wellness issues.

Goal: Met

College of Veterinary Medicine

CVM is continuing to develop a Wellbeing Committee that was made an official CVM committee during the FY2019-2020. New programs were curtailed by COVID but are in development for FY2021-2022.

Goal: Met

School of Medical Sciences

Handled by SGA.

7. Review and enhance service requirements for University student programs.

Duncan School of Law

The Law School continues to have a requirement of 30 *pro bono* hours for graduation.

Goal: Met

Student Leadership and Outreach

Increased service opportunities for students at all campus locations, which increased completed service hours for all undergraduate students.

Goal: Met

Comments: Will continue to work with offices across campus and off campus to continue to increase service opportunities offered to students at all campus locations.

College of Veterinary Medicine

All CVM clubs are required to perform community services.

Goal: Met

Carter & Moyers School of Education

Service-learning hours required for ITLU, MEDIT, and CG students each semester.

School of Medical Sciences

PA-Knoxville does not have service requirements. PA-Harrogate offers a CMO certificate to students who go above and beyond in an effort of service to humanity.

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

Responsibility: VP for Academic Services and Institutional Effectiveness, VP and Dean for Enrollment and Student Affairs, Student Support Services, Institutional Research Office, Vice President for Advancement, Athletics, and Public Relations.

Time Frame: Each semester.

Resources Required: Collaboration from academic programs for reporting service hours, community partners for service opportunities.

Assessment: Analysis of student satisfaction survey results, data relevant to the impact of community service, and other relevant data.

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

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

Objective 8.4: Provide individualized academic support services.

1. Continue to offer graduate/professional school preparation for standardized tests and admission processes.

Duncan School of Law

The Law School:

- Continued to offer a two-day Pre-Orientation program for selected students ahead of the mandatory three-day Orientation program for all incoming 1L students.
- Assisted in the development and offering of pre-matriculation resources to be offered to all new incoming students during Summer 2020 prior to Orientation. Resources include BARBRI's Lawyering Fundamentals and Harvard's Zero-L programs, both offered to incoming 1L students on a voluntary completion basis.
- Offered implicit bias training for the first time during the Orientation program in 2020 and will continue to offer similar training in subsequent Orientation programs. Developed a series of informational online sessions offered to incoming 1Ls throughout the summer to maintain continued engagement with the prospective students.
- Continued, developed, and provided comprehensive Legal Foundations I course to all incoming 1L students.
- Maintained the Law School's summer bar preparation efforts by designating at least four faculty members to assist graduates with preparing for the bar exam during the summer.

Goal: Met

Comments: The Law School:

- Fully staffed the academic success and bar preparation programs with four full-time faculty members, including one new hire in January 2021 and another in July 2021.
- Achieved a 76% first-time and 75% overall bar passage rate on the October 2020 Tennessee Bar Exam, which was rescheduled from July 2020 and administered remotely due to the pandemic.
- Achieved a 50% first-time and a 39% overall bar passage rate on the February 2021 Tennessee Bar Exam.
- Improved the Law School's transfer bar passage rate to 89%.
- Achieved current compliance with ABA Standard 316.

School of Math and Science

Faculty work with students to prepare in-house as well as make them aware of external services and opportunities.

Goal: Met

Carter & Moyers School of Education

- MEDITL and Undergraduate ITL students take the Praxis exam(s) and the edTPA for their individual licensure area. These initial licensure students have individualized coaching/mentoring as needed to pass the exams.
- Students in the mental health program take the NCE and school counseling students take the Praxis for school counselors. Faculty provide preparation through targeted course work, and individualized help is provided if needed.
- SLLA study sessions continue at Cedar Bluff and are now offered virtually and/or face-to-face.
- Additional individualized help is available to all licensure students in the School of Education.
- All MEd and Ed.S. students have additional help with passing comprehensive exams as needed.
- The Ed.D. Program implemented further support for comprehensive exams in research courses and ensures that expectations and objectives for concentration area comps are clearly defined in candidate instructions.
- All test data for the entire School are analyzed and used to make program changes or improvements each academic year.

School of Medical Sciences

Both PA programs offer a type of “PANCE review” for students at the conclusion of the program prior to graduation. The GPA program offers seminars in preparation for admission. The MLS program also offers board review in preparation.

