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Lincoln Memorial University

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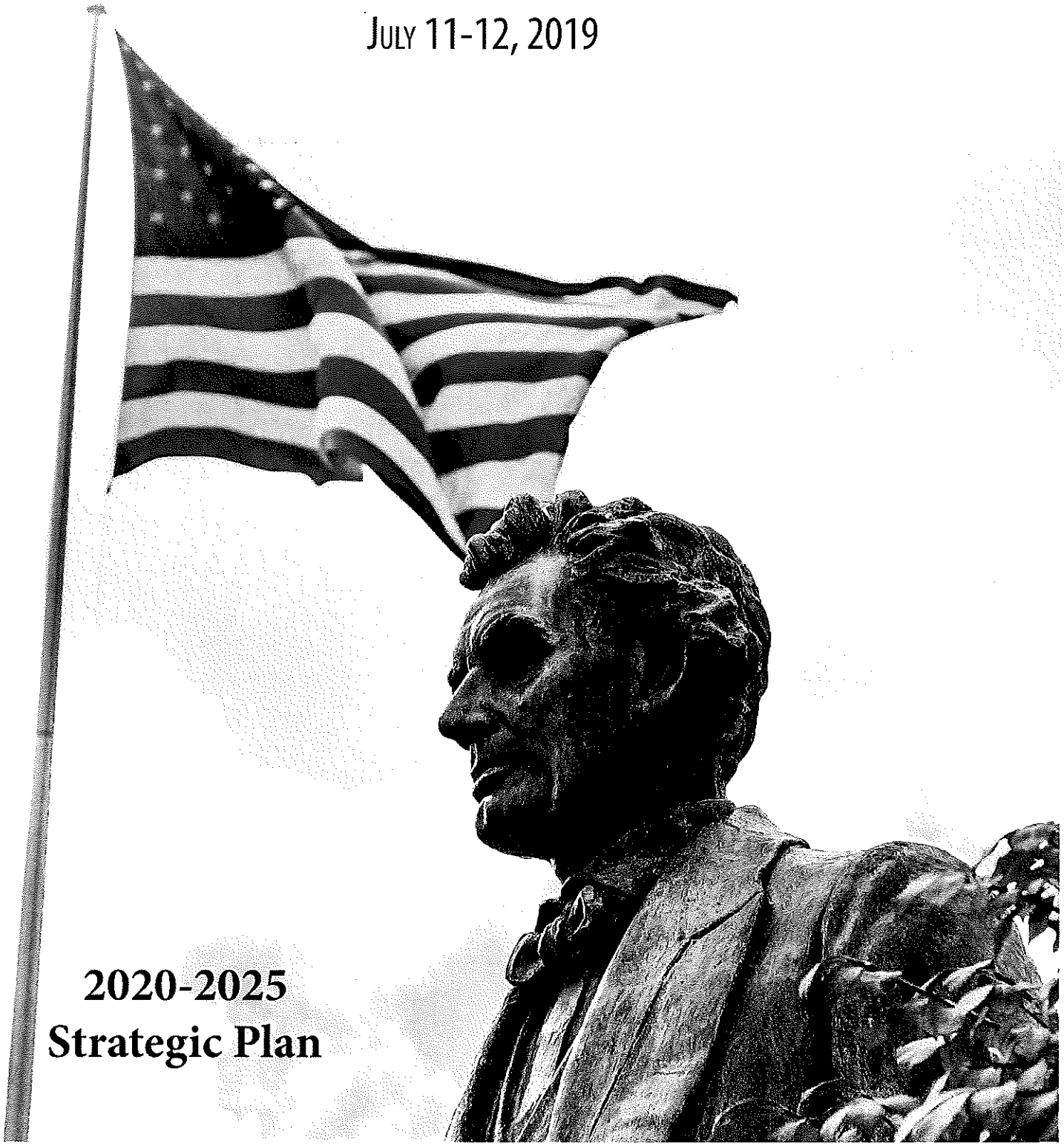
2019 STRATEGIC PLANNING RETREAT

JULY 11-12, 2019



2020-2025 Strategic Plan

Lincoln Memorial University

Strategic Planning Retreat

July 11-12, 2019

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Lincoln Memorial University
2019 Strategic Planning Retreat Agenda
Hamilton Math & Science Building
LMU Harrogate Campus
July 11 & 12, 2019

Day One—Thursday, July 11 (Room 301)

7:30 a.m. – 8:00 a.m.	Coffee & Refreshments (Rooms 300 A & B)	
8:00 – 8:15	Welcome, Introductions, and President's Update	Dr. Clayton Hess
8:15 – 9:00	Opening Remarks, Review of Mission, Values, and Institutional Goals & Substantive Change Policy	Dr. Travis Wright
9:00 – 9:45	Strategic Goal 1 – Academic Affairs Progress Report	Dr. Jay Stubblefield
9:45 – 10:15	Strategic Goal 2 – Enrollment Services Progress Report	Dr. Jody Goins
10:15 – 10:30	Break/Refreshments (Rooms 300 A & B)	
10:30 – 11:00	Strategic Goal 3 – Finance Progress Report	Ms. Christy Graham
11:00 – 11:30	Strategic Goal 4 – Administration Progress Report	Mr. David Laws
11:30 – 12:00	Strategic Goal 5 – Technology Progress Report	Mr. Jason McConnell
12:00 – 1:00	Lunch (Rooms 300 A & B)	
1:00 – 1:30	Strategic Goal 6 – University Advancement Progress Report	Ms. Cindy Whitt
1:30 – 2:00	Strategic Goal 7 – Research Progress Report	Dr. Adam Rollins
2:00 – 2:30	Strategic Goal 8 – Academic and Student Services Progress Report	Dr. Travis Wright
2:30 – 2:45	Break/Refreshments (Rooms 300 A & B)	
2:45 – 3:00	Fall 2018 Institutional Research Newsletter	Dr. Kala Perkins-Holtsclaw
3:00 – 3:15	SWOT Analysis and Discussion	Dr. Kala Perkins-Holtsclaw
3:15 – 3:30	Instructions for Breakout Groups Review/revisions to goals and objectives Support for recently introduced programs	Dr. Travis Wright
3:30 – 6:00	Breakout Group Discussions	

Day Two – Friday, July 12

7:30 a.m. – 8:00 a.m.	Coffee & Refreshments (Rooms 300 A & B)	
8:00 – 12:00	Breakout Group Discussions (continued)	
	**Individuals are encouraged to assist other groups	
12:00 – 1:00	Lunch (Rooms 300 A & B)	

(Revision Reports and Closing Remarks will be in Room 301)

1:00 – 1:30	Strategic Goal 1 – Revisions	Dr. Jay Stubblefield
1:30 – 2:00	Strategic Goal 2 – Revisions	Dr. Jody Goins
2:00 – 2:30	Strategic Goal 3 – Revisions	Ms. Christy Graham
2:30 – 3:00	Strategic Goal 4 – Revisions	Mr. David Laws
3:00 – 3:15	Break/Refreshments (Rooms 300 A & B)	
3:15 – 3:45	Strategic Goal 5 – Revisions	Mr. Jason McConnell
3:45 – 4:15	Strategic Goal 6 – Revisions	Ms. Cindy Whitt
4:15 – 4:45	Strategic Goal 7 – Revisions	Dr. Adam Rollins
4:45 – 5:15	Strategic Goal 8 – Revisions	Dr. Travis Wright
5:15 – 5:45	Closing Remarks	Dr. Clayton Hess

****Before leaving, please return to Jennifer Huddleston:**
Strategic Goal Revisions on a thumb drive**

5 **Academic Affairs**
Jay Stubblefield – Vice President for Academic Affairs
Helen Bailey – Registrar
Carolyn Gulley – Executive Director of ORGSP
Molly Duggan – Director of Quality Enhancement Plan
Beth Yagodzinski – Director of Online Learning

7 **Finance and Administration**
Christy Graham – Vice President for Finance & Administration
Tammy Tomfohrde – Exec Dir Student Financial Services
Mary Beth Johnson - Controller
David Laws – Dir of Infrastructure Management
Richard Owens – Dir of Campus Safety & Facilities Management
Jason McConnell – Chief Information Officer

6 **Advancement**
Cynthia Whitt – Vice President for University Advancement
Frank Woodward – Assistant Vice President for University Advancement
Regina Burns – Dir Special Projects and Foundations for University Advancement
Sheliah Cosby – Senior Director of Alumni Services
Donnie Lipscomb – Director of Development
Bridgette Welch – Director of Development, Health Sciences Division

6 **School of Arts, Humanities and Social Services**
Martin Sellers – Dean, School of Arts, Humanities, and Social Sciences
James McAllister – Assistant Professor of Music
Kay Paris – Dept Chair Social Work, Prof of Social Work
Joanna Neilson – Assistant Professor of History
Michael Toomey – Chair of Humanities, Professor of History
MaryAnn Thrush –Associate Professor of Criminology & Criminal Justice

1 **School of Business**
James Maxwell – Dean, School of Business

4 **Carter and Moyers School of Education**
Sylvia Lynch – Dean, School of Education
Alexander Parks – Assistant Professor of Education
Teresa Bicknell – Associate Dean, School of Education
Stephen Wright – Assistant Professor of Education & MEd

5 **Duncan School of Law**
Gary Wade - Vice President and Dean of the Duncan School of Law
Melanie Reid - Dean of Faculty
William Gill – Associate Professor of Law
Bianca White – Faculty
Arlene Abogada - Faculty

11 **DeBusk College of Osteopathic Medicine**
Brian Kessler – Vice President and Dean, DeBusk College of Osteopathic Medicine
Michael Wieting – Senior Associate Dean
Clarence Colle – Associate Dean, Preclinical Academic Affairs/Basic Medical Sciences
Sherry Jimenez – Associate Dean for Assessment & IPE
John Gassler – Associate Professor of Anatomy
Adam Gromley – Associate Professor of Molecular/Cellular Biology
Stephanie Hull – Prog Director Kville PA Program
Jane England – Director of Operations DCOM Knoxville
Mark Moran – Associate Dean for Doctor of Medical Science
Rex Hobbs – Assistant Dean & Program Director, PA Program
Stephen Noe – Associate Program Director PA Studies

2 **Community**
Neal Pucciarelli – Cumberland Gap Mayor
Allen Etheridge – National Park Service

8 **Enrollment, Athletics, and Public Relations**
Jody Goins – Vice President for Enrollment, Athletics, Public Relations
Kristy Bay – Dir of Spec Projects and Op for Enrollment and Student Affairs
Mike Smith – Associate Director of Athletics and Compliance
Cameron Whicker – Asst Athletic Director for Internal Operations
Megan Owens – Asst Dean of Students and Dir for Student Development
Matt Acton - TBD
Sean Long - TBD
Bobby Lockhart – Principal, J. Frank White Academy

8 **Academic Services and Institutional Effectiveness**
Travis Wright – Vice President for Academic Services & IE
Kala Perkins-Holtsclaw – Asst VP for Planning & Institutional Effectiveness
Rhonda Armstrong – Director of the Library
Roger Holtsclaw – Director of Career Services
Ted Booth – Director of Academic Support
Jason Kishpaugh – Director of Counseling
Melinda Turner – Institutional Effectiveness Associate and Data Analyst
Jennifer Huddleston – Exec Asst to VP for Academic Services & IE

2 **General Council**
Nikki Price – Associate University Council
Andrea Rosenbalm – Risk Manager

4 **President**
Clayton Hess - President
Michael Lynch – Director of the Abraham Lincoln Library and Museum
Evelyn Smith – Advisor to the President
Spencer Anderson – Special Assistant to the President, Instructor of Business

6 **Student Representatives**
Timothy Clark
Samuel Long
Andrew (Dawson) Delph
Kenzie Dixon
Checovoia Foster
Megan Noble

4 **School of Allied Health Sciences**
Elizabeth Thompson – Dean, School of Allied Health Sciences
Bill Engle – Medical Laboratory Science Program Director
Ben Velasquez – Sport and Exercise Science Department Chair
Bonnie Price – Veterinary Health Science & Technology Department Chair

3 **Caylor School of Nursing**
Mary Anne Modrcin – Vice President and Dean, CSON
Holly Woods – Coordinator of CSON Assessment and Outcomes
Sherry Pearman – Director of Nursing Enrollment

2 **College of Veterinary Medicine**
Randy Evans – Assoc Dean & Prof of Vet Med/Chief Operating Officer
Ashley Russell – Director of Operations

2 **School of Mathematics and Sciences**
Adam Rollins – Dean, School of Mathematics and Sciences
Julie Hall – Chair, Department of Biology

Other	**Other**
	Hess, Clayton – President
	Strategic Goal 1 (Academic Affairs) Room 439
SG1	* Stubblefield, Jay – Vice President for Academic Affairs
SG1	Smith, Evelyn – Advisor to the President
SG1	Evans, Randy – Associate Dean, CVM
SG1	Lynch, Sylvia – Dean, School of Education
SG1	Wade, Gary – Vice President and Dean of the Duncan School of Law
SG1	Modrcin, Mary Anne – Vice President and Dean, CSON
SG1	Moran, Mark – VP & Dean, School of Medical Sciences
SG1	Thompson, Elizabeth – Dean, School of Allied Health Sciences
SG1	Kessler, Brain – Vice President and Dean, DeBusk College of Osteopathic Medicine
SG1	Colle, Clarence – Associate Dean, Preclinical Academic Affairs/Basic Medical Sciences
SG1	Sellers, Martin – Dean, School of Arts, Humanities, and Social Sciences
SG1	Maxwell, James – Dean, School of Business
SG1	Perkins-Holtsclaw, Kala – Asst VP for Planning & Institutional Effectiveness
	Strategic Goal 2 (Enrollment and Student Affairs) Room 204
SG2	*Goins, Jody – Vice President and Dean, Enrollment and Student Affairs
SG2	Acton, Matt
SG2	Tomfohrde, Tammy – Executive Director of Student Financial Services
SG2	Whicker, Cameron – Assistant Athletic Director for Internal Operations
SG2	Cosby, Sheliah – Senior Director of Alumni Services
SG2	Bay, Kristy – Dir Special Projects & Operations for Enrollment & Student Affairs
SG2	Long, Sean
SG2	White, Bianca – Faculty, DSOL
SG2	Holtsclaw, Roger – Director of Career Services
SG2	Clark, Timothy – Student, DCOM
	Strategic Goal 3 (Finance) Room 218E
SG3	*Graham, Christy – Vice President for Finance
SG3	Welch, Bridgette – Director of Development, Health Sciences Division
SG3	Mary Beth Johnson – Controller
SG3	Bicknell, Teresa – Associate Dean, School of Education
SG3	Russell, Ashley – Director of Operations, CVM
SG3	Lipscomb, Donnie – Director of Development
SG3	Wieting, Michael – Senior Associate Dean, DCOM
SG3	England, Jane – Director of Operations, DCOM Knoxville
SG3	Jimenez, Sherry – Associate Dean for Assessment & IPE, DCOM
SG3	Reid, Melanie - Associate Professor of Law
	Strategic Goal 4 (HR/Facilities) Room 406
SG4	*Laws, David – Director of Infrastructure Management
SG4	Rosenbalm, Andrea – Risk Manager
SG4	Hull, Stephanie – Prog Dir, Knoxville PA Program
SG4	Owens, Richard – Director of Environmental Safety and Facilities Coordinator
SG4	Velasquez, Ben – Director and Chair, Dept of Athletic Training, Assoc Prof
SG4	Anderson, Spencer – Special Assistant to the President
SG4	Pearman, Sherry – Director of Nursing Enrollment
SG4	Delph, Andrew – Student
	Strategic Goal 5 (Technology) Room 327G
SG5	*McConnell, Jason – Chief Information Officer
SG5	Smith, Mike – Associate Director of Athletics and Compliance
SG5	Abogada, Arlene – Faculty, DSOL
SG5	Neilson, Joanna – Asst Professor of History
SG5	Parks, Alexander – Assistant Professor of Education
SG5	Yagodzinski, Beth – Director of Online Learning/Asst Prof Info Systems
SG5	Thrush, MaryAnn – Assistant Professor of Criminology & Criminal Justice
SG5	Hobbs, Rex – Assistant Dean & Program Director, PA Program
SG5	Bailey, Helen – Registrar
SG5	Turner, Melinda – Institutional Effectiveness Associate & Data Analyst
SG5	Checovoia Foster(Th)/Megan Noble(F) – Students, DSOL
	Strategic Goal 6 (Advancement) Room 320E
SG6	*Whitt, Cynthia – Vice President for University Advancement
SG6	Lockhart, Bobby – Principal, J. Frank White Academy
SG6	Engle, Bill – Chair/Assoc Prof Medical Laboratory Science
SG6	Lynch, Michael – Director, Abraham Lincoln Library & Museum
SG6	McAllister, James – Asst Professor of Music
SG6	Toomey, Michael – Chair of Humanities & Fine Arts, Professor of History
SG6	Woodward, Frank – Assistant VP for University Advancement; Dir Gift Proc
SG6	Wright, Stephen – Assistant Professor of Education & MEd
SG6	Noe, Stephen – Associate Program Director PA Studies
SG6	Long, Samuel – Graduate Student, School of Education
	Strategic Goal 7 (Research) Room 224
SG7	*Rollins, Adam – Dean, School of Mathematics and Sciences
SG7	Woods, Holly – Coordinator of CSON Assessment & Outcomes
SG7	Paris, Kay –Professor of Social Work & Dept Chair of Social Work
SG7	Gromley, Adam – Associate Professor of Molecular/Cellular Biology
SG7	Gassler, John – Associate Professor of Anatomy
SG7	Hall, Julie – Associate Professor of Molecular Biology
SG7	Gulley, Carolyn – Executive Director, Office of Grants & Sponsored Projects
SG7	Price, Bonnie – Assistant Professor of Veterinary Science & Veterinarian
SG7	Burns, Regina – Dir, Special Projects & Foundations for Univ Advancement
	Strategic Goal 8 (Academic and Student Services) Room 304
SG8	*Wright, Travis – Vice President for Academic Services & IE
SG8	Huddleston, Jennifer – Executive Asst to VP for Academic Services & IE
SG8	Duggan, Molly – Dir of Quality Enhancement Plan
SG8	Booth, Ted – Director of Academic Support
SG8	Kishpaugh, Jason – Director of Counseling
SG8	Armstrong, Rhonda – Director of the Library
SG8	Price, Nikki – General Counsel
SG8	Gill, William – Assistant Professor of Law
SG8	Owens, Megan – Asst Dean of Students and Dir for Student Development
SG8	Dixon, Kenzie – Student

Planning Process

The planning process at Lincoln Memorial University incorporates:

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

Lincoln Memorial University has a strong commitment to an orderly and timely planning, budgeting and assessment process, which facilitates institutional effectiveness. The President, Board of Trustees, Cabinet, and other administrative officers, faculty, and staff have responsibilities for and opportunities to participate in the process. The University Mission and Values 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 the Institution's Strategic Goals. Projected budget allocations to support the planned activities are detailed in the Five-Year Budget Pro forma, (2016-2021). 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.

II. 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 the University retains its historical commitment to enrich the lives of people and communities in the Appalachian region, it also serves students from throughout the state, nation, and many other countries, through a variety of instructional modalities. .

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

III. INSTITUTIONAL GOALS

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

1. Make educational opportunities available to all persons without reference to social status. The University seeks to strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.
2. Maintain fiscal integrity in all University activities, programs and operations through efforts to increase endowment and financial standing.
3. Provide quality educational experiences that have their foundation in the liberal arts and professional studies, promote high personal standards and produce graduates with relevant career skills to compete in an ever-changing, increasingly global society.
4. 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.
5. 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.
6. Attract and retain a diverse and highly qualified faculty and staff, committed to teaching, research and service.

7. Commit resources to support the Institution's primary role of teaching, and, as appropriate, research and service.
8. Support faculty and staff development programs with priority for allocation of resources determined by institutional needs.
9. Improve technological resources for faculty, staff, and students in all academic programs regardless of where or how programs are delivered.
10. Develop and implement academic programs in response to anticipated or demonstrated educational needs, and continuously evaluate and improve the effectiveness of current programs.
11. Provide a caring and nurturing environment where students, faculty, and staff with varied talents, experiences, and aspirations come together to form a diverse community that encourages students to grow intellectually and personally to meet their academic and career goals.
12. Provide quality educational opportunities through selected degree programs for students who live 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

IV. Values

1. Lincoln Memorial University values integrity
    a. Honesty
    b. Openness
    c. Commitment to principles
2. Lincoln Memorial University values excellence
    a. Teaching
    b. Learning
    c. Operations/ management
    d. Scholarship
    e. Leadership
3. Lincoln Memorial University values creativity
    a. Teaching
    b. Learning
    c. Scholarship
    d. Administration
    e. Artistic expression
4. Lincoln Memorial University values diversity
    a. Ethnic
    b. Cultural
    c. Belief systems
5. Lincoln Memorial University values community
    a. Communication
    b. Honesty and integrity
    c. Caring and helpful
    d. Teamwork
    e. Responsibility
    f. Respect
    g. Safe and secure environment
6. Lincoln Memorial University values accountability
    a. Planning
    b. Assessment
    c. Evaluation
    d. Improvement
7. Lincoln Memorial University values service
    a. LMU community
    b. Appalachian region
    c. Off-Campus sites and online communities
    d. Academic and intellectual communities
    e. Humanity

8. Lincoln Memorial University values the process of life-long learning wherever offered and however delivered

V. Vision Statement

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

VI. Strategic Goals*

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 goals reflect the University Mission, Purpose, and Values and are crucial to achieving regional distinction. Section II of this plan describes the activities, responsibility for accomplishment, time frames, required resources, assessment methods and use of results for each objective related to each Strategic Goal.

- **Strategic Goal 1:** Assess and enhance academic quality
- **Strategic Goal 2:** Recruit and retain students so that enrollment, integrity and the mission of Lincoln Memorial University will be maintained to produce knowledgeable and productive citizens of society
- **Strategic Goal 3:** Strengthen budgeting, financial planning and assessment
- **Strategic Goal 4:** Ensure the adequacy and efficient use of physical and human resources on campus and at off-campus sites
- **Strategic Goal 5:** Ensure effective and efficient use of technology
- **Strategic Goal 6:** Enhance resources
- **Strategic Goal 7:** Assess and enhance University-wide research and scholarly activity
- **Strategic Goal 8:** Provide academic and student services that foster academic and social integration to promote retention and student success

*A*pproved by Board of Trustees*

VII. Benchmarks for Regional Distinction

Strategic Goal 1: Assess and enhance academic quality

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

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

- Conduct annual comparative analysis of Public Relations activities
- Conduct Preview Day/College Day evaluations
- Utilize potential student market analysis/trends/demographic measures and research to direct enrollment and retention efforts
- Increase residential enrollment
- Increase commuter enrollment at the main campus
- Increase enrollment at extended learning sites
- Improve student academic and racial/ethnic profiles
- Track enrollment patterns and trend analyses for academy, undergraduate, and graduate students
- Improve 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, and staff professional development activities
- Increase number of grant applications and grant funding
- Amplify use of instructional technology at all levels for all programs
- Increase reliability of the faculty evaluation process
- Enhance use of assessment results for academic program and support service program improvement
- Create and/or revise academic programs based on assessed/demonstrated need when consistent with the Institutional Mission
- Intensify use of academic support resources and services
- Strengthen all University libraries and 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/staff participation in annual fund giving
- Raise alumni participation and giving levels
- Strengthen the endowment Increase student scholarship support and faculty development funding
- Conduct a successful integrated marketing and promotion campaign
- Monitor Certified Association Executive (CAE) report for peer institutions
- Conduct trend analyses for all types of 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 of, satisfaction with and success resulting from student support services
- Improve retention and graduation rate statistics for all categories of students

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Progress Report on
2019-2024 Strategic Plan

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.

Progress:

School of Allied Health Sciences

Medical Laboratory Science Program (MLS)

- The MLS Program successfully submitted the NAACLS Accreditation Self-Study in March 2018 and the NAACLS Accreditation Site Visit was in October 2018. The MLS Program was found to be in full compliance with all the NAACLS Accreditation Standards with no deficiencies, no non-compliances, no marginal-compliances, and no areas of concern. As a result of this inspection, the LMU MLS Program received 10 full years of NAACLS Accreditation on April 30th, 2019.
- The MLS Program continues to celebrate a 100% first attempt pass rate on the ASCP BOC national board exam and a 100% employment rate of the graduates in the clinical field. In terms of program enrollment, the MLS Program successfully achieved a double-digit new student admission for the fall 2018 and spring 2019 semesters. The program also has admitted 13 new MLS students in the fall 2019 semester, which is an enrollment record for the program.

Sport and Exercise Science Department (SES)

- The Athletic Training Program will complete its teach out of the BS in Athletic Training in May 2020. The program will submit interim progress reports to the CAATE in October of 2019 and in October of 2020.

Veterinary Health Science and Technology Department (VHST)

- The Veterinary Medical Technology Program submitted its biennial report in September 2018 and will submit an interim report to the AVMA CVTEA in September 2019.

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

- No substantive change proposals were submitted this year.
- Graduate Programs: MPA/MSCJ degrees; program directors review and update all courses to ensure that course descriptions, learning objectives, content, and assessments are in line with University mission, planning, and assessment processes. Program directors review program budgets, which include faculty salaries, marketing and recruiting, supplies, and other expenses, to ensure that program budgets are in line with University budgeting processes.
- All Undergraduate programs outcomes assessment reporting is currently considered in conjunction with University, School and program missions.
- The MCOM program reassessed curriculum when learning of the closure of Sigmon Communication Center. Adjustments were made to several courses to maintain and enhance academic quality.
- General Education and Gatekeeper courses in AHSS are being revised to include elements of the QEP for transparency including the focus on purpose, task and criteria.

- Social Work is an accredited program: all changes recommended were accomplished. Timetable and estimated budget were submitted to Dean, VPAA, and Institutional Effectiveness.
- Examples of the impact of enacting OAR recommendations:
    - Decrease in program credits: English, political science, criminal justice and psychology
    - Adjustment of academic courses in approximately half of all programs
    - Added a health policy track to the MPA program
    - Creation of a Psychology master's degree for approval by Academic Council in fall of 2019
    - Revision of the MCOM program to accommodate student learning given the removal of the Sigmon Communications Center
    - Revision of several minor and concentration programs
    - Fresh implementation of internships across the board
    - 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
    - Check sheet portfolios were scored by faculty to assess the writing abilities of graduating seniors. The results have been used to shape student writing assignments
    - Revisited learning goals in over half of all academic programs
    - Three program reviews were completed, and 12 OARs were completed; all submitted to Institutional Effectiveness
    - New Bb usage requirements were created by the AHSS to go into effect this fall
    - One new program proforma is being created for the Master's Degree in Psychology.
    - AITG coordinator position moved to a 12-month position

College of Veterinary Medicine

- Submit all proposals for accreditation substantive changes/approvals sequentially through the appropriate curriculum committee(s), program(s), department(s), college(s), school(s), division(s), and Academic Council. This may include, but is not limited to, feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma and all budgetary implications.
    - The appropriate vice president will present proposals to the President's Cabinet
    - The appropriate vice president will inform the Institutional Effectiveness Committee after review/approval by the Cabinet and Board of Trustees
    - A substantive change report is being prepared for submission to the AVMA COE to increase class size to a total of 220 with classes starting in the Fall and Spring. The request will be reviewed at the fall AVMA COE 2019 board meeting.
- Ensure academic programs receive review of financial pro forma and marketing plans prior to entering the academic approval process beyond the school/college level
- Demonstrate that assessment results and outcomes are used to improve/support curricula, programs, compliance with accreditation criteria, and the annual budget process
    - The 2019 North American Veterinary Licensing Exam (NAVLE) pass rate for the class of 2019 was 95.1%.

- Objective structured clinical examinations (OSCEs) are given each semester during the first three years of curriculum. The results are used to enhance and support the curriculum and to support outcomes assessment as required by the AVMA COE.
- A Clinical year exit survey was conducted and the results were reviewed by the CVM Outcomes and Assessment Committee and action items were developed to improve the curriculum

- Document assessment results using appropriate technology
  - ExamSoft examination software was used for all didactic testing. Course directors are provided feedback regarding the performance of questions. Strengths and Opportunities reports are used to guide student counseling in areas of deficiency.
  - Turning Point audience response system is used for all clinical skills assessments and in class quizzes. The results are used to track student competency and to guide remediation activities.
  - E*Value software is used for fourth year clinical rotations. Performance feedback is provided to students from clinics and from students about clinics through this software to improve student performance and program goals.
- Distribute and use documented assessment results to guide program improvement, support or discontinuation
  - The Outcomes and Assessment Committee and the Curriculum committee assess and review data to support any needed changes to the curriculum.
- Include adequate funding in the program budget pro forma for marketing new and existing programs

School of Business

- Collection and preparation of data for the biannual quality assurance report due September 15, 2019 and the reaffirmation/self-study due July 15, 2021 to the Accreditation Council for Business Schools and Programs (ACSBP) continues.

Duncan School of Law

- Submit all proposals for accreditation substantive changes/approvals sequentially through the appropriate curriculum committee(s), program(s), department(s), college(s), school(s), division(s), and Academic Council. This may include, but is not limited to, feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma and all budgetary implications.
  - The appropriate vice president will present proposals to the President's Cabinet
  - The appropriate vice president will inform the Institutional Effectiveness Committee after review/approval by the Cabinet and Board of Trustees
    - There have been no major changes to the J.D. program in 2018-19.
    - There have been some minor changes, including development of new courses and revision of existing courses.
    - Each curricular change goes through the law school's Curriculum Committee (chaired by the Associate Dean for Academic Affairs) and the faculty. It is then presented to Academic Council for affirmation.

