



**LMU**

Lincoln Memorial University

Strategic Plan  
2023-2028

Annual Progress Report  
2022-2027

# **Part One**

## **Strategic Plan 2023-2028**

## **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 communities in the Appalachian region.

*Revised July 6, 2017; approved by Board of Trustees, November 10, 2017  
Reviewed July 9, 2018, at University Strategic Planning Retreat  
Revised July 11, 2019, at University Strategic Planning Retreat  
Reviewed June 21, 2022, at University Strategic Planning Retreat*

### **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.

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*

*Revised: June 21, 2022, at University Strategic Planning Retreat*

### **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

- Race and 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,
- Academic and Intellectual Communities,
- Humanity.

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

*Revised: June 21, 2022, at University Strategic Planning Retreat*

### **Vision Statement**

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

*Reviewed: June 21, 2022, at University Strategic Planning Retreat*

### **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.

### Comparison of Strategic Goals and Institutional Goals

Strategic Goals	Institutional Goals
1. Assess and enhance academic quality	<ul style="list-style-type: none"> <li>• Develop and implement academic programs in response to anticipated or demonstrated educational needs and continuously evaluate and improve the effectiveness of current programs.</li>   <li>• Provide quality educational opportunities through selected degree programs for students who live and/or work a significant distance from the Lincoln Memorial University main campus, and for whom other options are not as accessible or satisfactory.</li>   <li>• Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards, and produce graduates with relevant career skills to compete in an ever-changing, increasingly global society.</li> </ul>
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	<ul style="list-style-type: none"> <li>• Make educational opportunities available to all persons without reference to social status.</li>   <li>• Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.</li> </ul>
3. Strengthen planning, budgeting, and assessment	<ul style="list-style-type: none"> <li>• Maintain fiscal integrity in all University activities, programs, and</li> </ul>

	operations through efforts to increase endowment and financial standing.
4. Ensure the adequacy and efficient use of physical and human resources on campus and at extended learning sites	<ul style="list-style-type: none"> <li>• Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.</li> <li>• Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research, and service.</li> </ul>
5. Ensure effective and efficient use of technology	<ul style="list-style-type: none"> <li>• Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.</li> </ul>
6. Enhance resources	<ul style="list-style-type: none"> <li>• 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.</li> </ul>
7. Assess and enhance University-wide research and scholarly activity	<ul style="list-style-type: none"> <li>• Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.</li> </ul>
8. Provide academic and student services that foster academic and social integration to promote retention and student success	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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.</li> </ul>



## **Strategic Goals, Related Objectives, And Action Plans**

### **Strategic Goal 1: Assess and Enhance Academic Quality**

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

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

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

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

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

Action Plan 1.2-2 Continue the development, and implementation of additional undergraduate, graduate, and professional programs, including but not limited to degree completion programs, bridge programs, and licensure programs including, but not limited to: (1) Doctor of Medicine and Dentistry; (2) Associates of Dental Hygiene; (3) Master of Science in Forensic Dentistry; (4) Nurse Anesthetist DNP; (5) BS Civil Engineering; (6) BS Mechanical Engineering; (7) MS in Psychology; (5) Master of Veterinary Clinical Care; and (6) Master of Veterinary Education; (7) Doctorate of Occupational Therapy; (8) Doctorate of Physical Therapy (9) JD/MBA dual degree; (10) JD/MPA dual degree; (11) JD/ MSCJ dual degree; and (12) DVM/MPA dual degree.

Action Plan 1.2-3 Continue/begin an investigation of new academic programs including, but not limited to: (1) Doctor of Osteopathic Medicine/Juris Doctor

(DO/JD); (2) JD/DVM joint degree program; (3) part-time/hybrid JD program; (4) international programs and other collaborative efforts; (5) Additional concentrations and programs in Mental health and Counseling; (6) School librarian endorsement; (7) Doctor of Psychology (PsyD); (8) Speech-Language Pathology; (9) 3 +3/4 professional programs and undergraduate programs to include medicine, law, and veterinary programs; (10) MPH degree; (11) MSN Nursing Education; (12) BS in Respiratory Therapy; Applied Behavioral Analysis; (13) Speech Pathology and audiology (BS and MS); and (14) Chemical Engineering. Discontinued Doctor of Optometry.

Action Plan 1.2-4 Continue to explore opportunities to provide academic program offerings at existing or new extended learning sites (such as adding a site in northern Florida and/or more effectively leveraging space at the DVTC in southwest Virginia).

Action Plan 1.2-5 Continue to improve coordination among Harrogate and extended 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 to support recruitment and retention.

Action Plan 1.2-8 Continue the process for maintaining full accreditation for all 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 of student learning outcomes for new and revised programs.

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

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

Action Plan 1.3-8 Connect J. Frank White Academy Student Learning Outcomes with state and COGNIA standards.

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 Monitor the recently implemented faculty evaluation process.

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

Action Plan 1.4-3 Encourage faculty peer observation and/or evaluation of instruction.

Action Plan 1.4-4 Encourage programs to create and implement an evaluation system for academic leaders.

Action Plan 1.4-5 Continue use of state and institutional evaluation processes for faculty at J. Frank White Academy.

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

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

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

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

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

Action Plan 1.5-5 Implement a comprehensive exhibits plan.

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

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

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

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

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

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

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

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

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

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

**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, Representative from JFWA, and one student representative from all academic levels.

- Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs/ JFWA
- The committee will collaborate with LMU offices: Office of Admissions, Financial Aid, Representatives from Graduate and Professional Admissions, Representatives from specific programmatic admission offices.
- Continue the utilization of Multivariable Testing (MVT), while refining the specific target audiences.
- Collaborate with individual schools and programs to define and prioritize the primary market, secondary market, and tertiary market with a periodic check in with the Strategic Enrollment Task Force. Utilize demographic, census, EAB, MVT Testing, forecasting data, and ACT/SAT, graduate entrance exam data to identify potential markets and strategic recruitment strategies.
- 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. Goal Met.

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

- Student perceptions of facility needs, including co-curricular space (e.g., classrooms, student center, study spaces, etc.); facilities optimized for current and future student populations.
- Potential incentives for undergraduate programs that may see a decline in enrollment.
- Availability of courses and classrooms at optimal times for various undergraduate student requirements for example student athletes, work study programs, etc.
- Refine alternative delivery and advising models (Online/Virtual/Hybrid). Goal Met.

- 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, LMU Tri State TACRAO College Fair, LMU High School Counselor Luncheon Events, and Blue and Gray Day Events. Goal Met.
- Continue to promote and proactively communicate a consistent LMU brand through publications and communications/messaging.
- Create templates that show acceptable options for brand usage for student clubs and organizations. Goal Met.

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

- University Webpage
- Social Media Platforms
- Communication/Messaging

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

Action Plan 2.1-7 Maintain and enhance contact with high school counselors, teachers, principals, college, and specific programmatic partners as the recruiting cycle continues.

- Continue to host counselor lunches, college fairs, and showcase events 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 across the entire University continuum.

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 by deploying working groups across the entire University continuum.

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

Objective 2.3: Achieve and maintain enrollment levels across the University continuum to meet program capacity goals.

Action Plan 2.3-1 Continue to recruit students who are committed to serving the Appalachian area.

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

Action Plan 2.3-3 Continue to promote specialized admissions and matriculation strategies from undergraduate to graduate/professional programs (e.g., GPA Program, 3+3 Programs, 2+2 Programs, Test-optional, etc.).

Action Plan 2.3-4 Expand industry partnerships for tuition discount/scholarship programs and guaranteed employment opportunities (e.g., internships, mentoring opportunities, etc.).

Action Plan 2.3-5 Increase community awareness of LMU academic programs through professional and industry-specific 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 will work with EAB update our packaging model for incoming, returning, and transfer students.
- A target date of mid-December will be set for new Financial Aid packages. Student Financial Services will continue to have a very coordinated effort with the Office of Undergraduate Admissions and Student Services.
- A cap for need-based institutional aid will be established for returning students who lost academic or state-based aid.
- Institutional financial aid will be increased along with the annual cost of attendance if the budget allows.
- Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget. Trending data will be utilized.

Action Plan 2.4-2 The Perkins Loan liquidation process is in the final stage with DOE.

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

Action Plan 2.4-4 Improve interdepartmental communications.

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

Action Plan 2.4-5 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.
- Collaborate with the University Consumer Information Taskforce; update webpage for all Consumer Information requirements for LMU.
- Monitor 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. Share updates with stakeholders.

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

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

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

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

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

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

Action Plan 3.2-1 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 Executive 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.

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

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

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

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 enhance a healthy, safe, and secure environment.

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

Action Plan 4.2-4 Continue to conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (posted evacuation plans, lighting,

traffic signs, alarm systems, call boxes, camera systems, security, and access control).

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

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

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

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

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 all buildings.

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

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

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

Action Plan 4.2-14 Continue enhancement of safety and maintenance support at 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 identify Campus Safety Authorities (CSA) on all University sites per the Clery Act.

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

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

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

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

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

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 external audit processes.

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

Action Plan 4.3-7 Continue to support Human Resources services at extended learning 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.

Action Plan 4.3-11 Continue to implement human resources technology to reduce manual processes.

Action Plan 4.3-12 Review and enhance the current Performance Evaluation process.

Action Plan 4.3-13 Continue to provide electronic employee contract processes.

Objective 4.4: Evaluate non-faculty administration 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 Complete an annual review of salary benchmarking data for non-faculty administration and staff.

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

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

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

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

Action Plan 5.1-2 Identify and prioritize department and program technology requests for existing 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 Identify, plan and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.

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

Action Plan 5.1-11 Negotiate technology resource agreements to provide comparable support and access at extended learning sites.

Action Plan 5.1-12 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 faculty, staff, 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 IS 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 IS staff and IS student staff.

Objective 5.5: Provide appropriate scholarly activity support.

Action Plan 5.5-1 Provide responsive support and innovative technical solutions to meet the needs of 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 continuous improvement, development, and design of the external website.

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

Action Plan 5.6-3 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 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 Solicit all members of the President's Cabinet to contribute annually (Goal of 100% participation).

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

Action Plan 6.1-9 Solicit 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 125<sup>th</sup> 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 Executive 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, 125<sup>th</sup> 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 learning 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 learning 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 125<sup>th</sup> 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 processes 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 Implement a standardized online platform for submission of faculty, staff and student research and scholarly activity for use by all programs, the ORGSP, Office of Public Relations, and the University.

Action Plan 7.1-5 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.

Action Plan 7.1-8 Appoint an individual at the cabinet level to serve as an advocate for Research and Scholarly Activity across all undergraduate, graduate, and professional programs at the University.

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

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

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

Action Plan 7.2-2 Secure funding for 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 Implement a standardized online platform for faculty, staff, and students to report research and scholarly activity including but not limited to grant submissions, awards, presentations, and publications.

Action Plan 7.2-4 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, and professional 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 but not limited to research, training, publications, and presentations.

Action Plan 7.2-9 Evaluate and update processes 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 Provide institutional support to attract and host external 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 learning 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.

Action Plan 7.2-18 Appoint an individual at the cabinet level to serve as an advocate for Research and Scholarly Activity across all undergraduate, graduate, and professional programs at the University.

Action Plan 7.2-19 Review and create as appropriate internal grant programs to promote intra-institutional research projects and scholarly activity.

Action Plan 7.2-20 Ensure adequate twelve-month access and support for faculty, staff, and student research and scholarly activity across the institution.

Objective 7.3: FACULTY/STAFF/STUDENTS: Support campus and extended learning 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 Allocate funding for a University statistician to support faculty/staff research, statistical design, and data analysis.

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

Action Plan 7.3-7 Continue to develop and support national and international programs that foster student scholarly activities including academic honor societies and Honors Scholars Program.

Action Plan 7.3-8 Support and mentor the professional development of all faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

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

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

Action Plan 7.4-1 Identify short-term and long-term facility needs ensuring future competitiveness of research and scholarly activities across campus and at extended learning 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 learning sites.

Action Plan 7.4-3 Ensure that all research facilities across campus and at extended learning sites comply with federal, state, and local regulations.

Action Plan 7.4-4 COSA will work with relevant leadership to develop and communicate policies and procedures for space allocation of dedicated laboratory research facilities across campus and at extended learning 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 Collate established guidelines, expectations, and incentives for research and scholarly activities (including start-up funds for research and scholarly activities) across the institution.

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

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

Action Plan 7.5-4 Evaluate the scholarly productivity of the University relative to level VI peer institutions.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action Plan 8.1-6 Require and educate faculty on how to effectively participate in three-week and mid-term grade assessment for all undergraduate students.

Action Plan 8.1-7 Transfer the Student Welfare/Early Alert System to the new EAB retention software

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

Action Plan 8.1-9 Implement, integrate, and transition to a new Student Welfare/Early Alert System on the EAB retention platform; Establish guidelines for submitting and responding to alerts; Engage in educational efforts to inform faculty and staff of guidelines for submitting and responding to alerts

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

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

Action Plan 8.1-12 Continue to utilize and enhance peer support programs through UACT 100 courses.

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

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

Action Plan 8.1-15 Encourage “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 Establish an Academic Support advisory group, comprised of Student Services, Academic Support, and academic administrator leaders, to reevaluate and reform Cornerstone, S.S.S., and the Academic Support division to better meet the needs of undergraduate students and to promote student retention, wellness, and academic success more effectively.

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

Action Plan 8.2-1 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 Enhance intramural sports and recreation opportunities by improving lighting; creating and providing access to designated spaces; and



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

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

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

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

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

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

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

Action Plan 8.2-10 Continue to provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.

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

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

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

Action Plan 8.2-14 Encourage the Student Government Association to effectively evaluate student issues and advocate on students' behalf.

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

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

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

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

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

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

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

Action Plan 8.3-3 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 in communities surrounding all LMU campuses.

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

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

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

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

Objective 8.4: Provide individualized academic support services.

Action Plan 8.4-1 Partner with the Carnegie-Vincent Library to build a standardized test preparation material resource collection for students seeking admission to graduate and professional programs and promote the availability of test preparation databases.

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

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

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

Action Plan 8.4-4 Expand availability of Mental Health Counseling 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 learning 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 learning 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 Communicate to the LMU communities the availability of the LMU Institutional Repository for the purposes of enhancing access to and archiving faculty, staff, and student scholarly work, university scholarly resources, and digital archival images. See <https://digitalcommons.lmunet.edu/>.

### **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 2022-2027**



**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 had its reaccreditation site visit with the American Veterinary Medical Association (AVMA) Committee on Veterinary Technician Education and Activities (CVTEA) on February 23-24, 2022. The school will submit a SACSCOC new program substantive change in fall 2022 for an online Master of Public Health (MPH) degree slated to begin in fall 2023.

**Goal:** Met

**Comments:** The VMT program has submitted responses to all deficiencies has been submitted to CVTEA and the program awaits the committee's accreditation decision in July 2022.

**Duncan School of Law**

There were no major permanent changes to the JD program in 2021-2022, as the law school underwent an ABA site evaluation visit this year. Minor curricular changes during the - 2021-2022 academic year include the development of new courses and revision of existing courses, with a particular focus on clinical education opportunities and additional distance education courses. 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 Law School's Curriculum Committee and faculty will be undertaking a significant curricular review in 2022-2023 in response to new ABA Standards requiring education on professional identity, cultural competency, racism, and bias; the NextGen Bar Exam being developed by the National Conference of Bar Examiners; ongoing changes in the practice of law, including evolving technologies; and generational shifts in our students. These changes will be consistent with the Law School's mission and Programmatic Learning Outcomes. The Law School also is developing a four-year, part-time/hybrid program, which was approved by the law school faculty and the Board of Trustees in Fall 2021. An application for acquiescence in a substantive change is planned once the site visit process is completed.

**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

### **School of Engineering**

The School of Engineering received SACSCOC approval to offer a Bachelor of Science in Civil Engineering beginning fall 2022. A SACSCOC new program substantive change will be submitted in 2022 seeking approval to offer a Bachelor of Science in Mechanical Engineering beginning fall 2023. The Accreditation Board for Engineering and Technology (ABET) accreditation will be pursued in 2026 following the production of final transcripts for our graduates. ABET requires transcripts prior to a readiness review and accreditation consideration.

**Goal:** Unmet

### **College of Veterinary Medicine**

LMU-CVM received full accreditation in January 2019. A report was sent to the COE in April 2022 to update the substantive request made in July 2019 to add a second cohort of 100 students to LMU-CVM will continue to provide the accrediting body annual reports to maintain status upon approval of LMU administration.

The Master of Veterinary Education has enrolled its first cohort. Another master's degree (Master of Veterinary Clinical Care) has been approved and is enrolling its first cohort.

**Goal:** Met

**Comments:** Documentation available upon request.

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

DCOM maintains accreditation with the Commission on Osteopathic College Accreditation (COCA) and is currently preparing for their August 2022 comprehensive self-study submission and site visit. DCOM has been 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 is in its second cycle of welcoming matriculated students as of May 2022.

**Goal:** Met

**Comments:** Documentation available upon request.

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

- MPA and MSCJ have undergone curriculum improvements (no new courses but improvements to learning outcomes)
- Eliminated Pre-law track in history to correspond to pre-law learning processes and support of other majors
- LNCN300 revised to include a broader base of knowledge in political, economic, historical values and understandings and renamed as CIVX300 (increased to 2 credits)

- New courses in English, theater, criminal justice, communications and media social work, history, and psychology – all providing improvement for student learning
- CAM program revised with four new courses added moving the program to instruct in both applied knowledge and social and behavioral media.
- Reduction in credits in Art, CAM, and Social Work to a 122-credit requirement (Art Education 123)
- AITG has added several new programming events to the list of events. MHLF has been revised to include a wider range of writing genre
- Minor in Religion approved and implemented August 2021
- Minor in Music approved and to be implemented August 2022
- New UACT course created and approved in support of the student journal, *Wolfpen*.

**Goal:** Met

### **Caylor School of Nursing**

The Substantive Change Proposal to close the Blount site for the ASN program was completed and submitted to ACEN. Approval was granted.

The Substantive Change Proposal to close the Kingsport site for the MSN program was completed and submitted to ACEN. Approval was granted.

A letter to SACSCOC was completed and submitted to inform them of the closure of the Blount and Kingsport site.

A letter to SACSCOC was complete and submitted to begin a BSN program in Chattanooga. LMU will offer less than 50% of the program at this site.

**Goal:** Met

**Comments:** The Blount and Kingsport sites closed December 2021. The Chattanooga site will open August 2023 offering the BSN program. The ASN program will begin to be offered January 2024.

### **College of Dental Medicine**

The Doctor of Medicine in Dentistry (DMD) and the Associate of Science in Dental Hygiene (ASDH) programs were approved by SACSCOC. The Substantive Change Proposal to add the Master of Science in Forensic Odontology was completed and forwarded to SACSCOC for approval.

**Goal:** Met

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

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

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

CM SOE follows the appropriate and sequential steps for new program development and approval. All CM SOE Programs continuously assess the curricula and format of courses and make data driven modifications when necessary. These modifications and changes are

aligned with University and School of Education policies and guidelines. Budgetary impacts are considered each academic year as semester schedules are developed, The CMSOE counseling program changed the name from Guidance and Counseling to Professional Counseling. The counseling program faculty voted to change the name, then the CMSOE faculty affirmed the change by vote, and the Academic Council affirmed the change. The course prefix for the program changed as well (it changed from CG to COUN). The registrar's office also approved this change.

The CMSOE MEDITL Program developed graduate level special education programs for licensure and received 8 Grow Your Own grants from the TDOE. Utilization of PRAXIS and edTPA as valid and reliable assessment tools allowed us to review and analyze student achievement.

The initial teacher licensure undergraduate program (ITLU) developed and went through the approval process from program, CMSOE, and finally to the LMU Academic Council to add the following new majors: Special Education Comprehensive K-12 and Elementary Education K-5, Undergraduate with Student Teaching  
Special Education Interventionist K-8 and Elementary Education K-5, Undergraduate with Student Teaching

After the LMU approval process, the proposal was sent to the Tennessee Department of Education TDOE for approval. The TDOE notified the dean and undergraduate department chair on June 7, 2022, that the program is conditionally approved. This means that the program is approved for implementation immediately, with the understanding that the TDOE will give final approval at the next review of all CMSOE licensure programs in five years (2027).

**Goal:** Met

### **School of Mathematics and Sciences**

In support of LMU's mission and following the institution's process for planning, budgeting, and assessment: working groups in the School of Mathematics and Sciences (a) investigated the feasibility of offering the existing Bachelor of Science in Computer Science as a fully online program (b) discussed the possibility of developing a Bachelor of Science Degree in Actuarial Science in collaboration with business/industry partnerships, and (c) made improvements to the Pre-Health Professions track of the Bachelor of Science in Biology [standardization of course nomenclature, new course additions and sequence elective options].

**Goal:** Met

### **School of Medical Sciences**

The SMS currently has two new or extended programs offering proposals. The new Tampa PA program proposal currently resides in the provisional application process with ARC-PA, having been approved by SMS leadership, Academic Council, and the Board of Directors. Institutional effectiveness has been in contact with the Florida Commission for Independent Education (FLCIE) and has made application. SACSCOC notification/prospectus will be made as deemed necessary.

The MLS programs application to Academic Council to expand its offering to an online component was approved, and NAACLS was made aware by notification.. SACSCOC notification was not deemed necessary at the VPAA level. The SMS continues to expand the affiliations agreements, so as to extend the reach of the MLS program. The DMS program intends to expand by offering course credit to recent graduates consistent with current trends in the market, thereby capturing a larger share of the current Physician Assistant classes. After review in the SMS Deans Council and the VPAA office it was deemed that SACSCOC notification was not necessary, only a notification to the Academic Council, where it currently sits.

The DMS also has plans to develop a new offering with a focus on PA education. This offering has passed Deans Council and is currently under development to present to Academic Council and the BOT. SACSCOC notification will be necessary and tentative plans are to do so in Fall 2022.

**Goal:** Met

### **General Education**

The GE program has been responsible for ensuring that the General Studies degree (GSTU) has appropriately assigned cognate pathways available to students. Currently, with several additions and revisions occurring this year, there are 15 cognates available to students enrolled in the degree.

**Goal:** Met

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

### **School of Allied Health Sciences**

A budget pro forma was submitted with the Master of Public Health (MPH) program proposal.

**Goal:** Met

### **Duncan School of Law**

Completed as part of the budget approval process. The part-time hybrid program is currently included in the University's budget under Strategic Initiatives.

**Goal:** Met

### **College of Veterinary Medicine**

Completed as part of the LMU budget approval process.

**Goal:** Met

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

Completed as part of the LMU budget approval process.

**Goal:** Met

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

Budget pro forma for the MS in PSYC program was generated and approved by Finance in Spring 2021. Budget proforma was again reviewed and approved in the fall 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 (Erin Johnston).

**Goal:** Met

### **Caylor School of Nursing**

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

**Goal:** Met

### **School of Engineering**

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

**Goal:** Met

### **College of Dental Medicine**

The Doctor of medicine in Dentistry, Associate of Science in Dental Hygiene, and the Master of Science in Forensic Odontology programs completed the review of budget pro forma and marketing prior to being submitted to the Curriculum Committee for approval.

**Goal:** Met

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

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

**Goal:** Met

### **School of Medical Sciences**

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 within the DMS program will have a small, short-term impact with a required 1-1.5 FTE increase in faculty, which was reviewed with finance. 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. Efforts now focus on site development and NACCL's notification, required before the site can be utilized.

**Goal:** Met

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, adjust curricular design, and adjust enrollment projections based on program outcomes.

**Goal:** Met

**Duncan School of Law**

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

**Goal:** Met

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

**School of Engineering**

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

**Goal:** Unmet

**College of Veterinary Medicine**

The Outcomes & Assessment Committee and the Curriculum Committee assess and review OAR data to support any needed changes to the 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**

All 15 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 music minor and religion minor. A minor in social work has been approved by the school but not AC at this time
- 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. Grace Mahieu has filled the position fall 2020.
- Lincoln Scholar was hired to begin August 2022. His requirements will include constituting and expanding the A. L. Center for the Study of Leadership and Public Policy

**Goal:** Met



**Caylor School of Nursing**

All OARs (ASN, BSN, MSN, DNP, Extended learning sites) were submitted on time and 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**

All academic departments (Biology, Chemistry & Physics, and Mathematics) distribute Outcomes Assessment Reports (OARs) to faculty members for review and comment. Formal discussion of the outcomes occurs in Department Meetings. All OARs are archived and available to all faculty and staff in the School of Mathematics and Sciences through the schools' TeamSite.

**Goal:** Met

**Carter & Moyers School of Education**

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

**Goal:** Met

**School of Medical Sciences**

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

**Goal:** Met

**4. Appropriate adequate funding for marketing existing programs****School of Allied Health Sciences**

AHS will work with Marketing and PR to develop marketing plans for existing AHS programs as well as the developing MPH program. The school's Recruitment and Student Success Coordinator serves as the primary contact for developing and updating content used for print and website marketing.

**Goal:** Unmet

**Duncan School of Law**

The Law School has greatly appreciated the addition of a staff position in the communications and marketing department to serve the professional programs in Knoxville. Funding for marketing the new part-time/hybrid program is included in the pro forma.

**Goal:** Met

**School of Business**

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

**Goal:** Unmet

**School of Engineering**

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

**Goal:** Unmet

**College of Veterinary Medicine**

CVM has designated staff members to serve as liaison with Marketing and Information Services to ensure promotional materials, website, and Social Media platforms are up to date.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

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

**Goal:** Met

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

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

**Goal:** Met

**Caylor School of Nursing**

There has been adequate funding to market existing programs.

**Goal:** Met

**College of Dental Medicine**

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

**Goal:** Met

**Carter & Moyers School of Education**

The CMSOE has worked with the Executive Director of Marketing to build public awareness of all programs within the School. The CMSOE has been able to acquire a new position, Recruitment and Retention Coordinator for the School. This position has been filled and the coordinator will begin employment on August 1, 2022.