2. Further investigate grant opportunities for the incorporation of online tutoring to better service our campus community, online, and off-campus sites.

Academic Support

At this time AS has not found any specific grants for which to apply but has placed the TutorMe services into the Academic Support budget and will continue to recommend funding it as an effective retention tool.

Goal: Unmet

Comments: Will continue to search and use the office of grants to see about funding sources, but for now will recommend continuing funding and explore coordinating with graduate/professional schools on this as TutorMe provides all levels of tutoring.

Carter & Moyers School of Education

The School of Education continues to seek grant opportunities CMOSE has secured \$925,000 from the TDOE over the past two years.

3. Continue to develop and implement specialized study resources to enhance service to Cornerstone and Invitee student populations.

Duncan School of Law

The Law School:

- Provided a progressive and more robust Legal Foundations II course to second-semester 1Ls with GPAs of 2.320 or below.
- Created, publicized, and administered practice examinations across doctrinal course subjects through collaboration with doctrinal faculty members.
- Redesigned the academic success curriculum beginning Fall 2021 to place more emphasis on the foundational legal skills currently tested on the bar exam and that will be the focus on the redesigned bar exam (anticipated 2025). The changes included a redesigned first-semester, 2L course called Legal Practice Skills.
- Maintained consistent and collaborative academic success services across faculty, student, and administrative efforts, including the scheduling of workshops and the administration of practice exams.
- Retained two returning Dean’s Fellows to staff the Law School’s Dean’s Fellows program for 2021-2022.
- Recruited six new Dean’s Fellows to staff the Law School’s Dean’s Fellows program for 2021-2022. Redesigned the Dean’s Fellows program, with the assistance of the Senior Dean’s Fellow and ASP instructors, and based on surveys of former 1L students and former Dean’s Fellows, to incorporate the Dean’s Fellow’s assistance in Legal Foundations I and II.
- Piloted a Teaching Assistant program in two doctrinal courses during the Spring 2021 semester with two Teaching Assistants; expanded the Teaching Assistant program to 14 teaching assistants during 2021-2022 academic year.
- Increased individualized efforts and other assistance to prepare repeat examinees to pass the bar exam within two years of their date of graduation.

Goal: Met

Comments: “Cornerstone and Invitee student populations,” for Duncan School of Law purposes, are considered at-risk students, determined generally by lower LSAT, uGPA, and LSGPA.

Academic Support

We continue to seek out online and other resources to recommend and use with the Tagge Center. We focus on study skill tips and resources that help the student see how projects are completed.

Goal: Met

Comments: We also work with the Library staff in helping our students in such areas as APA formatting, reference searches, and so on.

4. Expand availability of Mental Health Counseling and Accessible Education services as appropriate for the University’s continued expansion at Off-Campus locations.

Duncan School of Law

The Law School developed an online “wellness library” consisting of short meditation and yoga sessions specifically tailored to graduates preparing for the bar exam. It also invited Julie Lamb to conduct separate presentations to incoming students, current students, and faculty.

Goal: Met

College of Veterinary Medicine

CVM has benefited from the expansion of the Harrogate campus mental health counseling

abilities as well as WellConnect.

Goal: Met

Carter & Moyers School of Education

CMSOE collaborates with the TAGGE Center and Counseling Office.

School of Medical Sciences

Students are made aware of online counseling services available through the University.

5. More effectively utilize Institutional Research data sources to assess Academic Services and Student Affairs functions at all Off-Campus Sites to improve upon services.

Academic Support

We have instituted a satisfaction survey that we have been using through IR for assistance. We also are able to capture data via the NSSE.

Goal: Met

Comments: Continue

Responsibility: Academic Services, Student Affairs, Director of Academic Support; Director of Counseling; Director of Accessible Education Services; Director of Career Services; appropriate Deans and Vice Presidents; Assistant Vice President for Academic Support Services.

Time Frame: Ongoing.

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

Assessment: Outcomes Assessment Reports for offices reporting through the divisions of Academic Services and Institutional Effectiveness, Enrollment and Student Affairs; other offices rendering such services through professional schools; and off-campus Sites.

Use of Results: To improve academic support services.