- Ensure academic programs receive review of financial pro forma and marketing plans prior to entering the academic approval process beyond the school/college level
- Demonstrate that assessment results and outcomes are used to improve/support curricula, programs, compliance with accreditation criteria, and the annual budget process
- Document assessment results using appropriate technology
    - OAs have been prepared and submitted to the University.
- Distribute and use documented assessment results to guide program improvement, support or discontinuation
    - In order to ensure that Objective 6.4 of displaying knowledge of the skills related to small firm or solo practice is met, a writing and skills exercise has been added to one of the law school's required classes.
- Include adequate funding in the program budget pro forma for marketing new and existing programs

School of Mathematics and Sciences

- A business plan which included a financial pro forma for the proposed Doctor of Philosophy in Integrative Biosciences program was developed and subsequently reviewed by the Vice President for Academic Affairs and the Vice President for Finance. This collaborative proposal among the School of Mathematics & Sciences, the Carter and Moyers School of Education, the DeBusk College of Osteopathic Medicine, and the College of Veterinary Medicine was sent to SACSCOC for review.
- The Graduate Council for the Master of Science program revised the program to bring the majors in line with current trends and better serve the students. Changes included increasing required credit hours for graduation, addition of relevant courses, and the addition of a tiered system, one of which creates a "guaranteed acceptance track" to the DeBusk College of Osteopathic Medicine.
- The chemistry curriculum was reviewed and revised as necessary using the department outcomes assessment report. Budget requests were submitted in accordance with identified curriculum needs.
- Department of Mathematics completed review of this area as part of annual Outcomes Assessment Report and budgeting process. this was included in this year's Program Review (relative to mission and assessment).
- Formed working groups to assess BIOL, BIOLP, CBIO and CBIOW curricula. Groups ensured that each major was meeting the needs of students and was up-to-date with the course offerings. The BIOL major was adjusted and changes were accepted by Academic Counsel to be implemented for 2019-2020.
- Redesigned BIOL111/112 series to encourage critical thinking and retention of information among students. Redesign also encouraged learning and creating proper study habits.
- Convened the CBIO working group to identify areas of weakness identify in the 2017-2018 OAR report and adjusted the curriculum.
    - Changed the way material was presented and graded in CBIO 200 and CBIO 400
    - Reworked BIOL 111 and BIOL 112 to make the material more accessible to students

School of Nursing

- Pass rates for the ASN and BSN programs remain above both the national level and the Tennessee and Kentucky average. The 2018 combined overall NCLEX-RN pass rates are as follows:
  - ASN = 97%
  - BSN = 99%
- The pass rate for the first graduating cohort of the Tampa, Florida, BSN program for the December 2018 graduates was 100%.
- The MSN certification pass rates remain at or above the national level. The 2018 certification pass rates are as follows:
  - Family Nurse Practitioner = 100% for all three sites (for May 2018 and December 2018 graduating cohorts)
  - Family Psychiatric Mental Health Nurse Practitioner = 100% (for May 2018 graduates)
  - Nurse Anesthesia = 100% (for December 2018 graduates)
- The CSON received one HRSA award, the Nurse Anesthesia Traineeship (NAT), which was funded for $58,435 for the 2018-2019 academic year. Two HRSA grants were submitted for the 2019-2020 academic year.
- The CSON budget was appropriate to support the CSON program enrollments and further program development.

DeBusk College of Osteopathic Medicine

- For the graduating class of 2018 (2019 report is not yet complete), 98.6% of students matched into a GME or residency program for specialty certification. 160 or 76% (excluding Emergency Medicine) in Primary Care; 44 or 20% in Appalachian region; 45 or 21% in Tri-state area (TN, KY, VA); and 14 or 6% in TN.
- The graduation survey for that same class showed the following data:

Graduation Survey Result: What does your residency/internship placement reflect?

(n=206)	2018	Three Year Avg
First choice of specialty	85%	81.4%
Second choice of specialty	10.2%	12.6%
Third choice of specialty	4.9%	6%

*Excludes small numbers of off-cycle students who did not participate in the match in the year of their graduation.

Graduation Survey Result: What does your residency/internship placement reflect?

(n=206)	2018	Two Year Avg
First choice of Program	56.3%	56.4%
One of my higher choices of program	30.1%	30.7%
One of my lower choices of program	13.6%	13%

*Excludes small numbers of off-cycle students who did not participate in the match in the year of their graduation.

Graduation Survey Result:

(n=206)	str/agree	agree	disagree	str/dis
I am happy with my residency/ internship placement.	65.5%	28.6%	3.4%	2.4%

Office of International Programs

- Study abroad and international exchange programs:
  - Recruited five faculty/staff to teach in Summer/Winter 2018-2019 programs (in Ireland, Mongolia, Tanzania, Zanzibar, Costa Rica) (up from one the previous year).
  - Recruited 57 students for Summer/Winter 2018-2019 programs (up from 10 the previous year).
  - Awarded 23 study abroad scholarships in 2018-2019 (up from 7 scholarships the previous year):
    - The President's Study Abroad Scholarship: 21 students
    - KIIS (Kentucky Institute for International Studies): study abroad scholarships: Two students (three scholarships)
  - Broadened and intensified the ways in which students are recruited for study abroad and exchange programs:
    - Gave PowerPoint presentations to groups of parents/students at four New Student Registration events
    - Disseminated hundreds of study abroad brochures to prospective LMU students through the Office of Admissions
    - Gave study abroad presentations to first-year students through Welcome Weekend events
    - Expanded outreach through Student Services and Student Support Services:
      - Disseminated information about study abroad programs and study abroad scholarships through Student Support Services newsletter.
    - Conducted a professional development session for Office of Admissions counselors

Office of Institutional Effectiveness

The Office of Institutional Effectiveness leads institutional efforts in assessment, state authorizations, institutional research, strategic planning, and accreditation. The following summarizes progress made in each area during the 2018-2019 academic year:

Assessment

- The Office of Institutional Effectiveness offered 16 assessment workshops to faculty and staff at LMU to assist the campus community in developing a deeper understanding of quality continuous improvement processes.

- The Office of Institutional Effectiveness provided in-depth formative feedback to all academic programs, administrative units, and academic and student services units on the 2017-2018 Outcomes Assessment Reports (OAR), and offered individual and group consultations as requested.
- The Office of Institutional Effectiveness made enhancements to the OAR form, academic program review materials, and assessment timelines.
- The Office of Institutional Effectiveness led institutional QEP assessment efforts and development of the QEP assessment plan.

State Authorizations

- The Office of Institutional Effectiveness led institutional efforts for renewing annual licenses in the states of Florida, Kentucky, and Alabama.
- The Office of Institutional Effectiveness led institutional efforts in obtaining approval to offer all current LMU online programs to Kentucky residents, with the MEd still pending.
- The Office of Institutional Effectiveness led institutional efforts in renewing agreements with NC-SARA and the SARA portal entity at the Tennessee Higher Education Commission.
- The Office of Institutional Effectiveness completed all TICUA requirements and requests, including three enrollment reports, one completions report, and a variety of ad hoc requests.
- The Office of Institutional Effectiveness informed the campus community of any changes in institutional NC-SARA agreements.
- The Office of Institutional Effectiveness submitted all data requests from the Kentucky Council on Post-secondary Education.
- The Office of Institutional Effectiveness submitted all data requests from the Florida Council on Independent Education.

Institutional Research

- The Office of Institutional Effectiveness fulfilled all IPEDS reporting requirements for 2018-2019, including 13 reports spanning over the fall, winter, and spring collections.
- The Office of Institutional Effectiveness successfully worked with Athletics on the completion of NCAA reporting.
- The Office of Institutional Effectiveness created fall and spring IR Newsletters.
- The Office of Institutional Effectiveness created one page data reports for each School for both fall and spring semesters.\ The Office of Institutional Effectiveness supplied data for many aspects of the SACSCOC Compliance Certification materials.
- The Office of Institutional Effectiveness supplied data for fall and spring Board of Trustees meetings.
- The Office of Institutional Effectiveness led the Common Data Set reporting process for 2018-2019.
- The Office of Institutional Effectiveness improved survey response rates by promoting interdepartmental collaboration and creating a survey schedule.
- The Office of Institutional Effectiveness completed surveys to 10 external survey entities.

- The Office of Institutional Effectiveness played an integral role in compiling data for the QEP.
- The Office of Institutional Effectiveness provided the School of Business, the Caylor School of Nursing, and the School of Education with data for programmatic accreditation reports.
- The Office of Institutional Effectiveness led the CIRP, NSSE, Novel Levitz, and HEDS Sexual Assault Campus Climates survey purchasing, deployment, and dissemination of results.
- The Office of Institutional Effectiveness led the ACT Residual testing process.
- The Office of Institutional Effectiveness managed both fall and spring end of course evaluations.
- The Office of Institutional Effectiveness created and deployed 32 surveys for faculty, staff, and administration during the 2018-2019 academic year.

Strategic Planning

- The Office of Institutional Effectiveness led the Institutional Effectiveness Committee meetings for 2018-2019.
- The Office of Institutional Effectiveness planned and led the execution of the Strategic Planning Retreat.
- The Office of Institutional Effectiveness compiled the updated strategic plan upon completion of the Strategic Planning Retreat.
- The Office of Institutional Effectiveness provided data to the President's Cabinet and Executive Council to be utilized for strategic decision making.
- The Office of Institutional Effectiveness collected and analyzed student achievement data compared to peer institutions and made necessary adjustments to institutional student achievement goals.

Accreditation

- The Office of Institutional Effectiveness played an integral role in the SACSCOC Compliance Certification by writing narratives, editing narratives, and providing necessary data.
- The Office of Institutional Effectiveness completed the SACSCOC Annual Profile data requirement.

Professional Development

- Dr. Wright and Dr. Perkins-Holtsclaw attended the SACSCOC Summer Institute, the ACA Summit, and the SACSCOC Annual meeting.
- Dr. Perkins-Holtsclaw presented at the ACA Summit.
- Dr. Perkins-Holtsclaw and Dr. Wright presented a pre-conference workshop at the SACSCOC Annual Meeting.
- Melinda Turner engaged in the following professional development activities during the 2018-2019 academic year:

- LMU Annual Workshop Participation: 08.06.2018 = Classroom Technology, FERPA, Student Engagement, and Graduate Education; 08.07.2018 = Web Conferencing, The Engaged Classroom, An In-depth Look at Student Engagement, and Cooperative Learning sessions; 8 hours total
- 2018 Appalachia One Health Leadership Experience workshop 5 hours 09.14.2018
- Workshop: LMU Academic Program Assessment Planning 10.30.2018
- Workshop: LMU Administrative Unit Assessment Planning 11.09.2018
- RNL Webinar: How to Integrate Student Satisfaction Data to Deliver a Quality Experience and Impact Retention 04.11.2019
- RNL Webinar: Maximizing Student Outcomes by Winning Back Lost Students 05.07.2019
- Pearson Certificate: Institutional Effectiveness: Driving Innovation and Success 05.15.2019

Research and Honors

- Dr. Perkins-Holtsclaw was awarded the Most Outstanding Dissertation Award for the Educational Leadership and Policy Analysis Program at East Tennessee State University.
- Dr. Perkins-Holtsclaw published an article in the Journal for Academic Administration in Higher Education, the fall 2018 edition, titled "Relationships between Institutional Characteristics and Student Retention and Graduation Rates at SACSCOC Level III Institutions."

Strategic Goal 1: *Assess and enhance academic quality*

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

Progress:

Office of Academic Affairs

- ***Center for Teaching and Learning Excellence (Instructional Technology and Online Learning)***
    - Supported faculty with training and instructional design for the successful launch of fully online Master of Education program.
    - Launched new Ally add-in to Blackboard. This application provides alternative formats for Blackboard content to ensure universal design for learning and inclusive content formats for all learners. Documents loaded into Blackboard are checked for accessibility and remediation steps are detailed to improve content. All documents are also converted to alternative formats including tagged PDF, html, audio, ePub, and electronic braille.
    - Explored multiple products and recommended the purchase of a campus-wide lecture capture system, Panopto. This software can be installed on all faculty and staff computers and classroom podiums for recording of desktop content, audio, and video with personal microphones and webcams. This application provides automated captioning of audio to help ensure accessibility of video content for all learners.
    - Launched asynchronous self-paced online training course for all faculty titled "Getting Started with Blackboard for Faculty". Rolling out two other asynchronous online training courses as needed/requested: "Accessibility Fundamentals for Instructors and Course Designers" and "Blackboard Collaborate with the Ultra Experience"
    - Emphasized the availability and utility of Lynda.com (soon to be LinkedIn Learning) to all faculty through various announcements and marketing campaigns.
    - Provided faculty training and development in the form of one on one consultations and group trainings as requested.
    - Participated in New Faculty Academy in Fall 2018 to work with new faculty on the use of Blackboard and instructional technology for facilitation of engaging learning for all students.

School of Allied Health Sciences

Medical Laboratory Science Program (MLS)

- The MLS program is exploring feasibility of the addition of a Chattanooga, TN cohort.

Sport and Exercise Science Department (SES)

- The SES department has elected to discontinue enrollment of new or transfer students into the Physical Education major due to declining enrollment and declining demand for physical education instructors in TN schools. Remaining PE students will be completely supported during the teach out of the major.

- The SES department will introduce a new major in fall 2019, Exercise and Rehabilitation Science, designed to serve as a pre-professional degree.
- A new concentration in Sport Therapy and a new concentration in Sport Coaching (replaces minor in Athletic Coaching) will be available in fall 2019.
- The Athletic Training program will finish its teach out, with the last students graduating in May 2020.

Veterinary Health Science and Technology Department (VHST)

- The Veterinary Health Science BS degree was updated to reflect the option of either MATH 120 or MATH 150 to fulfill the mathematics requirement.
- The VHST department is supporting cognates in Veterinary Science and One Health, in conjunction with the newly approved General Studies BS degree option

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

- MPA/MSCJ: AHSS graduate programs both utilize a series of student learning and program goals that are guided by and/or directly reflect standards set forth by accrediting bodies in the respective fields, including NASPAA (Network of Schools of Public Policy, Affairs, and Administration) and ACJS (Academy of Criminal Justice Sciences).
- MPA/MSCJ: AHSS graduate programs continue to explore additional options for program completion, including 4+1 programs for LMU undergraduate students and dual degrees with other LMU graduate programs.
- Criminal Justice Master's degree program moved to a fully online program this fall. Enrollment has increased by 400%.
- Theater classes are solidifying and growing in enrollment. The curriculum for the minor is up for review.
- 4+1 programs for POLS and CJ are being developed for undergraduate students.
- In criminal justice, the program director and department chair have delineated 3 undergraduate foci: law enforcement, law school/graduate school and probation/parole. Concentrations for Law Enforcement and Law & Society have not been developed but are being considered.
- Criminal Justice undergraduate program moved to 39 credit hours.
- Humanities: several department instructors created online courses and will continue to teach them in the future. Several adjunct faculty and LMU staff offer online classes in a variety of disciplines.
- Bb Collaborate is used in the graduate programs and also in some of the online classes.
- Programs that are under consideration:
    - MS in Psychology
    - Minor in Philosophy
    - Communications Art program to include the MCOM major and a new Professional Communications major
    - 4 + 1 programs (from undergraduate to graduate) and 3 + 3 programs (from undergraduate to Law School) are being considered and or implemented.
    - Joint health policy track with DCOM

College of Veterinary Medicine

- Consider and implement innovative approaches to instructional delivery and student learning
    - The Center for Innovation in Veterinary Education and Technology (CIVET) serves as an incubator for development of innovative teaching approaches and technology in veterinary medicine through educational research and the development of teaching models, digital based interactive books and cloud-based study materials.
    - The Center for Animal and Human Health in Appalachia (CAHA) is hosting the second Appalachian One Health Leadership Experience in fall of 2019 to connect multiple disciplines across LMU campus together with one-health leaders and experts to develop one-health leaders.
    - 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
- Continue the development and implementation of new academic programs including, but not limited to: (1) Continuing Medical Education (CME); (2) Graduate Medical Education (GME); (3) Doctor of Veterinary Medicine (DVM); (4); Master of Science in Business Analytics; (5) Doctor of Business Administration (DBA); (6) Master of Public Health; (7) DVM/MBA joint degree; (8) DVM/PhD with University of Kentucky; (9) 3+4 DVM with Daemon College (Buffalo, NY) and Berry College (Georgia); (10) Doctor of Medical Science (DMS); (11) PhD in Clinical Anatomy; (12) BS in Computer Science; (13) DVM/MS; (14) MSN NBA; (15) integrative bioscience PhD; (16) Graduate certificate in Business Analytics; and (17) additional undergraduate, graduate, and professional programs
    - The DVM program received full accreditation from the American Veterinary Medical Association Council on Education (AVMA COE).
    - 3+4 DVM Daemon College contract has been initiated and signed
    - A DVM/MS is offered in conjunction with the School of Math and Science
    - A DVM/MBA is offered in conjunction with the School of Business.
    - A DVM/PhD (UK) is funded for two LMU-CVM graduates and awarded by the University of Kentucky.
    - A DVM/PhD is undergoing approval in conjunction with the School of Math and Science and DCOM.
    - A Rural Practice Certificate program was implemented in spring 2018 for fourth year DVM students.
- Continue/begin investigation of new academic programs including, but not limited to: (1) reciprocal licensure pathways for teachers and leaders from Alabama and Georgia; (2) Master of Science in Athletic Training; (3) Master of Arts in Psychology; (4) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (5) JD/MBA and JD/MPA joint degree programs; (6) JD/DVM joint degree program; (7); (8) international programs and other collaborative efforts; (9) BA in Communication Arts; (10) Additional concentrations and

programs in Mental Health and Counseling; (11) Medical Laboratory Science to Corbin, Chattanooga and Knoxville extended learning sites; (12) School librarian endorsement; (13) Occupational Therapy; (14) Doctor of Physical Therapy (DPT); (15) 3 + 4 professional programs and undergraduate programs to include law, medicine, and veterinary programs (16) certificates of therapy (Art and Music); (17) DVM/MPH joint degree; master of veterinary medical education; (18) MSN Nursing Education; and (19) additional undergraduate, graduate and professional programs, including degree completion programs, bridge programs, and certificate programs

  - JD/DVM is being considered once accreditation is finalized for both programs
  - Additional 3+4 veterinary programs are being investigated with Colleges and Universities that have a significant undergraduate enrollment into the CVM
  - A DVM/MEd is being developed in conjunction with the School of Education.

- Continue to explore opportunities to provide academic program offerings at existing or new extended learning sites
- Continue to improve coordination between Harrogate and extended learning sites with emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, and comparability of courses/programs.
- Continue to explore, secure, and utilize technology to enhance the instructional delivery process
  - Media Site used to record all lectures. Faculty currently working to transfer Media Site lectures to Podcasts to further enhance learning.
  - National Board prep material being created in podcast format.
- Continue to provide relevant professional development opportunities for all faculty, including training for program promotion to enhance enrollment and retention
  - Faculty / Staff conferences held for opportunities for CE and to learn new skills and techniques
  - VetEd rounds held to stay up to date on latest in journal publications and research.
  - Funds provided to assist faculty in purchase of books and memberships as well as travel to conferences
- Continue the process for obtaining full ABA and AVMA accreditation
  - AVMA COE approved full accreditation for LMU-CVM.

School of Business

- Eliminated the Accounting concentration from the Doctor of Business Administration program. The DBA Accounting concentration had been available to students since Fall 2016 but there was little to no interest in the concentration.
- Eliminated the Sport Management concentration from the Doctor of Business Administration program. The DBA Sport Management concentration had been available to students since Fall 2016 but there was little interest in the concentration.
- Added MBA concentration in Healthcare Administration which is designed to give students a knowledge and understanding of business operations within the healthcare industry. Students will be prepared to work in administration within hospitals, doctors' offices, nursing homes, and other healthcare facets by completing a combination of core and concentration classes.

- Added MBA concentration in Operations Management which is designed to give students a knowledge and understanding of operational business functions, and how they relate to the overall well-being of the business. Students will be equipped to work in positions that coincide with planning, organizing, and supervising in the areas of production, manufacturing, and delivery of services.
- Transitioned Doctor of Business Administration program from a hybrid model to a fully online model. Online program allows for more flexibility in students' schedules, while also attracting a higher number of professional applicants.
- Revised the Sport Management Concentration of the BBA program to better align with the Common Professional Components of the Commission on Sport Management Accreditation. The revision provides students with a more comprehensive educational experience and better prepare them for a career in sport management.
- Discontinued the Business Education Programs as it was unnecessary and redundant to create education versions of each currently offered BBA concentration. These programs are: BUSNE.ACCT (Business Education extended to include the Accounting Concentration), BUSNE.MKTG (extended to include the Marketing Concentration), BUSNE.MGMT (extended to include the Management Concentration), BUSNE.FIN (extended to include the Finance Concentration) and BUSNE.SMT (extended to include the Sport Management Concentration.) The General Business Concentration (BUSNE.BBA) can accommodate the other concentrations in the BBA program.
- Removed DBA 700 Assessing Organizational Behavior from the DBA program and added DBA 704 Advanced Theory in Management to the program in its place as a Core Class. DBA 704 focuses on academic writing, peer-reviewed publications, and seminal management theory which are pertinent for successful progression in the DBA program and the dissertation.
- Removal of FIN 310 Finance for Small Business Owners and Entrepreneurs and FIN 440 Seminar in Finance from the Finance concentration in the BBA Program. Aforementioned courses are to be replaced with FIN 350 Bank Management and FIN 380 Investment Analysis and P01ifolio Management. The course objectives of FIN 350 and FIN 380 are better suited to achieving the learning goals of the Finance concentration.
- Removal of MBA 698 Internship in Sports Management from the Sport Management concentration in the MBA program and added MBA 629 Sport and Society. Many students enrolled in the Sports Management concentration are graduate assistants, international students, or working adults. Based on their other responsibilities, students experienced difficulties finding internship opportunities that worked with their schedules.

Carter and Moyers School of Education

- Year of record preparation continues for the April 2020 concurrent CAEP and TDOE on-site visits. Writing committees convened in on-going regularly scheduled meetings to read, revise, and provide supporting documentation for all standards.
- In cooperation with LMU's legal department the SOE has developed and established contractual partnership agreements with 38 school districts to facilitate state-mandated mutually agreed-upon strategies and processes for candidate field placements.
- The SOE discontinued the Trade and Industrial Licensure Program (vocational education) due to changes from the State Department of Education (TDOE) that are not aligned with

goals and outcomes of the existing licensure programs. Teach out was completed Spring 2019. T&I programs across the state are moving back to the high school setting.

- Job-embedded licensure option approved by TDOE and launched.
- After a recent downturn in enrollment in the SOE master's degree program, a survey of applicants and other constituents revealed a preference for on-line format. The first semester offering on-line platform saw growth in the cohort from 12 to 58 candidates for Fall 2018.
- The SOE discontinued the Executive Leadership concentration in the EdD program. The launch of the DBA program in the School of Business negated the need for the concentration and is a more appropriate fit for the content. The school counseling program was changed from a 48-hour program of study to a 60-hour program to be compliant with new CACREP accreditation requirements.
- The SOE is in the teach out process for physical education and music licensures after University discontinued the content majors.
- The EdS program launched the RTO track (Research Track Option) designed for candidates who want the option to transfer LMU EdS coursework hours to the EdD program. RTO track allows for more focus on research and scholarly writing in preparation for doctoral level research and writing.
- In response to a critical shortage of special education teachers in school systems across the state, the MEdITL was granted state approval and launched a special education concentration and a special education add-on licensure endorsement.

Duncan School of Law

- Consider and implement innovative approaches to instructional delivery and student learning
- Continue the development and implementation of new academic programs including, but not limited to: (1) Continuing Medical Education (CME); (2) Graduate Medical Education (GME); (3) Doctor of Veterinary Medicine (DVM); (4); Master of Science in Business Analytics; (5) Doctor of Business Administration (DBA); (6) Master of Public Health; (7) DVM/MBA joint degree; (8) DVM/PhD with University of Kentucky; (9) 3+4 DVM with Daemon College (Buffalo, NY) and Berry College (Georgia); (10) Doctor of Medical Science (DMS); (11) PhD in Clinical Anatomy; (12) BS in Computer Science; (13) DVM/MS; (14) MSN NBA; (15) integrative bioscience PhD; (16) Graduate certificate in Business Analytics; and (17) additional undergraduate, graduate, and professional programs
- Continue/begin investigation of new academic programs including, but not limited to: (1) reciprocal licensure pathways for teachers and leaders from Alabama and Georgia; (2) Master of Science in Athletic Training; (3) Master of Arts in Psychology; (4) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (5) JD/MBA and JD/MPA joint degree programs; (6) JD/DVM joint degree program; (7); (8) international programs and other collaborative efforts; (9) BA in Communication Arts; (10) Additional concentrations and programs in Mental Health and Counseling; (11) Medical Laboratory Science to Corbin, Chattanooga and Knoxville extended learning sites; (12) School librarian endorsement; (13) Occupational Therapy; (14) Doctor of Physical Therapy (DPT);; (15) 3 + ¾ professional programs and undergraduate programs to include law, medicine, and veterinary programs (16) certificates of therapy (Art and Music); (17) DVM/MPH joint

degree; master of veterinary medical education; (18) MSN Nursing Education; and (19) additional undergraduate, graduate and professional programs, including degree completion programs, bridge programs, and certificate programs
    - Since receiving full approval from the American Bar Association in February 2019, the law school has been in discussions regarding joint degree programs, particularly with Master of Business Administration and Master of Public Administration programs.
- Continue to explore opportunities to provide academic program offerings at existing or new extended learning sites
- Continue to improve coordination between Harrogate and extended learning sites with emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, and comparability of courses/programs
    - Since receiving full approval from the American Bar Association in February 2019, the law school's Academic Standards Committee has been working with the University to help it develop distance learning policies for the law school in accordance with ABA Standard 306.
- Continue to explore, secure, and utilize technology to enhance the instructional delivery process
    - The law school is working with IS to implement an app, Involvio, to assist with attendance and scheduling of student events.
- Continue to provide relevant professional development opportunities for all faculty, including training for program promotion to enhance enrollment and retention
    - Each full-time faculty member is allocated professional development funding, which can be used to present at and/or attend relevant workshops and conferences, join relevant professional associations, and keep his or her law license current.
    - The Associate Dean of Faculty and the Faculty Development Committee hold monthly workshops on issues of interest to the faculty.
- Continue the process for obtaining full ABA and AVMA accreditation
    - The law school received full approval from the American Bar Association's Council of the Section of Legal Education and Admissions to the Bar on February 21, 2019.

School of Mathematics and Sciences

- The new Chemical Physics (BS) major's course offerings are in progress and student feedback will be utilized to improve the quality of these courses.
- Computer Science (BS) major begun in Fall 2018. The math program most recently revised Spring 2017, partly to support Computer Science and partly to stay aligned with licensure requirements and national trends.
- Formed working groups to assess BIOL, BIOLP, CBIO and CBIOW curricula. Groups ensured that each major was meeting the needs of students and was up-to-date with the course offerings. The BIOL major was adjusted and changes were accepted by Academic Counsel to be implemented for 2019-2020.
- Our faculty worked to improve BIOL 111 and BIOL 112 general education courses and made changes to the program based on the 2017-2018 OAR.

School of Nursing

- A Self-Study Report for the Tampa site Nursing programs was submitted to ACEN in September 2018, with the subsequent site visit held October 24-26, 2018. The CSON received official notification from ACEN in April that the ASN and BSN programs at the Tampa site have been approved for initial accreditation.
- The annual licensure application process with the Florida Department of Education Commission for Independent Education for academic year 2019-2020 began in February 2019, with the report submitted at that time. The commission meeting is scheduled for May 22, 2019.
- The CSON submitted a Self-Study Report in December to ACEN for continuing accreditation of the ASN and BSN programs located at the five sites in Tennessee and Kentucky. A site visit was held February 5-7, 2019. The site visit went very well, and the visitors recommended the LMU CSON for continuing accreditation of both the ASN and BSN programs in Kentucky and Tennessee. The CSON is awaiting the official letter confirming continuing accreditation.
- A self-evaluation report was submitted in March to the Kentucky Board of Nursing for continued approval of the ASN program at the Corbin extended learning site. A site visit is scheduled for October 28-29, 2019.
- A survey visit by the Tennessee Board of Nursing is scheduled for September 18-19, 2019. A survey report will be submitted in August 2019 prior to the visit.

DeBusk College of Osteopathic Medicine

- LMU-DCOM has provided additional support for preparation of the COMLEX Level I licensing exams taken after year 2 of the 4-year curriculum with the addition of a 4-week structured preparatory course and up to 10 weeks of study time available prior to the 3rd year rotations.
- LMU-DCOM began the *Clinical Skills Workshop (CSW)* for all OMS III (3rd year) students in December 2018. The CSW requires all OMS III students to return to campus for an intensive 2-day review of OMT/Manual Medicine as well as OSCE/standardized patient encounters. The intent of this program is to improve medical student performance on the COMLEX Level 2 PE examination and ongoing efforts to integrate OMM/OPP "hands-on" training into the OMS III year.
- LMU-DCOM has implemented Interprofessional Education (IPE) journal entry activities into the 3rd and 4th year rotations to gather additional knowledge and understanding of other members of the health delivery team. For the next iteration, students will have objective-driven interactive experiences.
- During the November 30-December 2, 2018 meeting, COCA approved the progress report for the LMU-DeBusk College of Osteopathic Medicine from the full accreditation site visit. All standards were met.
- The Additional Location Application for DCOM at LMU-Knoxville was approved during the April 26-29, 2018 COCA meeting. COCA conducted a pre-operational site visit February 6-8, 2019. The COCA reviewed the site visit team report during the April 27, 2019 COCA meeting and all standards were met. Another pre-operational visit occurred

June 6-7, 2019 and the COCA Executive Committee approved DCOM at LMU-Knoxville to commence Fall 2019.

- The Doctor of Physical Therapy and Doctor of Occupational Therapy received approval to be in the accreditation cycle for a May 2021 start with 60 students each. The Program Directors and Director of Clinical Education administration are hired to develop the program. The full application to address each standard of accreditation is due Summer 2020.
- The Office of GME and Rotations at LMU-DCOM supported the development and approval of a new Internal Medicine residency program at Appalachian Regional Hospital in Harlan, KY, one of the LMU-DCOM core rotation sites. The program will have 9 total residents between Harlan and Whitesburg, KY.

Office of International Programs

- Streamlined administrative functions, clarifying roles of the director, assistant director, and international recruitment coordinator of International Programs.
- Revised ESL (English as a Second Language) curricula
    - Utilized feedback and input from faculty, deans, and department heads, and course evaluations.
    - Intensified classroom focus on rhetoric and discourse-level skills to ensure that students in ESL courses had adequate writing skills to succeed in academic courses.