**Goal:** Met

**School of Mathematics and Sciences**

The School of Mathematics and Sciences continues to maintain the position of Recruitment and Student Success Coordinator which includes a sufficient budget for marketing and promotion activities. In coordination with the school's leadership team (Dean, Recruitment

and Student Success Coordinator, Department Chairs, and Program Directors) marketing and promotion strategies are discussed in concert with the Division of Admissions. An updated strategy and plan are being developed with Admissions that seeks to integrate and leverage faculty, staff, and students in evolving and marketing our school's brand identity.  
**Goal:** Ongoing

### **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.

**Goal:** Met

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

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

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

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

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

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

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

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

### **School of Allied Health Sciences**

Faculty in AHS programs used Blackboard Collaborate and Zoom extensively in the 2021-2022 academic year to provide students with opportunities to participate in classes when unable to attend (illness, family emergencies, athletic travel, etc.). Faculty also recorded lectures and reviews and placed in course shells for additional study opportunities for students. AHS will seek input from CTLE when the curriculum for the online MPH degree is developed.

**Goal:** Met

### **Duncan School of Law**

Faculty attend monthly faculty development meetings, many of which focus on pedagogy. Faculty are encouraged to implement new methods of instructional delivery consistent with

empirically proven techniques for improving student learning. The Fall 2021 faculty development sessions included a series of sessions on teaching effectiveness by faculty members from the School of Education. Additional programming in the 2021--2022 academic year focused on the interaction between doctrinal courses in bar-tested subjects and the academic success and bar preparation programs.

**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 reports for supplemental resources for courses and research.

**Goal:** Met

### **School of Engineering**

Engineering courses will begin fall 2022. Various instructional strategies will be implemented in all engineering courses.

**Goal:** Unmet

### **College of Veterinary Medicine**

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

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

**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 and Mediasite continue to be utilized. Data driven enhancements and adjustments are continually made through feedback received from students and faculty surveys.

**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.

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

**Goal:** Met

### **Caylor School of Nursing**

Faculty utilized Collaborate through Blackboard to allow students affected by COVID-19 to

attend lecture. CTLE assisted as necessary.

**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 Sciences**

Faculty in the School of Mathematics and Sciences worked with staff in LMU's Center for Teaching and Learning Excellence (CTLE) to discover and implement innovative approaches to instructional delivery in support of student learning success. Examples included training and assistance with BlackBoard Collaborate (live-streaming and recording lectures), VoiceThread (students producing virtual oral presentations), QR Codes (embedding information such as literature citations for poster presentations), and Kahoot (gamified quizzes in class).

**Goal:** Met

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

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

All CMSOE faculty attend training provided by LMU about instructional delivery and utilizing Blackboard.

**Goal:** Ongoing

### **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 has added the Assistant Dean for Academic Affairs. Primary responsibilities include faculty development and critical analysis of these processes.

**Goal:** Met

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 GPA program pathways with LMU DPT and LMU OTD. The Veterinary Health Science and Technology department offered an updated BS in Veterinary Medical Technology in fall 2021 and had 5 graduates from the program in May 2022. Two new degree options of Veterinary Animal Science and Veterinary Health Industry were offered in fall 2021. The Veterinary Health Science program successfully launched a GPA program pathway with LMU-CVM. AHS plans to add an

online MPH program in fall 2023, pending SACSCOC approval.

**Goal:** Met

### **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

### **School of Engineering**

The School of Engineering is submitting a SACSCOC new program substantive change seeking approval to offer a Bachelor of Science in Mechanical Engineering beginning fall 2023.

**Goal:** Unmet

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

The CMSOE MEDITL Program developed a graduate special education program, which uses TDOE grant money to license 23 special education teachers and an add on endorsement and to initially license up to 56 teaching assistants as teachers in special education and their teaching content area. This program has also been granted approval for Job Embedded status for the special education license – this allow the student to be the teacher of record and be paid a salary as they complete their final credentials for licensure. The Program has applied to the TDOE for approval for a job embedded program for elementary education.

The EdS program now offers cognates to all EdS candidates in their choice of Educational Coaching or Special Education Leadership. We will focus on recruitment of this program and our start-up date will be Summer 2023.

The undergraduate initial licensure program is in the process of adding two new majors for preservice teachers. The new majors will be combining elementary education with special education. The two new majors are:

- Special Education Comprehensive K-12 and Elementary Education K-5, Undergraduate with Student Teaching, and
- Special Education Interventionist K-8 and Elementary Education K-5, Undergraduate with Student Teaching.

The new majors have gone through the University approval process and CMSOE received Conditional approval from the TDOE on June 7, 2022.

The EdD Program is planning an additional concentration in Higher Education. This will be Higher Education: Adult Teaching and Learning. The startup date will be Fall 2023.

**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**

Master of Science in Psychology Program (MSP) begins August 2022

VetMed/MPA dual degree program added available 2022

Continue investigation of ABA (Applied Behavioral Analysis) degree and PsyD degree programs

Continue investigation of non-profit certificate within the MPA program

Continue investigation of dual degree with OTD program and DPT program

Minor in Religion approved for implementation August 2021

Minor in Music approved for implementation August 2022

Wolfpen Journal (Online) for student writing implemented spring 2022

**Goal:** Met

### **Caylor School of Nursing**

Work continues to develop the Chattanooga site.

Future programs include investigation of an MSN concentration in nursing education. Also, to be investigated is an LPN to BSN option.

**Goal:** Met

**Comments:** The program will be implemented August 2023.

### **College of Dental Medicine**

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

1. Master of Dental Science
2. Master of Science in Human Identification
3. Bachelor of Science in Dental Hygiene
4. Master of Science in Dental Hygiene
5. Post-Doctoral Specialties in Oral Surgery, Endodontics, Periodontics, orthodontics, and Pediatric Dentistry.

**Goal:** Met

### **School of Mathematics and Sciences**

Working groups investigated the feasibility of offering the existing Bachelor of Science in Computer Science as a fully online program and discussed the possibility of developing a Bachelor of Science Degree in Actuarial Science in collaboration with business/industry partnerships. BIOL secondary education major was rewritten and passed through Academic Council to better address student needs and ensure success of licensure.

**Goal:** Met

### **School of Medical Sciences**

The SMS continues to seek way to expand and develop. Market leaders continue to advise of unmet needs as solicited through conversations around problems that need to be addressed.

Current investigational programs for the SMS include Respiratory Therapy, and the development of additional PA programs.

**Goal:** Met

3. Continue/begin an investigation of new academic programs including, but not limited to (2) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (3) JD/MBA and joint degree programs; (4) JD/DVM joint degree program; (5) international programs and other collaborative efforts; (6) (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 (xx) ABA (Applied Behavior Analysis) (xx) PsyD degree, (xx) VHS BS degree completion pathway for Southwest Virginia Community College graduates entering LMU-CVM (xx) AS in Equine Veterinary Science as a pre-professional pathway to LMU-CVM

### **School of Allied Health Sciences**

The Veterinary Health Science Program has established a completion pathway within the LMU GPA program with LMU-CVM. The SES department has established similar pathways with LMU DPT and LMU OTD. The Veterinary Health Science program continues to explore new pathways for students to gain entrance to veterinary schools.

**Goal:** Met

**Comments:** For Fall 2021, 11 students were accepted into the VHS-CVM GPA program, two students were accepted into the SES-DPT GPA program, and one student was accepted into the SES-OTD GPA program. All GPA pathways have several new students for fall 2022.

### **Duncan School of Law**

The Law School continues to enroll students in the JD/MBA, JD/MPA, and JD/MSCJ programs. At the request of the School of Business, a revision was made to the JD/MBA program to allow six required JD credits to count towards the credits required to earn the MBA degree..

**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. As noted above, the Law School continues to work on developing the four-year, part-time/hybrid JD program. The Law School is working with multiple institutions on potential 3+3/articulation agreements that would be similar to those it has with our own undergraduate programs and Austin Peay State University.

### **School of Business**

The 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

### **School of Engineering**

The School of Engineering is submitting a SACSCOC new program substantive change seeking approval to offer a Bachelor of Science in Mechanical Engineering beginning fall 2023.

**Goal:** Unmet



### **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 expanded 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

**Goal:** Met

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

JD/MSCJ Dual Degree program added in Summer 2021. AHSS hired a director for the MS in Psychology in the spring. Program begins operation August 2022. Considering a dual degree or early entry program with psychology and OTD. Working on dual degree programs with MPA and OTD and DPT programs.

GPA program approved for Psychology Pre-Med this spring.

**Comments:** JD/MSCJ Dual Degree program added in Summer 2021. AHSS hired a director for the MS in Psychology who began operations fall 2021.

**Goal:** Met

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

The undergraduate initial licensure program is in the process of adding two new majors for preservice teachers. The new majors will be combining elementary education with special education. The new majors have gone through the University approval process and CMSOE is waiting for TDOE approval at this time.

The CMSOE MEDITL Program developed a graduate special education program for initial licensure students. They have also added job embedded programs within their offerings for graduate initial licensure students.

The EdS program now offers cognates to all EdS candidates in their choice of Educational Coaching or Special Education Leadership. We will focus on recruitment of this program and our start-up date will be Summer 2023.

The EdD Program is planning an additional concentration in Higher Education. This will be Higher Education: Adult Teaching and Learning. The startup date will be Fall 2023.

**Goal:** Met

### **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
2. Master of Science in Human Identification
3. Bachelor of Science in Dental Hygiene
4. Master of Science in Dental Hygiene
5. Post-Doctoral Specialties in Oral Surgery, Endodontics, Periodontics, Orthodontics, and Pediatric Dentistry.

**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.

**Goal:** Ongoing

### **School of Medical Sciences**

- MLS off-campus learning site in Tampa, Florida. NACCL's notification required.
- Respiratory Therapy under investigation..
- 3+ Physician Assistant program has not continued to be development.
- Expanded DMS offerings

**Goal:** Met

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

### **School of Allied Health Sciences**

The School of Allied Health Sciences is beginning the process of relocating its Veterinary Animal Science, Veterinary Health Industry, Veterinary Health Science, and Veterinary Medical Technology programs to the DVTC, pending SCHEV and SACSCOC approval.

**Goal:** Met

### **Duncan School of Law**

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

**Goal:** Met

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

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

### **College of Veterinary Medicine**

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

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

**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. Efforts are underway with University Advancement to acquire a mobile simulation unit for further reaching training in rural areas.

Interprofessional Education (IPE) development by DCOM and implementation is ongoing with neighboring colleges and universities, such as University of Tennessee Health Science Center (UTHSC) School of Pharmacy and South College, Knoxville Pharmacy School. A fully virtual Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS<sup>®</sup>) training was successfully implemented for the second year inter-institutionally to over 600 DO and pharmacy students. This innovative approach to training large numbers of health professions students was presented at the AACOM Educating Leaders Conference in April 2022. offered. Development of new core sites is ongoing. Preceptor development is ongoing. DCOM is exploring opportunities to expand program offerings to new/existing off-campus instructional sites.

**Goal:** Met

**Comments:** Site affiliation list available upon request. AHA, IPE and Team STEPPS courses administered 2021-2022 available upon request. Mobile Simulation Unit proposal 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 is the MS in Psychology.

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

With the decline of enrollment in the past few years, the CMSOE has had to combine graduate education sites and offer face-to-face programs at the Harrogate and Cedar Bluff sites only. In addition, we have on-line MEd and EdS Programs offered. With the hiring of a full-time recruiter, we are planning to recruit heavily in the Chattanooga area, as well as upper east Tennessee (Johnson City and Kingsport areas) to possibly restore our presence in these areas. The MEd online program added a second option to the fully online program. They added a four-semester program, while continuing the three-semester program.

**Goal:** Met

### **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**

The SMS continues the development of the PA program in Tampa. The development of a PA program at a new learning site in Chattanooga, TN is under consideration. The MLS is extending its learning sites based on integration and coordination with clinical affiliation agreements through the PA programs within SMS. The possibility of applying this same platform is currently being explored with Respiratory Therapy. SMS is currently exploring articulation agreements with local universities as a means of recruitment for well-qualified individuals.

**Goal:** Met

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 to explore new methods of recruitment and student support. Members of the Veterinary Health Science and Technology department coordinate with LMU-CVM personnel to improve VHS students' application portfolio and experiences. Curricular changes within AHS programs frequently occur after discussing professional trends with faculty from professional programs.

**Goal:** Met; ongoing.

### **Duncan School of Law**

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

**Goal:** Met

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

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

**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, and Corbin, Kentucky as needed.

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

**Goal:** Met

**Caylor School of Nursing**

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

**Goal:** Met

**College of Dental Medicine**

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

**Goal:** Met

**School of Medical Sciences**

With distant learning sites in Knoxville, TN and soon Tampa, FL, the SMS has centralized affiliation agreements, preceptor payments, and SMS-specific site paperwork. This centralization looks to streamline institutional support and decrease site specific cost while lessening the burden of new site development. The MLS program will eliminate distant site learning by the end of 2022 based on the current teach out plan. At that point, Indian Path in Johnson City, TN will no longer be used, and the program will be coordinated between seated classes at the Harrogate campus and online learning.

**Goal:** Met

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

**School of Allied Health Sciences**

AHS faculty use Blackboard Collaborate and Zoom to deliver lectures, hold review sessions, and post recorded content in Blackboard shells.

**Goal:** Met

### **Duncan School of Law**

The Law School has made several advances in the use of technology to deliver courses, including the implementation of Zoom technology in all large classrooms; 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. The Law School also developed methods for administering exams remotely.

**Goal:** Met

**Comments:** In the past year, the Law School has appointed a new Associate Dean of Distance Education and a standing faculty Distance Education Committee, which have focused on working with faculty to create further distance education offerings and developing the curriculum, budget, and policies for a 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. The part-time/hybrid program was approved by the Law School faculty and the Board of Trustees in Fall 2021.

### **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

### **School of Engineering**

The School of Engineering will explore the implementation of VR headsets for laboratory skills and facility virtual tours.

**Goal:** Unmet

### **College of Veterinary Medicine**

Faculty are comfortable delivering lectures virtually and recorded lectures remain accessible to students during their tenure at the CVM. Faculty have also leveraged recorded lectures to free up time to create active learning spaces to engage learners. LMU-CVM continues to be innovative in clinical and professional skills curriculum delivery through the creation of models and simulations. 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. Lecturio®, a medical licensing board preparation software was purchased for medical students this year.

**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**

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. Both programs utilize hybrid learning in that in-class attendance required for international students

can be recorded and used to support online learning for all other students.

New online student journal, *Wolfpen*, launched this spring semester.

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

**Goal:** Met

### **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**

Laptops are being upgraded in the biology department and will contain a variety of programs that are used by both lower and upper-level courses for instruction. Students use programs to collect and analyze data in both lecture and lab classes. 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.

**Goal:** Met

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

CMOSE has adopted a new software, GoReact, in the Master's in Education Initial Teacher Licensure Program (MEDITL). The purpose of using GoReact with candidates, faculty, field supervisors, and mentor teachers is to increase the effectiveness of our remote supervision and feedback of candidate performances in the classroom during the clinical experiences.

The GoReact software 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.

In addition, the CMSOE faculty discuss opportunities for technology that will support our students meeting their learning goals or instructors providing quality learning environments.

All programs attempt to incorporate appropriate and available technology whenever possible. Examples include, but are not limited to, Swivl for recording teaching in the classroom, SmartBoard training for students, and through the multiple opportunities to connect technology to best practices in K-12 schools.

**Goal:** Met

### **School of Medical Sciences**

The SMS PA programs continue to review different anatomy virtual reality programs for implementation in PA education. The new Assistant Dean of Academic Affairs, along with the online learning specialist continue to review technology enhancements that bring value to the SMS. The Harrogate PA program recently adopted Lecturio for use in the review and remediation of lecture-based clinical medicine courses, both in the didactic and clinical year.  
**Goal:** Met

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

#### **School of Allied Health Sciences**

All faculty and staff in the VHST department attended the 2021 Association of Veterinary Technician Educators symposium either in person or virtually. Department members plan to attend again in 2022. All AHS personnel are supported to attend continuing education and professional development meetings relevant to individual discipline.

**Goal:** Met

#### **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, the Law School engaged the services of a nationally renowned law school academic success professional to conduct a review of the Law School's academic success and bar passage programs and make recommendations to the law school administration and faculty. The consultant completed her work in the spring 2022 semester and will be presenting her findings and recommendations to the Law School in late June or early July 2022.

**Goal:** Met

**Comments:** Faculty development programming is scheduled to continue in the next academic year. The Law School will also be reviewing and implementing the recommendations of the academic success consultant.

#### **School of Business**

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

**Goal:** Met

#### **School of Engineering**

Faculty will attend the Tennessee Engineers' Conference to network and earn professional development hours for licensure.

**Goal:** Unmet

#### **College of Veterinary Medicine**

LMU-CVM has provided the following internal professional development opportunities for the 2021-2022 academic year:

1. CIVET-sponsored VETSS each month
2. CAHA CE series, three events



### 3. 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.

**Goal:** Met

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

DCOM provides needs-based annual faculty development programming and encourages attendance at the LMU faculty development workshop annually provided they are not teaching. An Assistant Director of Assessment Faculty Development was hired this year and has implemented a robust needs-based program in 2021-2022.

**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 two historians, one psychologist, and one communications professor who will receive appropriate training.

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

**Goal:** Met

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

New nursing faculty were oriented to the faculty role during the first week of August. Faculty Development occurred as a group the second week of August. Several faculty members attended the NOADN annual convention in November 2021, ACEN workshops, TANA meeting, and numerous content specific workshops throughout the academic year.

**Goal:** Met

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

The College of Dental Medicine will provide professional development opportunities for faculty and staff. Faculty Calibration will address recruitment and retention.

**Goal:** Met

#### **School of Mathematics and Sciences**

Faculty attended a variety of professional development opportunities (e.g., LMU's Faculty Development Week, workshops provided by professional organization. The school maintains a budget line to support faculty and staff development. Topics included research, pedagogy, and advising.

**Goal:** Met

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

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

Recruitment and Retention Coordinator for the School of Education, has been added. The new staff member will start on August 1, 2022. The plan is to obtain professional development training for this new staff member and then bring relevant training back to the School of Education.

**Goal:** Met

### **School of Medical Sciences**

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

**Goal:** Met

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

### **Duncan School of Law**

The Law School underwent a full site evaluation visit in Fall 2021, which is required of all law schools three years after the ABA's initial grant of full approval. In February 2022, the ABA Council on the Section of Legal Education and Admissions to the Bar found the Law School compliant with all Standards, except that it requested the Law School to provide a report with additional information demonstrating its compliance with Standard 206, which pertains to diversity, equity, and inclusion. The Law School also hosted an ABA site team member in April 2022. That follow visit focused on the Law School's facilities was required by Department of Education regulations because the Law School's Fall 2021 site visit was entirely virtual due to the COVID-19 pandemic.

**Goal:** Met

**Comments:** The Law School's response to the Council is due July 1, 2022. It is anticipated that the Council will consider both the Law School's response on its Standard 206 compliance and the report from the follow-up visit in April 2022 at its August 2022 meeting.

### **School of Business**

Working toward ACBSP reaffirmation.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

See 1.1.

**Goal:** Met

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

See 1.1 (#1)

**Goal:** Met

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

DOSW developed and submitted all accreditation documentation to CSWE in summer of 2020 including a response to a deferral letter in April of 2021. CSWE awarded the fullest re-accreditation time frame, 8 years.

**Comments:** Submitted a response to a deferral letter sent in April. CSWE granted full accreditation for 8 years.

**Goal:** Met

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

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

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

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

**Goal:** Met

### **Caylor School of Nursing**

The DNP program was visited in October 2021 by ACEN with full eight-year continuing accreditation. ACEN reports for ASN, BSN, MSN, and DNP were submitted.

**Goal:** Met

### **College of Dental Medicine**

The DMD and ASDH programs have been reviewed, site visits completed, and will be reviewed at the August 4<sup>th</sup>, 2022, CODA Board Meeting for the award of Initial

Accreditation.

**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.

**Goal:** Met

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

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

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

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

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

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

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

### **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 launched 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

**Goal:** Met

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

**School of Business**

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

**Goal:** Met

**School of Engineering**

All course student learning outcomes will be defined and aligned with the program educational objectives and program student learning outcomes

**Goal:** Unmet

**College of Veterinary Medicine**

The curriculum map is being revised to reflect the new competencies developed for the DVM program in Spring 2021. Elentra was abandoned due to lack of functionality and customer support. Competency-based education is being developed to guide curriculum for the Master of Veterinary Clinical Care (MVCC). Program outcomes for all CVM programs are reviewed annually by the Outcomes and Assessment Committee and program revisions are made accordingly.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

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

**Goal:** Met

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

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

All programs reviewed and revised SLOs (and Pos) during the OAR process and syllabus review process both fall and spring 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 faculty 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.

**Goal:** Met

**Caylor School of Nursing**

Student learning outcomes for the DNP program were used for the NA DNP which began in January 2022.

**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 Sciences**

Student learning outcomes are reviewed and revised as appropriate every year as part of the annual outcomes assessment process.

**Goal:** Met

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

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

**Goal:** Met

### **School of Medical Sciences**

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

**Goal:** Met

## **2. Publicize academic student learning outcomes via appropriate media.**

### **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

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

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

**Goal:** Met

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

DCOM complies with AOA COCA accreditation standards in publishing outcomes data. The website is up to date. 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, annual recruitment plans, and in department mission statements.

**Comments:** Promote SLOs via social media outlets.

**Goal:** Met

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

Student Learning Outcomes are published in the catalog.

**Goal:** Met

#### **School of Mathematics and Sciences**

The leadership team collaborates to collate and publicize student learning outcomes. This is done through advertising materials (e.g., trifold), school web pages, social media (e.g., Facebook and Instagram), school newsletter, and physical site visits. This is accomplished by working collaboratively with Admissions and Public Relations.

**Goal:** Ongoing

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

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

**Goal:** Ongoing

#### **School of Medical Sciences**

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

**Goal:** Met

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

#### **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 implemented numerous changes to the faculty handbook in 2021-2022 that were recommended by an *ad hoc* committee he had appointed the previous year to review the Law School's policies for ambiguities and inconsistencies.

**Goal:** Met

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

### **School of Business**

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

**Goal:** Met

### **School of Engineering**

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

**Goal:** Met

### **College of Veterinary Medicine**

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

**Goal:** Met

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

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

**Goal:** Met

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

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.

**Goal:** Met

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

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

**Goal:** Met.

### **Caylor School of Nursing**

The Dean, ASN Chair, BSN Chair, MSN Directors, DNP Director, and Director of Recruiting



all review material prior to publishing.

**Goal:** Met

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

The College of Dental Medicine works closely with the Marketing Department to ensure all published materials and website information is reviewed and new press releases are made on an on-going basis.

**Goal:** Met

#### **School of Mathematics and Sciences**

The school's leadership team collaborates with public relations, admissions, and advancement to ensure the accuracy and consistency of all published media.

**Goal:** Met

#### **School of Medical Sciences**

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

**Goal:** Met

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

#### **School of Engineering**

Student achievements will be publicized following review by LMU Marketing

**Goal:** Unmet

#### **College of Veterinary Medicine**

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

**Goal:** Met

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

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

**Goal:** Met

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

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

**Goal:** Met

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

**Caylor School of Nursing**

Data is available to share with potential students.

**Goal:** Met

**College of Dental Medicine**

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

**Goal:** Met

**School of Mathematics and Sciences**

The school's leadership team collaborates with public relations, admissions, and advancement to ensure the accuracy and consistency of all published media.

**Goal:** Met

**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.

**Goal:** Met

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 program reviews for 2021-2022.

**Goal:** Met

**Duncan School of Law**

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

**Goal:** Met

**School of Business**

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

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

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

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

**Goal:** Met

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

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

**Goal:** Met

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

All programs, new or revised, and those in place for a while are systematically reviewed through the OAR process, the annual recruitment planning process, and department initiatives.

**Goal:** Met.

### **Caylor School of Nursing**

The NA DNP program has a systematic plan of evaluation in place

**Goal:** Met

### **College of Dental Medicine**

A semesterly review plan has been developed for all new and proposed programs in the College of Dental Medicine. Additionally, all programs will be reviewed annually through the OAR process.

**Goal:** Met

### **School of Mathematics and Sciences**

Curriculum maps for all programs were reviewed, updated, and revised as necessary in conjunction with the annual outcomes assessment process.

**Goal:** Met

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

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

**Goal:** Met

### **School of Medical Sciences**

Each SMS program has an individualized self-study process and participates in University Outcomes Assessment Reporting, as well as data collection and self-analysis for ARC-PA.

**Goal:** Met

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

### **School of Allied Health Sciences**

AHS faculty meet regularly to provide input for student handbooks, program policies, and course syllabi.

**Goal:** Met

### **Duncan School of Law**

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

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

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

**Goal:** Met

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

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

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

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

Course specific review occurs during development of curriculum mapping, continued awareness of national programmatic requirements, and during the OAR and the program review process. All course testing is geared toward careful review of SLOs by course. The AHSS Dashboard documents includes 19 areas of monitoring academic and scholastic endeavors. It is updated continuously.

**Goal:** Met

**Caylor School of Nursing**

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

**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.

**Goal:** Met

**School of Mathematics and Sciences**

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

**Goal:** Met

**School of Medical Sciences**

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

**Goal:** Met

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

**Goal:** Met

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

**School of Business**

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

**Goal:** Met

**School of Engineering**

The School of Engineering will follow the LMU faculty evaluation process.

**Goal:** Unmet

**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

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

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

**Goal:** Met

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

All AHSS faculty underwent and completed faculty evaluations early in the spring semester.

In addition, the AHSS Mentoring Program provided new faculty with feedback that will enable program adjustment and new faculty assimilation and growth.

**Goal:** Unmet

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

**Goal:** Met

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

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

**Goal:** Met

### **Caylor School of Nursing**

The University process was utilized. It is not new.