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

Objective 8.5: Enhance University libraries and their services.

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

Duncan School of Law

The Law Library added the several Gale Archives Unbound databases that are available to all LMU faculty and students. Course LibGuides are currently being updated and live on the Law Library's website. This redesign aims to increase access and incorporate new materials in curated sources for use amongst students both on campus and elsewhere.

Goal: Met

Carnegie-Vincent Library

Held Scholastic Fair online; a portion of sales resulted in Scholastic Dollars.

Continued participation in library consortia (Appalachian College Association Library, TENN-SHARE, and LYRASIS) to obtain best prices on electronic databases and other resources. Medical librarian participated in a project funded by a DCOM intramural grant.

Goal: Met

2. Assess learning resource needs and address the growth and development of new and existing programs, including collaborative agreements with other University/College library systems.

Duncan School of Law

The Law Library is a member of the NELLCO consortium and subscribed to the NELLCO ALLStAR that allows the Library to enter information in the ALLStAR Official survey.

A survey was conducted of first-year students to evaluate the value, accessibility, and robustness of Law Library resources and services. This survey will inform structuring of programming and resource development going forward. The survey will be expanded in the Fall to incorporate feedback from all classes.

College of Veterinary Medicine

CVM has a library liaison who brings CVM faculty and student requests to the LMU librarians.

Carnegie-Vincent Library

Provided narrative, resources lists, and/or attendance at reviews in support of the re-accreditation review of programs in social work (CSWE), Exercise Science, ACEN Nursing, DNP, and MED Counseling (CACREP).

Met with program directors and/or provided information on library resources in support of new doctoral programs in Physical Therapy, Occupational Therapy, Dentistry, and Optometry.

Provided narrative and/or resources lists in support of proposed new master's programs in Psychology and in Veterinary Critical Care.

Continued in collaborative agreements with other libraries and entered into renewed agreement with Walters State Community College.

Goal: Met

School of Math and Science

Department chairs provide regular feedback regarding holdings and resources.

Goal: Met

School of Medical Sciences

Learning resources are accessed as part of program specific surveys administered at the end of courses and graduation surveys.

3. Secure appropriate library and learning resources to support new and existing programs consistent with accreditation standards for Level VI requirements, including student, faculty, and staff research/scholarly activity.

Duncan School of Law

Currently a member of the Law Library serves on the Law School's Curriculum Committee. This allows the Library to be aware of any proposed curriculum changes and discuss with the

committee what resources the Library will need to add to support any new curricular offerings. The Law Library Director has served on the Law School *ad hoc* committee on distance education this year. As requests are made of the Director for specific resources to meet the research and scholarly needs of the Library's patrons, the Director conducts an assessment of the value and benefit of acquiring said resource to its cost. In the vast majority of these cases, the Director obtains the resources unless it is cost prohibitive.

Librarians served as guest lecturers in the upper-level writing courses and provided instruction on legal research resources and services accessible via the Law Library. The law librarians also provided personalized instruction for students conducting independent research projects. These sessions are tailored to the student's research project and focus on the most useful tools and resources. Librarians also provided training sessions to law review members on note topic selection, pre-emption checking, and cite checking.

Goal: Met

Carnegie-Vincent Library

Provide access to 237 databases through LMU Libraries' budgets, the Appalachian College Association core shared collection, and the Tennessee Electronic Library (state and federal funds).

Provide access to approximately 76,000 full-text journals/magazines/newspapers, 94,000 print books, and 449,000 ebooks.

Colleges' and Schools' participation in annual serials review and other collaborative efforts resulted in recommendations and purchases of:

Journals:

- *Canadian Journal of Occupational Therapy*
- *Journal of Business Analytics*
- *Journal of Defense Modeling and Simulation*
- *Journal of Ocular Pharmacology and Therapeutics*
- *NeoReviews*
- *New Zealand Veterinary Journal*
- *Simulation: Transactions of the Society for Modeling & Simulation International*
- *Veterinary Anaesthesia and Analgesia* (in process)
- *Veterinary Comparative Orthopaedics and Traumatology* (in process)

Databases:

- Access Physiotherapy
- Accessible Archives
- DSM-5 Library
- FA Davis Collection
- MLA Bibliography

Optimized the interlibrary loan experience by linking with other libraries known for a rapid turnaround to provide our users (as well as the larger library community) with faster service. Added resources provided free by vendors during the COVID situation.