Strategic Goal 1: Assess and enhance academic quality.

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

Progress:

School of Allied Health Sciences

Medical Laboratory Science Program (MLS)

- The MLS program anticipates the enrollment of an international student in the spring 2020 Kingsport cohort.

Veterinary Health Science and Technology Department (VHST)

- Dr. Bonnie Price will teach a study abroad course "Comparative Global Healthcare" with KIIS in Zanzibar in winter 2019

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

- Students from Bangkok and LMU have expressed interest in traveling to the U.S. and Bangkok, respectively. Faculty and staff are currently working on developing relationships initiated through MOU with Ramhamhaeng University in Bangkok, Thailand.
- Instructors are teaching classes this summer in China and Costa Rica.
- MCOM instructor received a Fulbright to Thailand and completed research for optimum curriculum for teaching media literacy in Thai K-12 schools. He also presented to National Education Committee, part of national government in Kuala Lampur, Malaysia.
- Faculty presented to an organization promoting women's rights in Myanmar.
- Faculty presented a paper with co-author at International Communication Association conference in Washington, D.C.
- A criminology instructor continues to work with Chinese students at LMU in translating criminal justice texts into Chinese.
- The School collaborated with J. Frank White Academy in the third annual Latino Fiesta held in Cumberland Gap. The fiesta included Latino music, dance, food, art, games and lessons in Spanish language, co-sponsored by AITG.
- As goals for the faculty evaluation process, department chairs, program directors and faculty, as well as staff, are required to enroll in and have enrolled in relevant Lynda.com courses
- A Social Work faculty, Dr. Buchanan, is teaching classes in Tanzania through the KIIS program this current summer session along with two Social Work majors who are participating in this experience.

College of Veterinary Medicine

- Continue to develop and expand student exchange programs
    - A Memorandum of Understanding signed with James Cook University (Australia) for student exchange.
- Continue to develop and expand faculty exchange programs

- A Memorandum of Understanding signed with James Cook University (Australia) for faculty exchange.
- A Memorandum of Understanding is in process with the University of Santo Tomas (Chile).

- Continue to develop a visiting scholar's program
  - LMU-CVM has hosted visiting scholars from Chile and India in summer 2017.
- Continue to recruit, enroll and retain international students
  - LMU-CVM accepts transfer students from the Caribbean veterinary schools.
  - LMU-CVM accepts international applications.
- Continue to revitalize the English Language Institute (ELI)
- Continue to develop relationships with language institute
- Continue to build infrastructure to support collaborations and other initiatives
- Explore opportunities for international extended learning sites
- Develop professional programs' student clinical year integration at LMU
  - LMU-CVM is in process to integrate the Caribbean veterinary school students into the clinical year program.
  - Clinical year students participated in the following international programs:
    - Briarhill Veterinary Clinic, Galway, Ireland
    - Sycamore Lodge Equine, Kildare, Ireland
    - Darwin Animal Doctors, Puarto Ayora, Galapagos (2 students)

Carter and Moyers School of Education

- In collaboration with International Studies, the SOE launched the TAL (Teaching Adult Learners) Master's Degree program in Fall 2019. The program is designed for international students who wish to develop engaging teaching skills for adult learners and is also open to domestic students.
- Selected students and faculty from the SOE's graduate counseling and guidance program and the master's on-line programs will travel to Mongolia in July for a study abroad and service learning experience, a collaboration between the SOE and the university's international studies program.
- The SOE collaborated with campus International Programs in the placement of international students in appropriate courses selected from existing master's degree program offerings.

Duncan School of Law

- Continue to develop and expand student exchange programs
- Continue to develop and expand faculty exchange programs
- Continue to develop a visiting scholars program
- Continue to recruit, enroll and retain international students
- Continue to revitalize the English Language Institute (ELI)
- Continue to develop relationships with language institutes
- Continue to build infrastructure to support collaborations and other initiatives
- Explore opportunities for international extended learning sites
- Develop professional programs' student clinical year integration at LMU

School of Mathematics and Sciences

- Submitted proposal to China's Ministry of Education for a 3+1 BS program in Biotechnology and Biology in conjunction with Gannan Medical University – China.
- A visiting lecturer from a Chinese university attended numerous lectures in the Fall of 2018 in general and organic chemistry. Supplemental curricular materials were provided the professor upon his departure.
- In continuation with the agreement between the Biology department, CMRC and the University of Costa Rica offered a special topics course in the Spring 2019 semester. The course, BIOL395 ST: Environmental Issues in the United States and Costa Rica.
- Continue research with Dr Carlos Rojas at the University of Costa Rica. A rising senior is working on a collaboration project. The student received a Ledford Scholarship to support the research and allow them to spread time in Costa Rica to collect samples and conduct research.
    - Research collaboration with University of Costa Rica permitted undergraduate students the ability to conduct international research. One student will be traveling to Costa Rica during summer 2019.
    - LMU offered a SP19 course in partnership with the University of Costa Rica; three students traveled to Costa Rica and conducted research and conservation outreach.
    - Student-led ACA Ledford research project in Costa Rica in summer 2019.

DeBusk College of Osteopathic Medicine

- The Davis Scholarship is available to LMU-DCOM students to complete rotation opportunities with all expenses paid through affiliation with Gannon Medical University (GMU) in Ganzhou City and Beijing, China.
- Through affiliation and student exchange the following international rotations were scheduled:
    - (2) students -10/15/2018 – 11/9/2018 – Beijing China, GMU
    - (5) students - 11/12/2018 – December 7, 2018 – Beijing China, GMU
    - (1) student - 2/4/2019 - 3/1/2019 – Queensland, Australia, James Cook University (JCU)
    - (2) students – 2/4/2019 – 3/1/2019 – Bunkyo-ku, Tokyo, Nippon Medical School
    - (1) student – 3/4/2019 – 3/29/2019 – Gisborne, New Zealand, Gisborne Hospital
    - (1) student – 3/4/2019 – 3/29/2019 – Queensland, Australia, JCU
    - (2) students – 3/18/2019 – 4/12/2019 – Mulanje, Malawi, Mulanje Mission Hospital
    - (8) students – 4/1/2019 – 4/26/2019 – Beijing, China, GMU
    - (1) student – 4/1/2019 – 4/26/2019 – Guetzaltenango, Guatamala, Pop Wuj, Spanish School Guatemala

Office of International Programs

- Expanded/developed three existing international partnerships:
    - Ider University: Designed a 9-day study abroad program to Ulaan Baatar for 12 graduate students and two faculty from the School of Education, expanding the partnership beyond the School of Business (in conjunction with the LMU's

Graduate School of Education and Ider University). Scheduled for July 19 – 28, 2019.
    - University of West England - International faculty research: Department helped to facilitate/coordinate research on cognitive animal psychology (Dr. Sheri Browning, Assistant Professor of Psychology): May 7, 2019 – June 11, 2019.
- Gannan Medical University (GMU): Worked with the Dean of the School of Mathematics and Sciences on a proposal submitted to China's Ministry of Education (CMOE) for a 3+1 BS program in Biotechnology and Biology in conjunction with Gannan Medical University – China; proposal submitted by GMU on April 1, 2019, for potential implementation in Fall 2020. Anticipate response from CMOE in September 2019.
- Signed memorandum of understanding with one new international partner:
    - Universidade Sao Francisco (Brazil)
- In process of developing a memorandum of understanding with one new international university:
    - Liaocheng University (China)
- Renewed or in process of renewing memorandum of understanding with three existing international partners:
    - Chukyo University (Japan)
    - Gannan Medical University (China)
    - Universidad Anahuac (Mexico) – in process

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

Objective 1.4: Ensure that new and revised programs have clearly articulated student learning outcomes.

Progress:

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

- All programs have learning and program goals articulated in Outcomes Assessment documents, program literature such as rack cards, and in department mission statements.
- Web pages for all programs clearly state expectations, program requirements, and goals.
- MPA/MSCJ: The Master of Public Administration (MPA) and Master of Science in Criminal Justice (MSCJ) programs continue to revise program catalog and course syllabi as necessary to more clearly articulate academic expectations and increase the availability and accessibility of program academic expectations in channels of electronic communication, including e-mail and Blackboard.
- The Arts in the Gap (AITG**)** program advisory council meets in November and focuses the direction of the program and its many events. Its website has been updated and a new webpage for enrolling in events is available.
- CSWE accreditation standards for reaffirmation changes are reflected in all appropriate literature.
- All programs work closely with the AHSS Recruiter and Student Success Coordinator to ensure programs are assessing for quality and currency of student and organizational needs. Changes are recommended as needed.
- All program and major/minor expectations are clearly delineated on web pages, rack cards, and other program literature and are evaluated regularly.
- All programs reevaluate undergraduate and graduate catalog information to ensure consistency and correctness regarding academics and policies.
- Check sheet portfolios are scored by faculty to assess course syllabi. The results have been used to ensure the consistency of assignments and reading load across the English curriculum and to encourage the continued effectiveness of the program's course planning.
- AHSS Graduate Program Recruiter/Program Administrative Assistant monitors programs for consistency across all media.
- Graduate School workshop was held in April to help facilitate graduating seniors and others toward graduate programs at LMU and beyond.
- Social media is utilized maximally by AHSS including Facebook, Instagram, web sites, and the AHSS Radio Program, uploaded to the website via IPOD.

College of Veterinary Medicine

- Clarify expectations for each program
    - The LMU CVM has developed a Curricular Map encompassing University, College and Professional goals and expectations. Each course and lecture has student learning objectives that are mapped to a Veterinary Competency as outlined by the AVMA and NAVMEC.
    - American Association of Veterinary Medical College competencies and entrustable professional activities (EPA) are being implemented throughout the curriculum and linked to the LMU CVM curricular map.
- Publicize academic expectations via appropriate channels
- Ensure accuracy and consistency of information in all catalogs, handbooks, program brochures, social media, and website, and provide a unified brand for all publications by establishing a Publications Department
- Collaborate with marketing, academic and student support services, and student recruitment to publicize academic expectations
    - New rack cards have been developed.
    - New recruitment materials have been developed.
    - A website revision in process.
- Document and demonstrate a systematic plan of evaluation for all programs
    - 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.
- Develop and communicate college/school-specific accountability processes that demonstrate course-specific academic expectations
    - Student handbooks are accessible digitally and are regularly reviewed with academic expectations.
    - Syllabi are updated and reviewed by the LMU-CVM curriculum committee and are provided to students in digital format through Blackboard and the LMU-CVM Student team site.
    - Faculty/Staff Summer Training is conducted each summer to offer updates to didactic and clinical skills.
    - Objective Structured Clinical Examination (OSCE) Grader Training is conducted each semester prior to OSCE examinations 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.

School of Business

- Program and course proposals are, when possible, drafted by a faculty member who teaches or will teach in the new or revised program or course. The proposals are then reviewed by both the chair of the department the program or course is under along with the dean. Lastly, proposals are distributed to all faculty for review and for a vote of approval.

Carter and Moyers School of Education

- SOE course goals and objectives of all new, revised, and existing programs have been reviewed during the current preparation for upcoming concurrent TDOE and CAEP visits. All courses were found to have clearly articulated outcomes that meet requirements for both entities and SACS.

Duncan School of Law

- Clarify expectations for each program
- Publicize academic expectations via appropriate channels
    - DSOL's curricular requirements are published on the DSOL website and in its Student Handbook and Catalog, which is updated annually.
    - Incoming students are made aware of DSOL'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
- Ensure accuracy and consistency of information in all catalogs, handbooks, program
    - DSOL faculty and student handbooks updated each year to reflect all modifications to policies and procedures.
- Collaborate with marketing, academic and student support services, and student recruitment to publicize academic expectations
    - 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 DSOL website pertaining to student recruitment and academic expectations.
- Document and demonstrate a systematic plan of evaluation for all programs
    - Faculty approved an Assessment Plan that complies with the ABA assessment standards and ensures the assessment of all Programmatic Learning Outcomes over a seven-year period.
- Develop and communicate college/school-specific accountability processes that demonstrate course-specific academic expectations
    - Assessment Committee established a standard form and procedure for faculty to submit course-level evaluation reports to Director of Assessment for all core classes.

School of Mathematics and Sciences

- The chemical physics program has submitted outcomes assessment reports for the last two years. The first students to complete the program will graduate this year.
- Over the last several semesters the Math department has taken efforts to include student learning outcomes in course syllabi.
- As part of the BIOL111/112 redesign, student learning outcomes and course objectives were written in detail to reflect the learning from assignments. Topics were chosen based on feedback from faculty and their expectations of prior knowledge of basic biological concepts needed for upper level courses.
- Convened the CBIO working group to make changes to improvement courses based on the 2017-2018 Outcome assessment report results.
    - We made changes to CBIO 200 and CBIO 400 that improved our students understanding of their learning outcomes as evidenced by results of the 2018-2019 OAR results.

Caylor School of Nursing

- All CSON programs have clearly articulated student learning goals.

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

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

Progress:

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

- All faculty are formally evaluated annually.

Duncan School of Law

- Continue to examine faculty and academic staff compensation and develop a compensation plan to address identified issues
- Continue development of a plan for faculty and academic staff compensation with a target salary scale as prioritized below:
    - Adjust any institutional inequities of full-time faculty and academic staff
- Develop a plan to establish full-time faculty and academic staff compensation that is competitive with peer institutions within the region and/or industry standards
    - The Dean has attempted to equalize compensation for tenured faculty members at the law school.
- Sustain a system of faculty compensation with an evaluation system to support it
- Implement and maintain a competitive compensation package for summer instruction
    - With all but 2 faculty members on a 12 month contract, the Dean has created a summer teaching rotation schedule.
- Implement and maintain a competitive compensation package for adjunct faculty
- Maintain benchmark data on compensation by level, discipline, and/or college/school
- Evaluate the impact of faculty contractual term
    - The Dean is open to considering multi-year contracts for non-tenured faculty.
- Review the compensation process for appointed positions (including Chairs and program directors)
- Explore the development and implementation of a broader definition of faculty and academic staff roles/positions

Caylor School of Nursing

- CSON Faculty and academic staff salaries are approximately comparable to institutions in the region.

DeBusk College of Osteopathic Medicine

- LMU-DCOM faculty and academic staff salary compensation are compared through comparative college of medicine and osteopathic medicine data provided through the Association of American Medical Colleges (AAMC) and American Association of Colleges of Osteopathic Medicine (AACOM). Data is also reviewed through the Medical Group Management Association (MGMA) for clinicians.

Strategic Goal 1: *Assess and enhance academic quality*

Objective 1.6: Enhance the Abraham Lincoln Library and Museum (ALLM), and its services.

Progress:

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.
- English students in ENGL-101 support fundraising efforts by ALLM. Donations were made as a result of persuasive letters that were written.
- A THEC grant was received last summer; the ALLM is involved in the process to a large extent making resources available and visits by high school teachers as needed.
- Staff of ALLM teach courses in AHSS.

School of Business

- School of Business faculty members evaluated the library's physical and digital holdings and made recommendations as relevant to its programs.

School of Mathematics and Sciences

- Held community educational research events focusing on STEM subjects in conjunction with the ALLM. Public school students from across LMU's service region attended the events and participated in experiences that explored the connections between water resources and human history.

Abraham Lincoln Library and Museum

- Completed Kincaid Gallery renovation with installation of new permanent 1,199 sq. ft. exhibit *Log Walls to Marble Halls*, which received 2019 Award of Commendation from Tennessee Association of Museums
- Exceeded goal for Dorothy M. Kincaid $1 Million Matching Challenge for physical expansion, new entrance, roof replacement, elevator, gallery improvements, learning lab, collections processing room, and Kincaid Research Center endowment
- Secured funds for new permanent 880 sq. ft. exhibit on history of LMU to be installed in building expansion, and initiated research, scripting, and artifact selection, and design
- Secured funds for new permanent 880 sq. ft. exhibit on Lincoln in memory to be installed in building expansion, and initiated research, scripting, and artifact selection, and design
- Initiated research, scripting, artifact selection, and design for new 3,222 sq. ft. placeholder exhibit on Lincoln's presidency
- Initiated research, scripting, artifact selection, and design for new 1,866 sq. ft. placeholder exhibit on Civil War
- Secured funds for production of orientation film
- Secured funds for new sculpture mounts
- Initiated planning and development for living history program component for Pioneer Village
- New full-time archivist position created and filled

- New acquisitions
    - Model 1860 Ames cavalry sabre with scabbard, shadow box with doll dressed as Confederate soldier, two nineteenth-century ornaments, model 1840 U.S. brass belt buckle
    - Coehorn mortal shell discovered on LMU property
    - Original portrait of Lincoln's secretary William O. Stoddard by Francis Carpenter
    - Reproduction 44 caliber firearm
    - Original tintypes of Abraham Lincoln's stepsister and her son
    - 407 books and 100 journals relating to Lincoln and the Civil War from Ignacio Community Library in Colorado (pending)
    - Original steel engraving plate of Lincoln family (pending)
- Programs
    - Civil War STEAM collaboration with LMU Vet School, DCOM, and Cumberland Mountain Research Center, which received 2019 Past Presidents Award and 2019 Award of Excellence from Tennessee Association of Museums (over 250 attendees)
    - 2019 Lincoln Symposium and Kincaid Lecture "Faith in the Age of Lincoln," with Dr. Thomas Kidd, Dr. Luke Harlow, and Dr. Terrie Aamodt (96 attendees)
    - Free Weekends in February (529 attendees)
    - Inside the Vault (over 250 attendees)
    - Tennessee Association of Vintage Base Ball (over 85 attendees)
    - 19th-century Egg Roll (over 100 registered, full capacity)
    - Mom and Me Tea (24 attendees)
    - Four Girl Scouts workshops (average attendance 20)
    - Tennessee State Library and Archives Primary and Secondary Teacher Workshop (20 attendees)
    - Skype in the Classroom, which received 2019 Tennessee Association of Museums Award of Excellence (16 countries, 219 sessions, 3,942 students)
    - Firelight Learners Homeschool Program (average monthly attendance 8)
    - Tad's Tots (average monthly attendance 15)
- Interdepartmental Collaboration
    - English: Hosted discussion of manuscripts and letters in the nineteenth century
    - AHSS: Presentations on collaborative learning efforts for both strategic planning and faculty retreats
    - Education: Presentation on creating activities that link scientific and historical knowledge
    - LMU Faculty/Staff Conference Week Workshop: "Thinking Historically: Using the ALLM to Train the Student Mind and Eye Across Disciplines"
    - Political Science: Hosted discussion of executive power with original Lincoln documents
- Outreach
    - Director speech for July 4th celebration, James White Fort, Knoxville, TN (approximately 100 attendees)
    - Director presentation at Military Order of the Loyal Legion of the United States business meeting, Washington, DC (approximately 30 attendees)

- Director presentation at Commercial Bank, Tazewell, TN (approximately 75 attendees)
- Director presentation at LMU Southwest Virginia Alumni Chapter, Ewing, VA (approximately 35 attendees)
- Program Coordinator presentation on civic educational program "Of the People, By the People, For the People," International Conference on Museums (telecommunication conference)
- Curator/Asst. Director contributed four articles to *Lincoln Herald*
- Curator/Asst. Director contributed two articles to Military Order of the Loyal Legion of the United States newsletter
- Curator/Asst. Director served as Museum Assessment Program reviewer for Loudoun Museum, Leesburg, VA
- Staff served as judges for Bell County National History Day and East Tennessee National History Day Regionals
- Curator/Asst. Director and Museum Specialist produced four "Lincoln Moments" videos for ALLM social media

Strategic Goal 1: *Assess and enhance academic quality*

Objective 1.7: Use a comprehensive faculty evaluation process, based on professional and institutional expectations, relative to teaching, research/scholarly activity, service, and as applicable clinical activity.

Progress:

Office of Academic Affairs

- **Center for Teaching and Learning Excellence (Instructional Technology and Online Learning)**
  - Continued to utilize the Online Course Review Rubric for all online courses (excluding DMS) to provide feedback and recommendations for improving online course content and delivery methods.
  - Launched asynchronous self-paced online training course for all faculty titled "Getting Started with Blackboard for Faculty". Rolling out two other asynchronous online training courses as needed/requested: "Accessibility Fundamentals for Instructors and Course Designers" and "Blackboard Collaborate with the Ultra Experience"
  - Emphasized the availability and utility of Lynda.com (soon to be LinkedIn Learning) to all faculty through various announcements and marketing campaigns.
  - Provided faculty training and development in the form of one-on-one consultations and group trainings as requested.

    Director of Online Learning:
    - 26 one-on-one consultations
    - 14 group training sessions

    Instructional Technologist:
    - 122 one-on-one consultations:
    - 16 group training sessions:
    - 2 classroom visits

School of Allied Health Sciences

Sport and Exercise Science Department (SES)

- One faculty member attended the 2018 ACA Teaching and Learning Institute

Veterinary Health Science and Technology Department (VHST)

- Two faculty members participated in the LMU New Faculty Academy during the fall 2018 semester.

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

- All faculty and staff in AHSS have been evaluated relative to teaching, scholarly activity and service. All have been given and agreed to at least three goals to be attained for the following year. All goals for this current year were met, unless otherwise noted in evaluation documentation.

- AHSS implemented a peer review process for teaching two years ago. This academic year, the Dean observed department chairs and the chairs observed the faculty, based upon an approved schedule.
- Adjuncts are not observed but have discussions with department chairs by phone. Observations are being considered as a possibility for the future.

College of Veterinary Medicine

- Use the current faculty evaluation process based on professional and institutional expectations and on key performance indicators, such as course, self, and chair evaluations. Other indicators such as faculty credit hour production, research/scholarly activity, student advisement, committee participation, community service, and leadership involvement in their profession or discipline should be considered.
    - 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.
    - Professional development funds are available for faculty.
- Review and assess the faculty evaluation process
    - LMU-CVM follows the University annual evaluation process.
- Enhance electronic course and advising assessment processes for academic programs
    - End of course/instructor evaluations are conducted with each semester.
    - E*Value software allows students to evaluate clinics and doctors from clinical year rotations.
- Explore faculty peer evaluation process
    - A peer evaluation of teaching process for both didactic and laboratory faculty assessment has been developed and approved by the CVM.

School of Business

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

Carter and Moyers School of Education

- One SOE undergraduate and one graduate faculty applied for and were awarded promotions in rank; one graduate faculty was awarded a multi-year contract.
- SOE faculty completed 56 presentations, 14 publications, and 5 article reviews.

Duncan School of Law

- Use the current faculty evaluation process based on professional and institutional expectations and on key performance indicators, such as course, self, and chair evaluations. Other indicators such as faculty credit hour production, research/scholarly activity, student advisement, committee participation, community service, and leadership involvement in their profession or discipline should be considered.
    - Consistent with the University's timeline, DSOL faculty members were evaluated in Spring 2019 through the evaluation process outlined in the DSOL faculty handbook.

    - All members were analyzed relative to teaching, research/scholarly activities and service and recommendations for continued employment.
- Review and assess the faculty evaluation process
    - DSOL is considering revisions to the faculty evaluation process to make it more objective and more clearly tie yearly cost-of-living adjustments to merit.
- Enhance electronic course and advising assessment processes for academic programs
    - Language in the student evaluation process was reworded to provide for more thoughtful, insightful answers from students to assist professors in improving their courses.
- Explore faculty peer evaluation process
    - The law school is considering offering individual "course audits" during which the professor asks for input from peers, graduates, and practitioners in the particular field of law.

School of Mathematics and Sciences

- The department chair used the established guidelines for faculty evaluation and counseled faculty on areas of improvement during this process.
    - Conducted annual faculty reviews per guidelines from Human Resources and Academic Affairs.
    - All faculty were assessed based on their self-assessment report, CV (includes scholarship and service contributions), course evaluations and a class room observation by the department chair.

Caylor School of Nursing

- The CSON follows the University guidelines for the faculty evaluation process.

Strategic Goal 1: *Assess and enhance academic quality*

Objective 1.8 Develop a broad-based Quality Enhancement Plan focusing on transparent instructional methods for the improvement of student learning and student success in general education and gateway courses.

Progress:

Office of Academic Affairs

- ***Center for*** Teaching ***and Learning Excellence (Instructional Technology and Online Learning)***
  - Explored multiple products and recommended the purchase of a campus-wide lecture capture system, Panopto. This software can be installed on all faculty and staff computers and classroom podiums for recording of desktop content, audio, and video with personal microphones and webcams. This application provides automated captioning of audio to help ensure accessibility of video content for all learners.

School of Allied Health Sciences

- While AHS does not have any classes directly involved in the QEP, one faculty member served on the QEP steering committee.

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

- All AHSS faculty teaching general education courses relevant to the QEP completed training and submitted assignments that meet the criteria for transparent syllabi and assignments. Several faculty who were not available for training in the spring will complete training in August.
- Several AHSS faculty were members of the QEP steering committee and helped develop, write, market, and train for the QEP Transparent Instruction.

Carter and Moyers School of Education

- Selected SOE faculty were trained and appropriate courses for implementation of the new QEP were identified.

School of Mathematics and Sciences

- All department members were involved in QEP training (Transparent Instruction Workshops) during the spring 2019 semester and will implement transparent instruction in their general education and gateway courses in the Fall of 2019.

Caylor School of Nursing

- Implementation of the QEP continues in the CSON programs.

Strategic Goal 1: *Assess and enhance academic quality*

Objective 1.9 Create and implement an evaluation system for academic leaders.

Progress:

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

- AHSS provided suggestions to the Office of Academic Affairs regarding evaluation criteria for academic leaders.

Caylor School of Nursing

- The CSON follows the University guidelines for the evaluation process.

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.

Progress:

Office of Undergraduate Admissions & Enrollment Management:

Last Strategic Plan	Progress
Expand the institution-wide Strategic Enrollment Task Force: o Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs o The committee will collaborate with essential LMU offices o Investigate a common application o Continue the utilization of Multivariable Testing (MVT) o Prioritize our regional market (175 mile radius) and secondary market o Utilize census and ACT/SAT data to identify potential markets o Continue to communicate and promote Associate Degree programs to work with TN Promise Students o Partner with Alumni Services to maximize recruitment possibilities nation-wide	o Strategic Enrollment Task force met 3 times, and included Alumni representation. o Prompted the creation of the 2018-2019 Retention Plan. o Utilized MVT o All territories assigned within 175 mile radius o The radius was defined, in part, by census and ACT/SAT data. o Held 4 Transfer Days with various Community College to bring students to campus and give a great preview day. o Partnered with Alumni Services to provide materials and personnel to alumni events in DC, Florida, and Atlanta.
Partner with strategic divisions of the institution to evaluate potential for maximum enrollment, taking into consideration: o Facility needs, including co-curricular space (classroom audit by department, student center, study space, etc.); facilities optimized for current and future student populations. o Availability of courses and classrooms at optimal times for undergraduate/ graduate/professional student requirements o Faculty/Staff resources o Alternative delivery and advising models (Online/Virtual/Hybrid) o Appropriate budget resources o ROI Analysis	o 2018-2019 Retention Plan saw greater cross-campus collaboration. Initial findings point toward improved retention. o Increased communication between various campus divisions. o Continually worked with individual school recruiters to help with communication, retention efforts. o Summer melt project

o Communication and outreach efforts	
Public Relations: Marketing, Publications, and Advertising	Assisted with Movies in the Park, Leadership Summit, Redesigned all Admissions publications for consistency of brand and customization
Utilize technology to optimize communication	o Enrollment had 3 "Call Nights" from 7-9pm to call students during optimum time o Logged **903** calls from March 5-June 19, 2019 o Followed an email/texting campaign o Sent handwritten postcards to all accepted students o Utilized TargetX and RNL for data tracking and forecasting o More in-depth use of Target X to manage all application files o Added new webpages: Find My Admissions Counselor, Information for High School Guidance Counselors, tour forms, First Gen webpage, etc. o Over 100,000 emails sent to prospective students: • 28, 136 FAFSA Opens email (6337 viewed; 302 interacted w/FAFSA; 240 interacted w/LMU) • 27, 949 LMU Best Value (3651 viewed; 205 interacted) • 27, 746 Happy Holidays email (4716 viewed; 230 interacted) • 868 Register for NSR emails (to accepted students) (475 viewed; 63 interacted)
Maintain and enhance contact with high school counselors, teachers and principals o Host counselor lunches to establish a stronger partnership and showcase all levels of the university's programs	o Added new webpages: Find My Admissions Counselor, Information for High School Guidance Counselors, tour forms, First Gen webpage, etc.

	○ Created a Counselor/contact database within TargetX for all high schools visited to allow for continuity of relationship ○ Hosted 2 Guidance Counselor Appreciation events, 1 locally and 1 in Knoxville. Great turnouts and good relationships. ○ Helped facilitate Power of a Teacher event in Duke Hall ○ Scholar of the Week Contest and Banquet ○ Knoxville 20 Under 20 ○
New Student Registration ○ March 10- 85 students ○ April 7- 82 ○ May 18-79 ○ June 8- 76 ○ June 22- 33 ○ July 13- 44 399 total	○ March 9- 96 attended (+11) ○ April 6- 92 attended (+10) ○ May 31- 73 attended (-6) ○ June 14- 41 attended (-35) ○ June 28 – 30 registered (-3) ○ July 19-15 registered (-29) ○ Long Distance Advised: 182 Total (as of 6/19): 533 (+134)
Professional Development: • Continue to train, equip, and empower recruiters for each school who also work with current students and retention • Incorporated the new recruiters in admissions professional development meetings to keep all informed (trained in Financial Aid, Academic Advising, Enrollment best practices, FERPA, Microsoft program skills, and University program updates).	○ 2 team members presented at TN TACRAO conference ○ Attended multiple enrollment conferences ○ Hosted professional development days for team members ○ Continuing to raise the bar by investing in team members' education and professional growth

School of Allied Health Sciences

- The School of Allied Health Sciences Recruitment & Student Success Coordinator recruits for Exercise Science (Pre-professional and General), Medical Laboratory Science, Veterinary Health Science, and Veterinary Medical Technology.
- R&SS Coordinator was present at both Blue and Gray Day Events.
- R&SS Coordinator was present at KY Health Expo (11/16/28) in Somerset, KY
- TN State HOSA Conference (03/25/19)
    - Chattanooga, TN
    - HOSA competition for high schools and colleges within Tennessee
- R&SS Coordinator was present at Louisville, Indianapolis, and Cincinnati NACACs
- R&SS Coordinator was present at Knoxville and Cumberland Gap Counselor Luncheons

- The School of Allied Health Sciences believes attending these events will help spread knowledge of our programs and promote the university in general.
    - Other future events are currently being assessed to determine their value to the school and university as a whole
- An addition to standard school advertising material, the School of Allied Health Sciences has purchased additional giveaways to market the program to a wider and diverse audience
- The Dean hand wrote personal notes to over 500 prospective AHS students, encouraging them to complete University applications and register for NSR events

Caylor School of Nursing

- The CSON developed a strategic plan for recruitment in all four programs: ASN, BSN, MSN, and DNP.
- Advertising and information sessions have increased, especially for online programs and sites with low enrollment, and applications continue to be obtained for all programs.