**Goal:** Met

### **College of Dental Medicine**

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

**Goal:** Met

### **School of Mathematics and Sciences**

Faculty evaluation follows the process and university forms communicated and distributed to the school by Human Resources and the Executive Vice President for Academic Affairs. The process is discussed (to ensure consistency and standards of assessment) by the dean and department chairs prior to commencing the evaluations in the spring.

**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. Additional plans currently being investigated include 360 evaluations with peer feedback.

**Goal:** Met

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

#### **School of Business**

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

**Goal:** Met

#### **School of Engineering**

Faculty will encourage all students to complete end of course evaluations.

**Goal:** Unmet

#### **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

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

Faculty are assigned advisees annually and provided advisor specific orientation and refresh through faculty development.

**Goal:** Met

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

New faculty and interested experienced faculty complete training in electronic course and advising assessment for purposes of renewing and developing more rigorous advising and registration skills.

**Goal:** Met



**Carter & Moyers School of Education**

All undergraduate and graduate faculty in the CMSOE use WebAdvisor and Blackboard.

**Goal:** Met

**Caylor School of Nursing**

All CSON 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 Sciences**

Students complete electronic course evaluations for all courses and are required to meet with their academic advisor before registration is permitted for each subsequent semester.

Department chairs work with instructors to devise plans to encourage student completion of course evaluations. The Recruiter and Student Success Coordinator leads email/social media campaigns to encourage student participation.

**Goal:** Met

**3. Encourage faculty peer evaluation of instruction.****School of Allied Health Sciences**

Faculty are encouraged to visit other classes to observe different teaching methods and styles.

**Goal:** Met

**Duncan School of Law**

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

**Goal:** Met

**Comments:** The faculty will be meeting to discuss the results of the one-on-one peer teaching evaluations that took place in spring 2022.

**School of Engineering**

All course instruction in the will be evaluated by the Dean and faculty will perform peer evaluations of instruction semesterly.

**Goal:** Unmet

**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 while teaching. All new faculty are peer reviewed for four consecutive semesters. Experienced faculty are peer reviewed depending upon time in grade.. AHSS completed required peer evaluations this year.

**Goal:** Met

**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. New faculty received peer evaluation for the first year.

**Goal:** Ongoing

#### **School of Medical Sciences**

Currently, there is limited peer evaluation in the SMS. Processes are currently being investigated by the Assistant Dean of Academic Affairs to implement peer evaluation including 360 reviews.

**Goal:** Unmet

### **4. Create and implement an evaluation system for academic leaders**

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

All faculty, staff, and administration are required to undergo an evaluation, through which they develop performance goals for the upcoming academic year... Administrators are asked to review their goals and objectives every year.

**Goal:** Met

#### **School of Engineering**

Faculty and staff in the School of Engineering will use LMU evaluation processes.

**Goal:** Unmet

**College of Veterinary Medicine**

LMU-CVM adheres to the University annual evaluation process for faculty, staff, and administration. The Dean reviews goals with administrators on an annual basis during the University evaluation period.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

LMU-DCOM adheres to the University annual evaluation process for faculty, staff, and administration. The Dean reviews goals with administrators on an annual basis during the University evaluation period.

**Goal:** Met

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

Department chairs provide feedback on a regular basis. VPAA provides feedback to the dean on a regular basis.

**Goal:** Met

**Carter & Moyers School of Education**

All faculty and administrators in the CMSOE were evaluated using the LMU processes.

**Goal:** Met

**Caylor School of Nursing**

The University process was utilized. It is not new.

**Goal:** Met

**College of Dental Medicine**

All faculty, staff, and administrators in the CDM are evaluated using LMU and CDM developed processes.

**Goal:** Met

**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.

**Goal:** Met

**Responsibility:** Department Chairs, Program Directors, Deans, appropriate Vice Presidents, Office of Institutional Effectiveness, Director of Online Learning, Instructional Technologist, and Human Resources.

**Time Frame:** Ongoing.

**Resources Required:** Time commitment, data collection, analysis, interpretation.

**Assessment:** Periodic review of the faculty evaluation process.

**Use of Results:** To provide a comprehensive faculty evaluation process.

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

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

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

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

The Lincoln Scholar and all history faculty and other program faculty will continue to work closely with the ALLM to ensure students have the opportunity to learn using ALLM materials and archives.

**Goal:** Met

**College of Dental Medicine**

**Comments:** The College of Dental Medicine will utilize resources to support and expand the collection of the ALLM.

**Goal:** Met

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** ALLM staff augmented collections with acquisitions by both purchase and donation in artifacts, archival resources, and library resources.

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

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 classes support fundraising efforts by ALLM with an annual letter writing campaign. Social media is used when AHSS students visit the ALLM for educational purposes by one of their classes.

**Goal:** Met

**Caylor School of Nursing**

This was not facilitated.

**Goal:** Unmet

**College of Dental Medicine**

The College of Dental Medicine administration, faculty, and staff will encourage the use of the ALLM exhibits by schools, community groups, and tourists.

**Goal:** Met

**Comments:** We always tell the community we have the most comprehensive Abraham Lincoln Collection at the ALLM in Harrogate and encourage visits.

**School of Mathematics and Sciences**

The Cumberland Mountain Research Center continues to explore opportunities to provide

educational opportunities in conjunction with the ALLM.

**Goal:** Ongoing

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** ALLM staff leveraged social media as well as print and broadcast media to publicize renovation and reopening; attract area school groups, community groups, tourists, and homeschoolers; and utilized grant opportunities to fund visits by area Title I schools.

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

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

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** In conjunction with LMU Infrastructure Management, ALLM completed Phase I of building expansion and renovation, including new exhibit galleries and collection processing area.

**School of Medical Sciences**

There has been no activity toward this objective

**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 members worked with ALLM staff on several projects this year. ALLM staff teach in the History program.

**Goal:** Unmet

**Comments:** Will continue collaboration with ALLM.

**School of Engineering**

The ARC Appalachian STEM Academy at Oak Ridge summer bridge program students will be visiting campus to tour Math & Science Facilities and participate in an interactive program at ALLM.

**Goal:** Unmet

**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 may be able to provide internal and external research to promote scholarly activity at the ALLM.

**Goal:** Met

**School of Mathematics and Sciences**

The Cumberland Mountain Research Center continues to explore opportunities for collaborative research projects in conjunction with the ALLM.

**Goal:** Ongoing

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** ALLM resumed annual Kincaid Lectures by distinguished Lincoln/Civil War scholars. Phase II reopening, which includes Dr. Robert Kincaid Research Center, will enable launch of Kincaid Research Fellowships to fund use of ALLM collections by external researchers.

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

5. Implement a comprehensive exhibits plan.

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** ALLM staff revised comprehensive exhibit plan in Director's internal planning outline to accommodate renovation/expansion. Staff completed Phase I exhibit installation; Phase II installation opening slated for LMU Homecoming 2022. Curator/Assistant Director currently preparing grant application for new permanent installation in Gallery 2 to replace traveling exhibit on Lincoln and the Constitution.

**School of Medical Sciences**

There has been no activity toward this objective

**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. Also, the 125<sup>th</sup> celebration has allowed the development of a time capsule and the recording of alumni recorded history

**Goal:** Met

**College of Dental Medicine**

**Comments:** All students will be encouraged to embrace the history of LMU and experience the ALLM.

**Goal:** Met

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

**Goal:** Met

**Comments:** With Phase I reopening, the ALLM resumed hosting sessions for LNCN 100 course and other LMU classes.

### **School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

**Responsibility:** Director of the Abraham Lincoln Library and Museum (ALLM), University Advancement staff, and the Special Assistant to the President.

**Time Frame:** Ongoing.

**Resources Required:** Time commitment; funding both from institutional budgets and from external grants and gifts.

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

**Use of Results:** To ensure enhancement of the ALLM and its services.

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

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

1. 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.

#### **School of Engineering**

The School of Engineering does not have plans for student exchange at the moment.

**Goal:** Unmet

#### **College of Veterinary Medicine**

A Memorandum of Understanding has been signed with the Universidad San Francisco de Quito (Ecuador).

A Memorandum of Understanding has been signed with the University of Pretoria (South Africa).

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 AY2021-22 due to COVID-19.

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

- Graduate programs will explore exchange program in next academic year. Also, Social Work program chair is visiting Italy as an LMU representative through the KIIS program June 2022
- Literature and Language depart chair, Dr. Heiniger, worked on research in Wales
- The MPA program is a hybrid program allowing international students the opportunity to take classes on campus that are recorded in support of the online learning student body.

**Goal:** Met

**Comments:** Programs are more informed with the hiring of the Director of International Programs.

### **Caylor School of Nursing**

The CSON is investigating bringing international students to LMU to complete the BSN program.

**Goal:** Met

### **School of Mathematics and Sciences**

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.

**Goal:** Met

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. Dr. Peter Rada visited LMU in June 2022 as part of the Erasmus+ partnership between his institution, the University of Public Service in Budapest, Hungary, and our University.

**Goal:** Met

**Comments:** Future faculty exchanges with universities associated with ELPIS have been proposed. Further, Professor Katie Jones is teaching a course on British Common Law and Its Influence on the American Legal System for the Cooperative Center for Study Abroad in



summer 2022.

**School of Engineering**

The School of Engineering does not have plans for faculty exchange at the moment.

**Goal:** Unmet

**College of Veterinary Medicine**

See #1.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Deferred in AY2021-22 due to COVID-19.

**School of Mathematics and Sciences**

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.

**Goal:** Unmet

3. Continue to develop and expand a visiting scholar's program.

**School of Engineering**

The School of Engineering does not have plans for visiting scholars at the moment.

**Goal:** Unmet

**Duncan School of Law**

Professor Maciej Hulicki from Cardinal Stefan Wyszyński University in Warsaw, Poland is scheduled to be a visiting scholar in the fall 2022 semester.

**Goal:** Met

**College of Veterinary Medicine**

See #1

**Goal:** Met

**Duncan School of Law**

Professor Maciej Hulicki from Cardinal Stefan Wyszyński University in Warsaw, Poland is scheduled to be a visiting scholar in the fall 2022 semester.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Deferred in AY2021-22 due to COVID-19.

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

Worked with the Duncan School of Law to allow a visiting law professor from Netherlands;

Rotterdam University, to speak to several classes in MPA, Criminal Justice, Political Science and CAM

**Goal:** Met

### **College of Dental Medicine**

A Visiting Scholar's Program is in development within the College of Dental Medicine.

**Goal:** Met

### **School of Mathematics and Sciences**

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.

**Goal:** Unmet

## **4. Continue to recruit, enroll, and retain international students.**

### **School of Business**

Continue to enroll and retain international students.

**Goal:** Met

### **School of Engineering**

The School of Engineering will enroll international students through regular undergraduate admission procedures.

**Goal:** Unmet

### **College of Veterinary Medicine**

LMU-CVM accepts international applications and enrolls international students.

**Goal:** Met

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

One international student was admitted into the Class of 2025.

### **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.

**Goal:** Met

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

We do have several international students enrolled in CMSOE programs.

**Goal:** Met

**Caylor School of Nursing**

There are several international students attending the BSN program at the Cedar Bluff site and Tampa sites.

**Goal:** Met

**Duncan School of Law**

LMU has signed a Memorandum of Understanding (MOU) with the University of Public Service in Budapest, Hungary and is in the process of signing another MOU with the University of Lisbon in Portugal which may lead to a student exchange program.

**Goal:** Met

**College of Dental Medicine**

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.

**Goal:** Unmet

5. Continue to develop relationships with language institutes.

**College of Dental Medicine**

The College of Dental Medicine will continue developing relationships with language institutes to translate international MOU's.

**Goal:** Met

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

6. Continue to support collaborations and other initiatives.

**Duncan School of Law**

The Law School has partnered with ABA Rule of Law Initiative (ROLI) Rule of Law Initiative (ROLI) this past year in assisting the ABA with international programs promoting the rule of law overseas.

**Goal:** Met

**Comments:** The Law School is open to future partnerships with ABA ROLI by involving the Law School's students and faculty in rule of law initiatives. The Law School has partnered with ABA

### **College of Veterinary Medicine**

See #1

**Goal:** Met

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

Deferred in AY2120-22 due to COVID-19.

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

DOSS held several collaborative symposia via Zoom this year. Graduate programs coordinator, Dr. Adkins, created Zoomapalooza this spring: a series of more than 40 lectures in a variety of subjects including history, politics, international systems, psychology and more for students to review.

Department of Literature and Language faculty held writing workshops for DCOM.

Social Work students act as patients for DCOM

**Goal:** Met

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

The CMSOE has over 47 PK – 12 School Partnerships in Tennessee and two TDOE Approved Partnerships where we meet periodically with them to share information and state level required training as new updates and mandates come forward.

**Goal:** Met

### **Caylor School of Nursing**

Collaborations with UTMC and Tennova Healthcare were formalized.

**Goal:** Met

### **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**

The SMS supports collaboration; however, COVID-19 has halt efforts. We will continue to look for opportunities for collaboration with the professional community.

**Goal:** Unmet

## **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. Currently, law students are limited to studying abroad through a pre-approved program at another ABA-approved law school.

**Goal:** Unmet

### **College of Veterinary Medicine**

See #1.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Deferred in AY2120-22 due to COVID-19

**Goal:** Unmet

**Goal:** Unmet

**School of Mathematics and Sciences**

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.

**Goal:** Met

8. Develop professional programs' student clinical year integration at LMU.

**College of Veterinary Medicine**

Clinical affiliates continue to be added to the LMU-CVM roster. A clinical year orientation course has been delivered in Spring Semester 2021 and 2022 to prepare students to enter clinical year. The clinical relations and outreach team closely monitors student learning and success during the clinical year.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Ongoing at DCOM for OMS-III and OMS-IV. Fourth Friday Didactics were implemented by LMU-DCOM Office of Clinical Education this year for OMS-III and IV students; it is held via Zoom in the evenings and covers relevant topics such as osteopathic principles and practice.

**Goal:** Met

**College of Dental Medicine**

The College of Dental Medicine has proposed a dental clinic in Harrogate, Morristown, and Knoxville.

**Goal:** Met

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

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 AY2022-22 due to COVID-19.

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

DOLL faculty and Social Work faculty received a mini grant to visit other countries to support scholarship.

**Goal:** Met

**Comments:** Professors' work will move toward publication in the next academic year.

**School of Mathematics and Sciences**

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.

**Goal:** Met

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

**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.

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE students participate in the Quality Enhancement Plan during their Gen Ed courses

**Goal:** Met

**Caylor School of Nursing**

Pre-nursing students participate in general education courses at LMU.

**Goal:** Met

**School of Mathematics and Sciences**

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 60<sup>th</sup> national percentile
- c. NSSE – increase student satisfaction
- d. Noel Levitz SSI – increase student satisfaction beyond the national percentages

**Goal:**

- a. Unmet
- b. Met
- c. Met
- d. Met

**Comments:**

- a. 76% for 19-20; 70% for 20-21; do not know 21-22 yet

- b. FA21 86%; SP22 78%
- c. 2020 61%; 2021 75%
- d. SP22 0.12 above national percentage

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

- 2. Implement the assessment plan for measuring student success in general education and gateway courses; this includes specific measures of student learning and 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 in several subjects are analyzed to determine student proficiency in general education. For the PPE, students not passing the test within one standard deviation of the mean must undergo remedial work before graduation. Seven students were referred to Students Services this Spring.

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE students participate in the measurements of student success while enrolled in their Gen Ed courses.

**Goal:** Met

**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. Met
- b. Unmet – Too Early
- c. Unmet – Too Early

**Comments:**

- a.  $p < .001$
- 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.

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

- 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 CIVX 300 in any given semester. Civx 300 can only be registered for when a student has completed GE coursework

**Goal:** Met

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

CMSOE students participate in the measurements of student success while enrolled in their Gen Ed courses.

**Goal:** Met

### **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. Met
- b. Met
- c. Met
- d. Met
- e. Met/Unmet

#### **Comments:**

- a. SP22 87.55 %
  - b. Positive responses from students and faculty at 88-89%
  - c. SP22 88%
  - d. Positive responses from students for assignments 88 %
- Showed positive difference for FA21 and not for SP22 (small size)

### **School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

**Responsibility:** QEP Steering Committee, Academic Affairs, Academic Services, Student Affairs, CTLE, QEP Director, Campus-wide involvement in a variety of levels.

**Time Frame:** 2019-2024.

**Resources Required:** Budgetary allocation for the implementation and completion of the QEP. Involvement of constituencies across campus to implement Transparent Learning methodologies throughout selected General Education and Gateway courses.

**Assessment:** Data collected during the initial development of the QEP establishes the baseline for an assessment of the existence and level of transparent principles already found throughout LMU's undergraduate curriculum (specific to General Education and Gateway courses). Transparency will be assessed across the curriculum as additional transparent principles are added to the curriculum with the intent of improving student success through the breaking down of barriers to understanding.

**Use of Results:** Data will be used to measure improvements in student learning/success compared to the baseline data.

## **Strategic Goal 2:**

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

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

Objective 2.1: Maximize student recruitment through the development of a global, comprehensive recruitment plan.

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.
  - 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.

2. Investigate establishing a position dedicated to the development of financial literacy at all academic levels.
3. 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.

### **School of Medical Sciences**

The SMS has instituted a strategic plan of student recruitment by analyzing ROI and shifting the focus to student groups and advising committees. The Harrogate PA has begun to utilize current student undergraduate group affiliations to target focused student groups, such as the pre-PA club, and science club at other undergraduate institutions. A focused recruiting map has also been developed by the Assistant Dean of Academic Affairs to target universities with undergraduate populations showing a likely hood of success in PA school. The Knoxville PA program has initiated student workshops. By leveraging the heavy anatomy and skills utilized in the program, students are given a sample of what PA school would be like. Both programs have focused on LMU undergraduate groups as well, such as athletics. The MLS has begun contacting 2-year advisors in the Chattanooga and Tampa markets to make students aware of the online MLS opportunity. The DMS has created a focus on LMU PA program graduates as a pipeline for the DMS program.

**Goal:** Met

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.

#### **Abraham Lincoln Library & Museum**

The ALLM collaborated with LMU Marketing on a redesign of brochures and billboards aimed at Museum visitors, potential ALLM members, and educators to ensure brand consistency.

**Goal:** Met

#### **School of Medical Sciences**

The SMS has a dedicated Outreach and Alumni Director who works with university services to maximize reach within marketing, publications, and advertising opportunities.

**Goal:** Met

5. 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

#### **School of Medical Sciences**

The Outreach and Alumni Director utilizes platforms such as LinkedIn, Facebook, SMS newsletters, etc. to encourage and accelerate student enrollment levels with the SMS

**Goal:** Met

6. 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.

**Goal:** Met

### **School of Medical Sciences**

See #4 above

**Goal:** Met

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.

### **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.

**Goal:** Met

### **School of Medical Sciences**

The SMS focuses on undergraduate institutions, however, there has been no activity toward this objective

**Goal:** Unmet

8. 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

### School of Medical Sciences

The SMS actively seeks diversity and inclusion among its students. Meetings have been set up with the Office of Diversity and Inclusion within the University, in an effort to expand efforts. Each program also has a Diversity Chair as part of the SGA to promote inclusion among students.

**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:**

	<b>2018</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<b>UG</b>	1953	1985	2020	2030	2040
<b>Graduate</b>	1173	1192	1207	1227	1010
<b>Professional</b>	1672	1823	1873	1948	2200
<b>Total</b>	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 met incoming student enrollment projections for the 2021-2022 academic year and is on track to do so again for 2022-2023. 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

**Comments:** The law school’s plan to implement a part-time/hybrid program will further improve the recruitment of students committed to providing legal services to underserved communities in Appalachia.

**School of Medical Sciences**

The School of Medical Sciences seeks to meet this goal by recruiting students from identified Appalachian locations.

PA class of 2024 – Harrogate Campus:

Total: 46/96 from mission area (47%)

PA Class of 2024 – Knoxville Campus:

Total 65/100 from mission area (65%)

DMS 24/49 from mission area (48%)

MLS 33/33 from mission area (100%)

**Goal:** Met

**College of Veterinary Medicine**

LMU-CVM actively recruits Appalachian students and has increased its recruiting focus on under-represented minority students.

Graduation Year	Number	Male %	Female %	Appal. %	URVM.%	Cum. UG GPA	Sci. GPA
Class of 2018	96	20.83%	79.17%	25.26%	10.42%	3.26	N/A
Class of 2019	98	15.31%	81.63%	24	24.24%	3.4	3.29
Class of 2020	115	11.30%	88.70%	28.7%	13.04%	3.36	3.25
Class of 2021	124	16.13%	83.87%	34%	11%	3.37	3.24
Class of 2022	115	18.26%	80.90%	25.4%	9.6%	3.39	3.28
Class of 2023	124	17.74%	82.26%	32	11.20%	3.42	3.3
Class of 2024	125	24%	76%	39%	7%	3.39	3.24
Class of 2025	125	8.80%	91.20%	32	10.40%	3.39	3.24
Class of 2026*	115	11.30%	88.70%	41.74	14.78%	3.51	3.38

\*As of June 1, 2022

### DeBusk College of Osteopathic Medicine

#### DO class of 2022 – Admissions:

- Alabama – 3
- Georgia – 4
- Kentucky – 8
- Mississippi – 1
- North Carolina – 2
- Ohio – 1
- Pennsylvania – 2
- Tennessee – 59
- Virginia – 2
- West Virginia – 1

Total: 83/228 from mission area (36%)

#### DO class of 2022 –Residency Placement:

- Alabama – 3
- Georgia – 9
- Kentucky – 5
- Mississippi – 6
- North Carolina – 4
- Ohio – 3
- Pennsylvania – 1
- Tennessee – 15
- Virginia – 4
- West Virginia – 4

Total 54/228 placed in mission area (24%)

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

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

In 2021-2022, the law school complied with policies designed to promote the recruitment of diverse staff. The law school offered a tenure-track faculty position to a diverse applicant. The law school also just adopted a policy requiring that offers for interviews be extended to a certain percentage of diverse applicants depending on the type of position being filled. The law school continued to maintain the diversity of the student body through strategic marketing initiatives. The law school experienced a high degree of attrition of diverse students in Fall 2021; to address that issue, the law school has designed improved student and academic services targeting diverse students. Also, recognizing that diverse and first-generation college students often need more time to develop the skills needed to succeed in a rigorous program of legal education, the law school has revised certain academic standards to allow greater opportunities for students who initially struggle but demonstrate the capacity to improve

**Goal:** Partially Met

**Comments:** The Law School faculty recently adopted policies requiring a diverse pool of applicants before hiring any new full-time faculty position. The Law School will be implementing those policies in the recruitment cycle beginning in 2022-2023. The planned hybrid/online part-time program will facilitate the recruitment of diverse students from a larger geographic area, including more diverse areas such as Atlanta and Charlotte.

#### **School of Medical Sciences**

The SMS has set up meetings with the Office of Diversity and Inclusion in an effort to expand diversity within the school.

**Goal:** Unmet

3. Promote graduate programs and implement matriculation strategies from undergraduate to graduate/professional programs.

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

The Law School continues to develop and promote matriculation strategies that yield positive results for both the law school and other undergraduate and graduate programs at LMU. It also continued its partnership with other LMU graduate programs, including joint/dual degree programs (JD/MBA; JD/MPA; JD/MSJ).

**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.

**Goal:** Met

### **School of Medical Sciences**

The SMS has developed a GPA pathway specific for MLS students that is promoted among the student body. Additionally, the PA programs have identified undergraduate groups, i.e., athletics, GPA, etc. to host interactive undergraduate student workshops meant to recruit and promote matriculation into the LMU PA programs

**Goal:** Met

### **College of Veterinary Medicine**

Eleven students matriculated into the VHS-CVM GPA program for the 2021-2022 AY. LMU undergraduate students are given priority in the CVM interview process.

**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 recent years, the law school faculty approved two pathways allowing for the matriculation of LMU undergraduate students, including a “3+3 Early Entry” and an “Admission without LSAT” option for qualifying LMU undergraduates. The law school also entered into a 3+3 Program Agreement with Austin Peay State University.

**Goal:** Met

**Comment:** The Law School is actively 3+3/articulation agreements with other institutions, focusing on those with student enrollment that might diversify the Law School’s student body.

### **School of Medical Sciences**

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

### **College of Veterinary Medicine**

Eleven students matriculated into the VHS-CVM GPA program for the 2021-2022 AY.

**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**

The SMS is currently exploring opportunities with Advent Health, Fast Pace Health, Ballad Health, and Covenant Health to provide tuition reimbursement programs, hiring pipelines, and potential internship training programs within their institutions.

**Goal:** Unmet

### **College of Veterinary Medicine**

Industry partners are increasingly providing housing to DVM students during clinical year and providing stipend to support living costs. The CVM continues to recruit corporate practice affiliates who are willing and able to financially support clinical year DVM students.

**Goal:** Met

### **Duncan School of Law**

The Law School has implemented three clinical courses built upon relationships with community partners, including the Sevier County General Sessions Court and Catholic Charities of East Tennessee. The law school also maintains relationships with mission-oriented legal-service providers, including Legal Aid of East Tennessee, the Tennessee Valley Authority, and several regional District Attorney and Public Defender offices. These relationships facilitate internships, mentoring, and career opportunities.

**Goal:** met

**Comments:** The Law School recognizes the need to expand these relationships to other regions as it continues to enroll more students from a broader geographic area.

### **Caylor School of Nursing**

MOUs were signed between LMU and UT Medical Center as well as LMU and Tennova Healthcare. The healthcare systems agreed to scholarship students as they progress through their nursing program.

**Goal:** Met

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

### **Duncan School of Law**

The Law School promoted virtual programs, such as Continuing Legal Education programs, an Open House, and symposia to raise community awareness. Members of the 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**

The SMS has conducted multiple virtual open houses to increase community awareness both locally and beyond. In addition, the SGAs of both programs work within the community through volunteer and fundraising efforts to promote health and increase community awareness of the programs. One example of such efforts would be the collaboration with CCM to expand their COVID vaccination clinic and provide a wellness table, manned by PA students, to

promote health through BP checks, BMI assessment, and health eating handouts.