Goal: Met

Carter & Moyers School of Education

LMU librarians have created a spreadsheet of all library holdings in counseling and closely related fields. They also provide a spreadsheet that has multiple tabs for databases, books and

ebooks, journals, major journal subscriptions, and journal titles to show the extensive array of learning resources available to faculty and students. Leveraging Interlibrary Loan is also a service provided to LMU students by staff librarians.

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

Duncan School of Law

The Library purchased West Academic Assessment and Wolters Kluwers' Emanuel Law in Flash powered by SpacedRepetition that provides students and faculty resources to formatively assess students learning. The Library has continued to provide core resources and a robust offering of study aides accessible electronically to all law students. These include but are not limited to study aid collection by West, Carolina Press, and Wolters Kluwer. The Library provides assistance in use of these resources both in person, via email, and through use of virtual reference Mosio.

Goal: Met

Carnegie-Vincent Library

Increased number of the SEWS Junior/Senior classes participating in information literacy sessions from 21 to 26 classes.

Students in the SEWS classes scores averaged from 3.86 to 4.44 on each of five information literacy criteria (3=Meets requirements; 4=Good).

Goal: Met

Comments: Some students did not do as well on some of the information literacy criteria; plan to focus on creating and/or promoting tutorials in the upcoming year for those criteria.

School of Math and Science

Writing and SEWS integrated through various courses culminating in 387/487 or 397/497 series.

Goal: Met

Carter & Moyers School of Education

As many students need assistance with paper writing at the graduate level, staff librarians developed an APA Formatting & Citation Style Guide to assist students in writing research papers and other scholarly work.

5. Integrate the Association of College & Research Libraries "Framework for Information Literacy for Higher Education" into existing information literacy assessment procedures.

Duncan School of Law

The Director of the Law Library has asked the Assessment Librarian to review the Framework for Information Literacy and review the course level outcomes for Legal Research I, II, & III and identify whether they incorporate the Framework for Literacy's six frames (which consist of a concept central to information literacy) and the knowledge practices the law students are developing.

Goal: Met

Carnegie-Vincent Library

Created video tutorials to thoroughly address Frames at the Introductory level for ENGL 101. Addressed Frames at Introductory Level for Communication classes.

Goal: Met

Comments: Still need to address Frames at Reinforce and Advanced levels.

6. Provide appropriate cataloging, physical protection, security, and space for all University collections.

Duncan School of Law

Last year the Law Library had a librarian resign and this provided an opportunity to reorganize responsibilities. The Law Library worked with Cassidy, who had been processing and cataloging Library print and audiovisual materials to also RFID tag the materials so that they are truly ready to be put on the shelf when they arrive at the Library. Cassidy is also now responsible for maintaining the MARC records for digital collections that are available to search in Aquabrowser. The library is working with Bibliotheca to expand the Library's self-checkout system to allow students to check materials out using an app on their phones.

Goal: Met

Carnegie-Vincent Library

- To streamline operations, CVL migrated acquisitions from a spreadsheet-based workflow to the OCLC WMS acquisitions module.
- Migrated vendors, budget, and expenses from spreadsheets to application in the process of modifying workflow in various library units to the module.
- To better understand usage patterns of users visiting the physical space, acquired a new people counter and are in the process of getting it set up.
- Continued to post updated signage/information regarding COVID-19 throughout the library sites as new information was provided by LMU.
- Updated the cleaning guidelines for library materials that was implemented at the beginning of the COVID-19 pandemic; trained employees and students on how to properly quarantine and clean returned books as per the OCLC's REALM Project.
- Began implementation of ArchivesSpace (an archives management application) for the purpose of enhancing access to the physical and digital archival collections of LMU.
- Began several projects (deselecting and reviewing volumes for replacement) in Main Collection, which will continue into 2021-2022 (Ethics collection; Education collection; Psychology collection)
- Continued to provide hand sanitizer and wipes for students to use.