School of Business

- The Graduate Recruiter and Recruitment and Student Success Coordinator for the School of Business each created a compressive recruitment plan for the graduate and undergraduate programs respectively.
- The Recruitment and Student Success Coordinator, implementing the recruitment plan, visited numerous regional high schools and community colleges.
- All program information (printed or published online) is reviewed annually to ensure its accuracy and accessibility across all degree levels within the School of Business.

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

- Every department in AHSS has a recruitment plan that includes faculty, staff and student involvement in recruitment and retention. Three programs have created detailed low-enrollment plans to focus on programs where enrollment has declined or failed to increase over a three-year period. In addition;
    - The MOCM faculty put together a plan to recruit students from high schools and local universities. Initial communication with high schools have yielded responses. A video contest is planned for fall.
    - Theatre faculty have completed outreach in many high schools in the area, participating in assisting or advising in performances, adjudicating KY play competitions, and working with groups such as KY Promise zone in Berea.
    - Art program is working with academic recruitment staff to bring in more art majors.
    - Social Work is focusing more on first time full-time students in an increasing system of recruitment strategies.
- Faculty have been encouraged to increase their advising skills with training provided by the School of AHSS the first week in August. Training is required for new faculty through the AHSS mentors program.

Carter and Moyers School of Education

- The SOE has been assigned a designated recruiter selected from the University's Admissions Office staff to be trained in education programs of study for focused recruitment of undergraduate education students.
- Graduate school leaders and faculty collaborated in the creation of a comprehensive recruitment plan for all graduate programs, which included an emphasis on recruiting diverse candidates and high needs licensure areas as required by CAEP and the TN Department of Education.

School of Mathematics and Sciences

- The School of Mathematics and Sciences conducted over 50 recruitment events which consisted of school visits, participation in college fairs, and on-campus events.
- TargetX was used for Master of Science recruitment campaigns via email and text messaging.
- The Director of Public Relations provided consultation related to producing a social media plan for the School of Mathematics and Sciences. This included regular postings to Facebook and Instagram. Reoccurring themes are student spotlights, know your faculty and staff features, and event notices.
- Each department works with the Recruitment and Student Success Coordinator for the School of Mathematics and Sciences in recruiting students to majors.
    - Individual faculty members also attempt to recruit students to the major through identifying promising mathematics students in courses such as College Algebra, Trigonometry, and Calculus I who are either undecided or currently pursuing a different major.
    - We created transfer plans to guide transfer students, especially those with an Associate's degree, with class selection. These plans also allow transfer students to understand the timing to complete a degree.
    - We set-up welcome tables to attract and recruit students at on-campus high school events.
    - We worked with the student recruitment coordinator to provide items and information about our program on student visits.
    - Developing a comprehensive advertisement plan that includes print and social media campaigns.
    - Reaching out to community colleges to recruit and to provide four-year plans for incoming students to assist with community college course selection.

College of Veterinary Medicine

- Utilize a full-time CVM recruiter to visit K-12 schools and colleges/universities throughout the United States
- Specific attention is given to the Appalachian footprint as defined by the federal Appalachian Regional Commission (ARC)
    - Visited approximately 41 colleges/universities with 46% being in Appalachian footprint

- Increase diversity recruitment via attendance at Minorities in Agriculture, Natural Resources and Related Sciences (MANRRS) conferences, Annual Biomedical Research Conference for Minority Students (ABRCMS) and the Society for Advancement of Chicanos/Hispanics & Native Americans in Science (SACNAS)
- Increase diversity recruitment via efforts to visit and collaborate with historically black universities and colleges such as Tennessee State University and Kentucky State University
- Increased recruitment activity within national groups such as the National Association for Advisors in the Health Professions (NAAHP); this activity includes active recruitment with the national group along with attendance of recruitment events on a regional level. These events host multiple undergraduate institutions and include college fairs as venues for program information distribution
- Increased collaboration with local colleges and universities in efforts to establish articulation agreements between the LMU-CVM and the said institutions. Local outreach efforts have been made to Union College and Southwest Virginia Community College
- Recruitment activities within the LMU-CVM include:
    - **Preview Day** - The LMU-CVM hosts an annual Preview Day at the DVTC. This event is open to current undergraduate students, their family members and advisors from other higher education institutions. The fall 2019 Preview Day date has not yet been established but is expected to be held in October.
    - **Farm & Family Day** - Each fall CAHA and the Virginia Cooperation Extension Office collaborates to host this event as a means of outreach to the local community. Event activities include animal and agricultural outreach, facility tours, games, animal judging and other fun activities for attendees.
    - **College Group Tours** - Colleges and universities from across the region and beyond are always welcome to tour LMU-CVM facilities. Beginning in June 2019, these tours will include not only the DVTC, but also the new College of Veterinary Medicine Building located on the main campus.
    - **Virtual Outreach** – For prospective student groups who cannot physically visit campus, the LMU-CVM offers virtual webinars and chat sessions via software programming such as Zoom. Virtual outreach is also used for recruitment via online informational fairs hosted by the AVMA.
    - **Prospective Student Tours** - Prospective students and their families are encouraged to tour and visit LMU-CVM facilities. During the 2018-19 recruitment cycle a total of 82 prospective students toured the LMU-CVM.
    - **High School Tours & Outreach** - Outreach to local high schools is an important component of recruitment. Visiting groups are given tours of the DVTC and include hands-on activities in facility wet labs, insight into what veterinary school consists of and interaction with current LMU-CVM students. In addition to hosting high school groups for tours, LMU-CVM students are also active in visiting local high schools to speak with Future Farmers of America (FFA) groups and to take part in college/career fair events. Recruitment efforts were also enhanced via the attendance of local high school counselor luncheons that were hosted by the LMU Undergraduate Office of Admissions; these luncheons were specifically designed to provide regional school systems with more information

regarding the undergraduate and professional educational opportunities available at LMU.

- **University-Wide Outreach** – The LMU-CVM actively works to provide enhanced recruitment and outreach to the undergraduate LMU population. This outreach includes facilitation of informational sessions that are designed to provide undergraduate students with knowledge regarding what they can do to become competitive veterinary school applicants. Other inter-campus outreach includes LMU-CVM attendance at state Gear-Up events and institutional career and graduate fairs.
- **This is How We "Role" Program** – The LMU-CVM delivers the This is How We "Role" program as outreach via an afterschool role-modeling program. This program is designed to provide awareness of the vital role that veterinarians play in the health of both humans and animals. This project is made possible via a partnership with Purdue University and is supported by the Science Education Partnership Award of the National Institute of General Medical Sciences, a part of the National Institute of Health.

Duncan School of Law

- DSOL facilities have been evaluated for potential for maximum enrollment
- When consistent with the adequate delivery of the program of legal education, classrooms, offices, and meeting spaces are being utilized by other LMU programs
- DSOL also considering additional or new programs that can be offered now that full accreditation has been earned from the American Bar Association

DeBusk College of Osteopathic Medicine

- LMU-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 55.6% of the 243 applicants and of the 55.6% (135) from southern Appalachia (2.3% increase from 2017-2018) and 46.5% (113) were from TN, KY and VA.

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.

Progress:

Undergraduate Admissions and Enrollment Management:

Enrollment Goals from last Strategic Plan:

2018 Strategic Plan for 2019	Progress
UG- 1985	UG- incoming goal of 600-650; 82% there
Grad- 1245	
Prof- 1875	
Total- 5105	

- Created Undergraduate Retention Plan with specific tasks, timelines, and processes to facilitate cross-divisional communication and retention.
- Original Spring retention list (*those enrolled in SP 19 and NOT yet in Fall 19*):
  - On April 9: 470 students
  - April 17: 373 students
  - May 2: 243 students
  - June 3: 167 students
  - Able to help 303 students get registered from April 9- June 3.

School of Allied Health Sciences

- In fall 2018, AHS projected enrollment of 272; actual fall 2018 enrollment was 299 at census date
- Over 75 new students to date have already registered for classes and have been enrolled
- 54 new students are attending future NSRs, based on RSVP
- The School estimates over 100 new students entering AHS in fall 2019
  - 60-80 in VHS
  - 25-30 in VMT
  - 12-15 in MLS
  - 35-40 in SES
- Recruitment & Student Success Coordinator Efforts in 2018-2019
  - **Number of applicant contacts**: 200+ via text (Salesforce), 250+ via phone (Salesforce), 250+ via email (Salesforce and School email)
  - **Visits**: 24 Private visits
  - **College Fairs**: 28 college fairs
  - **NACAC**: Louisville (09/08/18), Indianapolis (09/20/19), Cincinnati (09/23/19)
  - **Events for AHS**: Health Career Expo (Somerset; 11/16/18), three HOSA events (03/25/19)
  - **Previews**: Two Blue and Gray days

- All faculty advisors work closely with the Recruitment and Student Success Coordinator to develop action plans for all at risk students identified at 3 week and midterm grading periods.

Caylor School of Nursing

- The CSON met enrollment goals for academic year 2018-2019.

School of Business

- Undergraduate program met benchmark goal set for total enrollment during the 2018 – 2019 academic year. A total of 65 to 74 students were expected to enroll with an actual enrollment total of 74 students. Program down by concentration with expected and actual enrollment:
  - ACCT.BBA 6 projected vs 7 enrolled
  - BUSN.ABA 1 projected vs 6 enrolled
  - BUSN.BA 20-23 projected vs 32 enrolled
  - BUSN.BBA 9-10 projected vs 3 enrolled
  - FIN.BBA 2-3 projected vs 4 enrolled
  - MGMT.BBA 13-15 projected vs 5 enrolled
  - MKTG.BBA 7-8 projected vs 1 enrolled
  - PGM.BBA 1 projected vs 0 enrolled
  - SBME.BBA 2 projected vs 2 enrolled
  - SMT.BS 3 projected vs 5 enrolled
  - SMT.BBA 0 projected vs 9 enrolled
- Graduate program met benchmark goal set for total enrollment during the 2018 – 2019 academic year. These goals were modified though when the school quit taking applications in both the DBA and MSBA programs due to programmatic restructuring. For the 2018-2019 academic year, the school enrolled 71 MBA students, 5 DBA, and 4 MSBA students.

College of Veterinary Medicine

- A total of 1,700 applications were received in the 2018-19 recruitment cycle for a class size of 125**.** This is an increase of 18.74% from the prior cycle (2017-18).
- In the 2017-18 application cycle, 25.1% of the applicants were from the Appalachian footprint.
- Marketing brochures, rack cards and other LMU-CVM promotional items were updated and disseminated locally, regionally and nationally via the CVM Admissions Office, the Clinical Relations and Outreach Team, and travelling faculty and staff.

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

- Benchmark goals are set for each major, undergraduate and graduate programs. There are currently eight undergraduate programs and two graduate programs that have goals to meet.
- Web pages have been updated and linked to pages with full explanations regarding programs, goals, initiatives and expectations.

- All four-year plans and revised program plans have been updated and installed on the website for LMU and AHSS.
- Curricular information has been clarified on all four and two-year plans in line with the TBR pathways programs and LMU's requirements for all four and two-year degrees.
- The AHSS recruiter meets with the school dean and assistant dean to discuss the status of goals, weekly.

Carter and Moyers School of Education

- Projected total across all 23 concentrations: Fall 2018: 685; Total enrolled 628.

School of Mathematics and Sciences

- The school's undergraduate Recruiter and Student Success Coordinator utilized previous years' data to update future enrollment goals by program.
- The school's undergraduate Recruiter and Student Success Coordinator provides weekly admissions updates and the numbers are slightly above where they were at this point during the previous cycle.
- The chemistry department has established baseline recruiting/retention goals and these are reported in the annual outcomes assessment report. The 2019-2020 year will be the final year for collection of the initial three year rolling average with respect to the number of incoming majors and the number of graduates.
- Each department works with the Recruitment and Student Success Coordinator for the School of Mathematics and Sciences, along with Academic Support, in an attempt to retain students who are struggling and may change majors or leave the university.

Duncan School of Law

- DSOL met incoming student enrollment projections for the 2018-2019 academic year
    - 94 students matriculated in fall 2018
- For fall 2019 admission, as of June 9, 2019, DSOL is experiencing a 9% decrease in applications YOY
    - 2019 – 314; 2018 – 342; 2017 – 286; 2016 - 161
    - This is reflective of regional trends for the Midsouth Region (-.4%) and Southeast Region (-5.1%)
    - Applications in Tennessee are down (-.9%) as well
    - Nationally, the number of applications are also down (-1.4%)
- For fall 2019 admission, as of June 9, 2019, the number of applicants are mixed (Midsouth Region +0.0%; Southeast Region +3.2%; and National +3.7%)
- As of June 19, 2019, DSOL is on-track to meet enrollment projections based upon the number of acceptances and seat deposits received to date
    - 91 new students have accepted offers of admission (90 - fall 2018 YOY)
    - 16-of-the-91 incoming first-year students are identified as ethnic minorities (17.6%)
- Recruitment efforts throughout the Midsouth and Southeast Regions continue, and articulation agreements have been signed by 12 colleges and universities whereby

eligible applicants from those schools receive tuition discounts at DSOL if offered admission and otherwise qualify by meeting established criteria

- Recruitment of minority applicants remains a priority at the law school through partnering with organizations such as Continuing Legal Education Opportunity (CLEO), the National Black Pre-Law Conference, the National Hispanic Pre-Law Conference, the National HBCU Pre-Law Summit, and Law School Diversity Professionals Conference.

DeBusk College of Osteopathic Medicine

- LMU-DCOM has recruited 31.3% of its incoming class from TN.

International Programs

- Increased student participation in study abroad programs from 10 students in 2017-2018 to 57 students in 2018-2019. [Research indicates that participation in study abroad programs improves completion, retention, and transfer rates: https://www.nafsa.org/Policy_and_Advocacy/Policy_Resources/Policy_Trends_and_Data/Independent_Research_Measuring_the_Impact_of_Study_Abroad/]
- The number of International students on F visas increased from 101 to 106 from Fall 2017 to Fall 2018, while the number of students on J visas decreased from 12 to 2 during the same time.
- Broadened and intensified the ways in which international students are recruited, including:
    - Hiring of international recruitment executive
    - Outreach through professional organizations:
        - AIRC (the American International Recruitment Council)
        - ACAC (the International Association for College Admission Counseling)
    - Outreach through international agents, recruitment companies, and fairs:
        - SchoolApply (and similar web-based/social media recruiters)
        - GSM (Global Student Marketing)
        - Keystone Academic Solutions
        - Tennessee Association in International Educators (TAIE) recruitment fair.
- Recruited three undergraduate students from Saudi Arabia
- Recruited one DBA student from China
- Development of Summer 2019 study abroad program in Ulaan Baatar through University's partnership with Ider University raised University's international profile.

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.

Progress:

Caylor School of Nursing

- The CSON continues to try to maintain enrollment goals for graduate nursing; however, attrition is always expected.

School of Business

- Graduate program met benchmark goal set for total enrollment during the 2018 – 2019 academic year. These goals were modified though when the school quit taking applications in both the DBA and MSBA programs due to programmatic restructuring. For the 2018-2019 academic year, the school enrolled 71 MBA students, 5 DBA, and 4 MSBA students.
- Graduate recruiter attends career and graduate school fairs and works to create partnerships with local businesses in order to achieve appropriate enrollment levels.

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

- MSCJ: The Graduate Programs Administrative Assistant works closely with the AHSS Coordinator of Graduate Programs to maximize recruitment opportunities and enrollment levels. Coordinator and graduate administrative assistant create marketing plans and participate in recruiting activities including graduate/career fairs, classroom visits, social media usage, and communication with university career services offices and undergraduate instructors.
- Enrollment in both programs has increased the last three years.

Carter and Moyers School of Education

- In lieu of a full-time graduate recruiter, the SOE utilizes graduate faculty as recruiters for graduate programs. Faculty with candidate mentoring assignments in area school systems carry program information, disperse materials, and meet with teachers in settings where institutional recruiters do not have access. A portion of allocated recruitment money has been utilized for advertising of new and high needs area programs.

School of Mathematics and Sciences

- The Master of Science Program was revised to make it more competitive relative to similar programs. Changes included creating additional relevant courses, increasing the number of program credit hours, and creating a “guaranteed acceptance track” to the DeBusk College of Osteopathic Medicine.

College of Veterinary Medicine

- The LMU class size of 125 is a capacity mandated by the AVMA COE.
- For the class of 2023, entering in fall 2019, 405 offers have been extended and 100% of the 125 seats have been filled.
- For the senior clinical year experience, over 350 clinical practice sites have signed CVM contacts.

Duncan School of Law

- DSOL facilities have been evaluated for potential for maximum enrollment
    - The law school is working with the University to maintain and modernize its facility. It is also seeking to reconfigure one of its classrooms to accommodate more students, which is in line with its increased enrollment.
    - When consistent with the adequate delivery of the program of legal education, classrooms, offices, and meeting spaces are being utilized by other LMU programs
- Also, the faculty and administration are considering new and additional programs that can be offered by the law school now that DSOL has received full approval (accreditation) from the American Bar Association

DeBusk College of Osteopathic Medicine

- LMU-DCOM matriculated 243 students through 3,538 completed applications; The demographics include 53% male and 46% female; 64.2% White, 17.7% Asian and Pacific Islander, 7.8% Hispanic/Latino, 4.9% Black/African American, 0.8% American Indian/Alaska Native and 4.5% non-reported.

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

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

Progress:

- Fall 2018 enrollment for JFWA was 147; it was 150 in Fall 2017.
- Continued to market the Academy and its programs in targeted locations using social media, signage, and commercial advertising
- Maintained and periodically evaluated a marketing plan for the Academy
- Pursue a diverse enrollment (e.g., community students, international students, etc.)
- A new Director of Admissions was hired in December 2018; this individual is leaving to take a coaching position elsewhere and a search committee will select a replacement in a timely fashion.
- A new principal was appointed in April 2019.
- In lieu of the preview nights/days used in previous years, JFWA adopted a concierge approach (inspired by LMU admissions) to hosting prospective students and their families. This one-on-one approach proved to be well-received.
- An online application was rolled out in February 2019, first for lower school applicants and then for applicants in all other grades.
- Re-enrollment forms for returning students were distributed in March 2019, and registration for returning students began in earnest in April; in recent years, the registration had been conducted in July.
- As of June 30th, JFWA had received 63 new student applications across all grades (K-12).
- Anticipated enrollment for the four grades constituting the lower school as of June 30th is as follows: Kindergarten –14 students, 1st grade -- 6 students, 2nd grade -- 6 students, and 3rd grade – 1 student. Due to the current enrollment, 3rd grade students will merge with the 4th grade in the upper school (a practice that has been used before at JFWA).
- JFWA administration continued to collaborate with LMU Marketing to maintain and execute the JFWA Marketing and Recruitment Plan
- Maintained part-time homeschool program.
- A JFWA middle school girls' basketball team played its first full basketball season in the fall of 2018.
- World School International Forum initiated development of a study abroad program. JFWA continued to discuss opportunities to host study abroad students and allow JFWA students study abroad opportunities.

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

Objective 2.5: To provide appropriate student aid awards to eligible students.

Progress:

Office of Admissions & Enrollment Management

- Redesigned Tuition & Fees handout and webpage to be eye-catching and informative.
- Edited and implemented the Trustee Full-Tuition Scholarship competitive event.
    - Minimum ACT composite of 30, min. GPA of 3.5 (unweighted)
    - Event has high participation and draws the best of the best.
- Worked on a Transfer Student scholarship handout to help transfer students better understand academic merit aid.

Caylor School of Nursing

- The CSON continues to apply for student scholarships with the help of other departments across campus and we have been successful securing several tuition awards for ASN and BSN students. Furthermore, the CSON has applied for and received HRSA traineeship awards over the past several years to provide support for MSN students.

School of Business

- $1,700 awarded to students for academic accomplishments and leadership.
    - $500 for ACBSP Leadership Award
    - **$**200 for Top Leader for Graduate Business Programs
    - $200.00 for Top Leader for Undergraduate Business Programs
    - $200.00 for Top Scholar for Graduate Business Programs
    - $200.00 for Top Scholar for Graduate Business Programs
    - $200.00 for Top Scholar for Undergraduate Business Programs

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

- Various programs have scholarships awarded specific to their fields.
    - Most recent newly created scholarships were provided for criminal justice and political science students
- The Arts-in-the-Gap program provides scholarship support for students to attend/participate in events.
- Faculty from all departments participate in the annual awards/scholarship program.

Carter and Moyers School of Education

- Thirty-five students from the SOE received a total of $74,268 in scholarships and awards for 2019-2020 academic year at this year's Awards Ceremony.

School of Mathematics and Sciences

- Each department reviews eligible student applicants for institutional aid and makes recommendations to the student award committee.

College of Veterinary Medicine

- The LMU-CVM actively collaborates with the LMU Financial Aid Office (FAO) to ensure that students are provided with the guidance and attention needed regarding financial aid. This include providing incoming and current students with the contact information for the Graduate Financial Aid Officer.
- The LMU FAO assists students in obtaining the proper amount of aid needed while also explaining the importance of budgeting and debt accruals.
- A total of twenty $5,000 Appalachian Academic Achievement Award Scholarships are awarded via the LMU-CVM. These awards are provided to twenty Appalachian students that have exhibited academic excellence in their educational career. These scholarships are renewable for four years within a maintained cumulative GPA of 2.75.

International Programs

- Increased the number of students awarded study abroad scholarships from 7 in 2017-2018 to 23 in 2018-2019.
- Increased the number of students applying for Gilman International Scholarships from 1 in 2017-2018 to 3 in 2018-2019.
- Conducted writing workshops (for the Gilman scholarship essay/personal statement) for 13 students (up from 11 in the previous year).

Duncan School of Law

- DSOL's Office of Admissions will continue to recruit vigorously for students who fulfill the mission of the University and law school.
- Now that the Law School is fully approved, DSOL will double of efforts to attract students from member schools of the Appalachian College Association and other schools with historically disadvantaged populations.

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

Objective 2.6: Offer a quality college-preparatory educational program at the J. Frank White Academy (JFWA).

Progress:

- The elementary program was granted STEM certification by AdvancED, allowing JFWA the right to call itself a STEM school.
- A Lower School Design Team comprised of JFWA faculty and staff and an LMU administrative representative selected curricula for the lower school, gave input on equipment and supply needs, determined faculty/staff needs, and participated in the selection of needed teachers and staff for the lower school.
- The average ACT composite score for the class of 2019 was 26.3. Category averages were as follows: English – 26.7, Math – 26.4, Reading – 27.5, and Science 26.5. This is the highest average in recent memory at JFWA.
- Discussions were held with KANTO International School regarding the placement of a full-time student from KANTO for the 2019-2020 academic year. No candidates were identified for the upcoming year, and KANTO will attempt to identify candidates in the future.
- A full-time music position has been added for the 2019-2020; there were no music offerings at JFWA in 2018-2019. Music instruction will be made available to all students across the K-12 range in 2019-2020.
- Several collaborative activities involving JFWA faculty and classes with LMU faculty and students were organized. Highlights include a LEGO construction event coordinated with the help of Carnegie-Vincent Library staff, a showcase of ultrasound equipment and processes held by the DCOM Ultrasound Club for juniors and seniors at JFWA, and the use of facilities in the Math and Science building by JFWA science instructors aided by LMU faculty and staff.
- An initial discussion was held with LMU advancement about the possibility of developing a JFWA alumni organization/group.

School of Mathematics and Sciences

- The physics professor collaborates to offer physics labs to the JFWA students.

Strategic Goal 3:

Strengthen planning, budgeting and assessment

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

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

Progress:

Finance

- The Institutional Strategic plan was reviewed to reflect changes in academic programming and instructional site development, assessment results and budget considerations.
- The mission, goals and objectives of the colleges, divisions, departments and units were determined to be aligned with the Institutional Mission Statement and Strategic Plan.
    - As mission statements for new programs were developed, particular attention was devoted to ensuring their alignment with the Institutional mission.
- Each educational program and administrative unit documented changes and improvements based on assessment results and completed Prior Year Improvement Forms to record progress during 2018-19.
- Budgeting for all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives and strategic priorities.
- LMU's mission served as the basis for all planning, budgeting and assessment practices during the 2018-19 academic year.
    - Institutional and unit planning, budgeting and assessment activities reflect alignment with the Institutional mission statement and the Institutional and strategic goals derived from and supportive of the Institutional mission.
- Financial forecasts were developed for all colleges, divisions, departments and units.
    - The forecasts were reviewed on a quarterly basis to assess the University's financial performance to plan.
    - Any necessary adjustments to plan were developed as a result.

Caylor School of Nursing

- The CSON's mission statement is congruent with the University's mission statement, and it is used as the foundation for planning, budgeting, and assessment processes.

School of Mathematics and Sciences

- The mission statement is reviewed at the beginning of each academic year within each department and serves as the focus for planning, budgeting and assessment.

Duncan School of Law

- The law school's administration requires all of its budget managers to justify how new requests meet the University and law school mission and enhance the program of legal education.
- The law school works closely with the Vice President for Finance and her staff, both in developing its proposed budget in concordance with institutional priorities and ensuring that it remains within budget.

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

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

Progress:

Finance

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

Caylor School of Nursing

- The VP for Extended Sites & Dean of the CSON works with the VP of Finance to prepare a balanced budget annually.

School of Mathematics and Sciences

- Department chairs and Program Directors, after consultation with faculty members, submitted budget requests to the Dean.

Duncan School of Law

- The law school is finishing FY 2019 well within the budget that was approved by the Board in May 2018.
- Due primarily to increased scholarships to attract students with higher credentials for the Fall 2018 class and Fall 2019 class (prior to receiving ABA provisional approval), the law school is running a deficit. The law school is taking steps to reduce expenses and to continue to make progress toward a balanced operating budget over the next few years.

Strategic Goal 3: *Strengthen planning, budgeting 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.

Progress:

Finance

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

Caylor School of Nursing

- The VP for Extended Sites & Dean of the CSON provides input to the VP of Finance annually in preparation of the five year operating pro forma.

School of Mathematics and Sciences

- Department chairs and Program Directors, after consultation with faculty members, submitted budget requests to the Dean.

Duncan School of Law

- As part of its accreditation efforts with the ABA, DSOL worked closely with the Vice President for Finance and her staff to develop estimates of revenues and expenses for the next several years.

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

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

Progress:

Finance

- The Board of Trustee approved budget for 2019-2020 includes an expense line for Strategic Initiatives/Contingencies to cover new programs approved by the Board of Trustees, unplanned costs as approved by the President and to provide incremental funding for any outstanding debt service obligations.
- Forecasts for operating revenues and expenses, as well as cash flow, were developed for the University financials.
    - A systematic forecasting process to include the individual departments has been implemented.

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

Objective 3.5: To enhance budget management.

Progress:

Finance

- Budget process for the 2019-2020 budget cycle continued to include all fiscal managers.
- Each fiscal manager completed a budget package for their area which included operating expenses, new hire expectations and capital requirements.
- Reviews of these budgets were initially completed between the fiscal manager and their Budget Committee member (Cabinet/VP) followed by meetings with Finance.
- Statistical data, where possible was utilized to verify the appropriate allocations of University resources.
- The submitted balanced budget was reviewed and approved by the Finance Committee prior to submission to the Board of Trustees.
- While enhancement of budget management was successful during 2018-19 as evidenced by a positive year-end, specific programs and processes will continue to be enhanced in the coming year to support this objective.

Caylor School of Nursing

- The VP for Extended Sites & Dean of the CSON makes every effort to plan appropriately and utilize proper budget management.

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

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

Progress:

Finance

- Funding was continued for the Research department as part of the University budget that was approved by the Board of Trustees.
- Increased funding for research was approved in the 2019-2020 budget in several academic areas.

Caylor School of Nursing

- The VP for Extended Sites & Dean of the CSON makes every effort to plan appropriately and utilize proper budget management to support both undergraduate and graduate programs, for both faculty and students.

School of Mathematics and Sciences

- Department chairs and program directors meet annually with the Dean of the School of Mathematics and Sciences to review the past year's budget and to draft a proposed budget for the coming year.
- Purchases to continue research were made. Additionally, students obtained research funding from Ledford Scholarships. Three faculty received mini-grants to begin research projects. One faculty member is a contributing researcher on a mini-grant.

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

Objective 3.7: To utilize data to make informed decisions.

Progress:

Finance

- Processes for making essential data available to decision makers continued to be improved during 2018-19. However, there is a need for further refinement in this area.
- Vice Presidents evaluated progress on strategic goals based on assessment and provided progress reports indicating the level of achievement of those goals.
- Revenues and expenses continue to be reported in detail to allow more granular visibility into our financial performance thereby increasing opportunity for more data based decisions by function.
- Revenue budgets for 2018-19 were created in a way to allow for semester, program or extended site financial reporting.
- Feasibility studies and pro formas were developed concerning major program initiation decisions that incorporated consideration of institutional capacity and market analysis.
- Careful attention was given to fulfilling the requirements of the Southern Association of Colleges and Schools-Commission on Colleges' Substantive Change requirements when initiating new programs or teaching sites.
- All unit level Outcomes Assessment reports for 2018-19 indicate use of data in decision making.