**Goal:** Met

### **Enrollment Management**

Collaborated with University of Tennessee Medical Center to host the Healthcare Summit, which showcased our graduate & professional programs in a healthcare fair and as a part of a professional panel.

**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.

**Goal:** Met

### **Duncan School of Law**

The Law School 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). In 2021-2022, the Law School became an AccessLex MAX institution, which provided access to a much wider array of programs and

services for its students.

**Goal:** Met

**Comments:** The Law School is committed to working with the Office of Student Financial Services to create programs of financial literacy for our students. The Law School also will continue to collaborate with an outside vendor, EAB, to target its student aid awards to recruit worthy students and meet our goals

**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 hire in July.

4. Continue to assess retention rates.

**Finance**

Continuing

**Goal:** met

**Comments:** New Vendor partnership

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 Academic and Student Support Services units completed Outcomes Assessment Reports (OARs) in 2021-22, which are linked to the institutional mission statement and strategic and institutional goals. IE has worked with new programs to develop assessment plans prior to their start date. 33 of 37 administrative units completed Outcomes Assessment Reports (OARs) in 2021-22.

The office of institutional effectiveness collaborates with the deans and others to evaluate and publish goals and outcomes for student achievement appropriate to the institutional mission and its students and programs. The Student Achievement data are updated annually.

**Goal:** Mostly Met

3. Make continuous changes and improvements as dictated by the assessment results.

**Institutional Effectiveness**

Most academic programs show some efforts to improve students learning. Most Academic and Student Support Services units have a student success program outcome, and most units show efforts to improve student learning. Most administrative units show efforts at continuous improvement based on assessment data.

**Goal:** Mostly Met

**Responsibility:** Strategic Planning Retreat attendees, IEC, President's Cabinet, President, and Board of Trustees.

**Time Frame:** Continuous.

**Resources Required:** Time.

**Assessment:** The President's Cabinet and the IEC will determine that the University Mission is the foundation for all planning, budgeting, and assessment as documented by the committee minutes.

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

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

Objective 3.2: 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 Executive 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.

**Goal:** Met

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.

**Goal:** Met

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

**Time Frame:** Annually.

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

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

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

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

Objective 3.3: 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:** Executive Vice President for Finance and Administration and President.

**Time Frame:** Continuous.

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

**Assessment:** The Board of Trustees will approve an annual budget that assures the ability of the Institution to meet unexpected financial events, plan for debt service requirements, and allow for financial funding of strategic initiatives.

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

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

Objective 3.5: 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:** Executive Vice President for Finance and Administration, President's Cabinet, and Budget Officers.

**Time Frame:** Continuous.

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

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

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

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

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

1. Coordinate with the Executive Vice President for Academic Affairs, through the Committee on Scholarly Activities (COSA), 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 continues to partially fund a faculty salary.

**Goal:** Met

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 maintained 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 Enrollment Report 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 Enrollment Report 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 and the IEC members are provided with a copy of the IR Enrollment Report during the Fall and Spring semesters. The IR Enrollment Report is 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 October 2021 through May 2022, approximately 50 *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 need of some improvements, as the original renovations to the facility were completed over 12 years ago. Much of the Law School building was painted in 2021-2022.

**Goal:** Unmet

**Comments:** The Dean met with University employees in spring of 2022 to discuss needed improvements and enhancements at the Law School. The Dean will continue to work with the University to implement these improvements going forward.

#### ***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**

Additional spaces in DCOM and DCOMK have been converted to study space. Additional space in DCOMK building 3 is being investigated as well. DCOMK Building 2 is fully operational for OT/PT students.

**Goal:** Met

#### **College of Veterinary Medicine**

Office assignments are continuously reviewed and adjusted with staffing changes. Engineering is occupying up to 5 offices in the CVM building. Students continue to ask for additional study space.

**Goal:** Met

#### **Facilities**

- Completed new boulevard from campus to Hwy. 63
- Installed a synthetic turf field for lacrosse
- Replaced chillers at Tex Turner Arena, LaFrentz-Poole & the Library
- Completed a filter upgrade on the water treatment system
- Renovated Building #2 at Pellissippi for Physical Therapy & Occupational Therapy

- Renovated the Lincoln Library & Museum
- Completed demo on the Tower floors 4 – 9
- Completed renovation of floors 3 & 4 with floors 5 & 6 to be completed for Fall 2022
- Renovated the top floor of Duke Hall to house grades 11 and 12 of JFWA
- Started construction of a new classroom building at the DVTC Campus
- Started renovation in Avery Hall for Pre-K to start Fall 2022
- Completed interior painting of the Village, LaFrentz-Poole, Pope, Mitchell, Dishner, most of University Inn, and Mars Hall
- Renovated space in Cumberland Gap for Lincoln Closet
- Replaced most common area seating in the residence halls

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. Demolition of Byram House is completed.

17. 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.
13. VET building on DVTC campus for CVM and AHS programs.

### ***Campus Enhancements***

1. Ongoing campus lighting enhancements-In progress.

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

The Law School continues to require lighting improvements on its campus. The lighting attached to the outside of the building has been improved, but the lighting in the faculty/staff parking lot and on walkways has not been improved and needs to be. This is a potential liability and safety issue.

**Goal:** 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.

**Goal:** Ongoing

9. Continue construction of Pioneer Village.

**Responsibility:** Executive 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 collaborate 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**

The Law School continues to promote mental and physical health initiatives. These include subsidizing student memberships at the downtown YMCA, providing sessions with, and presentations by, the University Counseling Center, and pursuing other wellness initiatives with third parties (i.e., yoga, mindfulness, therapy dogs).

**Goal:** Met

**Campus Police and Security**

We strive to work with student Services and Housing in training sessions designed to protect our campus community.

**Goal:** Met

**Facilities**

Monthly safety meetings are conducted with Physical Plant staff (Toolbox topics). On-going.

**Goal:** Met

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

**Facilities**

Annual hazardous waste disposal is conducted each year. All State/Federal documentation is submitted. On-going.

**Goal:** Met

7. Continue to implement access control in all new and existing 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.

**Goal:** Met

**Campus Police and Security**

We work closely with Housing and Maintenance in conducting the required fire evacuation drills.

**Goal:** Met

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

**Duncan School of Law**

DSOL has shelter in place plans and communicates them to faculty and staff.

**Goal:** Met

**Campus Police and Security**

Shelter-in-place locations are clearly posted throughout campus.

**Goal:** Met

**Facilities**

This is completed on existing buildings. Ongoing for new buildings.

**Goal:** Met

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

**Duncan School of Law**

DSOL conducts training in compliance with the Clery Act.

**Goal:** Met

**Campus Police and Security**

We conduct an annual tabletop drill per Clery standards.

**Goal:** Met

**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.

**Goal:** Met

**Campus Police and Security**

We strive to educate our campus community in crime prevention and personal safety.

**Goal:** Met

14. Continue enhancement of safety and maintenance support at off-campus learning sites.

**Campus Police and Security**

As of September 22, 2021, LMU's Campus Police and Security Department now provides security services for all LMU's extended learning sites. LMU hired an extended learning site coordinator for the extended learning sites.

**Goal:** Met

15. Continue to ensure evacuation routes on all floors of all buildings are up to date.

**Campus Police and Security**

**Comments:** Director of Physical Plant Safety and Facilities Coordination

**Facilities**

Completed. Will continue for new buildings.

**Goal:** Met

16. Continue to coordinate with all departments for compliance with the Clery Act.

**Campus Police and Security**

We work closely with the Administration to remain in compliance with the Clery Act.

**Goal:** Met

17. Continue to 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, Executive 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 seated day long orientation for new faculty. The role of the faculty member was discussed along with responsibilities.

**Goal:** Met

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

**Human Resources**

Clery Training, Legal Orientation, Protection of Minors and FERPA training are automated and included during onboarding. Financial Literacy and Planning sessions are offered, via Millennium Financial. These sessions can be in-person, virtual, or by phone depending on employee request and are free of charge. Health Coaching Sessions are offered free of charge from TRIA health.

**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.*"

**Goal:** Met

3. Continue to evaluate and enhance University benefits.

**Human Resources**

Benefits are evaluated yearly. TRIA Health has been added and AirMed discount was supplied. TRIA health is a free benefit offered to the LMU community. The service will evaluate your current medication list for effectiveness, medication interaction, and potential areas of improvement. They will answer any medication questions that you have and depending upon your specific health condition, you may be eligible for discounted medications or free diabetes supplies.

**Goal:** Met

**Comments:** Review for the new benefit year will begin in late Summer.

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**

With the reduction in COVID restrictions, more in-person job fairs are being scheduled. Recently attended job fairs include The University of TN-Knoxville, University of TN-Martin, and the LMU job fair. Murray State is scheduled for September.

**Goal Met**

7. Continue to enhance the Human Resources physical presence at off-campus sites.

**Human Resources**

HR virtually supports employees at their convenience Meetings are held via zoom or in-person depending upon the employee preference. Telephone and email support are also available during regular business hours or after hours depending upon the request.

**Goal:** Met

8. Continue to research and address current healthcare reforms.

**Human Resources**

HR works closely with McGriff representatives in support of reform changes. Any legislation that is approved is reviewed with McGriff to determine its effect on LMU and any changes that need to be made. An example is the No Surprises Act, which is designed to protect patients from surprise bills for out-of-network or emergency services.

**Goal:** Met

9. Maintain digital employee file system to aid in retention documentation (Laserfiche).

**Human Resources**

All HR Employee documents are digitally imaged and secured within the Laserfiche system.

**Goal:** Met

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

**Human Resources**

HR doesn't offer in-person celebrations but continues to offer recognition in the forms listed below. These individuals are also recognized by the President during the annual faculty/staff conference week.

1. 5 years of service
  - a. 1 extra vacation day during that year for staff
  - b. One time \$50 extra pay for faculty
2. 10 years of service
  - a. 2 extra vacation days during that year for staff
  - b. One time \$100 extra pay for faculty
3. 15 years of service
  - a. 3 extra vacation days during that year for staff
  - b. One time \$150 extra pay for faculty
4. 20 years of service
  - a. 4 extra vacation days during that year for staff
  - b. Once time \$200 extra pay for faculty
5. 25 years of service
  - a. 5 extra vacation days during that year for staff
  - b. One time \$250 extra pay for faculty
  - c. LMU watch for any employee reaching this milestone
6. 30 years of service
  - a. 6 extra vacation days during that year for staff
  - b. One time \$300 extra pay for faculty

**Goal:** Met

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. Corporate Screening was identified as a vendor that could supply both services instead of having separate vendors. Corporate Screening now manages both services.

**Goal:** Met

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

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:** Ongoing

**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**

Vendor identified as salary.com

**Goal:** Met

**Comments:** *Salary.com was chosen as the vendor, and the project has been completed. A gap analysis was developed using job descriptions in comparison to the geographic area and industry. This analysis included full-time employees at both exempt and non-exempt pay rates.*

**Responsibility:** HR

**Time Frame:** Completed

**Resources Required:** Human Resources department budget

**Assessment:** Gap analysis report

**Use of Results:** Under review by Administration

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

**Strategic Goal 5:** *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

**Goal:** Met

8. Support instruction, research, and scholarly activity.

**Information Services**

New equipment as well as support provided via Helpdesk.

**Goal:** Met

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:** Executive Vice President of Finance and Administration, Information Services (IS), CTLE, and President's Cabinet.

**Time Frame:** Continuous.

**Resources Required:** Included in IS budget.

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

**Use of Results:** To justify, plan, and communicate budgeting for technology.

**Strategic Goal 5:** *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)

**Goal:** Met

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**

The Law School is working with the Marketing and Public Relations Office to make needed updates to its website. This will require Law School faculty and staff to provide new and updated content.

**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 FY2021-2022, 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:

- 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, and all have given during FY2021-22.
- The Chairman of the Board has asked all Trustees to contribute to the General O.O. Howard Statue project.

**Goal:** Met (O.O. Howard Statue project is in progress)

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:** Met: 100% have given as of June 9, 2022

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:** 94% participation rate as of June 9, 2022

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:**

**Comments:** Ongoing-will request of Board each year.

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 125<sup>th</sup> Anniversary special publication and other publications as needed and will include self-mailer formats where appropriate and direct mail appeals.

### **University Advancement**

These initiatives were conducted in FY2021-2022:

- Sybunt mailings and other targeted solicitations were sent during FY2021-2022
- Annual Fund appeals (including reply envelopes and/or online donation links) were included in appropriate publications, and a general Annual Fund mailing to non-donors was sent in spring 2022

**Goal:** Met

**Comments:** In 2022-2023, we will maintain the following fundraising initiatives:

- 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.

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.

#### **University Advancement**

- During FY2021-2022, 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 500 gifts and achieved a 30% increase over our 2021 Founders Day of Giving. This year's efforts raised over \$26,000.
- Annual Fund was elevated as a focus for Day of Giving fundraising.
- 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

12. 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
- Giveaways and promotional items are purchased each year for donor recognition.
- Recognition societies are printed annually in the Honor Roll of Donors.
- During FY2021-22, an additional 125<sup>th</sup> Anniversary recognition level was added and multiple strategies for soliciting gifts were added. Donors in the 125<sup>th</sup> Anniversary recognition level will be recognized in print in the FY2022-23 year.

**Goal:** Met

13. Travel within targeted territories for systematic cultivation and solicitation.

#### **University Advancement**

Gift officer and alumni travel returned to full capacity during FY2021-22 after COVID restrictions were lifted.

**Goal:** Met

14. Focus on potential major gift level donors using prospect research.

#### **University Advancement**

- Prospect research is conducted 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. We continue to work with I.S. to refine and expand the use of Dashboards to provide relevant information to gift officers and track next actions.

**Goal:** Met

15. 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

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

**University Advancement**

17. 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 continued to support multiple student fundraising projects; provide training and best practices as needed; collaborate with Student Services on updates to their fundraising training materials; and support the use of iModules in student fundraising projects.

**Goal:** Ongoing

18. 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
- We have worked with multiple student clubs and organizations to help facilitate online fundraising projects for scholarship support, and we have provided guidance and best practices as needed

**Goal:** Met

19. Evaluate future composition of advisory boards with the Executive Vice President for Academic Affairs; encourage advisory board giving.

**University Advancement**

20. 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.

- LMU-DCOM, CVM, 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.
- An email to the class of 2022 will be sent with next steps as alumni, including a link to fill out *Update My Info* form to access electronic gallery of commencement photos.

**Goal:** Met

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.

**University Advancement**

**Goal:** Met

22. Continue communication with Human Resources personnel on payroll deduction procedures.

**University Advancement**

23. 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

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

**University Advancement**

25. Continue to develop the role of volunteers in the overall fundraising program.

**University Advancement**

In FY2021-22, volunteers have been cultivated in roles including the following:

- Donor testimonials
- Fundraising campaign leadership including Golden Grad campaign
- Alumni activity support and coordination
- Founders Day of Giving outreach

- Donor video content
- Social media outreach
- Community engagement through initiatives coordinated with Women of Service, Lincoln's Cupboard/Lincoln's Closet volunteer efforts, and many other initiatives

**Goal:** Met

26. Work with Staff Senate and Faculty Senate to address giving options.

**University Advancement**

- In FY2021-22, we plan to collaborate with Staff Senate to develop a fundraising goal and outreach strategy for the upcoming year

**Goal:** Ongoing

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

**University Advancement**

- A fundraising mailing, events and planning calendar is maintained by University Advancement each fiscal year
- Fundraising events are scheduled and publicized throughout the year, including a return to in-person events during FY2021-22

**Goal:** Ongoing

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

**University Advancement**

- DCOM fundraising solicitations are scheduled and conducted throughout the year
- DCOM donors are also included in general LMU fundraising outreach via print, email, and social media

**Goal:** Met

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.

**University Advancement**

Process needs increased contact from deans and other faculty.

**Goal:** Ongoing process

30. 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

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

**University Advancement**

- The DCOM iModules subcommunity is maintained and used regularly for event forms and alumni 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

32. Provide educational opportunities for administrative users and students on iModules best practices.

**University Advancement**

- UA has provided training and support across campus for administrative users who use the iModules forms, events, and email marketing functionality
- UA also coordinates a campus iModules Users Group to share updates, technical requirements, and best practices
- UA has reached out to I.S. with a request to discuss options for managing administrative account permissions and access control within Information Services, and specifically if Single Sign On access could be possible for LMU accounts to connect with iModules.

**Goal:** Met

33. Implement Multi-Variable Testing (MVT) factors.

**University Advancement**

- A stock gift MVT test was launched in December 2021 to assess factors designed to increase end-of-year stock contributions. This test included multiple factors deployed by letter, email, and postcard to approximately 4,000 alumni and friends.

**Goal:** Met

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

**University Advancement**

- In FY2021-22 LMU returned to an in-person format for our Awards events, hosting a Scholarship Banquet in September 2021 and the Student Awards and Recognition Program in April 2022
- Assigned annual/endowed scholarships to departmental review committees as needed, and provide communication, training, and support as needed for faculty/staff reviewers;
- Worked with Financial Aid on the completion of the review process, student notifications, and thank-you note requirement process;

- Completed a donor mailing with market values and communication of plans for a fall banquet

**Goal:** Met

35. Utilize prospect research to build information about alumni, friends, and potential prospects.

### **University Advancement**

- Prospect research is conducted 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, AlumniFinder and other resources as needed to accomplish our prospect research.

**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:

- 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 academic 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

#### **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.
- Four endowed scholarships have been established so far in FY2021-22, and multiple additional proposals and planned giving expectancies are being cultivated

**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 FY2021-22, we have continued to expand our alumni recognition data and track in Salesforce to leverage this information for alumni affinity activities and donor cultivation/solicitation. We are also working with Student Services to facilitate tracking of fraternity/sorority membership in Colleague, so this data can be maintained once the student graduates.

**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.
- Donor quotes and photos are used in a variety of publications, reports, email, and social media
- Donors are invited to attend the annual Donor Gala held during Homecoming
- Endowed scholarship representatives are invited to participate in the annual Student Awards Banquet held each fall

**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 other endowed funds 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.

#### **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

7. Increase the number of donors recognized in the Circle of Friends for Endowment, 125<sup>th</sup> Giving Level, Springhouse Society, and all other donor recognition levels.

#### **University Advancement**

The number of endowment fund donors during the FY2021-22 year (as of June 9, 2022) decreased 1.8% from FY2020-21.

**Goal:** Unmet

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**

Prospects are discussed with the Development Committee during bi-annual meetings, and individually with the Chair of the Development Committee, President, Board Chair, and others throughout the year.

**Goal:** Ongoing

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 from time to time in publications, email, and other formats. In addition, selected donors featured in publications, email newsletters, and other spaces.

**Goal:** Met

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

### **University Advancement**

- Prospect Research has provided lists of foundations and corporations that fund projects at other schools
- UA has worked with programs across campus to identify endowed scholarship needs, and to expand the solicitations of foundations and other funders
- Increase number of grant proposals for grants to endowment projects.

**Goal:** Ongoing

12. Establish endowment levels required for maintenance of each facility on campus with coordination.

### **University Advancement**

**Goal:** Ongoing

13. Support additional scholarship funding for Honors Scholar program.

### **University Advancement**

**Goal:** Ongoing

**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 to include annual gifts, endowed gifts, and physical plant.

- Annual Fund
- 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
- Multiple endowed scholarship initiatives have been identified and cultivated including for DCOM, School of Dental Medicine, School of Medical Sciences, Duncan School of Law, and others

**University Advancement**

- Prospect research is conducted on a regular basis to identify leads and prospects for both general support and for identified campaigns, funds, and projects throughout the year.
- Gift Officers cultivate and solicit donors for each identified fundraising initiative

**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, Lincoln's Closet, and Lincoln's Cupboard food pantries both on- and off-campus, etc.

- Annual Fashion Show
- Annual Christmas Festival

3. Develop donor prospects from existing partnerships with businesses/organizations currently employing alumni.

- Identify projects that connect with their focus and interests
- Emphasize the existing value they receive from their LMU alumni employees

**University Advancement**

Three staff members served on the leadership board and are active participants in all Women of Service projects and activities. WOS continues to coordinate and expand the annual Fashion Show and Christmas Festival, and to support the Women of Service Endowed Scholarship Fund through event revenue and fundraising. WOS also 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.
- Individual University department records.

### **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 other sources.
- This data is input into Colleague and/or Salesforce as needed, either manually or by data import depending on the data.
- We continue to work with I.S. to facilitate the direct import of data from lists and other sources
- We also continue to work with other LMU schools and departments to obtain updates, and to facilitate access to Salesforce along with training and support for those areas to update records directly

**Goal:** Met

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.

#### **University Advancement**

- Alumni and friend 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.
- Career data is maintained now in Salesforce, and we are working with DSOL and Information Services during FY2021-22 to coordinate the setup of law-specific career fields that would be updated by DSOL Career Services.
- Gifts are posted in Colleague daily as received and are currently exported to the donor's Salesforce record on a weekly basis. UA continues to work with IS on Axiom integration so that giving and other data will be synchronized immediately in Salesforce.
- Meaningful points of contact are tracked in Salesforce by gift officers. As of June 9, 2022, 4,653 points of contact were tracked this fiscal year in Salesforce.

**Goal:** Met

3. Record activity with foundations and other granting organizations.

#### **University Advancement**

Reports are filed with foundations as required (Algernon Sydney Sullivan Foundation, Hearst Foundation and Knoxville Academy of Medicine Alliance). Reminders are logged in Salesforce.

**Goal:** Met

4. Maintain and expand 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.
- With the completion of Axiom integration in Salesforce, gift expectancies will be able to be directly converted to posted gifts. This will enhance our ability to view and report conversions of proposals and expectancies to direct dollars.

**Goal:** Met

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

#### **University Advancement**

- During FY2021-22, we have continued to assess the effectiveness of each software platform to maximize the effectiveness and budget impact of each program.

- We have continued to replace the use of Entrinsik Informer reports with reporting in the Salesforce platform.
- During FY2021-22, we transitioned our GiveCampus “standalone giving form” to their Giving Forms which result in some potential enhancements for our use of the product.
- iWave continues to be an effective prospect research platform. We continue to evaluate the cost/benefit of FoundationSearch and some similar features provided by both iWave and FoundationSearch.
- We continue to use Laserfiche as the standard campus platform for document retention.
- As iModules usage continues to expand campus-wide, we recognize the need to develop financial and I.S. protocols to manage the high volume of transactions and to ensure that administrative access is managed appropriately

**Goal: Met**

6. Work with I.S. to continue support and enhancements of the Salesforce product.

### **University Advancement**

- We have worked extensively with IS during FY2021-22 to complete the implementation of the Salesforce platform including the following:
- Complete data integration with Colleague via Axiom
- Complete the transition to gift processing in Salesforce, including the solution of implementing a GL Import process to import daily gift sessions from Salesforce to Colleague (as of June 9, 2022, this is being reviewed by Finance)
- Addition of new fields on contact and other records
- Development of a separate Donations tab on the contact record
- Development and enhancement of reports and custom fields as needed
- Refinement of the use of Campaign Codes in order to track mailings and events

**Goal: Met/Ongoing**

7. Provide alumni, friends and donor reporting and analysis as needed for the University.

### **University Advancement**

- Reports, mailing lists, email lists and summary data are produced daily for both UA and other offices as requested, to support the fundraising and alumni services goals of the University
- Reports are developed for the Cabinet, biannual reporting and analysis for the Development Committee of the Board of Trustees, donor reporting and analysis for UA planning and daily operations, and strategic analysis of giving trends and opportunities to maximize fundraising response.

**Goal: Met**

8. Work with areas across campus to centralize alumni and friends’ information in Colleague, and facilitate access as needed through reporting and dashboards

### **University Advancement**

Alumni Services 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. The Dean has assembled an *ad hoc* committee of Law School staff, students, and alumni who meet monthly to discuss and plan alumni initiatives.

**Goal:** Met

**Comments:** In 2022-2023, the Law School will be reconstituting its Board of Advisors and creating an active Alumni Association.

#### **University Advancement**

- As in-person events returned in FY2021-22, attendance and alumni leadership continue to be evaluated for opportunities in new areas.
- Assistant Director of Alumni Services and Annual Fund expanded event offerings for young alumni in the Knoxville area.
- Alumni Services coordinated with other LMU professional programs to enhance alumni event offerings

**Goal:** Met

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**

- The alumni British Landscapes travel program is scheduled for June 2022, with approximately 25 alumni and friends scheduled to travel.

- Other local and regional alumni travel opportunities are scheduled and offered throughout the year.

**Goal:** In progress

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

- This information is included in the monthly *Alumni Insider* email newsletter, *Alumnus* and *Blue & Gray* magazines, event communications, etc.
- Alumni Services also collaborates with alumni who refer students to Admissions, help prospective students to schedule campus visits, share recruitment information, and extend invitations to prospective students to attend local alumni events.

4. Support efforts to engage alumni for campus events.

- Invite them to speak to classes
- Invite them to participate with students in service projects and other group activities
- Maintain and update a Speakers Bureau of available alumni and friends
- Update UA records with the current membership lists of Advisory Boards and others actively involved with departments across campus

#### **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.

- Promote alumni opportunities to participate in the #LMUServes125 initiative throughout 2022, in cooperation with Student Services, PR and Marketing, and other areas



- Identify and promote additional service opportunities for alumni, as a way to encourage further engagement beyond graduation

### **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 2021 and ACOI 2021 with limited attendance. In person receptions held at ACOFP 2022 (Dallas, Texas, with 10 in attendance), AAO 2022 (Orlando, Florida with 20 in attendance) and TOMA 2022 (Knoxville, Tennessee with 45 in attendance). Match Celebration for the Class of 2022 held in person for first time since 2019 in Knoxville 82 with in attendance.
- 2021 Essentials of Clinical Medicine CME conference held as hybrid conference June 11-13, 2021; 126 paid registrants, \$5,954 profit for the alumni association. 2022 Essentials of Clinical Medicine CME conference to be held as a hybrid event June 10-12, 2022; 66 paid registrants to date. The 2022 Essentials of Clinical Medicine will take place June 10-12, 2022.
- **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
  - DCOM Insights
  - 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 April 2022 DO Alumni Newsletter (43% open rate, 1% click rate, 0 unsubscribe); March 2022 DO Alumni Newsletter (49 % open rate, 2% click rate, 5 unsubscribes); and February 2022 DO Alumni Newsletter (49% open rate, 1% click rate, 1 unsubscribe). Constant Contact reports our previous 30-day open rate is 43% and click rate is 1%. The open rate is 9% above the industry average and the click rate is 1% below the industry average.