Goal: Met

Carter & Moyers School of Education

Materials in the education collection are cataloged and available in both physical locations where the CMSOE programs are taught: The Harrogate Main Campus Site and the Cedar Bluff Extended Learning Site.

7. Emphasize the integration of electronic resources to extend the availability of the collections to all constituencies.

Duncan School of Law

The Law School's Library Committee updated the Law Library's Information Assets Policy this year, and it was adopted by the faculty. It continues the Law Libraries preference of collecting electronic resources when available.

Goal: Met

- **Carnegie-Vincent Library**
Enabled new databases in Worldshare Knowledge Base.
- Adjusted data in Service Configuration to improve digital access and resolved access issues associated with Worldshare Knowledge Base/remote databases.
- Applied appropriate LMU IP addresses for resources to be accessible. Made sure vendors have the EzProxy address.
- Updated stanzas for databases that received recent metadata updates from vendors.
- Updated database URLs to maintain accessibility as vendors change them.
- Created an e-resources team to enhance usability of our website and databases and worked to configure the modernized discovery interface to best suit our communities.

Goal: Met

Comments: This is an ongoing task as databases and the discovery interface change.

Carter & Moyers School of Education

Librarians at LMU have developed landing pages at the library with links to helpful research materials, books in the LMU collection, and databases for students and faculty in the CMSOE programs. Resources included in the links include course texts, databases, and recent publications by top authors in the education field.

School of Medical Sciences

Book selection for PA courses are made with the online availability through the Reed Health Science Library in mind.

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

Duncan School of Law

All librarians provide *ad hoc* instruction and training to faculty on an as requested basis. Faculty receive training invites to attend as their schedule allows courtesy of the vendors subscribed to by the Library. Faculty are geographically located close to a librarian with the intention that proximity will facilitate ease of communication, assistance, and training. The Director (and the other librarians) provides relevant materials to faculty members via email as those materials are made available to him. Faculty services librarian provides library orientation training and Selected Works training.

Goal: Met

Carnegie-Vincent Library

- Provided instruction sessions to ARH TOMEK residents and clinical adjuncts.
- Provided instruction to OPP Scholars who work with DCOM faculty.

- Provided one-on-one sessions to faculty regarding library resources, including PA, Nursing, and Counseling.
- Provided program-specific faculty training in how to use specific database resources (Medcom video collection; Ulrich's) through handouts and email.

Goal: Partially met

Comments: We look forward to the return of a faculty staff conference week in which we can present to groups of faculty.

Carter & Moyers School of Education

All new faculty and existing faculty are afforded the opportunity for training opportunities on library resources through Faculty Staff Conference Week, New Faculty Academy, and through *ad hoc* requests.

School of Medical Sciences

Most faculty training within the PA programs is done through mentoring and the new faculty handout.

9. Continue to investigate enhancing the use of CVL student study space to include a more social, snack-friendly first floor.

Carnegie-Vincent Library

Due to COVID social distancing, we could not make progress on making a more social or snack-friendly first floor.

Did receive two carrels to replace outdated ones and received one circular table and chairs for the Archives to better serve our library users.

Goal: Unmet

10. Finalize, with Legal, the implementation of an Institutional Repository (LMU scholarly research database) for the purpose of enhancing access to and archiving of new faculty, staff, and student developed scholarly work, University scholarly resources, and digital archival images.

<https://digitalcommons.lmunet.edu/>

Duncan School of Law

The Law School's Law Review worked with the Institutional Repository as they moved to a new workflow product for the electronic creation of the Law Review to ensure that each issue of the Law Review could be archived in LMU's institutional repository.

Goal: Met

Carnegie-Vincent Library

CVL received approval of an upload policy from the Legal Office.

Goal: Met

School of Math and Science

The Cumberland Mountain Research Center published the journal *The Cumberland Mountain Naturalist* through Digital Commons.

Goal: Met

Carter & Moyers School of Education

CMSOE faculty are encouraged to publish their scholarly activity so that it becomes a part of the digital repository.

Responsibility: Directors of the Carnegie Vincent Library, LMU-DSOL Library, Security Staff, Academic Deans, University Advancement staff, Assistant Vice President for Academic Support Services, Vice President for Academic Services, and Institutional Effectiveness.

Time Frame: Ongoing.

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

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

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