Caylor School of Nursing

- The VP for Extended Sites & Dean of the CSON utilizes prior budget information as well as current data to make informed decisions in the preparation of the CSON budget. Furthermore, all program decisions are made utilizing appropriate assessment data from the CSON Leadership Team and both undergraduate and graduate faculty.

School of Mathematics and Sciences

- The department chair uses enrollment numbers to estimate the operating expenses for the coming fiscal year. In addition the department chair makes faculty position requests based upon these enrollment numbers.
- All programs in the School of Mathematics and Sciences regularly collect and obtain data (e.g., graduating student exit survey; data from Institutional Effectiveness, Advancement, Career Services; ETS Major Field Test, etc.). These data are used to make continual improvements to all programs. This process is documented annually in the Outcomes Assessment Reports.

DeBusk College of Osteopathic Medicine

- The LMU-DCOM Assessment Office generates a large number and variety of reports presenting summative and formative assessment results and analysis as well as recommendations for all program facets (admissions, curriculum, student progress and post-graduate success). Following a prescribed yearly schedule, these reports are delivered to program decision-makers including faculty, course directors, rotation

directors, department directors, committees, rotation sites, and the Dean and his administrative team. The Director of Assessment and the Associate Dean of Assessment and Interprofessional Education (IPE) provide regular assessment updates to the Dean appointed committees to ensure members are fully informed of trends related to issues under the committees' purview.

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

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

Progress:

Finance

- Each revision of the Institutional Strategic Plan includes a progress report for each strategic goal from the previous edition.
- The annual President's Report to the Board of Trustees (2017-18) included material related to fulfillment of institutional strategic goals.

Caylor School of Nursing

- The CSON prepares annual systematic plans for evaluation for each nursing program, as well as annual progress reports for the University, that document the status of strategic goals.

School of Mathematics and Sciences

- The department chairs and program directors submit strategic goal updates to the Dean when requested for inclusion in the annual progress report.

Strategic Goal 4:

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

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

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

Progress:

Facilities

- Re-organized Physical Plant/Facilities
- Renovated the Splitters Lounge into Chick-Fil-A
- Renovated the Student Center Lobby
- Completed the Veterinary Medicine Building
- Relocated the road through campus and added additional parking
- Upgraded Duke Hall electrical system
- Renovating Kresge to accommodate Kindergarten through third grade
- Construction of additional office space at Cedar Bluff
- Removed Sigmon Communication Building to make area for new parking
- Added ViewPoint Software to plan, budget, and track construction projects
- Refurbished DCOM West to prepare for medical students
- Paved parking lots at DSOL and LAET
- Continued with the retirement of overhead high-voltage
- Added a redundant feed from PVEC into campus

Caylor School of Nursing

- The CSON programs at the Harrogate campus are often challenged to find enough classroom space despite being in the new MANS building. Additionally, there had been some challenges for space at the Cedar Bluff site, but the VP for Extended Sites requested the completion of the buildout of space in the back at the Cedar Bluff site. The buildout has helped in securing much needed office space.

School of Mathematics and Sciences

- Faculty worked together to learn how to record lectures and utilize various aspects of Blackboard and the classroom computers to enhance instruction.

Duncan School of Law

- Added study carrels to compensate for larger student population
- Added student seating and study spaces around DSOL building periphery
- Paving parking and gravel surrounding building
- Development of student garden/study area on building periphery

DeBusk College of Osteopathic Medicine

- The additional location for LMU-DCOM, DCOM at LMU-Knoxville facilities located at 9737 Cogdill Road, Knoxville, TN 37932 was renovated to provide comparable space in Knoxville for up to 200 osteopathic medical students. The

first-year class will begin Fall of 2019 with 125 students but will increase by 25 students each year for up to 200 students by Fall 2023. The additional location curriculum will mirror the main campus in Harrogate, TN and faculty will be shared between the sites. The facility is 110,000 square feet with the following physical resources:

- First Floor:
  - Anatomy lab with 38 total tables (21 on one side and 17 on the other)
  - Prep lab and morgue
  - Dining Hall
  - Medical Library
  - Multipurpose conference room
  - (26) clinical exam rooms with 2 debrief rooms
- Second Floor:
  - (2) 140 seat auditoria and (1) 340 seat auditoria and (1) 360 seat auditoria
  - (15) small group/study rooms with various seating from 6-12
  - OPP lab with 42 OMT tables
  - Simulation Suite with 8 simulation rooms with 2 debrief rooms. To accommodate the initial class size, two (2) simulation lab rooms that includes two (2) Gaumard Adult HAL high fidelity simulators are planned.
- Research Facility
  - (22) bench tables
  - (1) Microscope room
  - (1) Darkroom
  - (1) Tissue Culture Room
  - Common equipment room with hoods
  - Shared office space for research faculty
- At the Harrogate campus, the LMU-DCOM Center for Simulation and Training provided support and services within the Clinical Exam Center and Simulation Suites for five (5) LMU health sciences programs. Activities included 92 different types of clinical exams and a total of 15,244 simulated clinical encounters.
- At the Harrogate campus, the LMU-DCOM Center for Simulation and Training has expanded physical facilities by opening a twenty-four (24) room Clinical Exam Center and five (4) room Simulation Lab within the College of Veterinary Medicine. The Simulation lab is equipped with four (4) Gaumard Adult HAL high fidelity simulators, two (2) Pediatric HAL high fidelity 5-year old simulators, and two (2) Newborn TORY neonatal high-fidelity simulators.
- All Center for Simulation and Training spaces in Harrogate and Knoxville are equipped with the latest BLINE Medical simulation software and high-definition audio and visual equipment.

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

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

Progress:

Campus Police and Security

The mission of LMU's Campus Police and Security department is to protect and serve the faculty, staff, students, and community through police and security coverage. For the 2018-2019 academic year, the following operational program goals were achieved:

- Security coverage for the Harrogate campus covered 24 hours/day, 7 days/week. Extended campus sites had coverage during normal (designated) business hours.
- Additional part-time and full-time staff were hired and trained in the policies and practices of the Campus Police and Security department. Also, additional security cameras were installed at critical points across campuses to allow Security to have better coverage inside and outside of buildings. Additional armed security were stationed at high traffic buildings during critical times on the Harrogate campus and at the Alcoa, DSOL, Tampa, Law School, LMU-Knoxville, and Cedar Bluff extended sites.
- In January of 2019, two armed Security Officers (contracted through third-party Volunteer Protective Services organization) were assigned to the LMU-Knoxville extended site.
- Two departmental employees were certified in Clery Act responsibilities. Two departmental employees were recertified in TIBRS reporting responsibilities. The departmental Timely Warning Policy was updated. All police, dispatch, and security officers were trained in reporting and investigating sexual assaults on campus. Department personnel trained extended site employees on Campus Safety Authorities, lockdown procedures, and fire prevention and evacuation procedures. Department personnel conducted a table-top exercise on the Harrogate campus in accordance with Clery Act requirements. Department personnel conducted a security survey of the J. Frank White Academy (JFWA) and completed recommended improvements that resulted from that survey.
- The Campus Police and Security department continued to monitor staffing and recertification requirements for departmental personnel at all campus sites.
- The Campus Police and Security department coordinated with the Title IX Office, Athletics, and Student Services to reinforce Sexual Assault training for all students on campus.
- The Campus Police and Security department conducted table-top exercise at all LMU sites, including extended sites, in accordance with Clery Act requirements.
- The Campus Police and Security department maintained its compliance with Tennessee POST Commission requirements.

Caylor School of Nursing

- The CSON strives to promote and provide a healthy, safe, and secure environment by following established policies and requesting maintenance repairs/updates when needed. Faculty and staff in the CSON have participated in training events such as active shooter training, CPR classes, and the mandatory harassment training held annually by the University.

School of Mathematics and Sciences

- The Natural Science Laboratory Coordinator developed a laboratory safety manual that will be distributed to all faculty, staff, and students who utilize our laboratory resources.
- The chemistry department implements and ensures that up to date chemical hygiene plans and procedures are used in all instructional labs.
- Continue to work with Eric Moberg to provide safe laboratory environments.
- All equipment and laboratory spaces in the Hamilton Math and Science Building are regularly inspected in compliance with all federal, state, and local laws. This is facilitated by the Natural Science Laboratory Coordinator who conducts inspections, coordinates inspections with the appropriate individuals from our partner professional schools, and from outside accredited/licensed vendors when required.
- The Natural Science Laboratory Coordinator conducts a standard safety-training workshop for every staff, faculty, and student who will conduct work in a laboratory or require access to the 4th-floor research space. The training concludes with a test in which each individual must obtain a benchmark-passing grade.
- All chemical wastes are collected and monitored in compliance with all federal, state, and local laws. The Natural Science Laboratory Coordinator oversees this process and ensures that all wastes are removed from campus by an appropriately licensed vendor every summer.
- The first laboratory meeting for all sections taught by the School of Mathematics consists of a discussion of the laboratory safety rules. Every student signs a copy of these rules. Each student keeps a copy and the signed copy is archived by the Natural Science Laboratory Coordinator.

Duncan School of Law

- Updated the security of the campus by the addition of cameras.
- New lighting is scheduled to be installed across the law school campus this Summer
- Security service is provided during all hours that the building is operational and open
- Installed secure locking mechanisms for classrooms without traditional locking doors
- Participated in Title IX, SAFE and CLERY Act training.

DeBusk College of Osteopathic Medicine

- LMU-Medical Clinic continues to offer primary care services to the LMU student, staff, and faculty community and the community at large. The LMU-Medical Clinic served 3,623 patients and a total of 15,548 encounters.
- LMU-Medical Clinic was asked to present their Well-Child Project by the Tennessee State Pediatric Conference because of their innovative new procedures for well-child visits and increased well child visits from 31.5% to 41.6% in nine months.

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

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

Progress:

Human Resources

- Custom workflow for new hires that alleviated 30 minutes of data entry for standardized patient employees who hold 11 different positions.
- Custom process XBSM to automatically create slots for positions that are not under the direct approval control of finance. These are standardized patients, adjuncts, tutors, etc. that will always have a revolving set of employees.
- Created and automated a report to notify HR to change life insurance (LF) costs once an employee reaches 65 or 70 years of age. There were 36 that were incorrect at the time this report was created. Life Insurance Benefit Cost Changes
- Created Budget Wage Report to assist with yearly wage increase process. This report returns all current wages and stipends and is then distributed to the areas for wage increase calculation.
- Direct deposit paper form eliminated. Funneled existing employees and new hires to Self-Service.
- Converted all Image Now documents to Laserfiche and setup Laserfiche workflow and folder structure for HR.
- Implemented I9 Advantage software
- Added HOL, JURY, BERE, FLU to all existing FT employees and create a benefit template to add these to new hires going forward. These leave plans were not added to every employee therefore causing issues with Kronos imports and with leave adjustments.
- Cleaned up all hourly positions that did not have the overtime earn type associated to them. There were 51 of these. We also created a scheduled report that will notify HR if this situation exists.
- Found and resolved an issue with leave accrual where payroll was running PLVA with a date range instead of a single date. This caused anyone in their anniversary year to skip accrual. Found answer net document and payroll tested the process.
- Implemented new more efficient workflow for People Admin on a new site
- Implemented automated workflow in Laserfiche to move terminated employees and their data to a new file structure
- Ellucian consultant onsite for 3 days focused training on Colleague in Human Resources
- Onboarding of new employees is now fully digital. The old process took 48 hours on average new process 2.2 hours and fully employee driven and self-paced. The employee is no longer required to be onsite to be fully on-boarded.
- I9 & E-Verify, fully automated and implemented support for remote verification eliminating the need to bring remote employees to campus. Time reduction average of 9 hours to complete 45 minutes.

- System enrollment of employee information, the average time to completion with old system 4.2 hours new average time 27 minutes by implementing standard employee templates and workflow screens within colleague.
- Digital imaging of all employee files. Currently, 197,242 pages are digitized eliminating 11 full height fireproof filing cabinets. Once finished this project will result in freeing up a 15x25 office space to be repurposed.
- As a result of automation reduction in total staff by 4 FTE.

Caylor School of Nursing

- The CSON provides orientation and mentoring to new faculty and staff in addition to the University orientation.
- The site coordinators at Cedar Bluff and Tampa assist Human Resources with the completion of paperwork and orientation sessions for newly hired faculty and staff in those areas.

DeBusk College of Osteopathic Medicine

- The LMU-DCOM standardized patient program has hired 19 new part-time employees to support the clinical exam center with mock clinical exams for student learning of patient care activities and testing of knowledge and skills: 33 Female and 15 Male.

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

Progress:

Caylor School of Nursing

- CSON non-faculty administrators and staff salaries are approximately comparable to institutions in the region.

Duncan School of Law

- The law school believes it offers competitive compensation to part-time faculty and non-faculty administrators and staff, given the legal market in which the law school is located.

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.

Progress:

Information Services

- Replaced 191 computers, including hardware upgrades across four computer labs (all campus locations)
- Renewed Microsoft Campus agreement
- Renewed Adobe Campus agreement

<u>DCOM Knoxville</u>

- 4 Lecture halls – Installed 4 laser projectors and screens in each lecture hall along with a lectern that houses a touch enabled monitor, PC, physical laptop connections, an AirMedia for wireless laptop connections, and a video conference system. Each lecture hall has a gooseneck microphone, wireless lapel microphones, table top microphones for student use, ceiling mounted speakers, HD cameras, a Mediasite recorder, and a touch panel for system control.
- OPP Lab – Installed a lectern that houses a touch enabled monitor, PC, physical laptop connections, an AirMedia for wireless laptop connections, and a video conference system. Microphones installed included a gooseneck microphone and wireless lapel microphones. HD cameras and a Mediasite recorder was installed along with five 90" displays, ceiling mounted speakers, and a touch panel for system control.
- Anatomy Lab – Installed nine displays, wireless lapel and ceiling microphones, ceiling mounted speakers, video conference system, a Mediasite recorder, HD cameras, and a wall mounted touch panels for system control. A PC was installed along with an AirMedia for wireless laptop connections, and a surgical light camera in each pod.
- Small Classroom – Installed a laser projector and screen along with a lectern that houses a touch enabled monitor, PC, physical laptop connections, an AirMedia for wireless laptop connections, a Medasite recorder with an HD camera, and ceiling mounted speakers.
- Sim Lab – Installed two cameras, a ceiling microphone, and speaker in each of the 8 exam rooms. We also installed a PC, a touch panel for control, voice changers, and microphones in each of the 8 control rooms.
- CEC Lab – Installed a PC, two cameras, a ceiling microphone, and speaker in each of the 26 exam rooms. We installed a PC outside of each exam room in the hallway for student use as well. We also installed a PC, a touch panel for control, a voice changer, and a microphone in the control room along with 4 displays to show all camera angles from the exam rooms.
- Sim Lab Debrief Rooms – Installed a display with an Airmedia for wireless laptop connection in each of the two sim lab debrief rooms.
- CEC Lab Debrief Rooms – Installed a display with an Airmedia for wireless laptop connection in each of the two CEC lab debrief rooms.

- 3 Conference Rooms – Installed a display, AirMedia for wireless laptop connection, video conference system, a touch panel for system control, a ceiling mounted microphone, and ceiling mounted speakers.
- Lounges – Installed a display in the faculty/staff lounge and the SP lounge for the ability to show cable TV.
- Cafeteria – Installed 5 displays in the cafeteria to show cable TV.
- Lobby – Installed two 70" displays for digital signage on second floor and one 70" display behind receptionist desk for digital signage.

DCOM

- Sim Lab – Performed a full technology upgrade in the Sim Lab and furnished an additional patient and control room. Installed new 21.5" touch screen monitors, push to talk microphones, headphones, ceiling microphones, speakers, touch-enabled patient monitors, workstations, and a new digital high definition infrastructure along with new B-Line hardware.
- 101 – Installed sixteen (16) additional table top microphones to accommodate the additional tables and chairs that were installed in the auditorium.
- 336 Executive Conference Room – Installed a new 70" HD display.

MANS

- 100 – Installed eight (8) additional wireless microphones in the auditorium to accommodate events such as panel discussions.

AVERY

- 101 – Installed two (2) 70" displays
- 111 – Installed a new HD laser projector along with a new digital infrastructure to accommodate an HDMI and VGA laptop connection.
- 201 – Installed a new HD 70" display along with a new digital infrastructure to accommodate an HDMI and VGA laptop connection.
- 203 - Installed a new HD laser projector along with a new digital infrastructure to accommodate an HDMI and VGA laptop connection.
- 213 - Installed a new HD laser projector along with a new digital infrastructure to accommodate an HDMI and VGA laptop connection.
- 303 – Installed a new touch panel to simplify the use of the room system.

DSOL

- 101 – Installed two (2) new 70" HD displays along with three (3) 42" HD displays.
- 201 – Installed two (2) new 70" HD displays along with one (1) 32" HD display.
- 326 – Installed a new 70" HD display.
- 413 – Installed a new 70" HD display.

Cedar Bluff

- 104 – Installed two (2) new HD laser projectors along with a new digital infrastructure to accommodate an HDMI and VGA laptop connection.
- 115 – Installed a new HD laser projector along with a new digital infrastructure to accommodate an HDMI and VGA connection.
- 137 – Installed two (2) new HD laser projectors along with a new digital infrastructure to accommodate an HDMI and VGA laptop connection.
- 184 – Installed a new digital infrastructure to accommodate an HDMI and VGA laptop connection.

- 188 - Installed a new HD laser projector along with a new digital infrastructure to accommodate an HDMI and VGA laptop connection.

Training Offered

- Provided classroom technology training to new faculty and staff during the New Faculty and Staff Orientation.
- Provided classroom technology training to faculty and staff during the 2018 Faculty Staff Conference Week.
- Provided ITV training to the Business department's faculty and staff.

CVM

- 100 and 101 - Installed 2 Projectors with an interactive touch panel display. It is hooked up to a desktop computer sitting in a Podium. The lectern houses two wireless Lapel Mics, and two wireless handheld microphones. The rooms are also equipped with student table top microphones to and celling mounted speakers. Both rooms have video conferencing equipment installed along with Mediasite recorders.
- CEC – The CEC has 24 Exam Rooms. Each equipped with a microphone, speaker and two cameras installed inside the room. Each room has two PC's, one inside and one outside. In addition to the technology in the rooms there are two Hallway Cameras. Then there is the Control Room technology that was installed. There are 4 TV Displays to monitor the cameras, a microphone to speak to students and SPs, an interactive touch panel, and four desktop computers. We also have equipped the SP lounge with two 70" displays. There is also two debrief rooms in the CEC, each equipped with two 70"displays.
- Sim Lab – We have installed a pc in the room, patient speaker, ceiling speaker, microphone, and two cameras in each of the four sim rooms. The control room has a PC, interactive touch panel, headset, microphone, and a voice changer.
- Active learning Rooms – There are two active learning rooms on the second floor. Each room is equipped with four 70" displays, a lectern, PC, touch enabled monitor, physical laptop connections, and an AirMedia for wireless laptop connections. The displays can be used together or separately with AirMedia devices. We installed a lapel and gooseneck microphone, which are housed in the lectern with ceiling mounted speakers.
- Small Classroom – There is one small classroom on the second Floor, which has four 70" displays, a lectern, PC, touch enabled monitor, physical laptop connections, and an AirMedia for wireless laptop connections. The displays can be used together or separately with AirMedia devices. We installed a wireless lapel and gooseneck microphone, which are housed in the lectern with ceiling mounted speakers.
- Study rooms were equipped with displays and AirMedias for wireless laptop connectivity.
- Lounges – The second floor atrium includes four 70" displays with cable boxes.
- The second floor faculty lounge has three 70" displays with cable boxes.
- Digital Signage – On each floor we installed a display and a digital signage player, with the exception of the third floor where we installed two for a total of four.
- Small Meeting Rooms – There are two small meeting rooms on the third floor. In both rooms we have installed 70" display, podium mic, and wireless mics. They are both ITV capable.

- Conference Rooms – The Deans Conference room has dedicated PC, an 80" display, physical laptop connections, an AirMedia for wireless laptop connectivity, wireless keyboard and mouse, audio conference system, and a video conference system.
- The Executive Conference room has an 86" touch screen display with a PC, AirMedia for wireless laptop connectivity, and an audio conference system. The room also has a ceiling mounted microphone, wireless lapel microphones, and ceiling mounted speakers.
- Event Space – The Event Space room has an 86" touch screen display with a PC, AirMedia for wireless laptop connectivity, and an audio conference system. The room also has a ceiling mounted microphone, wireless lapel microphones, and ceiling mounted speakers.

Baseball Press Box

- Installed three 12" outdoor rated speakers on the press box, two on the side and one centered on the building. We installed two microphones with stands, and a mixer on the table in the press box that will receive a music input and distribute the audio from the games to a streaming device.

Softball Press Box

- Installed two 12" outdoor rated speakers on the press box, one on each side of the building. We installed two microphones with stands, and a mixer on the table in the press box that will receive a music input and distribute the audio from the games to a streaming device.

Jody Goins' Office

- Installed a 65" display in Jody Goins' office with an AirMedia for wireless laptop connection and a cable box.

Bowling alley

- We installed a 55" display at the bowling alley

Grant Lee Round Room

- We installed a 65" display in the Grant Lee round room meeting room with an AirMedia for wireless laptop connectivity.

DCOM SP Lounge

- We installed a 55" display along with an AirMedia for wireless laptop connectivity.

Radio Operations

- We consolidated the radio stations to one small rack that was moved to the radio tower building. We set the system up to run automatically from the tower with little interaction.

Audio Visual Events

- We have set up and supported audio and streaming video for University events such as the LMU, DCOM, PA, and CVM commencements, awards day ceremonies, the Lincoln Awards, and White Coat Ceremonies for DCOM, PA, and CVM schools.

Caylor School of Nursing

- The CSON analyzes technology needs and submits requests to the Information Services department annually through the University budget process and as needed throughout the year.

School of Mathematics and Sciences

- Department chairs and program directors worked with faculty to determine the needs for technological resources. This process identified the need for a chemical inventory and

safety software system as well as a GPS monitoring system to ensure the safety of faculty, staff, and students conducting fieldwork in remote (domestic and international) locations through the Cumberland Mountain Research Center.

Duncan School of Law

- The Law School Facilities/Technology Committee was chaired by Professor Bruce Beverly and provided IS with a list of technology issues to address.
- Lexis continues to provide the law school with a dedicated student printer and a dedicated faculty printer that requires no support from the IS department and is wholly maintained by the Lexis law student representatives that Lexis hires. Lexis provides toner and paper for both printers, thus decreasing the demand on LMU printers and reducing overall printing costs.
- The law school continues to use a clicker-based polling program, through TurningPoint, and the school will continue to utilize the clicker-based polling program to avoid any network issues experienced with its previous use of Responseware.
- The law school continues to use ExamSoft to categorize questions to Program-level Learning Outcomes, Course-level Learning Outcomes and NCBE-based Subject Matter Outlines to assist with remediation and intervention.
- The law school continues to provide a variety of online study resources to its students.
- The law school will be implementing Involvio over the summer that will allow students to record and track attendance push out announcements.

Center for Teaching and Learning Excellence (Instructional Technology and Online Learning)

- Explored multiple products and recommended the purchase of a campus-wide lecture capture system, Panopto. This software can be installed on all faculty and staff computers and classroom podiums for recording of desktop content, audio, and video with personal microphones and webcams. This application provides automated captioning of audio to help ensure accessibility of video content for all learners.

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.2: Provide and maintain technology infrastructure.

Progress:

Information Services

- Completion of the CVM building (wired, wireless, fiber connectivity)
- Vyve relocation of all cable TV into underground fiber connectivity
- Cisco UCS installation (New Server Infrastructure) to replace old end of life HP equipment
- Baseball/Softball press boxes (fiber, wireless, audio equipment)
- Pellissippi AT&T circuit install, reduction 1123.00 per month
- Upgraded Cbord access control
- Upgraded Load balancers
- Deployed 423 Microsoft updates
- Completed yearly network security audit
- Upgraded Network Access Appliance
- Upgraded Wireless Controllers at all remote locations
- Full wireless security audit completed
- Implemented Multifactor Authentication for all email and office services
- Maintained 219 on premise virtual servers
- Replaced damaged Olympian generator with new Caterpillar generator
- Pellissippi AT&T circuit install, reduction 1123.00 per month

Caylor School of Nursing

- The CSON has requested technology infrastructure support at the Cedar Bluff site for the SIM rooms.

School of Mathematics and Sciences

- Department chairs and program directors worked with faculty to determine the needs for technological resources.

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

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

Progress:

Information Services

- Ellucian consultant onsite for 3 days focused training on Colleague in Human Resources
- Provided classroom technology training to new faculty and staff during the New Faculty and Staff Orientation.
- Provided classroom technology training to faculty and staff during the 2018 Faculty Staff Conference Week.
- Provided ITV training to the Business department's faculty and staff.
- Provided individualized training 272 times on various platforms and applications
- Provided SSO integration with Lynda online training modules

Caylor School of Nursing

- Annual training sessions are held for MSN students utilizing the Typhon tracking software.

Duncan School of Law

- Professor Tommy Sangchompuphen provided faculty training on Predictive Analytics and Data Analytics for assessment. Dean Reid provided faculty training on Why and How Lawyers and Law Schools Should Embrace Artificial Intelligence. Professor Beckman gave a training to faculty, staff, and students on Cybercrime, the Dark Web, and Protecting our Passwords on the Internet.
- The Law Librarians provided in-class training for specific upper-level writing courses. The sessions focused on the databases the library subscribes to that support each subject area. The Law Librarians also provided training on Fastcase and new litigation analytics software.
- The faculty were encouraged to attend the Knoxville Bar Association's Law Tech Expo in April 2019.

Center for Teaching and Learning Excellence (Instructional Technology and Online Learning)

- Launched asynchronous self-paced online training course for all faculty titled "Getting Started with Blackboard for Faculty". Rolling out two other asynchronous online training courses as needed/requested: "Accessibility Fundamentals for Instructors and Course Designers" and "Blackboard Collaborate with the Ultra Experience"

- Emphasized the availability and utility of Lynda.com (soon to be LinkedIn Learning) to all faculty through various announcements and marketing campaigns.
- Provided faculty training and development in the form of one on one consultations and group trainings as requested.
    - Director of Online Learning:
        - 26 one-on-one consultations
        - 14 group training sessions
    - Instructional Technologist:
        - 122 one-on-one consultations:
        - 16 group training sessions:
        - 2 classroom visits

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.4: Provide user support for technology services.

Progress:

Information Services

- Closed 37,193 work orders (as of July 1st).
- Created automated file transfer from Colleague for Scholarship Manager (Financial Aid awarding software solution).
- Upgrade mobile solution to 5.1.1
- Implemented Web Time Entry in Self-Service for work study student workers.
- Updated export files from Colleague for BenefitFirst integration (HR).
- Worked with Ellucian Core Team to test and install 87 software updates from the vendor.
- Bug Fixes and Enhancements.
- Modified Integration Target X with Colleague via Axiom.
- Created new subroutines for adjunct faculty pay using assignment contracts.
- Moved cash receipt to electronic delivery.
- Modified process to import benefit information from third party BenefitFirst (HR).
- Implemented process to delete accounts for any student not graduated and not enrolled for 2 years.
- Implemented process to delete accounts for any accepted applicant that did not enroll.
- Implemented process to review Informer accounts quarterly
- Assisted with ACA file production for 2017.
- Assisted with HR IPEDS reporting.
- Assisted with implementation of Position Management in Colleague for HR.
- Worked with Ellucian Core Team to test and install 121 software updates from the vendor.
- Provided 24/7 coverage for the CVM accreditation visit.
- Provided 24/7 coverage for Nursing accreditation visit.
- Provided rotating technician coverage before for Tampa campus before a full time technician was hired.
- Provided support for 173 Video Conferences.
- Provided support for 187 exams for DCOM, CVM, PA and Nursing students.
- Created LiveSafe export
- Remodeled advising survey in WebAdvisor to fit Student Planning
- Update to LDAP subroutine to incorporate vendor changes
- Modified the custom XSPC (alumni data collection) form to include CVM; previously only used by DO
- Change to custom “i-modules” export to exclude alumni that have requested to be on a no email list
- Corrected issue with transcript subroutine where the cumulative credits for students with multiple degrees were not being calculated correctly
- Created PeopleAdmin export files for integration between Colleague and People Admin

- Fixed issues with Scholarship Manager export (Financial Aid)
- Remodeled the OCLC export to code Vet students with the appropriate borrower category
- Created new hire workflow in Colleague for HR
- Converted HR data from Image Now into Laserfiche
- Upgrade Self Service from 2.18 to 2.23
- Upgrade Touchnet software and credit card terminals to the latest version to prepare for UI 5 upgrade
- Created custom process XBSM to support batch slot creation for HR
- Target X Upgrades
- Informer upgrade
- Separated PO creation and printing in Colleague Finance
- Created export files for Anaplan implementation
- Converted Registrar data from Image Now into Laserfiche
- Registrar and Human Resources are both live using Laserfiche
- Added DCOM into Target X for their supplemental application

Caylor School of Nursing

- In addition to University support, the CSON has a Director of CSON Online Learning who assists faculty and students in online and hybrid courses with technology needs related to their courses and the learning management system.

Duncan School of Law

- The Law Librarians provide support to the faculty in the use of Expresso and Scholastica to manage faculty scholarship submissions to law reviews and journals.
- The library supervised Research Assistants who work directly or as a pool for faculty research needs.
- "Technology Days" were scheduled for students to address technological concerns with their laptops prior to midterms and final examinations.
- Regular communications and instructions were posted on TWEN and emailed to students to address student concerns about ExamSoft and to ensure its proper operation during examinations.
- The law school purchased and distributed TurningPoint clickers to all students and ensured the proper registration and licensing of the clickers. TurningPoint participant lists were also maintained, updated and distributed to professors.

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

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

Progress:

Information Services

- IS has assumed responsibility for all campus audio services and have provided quality service and support for various events, award shows, and ceremonies. We have prepared to offer audio services for the upcoming commencements and events during May. We will continue and strive to offer the same quality of service and support that we have provided with video services.
- Continued basic broadcast of Radio stations 91.3 The GAP 74 WCXZ In automated format compliant with FCC rules and regulations
- Maintain licensing
- Closed Sigmon Communications Facility

Transition to 4K Resolution Streaming of Basketball

- Utilizing Stretch Internet to stream all of LMU's Sports games and events. We are currently in the process of upgrading all equipment from cameras to production equipment to provide a stream of the basketball games in Tex Turner in 4K resolution. This is planned to debut at the 2019-2020 men's and women's basketball season opener.