**Goal:** Met

**Comments:** IS has implemented stricter security measures on alumni email accounts to eliminate unused accounts. IS is working with University Advancement and LMU-DCOM director of alumni services to communicate alumni emails slated for deletion. These graduates then receive an alumni communication to allow an opportunity to save the account from deletion. Recommendations for improvement: Continue to work with IS to clearly communicate new alumni email policy to graduates.

8. Explore an Alumni Mentoring program
  - Using the existing DCOM mentoring model, work with the Office of General Counsel to structure program parameters for upperclassmen
9. Establish LMU as a resource for lifelong learning, as a means of enhancing alumni and community engagement
  - a. Encourage collaboration for development of a more comprehensive and unified continuing education program for graduates
  - b. Develop and promote non-credit and general interest programming, and enhance existing programming opportunities
  - c. Explore additional continuing alumni benefits (memberships, library resources access, and others)

**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, General Counsel, Faculty/staff members of 2022 Strategic Planning Goal 6 Breakout Group, 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

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/Ongoing

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

**University Advancement**

5. Write and disseminate press releases about LMU happenings, people, and progress.

**University Advancement**

**Goal:** Met

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

**University Advancement**

**Goal:** Met/ongoing

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

**University Advancement**

8. Execute University advertising plan.

**University Advancement**

**Goal:** Met

9. Communicate regularly with off-campus sites to ensure that needs are met with regard to promotional needs.

**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 webpage.

### **University Advancement**

13. Research, shoot and produce a series of 12 alumni video profile to highlight alumni success and graduates who are continuing the University's mission.

### **University Advancement**

14. Coordinate with Enrollment Management to support the Communications Blueprint with the development of video content, branded marketing materials and other collateral.

### **University Advancement**

15. 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.

### **Duncan School of Law**

The Law School prepares a quarterly electronic newsletter, "The Lincoln Files," that it sends to alumni.

**Goal:** Met

16. Expand community outreach through special events like Movies in the Park.

### **University Advancement**

17. Contribute to the University's yearlong 125<sup>th</sup> Anniversary Celebration with promotional support, media pitching, storytelling, and event planning.

- Emphasize the #LMUServes125 project through social media promotion and internal communication to faculty/staff, students, alumni, and friends

### **University Advancement**

18. 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.

### **University Advancement**

**Goal:** Met

**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, Executive Vice President Administration, Assistant Vice President for Academic and Student Support Services, 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 Media Relations, 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

**Carter & Moyers School of Education**

CMSOE Dean is a member of COSA committee

**Goal:** Met

**Caylor School of Nursing**

Dr. Lisa Pullen serves on the COSA and reports back at CSON faculty meetings.

**Goal:** Met

**College of Dental Medicine**

College of Dental Medicine is represented by Denise Terese-Koch on COSA.

**Goal:** Met

**School of Engineering**

School of Engineering is represented by Ryan Overton on COSA.

**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

**School of Mathematics and Sciences**

Dean of the School of Mathematics and Sciences serves on COSA. Served as the Committee Chair for the past two years.

**Goal:** Ongoing

**OGRSP**

Exec. Dir. Attends COSA.

**Goal:** Met

**School of Medical Sciences**

The Assistant Dean of Academic Affairs represents the SMS on COSA

**Goal:** Met

2. Deans will develop processes and support for faculty, staff, and student scholarly activities.

**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

**Carter & Moyers School of Education**

All faculty have allocated time within their workloads to conduct scholarly activity each semester.

**Goal:** Met

**Caylor School of Nursing**

Each doctorally prepared nursing faculty is given time in their workload for scholarly activity each semester. Monthly scholarship colloquium is held for CSON faculty.

**Goal:** Met

**College of Dental Medicine**

The faculty, staff, and students of the CDM have the full support of the Dean and are given adequate time to participate in scholarly activities. Processes have been developed to ensure scholarly activity is encouraged and supported.

**Goal:** Met

### **School of Engineering**

Processes to encourage and support scholarly activity are being developed.

**Goal:** Unmet

### **College of Veterinary Medicine**

CVM supports faculty scholarship through a competitive, internally funded intramural grant program and a non-competitive mini-grant program. Faculty may receive additional funds to present research or fund publication of manuscripts. CVM has four student-centered research programs: 1) LMU-UK Summer Research Scholars Program, 2) Center for Animal and Human Health in Appalachia Summer Scholars Program, 3) LMU Summer Research Scholars Program, and 4) Semester Research Programs (Research Assistant and Research Volunteer).

CVM students presenting research topics receive travel allowances to conferences.

The CVM pays for student and faculty poster printing costs.

Students are allowed excused absences from didactic lectures for presentation at conferences.

Publications by students are encouraged and mentored through CVM faculty.

**Goal:** Met

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

LMU-DCOM supports research through a number of positions including, but not limited to a Senior Associate Dean of Research and Graduate Affairs and Directors of Research at both locations, 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.

In accordance with the AOA COCA, DCOM has a research strategic plan in place which is embodied in the DCOM strategic plan and mapped to LMU's plan. As we are in an accreditation year, all compiled tracking of research and scholarly activity has been updated and is available upon request. Finally, published policies and procedures for faculty, student and staff research are published on the DCOM scholarly activity webpage.

**Goal:** Met

**Comments:** Documents referenced are available upon request.

### **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 and are required of graduate faculty; 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.

DoLL Professor gave readings at multiple schools and community Colleges (Wensink).

DoLL community writing contest and high school writing contest for LMU's 125<sup>th</sup> involved local community and students.

**Goal:** Met

**Comments:** Graduate Programs Coordinator will continue emphasizing scholarly productivity (i.e., 1 publication/presentation per year, at least). Undergraduate faculty are urged to attend one association meeting per year as funds allow and present scholarship at the meetings.

### **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

### **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 Mathematics and Sciences**

Scholarly activities are supported through budget lines within the school as well as funds from LMU's mini-grant program and ORGSP. Faculty also seek extramural funding. Scholarship serves as an important component for annual evaluation as rank advancement application.

**Goal:** Ongoing

### **School of Medical Sciences**

SMS has instituted the SPS (scholarship, practice, and service) program allowing one day per week for individualized pursuits. In Addition, the Assistant Dean of Academic Affairs is in the process of developing the PA Education Research Community to promote support for scholarly activities.

**Goal:** Met

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

### **Duncan School of Law**

The Associate Dean of Faculty serves on COSA and is responsible for supporting faculty research and scholarship.

**Goal:** Met

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

CMSOE Dean serves as the Director of Scholarly Activity

**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. as Angie Ambers is the Director of Research for the CDM.

**Goal:** Met

**School of Engineering**

Ryan Overton will serve as the Director of Research and Scholarly Activity.

**Goal:** Unmet

**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 are responsible for managing all scholarly activity at the CVM.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Directors of Research:

Adam Gromley, Ph.D. – Harrogate

Natalie Freeman, 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 an instructor in the Literature and Language program

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 Mathematics and Sciences**

The Dean serves as the Director of Research and Scholarly Activity and is supported by department chairs and the Director of the Cumberland Mountain Research Center.

**Goal:** Met

**School of Medical Sciences**

Assistant Dean of Academic Affairs fills this role.

**Goal:** Met

4. 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.

**Carter & Moyers School of Education**

CMSOE uses a standardized portal for housing scholarly activity

**Goal:** Met

**Caylor School of Nursing**

A standardized online portal has been established and houses all DNP Projects.

**Goal:** Met

**College of Dental Medicine**

In progress. The CDM is creating a portal within the CDM website which will house all scholarly activity. The portal will be updated semesterly.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

In progress. At present, scholarly activities are called for and collected by the LMU-DCOM director(s) 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 an AHSS portal, located inside the AHSS web site and available to everyone including the public. The portal is updated every spring, early in the semester.

**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

**School of Mathematics and Sciences**

Scholarly activities are documented via an internal document shared from the Deans Office. Faculty update the document three times per year.

**Goal:** Ongoing

## **ORGSP**

COSA discussed using Digital Commons, the library portal, to house scholarly activity. Faculty can self-report.

**Goal:** Unmet

## **College of Dental Medicine**

In progress. The CDM is creating a portal within the DCM website which will house all scholarly activity. The portal will be updated semesterly.

**Goal:** Met

## **School of Medical Sciences**

No activity toward this objective at this time.

**Goal:** Unmet

## **Carnegie-Vincent Library**

The Library has implemented LMU Institutional Repository, an open access repository for the housing of research and scholarly activity of faculty, staff, and students, the Library's collection of archival materials, and other similar collections throughout the university. It currently houses EdD dissertations, DNP projects, and is ready for honors theses and DBA dissertations. Journals currently include the Cumberland Mountain Naturalist, and the LMU Law Review Archive. The repository is ready for the submission of articles for the LMU Journal of Social Sciences and the Wolfpen Journal. Photos from the University Archives from eleven student groups have been digitized. Working with personnel in the areas of the music program, Research Day, and Honor's Day. Some submissions from the 2022 Research Day are now housed in the system. The Library is ready to work with all the colleges and schools to facilitate the repository's use as a location for all research and scholarly activity produced.

The LMU Institutional Repository has had 17,664 downloads from over 1300 institutions throughout the world during the past year with a total to date of 57,558 downloads. The downloads include those from educational, commercial, governmental, and other organizations, as well as individuals throughout the world.

**Goal:** Partially met

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

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

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

**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

### **School of Engineering**

All engineering students will present research and design projects at LMU Research Day.

**Goal:** Unmet

### **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. Development of greater scholarly activity in clinical years is being developed and supported as appropriate.

**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.
- AHSS faculty accompanied many students to research related conferences and workshops this past year.
- AHSS faculty helped facilitate the LMU Undergraduate Research Day (approximately 20 students participated).
- Several AHSS students won awards at the LMU research events.

- The AITG program is an umbrella program for supporting the Mountain Heritage Literary Festival, the Cumberland Gap Writers and the Young Writers Workshops, programs for development of writers of general and specific genre.
- Research grants were submitted this year to the Tennessee Arts Council, and THEC. One instructor received an LMU mini-grant.
- 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.
- One history major received the MOLLUS award and scholarship this spring semester.

**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

### **School of Mathematics and Sciences**

Research is integrated across several courses in the school (e.g., Molecular Genetics, Jr/Sr. Research Seminar, Research Design and Analysis, Scholarly Writing in the Sciences).

**Goal:** Met

### **School of Medical Sciences**

Through the development of the PA Education Research Community, and in conjunction with the Assistant Dean of Academic Affairs, the SMS will begin to work on the objective of integration of research and scholarly activity.

**Goal:** Ongoing

## **6. Develop intra-institutional collaborative networks.**

### **Duncan School of Law**

COSA members discuss developments of intra-institutional collaborative networks.

**Goal:** Unmet

**Comments:** In 2021-22, the Law School engaged in collaborative meetings with the Carter & Moyers School of Education, the DeBusk College of Osteopathic Medicine, and the College of Dental 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

**School of Engineering**

Engineering faculty collaborate where possible with faculty in Math and Science.

**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. DCOM faculty partner with CSON, SMS, DMD, OT, PT and AHSS on scholarly activities and IPE. Some work was presented in poster format at LMU Research Day 2022. The COM's research directors are responsible for facilitating research across 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.

**Goal:** Met

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

Faculty of AHSS collaborates with IPE and One Health programs as well as DSOL with dual-degree programs and DCOM and test-patient learning.

**Goal:** Met

**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 collaborating 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 Mathematics and Sciences**

#### *Department of Biology*

Several faculty members 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.

**Goal:** Met

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. The University has also recently entered into an Erasmus+ agreement with the University of Public Service in Budapest, Hungary and plans to enter into an MOU with the University of Lisbon Faculty of Law.

**Goal:** Met

**Comments:** Law School representatives continue to meet with Dr. Danielle Walters regarding potential international collaborations.

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

The Carter & Moyers School of Education partners with 47 plus regional PK – 12 schools to provide ongoing professional development of in-service teachers. Additionally, the partnership schools provide clinical settings for undergraduate and graduate licensure students, as well as school leadership licensure candidates. Many of these schools are represented on the Carter & Moyers School of Education Advisory Board, which helps provide oversight and recommendations on candidate admissions as well as program exit interviews, program assessments, and curricular improvements. Additionally, the CMSOE has collaborated with several of our partnership LEAs to include them in our "Grow Your Own" and other TDOE grants to provide licensure opportunities for their school employees.

**Goal:** Met

### **Caylor School of Nursing**

Currently there are three active HRSA grants within the CSON.

**Goal:** Met

### **College of Dental Medicine**

We have cemented relationships with the Tennessee Board of Dentistry, State of Tennessee, American Dental Association, Knoxville regional Forensic Center, Delta Dental, Appalachian Miles for Smiles, The Health Wagon, and 15 dental clinics throughout East Tennessee.

**Goal:** Met

**School of Engineering**

Pathway partnerships and articulation agreements are being developed with several community colleges in Virginia, Kentucky, and Tennessee.

**Goal:** Unmet

**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; 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

**Comments:** Documents referenced are available upon request.

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

AHSS works closely with the coordinator of international programs to ensure taking advantage of any and all collaborative opportunities.

One faculty is on her way this summer to Italy as part of the KIIS international program.

**Goal:** Met

**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 Mathematics and Sciences**

Received funding from Oak Ridge Associated Universities to organize a meeting Developing a Collaborative Network to Facilitate Integrated Undergraduate Research Across Smaller Central and Southern Appalachian Institutions. Nine institutions attended Campbellsville University, Carson-Newman university, Kentucky Christian university, Lees McRae College,

Lincoln Memorial University, Maryville College, Tusculum University, Tuskegee University, and Union College. Cawley works with Pine Mountain State Park. Brandt works on several projects with agencies in Costa Rica.

**Goal:** Met

**Comments:** Kistler and Shock are working on a project with a research lab at UGA. Fowler works with a lab at UT.

### **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. Faculty members serve on several national boards, such as the Academy of Doctoral Physician Assistants. Additionally, multi-institutional collaborations have been made with institutions such as the Stoney Brook PA program through the American Association of Surgical Physician Assistants.

**Goal:** Met

### **OGRSP**

We have several grants that include sub-awards with other schools.

**Goal:** Met

**Responsibility:** Executive Vice President for Academic Affairs, Deans of Schools/Colleges, Executive Director of the ORGSP, and COSA.

**Time Frame:** Ongoing.

**Resources Required:** Time commitment, data collection, analysis, and interpretation (financial needs to be determined annually).

**Assessment:** Documentation of presentations, exhibitions, publications, internal and external grant activity, course syllabi with research integration, and COSA agendas and minutes.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

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

Objective 7.2: INFRASTRUCTURE: Foster the development and management of the centralized research and scholarly activity support services to optimize their utility, accessibility, and 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

### **School of Engineering**

Engineering is working with IS to explore computing options to operate various engineering software.

**Goal:** Unmet

### **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**

Zoom meetings are performed without issues. Zoomapalooza was orchestrated very well. Other IS related classroom needs were completed. All technology needed for scholarship was completed in a timely manner.

**Goal:** Met

### **School of Medical Sciences**

Initial responses have been positive in response to IS support required by the SMS

**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 several IRB applications that were tracked and responded to in a quick and quality manner. Mini grant applications were submitted; one was approved.

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

**School of Medical Sciences**

The use of electronic options is currently being refined within the SMS

**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**

In progress. The CDM is creating a portal within the CDM website which will house all scholarly activity. The portal will be updated semesterly.

**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. Addition of an administrative assistant dedicated to Research for organization and dissemination of activities is being considered for the next fiscal year which would help in this process.

**Goal:** Met

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

A scholarly activity portal exists on the AHSS web page with information regarding scholarly and research work as well as grant applications and collaborative 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

### **School of Medical Sciences**

The SMS is currently exploring the Scholarly Activity Portal in conjunction with the PA Education Research Community.

**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.

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

All CMSOE EdD faculty and dissertation students participate and are certified in CITI training before their proposals go before the IRB Committee.

**GOAL:** Met

### **College of Dental Medicine**

The CDM faculty and staff will participate in professional development activities. Faculty, staff, and students will participate in CITI training before proposals go to the IRB Committee.

**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 chair participates in annual IRB training every year. IRB chair adjusts IRB requirements on a routine basis.

**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

**School of Medical Sciences**

No activity towards this objective

**Goal:** Unmet

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

**College of Dental Medicine**

The CDM provides faculty, staff, and students with biological, chemical, and radiation safety policies annually as part of the preclinic and clinic manuals.

**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

**School of Mathematics and Sciences**

Laboratory Coordinator regularly updates safety manuals; ensure all laboratory areas and equipment in Math and Science are maintained and up to date. Additionally, the person provides training for new students and faculty.

**Goal:** Met

**School of Arts, Humanities and Social Sciences**

Faculty review requirements on a regular basis

**Goal:** Met



**School of Medical Sciences**

Scholarly activity with the SMS and PA Educational Research Community does not involve exposure to biological, chemical, or radiation hazard that would warrant training.

**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 continually 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 in 2020-2021.

**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

**School of Medical Sciences**

The SMS does not currently have fiscal management procedures and policies in place, however with the development of the PA Educational Research Community, the SMS will endeavor to procure external funding and will develop as needed

**Goal:** Unmet.

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

**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 comprised of over \$300,000 of its operational budget for its faculty.

**Goal:** Met

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

\$625,170 in total funds relating to research and scholarly activity was budgeted and approved for the 2021-2022 fiscal year; \$302,775 for the Knoxville location and \$32,395 for the Harrogate location. \$160,000 was allocated for intramural faculty grants (20 grants at \$8,000ea) \$103,500 was allocated for direct student research funding (\$48,000 for DeBusk Summer Research Fellowships [24 students @ \$2,000ea], \$24,000 for Basic Sciences/Clinical Research Awards [16 students @ \$1,500ea], \$20,000 to support student research presentations, \$8,000 for student clinical research rotations support, and \$3,500 for student publication funds). An additional \$75,000+ was allocated for capital equipment purchases to support research and scholarly activity

Grant opportunities have been communicated to support graduate students' research projects and scholarly activity.

**Goal:** Met

### **ORGSP**

ORGSP supports all research projects involving students.

**Goal:** Met

### **School of Medical Sciences**

No action has been taken towards this objective

**Goal:** Unmet

### **School of Mathematics and Science**

Academic departments within the school maintain a modest operational budget to provide funding for faculty and student research projects. Faculty secured 7 intramural grants through collaborations with faculty at CVM and DCOM and 3 recent mini grants. For the 2021-2022 academic year, there were 11 presentations at conferences, 4 peer-reviewed publications, and 6 publications reported to be in progress by faculty.

**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. Four extra-mural grant applications were submitted for the academic year 2021-2022.

**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. Four extra-mural grants were submitted for the 2021-2022 academic year.

**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. AHSS continues to assist faculty in obtaining grants.

**Goal:** Met

### **School of Math and Science**

*Department of Biology*

Fowler applied for a grant and utilized the ORGSP for assistance.

**Goal:** Met

### **ORGSP**

Exec. Dir. Meets with any faculty/staff/student who is interested in submitting grants.

**Goal:** Met

### **School of Medical Sciences**

The SMS intends to support faculty, staff, and students through the addition of the Assistant Dean of Academic Affairs and the PA Education Research Community.

**Goal:** Ongoing

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 Director of Research and Analytics performs this task.

**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

**School of Medical Sciences**

These processes and procedures will be developed through the PA Education Research Community.

**Goal:** Unmet

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:** Unmet

**College of Dental Medicine**

The CDM will be expanding the collection of learning resource materials in the library. A listing of added text, journals, and software licenses have been requested.

**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

**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

**School of Medical Sciences**

The expansion of these support services has not been an issue yet, however it may through the PA Education Research Community.

**Goal:** Unmet

**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

**Goal:** Met

**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 six 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

### **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, this is currently back under review. SMS has actively been pursuing CME activities that may generate revenue

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.

### **College of Dental Medicine**

The CDM will be developing a Research Department and a Forensic Research Department. Any time we can collaborate 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*

Laboratory Coordinator manages 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

### **School of Medical Sciences**

The capital expenditures required for the up-and-coming Tampa program were discussed through the proforma with finance. Capital request for the Knoxville and Harrogate programs were made during budget review.

**Goal:** Met

**14. Support a visiting scholar program.**

**College of Dental Medicine**

We are currently working on a visiting scholar program within the CDM.

**Goal:** Met

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

AHSS maintains a visiting scholar's program via the MHLF program and the resident writer Literary Reading Series.

The position of visiting historian has been formed into a full-time permanent position this year.

**Goal:** Met

**School of Medical Sciences**

Faculty have been exchanged with James Cook University (Australia) to support this.

**Goal:** Met

**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 who submit IRB applications have undergone CITI training. Students in several classes have 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 Mathematics and Science**

*Department of Biology*

Field, Shock, and Fowler completed CITI training related to research projects and student projects involving surveys. All students conducting research are required to complete CITI training as part of their lab training.

**Goal:** Met

**School of Medical Sciences**

PA students that participated in joint research with the vet program underwent CITI training.

**Goal:** Met

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**

Activities are supported.

**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.

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

The Writer in Residence is a full-time position in DOLL. This position is responsible for the Wolfpen literary journal and also the Cumberland Mountain Literary Festival and for bringing known writers of a variety of genres to campus.

**Goal:** Met



**Responsibility:** Executive Vice President for Academic Affairs, Deans of Schools/Colleges, Office of Finance and Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, IS, Chair of Institutional Biological and Chemical Safety Committee, Chair of Institutional Animal Care and Use Committee (IACUC), Chair of Institutional Review Board (IRB), Attending Veterinarian (AV), and Committee on Scholarly Activities (COSA).

**Time Frame:** Ongoing. Any changes with fiscal impact must be included in the budget planning process.

**Resources Required:** IS budget and revenue from grants and sponsored programs, time commitment, data collection, analysis, and interpretation (\$ amount to be determined).

**Assessment:** Documentation of professional development, CITI training, compliance with federal and state regulations.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

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

**Objective 7.3: FACULTY/STAFF/STUDENTS:** Support campus and off-campus 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). CMSOE continues to explore grant opportunities with the TDOE and the US Department of Labor.

**Goal:** Met

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

Dr. Lisa Pullen serves on COSA from the CSON.

**Goal:** Met

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

Denise Terese-Koch serves on CODA for the CDM.

**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 again 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.

**Goal:** Met

### **School of Medical Sciences**

The Assistant Dean of Academic Affairs represents the SMS on COSA

**Goal:** Met

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

### **Caylor School of Nursing**

Faculty are encouraged to apply for mini-grant funds.

**Goal:** Met

### **College of Dental Medicine**

The CDM has guidelines for research and scholarly activity expectations of new faculty members. These expectations will be addressed during the interview and faculty orientation.

**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**

\$120K was budgeted for new faculty research start up packages

### **Duncan School of Law**

**Comments:** Not all Law School faculty have scholarship requirements as part of their faculty duties.

### **School of Medical Sciences**

Research expectations are fluid within the SMS. As such, startup funds are not appropriated to support it. Faculty members are made aware of the SPS day in support of scholarly activities or service through a clinical workday.

**Goal:** Met

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

**Duncan School of Law**

Full-time law faculty are eligible to receive a summer research stipend. Faculty must submit a proposal to include the topic, a synopsis of the paper, a rough outline of the paper, and the estimated size of the complete article. The proposed article or book must have a minimum length of 10,000 words. Faculty also are allotted faculty development funds annually to cover the costs of travel to academic conferences, scholarly associations, and councils to present their scholarship at various legal conferences and law review symposiums as well as to cover various bar association fees. A faculty development meeting in spring 2022 brought in an experienced faculty member from the University of Tennessee College of Law to discuss the importance of establishing your identity as a scholar as a young law faculty member. .

**Goal:** Met

**Caylor School of Nursing**

All doctoral faculty are given workload credit for scholarly activity each semester.

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE has professional development funds within the budget and also has an account funded by the estate of Dr. G.L. Carter

**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 faculty workload calculator that considers 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 had incentive pay agreements recently (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 Travel funds are used for attendance for presentations at scholarly events and meetings.

**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. Travel funds were utilized for faculty to present research at professional conferences.

#### *Department of Mathematics*

Professional development funds were utilized by faculty to purchase memberships to professional organizations.

### **School of Medical Sciences**

Promotion of the SPS policies and rank advancement committee within the SMS fulfill this mission within the SMS.

**Goal:** Met

4. Develop new programs that foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities.

### **Duncan School of Law**

The Law School engaged in interdisciplinary activities in 2021-2022 with the School of Education, the DeBusk College of Osteopathic Medicine, and the College of Dental Medicine.

**Goal:** Met

### **College of Dental Medicine**

The DMD and ASDH programs foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities.

**Goal:** Met

### **College of Veterinary Medicine**

The Associate Dean of Research and Basic Sciences is actively developing partnerships to meet this goal. The primary program in development to meet this goal is a clinical trials program leveraging the LMU-CVM clinical affiliate network.

**Goal:** Met

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

Center for IPE and Simulation (CIPES) develops curricular and co-curricular projects with interprofessional groups of faculty members inter- and intra-institutionally resulting in research and scholarly activity. Most notable this year was the implementation and presentation at LMU Research Day 2022 of the Healthcare Literacy and Interprofessional Healthcare Considerations program offered to health professions students. This was a collaboration between faculty and staff from DCOM, CSON, SMS, AHSS, and a neighboring Pharmacy school. Another example is the virtual TeamSTEPPS® IPE with pharmacy students implemented for a second year in 2022 and presented at AACOM educating Leaders 2022 in Denver, Colorado. 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**

The PA Education Research Committee is being developed by the Assistant Dean of Academic Affairs.