Conversion from 600 MHz Range for Wireless Microphones (FCC Regulated)

- Conversion of all of the University's wireless microphones from the 600 MHz range, which was recently acquired by T-Mobile. It is required by law that we discontinue use of any 600MHz range wireless microphones by July 13th, 2020, which we should be fully converted by the end of summer 2019.

Strategic Goal 5*: Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.6: Provide appropriate scholarly activity support.

Progress:

Caylor School of Nursing

- The CSON encourages faculty to pursue research initiatives and publications as well as mentor students in this area. Funds are provided upon request for presentations and conferences if needed.

School of Mathematics and Sciences

- Each department contributes information on scholarly activity to the Dean of the School of Mathematics and Sciences (3 times per year) when requested.

Duncan School of Law

- The law library hires and supervises the Research Assistant's (RAs) who work with the faculty or provide weekend reference services.
- Total # of RAs 15: 6 new hires and 9 returning RAs.
- 3 RAs provided weekend references services on the weekends in the Fall
- 3 RAs provided weekend reference assistance on the weekends in the Spring
- 9 RAs who actively helped with research/scholarship: 9 total
- RA projects included updating statutes for a national franchise treatise; updating statutes and case law for textbooks; update and edit textbook; cross-disciplinary research related to PhD; research cryptocurrency for presentation and law review article
- Information on Scholastica and Expresso

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.7: Develop and maintain a high quality external website.

Progress:

Information Services

- Closed 3488 tickets
- Working on the new website redesign
    - The website redesign will bring a fresh new look to the website while also adding in more interactive items to boost site traffic and keep users engaged longer
- Building 10 different components/snippets into the CMS
    - These codes additions will allow CMS editors to drop in pre-written code and add in content that is specific to their area.
    - Allow for a more customized look for each page
    - Allow for more interactive areas
        - Drop Down menus
        - Forms
        - Social Media Feeds
- 1768 Pages created since the new CMS launched
- 22,343 published since launch
- 439 EmailMe Form submissions since July 1
- Site link score of 99%
- 15,405 total links
- SEO Score 68%
- Average site SEO score is ~70%
- Accessibility 51%
    - 0 known Problems and 4 likely problems under the WCAG 2.0 (Level AA) guidelines
    - Spelling 82%
- Automated the main faculty/staff directory to pull data from Colleague.
- Implementation of a new university events calendar.
- Emergency banners implemented to support critical incident response utilizing the main web site.

Caylor School of Nursing

- The CSON webmaster maintains and updates the Nursing and Extended Sites webpages.

School of Mathematics and Sciences

- Each department works with the Recruitment and Student Success Coordinator for the School of Mathematics and Sciences (or other appropriate personnel) to maintain up-to-date information on the school's web page.

Duncan School of Law

- DSOL will continue to work with LMU's Information Services (IS) Department to develop a presence that appeals to graduate students seeking a career in law and accurately portrays the programs and service we offer.

Strategic Goal 6:

Enhance resources

Strategic Goal 6*: Enhance resources*

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

Progress:

Division of University Advancement

- Partnered with Faculty Senate and Staff Senate to host LMU family barbecue at Haymaker Farms
- Alumni Services worked with Assistant Director of International Programs to provide LMU items for the International Student Union Student Orientation Day to inspire pride in the University and a welcoming environment for our international students
- Alumni Services worked with director of student activities and engagement to provide bonfire, 5K, Greek Reunions and other activities for Homecoming 2018
- Alumni services began planning events and activities in coordination with Student Services for student involvement in Homecoming 2019
- Alumni services invited Student Services to join alumni at Knoxville Ice Bears and Dollywood events
- National Alumni Board and Alumni Services provided table at New Student Registration Day
- National Alumni Board and Alumni Services partnered with Student Services to place an undergraduate student on the Alumni Board
- Alumni Services involved 120 athletes and students in the Homecoming process; teams called and invited alums back to campus and teams assisted servers at the Gather in the Gap event (attendance at Homecoming increased by 26.5% in 2018)
- Director of Alumni Services spoke at matriculation ceremony to the 400 new students
- Director of Alumni Services met with students from ROTC, Greek life, RAILS and SGA to plan activities for Homecoming and throughout the year including assisting in the mailings of Greek cards and letters to our alumni
- Director of Alumni Services partnered with Director of Multicultural Student Services to: send an email to alumni requesting mentors for African American History month activities; Celebrate Appalachia for students during Homecoming 2018 week
- Alumni Services hosted Homecoming 2018 luncheon at Cedar Bluff Site with 156 students faculty and staff
- Alumni Services and National Alumni Association Board participated in the Career Fair hosted by Career Services
- Worked with the Carter & Moyers School of Education to host the annual *Upholding the Constitution Series* on October 26, 2018 featuring Utah District Judge Lynn W. Davis
- National Alumni Board partnered with Dr. Randy Evans to place a CVM graduate representative on the Alumni Board
- Worked with Office of Admissions to have a table at the following events: Family Night at the Smokies, Women of Service Fashion Show, and the Kentucky Mountain Laurel Festival (LMU hosted the breakfast for 700 people on Saturday morning)

- Partnered with the Office of Admissions to take admissions packets to potential students and alumni in Florida (22 packets were placed in the hands of potential students)
- Invited Office of Admissions staff to speak to students participating in Leadership Claiborne from all three area high schools as well as 24 area business and community leaders
- Met with members of admissions team as part of the Strategic Enrollment Task Force
- Invited members of admissions staff to visit Millennium Collegiate Academy in Broward County (Florida) at the request of alumni who work in the school
- Worked with admissions staff to develop recruitment plan for students from the Hispanic community
- Partnered with Museum to hold a special recognition for the WWI 100 year anniversary
- Partnered with Museum to hold tours and special events in and around the museum during Homecoming
- Conducted Kincaid $1 Million Challenge (see Objective 6.6)
- Partnered with Women of Service and community leaders and members to: raise over $20,000 for student scholarships and other student initiatives at the Student at the Fashion Show and Christmas Festival; opened a food pantry, Lincoln's Cupboard 3, at the LMU-Cedar Bluff off-campus site; sponsored soup days at CVM
- Hosted 25 girls with the Pearls of Grace/The Core partnering with Women of Service, Admissions, Financial Aid, Student Services, Counseling, LMU-CVM, LMU-DCOM and the President's Office, involving the Cent'ro Hispanic Community organization
- Hosted 27 alumni and friends on campus as the Southwest Virginia alumni group gathered for their summer meeting to see the newest athletic facilities and heard an update from Dr. Hess.
- Served on the Leadership Claiborne Board and meet monthly with board members and class of business, community leaders and students
- Partnered with Department of Athletics to bring back over 120 alumni and friends for Alumni Night at the Basketball Game
- Partnering with Department of Athletics to host a larger group of athletic alumni at Homecoming 2019
- Alumni Services partnered with Duncan School of Law to co-sponsor a BBQ for the graduates and alumni of the school; 26 alumni were in attendance
- Alumni Services attended the Bar Pass Party for the 2018 grads and gave out t-shirts to 12 alumni
- Partnered with President's Office and the School of Business to submit successful grant proposal for the School of Business Entrepreneurship Program to Sullivan Foundation as part of their restructured scholarship grant program
- Collaborated with LMU-DCOM and the Grants Office on a grant proposal to the Hearst Foundation for a mobile simulation vehicle for the DCOM Center for Simulation and Training (submitted June 2019)
- Collaborated with the Carnegie-Vincent Library on a grant proposal to the La-Z-Boy Foundation (to be submitted in July); La-Z-Boy representative is advising on best approach
- Collaborated with English Department faculty to develop a student project for strategies and techniques in fundraising writing

- Funds awarded from annual and endowed scholarships in 2019 will have the following financial impact on each school:
    - **$53,304.00** for Arts, Humanities and Social Sciences
    - **$60,865.00** for the Carter and Moyers School of Education
    - **$206,770.00** for the Caylor School of Nursing
    - **$46,250** for the College of Veterinary Medicine
    - **$30,900.00** for the DeBusk College of Osteopathic Medicine
    - **$19,283.96** for the Duncan School of Law
    - **$94,842.00** for the School of Allied Health Sciences
    - **$56,660.00** for the School of Business
    - **$97,085.00** for the School of Mathematics and Sciences

International Programs

- Enhanced/expanded cooperation between International Programs and other entities on campus, including Student Services, the Office of Inclusion and Diversity Engagement, the Abraham Lincoln Library and Museum, Student Support Services, etc. Sponsored international dinners, cross-cultural holidays, and cultivated student leadership in the International Student Union (utilizing both American and international students interested in promoting global studies). Other international student activities included the coordination of culture classes and activities for 19 Gannon Medical School immersion students; and cultural exchange activities between two J-1 exchange students and three JFWA World School delegates.

School of Allied Health Sciences

Medical Laboratory Science Program (MLS)

- Dr. Engle regularly gives hematology presentations in DCOM and is currently scheduled to deliver a hematology presentation at 1:00 pm on Monday August 5, 2019

Sport and Exercise Science Department (SES)

- Dr. Michael Wieting has collaborated with the teaching faculty in athletic training to offer an osteopathic course, and general medical course

Veterinary Health Science and Technology Department (VHST)

- Several VHST faculty members are engaged in collaborative research and service projects with other university divisions, including Math and Science, College of Veterinary Medicine, DCOM, and CAHA
- The VHST Department, along with Remote Area Medical (RAM), hosted a two-day spay/neuter clinic on June 1 & 2, 2019. Faculty, students, and alumni from the Veterinary Health Science program, the Veterinary Medical Technology program, and the College of Veterinary Medicine participated in the event

Caylor School of Nursing

- Faculty and students in the CSON have collaborated with individuals in other schools and programs, as well as individuals in the community, on research initiatives, publications, and service projects.

School of Mathematics and Sciences

- Faculty and staff from the School of Mathematics and Sciences have collaborated with faculty and staff from the DeBusk College of Osteopathic Medicine, the College of Veterinary Medicine and the Schools of Allied Health Sciences, Arts Humanities and Social Sciences, Business, Education and Nursing as well as administrative units such as Advancement and Admissions on a number of activities. These activities have included things such as research projects, peer-reviewed publications, theses and admissions committees and recruitment and retention efforts.
- Department members are encouraged to collaborate with faculty from other disciplines in various ventures. They also are encouraged to participate in community events such as RAM; specifically the department has individuals who work with local school districts on STEM/STEAM projects.
- Conservation Biology faculty have worked with multiple other departments across campus including to provide learning and mentorship opportunities, develop course material, and implement research projects that involve undergraduate conservation students.
    - Collaborators include personnel from the following Departments and Schools: Veterinary Health Sciences, College of Veterinary Medicine, Biology, Chemistry, the Electron Microscopy lab, and J. Frank White academy.
    - Community service includes community service projects conducted by CBIO 200 students, e.g., trash pick-up days, Habitat for Humanity, Panther Creek State Park volunteering.
    - Faculty community service includes roadway trash pick-ups; Tazewell Fire Department; Girl Scouts; and volunteering at local events, e.g., county fair.
    - Collaborators outside the university include: Kentucky Natural Lands Trust, Friends of the Cedars, The Wellbeing Center, Appalachian Wildlife Foundation, Tennessee Wildlife Resources Agency, Kentucky Department of Fish and Wildlife Resources, Texas Tech University, The Organic Garden Club (Harrogate, TN), Pine Mountain State Park and Resort, Cumberland Gap National Historic Park, and local area animal shelters.

Strategic Goal 6: *Enhance resources.*

Objective 6.2: Increase alumni participation.

Progress:

Division of University Advancement

- Hosted graduate receptions at the Tampa site for 22 graduates and their families surrounding the winter and spring graduations
- Presented seven students with annual/endowed scholarships at Tampa site
- National Alumni Association and Alumni Services provided breakfast for 115 College of Veterinary Medicine graduates and spoke at a luncheon to share information about the alumni association
- Alumni Services provided pizza at Super Bowl party for 200 students
- Alumni Services collaborated with Carter & Moyers School of Education and area educators to bring back around 100 educators to a reception for them during Homecoming 2018. A Facebook page was created and shared with educators and alumni. We experienced an increase of nearly 40% in attendance; begun planning process with for an even larger presence of educators at Homecoming 2019
- Alumni Services is working in coordination with dean, faculty and staff of the Carter & Moyers School of Education on an event to gather education alumni in Georgia to both network and to gain information on additional LMU degrees
- Hosted 100 events for alumni and friends between May 2018 and May 2019 (This number includes each Homecoming events as some alumni attended one event and not others). This is a 35% increase in the number of events from last year. Our team met with over 4,226 alumni and friends at activities on campus and events hosted in areas around the region. This is an increase of 40% in alumni attending events. These figures reflect the types of high interest and networking events alumni are seeking and will support.
- Added Tennessee Titans outing and baseball event in Georgia; saw 11 new alumni who had not attended any LMU event in addition to those who had attended other alumni events
- Met over 50 different alumni during 17 events at the Tennessee Smokies skybox
- Twenty-two alumni & friends participated in the trip to the Rose Parade; the only dissatisfaction stemmed from the delay experienced at O'Hare airport;
- Twenty alumni & friends participated in the June trip to Belgium.
- Hosted graduation breakfasts, lunches and BBQs to encourage membership in the National Alumni Association; 119 people joined in May
- Increased alumni memberships by promoting the Association at events such as Dollywood, chapter meetings, Alumni Day at the Basketball Game
- From May 2018-May 2019, 422 alumni emails were sent to an audience of 25,037 with a median open rate of 17%. We experienced a 92% increase in emails sent since the previous year and a 13.5% increase in audience as well as a 1% increase in open rate. The top email campaign continues to be the recurring "Happy Birthday" and the *Alumni Insider*. (45% of all emails are opened on a mobile phone)
- The number of LinkedIn followers have continued to increase this year by 36% - 56 have viewed the LMU Alumni LinkedIn site

- A National Alumni Association Instagram account was initiated on February 8 and as of May 28, we have 462 followers and have 29 posts that average 37.86 “Likes” per post
- On Twitter, over a 91 day period, we earned 465 impressions per day. Our engagement rate was 2.0% with a 4.4% engagement rate in May 2019 alone. There were 299 “Likes” during the period; we have 623 “Followers” and 1448 “Likes”
- Our Alumni presence on Facebook continues to increase as the chart reflects total page followers and Likes from May 2018-May 2019.
- Created and mailed a 2019 Homecoming Save-the-Date postcard
- Worked with admissions staff to promote alumni recruiting activities in various locations (see Objective 6.1-Admissions)
- Hosted numerous tours of campus for alumni who had not recently seen the campus

School of Mathematics and Sciences

- Alumni have been engaged through contact with faculty through events such as The Wildlife Society’s Annual Wild Game Dinner and the Wildlife Society Alumni dinner.

Duncan School of Law

- In May 2019 DSOL hosted its first Graduation Barbecue for alumni and current graduates. Attendance exceeded expectations, and feedback from alumni and graduates was very positive.
- In coordination with the East Tennessee Historical Society, DSOL hosted a major fundraiser in May 2019 featuring renowned historian Ron Chernow, author of the prizewinning biography, Hamilton, upon which the smash Broadway musical was based. Many current students and alumni attended all or part of the presentation and fundraising dinner.
- Planning is currently underway for a Ten-Year celebration, marking the founding of DSOL a decade ago, to be held in August 2019. Special emphasis will be placed on honoring our earliest alumni, who’s high bar pass rates were a key factor in DSOL’s provisional approval, a necessary step to the full approval DSOL earned earlier this year.

Strategic Goal 6: *Enhance resources*

Objective 6.3: Increase unrestricted donations by building a broad base of annual support.

Progress:

Division of University Advancement

- Raised a total of **$4,297,874.44** in gifts from all sources as of June 30, 2019 (including **$29,279.48** in unrestricted donations and **$887,553.40** in endowed gifts)
- Worked with six estates to confirm estate expectancies for an anticipated total of $4,620,000 for 2019-20
- Spoke with faculty, staff and student groups throughout the year to communicate an understanding of University Advancement, annual/endowed scholarships, ways to give to LMU and other topics. Also, worked with departments across campus to develop targeted fundraising campaigns, online donation and event forms, and print/email solicitations.
- Promoted faculty/staff giving online and at events throughout the year as a way to increase unrestricted donations. As a result, **264** full-time faculty/staff donors have contributed during fiscal 2018-19 as of June 3, 2019, an increase of **14.3** percent YTD
- Increased our one-year donor retention rate to **50.1** percent YTD rate as of June 30, 2019. This represents an increase of **4.6** percentage points over the Association of Fundraising Professionals (AFP) national reported average of 45.5%
- Calculated our cost to raise a dollar is **9.67** cents for the fiscal 2018-19 year (as of June 3, 2019)
- Planned and held the annual Giving Day celebration in November 2018 with events for students, faculty and staff, alumni and friends; coordinated student and community volunteers
- Worked with departments throughout the year to increase giving in their areas

Caylor School of Nursing

- The CSON worked with University Advancement to increase faculty and staff participation in University giving.

Strategic Goal 6: *Enhance resources*

Objective 6.4: Increase endowment giving by 5% annually for student scholarships, faculty development, research, endowed chairs, continuing education and physical plant.

Progress:

Division of University Advancement

- Established five new annual scholarships and five new endowed scholarships year-to-date
- Awarded **430** students a total of **$640,000** in annual and endowed scholarships for the 2019-20 academic year
- Worked with the 13 members of the LMU Student Awards Committee to plan and conduct all aspects of the annual Student Awards and Recognition Program
- Worked with all academic departments and schools (and additional 60+ individuals) to support the use of NextGen Scholarship Manager software during the 2018-19 student awards process, including the following:
    - Trained and supported faculty on the use of the NextGen system
    - Worked with deans to communicate deadlines and processes to faculty
    - Coordinated with LMU-CVM and LMU-DCOM to develop custom online application content in coordination with Financial Aid

Caylor School of Nursing

- The CSON worked with University Advancement to increase faculty and staff participation in University giving.

Duncan School of Law

- In January 2019 DSOL hosted a kickoff for the Duncan Family Endowed Scholarship, a new fund designed to assist law students with significant financial needs. Former Congressman John J. Duncan has agreed to assist with fundraising and also to teach part-time at DSOL. Unfortunately, his wife's serious illness has delayed his full participation in those endeavors.
- Stewart Harris, Director of Major Gifts and Associate Director of the Abraham Lincoln Institute for the Study of Leadership and Public Policy, has raised several thousand dollars through Continuing Legal Education programs and other public speaking events, simultaneously raising DSOL's profile in the legal community.
- In April 2019 a local physician, Jace Perkerson, donated $2500 for immediate use by graduates currently studying for the bar exam who demonstrated exceptional need. The money has been distributed to two current graduates, both of whom were in danger of failing the exam if forced to work for pay this summer.

Strategic Goal 6: *Enhance resources*

Objective 6.5: Promote the University locally, regionally, nationally and internationally to alumni and friends constituents to support fundraising and participation goals.

Progress:

Division of University Advancement

- Hosted five Railsplitter Legends recognition events during home basketball games, bringing back 51 former athletes and coaches
- Hosted 10 receptions at regional and national professional meetings, including two new events at MOA and AAPA
- Hosted eight alumni/career services seminars for 1st and 2nd year DCOM students, bringing four alumni speakers to campus and hosting four institutional speakers
- Registered 227 DO alumni as alumni MATCHMaker mentors for 3rd and 4th year DO students
    - 128 pairings made between students and graduates from 6-1-18 to 5-1-19
    - For the Class of 2019, 72 students received at least one alumni mentor; 45 of those matched into the specialty of their mentor and 8 matched in to the residency program of their mentor
- Established monthly alumni email newsletter for DO and PA alumni
- Planned 2nd Annual Alumni Association CME Conference with 50 attendees; 3rd Annual Alumni Association Conference set for second weekend of June 2019 with 63 attendees expected as of 6/3/19
- Hosted Producer's Circle for members of the community and alumni in a social setting

School of Mathematics and Sciences

- School of Mathematics and Sciences programs regularly engage the community. Information tables were set up at on-campus events (e.g. Autism Awareness) and interactions with local professionals took place (e.g. Cumberland Gap National Historic Park) to provide opportunities for LMU students and to promote the University.

Strategic Goal 6: *Enhance resources*

Objective 6.6: Continue aggressive fundraising to meet identified fundraising priorities, including increased annual fund donor base; increased endowment fund; capital projects for facility construction, maintenance and improvement; flexibility to meet unforeseen needs, utilizing MVT in all areas to track outcomes and maximize return on investment (ROI).

Progress:

Division of University Advancement

- Raised a total of **$3,024,697.84** in gifts and expectancies for the Kincaid $1 Million Challenge as of June 3, 2019
- Hosted the opening of the Hansel O. and Dorothy M. Kincaid Gallery's *Log Walls to Marble Halls* exhibit on November 15, 2018 with a reception for Kincaid campaign donors, and a recognition of the matching gift from the Estate of Dorothy M. Kincaid
- Launched the Duncan Legacy Endowed Scholarship Campaign with a special fundraising event and welcome for Congressman Duncan at the Duncan School of Law on January 31, 2019
- Developed and promoted DSOL student video series conveying the impact of scholarship support, in coordination with the Department of Marketing and Public Relations
- Raised a total of $27,536.94 for The Duncan Legacy Endowed Scholarship for Deserving Law Students
- Raised $44,442.56 in net revenue for the Duncan School of Law at the Ron Chernow event
- Increased net revenue from the Golden Scalpel Golf Tournament from 2017 (*$ 29,961 vs. $25,304 in 2018); Increased participation in the Tournament from 100 people to 120 people
- Designed LMU's 16th MVT test to be launched in June 2019, focusing on ways to increase donations of stock. Thirty-two versions of a newsletter will test factors including the following:
    - Tax benefit messaging
    - Focus on outright vs. estate donations
    - Themes of growth, impact and trust
    - Design variations
    - Email vs. phone response

Strategic Goal 6: *Enhance resources*

Objective 6.7: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information through the use of appropriate technology and software.

Progress:

Division of University Advancement

- Processed a total of **3,580** contributions including outright, recurring, payroll and planned gifts, totaling $4,264,995.98 as of June 3, 2019
- Prepared reconciliation reports for **2,869** credit card payments from July 1, 2018 to June 3, 2019 (an increase of **57.55** percent over last year-to-date)
- Expanded the use of GiveCampus as a platform for unrestricted donations. As a result, **192** donors made gifts totaling **$26,917.40** via this platform during fiscal 2018-19 year-to-date
- Obtained Colleague updates for **1,739** addresses via National Change of Address (NCOA) services
- Obtained updated information for **344** alumni through the Update my Membership form, Graduating Seniors Survey, and other iModules forms
- Supported the development of new web forms and event registration pages across campus via the iModules platform, and provided training and support for office iModules administrators
- Tracked **3,036** meaningful points of contact through UA call reports in Colleague during fiscal 2018-19 year-to-date
- Processed over **246** reports, mailing lists and other requests for information as of June 3, 2019 (an increase of **17.14** percent year-to-date)
- Continued using the ImageNow platform to digitize University Advancement records for alumni, friends and donors
- Maintained the use of HEPData matching system on LMU online giving pages to facilitate donor matching gifts
- Worked with Information Services to complete the configuration and data testing for Salesforce and MapAnything products, scheduled for launch by July 2019

Strategic Goal 6: *Enhance resources*

Objective 6.8: Continue to support the accreditation processes of the University.

Progress:

Division of University Advancement

- Each division/department contributes relevant information to the University as requested toward accreditation. Department members also participate in any activities associated with accreditation when requested.

Caylor School of Nursing

- The CSON submits accreditation reports and outcomes assessment documents in accordance with established timelines as requested and required.

School of Mathematics and Sciences

- Each department contributes relevant information to the university as requested toward accreditation. Department members also participate in any activities associated with accreditation when requested.

Duncan School of Law

- The law school assisted as necessary with the University's ten-year reaffirmation process with SACSCOC.

Strategic Goal 7:

Assess and enhance University-wide research and scholarly activity

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

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

Progress:

Office of Research, Grants, and Sponsored Programs

- Executive Director of ORGSP serves on COSA
- ORGSP staff serve on the Research Day Committee and the Blue Ridge Undergraduate Research Conference Committee helping to organize and facilitate the event, ORGSP staff submit and manage the ACA Ledford student awards

International Programs

- Publications:
  - One Book Review by Director of International Programs: *An Elusive Search for Home in the Global Village* (Chattahoochee Review, Spring 2019)
- Grants/Stipends:
  - One Travel Stipend received for Director of International Programs to attend recruitment training seminar for the Gilman International Scholarship (University of Alabama Tuscaloosa, June 2019).
  - One Study Abroad Grant submitted to U.S. Embassy Ulaan Baatar for nine-day study abroad program in Mongolia, July 2019.

Caylor School of Nursing

- The CSON has a systematic plan of evaluation that is updated annually and reviewed with faculty. Research and scholarship activities are part of this plan.

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

- The Theatre program works with DCOM to strengthen the performance of their test patients**.**
- All Social Science, Humanities and English program courses require purposeful research and writing in all upper-level classes. Programs also require oral presentations in most upper-level classes.
- The Dean of AHSS, the political science program director, and one historian (the Lincoln Scholar) are members of the Abraham Lincoln Institute for Leadership and Policy.
- AHSS faculty accompanied more than 60 students to research related conferences and workshops this past year.
- AHSS faculty helped facilitate the BRURC (approximately 15 students participated) and LMU Undergraduate Research Day (approximately 20 students participated.)
- Several AHSS students won awards at the BRURC and LMU research events.
- The AITG program is an umbrella program for supporting the Mountain Heritage Literary Festival, the Cumberland Gap Writers and the Young Writers Workshops,

programs for development of writers of general and specific genre, and the Acoustic Music Week, directed by local music talent.

- Research grants were received this year from the National Endowment for the Arts (NEA), Share Our Strength (Social Work), Tennessee Arts Council, and THEC.
- The School of AHSS Research Committee collaborated with the school deans in support of the University research day.
- One faculty received a mini-grant for academic year 2018-2019. Another received university support for work accomplished in Ireland.
- Ledford grant was received by one student and faculty mentor. They will be working in Louisiana doing primary research.
- All AHSS faculty complete and submit a Scholarly Work and Community Service for each semester. AHSS tracks scholarship and faculty service and faculty research needs.

The School of **AHSS** has continued to develop, complete and present research during the Academic Year 2018-2019. This includes:

	Total Number This Year
Journal articles and papers / books/ book or article reviews published:	22
Abstracts accepted for publication:	6
Presentations and panel participation at conferences attended:	23
Conferences attended (no presentation or panel participation):	29
Performances at national or regional conferences or locations:	
Artistic presentations/showings at national/regional conferences:	6
Patents Pending	
Total student attendance at conferences & number of conferences students attended	61 and 8

International Programs

- Publications:
  - One Book Review by Director of International Programs: *An Elusive Search for Home in the Global Village* (Chattahoochee Review, Spring 2019)
- Grants/Stipends:
  - One Travel Stipend received for Director of International Programs to attend recruitment training seminar for the Gilman International Scholarship (University of Alabama Tuscaloosa, June 2019).
  - One Study Abroad Grant submitted to U.S. Embassy Ulaan Baatar for nine-day study abroad program in Mongolia, July 2019.

School of Allied Health Sciences

Medical Laboratory Science Program (MLS)

- The MLS Program hosts the PACE accredited LMU MLS Continuing Education and Research Conference each semester. The LMU MLS faculty regularly perform research presentations each semester during these conferences which provide professional development opportunities for all LMU faculty, especially the MLS faculty, as well as members of the professional medical laboratory science community. The fall 2018 conference was held on November 14 and 15, 2018 and the spring 2019 conference was held on April 17 and 18, 2019.
- The MLS faculty attended and presented at the 2019 American Society for Clinical Laboratory Science (ASCLS) Tennessee Annual Laboratory Conference (TALC) in April 2018.
- Dr. Engle currently serves as the ASCP PACE Administrator for the State of Tennessee and oversees all continuing education activities in the area of medical laboratory science in Tennessee.

School of Mathematics and Sciences

- Department chair solicits faculty scholarly activity and provides reports to the Dean when requested.

- Faculty continue to provide research opportunities for students to enhance their learning. Dr Shock and Dr Brandt have developed collaborative research projects with other faculty on campus. Dr Brandt is working with groups outside the institute on research projects with students.

College of Veterinary Medicine

- The CVM has representation on COSA.
- CVM developed 4 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 4) Semester Research Programs (Research Assistant & 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 are encouraged and mentored through CVM faculty.
- Classes are scheduled with consideration for major veterinary conferences to allow students to attend conflict free.
- All LMU Summer Research Scholars participate in a 10-week summer research seminar series.
- The CVM Research Committee reviews, evaluates and revises policies and procedures pertaining to research, scholarly activities and CVM intramural grants.
- The CVM advises faculty to complete the appropriate paperwork from the ORGSP office and offers staff help to complete the paperwork if needed.
- Information regarding research and scholarly activity is disseminated through emails, Research Day, VetTails magazine, LMU-CVM website and social media accounts.

- The CVM features an Introduction to Research course that is required for all first-year students.
- Research and scholarly activities are integrated into the One Health curricula required for all students.
- CVM courses feature evidence-based medicine throughout the curriculum.
- The CVM utilizes five programs of research emphasis and excellence, supported by the core laboratory for metabolomics and lipidomics. The five programs are:
    - Center for Animal and Human Health in Appalachia (CAHA)
    - Center for Innovation in Veterinary Education and Technology (CIVET)
    - University of Kentucky Cooperative Agreement (Gluck Equine Research Center and Veterinary Diagnostic Laboratory)
    - Infectious, Zoonotic and Vector Borne Disease Research
    - Clinical Veterinary Research

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

Progress:

Office of Research, Grants, and Sponsored Programs

- ORGSP requests research and scholarly activity from Deans for the ORGSP Newsletter on a regular basis.
- ORGSP staff keep their CITI training current and participate in any trainings needed for compliance on grants.
- Continuously monitor grant accounts being attentive to the various agencies specific procedures and policies.
- Held a mini-grant workshop in January; individual faculty meetings throughout the year to support grant writing and submission.
- Daily search for grant opportunities that fit faculty needs/interests.
- Yearly subscription to The Grant Advisor provides links on ORGSP website to various funding opportunities.
- Foundation Search software was purchased in conjunction with University Advancement and DCOM to identify foundations for external funding opportunities
  ORGSP staff maintain, update and produce completion reports for the CITI site.

Caylor School of Nursing

- The CSON has utilized the services of the Office of Research, Grants, and Sponsored Programs for the numerous grants we have received over the last 12 years, and specifically, for the HRSA NAT grant we received for 2018-19.

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

- A School of AHSS faculty in Social Work chairs the IRB committee.
- AHSS has a faculty member participating on the mini-grant committee.
- AHSS maintains a college research committee that institutes numerous research related initiatives in the School and inclusive of other LMU schools.

DeBusk College of Osteopathic Medicine

- At the University level, the LMU Office of Research Grants and Sponsored Programs (ORGSP) maintains policies related to research and scholarly activity that govern all entities within LMU, including LMU-DCOM. Under direction of the ORGSP, the Institutional Review Board (IRB), Institutional Animal Care and Use Committee (IACUC), and Institutional Biological and Chemical Safety Committee (IBCSC) ensure that all activities adhere to relevant federal, state, and local regulations.
- In addition, the LMU-DCOM VP and Dean and Director of Research serve on LMU's Committee on Scholarly Activities (COSA), which works to "Promote, Assess and Enhance University Wide Research; Consider University Wide Research Issues and Recommend Research Policy to the Vice President of Academic Affairs".
- Within LMU-DCOM, the Research and Grants Committee considers all matters pertaining to initiation of research projects, prioritizing, funding, evaluating and auditing of grant applications, and identifying funding opportunities and community projects of

LMU-DCOM. This committee is chaired by the Director of Research and consists of LMU-DCOM faculty members from the basic sciences, clinical medicine, and physician assistant departments.

School of Mathematics and Sciences

- Faculty are directed to apply for Faculty Development Funds, department funds, and grants, in support of any scholarly activities.

College of Veterinary Medicine

- The CVM has provided input on this process, but it still needs to be refined. Summer research begins mid-May and researchers often need materials and supplies throughout May as research begins. Financial restrictions on operational spending do not facilitate a summer research program beginning in May. Further, any requests for spending after May 1 are delayed for review and justification beyond what typical purchases require.
- Faculty and students participate in orientation process to use lab space.
- The CVM manages a CVM intramural grant budget and semester research assistantships and summer research scholars
- 85 students have participated in research in 2019
- The CVM employees utilize resources from the ORGSP office to aid in completing external grants
- A CVM staff member is certified in grant writing and provides additional support to faculty and staff in grant writing and review.
- The CVM research chair and staff identify pertinent opportunities and share information regarding external funding sources.
- A CVM staff member send emails to employees with external funding opportunities on a routine basis.
- The CVM requests budget allowance for software licenses needed for research
- Web resources are available to employees through the CVM website and CVM team site.
- The CVM maintains a research budget to support conference travel, publications and research projects.
- The Center for Animal and Human Health in Appalachia (CAHA) has hosted three national conferences and the Appalachian One Health Leadership Experience. This fall the 2nd Appalachian One Health Leadership Experience will be held and another conference supported by the external grant USDA – Higher Education Challenge.
- The Center for Innovation in Veterinary Innovation and Technology (CIVET) hosted the 2018 International Veterinary Simulation in Teaching (InVeST) conference in October 2018.
- The CVM hosts an annual LMU-CVM Research Day.
- The CVM, in conjunction with the School of Mathematics and Science and the DeBusk College of Osteopathic Medicine, supports the cost and purchase of core equipment for the research laboratory located in the Hamilton Math and Science Building.
- The new College of Veterinary Medicine building comprises 1,925 sq. ft. of research space on the 3rd floor, including a home for the Center for Animal and Human Health in Appalachia and will serve as a focal point for faculty and student research collaboration aimed to elevate Appalachia.

- CVM employees participate in the seminar program hosted by DCOM basic sciences.
- The CVM hosted an Educational Scholarship Workshop and faculty met individually with the presenter to receive coaching on scholarly activity and upcoming research projects.
- 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.

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

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

Progress:

Office of Research, Grants, and Sponsored Programs

- Office of Research, Grants and Sponsored Programs works with COSA to support grant-related research and scholarly activities.
- Attend COSA meetings for updates and to notify representatives of grant activity.
- Currently have 2 faculty members using the Incentive Pay Plan.

Caylor School of Nursing

- The CSON continues to be involved with scholarship and research activities as evidenced by the number of faculty/student presentations and publications in 2018-2019.

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

- AHSS faculty received a mini grant to collaborate on research in Costa Rica.
- MPA: The Master of Public Administration (MPA) program has a student chapter of the International City/County Management Association (ICMA) that meets on a monthly basis 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.
- Five faculty have received release time in order to complete scholarship work this past year.
- All departments receive funding for conference travel.

Duncan School of Law

- Office of Research and Sponsored Programs works with COSA to support grant-related research and scholarly activities
- 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)
- 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 work load and 6 hour scholarly activity/service work load

    - Expected incremental scholarly output increase
- Scholarly Activity Support Services
- Develop new programs that foster interdisciplinary, multidisciplinary and inter-professional research and scholarly activities
    - In the Fall 2018, faculty were invited to present their preliminary research/scholarship ideas to other faculty during faculty development meetings. Faculty were also asked to share scholarship drafts with other faculty members.
    - In the Spring 2019, the law school held a scholarship event during which 3 faculty members and 3 students presented on their scholarship topics.
- Maintain funding for a University statistician to support faculty/staff research statistical design and data analysis
- Promote the External Funding Incentive Pay Plan
- Review the University's Intellectual Properties Policy
- Review the institutional conflict of interest policy regarding research
- Continue to develop and support national and international programs that foster student scholarly activities including academic honor societies and Honors Scholars Program
- Support and mentor the professional development of all faculty to become nationally and internationally recognized leaders in their academic disciplines
- Responsibility: VPAA, Vice President for Finance, Deans of Colleges/Schools, and Committee on Scholarly Activities (COSA).
- Time Frame: Ongoing.
- Resources Required: Cost to be determined, Information 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.

DeBusk College of Osteopathic Medicine

- During the academic year, LMU-DCOM produced the following research and scholarly activity:
    - 30 Poster Presentations
    - 8 Oral Presentations
    - 19 Peer Review Publications
    - 3 Non-Peer Reviewed Publications
    - 1 Book Chapter
- DCOM awarded competitive intramural grants to 8 faculty members during the academic year to support their research efforts
- Four DCOM students were awarded Basic Science Research Fellowships and 8 DCOM students were awarded DeBusk Summer Fellowships to conduct research projects with DCOM faculty members
- Travel funds were available to all faculty and students who were chosen to present the results of their research projects at professional conferences

School of Allied Health Sciences

Sport and Exercise Science Department (SES)

- Faculty are encouraged to participate in developing a research agenda to promote the department as well as strengthen the faculty member's annual evaluation. Faculty are encouraged to participate with students in developing presentations for Blue Ridge Undergraduate Research Conference as well as the annual LMU Research Day.
- In 2018-2019, two athletic training students participated in the Blue Ridge Undergraduate Research Conference and three athletic training students participated in the LMU Research Day. In addition, five exercise science students participated in the LMU Research Day.

Veterinary Health Science and Technology Department (VHST)

- All VHST faculty were involved in research mentorship associated with VHS 497 (Senior Writing course), resulting in 9 poster presentations at LMU Research Day and one poster presentation at BRURC. Two students at LMU Research Day earned top poster awards.
- One VHST faculty member awarded an LMU Research Mini-Grant
- The Veterinary Medical Technology Program hosted two veterinary technology continuing education meetings in 2018-2019.

School of Mathematics and Sciences

- Department chair promotes undergraduate research by requiring all departmental majors to conduct research with a faculty sponsor as part of their graduation requirements.
- 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.
- Faculty continue to provide research projects for undergraduate students. Three faculty obtained mini-grant funding. Four students received Ledford Scholarships to support research projects. Students presented at various local meetings throughout the year. Funding was provided to support these activities.
- Faculty work with students to help them develop research projects and obtain funding for research projects.
- Faculty are provided research materials, funding, and bench space via the Department of Biology and the Cumberland Mountain Research Center.
- Faculty are encouraged to apply for LMU Mini-grants as well as external grants to support research and scholarly activity.
- All CBIO students conduct a thesis-based research project for their CBIO 397 and CBIO 497 seminars. All CBIO faculty serve as a research mentor for one or more students.
- CBIO students submitted abstracts and presented research at the Tennessee Academy of Sciences, the Appalachian College Association, and the Tennessee Chapter of the Wildlife Society annual meetings.
- Four CBIO faculty worked with students to develop research projects that allowed five students to obtain Ledford Scholarships from the Appalachian College Association**.**

Carter and Moyers School of Education

- The SOE spent $29,218 for faculty professional development and scholarly work across all programs.

College of Veterinary Medicine

- The CVM provides research startup funds are provided to new faculty members at the Dean's discretion.
- Professional Development Funds are provided for travel to conferences.
- Publication costs are supported through the CVM research budget.
- Students presenting scholarly research at conferences are supported with travel reimbursement.
- Professional Development funds are provided to employees to support memberships to scholarly associations, societies and councils.
- The Dean evaluates sabbatical leave requests on a case-by-case basis.
- The CVM has a Promotion and Multi-Year Appointments committee whose chair serves as the CVM representative for the University committee. This committee also supports faculty members seeking promotion and multi-year appointments.
- The CVM's scholarly activity is supported through technicians, staff and the ORGSP office.
- Faculty mentorship is provided to foster increasing scholarly activity.
- Grant writing workshop
- The CVM utilizes five programs of research emphasis and excellence, supported by the core laboratory for metabolomics and lipidomics. The five programs are:
    - Center for Animal and Human Health in Appalachia (CAHA)
    - Center for Innovation in Veterinary Education and Technology (CIVET)
    - University of Kentucky Cooperative Agreement (Gluck Equine Research Center and Veterinary Diagnostic Laboratory)
    - Infectious, Zoonotic and Vector Borne Disease Research
    - Clinical Veterinary Research
- The CVM offers an Introduction to Research course for all first-year students and research orientation for all research assistants.
- The CVM now has a Phi Zeta chapter. Phi Zeta is the only honor society of veterinary medicine in the United States.
- The CVM recommends students for admission into Alpha Chi.
- Employees are coached and mentored in support of professional development through annual meetings and impromptu coaching throughout the year.
- Professional development funds are available to support employees in leadership initiatives.

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.

Progress:

Paul V. Hamilton School of 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.
- Media Communications program requested funds to create a radio/live-streaming media room in Avery Hall.

Duncan School of Law

- 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 research faculty
- Ensure adequate information technology, library and support services are in place to facilitate research and scholarly activities across campus and at extended learning sites
- Ensure that all facilities across campus and at extended learning sites comply with laboratory health, safety and environmental protection regulations
- Support Space Allocation Committee policies and procedures for space allocation of dedicated laboratory research facilities across campus and at extended learning sites
- Review library resources for campus and extended learning sites to ensure graduate, undergraduate and faculty research and scholarly activity needs are adequate
    - Faculty are provided research assistants and access to law librarian willing to assist in conducting research within the law school's databases.
- Ensure ADA and USDA compliance of research facilities across campus, including the Abraham Lincoln Library and Museum, and at extended learning sites
- Responsibility: Deans of Colleges/Schools, appropriate Vice Presidents, Director of Abraham Lincoln Library and Museum, Chief Information Officer, Director of Accessible Education Services, Chairs of IACUC, IBC and IRB, AV and Director of the Library.
- Time Frame: Ongoing.
- Resources Required: Cost to be determined, Information Technology, Technology Support for on-campus and extended learning site activity, Carnegie-Vincent Library and Abraham Lincoln Library and Museum resources.
- Assessment: Documentation of the Strategies 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.

DeBusk College of Osteopathic Medicine

- LMU-DCOM has plans for renovation of a 3,402 square foot facility in the DCOM at LMU-Knoxville location for bench research

- DCOM faculty manage the 1,900 sq. ft. Microscopy Suite located in the MANS building. This facility is equipped with sample preparation equipment, light microscopes, and a state-of-the-art scanning electron microscope (SEM), as well as a transmission electron microscope (TEM).
- DCOM maintains an active research lab within the MANS building which contains mass spectroscopy, fast protein liquid chromatography (FPLC), high pressure liquid chromatography (HPLC), quantitative PCR equipment, and modern molecular biology and tissue culture facilities.

School of Allied Health Sciences

Sport and Exercise Science Department (SES)

- Planned creation of an exercise physiology lab in the Parkway AT building will support SES faculty and students in conducting research.

School of Mathematics and Sciences

- Discussion of feasibility to move molecular conservation biology projects to the CMRC.

College of Veterinary Medicine

- A new Veterinary Medicine building is completed on the Harrogate campus and supports increased class size, study and meeting space for DVM students and faculty research space.
- 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.
- The CVM complies with IRB, IACUC and OSHA guidelines.
- A CVM faculty member serves as a library liaison and helps support the library in review of appropriate CVM resources.
- The CVM is in ADA and USDA compliance.

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.

Progress:

Office of Research, Grants, and Sponsored Programs

- Working with IS and CVM to develop a campus wide system to input scholarly activity will ask COSA for input on what needs are for collecting and distributing this information on campus and for accreditation reporting.

Caylor School of Nursing

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

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

- AHSS tracks scholarly work; all faculty are expected to produce scholarship in an agreed upon timeframe.
- AHSS faculty evaluations require all faculty to attend at least one scholarship related conference, annually

DeBusk College of Osteopathic Medicine

- DCOM implements an annual faculty review process, conducted by the employee's immediate supervisor, which includes a careful examination of the faculty members' research productivity and scholarly activity over the academic year.

School of Mathematics and Sciences

- Students that conduct research as part of the Junior/Senior Research Science seminar series are evaluated on both written and oral presentations related to their project. A Saturday at the end of the semester has been designated for the presentations. Seniors present oral presentations in a forum similar to a scientific meeting. Juniors present posters of their proposals. Students are rated using a standardized grading rubric.

College of Veterinary Medicine

- Department heads discuss research FTE with faculty members and set goals for research output yearly.
- Dean has startup fund account to support new faculty in research.
- CVM Intramural Grants are awarded each year to employees. These funds are to support small research projects to gain data and experience and apply for larger external funding opportunities.
- In 2019, the CVM awarded 17 intramural grants totaling $275,968.00.
- Student research support programs are offered through semester research assistantships.
- Research FTE and research activities are reviewed in annual faculty evaluation process.
- The CVM maintains a Research Collation Workbook that is updated, at minimum, yearly by faculty with all research activities. Metrics recorded include % 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.

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.

Progress:

The Tagge Center for Academic Support

- **The Office of Academic Support will monitor, evaluate, and assess academic progress for all LMU undergraduate students.**
  - We met the goal of monitoring the academic progress of 100% of all undergraduate students with a D or F on the Third Week Grade, Midterm, and Final Grade reports.
  - We met the goal of at least 30% of all students on the Spring 2019 Third Week and Midterm report with D's or F's would utilize the services of the Office of Academic Support at **33%.**
- **The Office of Academic Support will offer and provide effective academic counseling for identified students in need.**
  - We did not meet the goal of at least 90% of all undergraduates will not be on the Spring 2019 Final Grade Report for D's and F's as we were at **89%**.
  - **Recommendations**: We will change this goal for next year to 90% of all students will not be on academic warning/probation/suspension. The rationale for changing this goal is that a student could have one D or F and still have a GPA that is meeting the standards of academic performance. One poor grade should not overshadow an otherwise good semester. So, at Final grades we will measure the number of students on Warning/probation/suspension to better reflect their overall academic progress. e.g. If we had measured that this year the number would be 95% of all students finished with a semester average of a 2.0 or better. (98/1791).
- **The Office of Academic Support will provide services to high-risk student populations to support their retention (Academic Warning and Probation).**
  - We did not meet our goal of at least 70% of at-risk students were retained from the Fall 2018 to the Spring 2019 Semester as we were at **67%.**

Cornerstone

- **Provide a successful transition of Cornerstone students into the learning community of the university:**
  - **86.8%** of students remained academically eligible to return in Spring of 2019 compared to the expected outcome of **65%.**
- **Maintain a high level of retention for Cornerstone Students from the Fall to Spring Semesters:**
  - **76.3%** students were retained from the Fall to Spring Semesters compared to an expected outcome of **60%.**
  - **Noteworthy events/improvements:**

    - At this point, Cornerstone is in control of the admissions process once admissions defines that person as Cornerstone accepted. This includes all follow up from phone calls, letters, visits to NSR to first week of school, and advising through the first two years.
- **Implemented initiative to recognize negative grade trends** earlier facilitating an increased focus in areas of concern for a given student

Student Support Services

- The Student Support Services Program served 168 undergraduate students during the 2018-2019 academic year.
- The SSS retention rate from Fall 2017 to Fall 2018 was 70%.
- The SSS graduation rate was 33% with bachelor's degrees and an additional 4% receiving associates degrees.
- 89% percent of the SSS students were in good academic standing for the 2018-2019 academic year.

Arts, Humanities, and Social Sciences:

- MPA/MSCJ: Graduate programs have developed both entrance and exit surveys to evaluate student satisfaction. Program directors and Graduate Council regularly discuss means of improving student satisfaction.
- AHSS faculty record all communications with advisees to assure students have a direction and perceive benefits to their education as a high priority.
- Advising student clubs had kept students engaged and added outside classroom activities to keep students connected to their school but offer another form of learning and enhance social bonds. AHSS supports 13 student clubs and organizations.
- AHSS recruiter meets weekly with the Dean and Assistant Dean.

Allied Health Sciences

- During the 2018-2019 academic year, all AHS faculty, along with the Recruitment and Student Success Coordinator, worked closely with all at risk students in order to retain students in either their chosen major or another LMU major

School of Math and Science

- Department faculty monitor student progress throughout the semester and refer at risk students to appropriate on campus services. Students identified as needing academic support are referred to the Tagge Center, as well as to Academic Support Services and/or Recruitment and the Student Success Coordinator for the School of Mathematics and Sciences for counseling/consultation. Those who appear to be in need of non-academic services are referred to Academic Support Services.
- Work with Math and Science Student Success Coordinator on identifying at risk students. All faculty meet with advisees that obtain a D or F on 3 week and/or mid-term grades. Faculty also meet with students to advise them for registration for the next semester.

- We began to collect retention data by class to identify where we need to improve retention. We will be implementing more activities for students in the program to increase retention, particularly among freshman students.

Caylor School of Nursing

- The CSON has a regular standing Admission, Progression & Retention Committee for each program that monitors student progression, reviews retention numbers, evaluates factors affecting retention, and recommends changes, if needed, to aid in retention.

Duncan School of Law

- Through robust and progressive academic support services, DSOL decreased academic attrition significantly over the past few years. This has been particularly necessary in light of the adoption of Interpretation 501-3 to ABA Standard 501.
- For the Fall 2017 incoming class, academic attrition currently stands at 9 percent and overall attrition at 10 percent. For the Fall 2018 incoming class, academic attrition currently stands at 7 percent and overall attrition at 8 percent.
    - This compares favorably to the previous two years, for which academic attrition was between 15 and 20 percent and overall attrition between 20 and 25 percent.

College of Veterinary Medicine

- The CVM Office of Student Services and Admissions employs a full-time staff member that focuses on student activities and well-being.
    - This staff member facilitates student activities, health initiatives and oversees any student club activities.
    - Staff member acts as a liaison between students and administration as needed.
- A CVM House System was created to provide a structure for peer-to-peer coaching and structure for delivery of additional well-being activities.
- The CVM has a student lead Well-being Committee, working in conjunction with the Office of Student Services and Admissions
- The CVM Assistant Dean of Student Success (ADSS) is currently an open position. The intent is to refill this position as soon as possible. The ADSS meets with students regarding academic progressions along with any issues that arise with academic or behavioral issues while enrolled in the LMU-CVM.
    - The CVM ADSS oversees students on academic probation, those receiving tutoring and faculty advising.
    - The CVM ADSS works closely with the Director of Academic Support to ensure student successes.
    - The CVM ADSS oversees all North American Veterinary Licensing Examination (NAVLE) preparation initiatives including the NAVLE preparatory course during the rotational fourth year of study.

- The CVM has a request for a new position as the Director of Academic Success to replace the shared Director of Academic Support position with DCOM. This is a crucial position to provide council for academic support.
- CVM students are encouraged to utilize University Counseling services as a means to assist with mental health and well-being while enrolled in the LMU-CVM.
- The CVM Office of Student Services and Admissions continues to inform students about the types of student services both academic and non-academic that are offered by LMU as a whole

Career Services:

- Continue to collect outcomes information on graduates at a higher knowledge rate than the national average using a variety of collection methods at the time of graduation and six-months post-graduation.
- SurveyMonkey survey was distributed to students who made appointments in March and April. 100% of students reported having an enhanced knowledge and understanding (agree or strongly agree).

Mental Health Counseling

- The LMU office of mental health counseling provided clinical mental health treatment for 565 unique individuals during the 2018-19 academic calendar
- Counselors provided a total of **2797** mental health-counseling sessions.
- **84%** of students surveyed said that they strongly agreed or agreed that mental health counseling helped them achieve their academic goals.
- **60%** of students surveyed stated that mental health counseling played a significant role in their continued enrollment at the university

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.

Progress:

The Tagge Center for Academic Support

- For the Fall 2018—Spring 2019 semesters, the Tagge Center also provided 16 educational workshops and 69 different review sessions for specific subjects and exams.
- For the Fall 2018—Spring 2019 semesters, the Tagge Center also provided 16 educational workshops and 69 different review sessions for specific subjects and exams.
- The Tagge Center also sponsored 6 social events in order to draw students to the Tagge Center.
- Students will learn how Academic Advising is important to their success.
    - Respondents ranked the importance of Academic Advising at 6.57 compared to the national average for four-year private institutions at 6.36. Students ranked their satisfaction with academic advising at 6.03.
- Students will learn to utilize Academic Support for items other than advising to make them more successful. Students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory.
    - Respondents indicated their understanding and opinions of their major program requirements as clear and understandable at 5.88 compared to the national average at four-year private institutions at 5.63.
- Students will learn their academic advisors care about their success, are easy to build relationships with and can help maximize the benefits of their program with goal setting assistance.
    - Students participated in the Ruffalo Noel Levitz Student Satisfaction Inventory. Respondents indicated their satisfaction with Academic Support Services meeting their needs ranked at 6.36 compared to the national average of 6.20.

Cornerstone

- **Implemented a Cornerstone survey** to understand relationships between student characteristics and outcomes. This provides data for making adjustments to the Cornerstone program to maximize student success.

Mental Health Counseling

- Requests for counseling services increased for the 6th consecutive year.
- The Director of Mental Health Counseling assigned a mental health counselor to work in Knoxville, Tennessee 6 days per month during the 2018-19 school year. This resulted in an increase in the number of students served at our Knoxville, Blount County, and DSOL campuses when compared to 2017-18.

- The increased presence of counseling services in the Knoxville area led to a significant increase in the amount of counseling services requested and provided at DSOL, Cedar Bluff, and Blount Campuses.
- Corbin students continued to drive to the Harrogate Campus to receive counseling services.
- No students from Kingsport, Tampa, or Chattanooga requested counseling services during the 2018-19 academic calendar.
- Students from all other extended campus sites were made aware of the availability of counseling services, but did not request them.
- The Director of Mental Health Counseling recently worked in connection with LMU DCOM to sign a contract with a company called WELLCONNECT to address the mental health needs of 3rd and 4th year medical students who may be on clinical rotations in several cities across the united states. WellConnect agrees to connect these students with a mental health counselor in the area that they are currently residing or via online counseling. Students are given 5 visits with a counselor per year, per unique mental health need. Well Connect charges LMU a rate per month based on the number of eligible students who may possibly use the service.
- The LMU office of Mental Health Counseling continues to offer after hours emergency tele counseling for all enrolled students, faculty, and staff via the "Protocall" Protocall ensures that the LMU campus community (main and extended) sites have access to a counselor 24 hours per day, 365 days per year.

Student Support Services

- The SS program mailed semester family member newsletter promoting SSS services and activities.
- The SSS program mailed monthly student newsletters promoting all SSS services and activities.
- The SSS program staff participated in the Community Service Welcome Weekend activity.
- The SSS program staff presented information stations seven times at various locations on campus to promote the SSS program and tutoring and to meet with SSS students.
- The SSS program attended all 7 NSR's, promoted the SSS program and accepted 62 new students into the SSS program.
- The SSS staff presented and promoted the SSS program and tutoring to the Athletics' coaches meeting.
- The SSS staff attended and promoted the SSS program during the Fall 2018 Lincoln Leadership Summit.
- The SSS program established an Instagram and Twitter account to promote the SSS program.

Arts, Humanities, and Social Sciences

- MPA/MSCJ: Graduate programs hold orientations at the beginning of the fall and spring semesters which includes both new, current, and former students to foster a

greater sense of program community and to familiarize students with program expectations and university resources.

- Resulting from the 18-19 OAR process, Art faculty are developing methodologies to better assess the effectiveness of learning outcomes as well as bettering student engagement with contemporary art issues.
- The plays produced by LMU Theatre improve the student's connection to the school and fellow classmates/students.
- The Recruiter and Student Success Coordinator has provided a strong support for retention over the last three years.
    - Among the steps taken to pursue this objective is continuing analysis of student performance; updating curriculum of the program and specific classes; and extensive attention to attaining best practices in advising to better serve the interest of promoting student retention and success.
- MPA program held its first "Homecoming" event toward the end of the spring 2019 semester for new, current, and former students as well as faculty and friends of the program.
- AHSS Recruiter speaks at AHSS faculty meetings and elsewhere about services available for students.
- During advising and other appropriate times, students are advised to pursue counseling services as well as make best use of campus facilities including the library, financial aid advisors or other services on campus.
- Student Service departments spoke during School meetings twice this year.

Allied Health Sciences

Veterinary Health Science and Technology Department (VHST)

- The VHST department established a semester long pre-vet seminar series in collaboration with the LMU Carnegie-Vincent Library.
- The Pre-Vet Club and the Vet Tech Club are very active and successful clubs at LMU and frequent collaborate with each other, as well as several CVM student clubs, for social and service events.

School of Math and Science

- When faculty meet with students, they suggest Tagge Center for tutoring. Faculty have worked with Dan Graves to provide appropriate accommodations for students. They have also worked with Ted Booth in reporting at-risk students within their classes.
    - We encourage students to utilize the Tagge Center.
    - We recommend strong students to become tutors and write them letters of recommendation for Tagge Center.
    - We encourage students to lead study groups for other students.
- Students were made aware of volunteer and service opportunities on campus, locally, and across the region.

Caylor School of Nursing

- The CSON informs students at orientation of existing student services available to them and encourages students to utilize these services.

Duncan School of Law

- Adding new 2L and 3L orientations geared to the challenges those specific students face after their first year(s) in law school.
- Added a new academic success faculty members to replace an outgoing academic success faculty
- Developed new individualized support services for our 2nd semester students designed to develop and establish industry-leading self-regulated learning techniques taught through the existing Legal Foundations II course.
- Using TWEN, emails, and slides shown on displays throughout the law school, ASP promoted 1L student attendance and participation at Academic Success workshops conducted by faculty members as well as upper level students.
- Increased visibility and availability of student-led mentoring through Dean's Fellows office hours.
- Worked with Dean of Faculty to consolidate, contextualize, and emphasize the DSOL's Bridge Week / Orientation program to a more effective and meaningful model for teaching skills development and improving the overall initial student experience.
- Through detailed discussions and engagements with academic support counseling, ASP identified individual students who were in need of greater social and/or mental health support services and referred them to LMU Counseling Services.

College of Veterinary Medicine

- CVM students are encouraged to utilize University Counseling services as a means to assist with mental health and well-being while enrolled in the LMU-CVM
- 22 CVM student clubs and organizations are currently active within the LMU-CVM
- Student surveys are conducted to allow students the opportunity to provide feedback on services offered.
- CVM end of course surveys are conducted for both fall and spring semesters.
- General LMU, CVM and DCOM Student Services collaborate to provide an array of student services and student activities
- Regular CVM student workshops and Lincoln Lessons are developed and implemented to cover topics such as well-being, resume writing and mentoring.

Carnegie-Vincent Library and Reed Health Sciences Library

- Health Sciences Librarian and liaison to J. Frank White Academy students led a Lego STEM Event for the JFWA students in September 2018 with co-collaborators from the JFWA faculty and participating LMU faculty speakers. The event's purpose was to encourage students to consider STEM careers and to raise awareness of STEM library resources. This librarian also hosted the first Scholastic Book Fair for the J. Frank White Academy in March 2019.
- Cedar Bluff librarians hosted a Banned Book Contest September 23-29, 2018 and held a National Library Week promotion April 7-13, 2019.

- Three librarians represented the Carnegie-Vincent Library at the Halloween Havoc event hosted on October 31, 2018 at Tex Turner Arena. During the event, they not only gave out an assortment of candy but provided Library information pamphlet handouts.
- The Interlibrary Loan Librarian participated in helping students move into dorms, thus raising the awareness of the library. A Health Sciences librarian participated in the Late-Night Munchies outreach at the end of the Spring 2019 semester coordinated by the Director of Student Activities and Engagement.
- The Library hosted six groups for Welcome Weekend.
- Access Services Librarian, subject librarian for veterinary medicine, hosted an extra-curricular seminar series in the library for veterinary health science students in partnership with the veterinary health science and technology department and the College of Veterinary Medicine to help prepare them for the veterinary school application process. She presented during the essay writing session on finding resources and current content both through the library and online.
- Library provided study break activities and refreshments during finals.