**Goal:** Met

5. Maintain funding for a university statistician to support faculty/staff research, statistical design, and data analysis.

### **College of Dental Medicine**

The Master of Science in Forensic 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 CSON 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

**College of Dental Medicine**

Information regarding the incentive pay plan is included in the newly developed onboarding workshop/faculty development 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

**Carter & Moyers School of Education**

Policy has been 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.

**School of Medical Sciences**

Annual reminder included with PAEA research grant.

**Goal:** Met

8. Review the institutional conflict of interest policy regarding research.

**Caylor School of Nursing**

Policy reviewed.

**Goal:** Met

**Carter & Moyers School of Education**

Policy has been 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.

**Goal:** Met

**School of Medical Sciences**

Annual reminder included with PAEA research grant.

**Goal:** Met

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

**College of Dental Medicine**

The CDM is developing a robust national and international program that fosters scholarly activities and attracts visiting scholars.

**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**

The 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 to ensure 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

**School of Mathematics and Science**

All Biology, Biology pre-health, Biology Secondary Education, and Conservation Biology major Honors Scholar students complete the BIOL397/397 Science Seminar series that requires students to identify a research mentor, develop a research project, conduct project, and present their findings.

**Goal:** Met

**School of Medical Sciences**

The SMS supports student scholarly activity by promoting the PAEA educational student research grants

**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. In addition, rank advancement advisement helps facilitate continuous engagement in regional and national journals and presentations.

**Goal:** Met

**Responsibility:** Executive VPAA, Executive Vice President for Finance and Administration, Deans of Colleges/Schools, Committee on Scholarly Activities (COSA), ORGSP and University Counsel.

**Time Frame:** Ongoing.

**Resources Required:** Cost to be determined.

**Assessment:** Documentation of the Strategies and Action Plans related to this objective through the Outcomes Assessment Report of the ORGSP.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

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

Objective 7.4: FACILITIES: 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

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

No needs have been identified.

**Goal:** Met

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

The CDM will have access to the research facilities at the DCOM and on the 9<sup>th</sup> floor of the LMU Tower to ensure robust, collaborative, research can occur among all healthcare professionals.

**Goal:** Met

#### **School of Engineering**

The School of Engineering will need various civil, mechanical, chemical, and electrical engineering instructional and research laboratories and student project space.

**Goal:** Unmet

#### **College of 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. 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 in 2019, to be back in use this coming fall semester.

**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 for increased research space as the program grows to accommodate new faculty and student need. Additionally, a space (most likely in the CMRC) to maintain and grow *Xenopus* is currently being discussed.

**Goal:** Met

### **School of Medical Sciences**

No needs have currently been identified but will be examined through the PA Education Research Community.

**Goal:** Met

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

**GOAL:** Met

**College of Dental Medicine**

The CDM will have adequate library and support services in place to facilitate research and scholarly activity.

**Goal:** Met

**School of Engineering**

The School of Engineering has worked closely with the LMU library to ensure scholarly needs are met.

**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

**School of Medical Sciences**

No needs have currently been identified; however, this will be examined through the PA Education Research Community.

**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

**School of Medical Sciences**

All facilities comply with laboratory health, safety, and environmental protection regulations.

**Goal:** Met

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

**Carter & Moyers School of Education**

No laboratory research facilities are needed in the CMSOE

**Goal:** Met

**Caylor School of Nursing**

No laboratory research facilities are required within the CSON.

**Goal:** Met

**College of Dental Medicine**

The LMU Tower will have forensic research facilities on the 9<sup>th</sup> floor of the LMU Tower. Additionally, research facilities will be shared with DCOM Knoxville.

**Goal:** Met

**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 Mathematics and Sciences**

*Department of Biology*

Laboratory Coordinator does regular checks. They conduct safety training for new faculty and student researchers.

**Goal:** Met

**School of Medical Sciences**

The SMS does not currently participate in laboratory-based research.

**Goal:** Met

5. 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

**Carter & Moyers School of Education**

Library resources on campus and off campus are adequate and easily accessible

**Goal:** Met

**Caylor School of Nursing**

Library resources for campus and off-campus sites are reviewed annually and found to be adequate.

**Goal:** Met

**College of Dental Medicine**

Additional library resources have been identified by the CDM and will be added to the library on the 4<sup>th</sup> floor of the LMU Tower.

**Goal:** Met

**School of Engineering**

The School of Engineering has worked closely with the LMU library to ensure scholarly needs are met.

**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 Mathematics and Sciences***Department of Mathematics*

Department review of library subscriptions, both physical and electronic.

**Goal:** Met

**School of Medical Sciences**

Library resources are reviewed through end of course surveys administered through the programs. Current library resources are adequate.

**Goal:** Met

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

**College of Dental Medicine**

Facilities are compliant.

**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 USDA standards.

**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).

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

.Faculty workload forms have a dedicated number of hours for each faculty to conduct research and/or scholarly activities. All faculty are encouraged to request University Faculty Development funding. CMSOE budgeting includes supplemental funding for faculty development and scholarly activities. In addition, faculty are encouraged to apply for mini grants funded by the University.

**Goal:** Met

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

The CSON has a Scholarship Colloquium that meets monthly. Dr. Lisa Pullen is the Director of Scholarly Activities for the CSON. Each doctoral faculty member is given workload credit each semester to complete research. Three faculty received mini grants for 2020-2021 and continue to work on these projects.

**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 has been hired.

**Goal:** Met

#### **College of Veterinary Medicine**

Research FTE is determined for each faculty member. At the annual evaluation, research effort is reviewed, and a new workload calculator was developed to attempt to quantify research effort to provide faculty with a benchmark. Supervisors work with faculty to create research goals. CVM has a healthy intramural grant budget to support faculty research. In 2022, 11 intramural grants were awarded totaling \$310,152.

**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 that at least one presentation or publication will be produced per year and attendance at one or more association meetings will occur per year. Below is a snapshot of scholarship completed this year.



Journal articles and papers / books/ book or article reviews published:	17
Abstracts accepted for publication:	4
Presentations and panel participation at conferences attended:	33
IRB Submissions	1
Conferences attended (no presentation or panel participation):	18
Artistic presentations/showings at national/regional conferences:	10
Total student attendance at conferences & number of conferences students attended	34: 11

**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 Mathematics and Science**

Biology department encourages faculty to present at meetings and will cover expenses to a conference in which the faculty presents. Students are also encouraged to present at local and regional meetings. This year faculty had 11 presentations at conferences and 4 peer-reviewed publications accepted. Faculty are encouraged to apply for mini-grant funding when applicable. One faculty member applied this year and received funding. Faculty are encouraged to look for collaboration opportunities with faculty within LMU at the various schools and with faculty outside of LMU. Several faculty members have ongoing projects and serve as co-PIs on grants with faculty at other schools within LMU as well as faculty at other institutions.

**Goal:** Met

**School of Medical Sciences**

Under the leadership of the Assistant Dean of Academic Affairs the PA Education Research Community has been development to established guidelines and expectations.

**Goal:** Met

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 consider research and scholarly activity participation.

**Goal:** Met

**School of Engineering**

Faculty evaluations will consider scholarly work and research goals and activities.

**Goal:** Unmet

**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 consider scholarly work and research goals and activities and faculty are tracked and accounted for.

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

**School of Mathematics and Sciences***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.

**Goal:** Met

### **School of Medical Sciences**

Reviewed annually.

**Goal:** Met

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 record of research and scholarly activity including grant submissions, awards, presentations, and publications for all personnel and students utilizing the online Scholarly Activity Portal.

**Goal:** 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. Addition of an administrative assistant dedicated to Research for organization and dissemination of activities is being considered for the next fiscal year which would help in this process.

**Goal:** Met

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

All AHSS faculty scholarly work and service is tracked every semester and contribute to the faculty evaluation process. This is reported at the annual full-faculty meetings. The AHSS Dashboard document maintains information for all faculty in this regard.

**Goal:** Met

### **School of Mathematics and Sciences**

#### *Department of Biology*

Clear guidelines were disseminated in regard to the intent to apply form and other internal forms for submitting external grants. Faculty contribute relevant information to a shared document when directed by the dean.

#### *Department of Mathematics*

Faculty contribute relevant information to a shared document when directed by the dean.

**Goal:** Met

### **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**

Under the leadership of the Assistant Dean of Academic Affairs the PA Education Research Community has been development to established guidelines and expectations.

**Goal:** Met

**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.

### **School of Allied Health Sciences**

Members of the SES department are engaged in research involving athlete performance and recovery, effects of nutrition, and strategies for injury rehabilitation. VHST faculty have

research projects involving feline infectious disease, roles of credentialed veterinary technicians in academia, and barriers to veterinary care in Appalachia.

**Goal:** Met

### **Caylor School of Nursing**

Nursing will continue research through the DNP Project.

**Goal:** Met

### **College of Dental Medicine**

Research will be performed by the Director of Research, faculty, and staff.

**Goal:** Met

### **College of Veterinary Medicine**

Key areas of strength at CVM include educational research, CBD research, reproductive physiology research, equine respiratory disease research, epidemiologic studies of animal and human health in Appalachia, tick-borne disease research, heartworm research, and leptospirosis research.

**Goal:** met

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

Continuously performed by research directors.

**Goal:** Met

### **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 significant scholarly work. DOSS organized and hosted an interdisciplinary program on social unrest in SP21; several faculty members are interested in pursuing the topic in a scholarly fashion. ZoomAPalooza invited guest presenters from across Tennessee who provided information on their scholarly work.

**Goal:** Met

**Comments:** Fosters research collaboration and co-authorship opportunities across departmental faculty and among graduate students.

### **School of Mathematics and Sciences**

Several faculty study various wildlife diseases including tick-borne diseases and leptospirosis, and their prevalence in Appalachia. Some of these diseases are zoonotic thus having a human health and One Health impact. Other research within the department focuses on bacterial contamination in raw milk. Animal and plant surveys are a focus as well to help identify the prevalence of native plants and endangered species.

**Goal:** Met

### **School of Medical Sciences**

The SMS, through the SPS promotes scholarship and service both to the university and the

greater community. In addition to these efforts the Assistant Dean of Academic Affairs has develop and will lead the PA Education Research Community. This community will function to identify those needs and foster the collaboration necessary to advance research and scholarship within the SMS.

**Goal:** Met

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

### **Caylor School of Nursing**

Nursing 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 collaborate with the Director for Community Based Clinical Education to ensure outreach/service components engage the public across LMU's service region.

**Goal:** Met

### **School of Engineering**

School of Engineering student projects will originate from community constituents to serve society.

**Goal:** Unmet

### **College of Veterinary Medicine**

Both CAHA and CIVET, two of CVM's research centers have outreach/service as part of their mission.

**Goal:** Met

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

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>); - Strategic Plan Organization Memberships and Affiliations 2020-2021.

**Goal:** Met

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

The MHLF and Writers Series as well as some components of the AITG program engage the public across the Region.

English program instructors give readings at multiple schools and community colleges.

English program community writing contest and high school writing contest for LMUs 125<sup>th</sup> anniversary involved many local and community students and others.

**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**

Members of the VHST department often volunteer with Remote Area Medical (RAM) to provide free spay/neuter and vaccine clinics.

**Goal:** Met

### **School of Mathematics and Sciences**

#### *Department of Biology*

The CMRC has created a soil erosion demonstration that they have given to several schools and in collaboration with the LLM. The department hosted the 6<sup>th</sup> grade from HY Livesay Middle School in Claiborne County where students participated in hands on lab activities. Faculty participated in other various outreach opportunities.

#### *Department of Mathematics*

Computer Science faculty have created/engaged in outreach programs.

**Goal:** Met

### **School of Medical Sciences**

We have worked closely with Servolution Health Services to identify possible areas of research. In addition, see #1

**Goal:** Ongoing

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

### **Caylor School of Nursing**

Nursing has not participated in this area.

**Goal:** Unmet

### **College of Dental Medicine**

The College of Dental Medicine continues to foster relationships with Oak Ridge National laboratory, Knoxville Regional Forensic Center, and STEM programs across East Tennessee to expose elementary and secondary students to dentistry and forensic science.

**Goal:** Met

### **School of Engineering**

The School of Engineering will continue to foster a relationship with Oak Ridge Associated Universities and partner to expose elementary and secondary students to engineering.

**Goal:** Unmet

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

Most AHSS programs have regular outreach to high schools for fostering interest in their subject content. This year, AHSS brought to main campus approximately 100 students for

this purpose.

**Goal:** Met

### **School of Mathematics and Sciences**

*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.

### **School of Medical Sciences**

The SMS has taken no action toward is objective.

**Goal:** Unmet

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. Marketing is currently working on a press release for a Fluid Therapy issue edited by one of LMU-CVM's faculty.

**Goal:** Met

### **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. The Patron of the Arts program has been resuscitated with support of the Office of University Advancement.

**Goal:** Met



### **School of Mathematics and Sciences**

#### *Department of Biology*

Utilized social media and PR to announce findings (Shock tick press release) and publications (*Naturalist*, etc.).

**Goal:** Met

**Comments:** Should any faculty publish or present something of note, the department would work with University Advancement in publicizing it.

### **School of Medical Sciences**

The SMS utilizes newsletters, and works with University Advancement to highlight faculty accomplishments

**Goal:** Met

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

### **Caylor School of Nursing**

Faculty have presented at state meetings.

**Goal:** Met

### **College of Dental Medicine**

Faculty have presented at the ADEA Annual Conference.

**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 materials throughout Avery Hall highlight faculty research accomplishments and scholarship, including its relevance for society/well-being.

**Goal:** Met

### **School of Mathematics and Sciences**

#### *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.

### **School of Medical Sciences**

The SMS participates in regional and national conferences where faculty work is highlighted through posters and presentations.

**Goal:** Met

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

**Caylor School of Nursing**

Research is incorporated in the MSN and DNP programs.

**Goal:** Met

**Carter & Moyers School of Education**

Research is incorporated into all CMSOE graduate programs. Students are assessed by faculty-developed rubrics and students are given feedback on a regular basis as they proceed with their projects. The EdD Program uses a “Dissertation Portal” with guidelines provided by faculty. In addition, the latest APA Manual is required for writing style, etc.

**Goal:** Met

**College of Dental Medicine**

Research is incorporated in the Doctor of Medicine in Dentistry programs and in the Master of Science in Forensic Dentistry program.

**Goal:** Met

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

Research and scholarly activities presented by AHSS faculty (and students) receive feedback by way of feedback forms provided (examples are the MHLF and the ZoomAPalooza)

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

**Comments:** Suggest University-level oversight/leadership to achieve this goal.

**School of Mathematics and Sciences***Department of Biology*

Rubrics are used to assess student projects through the junior/senior seminar series. This information is assessed and reported annually in the Outcomes Assessment Report.

*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.

**Goal:** Met

**School of Medical Sciences**

The SMS has taken no action toward is objective.

**Goal:** Unmet

**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.

### **School of Engineering**

Reports on all data outcomes will be presented to leadership.

**Goal:** Unmet

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

AHSS collects Dashboard data that is used in academic, advising, and student-progression decision-making. All programs regularly 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, 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

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

COM 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**

CMSE has an extensive assessment system and curriculum map instrument, Carter & Moyers Assessment System (CMAS). This instrument is aligned with all professional standards specific to each program within the School. In addition, CACREP, CAEP, and TDOE standards are included in the instrument with “crosswalks” to each set of standards required by these outside entities. Program OARs (Outcome Assessment Reports) are developed using these standards, along with professional licensing exams required by the TDOE. This data is then sent to the Office of Institutional Research. Program enrollment, retention, and graduation numbers are shared at School of Education Leadership Team meetings.. These numbers are also provided in the Annual Report to the Tennessee Department of Education, as well as an Annual Report provided to CAEP and to CACREP, our national accreditors. We also present these to the CMSE Advisory Council, made up of the CMSE Leadership Team and school leaders from our K – 12 partnership schools.

The Tennessee Department of Education (TDOE) issues a Report Card each year on specific outcomes they analyze on CMSE. This is helpful in assessing our programs’ strengths and weaknesses. This information is shared with the CMSE partners and stakeholders each academic year.

**Goal:** Met

### **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 Board of Trustees at meeting intervals.

**Goal:** Met

### **Academic and Student Support Services**

Academic Support (Cornerstone and S.S.S.), Counseling, and Student Engagement data has been reviewed monthly, presented to the President’s Cabinet monthly, and compiled and presented to the Board of Trustees at the semi-annual Institutional Life Committee meetings. Title IX and Compliance data has been reviewed by the Assistant Vice President and General Counsel as

needed. All offices within the division reviewed data and completed OARs for the 2021-2022 academic year.

**Goal:** Met

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

### **Duncan School of Law**

The Law School has participated in the Law School Survey of Student Engagement (LSSSE) during the past several years as part of its effort to evaluate and improve student engagement. As needed, the Assessment Committee and the Associate Dean for Academic Affairs have conducted supplemental surveys. Course evaluations provide additional relevant data regarding student satisfaction and engagement.

**Goal:** Met

### **Caylor School of Nursing**

CSON student exit surveys, employer surveys, and alumni surveys were all completed. The results for ASN, BSN, MSN, and DNP were recorded in the appropriate program OAR. The results from the off-campus surveys and the faculty/staff satisfaction surveys were recorded in the Extended learning site OAR.

**Goal:** Met

**Comments:** Exit surveys are conducted each semester. Employer and Alumni surveys are conducted every other year. These were last conducted in Fall 2020.

### **School of Business**

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**

Student surveys are performed in most departments to ensure that students explore diverse career opportunities and are satisfied with outcomes. This information is indicated in Outcomes Assessment Reports. A combination of course evaluation reports and senior exit surveys are used to assess the Departments' and School's work toward fulfilling course and programmatic goals.

Junior Student Satisfaction survey to chart needs of majors was implemented and revised and provided to Junior SEWs classes with presentations and discussions led by members of DoLL

Advisory Committee regarding information about careers in information technology, library services, and corporate workplaces

**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

### **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

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

All graduate, alumni and employer surveys were completed. Results were recorded in the DCOM OAR.

**Goal:** Met

### **School of Math and Science**

Survey results are distributed to Department Chairs and used to in conjunction with department-level surveys and Annual Outcomes Assessments Reports as applicable.

**Goal:** Met

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

Data received from LMU's Office of Institutional Effectiveness are shared and discussed at program, department, and leadership team meetings.

End-of-course evaluations are shared and discussed with individual faculty and their supervisors. All data collected and analyzed are used to make programmatic improvements and meet student needs.

**Goal:** Met

### **School of Medical Sciences**

Students complete end-of-course and faculty surveys to address student satisfaction and engagements in both programs. End of course surveys are administered in accordance with program and University standards.

**Goal:** Met

### **Academic and Student Support Services**

The Student Services (Student Affairs) offices have reviewed student survey data from the Office of Institutional Research and continues to modify and improve programming in response. Student Services has and continues to gather student feedback at individual events and modify



programming accordingly. Academic Support data have been reviewed and have prompted a review of services provided and structure of the division. Mental Health Counseling has and continues to review regularly updated data—gathered internally and through Institutional Research—and looks to expand services as needed through additional counselors in coming budget cycles.

**Goal:** Met

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 determine how they will incentivize survey participation through extra credit, extra assignments, or some other means. Student response rates to course evaluations is often insufficient to draw general conclusions about the quality of instruction/student experience. This year, AHSS provided a gift of candy for students who completed all course surveys. In addition, the dean sent emails to all AHSS current students encouraging them to complete the student surveys.

**Goal:** Met

**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:** Met

**School of Engineering**

The student success coordinator will connect with all engineering students to ensure survey participation.

**Goal:** Unmet

**College of Veterinary Medicine**

CVM is actively working on increasing end of course surveys by changing the format of surveys and faculty making EOCs a course requirement. Final week of program surveys are mandatory to complete to receive a final academic credit to graduate.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM works with student leadership to communicate requests for survey completion when needed.

**Goal:** Met

**Comments:** We need to investigate a better method for coordinating survey launches between departments and stakeholder groups to prevent assessment fatigue and maintain good response rates.

**School of Math and Science**

Student success coordinator utilizes email and social media campaigns to increase student awareness of surveys.

**Goal:** Met

**Carter & Moyers School of Education**

End-of-course evaluations are now embedded in each individual course in Watermark/Via (the CMSOE electronic system for assessment) for easier access and accountability for student participation.

Instructors provide time in class for students to complete end of semester course evaluations. Students must complete Graduating Student Survey prior to taking comprehensive exams.

**Goal:** Met

**School of Medical Sciences**

PA programs utilize in person assessment personnel to administer end-of-course surveys and continue to encourage participation as real-time numbers are tracked until participation minimums are met.

**Goal:** Met

**Academic and Student Support Services**

The division has and continues to encourage all students to engage with institutional and office-specific surveys. The Career Services office has conducted an annual graduate survey and actively tables, markets, and engages students to encourage participation. The division is currently reviewing methods for increasing participation and generating new opportunities for participation in the 2022-2023 academic year.

**Goal:** Met

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

### **Caylor School of Nursing**

Nursing utilizes the accreditation body's (ACEN) benchmarks with regard to retention, progression, and graduation rates.

**Goal:** Met

**Comments:** All benchmarks were met.

### **Duncan School of Law**

The Law School's Academic Success Department ensures that students have the support needed to meet all institution benchmarks as needed to maintain enrollment, progress in the curriculum, and graduate in a timely manner. Faculty members also facilitate these goals through academic advising.

**Goal:** Met

### **School of Business**

The School of Business analyzes enrollment, retention, and student progression each semester. These performance indicators are included within annual OARs, 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.

The School Recruiter contacts students who are not attending or are indicated as at risk.

**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

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

The Director of Assessment and Faculty Development monitors program benchmarks with the Director of Admissions.

**Goal:** Met

### **School of Math and Science**

Dean, Chairs, Program Directors, and the Student Success Coordinator collaborate to utilize this information.

**Goal:** Met

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

Each program and department strategically plan throughout the academic year for ways to support individual and current students through their program while monitoring progress and overall enrollment numbers.

CMSOE has hired a Recruitment and Retention Coordinator, who will begin work on August 1, 2022. All programs in the CMSOE have required Key Assignments in each course. This data is used to allow candidates to proceed through each transition in their program of study.

Additionally, the Ed.D. Program has a structured dissertation and adequate progress monitoring system to ensure completion of semester benchmarks.

**Goal:** Met

### **School of Medical Sciences**

SMS attempts retention rates of 90-95%. Benchmarks exist and are monitored on a program level. Individual program directors make decisions on retention, progression, and remediation based on these benchmarks.

**Goal:** Met

### **Academic and Student Support Services**

The division does not have a specified retention, progression, and graduation plan. The division has created and continues to oversee several institutional programs that contribute to these metrics. The division will create a plan for the 2022-2023 academic year.

**Goal:** Unmet

5. Continue to improve upon new student orientation programs.

### **Duncan School of Law**

The Law School maintains a standing Student Success Committee to oversee the planning and programming for orientation. The law school maintains a multi-day substantive orientation that introduces students to key skills needed to succeed in law school while allowing them to become familiar with their classmates, faculty, and administrators.

**Goal:** Met

### **College of Veterinary Medicine**

CVM has a new Associate Dean for Student Affairs and Admissions who is continuing to revise the DVM student orientation.

**Goal:** Met

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

DCOM's Office of Student Services staff from both locations collaborate on design and implementation of orientation each year and make the necessary continuous quality improvements.

**Goal:** Met

### **School of Arts, Humanities and Social Sciences**

The AHSS faculty and staff continue to work with students long after the NSRs and other recruitment events to ensure all questions are answered and to develop a relationship with them.

**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.

**Goal:** Met

### **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. The MLS program direct is in direct contact with students prior to matriculation, to ensure program success.

**Goal:** Met

### **Academic and Student Support Services**

The division—primarily through the Office for Orientation and Transition Programs—has and continues to regularly review, revise, and improve New Student Registration (NSR). Six New Student Registrations were conducted six times in spring 2022. Improvements and changes were implemented following each individual NSR. The Office of First Year Experience was reformed

into the Office for Orientation and Transition Programs to substantively change and reflect the office's focus on exclusively the "first year experience" to a functionality that encompasses orientation, matriculation, first year, sophomore, commuter, and general transition programming. The division established a "New Student Registration Taskforce," composed of key university partners, that will review and make more recommendations for the improvement of NSR.

**Goal:** Met

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.

**Goal:** Met

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

#### **School of Engineering**

Academic success for each student will be monitored continually through the Student Welfare Alert. Additional review will occur with three week and midterm grade checks.

**Goal:** Unmet

#### **School of Math and Science**

Student success coordinator pushes three-week grades to academic advisors, assists in contacting students, and derives a final outcome report.

**Goal:** Met

#### **School of Arts, Humanities, and Social Sciences**

Faculty in AHSS are required to participate in both early warning programs. The school recruiter monitors this process, extremely well.

**Goal:** Met

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

- Three-week and midterm grades submitted for all ITLU courses each semester.
- Advisees and Department Chair sent list of students with Ds and Fs for individual conferences and support with advising.
- Student Welfare Alert system in place and easy to locate—used several times over the last few semesters to connect University resources to support ITLU students.

**Goal:** Met

### **School of Medical Sciences**

The Harrogate PA program 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. The MLS program director directly monitors midterm concerns and evaluates the need for intervention.

**Goal:** Met

### **Academic and Student Support Services**

- The division worked with Academic Affairs to streamline the 3-week and Midterm grade process through the Office of the Executive Vice President for Academic Affairs. Academic Support compiled grades and transferred that information to Academic Affairs during the development of the new streamlined process. Academic Support committed to working more closely with Academic Affairs to continue to streamline these processes and reviews.
- Student Services reformed and improved the Students of Concern Committee to include more campus partners to review early alerts relating to academic concerns (i.e., attendance, sub-standard 3-week grades, etc.). Student Services and Academic Support collaborated to craft instructions for submitting early alerts that was disseminated to LMU staff and faculty to educate them on the new location of the early alert system in the MyLMU portal. The Assistant Vice President, Dean of Students, and General Counsel reviewed and consistently adjusted Students of Concern and CARE Committees' standard operating procedures to better respond to early alerts and those alerts that rose to an elevated level of concern. The division has reviewed and plans to reform membership on the Students of Concern Committee to maximize effectiveness in responding to early alerts.

**Goal:** Met

8. Continue to promote and discuss retention initiatives with faculty.

### **School of Allied Health Sciences**

AHS faculty are in frequent communication with the school's Recruitment and Student Success Coordinator to identify at risk students and intervene with appropriate support to encourage retention within the academic program.

**Goal:** Met

### **Duncan School of Law**

Through robust and empirically sound academic support, the law school has decreased academic attrition significantly over the past few years. The one area of significant concern is the retention of diverse students, who have experienced a disproportionately high rate of attrition in two of the last three academic years. The law school is implementing several strategies for dealing with this retention issue, including targeted academic/student services and a strategic revision of academic standards to provide opportunities to students who initially struggle but show the capacity to improve as needed to succeed in law school, on the bar exam, and in practice.

**Goal:** Partially Met

### **Caylor School of Nursing**

Retention has been a focus of program meetings as well as the CSON faculty meeting the past year.

**Goal:** Met

### **School of Business**

The School of Business discusses the importance of student retention and progression within monthly faculty/staff meetings. The School of Business actively seeks to promote proactive advising strategies among faculty for the purpose of aiding student progression and graduation.

**Goal:** Met

**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.

DoLL created the Wolfpen Writing Club in support of the Wolfpen Student Journal.

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

### **College of Veterinary Medicine**

CVM has developed programs for faculty development, engages faculty in many aspects of running the college, and attempts to create a family atmosphere. A faculty representative program was initiated to meet with administration every other week. Faculty meetings occur bi-monthly during the semester. CVM has had minimal faculty attrition in the 2021-2022 academic year.

**Goal:** Met

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



The DCOM Dean holds weekly Faculty/Staff Zoom lunch sessions to provide updates, field questions and discuss various topics including recruitment and retention efforts.

**Goal:** Met

### **School of Math and Science**

Included in school and department meetings.

**Goal:** Met

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

- Discussion at department meetings (and throughout the academic year) for individual students and ways to support them.
- Regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.
- In the MEDITL Program, developmental plans discussed with faculty at departmental meetings are created on a student-by-student basis as needed.
- 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.

**Goal:** Met

### **School of Medical Sciences**

Remediation concerns are addressed in monthly faculty meetings.

**Goal:** Met

### **Academic and Student Support Services**

- The division committed to reviewing programmatic and strategic planning with a retention-focused approach. Student Services focused on the UACT 100 course; activities and engagement; the Students of Concern and CARE Committees; the Resident Assistants, Lincoln Ambassadors, and RAILS student leadership programs; and the first six-week experience in Student Affairs as key retention programs/experiences. These discussions and initiatives were conducted in partnership with Academic Affairs—though not faculty specifically.
- The Assistant Vice President initiated an effort to include all undergraduate school Deans in discussions regarding Academic Support; academic warnings, probations, and suspensions; and retention-focused academic support services. These discussions did not commence until June 2022. These discussions will continue, and faculty and deans will be included in academic support services and retention efforts.

**Goal:** Partially Met

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.

**Goal:** Met

### **School of Engineering**

The early warning system will be utilized for all academic and student well-being issues.

**Goal:** Unmet

### **College of Veterinary Medicine**

An early warning system is in place for DVM students and overseen by the Office of Student Affairs and Admissions via the Director of Academic Success. Data are provided weekly by the Director of Outcomes and Assessment. The Director of Academic Success, Course Directors, and Faculty Advisors work with at-risk students throughout the semester.

**Goal:** Met

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

An early warning system is in place at DCOM for medical students and overseen by the Office of Student Services Learning Specialists and Success Coordinators in collaboration with Course Directors and Faculty Advisors.

**Goal:** Met

### **School of Allied Health Sciences**

Faculty work with the Student Success Coordinator to identify at risk students and provide appropriate intervention.

**Goal:** Met

### **School of Math and Science**

Faculty regularly reminded. Student Success Coordinator assists faculty and provides additional reminders.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

Faculty in AHSS are required to participate in both early warning programs. The school recruiter monitors this process, extremely well.

**Goal:** Met

### **Caylor School of Nursing**

Faculty participates in LMUs early warning system.

**Goal:** Met

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

- Three-week and midterm grades have proven a successful early warning systems for struggling students to discuss plans for support with advising.
- The School of Education disposition assessment can be submitted on students by instructors, field supervisors, or cooperating teachers and helps with early warnings of struggling students.

**Goal:** Met

### **School of Medical Sciences**

“At-risk” policy within the PA programs acts as the early warning system to identify students scoring lower than 75% on comprehensive, cumulative, and formative examinations so that they can meet with Course Directors and Faculty Mentors to remediate deficits.

**Goal:** Met

### **Academic and Student Support Services**

The division has reviewed and improved the standard operating procedures of the Students of Concern Committee that processes early alerts. Academic Support shared instructional updates with the campus community to relay a change to location of the early alert system on the MyLMU portal. The division worked with Academic Affairs to communicate the need to include the division in discussions regarding the adoption of AEB retention software, as that software will process early alerts once implemented. The Students of Concern Committee Chair and Vice Chair advised Academic Affairs on how AEB and early alerts may function.

**Goal:** Met.

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

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

Academic counseling consists of workshops, academic presentations, one-on-one meetings, and electronic communication for all LMU-DCOM students. The Director of Academic Support at each location also coordinates peer tutoring and academic advising for LMU-DCOM students. Academic counseling and academic advising are provided to LMU-DCOM students across all four years of the curriculum. Peer tutoring is provided to OMS-Is and -IIs. All students have the option of in-person or online one-on-one meetings throughout their four years.

**Goal:** Met

### **Caylor School of Nursing**

Academic Support from the university is not provided at the off-campus sites. Nursing has created a position of nursing tutor and this person is assisting nursing students at all sites.

**Goal:** Met

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

- All graduate programs have broadened access to faculty outside of candidate’s traditional workday.
- All licensure programs provide mentors and clinical supervisors during clinical experiences.
- The TAGGE Center, Counseling Office, individual tutoring, Career Services, Office of Career Services, and library are all in place for all CMSOE students as needed.

**Goal:** Met

### **School of Medical Sciences**

All students are made aware of WellConnect services. Academic support services are handled through program faculty by class lectures involving study skills and success strategies, as well as semi semester mentor group check ins. Individualized counseling is coordinated on an as needed basis. Centralized faculty training through the Assistant Dean of Academic Affairs will involve mentoring tactics and information.

**Goal:** Met

### **Academic and Student Support Services**

Student Services worked with contacts at the Tampa and Cedar Bluff campuses to coordinate and improve the offering of services to extended learning sites. Career Services regularly visited the Cedar Bluff site to offer services. Accessible Education Services offered ADA accommodation services to all campuses and conducted a three-day site visit to the Tampa campus to audit and improve the offering of services to that campus. Student Leadership and Outreach continued to facilitate and improve extended learning site engagement in the student service requirements via regularly programming and the 125<sup>th</sup> celebratory “#LMUserves125” service initiative. Academic Support utilized the online TutorMe program to improve the offering of academic support and tutoring services to students located beyond the Harrogate campus. Mental Health Counseling offered counseling services via Zoom as was permitted under clinical licensure regulation. The Title IX Coordinator and Investigator established regular office hours at the Duncan School of Law campus in Knoxville to increase the availability and visibility of Title IX and compliance services to the Knoxville sites.

**Goal:** Met

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

### **Duncan School of Law**

The Law School’s Associate Dean for Academic Affairs documents retention data and provides periodic reports to the administration and faculty.

**Goal:** Met

### **Caylor School of Nursing**

The retention rates are tracked by each cohort. These rates are reviewed each semester and reported in annual Board of Nursing reports and ACEN reports.

**Goal:** Met

### **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

**College of Veterinary Medicine**

Student retention is closely tracked at CVM.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Student retention is closely tracked by DCOM Office of Academic Affairs.

**Goal:** Met

**School of Math and Science**

Works in conjunction with Institutional Research to obtain data.

**Goal:** Met

**Carter & Moyers School of Education**

- ITLU retention and enrollment numbers shared consistently with ITLU faculty in MS Team site database and discussed at all department meetings.
- All CMSOE programs follow-up on support and remediation efforts focused on previously identified at-risk candidates.
- All CMSOE programs have built-in transitions in programs of study.

**Goal:** Met

**School of Medical Sciences**

SMS retention numbers are due to be updated on the website by April of each year.

**Academic and Student Support Services**

The division monitored and responded to retention data on a semesterly basis as it relates to UACT 100 students, Cornerstone students, S.S.S. students, and those students submitted to the Students of Concern Committee and CARE Committees. The division planned to review 2021-2022 retention figures as it plans for 20220-2023 programming.

**Goal:** Met

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 2021-22, the Law School continued a pilot program

to provide teaching assistants in doctrinal classes.

**Goal:** Met

### **School of Math and Science**

Faculty regularly serve as instructors.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

Faculty instruct and work with students in UACT

**Goal:** Met

### **Academic and Student Support Services**

The division reviewed and continued to improve the peer-mentoring focus of the Lincoln Ambassadors and Resident Assistants. The Lincoln Ambassadors have been equipped with toolboxes with supplies and a curriculum tool kit to enhance their ability to contribute to the facilitation of UACT 100. The Residential Housing Director and Assistant Directors collaborated with division leadership to develop a new regimen of trainings for RA's that maximizes peer-to-peer mentoring opportunities and effectiveness.

**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.

**School of Engineering**

The early warning system will be utilized for all academic and student well-being issues.

**Goal:** Unmet

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

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. The Tagge Center and the AHSS Recruiter work closely to support and retain students where possible.

**Goal:** Met

**School of Allied Health Sciences**

AHS faculty advisor and SSC would meet frequently with “at-risk” students to offer support services and accountability for the student’s academic performance.

**Goal:** Met

**Comments:** The meetings with these students provided advisors and SSC updated information and frequent check ins to offer any support needed for the student to be successful or identify other issues.

**School of Math and Science**

Coordinated via student success coordinator.

**Goal:** Met

**College of Veterinary Medicine**

See #9 above

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

See #9 and #10 above

**Goal:** Met

**Carter & Moyers School of Education**

Struggling students are identified through admissions requirements like ACT/SAT/Praxis Core and GPA and help determine students who need additional supports in our program.

Continual connecting of student services (Tagge Center, Counseling Center, test prep resources) through advising and individual coordination.

Graduate programs have regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.

**Goal:** Met

**School of Medical Sciences**

“At risk” students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits.

**Goal:** Met

### **Academic and Student Support Services**

The division—as indicated above—reviewed and improved the Students of Concern and CARE Committees’ standard operating procedures to better respond to at-risk students’ needs.

Academic Support identified at-risk students and enrolled them in the Cornerstone and S.S.S. programs while also engaging with general population at-risk students via general academic support measures. Title IX offered supportive measures to students engaged in formal proceedings and students who encountered the Title IX office but did not engage in formal proceedings. Mental Health Counseling provided counseling services to many students who were identified as at-risk and students who may have been at-risk but did not exhibit readily noticeable indicators. All division offices refer students to services available across campus to promote retention, progression, and graduation amongst at-risk populations.

**Goal:** Met

14. Enhance our coordinated effort to identify and serve students with undecided majors.

### **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 category for no longer 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.

### **Academic and Student Support Services**

Academic Support decided to identify undecided students, provide some counseling but to ultimately refer all students to their respective academic departments for formal advising and degree decisions. This transition is ongoing and yet to fully transfer responsibility to Academic Affairs.

**Goal:** Partially Met



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.

**Goal:** Met

**Academic and Student Support Services**

The division partnered with the Associate Athletic Director for Academic Services and Compliance to promote the access of academic support services to athletes.

**Goal:** Partially Met

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.

**Goal:** Met

**Academic and Student Support Services**

The division conducted a granular audit of the Academic Support offices (i.e., Cornerstone, S.S.S., and general services). The Assistant Vice President coordinated meetings with the undergraduate school Deans to assess their input and feedback on the expansion and success of these programs. The Assistant Vice President held weekly meetings with the entire Academic Support team in Fall 2021 to assess the future of these offices. The division partnered with Academic Affairs to jointly review Academic Support and gain academic input.

**Goal:** Partially Met

**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

#### **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.

**Goal:** Met

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

DCOM partners frequently with the MSW program in the development and implementation of IPE. Master's programs run by DCOM serve as a pipeline to DO program matriculation.

**Goal:** Met

#### **School of Math and Science**

Continually seek opportunities with professional school. Currently have GPA-approved majors (BIOLH.BS, CHEMP.BS).

**Goal:** Met

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

The CDM participates in the GPA program providing a pipeline for undergraduate students to attend the CDM at LMU.

**Goal:** Met

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

- Presentations from School of Education graduate programs to ITLU student teachers.
- Annual meeting with undergraduate and graduate education programs.

**Goal:** Met

### **School of Medical Sciences**

IPE programs have utilized both graduate and undergraduate students to demonstrate healthcare across the continuum. Additionally, the GPA program and the transition pathway from MLS have facilitated cooperation between SMS and undergraduate programs.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

The School of AHSS regularly provides a workshop for all undergraduate students regarding all professional programs and graduate programs at LMU. In addition, AHSS participates in the annual Job/Graduate program fair.

**Goal:** Met

### **Academic and Student Support Services**

The division's undergraduate-focused leadership developed working partnerships with student affairs professionals in DCOM, CVM, and DSOL. The division improved coordination between undergraduate student affairs and equivalent offices in the graduate and professional schools. Title IX partnered with graduate and professional programs to host trainings for faculty, staff, and students. The Students of Concern and CARE Committees' leaders partnered with graduate and professional school leaders to improve responses to student concerns at all levels of the university. Career Services worked with undergraduate and professional students to support them in applying to and preparing for further professional and graduate education.

**Goal:** Met

2. Continue to provide leadership development opportunities for students.

### **School of Allied Health Sciences**

Student club officers are active within Student Government Association and work closely with faculty club mentors to ensure all planned club activities offer opportunities for all members to participate.

**Goal:** Met

### **Duncan School of Law**

Through the Law School's professionalism series and remote attendance at various conferences, it continues to provide leadership development opportunities to its students. The Law School held 18 professionalism events in Spring 2022 and 13 in Fall 2021.

**Goal:** Met

### **College of Dental Medicine**

Student chapters of the American Student Dental Association and American Dental Hygiene Association chapters have been developed leading to leadership experiences.

**Goal:** Met

### **School of Engineering**

Support will be provided to students seeking to establish engineering student chapters resulting

in significant leadership experience.

**Goal:** Unmet

### **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

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

In accordance with COCA accreditation standards, professional formation is integrated throughout the DO curriculum. Opportunities for leadership are made available to students through Clubs and the Student Government Association (SGA).

**Goal:** Met

### **School of Math and Science**

Accomplished through student clubs housed in the school.

**Goal:** Met

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

- Tennessee Student Teacher Association (STEA) facilitated by ITLU students with opportunities for Professional Development, campus initiatives, and service.
- Support for ITLU students with grants and presentations at conferences.
- CMSOE program advisory board meetings bring together current students, program completers, and school partnership leaders.
- Students are encouraged to attend professional development 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.

**Goal:** Met

### **School of Medical Sciences**

Student leadership opportunities are available through the student government associations. The SMS also encourages participation and leadership on the state, regional, and national level. A PA student with the Harrogate PA program was recently President of the national AAPA student association.

**Goal:** Met

### **Academic and Student Support Services**

The division promoted student leadership opportunities through the following programs, initiatives, and events: Lincoln Ambassadors, RAILS, Lincoln Activities Board, Resident Assistants, student organizations, Student Government Association, the Rising Stars recognition event, the Dean's List reception, student tutors, and much more.

**Goal:** Met

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.

**Academic and Student Support Services**

The Office for Student Activities and Engagement continued to expand and improve recreational and intramural sports opportunities in the post-COVID era. Programming was reinvented and continues to expand following substantial scale-backs during COVID. The Aquatics office provided swim lesson, open swim, and lifeguard training opportunities for LMU and the community. The Student Services division partnered with DCOM to offer recreational opportunities for professional students. The Student Wellness Center (gym) and UINN graduate housing gym continued to operate and provide recreational opportunities to students, staff, and faculty.

**Goal:** Met

4. Continue to evaluate the effectiveness of student leadership organizations.

**School of Allied Health Sciences**

Faculty mentors for all student clubs work closely with club leaders to ensure all activities are appropriate and inclusive of all club members.

**Goal:** Met

**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

**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

**DeBusk College of Osteopathic Medicine**

Student Government Association (SGA) and Student Clubs at DCOM are supervised by the DCOM Office of Student Services. Every Club is also supervised by a Faculty Advisor.

**Goal:** Met

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

Monitor productivity and functionality of STEA organization with student engagement and leadership opportunities.

**Goal:** Met

### **School of Medical Sciences**

Student leadership through the SGA's is monitored by faculty mentors

**Goal:** met

### **College of Dental Medicine**

The Associate Dean of Faculty and Students supervise SGA and Student Clubs.

**Goal:** Met

### **Academic and Student Support Services**

The Assistant Vice President and Dean of Students reevaluated the structure, scheduling, and operations of the undergraduate Student Government Association. Student Services developed plans for a reformed SGA that will be more effective and focus on written advocacy.

**Goal:** Met

5. Expand involvement of Career Services to include early intervention academic advising.

### **Academic and Student Support Services**

The Career Services office facilitated the Focus 2 assessment, scheduled meetings with undecided students, and referred students to the appropriate academic advisors for decision-making. The division decided that Student Services offices should defer to academic advisors from academic departments for academic advising needs.

**Goal:** Met

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.

### **Academic and Student Support Services**

The Office for Residential Housing conducted a contract audit, policy audit, handbook audit, and a standard operating procedures review to improve and provide clearer student expectations for Residential Housing. The Office developed new and modernized training for Residents Assistants to improve peer-mentoring, student living experiences, and student safety. Additional access control units were not installed. Only four residence halls have exterior card access capabilities: West, Liles, UINN, and LP.

**Goal:** Partially Met

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

**College of Veterinary Medicine**

CVM Student Services promotes University services and activities to CVM students.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM made considerable updates to its website this year to ensure students have access to DCOM specific information about services and activities and linkages to LMU services and activities as well.

**Goal:** Met

**School of Allied Health Sciences**

The Student Success Coordinator makes students aware of activities and services through email, text message, and posting signage in AHS facilities

**Goal:** Met

**School of Math and Science**

Student success coordinator regularly provides information via target email campaigns.

**Goal:** Met

**School of Arts, Humanities, and Social Sciences:**

School recruiter works regularly with students and applicants to ensure they are aware of opportunities available.

**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.

**Goal:** Met

**College of Dental Medicine**

The Associate Dean of Faculty and Students and the Director of Admissions works with students and applicants ensuring they have access to CDM information and opportunities available.

**Goal:** Met

**School of Medical Sciences**

PA student orientation offers counseling services, academic services, and so on to introduce themselves and their services to students.

**Goal:** Met

**Academic and Student Support Services**

The division offered information and expanded outreach via the *Railsplitter Weekly* publication, social media, the LMU website, and various other outlets.

**Goal:** Met

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

**School of Arts, Humanities, and Social Sciences**

Student leaders in clubs work diligently to ensure information is made available to encourage participation and impact. The faculty and student success coordinator work at creating events that students may participate in all year.

**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

**Debusk College of Osteopathic Medicine**

DCOM has dedicated staff members in

**Goal:** Met

**Carter & Moyers School of Education**

Student Teacher Education Association (STEA).

**College of Dental Medicine**

The Associate Dean for Faculty and Students is dedicated to the SGA, ASDA, and ADHA.

**Goal:** Met

**School of Medical Sciences**

Outreach chair of student government facilitates activities for students.

**Academic and Student Support Services**



Student Services reviewed and continued to expand the scope of the Lincoln Activities Board. The Student Services division conducted a division-wide “June-to-June” planning summit that coordinated and implemented comprehensive student activities plan for 2021-2022 and 2022-2023.

**Goal:** Met

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

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

DCOM’s Student Handbook contains information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.

**Goal:** Met

#### **College of 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).

**Goal:** Met

#### **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.

**Goal:** Met

#### **School of Arts, Humanities and Social Sciences**

The faculty and staff work to ensure all students who have any needs that may impact, or limit learning will be given information on how to overcome barriers to learning.

**Goal:** Met

### **Academic and Student Support Services**

Accessible Education Services (AES) provided language that was included in each course syllabus offered at LMU that included a detailed statement regarding accommodations. The division provided AES/ADA information to students via the Students of Concern Committee and other student-engagement opportunities.

**Goal:** Met

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

### **Debusk College of Osteopathic Medicine**

Counseling and mental health services are regularly communicated to DO Students. This information is contained on the website and in the Student Handbook and Clinical Rotation Manual. In addition to Mental health services provided by LMU, DCOM provides WELLConnect<sup>®</sup>, a 24x7x365 counseling service that can be accessed from wherever a student is receiving education.

**Goal:** Met

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

Increasingly incorporate connections to University counseling services through student advising and interactions.

**Goal:** Met

### **School of Medical Sciences**

A representative from the Office of Mental Health Counseling meets with LMU-Knoxville and Harrogate PA students each Fall during first semester orientation. Students are also made aware of WellConnect services while they are on rotation.

**Goal:** Met

### **Academic and Student Support Services**

The Mental Health Counseling office provided counseling services to LMU students throughout the pandemic and the 2021-2022 academic year.

**Goal:** Met

11. Provide Accessible Education services to students through the Office of Accessible Education Services.

**Duncan School of Law**

**Office of Accessible Education Services**

For students completing the application process and meeting institutional criteria for documentation, accessible education services were provided.

**Goal:** Met

**College of Veterinary Medicine**

CVM facilitates these services for CVM students.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

See #9.

**Goal:** Met

**Carter & Moyers School of Education**

Coordination with the University Office of Accessible Education Services for all students requiring accommodations for coursework and clinical placements and individual plans as needed (temporary for health-related issues).

**Goal:** Met

**School of Medical Sciences**

Dr. Graves reviews accommodation requests and, in conjunction with program faculty, approves/rejects requests. Program faculty and staff make arrangements for and provide accommodations on site.

**Goal:** Met

**Academic and Student Support Services**

Accessible Education Services provided accommodation services to students across the undergraduate, professional, and graduate programs and facilitated relevant appeals processes.

**Goal:** Met

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

**DeBusk College of Osteopathic Medicine**

LMU requires all employees to complete FERPA training on an annual basis. DCOM monitors their employees' compliance annually in accordance with COCA Element 9.4 (Student Recordkeeping).

**Goal:** Met

#### **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.

**Goal:** Met

#### **School of Medical Sciences**

This information is posted on the program website and can also be found in the student catalog/handbook. In addition, this information is reviewed with prospective students during student applicant interviews and with matriculated students during first semester orientation.

**Goal:** Met

#### **Academic and Student Support Services**

The division provided ADA, Title IX, FERPA, and mental health informational programming and training to students, staff, and faculty across the university community.

**Goal:** Met

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

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

**Goal:** Met

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

Regular meetings are held with SGA throughout the year to ascertain the needs and wellbeing of the study body.

**Goal:** Met

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

Coordination each semester with our ITLU SGA representative on campus for updates and discussion of proposed bills and initiatives.

**Goal:** Met

#### **School of Medical Sciences**

Classes are addressed and informed of the function of the Association as an advocate for the student body and a go-between with faculty. The Faculty Advisor to the SGA informs the SGA of the Association's responsibility to evaluate student issues and advocate on behalf of their classmates. The Faculty Advisor attends SGA meetings and provides ongoing guidance to the SGA related to student issues.

**Goal:** Met

### **Academic and Student Support Services**

The Assistant Vice President and Dean of Students reviewed and engaged in SGA's bill/proposal process to promote effective written advocacy and encouraged strategic and targeted problem-solving. The Assistant Vice President then facilitated the communication of SGA proposals to appropriate Vice Presidents.

**Goal:** Met

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

### **School of Allied Health Sciences**

All AHS faculty encourage students to seek tutoring and other academic support in the Tagge Center.

**Goal:** Met

### **School of Math and Science**

All faculty and staff work to make students aware of the services of the Tagge Center.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

The Tagge Center works closely with the school recruiter/student success staff person to ensure that services that are needed are available.

**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.

**Goal:** Met

### **Academic and Student Support Services**

Academic Support integrated information about the Tagge Center with Blackboard, on the LMU website, and via social media.

**Goal:** Met

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.

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

Each semester at least one ITLU student works at the Tagge Center which increases awareness with our student population and understanding of opportunities for support.

**Goal:** Met

### **Academic and Student Support Services**

Academic Support partnered with Student Services to promote awareness for academic support services. The division—via the Assistant Vice President—engaged with school Deans to promote further collaboration and integration of Academic Affairs into academic support services.

**Goal:** Partially Met

16. Proactively budget for housing management software.

The Office for Residential Housing acquired “StarRes” as a new the Residential Housing management software and will begin implementation in July 2022.

**Goal:** Met

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

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

Increasingly working to connect our transfer and commuter ITLU students to University initiatives and services through communication, advertising, and advising.

**Goal:** Met

### **Academic and Student Support Services**

The division adopted a commuter-focused initiative to proactively target commuters via all programming. The Office of First Year Experience was reformed in the Office for Orientation and Transition Programs and now includes a specific mission to target and address the needs of commuter students.

**Goal:** Met

**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

**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 a STEM and AgDiscovery camp in June 2022.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Outreach was limited due to COVID-19 restrictions this past year. The Opioid Education Symposium continues to be held in a virtual format with an invitation extended to health profession students across the country, healthcare workforce and community members. Leaders from local non-profit organizations regularly present at the symposium also.

**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.

**Goal:** Met

**School of Medical Sciences**

SMS is very involved in community activities and volunteer work to include the “light the night 5K”, Servolution golf tournament, RoHo Christmas for Kids, and so on. Additionally, the SMS utilizes the SPS (‘Scholarship, Practice, and Service) Policy to encourage service and practice in the community. 5 faculty members are currently providers at Servolution Health Services, a local free medical clinic. Faculty also participate with RAM clinics as available.

**Goal:** Met

**College of Dental Medicine**

The College of Dental Medicine has participated in 36 outreach events providing care for the underserved in East Tennessee.

**Goal:** Met

**School of Arts, Humanities, and Social Sciences**

The school promotes internships, externships, and course practicum to ensure students recognize the impact of hands-on learning. In addition, many students work with non-profit organizations in the local and state area; particularly the honors students who are required to do so.

**Goal:** Met

### **Academic and Student Support Services**

The Office of Student Leadership and Outreach continued to provide service opportunities throughout Tennessee and the Claiborne County area. Student Services rolled out the #LMUserves125 initiative to encourage 125 acts of service throughout the country by students, staff, faculty, and alumni in celebration of LMU's 125<sup>th</sup> year.

**Goal:** Met

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

### **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

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

Collaboration with Marketing and University Advancement is ongoing to bolster alumni relationships, giving and social media presence.

**Goal:** Met

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

Currently working with Kate Reagan to enhance our CMSE Marketing Plan.

### **School of Medical Sciences**

SMS is active with University Advancement and Marketing, both on social media (LinkedIn, Facebook, etc.) as well as with the monthly newsletter and the newly developed quarterly magazine.

**Goal:** Met

### **Academic and Student Support Services**

The division increased communication and marketing through social media and public relations. A successful email campaign helped increase awareness of the student service initiative to all undergraduate students. The division partnered with Marketing and Advancement to carry out and raise community awareness for several campus events and initiatives related to community service.

**Goal:** Met

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



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

CMSOE tracks this information in VIA Watermark system.

**Goal:** Met

### **Academic and Student Support Services**

59% of students completed their required community service hours for the student service initiative. The division will increase participation by 20% in the 2022-2023 academic year. 85% of students participated in some form of community service. Students completed approximately 11,872 hours of community service.

**Goal:** Unmet (as it relates to SSI)

4. Continue to support student groups conducting fundraising efforts for local charities.

### **College of Veterinary Medicine**

CVM student clubs are fully supported in their fundraising efforts.

**Goal:** Met

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

Student Clubs are supported regularly when conducting fundraising efforts of local charities.

**Goal:** Met

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

This happens through service-learning projects.

**Goal:** Met

### **School of Medical Sciences**

SMS supports fundraising efforts and students are active with many local charities.

**Goal:** Met

### **Academic and Student Support Services**

Students engaged in community service fundraising activities such as the Dance Marathon to benefit the emerging Boys' and Girls' Club of Claiborne County, which raised \$2,586.00.

**Goal:** Met

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

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

Student clubs and groups are supported regularly when conducting health fairs, wellness, and health awareness outreach programs for community groups. DCOM Office of Student Services assists with communication and implementation of these initiatives as needed.

**Goal:** Met

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

This happens through service-learning projects.

**Goal:** Met

#### **School of Medical Sciences**

PA students are active in many community health promotions including CCM's vaccine clinic, RAM eye clinic, Servolution community outreach event, Middlesboro opioid awareness event, and so on.

**Goal:** Met

#### **Academic and Student Support Services**

The Student Services and Mental Health Counseling offices promoted mental health awareness programming and educational events.

**Goal:** Met

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.

**Goal:** Met

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

DCOM Office of Student Services works closely with SGA and Clubs to provide programming focused on student health and wellbeing.

**Goal:** Met

#### **School of Math and Science**

Success Coordinator arranged various monthly activities for students and faculty to get to know each other outside of the classroom (facultea and Friday cookout lunches) as well as a paint night one semester. Student clubs (Wildlife Society) arranged and promoted well-being activities for club members and others to attend such as a nature walk.

**Goal:** Met

### **School of Medical Sciences**

Handled by SGA.

**Goal:** Met

### **Academic and Student Support Services**

The Student Services offices, Mental Health Counseling, and Title IX offered educational programming that highlighted individual well-being in the areas of activities and recreation, alcohol consumption, sexual health, mental wellbeing, and general self-care. The division also offered opportunities to explore self-improvement. The division also focused on employee well-being through staff events, lunches, dinners, professional development, and wellness-centered approach to employee relations.

**Goal:** Met

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

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

Community service is accomplished via Student Club involvement in outreach and through the Support of DCOM Office of Student Services as needed.

**Goal:** Met

### **College of Veterinary Medicine**

All CVM clubs are required to perform community services.

**Goal:** Met

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

Service-learning hours required for ITLU, MEDITL, and CG students each semester.

**Goal:** Met

### **College of Dental Medicine**

Students in the DMD and ASDH programs are required to provide 40 hours of community service every semester.

**Goal:** Met

### **School of Medical Sciences**

PA-Knoxville and the MLS 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. PA Tampa intends to require enhanced service requirements for students

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

The Honors Scholars Program requires community service as one aspect of this growing program. The requirements and locations where community service may take place are reviewed regularly.

**Goal:** Met

#### **Academic and Student Support Services**

Student Services increased service opportunities for students at all campus locations, which increased completed service hours for all undergraduate students. The Office of Student Leadership and Outreach and related service-oriented functions were absorbed into the new Associate Dean of Students position within Student Services.

**Goal:** Met

**Comments:** Student Services will continue to work with offices across campus and off campus to increase service opportunities offered to students at all campus locations.

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

#### **Academic and Student Support Services**

Student Services did not explore these options.

**Goal:** Unmet

**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**

In 2021-2022, the Law School The Law School ma fully staffed academic success and bar preparation department with four full-time faculty members. In Fall 2021, it offered a series of informational online sessions offered to incoming 1Ls throughout the summer to maintain continued engagement with the prospective students and continued, developed, and provided comprehensive Legal Foundations course to all incoming 1L students. In 2021-2022, it increased the Law School's winter bar preparation efforts to provide additional resources to both repeat

and first-time takers and maintained the Law School's summer bar preparation efforts by designating at least four faculty members to assist graduates with preparing for the bar exam during the summer. The Law School has also continued its relationship with BARBRI that has allowed it to incorporate the post-graduate commercial bar preparation course into the cost of each student's program of legal education. This has helped the Law School achieve compliance with ABA Standard 316 (75% of graduates passing the bar exam within two years of graduation). This includes a 94% Ultimate Pass Rate for 2019 Graduates and an 85% ABA Ultimate Pass Rate for 2020 Graduates. The Law School is currently on track to meet the ABA Standard for 2021 graduates.

- Currently on track to meet ABA Standard for 2021 Graduates and has improved the Law School's transfer bar passage rate to 89%.

**Goal:** Met

**Comments:** In order to address disproportionate attrition by minority students in two out of the last three years, the Law School is developing programming in 2022-2023 for historically underrepresented groups, including racial or ethnic minorities; disabled students; students who are economically disadvantaged; first generation college students; and LGBTQIA students. The Law School also continues to offer implicit bias training during the Orientation program in compliance with revised ABA Standard 303.

### **School of Arts, Humanities, and Social Sciences**

AHSS regularly provides workshops, usually twice a year, to encourage students to consider graduate school, providing information about preparation for the LSAT, the GRE, and other examinations that may be necessary for the graduate program application.

**Goal:** Met

### **School of Math and Science**

Faculty work with students to prepare in-house as well as make them aware of external services and opportunities. Development of a seminar course to focus specifically on the preparation and application process for professional school. The course will begin in Fall 2022.

**Goal:** Met

### **School of Allied Health Sciences**

Faculty work with students to improve written and oral communication skills necessary to improve candidacy for professional school. Faculty are available to meet with students individually to answer questions regarding professional school application process, entrance exams, and financial considerations.

**Goal:** Met

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

- MEDITL and Undergraduate ITL students take the Praxis exam(s) and the edTPA for their individual licensure area. These initial licensure students have individualized coaching/mentoring as needed to pass the exams.

- Students in the mental health program take the NCE and school counseling students take the Praxis for school counselors. Faculty provide preparation through targeted course work, and individualized help is provided if needed.
- SLLA study sessions continue at Cedar Bluff and are now offered virtually and/or face-to-face.
- Additional individualized help is available to all licensure students in the School of Education.
- All MEd and Ed.S. students have additional help with passing comprehensive exams as needed.
- The Ed.D. Program implemented further support for comprehensive exams in research courses and ensures that expectations and objectives for concentration area comps are clearly defined in candidate instructions.

All test data for the entire School are analyzed and used to make program changes or improvements each academic year.

**Goal: Met**

### **School of Medical Sciences**

Both PA programs offer a type of “PANACE review” for students at the conclusion of the program prior to graduation. The GPA program offers seminars in preparation for admission. The MLS program also offers board review in preparation. SMS faculty also support undergraduate services during freshman and Senior seminars for pre-health profession students.

**Goal: Met**

2. Further investigate grant opportunities for the incorporation of online tutoring to better service our campus community, online, and off-campus sites.

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

The School of Education continues to seek grant opportunities CMOSE has secured \$925,000 from the TDOE over the past three years.

**Goal: Met**

### **Academic and Student Support Services**

The division did not pursue or accomplish this goal.

**Goal: Unmet**

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

### **Duncan School of Law**

In 2021-2022, the Law School continued to provide a progressive and robust academic success program that includes a mandatory Legal Foundations course to all incoming 1Ls and that continually targets students throughout first three semesters of law school. It has redesigned the academic success curriculum to place more emphasis on the foundational legal skills currently tested on the bar exam and that will be the focus on the redesigned bar exam (anticipated 2026). The changes included a redesigned first semester, 2L course called Legal Practice Skills.

It has also continued to grow the Dean's Fellows program and incorporated the Dean's Fellow's assistance in the Legal Foundations and Advanced Legal Reasoning courses, as well as piloting a Teaching Assistant program in doctrinal courses.

**Goal:** Met

**Comments:** "Cornerstone and Invitee student populations," for Duncan School of Law purposes, are considered at-risk students, determined generally by lower LSAT, uGPA, and LSGPA.

### **Academic and Student Support Services**

Academic Support adopted new assistive materials and technology to support all students and Cornerstone and S.S.S. students. The division did not adopt any substantive changes to specialized study resources. The division will explore specialized learning tools for the 2022-2023 academic year and beyond.

**Goal:** Partially met

4. Expand availability of Mental Health Counseling and Accessible Education services as appropriate for the University's continued expansion at Off-Campus locations.

### **Duncan School of Law**

The Law School conducted on-campus and online presentations to incoming students, current students, graduates preparing for the bar exam, and faculty on the mindfulness and meditation, imposter syndrome, and stress management. A University counselor is available for appointments at the Law School one day a week and by Zoom and at other Knoxville campuses on the other days of the week.

**Goal:** Met

### **Debusk College of Osteopathic Medicine**

DCOM has made WELLConnect<sup>®</sup> available to students at all learning sites for 24x7x365 mental health support.

**Goal:** Met

### **College of Veterinary Medicine**

CVM has benefited from the expansion of the Harrogate campus mental health counseling abilities as well as WellConnect.

**Goal:** Met

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

CMSOE collaborates with the TAGGE Center and Counseling Office.

**Goal:** Met

### **School of Medical Sciences**

Students are made aware of online counseling services available through the University.

**Goal:** Met

### **Academic and Student Support Services**

Mental Health Counseling hired two additional counselors to serve the Knoxville campuses. Accessible Education Services hired one additional Assistant Director to help expand and

improve accommodation services. AES conducted a site visit to the Tampa campus to help expand and improve accommodation services.

**Goal:** Met

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 and Student Support Services**

The division reviewed IR-provided data to assess and improve all Academic and Student Support Services functions. The division did not specifically utilize IR data to improve services to extended learning site, though the division to expand and improve services to extended learning sites. The division will utilize IR data more intentionally to continue expanding and improving services to remote sites in the 2022-2023 academic year.

**Goal:** Partially Met

**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 School has continued participation in LYRASIS, TENN-SHARE, and NELLCO consortiums. When possible, it purchases access to databases for the Law Library that are available university wide. This year the Duncan School of Law Library purchased the most recent yearly modules for Proquest Congressional and updated access to HeinOnline with access university wide. The Law Library continues to work with Carnegie-Vincent Library to share costs for Spring Share.

**Goal:** Met

### **Carnegie-Vincent Library**

Continued participation in library consortia (Appalachian College Association Library, TENN-SHARE, and LYRASIS) to obtain best prices on electronic databases and other resources.



**Goal:** Met

### **School of Medical Sciences**

The SMS has taken no action toward is objective.

**Goal:** Unmet

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

### **Duncan School of Law**

The Law Library continues to be a member of the NELLCO Consortium and subscribe to ALLStAR to enter information in the ALLStAR official survey that allows the law school to gain additional information and be able to compare information with peer law schools. This year the library entered information that is required in for surveys that the law library submits to the main university library.

**Goal:** Met

### **School of Engineering**

Periodic input will be provided to the library for recent engineering codes, regulations, and research journals.

**Goal:** Unmet

### **College of Veterinary Medicine**

CVM has a library liaison who brings CVM faculty and student requests to the LMU librarians.

**Goal:** Met

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

DCOM's Learning Resource Committee administers an annual needs assessment to students, faculty members, and staff. This information is used to continuously improve the growth and development of new and existing programs. A representative from IS serves as a member of this committee to ensure direct communication between DCOM and IS on these matters. DCOM Medical librarians also serve as representatives on the DCOM Learning Resources Committee.

**Goal:** Met

### **School of Arts, Humanities and Social Sciences**

The School of AHSS worked closely with the new Master of Science in Psychology program director to ensure that all necessary scholarly journals and resources will be available to students as the program begins August 2022. The program director, in turn, works closely with the library director for this purpose.

**Goal:** Met

### **Carnegie-Vincent Library**

Provided narrative, resources lists, and/or attendance at reviews in support of the re-accreditation review of programs in Veterinary Health Sciences, the intent to apply and the application to SCHEV for Ewing (State of Virginia); preparation for the PA program in Tampa; Florida license renewal for Nursing; and MED Mental Health Counseling/School Counseling (CACREP).

Provided narrative and resources lists in support of proposed new programs in civil engineering, mechanical engineering, and master's in veterinary clinical care.  
Continued in collaborative agreements with other libraries..

**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.

**Goal:** Met

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

### **Duncan School of Law**

A member of the Law Library continues to serve on the Law School Distance Education Committee and the Curriculum Committee. This allows the Law Library to be aware of any new programs and curriculum changes and discuss with the committee what resources the library will need to add to support any new curricular offerings.

As requests are made of the Director for specific resources to meet the research and scholarly needs of the Law Library's patrons, the Director, assesses, of the value and benefit of acquiring said resource. In most cases the Director obtains the resources.

**Goal:** Met

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

See #2.

**Goal:** Met

### **School of Arts, Humanities and Social Sciences:**

The School of AHSS worked closely with the new Master of Science in Psychology program director to ensure that all necessary scholarly journals and resources will be available to students as the program begins August 2022. The program director, in turn, works closely with the library director for this purpose. Appropriate Substantive Change information has been secured and implemented.

**Goal:** Met

### **Carnegie-Vincent Library**

Provide access to 252 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 80,000 full-text journals/magazines/newspapers, 84,000 print books, and 497,000 eBooks.

Colleges' and Schools' participation in annual serials review and other collaborative efforts resulted in recommendations and purchases of the following databases, journals, and selected eBooks:

- Complete Anatomy (software/database, currently accessible)
- 5 Minute Clinical Consult (eBook, available in June 2022, will be updated to new editions as they are published)
- ICE Video Library (will be accessible during June 2022)
- International Medieval Bibliography (will be accessible in June 2022)
- Journal of Periodontology (currently accessible)
- Journal of the American Dental Association (will be accessible during June 2022)
- Journal of Endodontics (will be accessible during June 2022)
- Journal of Sports Medicine (will be accessible during June 2022)
- Rehabilitation and Sports Medicine Source (database, currently accessible)
- Scientific Studies of Reading (journal, currently accessible)
- Veterinary Anesthesia and Analgesia (ejournal, currently accessible)

Updated the library's website to clarify our interlibrary loan information.

Added a tab to Interlibrary Loan software (ILLiad) that provides instant access to Get it Now, a service useful for obtaining quick access to articles which are not readily available through other libraries.

**Goal:** Met

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

LMU librarians have created a spreadsheet of all library holdings in counseling and closely related fields. They also provide a spreadsheet that has multiple tabs for databases, books and eBooks, journals, major journal subscriptions, and journal titles to show the extensive array of learning resources available to faculty and students. Leveraging Interlibrary Loan is also a service provided to LMU students by staff librarians.

**Goal:** Met

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

### **Duncan School of Law**

The Law Library provides West Academic Assessment, Spaced Repetition's Law in Flash, Aspen's Connected Quizzing, Carolina Academic Presses Core Knowledge for Lawyers, and Core Grammar for Lawyers; and Quimbee. The library is doing a review of these products in summer 2022 to determine if faculty and student use of the materials justifies the expense. The Law Library has continued to provide core resources and a robust offering of study aides accessible electronically to all law students. These include but are not limited to study aid collection by West, Carolina Academic Press, and Aspen (adding Aspen's Academic Success module).

The Law Library continued to use Spring Share Libguides and virtual reference using Mosio.

**Goal:** Met

### **Carnegie-Vincent Library**

Increased number of the SEWS Junior/Senior classes participating in information literacy sessions from 26 to 35 classes.

Students in the Fall SEWS classes scores averaged from 4.07 to 4.53 on each of five information literacy criteria (3=Meets requirements; 4=Good). Students in the Spring SEWS classes scores averaged from 4.15 to 4.54. Target score was 4.25. (3=Meets requirements;4=Good.)

Began subscription to Credo InfoLit which has standards-based videos, tutorials, and quizzes, tracking features for individual students' and classes' performance, integration with Blackboard, and materials for faculty use and support.

**Goal:** Met

#### **Comments:**

Some students did not do as well on the information literacy criteria related to citations, source use, and bibliographies; plan to focus on promoting Credo InfoLit modules 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

### **School of Arts, Humanities, and Social Sciences**

Information literacy is brought to a variety of English classes by the Carnegie Vincent Library. Workshops are held to ensure students are aware of how information is found, handled, and applied. Also, the SEWS program is regularly employed at the junior and senior writing levels to ensure students are prepared to write well when departing LMU.

**Goal:** Met

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

As many students need assistance with paper writing at the graduate level, staff librarians developed an APA Formatting & Citation Style Guide to assist students in writing research papers and other scholarly work.

**Goal:** Met

### **School of Medical Sciences**

The SMS has as dedicated library liaison that is available answer student questions and assist in information look up. Additionally, this person often addresses the students through available lecture time.

**Goal:** Met

5. Integrate the Association of College & Research Libraries "Framework for Information Literacy for Higher Education" into existing information literacy assessment procedures.

### **Duncan School of Law**

The Law Librarians taught one (1) section of Legal Research III in the summer and three (3) sections in the Fall; six (6) section of Legal Research I in the Fall; and five (5) sections of Legal

Research II in the Spring. The courses are designed to meet the Law School's Programmatic Learning Outcomes under:

The LMU Law School faculty has adopted the following learning outcomes:

(3) Legal Research Skills [302(b)]

Upon graduation, students will have demonstrated achievement of this outcome by:

Objective 1 Identifying and assessing the weight of authority.

Objective 2 Displaying knowledge of the fundamental tools of legal research.

Objective 3 Developing and executing an effective and efficient research strategy.

**Goal:** Met

### **Carnegie-Vincent Library**

Began subscription to Credo InfoLit which contains standards-based information literacy modules including basis on the ACRL standards.

**Goal:** Unmet

**Comments:** Still need to address Frames at Reinforce and Advanced levels. Will identify and promote use relevant modules within the new Credo InfoLit system.

6. Provide appropriate cataloging, physical protection, security, and space for all University collections.

### **Duncan School of Law**

The Law Library continued to work with Cassidy Cataloging throughout the year to streamline the process of adding digital collections to Aquabrowser. The Duncan School of Law Library worked with Bibliotheca to roll out cloudLibrary, that allows students to download an app onto their smartphone and check out materials using the app. The Law Library has sufficient space for the library print collection.

**Goal:** Met

### **Carnegie-Vincent Library**

- To better understand usage patterns of users visiting the physical space, set up new people counter.
- Continued to post updated signage/information regarding COVID-19 throughout the library sites as new information was provided by LMU.
- Further organized unprocessed archival collections to better maximize on the limited space within the University Archives & Special Collections.
- Considerable work was done on organizing photograph collections to prepare for digitization project. Organized 25 feet worth of photos in folders in alphabetical order and inventoried Photograph Collection (*excluding the People series*). Sorted 9 feet worth of unprocessed photos and accessioned into the existing Photograph Collection. Organized 18 feet worth of photos in folders in alphabetical order and rehoused Peoples series of the Photograph Collection.
- The implementation of ArchivesSpace (an archives management application) has seen the inclusion of 6 collections, 3 processed and 3 unprocessed, with the anticipation of more LMU archival collections being added.
- Continued several projects deselection and reviewing volumes for replacement in Main Collection, including deselection chemistry (QD), mathematics (QA), and business (HA-

HJ), and ordered updated editions or more contemporary books as replacements, continued review of Education collection, and removed outdated medical materials from the Reed Health Sciences Library's physical collection and ordered replacement volumes.

- 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.

**Goal:** Met

7. Emphasize the integration of electronic resources to extend the availability of the collections to all constituencies.

### **Duncan School of Law**

The Law Library's Information Assets Policy includes a preference for collecting electronic resources when available. As required in the Policy the policies were reviewed and updated by the library committee and approved by the Law School Faculty. The library added over 50 titles from Cambridge Books Online to the collection that are available to all university patrons.

**Goal:** Met

### **Carnegie-Vincent Library**

- 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. Completed this review in Fall 2021.
- Ongoing - Apply appropriate LMU IP addresses for resources to be accessible. Make sure vendors have the EzProxy address. In process of obtaining membership in IP Registry to help with this process.
- Ongoing - Updated stanzas for databases that received recent metadata updates from vendors.
- Ongoing - Updated database URLs to maintain accessibility as vendors change them.
- To enhance the user experience and accessibility, turned off the remote database popup menu and added links underneath the discovery search field to popular databases that had been indexed only through the popups. We also added a link to the advanced discovery search page.

**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.

**Goal:** Met

### **School of Medical Sciences**

Book selection for PA courses is made with the online availability through the Reed Health Science Library in mind.

**Goal:** Met

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

### **Duncan School of Law**

All law librarians provide ad hoc instruction and training to faculty on an as requested basis. Faculty are geographically located close to a librarian with the intention that proximity will facilitate ease of communication, assistance, and training. The Director (and the other librarians) provides relevant materials to faculty members via email as those materials are made available to them. The librarians provide library orientation training and Selected Works training.

**Goal:** Met

### **Carnegie-Vincent Library**

- Provided instruction sessions to ARH Harlan residents and clinical adjuncts.
- Provided individual instruction to OPP Scholars who work with DCOM faculty.
- Provided one-on-one sessions to faculty, as requested, regarding library resources,.
- Provided program-specific faculty training in how to use specific database resources through handouts and email.
- Medical librarian in Knoxville presented a lecture on copyright/fair use in education resources for a mix of anatomy PhD students and faculty from several departments.
- Medical librarian in Knoxville hosted a Library Lunch and Learn session for DCOM faculty and students.
- Medical librarian at Harrogate conducted two sessions - one synchronous and one asynchronous - for DCOM faculty this past year and also held a session for the residents and clinical faculty of ARH Harlan.

**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 and will work with faculty to offer additional training opportunities.

### **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.

**Goal:** Met

### **School of Medical Sciences**

Most faculty training within the PA programs is done through mentoring and the new faculty handout.

**Goal:** Unmet

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

**Carnegie-Vincent Library**

We were not able to make progress on this.

**Goal:** Unmet

**Duncan School of Law**

The Law Library upgraded to Springshare's Space and Seat Bookings to allow for booking individual seats in addition to study rooms and added Bibliotheca's cloudLibrary app to allow students to check out materials using the app on their phones.

**Goal:** Met

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 continued to be archived on LMU's institutional repository.

**Goal:** Met

**Carnegie-Vincent Library**

CVL received approval of an abbreviated upload policy from the Legal Office to make it easier for the Institutional Repository contributors to read and agree to the policy.

Six additional departments/programs/journals are now involved in IR:

- Music – Band Programs
- Research day – Student/Faculty submissions
- Provided training to DBA administrator
- Provided training to Wolfpen journal editor
- Provided training to JOSS journal editor
- Honors Day (new section created during Spring)

**Goal:** Met

**School of Math and Science**

The Cumberland Mountain Research Center published the journal *The Cumberland Mountain Naturalist* through Digital Commons.

[Cumberland Mountain Naturalist | LMU Journals and Peer-Reviewed Series | Lincoln Memorial University \(lmunet.edu\)](#)

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE faculty are encouraged to publish their scholarly activity so that it becomes a part of the digital repository.

**Goal:** Met



**School of Arts, Humanities, and Social Sciences**

The school of AHSS implemented a scholarly journal within the Carnegie Vincent Library system that allows peer review of faculty submissions and the housing of student papers. Also, the new Wolfpen student online journal is a locus for students to submit for review and storage papers that they write in class or externally.

**Goal:** Met

**Responsibility:** Directors of the Carnegie Vincent Library, LMU-DSOL Library, Security Staff, Academic Deans, University Advancement staff, Assistant Vice President for Academic Support Services, Vice President for Academic Services, and Institutional Effectiveness.

**Time Frame:** Ongoing.

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

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

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