Collaboration with Director of Multicultural Student Services:

- The Technical Services and Metadata Librarian collaborated with the Director of Multicultural Student Services on topics for Courageous Conversations, which is held monthly and during Black History Month, almost weekly. On some topics, the librarian was the facilitator, who brought attention to library resources in this way.
- The Technical Services and Metadata Librarian was part of the committees in Spring 2019 semester that decided Black History Month activities and Women's History Month. She also headed the committee for Asian American and Pacific Islander Heritage Month (AAPIHM). During these observation months, the librarian also made sure to highlight the book displays prepared by our Electronic Resources Assistant.
- Two librarians are co-advisors of a student club along with the Director of Multicultural Student Services.
- Librarians and library staff resumed the "Reading Without Borders" book club along with the Director of Multicultural Student Services.

Career Services

- Conducted monthly visits to the Cedar Bluff off-campus site to ensure all students have access to the same support services to reach their goals.
- Visited PRMC, Alcoa, and Corbin off-campus sites to disseminate service information and brochures and give presentations to enhance knowledge of resumes and interviewing.
- Provide a strong presence and disseminate office service information at NSR events and Welcome Weekend.
- Continually develop new resources for students to utilize and enhance quality of services provided.

Associate Dean of Students

- Presented at the Student-Athlete Welcome Meeting on August 13, 2018.
- Presented during Fall 2018 and Spring 2019 RA Training.
- Facilitated 84 Discipline Committee Meetings for students who have been through the Student Conduct Process before or for situations that included suspendable offenses. *(as of June 2019)*
- Adjudicated 226 Conduct Meetings from 83 incidents. *(as of March 2019)*
- Served on the Maxient Implementation CORE Team to move forward with the adoption and usage of Maxient on campus.
- Collaborated with Risk Management by utilizing the Alcohol Edu Module through EduRisk to serve as a baseline sanction for first-time alcohol violations.
- Hosted the Rising Star Dinner for incoming students who have been identified as rising student leaders.
- Developed a Tool Kit and Tool Box to accompany the UACT 100 Course Curriculum that could be used by Lincoln Ambassadors and UACT Instructors when facilitating. The kit included activities and supplies for facilitation.
- Planned and implemented the 3rd Welcome Weekend consisting of new initiatives and themed model.
- Hosted the PASSPORT to Success series of events taking place during the 1st 6 weeks of classes in the fall geared towards new students to build connections and opportunities for engagement.
- Co-Coordinated first New Student Registration day for Fall 2019 incoming students with the following highlights:
    - Updated student folders to provide a more comprehensive and cleaner presentation.
    - Continued and refined dual wave model.
    - Updated Resources Presentation to an interactive Q&A with an "Ask the Experts" component with the Lincoln Ambassadors.
    - Provided initial information and details regarding Welcome Weekend 2019 to each participant.
- Help establish and execute the first "Week of Welcome" series of events taking place during the 1st week of classes in the fall.

First Year Experience

- Co-facilitated the New UACT Instructor Training in July 2018.
- Co-facilitated a session to review Lincoln Ambassadors and UACT at the August Faculty Staff Workshop series.
- Developed a Tool Kit and Tool Box to accompany the UACT 100 Course Curriculum that could be used by Lincoln Ambassadors and UACT Instructors when facilitating. The kit included activities and supplies for facilitation.
- Hosted weekly UACT Instructor lunches for instructors to share current issues and strategies for success in the instruction of UACT 100.
- Met individually with Coaches for fall season athletics to develop a Welcome Weekend schedule for pre-season athletes.

- Presented Comprehensive Overview of the Welcome Weekend 2018 Schedule to all Coaches and Athletic Administrators.
- Led the team of Lincoln Ambassadors through an overnight teambuilding and training retreat in August 2018.
- Added additional sections of UACT (and increased number of Lincoln Ambassadors) for 2018.
- Planned and implemented the 3rd Welcome Weekend consisting of new initiatives and themed model.
- Successfully welcomed LMU's largest incoming class during Welcome Weekend in August 2018 with a "Welcome to the Show" theme.
- Welcome Weekend 2018 highlights:
    - Over 300 students checked-in and participated in the Matriculation Ceremony.
    - New tradition of Matriculation Coin (unique to each class) being given to new students
    - Established the "Conference-Style" educational sessions during Welcome Weekend.
- Modified the transfer student component during Welcome Weekend.
- Hosted the PASSPORT to Success series of events taking place during the 1st 6 weeks of classes in the fall geared towards new students to build connections and opportunities for engagement.
- Utilized a comprehensive Recruitment and Selection process to recruit Lincoln Ambassadors for 2019-2020 including a Kick-Off Event, Information Sessions, Social Media, and Visits to UACT Classes.
- Hosted the Rising Star Dinner for incoming students who have been identified as rising student leaders.
- Interviewed and selected two (2) new First Year Experience Co-Directors.
- Developed the Student Leadership Team Model for First Year Experience; Interviewed and selected three CORE Leaders.
- Facilitated our first Leadership Team Planning Retreat in October 2018.
- Conducted interviews and selected 34 candidates for the Lincoln Ambassador Position.
- Developed curriculum for a Foundations in Leadership credit-bearing course for potential Lincoln Ambassadors.
- Foundations in Leadership Course proposal was approved by the General Education Committee and began teaching in spring 2019.
- Hosted the first Lincoln Ambassador Reunion during Homecoming 2018, with plans to host annually each year.
- Co-coordinated the dual wave model schedule for seven (7) New Student Registration days for fall 2018 incoming students.
- Co-coordinated expedited New Student Registration day for spring 2019 incoming students.
- Hosted the LA Launch event for 34 Lincoln Ambassador Candidates in January 2019.
- Planned and implemented monthly Lincoln's Lounge events with various themes and educational elements.
- Selected a 13 member Student Delegation to attend the Southern Regional Orientation Workshop (SROW) NODA Region 6 Conference.

- LMU's largest student delegation attended the Southern Regional Orientation Workshop (SROW) in March 2019 at Coastal Carolina University. Advised the LMU Student Delegation at the SROW 2019 Conference with the following highlights:
    - Doubled Delegation Size from 2018
    - Co-Directors (Delph & Miracle) presented on Peer-Supervision
    - Won 1st place for SROW T-shirt Design
    - Won 3rd place for SROW Banner Design
    - Delegation participated in the Roll Call
    - Delegation participated in the S3D (Song, Skit, Step & Dance) Competition
    - Developed tangible action items from the Educational Sessions
    - https://www.lmunet.edu/news-feeds/main/LincolnAmbassadorOrientationWorkshop.php & https://animoto.com/play/TRKxwPd9TWwthzuYFScsNQ
- Co-Coordinated first New Student Registration day for Fall 2019 incoming students with the following highlights:
    - Updated student folders to provide a more comprehensive and cleaner presentation.
    - Continued and refined dual wave model.
    - Updated Resources Presentation to an interactive Q&A with an "Ask the Experts" component with the Lincoln Ambassadors.
    - Provided initial information and details regarding Welcome Weekend 2019 to each participant.
- Presented an overview and highlights of Welcome Weekend 2018 at the August Institutional Effectiveness Meeting.
- Attended Student Planning Training regarding the new online Student Advising and Registration System.
- Co-presented at the Appalachian College Association (ACA) Conference with Dr. Megan Owens on Best Practices for Utilizing a Student Co-Facilitator in September 2018.
- Represented LMU at the UT College Student Personnel Practicum Fair in October 2018.
- Selected three (3) first-year Graduate Students from the UTK CSP Program to complete Practicum Hours during the Spring 2019 semester.
- Help establish and execute the first "Week of Welcome" series of events taking place during the 1st week of classes in the fall.
- Taught one section of UACT 100 with a Lincoln Ambassador Co-Facilitator.
- Hosted the Student Services Dinner Party for Lincoln Ambassadors and Resident Assistants.

Housing and Residence Life

- Served and Housed an average of 909 residents (2018-2019) - Housed 957 residents as of census day (Fall 2018), 860 residents as of census day (Spring 2019),
- Collaborated closely with Athletics and Admissions to ensure that as many student housing preferences were met as possible.
- Moved the *Assistant Director* position into the main housing office in the Student Center for better and central support for the Residence Life team and all graduate students living on campus.

- Reduced to three *Area Coordinator* positions.
    - Consolidated all three full-time Area Coordinators into one office.
    - Collaborated with Student Conduct to utilize Area Coordinators to meet with students documented for incidents.
    - Continued a weekly meeting with Area Coordinators, the Assistant Director, and Director of Residence Life.
    - Training and development continued through weekly 1:1 meetings with the Director of Residence Life.
    - Maintained a weekly duty schedule to ensure that professional staff are in reach 24hours a day, 7 days a week, 365 days a year.
    - Updated specific Residence Life and Student Services' responsibilities.
    - Reorganized the *24/7 housing hotline* to reflect the changes in areas with the shift in staffing.
- Updated the *Resident Assistant position* including the following:
    - Updated the 12-month *Graduate Resident Assistant position* to better serve residents of University Inn, Mars, and Lee.
    - Updated the "PRESIDENTS" programming model to the "PRESIDENT" programming model to include a higher point requirement for Residents Assistants and increase/strengthen educational programming for on campus residents.
    - Included monthly themes to be covered in each residence hall, through both active and passive programming, throughout the year. Themes required are Drugs and/or Alcohol Awareness, Title IX, Diversity, Mental Health, Advocacy, and Academics.
    - Continued requiring bulletins boards in the residential areas be changed on at least a monthly basis to better reach residents while requiring one to utilize that month's theme.
    - Reestablished Resident Assistant staffs for each Area Coordinator.
    - Continued weekly or bi-weekly 1:1 and Resident Assistant staff meetings with their respective Area Coordinator.
    - Updated the Resident Assistant Agreement.
    - Coordinated Resident Assistant Training, to provide training for the fall semester.
    - Continued training throughout the fall semester via monthly In-Service Workshops.
    - Reviewed and updated the RA Manual.
    - Continued to serve on an "after hours duty rotation" to ensure 24/7 coverage for residents.
    - Served as Residence Hall tour guides
        - Continued serving at NSRs to lend entering students, and families, early interactions with student leaders.
        - Serving, by request of Enrollment Management, on weekends to aid in recruitment efforts.
- Added new forms and links to the *Residence Life Blackboard group* which continues to provide instant access to up-to-date rosters sorted by building or last name, the AC/RA duty schedule, housing forms and documents.

- Updated the *Room Condition Report form* and allowed residents to complete these while RAs took damage photos to refer to during check out.
- Continued check out process to provide digital cable boxes to all residents who wished to have one since the Vyve digital update, along with Sunset digital cable boxes to residents of Peters Hall.
- Continued consolidating residents to open up space and reduce overhead.
- Collaborated with Admissions to house potential students for *Blue & Gray Day*.
- Planned and implemented a shortened Spring 2019 Resident Assistant Training Program prior to the start of the semester in anticipation of next year's Academic Calendar, which will require a shortened training period.
- Continued to expand Residence Life's role in *educational and social programming* for on-campus residents.
    - Continued utilizing the updated "PRESIDENT" programming model for on campus residents.
    - Continued including monthly themes to be covered in each residence hall, through both active and passive programming, throughout the semester. Themes required are Drugs and/or Alcohol Awareness, Title IX, Diversity, Mental Health, Advocacy, and Academics
        - As of April 5th, hosted 31 active programs with attendance totaling approximately 1028 students.
    - Focused on improving and increasing undergraduate on campus programming.
- Reached students via social media with 552 followers on Instagram and 349 followers on Twitter.

Inclusion and Diversity Engagement

- Facilitated "Anti-Discrimination and Harassment Prevention" to over 600 individuals at orientations for DCOM, CVM, and Master of Science programs.
- Participate in all Dean's Council meetings and planning sessions.
- Facilitated "Implicit Bias & Microaggressions" training for 30 Resident Life student staff.
- Facilitated two sessions on "Diversity at LMU" during Staff/Faculty conference week with 27 staff and faculty attending.
- Facilitated International Student Orientation for 15 new international students.
- Presented to Staff Senate: "Diversity & Inclusion at LMU."
- Facilitated mandatory training to LMU Campus Safety and Security, "Inclusion & Diversity: Implicit Bias." Attended by 28 from the department.
- Presented to New Faculty Academy: "Diversity & Inclusion at LMU."
- Serve on DCOM committee to establish and implement a "Certificate of Medical Humanities."
- Assisted with Welcome Weekend activities to include facilitating a rotating session on "Allyship," participating in community service activities, and supporting the LMU Railsplitters Family Association activities.
- Provided guest lecture in the following classes:
    - Social Psychology
        - Lecture title: *Implicit Bias & Microaggressions*

        - 2 sections
        - 28 students
    - DCOM Fundamentals of Modern Healthcare
        - Lecture title: *Cultural Sensitivity for Future Healthcare Providers*
        - 2 sessions: lecture and case study discussion
        - Approximately 250 students
    - Introduction to Veterinary Medicine
        - Lecture title: *Diversity in Veterinary Medicine*
        - 13 students
    - UACT 101
        - Lecture title: *Campus Diversity and Inclusion*
        - 18 course sections
        - Approximately 250 students
    - Beginning and Intermediate Spanish
        - Lecture title: "The Value of Cultural Competency in a Global Workforce."
        - 3 course sections
        - Approximately 25 students
- Served as UACT instructor.
- Serve on Conduct Committees
- Coordinated "Get out of Town" student trip to Chattanooga, TN.
- Serve as co-advisor to Gay Straight Alliance and International Student Union.
- Implemented "Diversity Tuesdays," an initiative providing the following co-curricular diversity programming each Tuesday throughout the term of the academic year:
    - Courageous Conversations – Civil discourse on topics of social justice such as: immigration, the meaning of Black History Month, stereotyping Asians, living LGBTQ+ authentically, and women in film and literature.
        - Attended by more than 100 individuals (students, staff, and faculty across disciplines and colleges)
    - Multicultural Movie Night – Monthly movies with diverse themes such as the 13th amendment and mass incarceration and accomplishments and challenges of minority populations
        - Attended by approximately 75 individuals
    - World Cooking Classes – Food, fellowship, networking and learning how to prepare and enjoy authentic foods from around the world, such as China, Japan, Brazil, and Honduras. These events provide a unique opportunity for undergrad students to network with upper class and graduate/professional students, staff and faculty from various colleges.
        - Attended by approximately 150 students, staff, and faculty
- Coordinated the 3rd Annual Celebrate Appalachia Fest, a series of co-curricular events that highlight the rich Appalachian culture. Among the events were: "Uses of Natural Fibers," "Bee Keeping," "Cherokee Genealogy," "Confronting the Opioid Epidemic through Word and Art," and "Sweet Hour of Prayer Gospel Hour." Two live Bluegrass music concerts were also included in programming.
- Represented and presented at the Appalachian Colleges Association Summit: "Diversity & Inclusion at a Small Liberal Arts College: Benefits and Challenges"

- Coordinated MLK Day programming through partnership with community organization, "Friends of Lincoln School." Attended by more than 80 staff, students, faculty, administration, and community members.
- Coordinated and sponsored guest speaker, Jesus Nebot, for the co-curricular event, "Unauthorized Immigration: Challenges and Solutions." Attended by approximately 45 students, staff, and faculty.
- Chaired committee and coordinated programming for Black History Month to provide curricular and co-curricular programming. Programs included: "Black in Appalachia," "Cultural Appropriation vs Appreciation," "Mentor Mixer," and the documentary film, "13th." Events were attended by approximately 100 students, staff, and faculty.
- Partnered with DCOM SGA Diversity representative and International Programs to coordinate and host, "Diversity Day," a multicultural event featuring international culture and foods. Attended by more than 100 students, staff, and faculty across disciplines and colleges.
- Coordinated the 2nd Annual LMU Women of Distinction Luncheon as part of Women's History Month. This event recognizes and honors junior and senior female students, staff, and faculty for their academic achievements and contributions to LMU's campus community.
- Completed the following professional development opportunities:
    - Appalachian Colleges Association Summit
    - Webinar: "Standards of Practice"
    - Webinar: "The Next Generation of Students"
    - Webinar: "Partnering to Advance Diversity, Equity, and Inclusion"
    - Critical Race Theory Symposium, University of Tennessee

Student Activities and Engagement

- Hosted and co-hosted 63 activities with various offices and campus organizations throughout the course of the year with a total participation of 6,778 students (Spring 2019).
    - Average per event attendance: 107
- Improved cross platform social media presence with Remind, Twitter, and Instagram with a combined following of 1,858 individuals.
- Updated the Student Organization Registration process for the academic year.
    - Currently 37 undergraduate student groups have registered through this process.
- Supported the Student Government Association to finalize the budget for the upcoming Student Activity Fee, and also formed the finance committee within SGA to oversee the new budget.
- Supported the Lincoln Leadership Summit (September 2018) with coordination of student organizations
    - 47 student organizations and offices partner to host the College and Organization Fairs for approximately 1,200 local high school students.
- Trained and completed initial evaluations of the new campus shuttle driver as of February 2019.
    - The shuttle has averaged over 50 riders a day for the Spring 2019 semester.
- Hosted a planning and strategy retreat for the Lincoln's Activity Board (LAB)

- Developed a mission statement for the group, assessed our previous events and activities, and planned the Fall 2019 semester.
- Completed the 5 Star Student Organization Recognition program.
  - 12 groups received top honors with 5 Stars
  - 2 received 4 Stars
  - 2 received 3 Stars
- Hosted the Spring Formal and Mr. & Ms. LMU Contest.
  - 95 students attended Spring formal event
  - 200 students participating in voting
- Hosted the 2019 Leadership Banquet
  - 28 student organizations in attendance along with university faculty and administration

Campus Recreation

- Continued to oversee Fitness Center Operations
  - Main Fitness Center - Usage
    - 25,356 individual visits from September 1-March 31 (Down 1% from AY 17-18)
  - Obtained Fitness Center Discounts in the Knoxville Area for LMU-Cedar Bluff and students in the Knoxville area
- Continued successful operation of Aquatics and Campus Pool programs
  - Revenue = $37,710 through March 31st (22% increase over FY17-18)
  - Visits through 3/31 = 7,132
    - 35% Public
    - 32% Members
    - 23% Students
      - 17% Undergraduate
      - 3% DCOM
      - 1% CVM
      - 1% JFWA
      - 1% Masters
    - 6% Silver Sneakers
    - 4% Employees
- Continued to offer Group Fitness Opportunities
  - Average Attendance
    - Zumba = 20
    - Yoga = 9
    - Bootcamp = 4
    - X-Fit = 7
    - Zumba Strong = 12
- Intramural Sports Participation
  - Beach Volleyball (Fall ’18)
    - 70 participants, 10 teams
  - Flag Football (Fall ’18)

        - 102 participants, 10 teams
    - Basketball (Spring ’19)
        - 113 participants, 12 teams
    - Soccer (Spring ’19)
        - 81 participants, 7 teams

- Outdoor Adventure
    - Offered 7 trips in 2018-2019
    - Average Participation = 23 per trip

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.

Progress:

Arts, Humanities, and Social Sciences

- MSCJ: Graduate programs engage with area professionals for guest speaking appearances and course content. Through social media, the graduate programs promote guest speakers to the general public.
- ENGL-101 students were assigned persuasive fundraising letters to be mailed in support of the ALLM renovation and the LMU Scholarship Fund. The assignment objectives were manifold: to put writing in real-world action, to master letter formatting, to enhance rhetoric and composition skills, and to be an act of service for the betterment of LMU and others.
- Social Work SHARE Club, partnered with Servolutions in its Duck Derby fundraising event. The Social Work seniors wrote grants for local agencies to submit for funding as part of their field education experiences.
- AHSS sponsors 13 clubs and academic field specific organizations. All were tasked with implementing community service activities this year.
- Arts in The Gap program (AITG) has a primary purpose of promoting service to the community.

Allied Health Sciences

- Student clubs within the school frequently hold social events such as bonfires, ice cream socials, etc. as well as collaborating with student clubs outside the school for service projects.

School of Education

- Faculty report service activities on a monthly report to the dean.

School of Math and Science

- Students in the mathematics program are encouraged to tutor for local school students. Other students may provide community service through civic or church organizations to which they may already belong.
- Both the pre-med/pre-SOMA club and Wildlife Society conduct and provide volunteer outreach activities for students to participate. Various CBIO courses have an added service component to promote participation in conservation biology efforts in the area.
- The faculty advisors for the LMU Wildlife Society set-up community service opportunities for students. This year they assisted in a haunted tour of the Tazewell Jail and the Powell River Regatta.
- All CBIO faculty are involved with the LMU student Chapter of the Wildlife Society. This is one of the most successful student organizations on campus.

- All CBIO 200 students conduct a community outreach/service project as part of the course, e.g., trash pick-up days, Habitat for Humanity, Panther Creek State Park volunteering, and Autism Awareness Day. Other CBIO courses also have a service requirement.
- Students were encouraged to participate in service activities

Caylor School of Nursing

- The CSON encourages student participation in service projects through the Student Nurses Association (SNA). Additionally, faculty and staff are encouraged to contribute to service activities through the University and in their own community.

Duncan School of Law

- Provide pro bono legal and non-legal service opportunities for its students in Knoxville and the surrounding region serving the underserved.

Debusk College of Osteopathic Medicine

- LMU-DCOM students have provided 9,198.95 of community support and services hours during the year and raised $25,709 in donations to local charities.

College of Veterinary Medicine

- The LMU-CVM House System encourages students to foster community spirit and service via "competitive" activities such as food, coat and supply drives for local non-profits.
- CVM Service within the community is fostered and encouraged via student clubs and organizations; specific outreach activities are noted below:
    - Local high school Future Farmers of America (FFA)
    - Elementary school one health initiative programs
    - LMU One Health outreach
    - Center for Animal and Human Health in Appalachia (CAHA) outreach
    - Food and item drives for local animal shelters
    - Josh Project
    - Shelter Medicine Club

Career Services

- Participate in service projects with UACT classes during Welcome Weekend.
- Encourage community services projects throughout the academic year with all UACT students.

Associate Dean of Students

- 7,381 total reported hours of community service completed by undergraduate students.
- Promote and advertise service opportunities in UACT 100 section and with Lincoln Ambassadors.

Student Activities and Engagement

- Continued to coordinate and support Lincoln's Cupboard Food Pantry
    - Provided 48 individuals with food pantry assistance on 76 occasions during the Spring 2019 semester.
    - Received food donations from the Regional Educational Center.
    - Received donations from Women of Service
    - Received food various donations from students, faculty, staff, and alumni of LMU.

First Year Experience

- Welcome Weekend 2018 highlights:
    - Over 200 students completed 3 hours of community service in the local and surrounding communities during the Welcome Weekend Service Projects.

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

Objective 8.4: Provide appropriate academic support services.

Progress:

Academic Support

- The Office of Academic Support provided opportunities for students to interact with our staff.
    - In Fall 2018—Spring 2019, we served 120 students through the Cornerstone and Invitee Programs.
    - In Fall 2018-Spring 2019, we provided at total of 3528 total interactions which 1211 were face to face contacts.
- The Tagge Center for Academic Support provided opportunities for educational advancement.
    - For the Fall 2018—Spring 2019 semesters, the Tagge Center provided 1863.5 total hours of tutoring.

Cornerstone

- Increased the promotion of tutoring proactively based on student's history in an effort to provide a proactive approach to address a student's weaker academic areas

Mental Health Counseling

- LMU counselors offered numerous psychoeducational trainings throughout the academic calendar on a variety of mental health topics associated with declined academic performance. (Life balance, burn out prevention, mindfulness, and suicide prevention)

Student Support Services

- The SSS program staff taught five sections of UACT 100 during the fall semester and one section during spring semester. Each of the sixty-two new students were met with individually for an Intake Interview to ascertain the student's individual needs and to develop a 4-year plan to create and record student's short term and long-term goals.
- The SSS program provided 24 tutors for the Fall 2018 semester and 20 for the Spring 2019 semester. 42 SSS students received 269.75 hours of tutoring the Fall 2018 semester and 30 SSS students received 135 hours of tutoring the Spring 2019 semester.
- The SSS program's peer tutors offered 16 workshops and 46 review sessions during the 2018-2019 academic year.
- The SSS program provided $40,000 in student scholarship money to freshmen and sophomores who were receiving a Pell Grant.
- The SSS program offered 10 financial literacy workshops and financial literacy education was provided to all SSS students.
- The SSS program staff conducted 1317 individual meetings with students during the 2018-2019 academic year.

- The SSS program staff sent 4,135 emails to SSS students during the 2018-2019 academic year.
- The SSS program provided 16 laptops and 27 iPads for student use.
- SSS hosted two mentoring events; four cultural trips; one SSS Open House/Career Fair; one I'm First Generation Celebration; one Christmas/ Graduation Celebration; one SSS Awards/Graduation program; co-sponsored with Academic Support 5 Tagge Celebrations; and provided students with a CVM and DCOM tour.
- As part of the SSS initiative program, SSS staff were "academic coaches" via social media to all new freshmen as well as providing panel discussions with upperclassmen on success strategies.
- SSS purchased part of the FOCUS2 career inventory and helped guide our freshmen students, along with the Office of Career Services, in understanding their results.

Allied Health Sciences

- All AHS faculty maintain close relationships with advisees and work with the AHS Recruitment and Student Success Coordinator, along with academic and student services personnel, to respond quickly and appropriately to 3 week and midterm grades.

School of Math and Sciences

- Faculty are available for six (6) scheduled office hours per week for tutoring and other academic support they may provide to their students. Additionally, faculty avail themselves outside posted office hours for purposes of tutoring and other one-on-one instruction. Faculty work with Dan Graves to provide appropriate accommodations for students.

Caylor School of Nursing

- All CSON sites utilize appropriate University support services. Peer tutors are typically not available at the extended sites when requested for undergraduate students, therefore the VP for Extended Sites requested a position for an Academic Support Coordinator to assist undergraduate students needing tutor support. This position has been very helpful to students in the Knoxville area, and services are being expanded to include the Tampa site.

Duncan School of Law

- Developed a two-day Pre-Orientation program (July 30-31, 2018) for selected students ahead of the mandatory three-day Orientation program (August 1-3, 2018) for all incoming 1L students.
- Continued, developed and provided comprehensive Legal Foundations I course to all incoming 1L students.
- Created, publicized and administered practice examinations across doctrinal course subjects through collaboration with doctrinal faculty members.

- Recruited eight Dean's Fellows to staff the law school's Dean's Fellows program (6 second-year students and two third-year students).
- Created and staffed a new position, Senior Dean's Fellow, using outside funding, to serve as a liaison between the Dean's Fellows and the ASP faculty and as an experienced leader among the Dean's Fellows.
- Redesigned the Dean's Fellows program, with the assistance of the Senior Dean's Fellow, and based on surveys of former 1L students and former Dean's Fellows.
- Provided additional individual academic support for any and all law students who sought to engage with ASP faculty.
- Maintained consistent and collaborative academic success services across faculty, student and administrative efforts.
- Provided a progressive and more robust Legal Foundations II course to second-semester 1Ls with GPAs of 2.320 or below.
- Revised the Law School Student Handbook to permit certain students who are required to take Advanced Independent Academic Study (required for second-year fall students with a GPA of less than 2.200 and upper-level students with a GPA of less than 2.000) to defer taking Domestic Relations or Wills, Trusts and Estates.
- Expanded 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.
- Achieved a 76.19% (32 out of 42) first-time and 73.33% overall bar passage rate on the July 2018 Tennessee bar exam.
- Achieved a 60.00% first-time and 47.06% overall bar passage rate on the February 2018 Tennessee bar exam.
- Improved the law school's transfer bar passage rate to 77.27% (17 out of 22).
- Achieved current compliance with the newly adopted ABA Standard 316, which requires the following beginning with CY2017: "At least 75 percent of a law school's graduates in a calendar year who sat for a bar examination must have passed a bar examination administered within two years of their date of graduation."
- Increased individualized efforts and other assistance to prepare repeat examinees to pass the bar exam within two years of their date of graduation.

Debusk College of Osteopathic Medicine

- LMU-DCOM has 3 staff in academic services to support learning and advancement and 2 staff in career services to support their match into graduate medical education (GME) or residency program for specialty certification.

Career Services

- Expertly facilitated 387 one-on-one sessions with undergraduate students, graduate students, and alumni to discuss career related issues, provide assistance with resume and

cover letter construction, job search guidance, graduate school applications, and interview preparation.

- Delivered 65 lectures, workshops, and presentations over the academic year on a variety of topics, reaching 1,197 students and professionals.
- Provide graduate school and career fairs each semester to prepare students for planning during and after their collegiate career.
- Student attendance to career fair events has quadrupled (95 Spring) and employer attendance (35 Spring) has tripled through outreach and marketing initiatives.
- Utilize Focus2 software in UACT courses and in one-on-one appointments to help advise and direct students to appropriate majors and career paths to enhance persistence. 308 new users took the online assessment this academic year.

Carnegie-Vincent Library and Reed Health Sciences Library

- Librarians worked with Faculty and Adjunct Instructors to present Library Instruction sessions to their classes. The librarians presented 147 Information Literacy sessions reaching 3,537 people since July 1, 2018. Topics covered in these sessions included: information literacy, effective search strategies and techniques, library resources available online and in-house, and subject specific resources. Some of these sessions also included tours of the Carnegie-Vincent Library.
    - Examples of specialized instruction provided:
        - Archivist hosted students from a History course for several of their class sessions within the University Archives. During the time they spent in the University Archives, these students utilized many archival collections for their mandatory archival exercise assignment. Throughout these sessions, some of the instruction provided was: (1) what was or was not allowed within the University Archives of LMU, (2) some recommendations and considerations to be aware of when handling archival material, and (3) how guidelines and policies differ between archives and that they would need to be aware of other possibilities when utilizing other archives in the future. In addition, the archivist was available at all times for any questions that the students had or if they requested guidance on archival matters.
        - Access Services Librarian was embedded in VHS497, the veterinary health science senior writing seminar. She taught four full classes, had two one-on-one consultations per student throughout the semester, and participated in giving feedback on their LMU Research Day posters. The faculty member and the Access Services Librarian are planning similar integration in the Fall for the junior writing seminar and have submitted a presentation proposal about this collaboration for the 2019 ACA Summit.
        - Medical Librarian taught a Team-Based Learning (TBL) class in Foundations of Modern Healthcare (FMHC) pertaining to Medical Literature to OMS I students. The topics covered were an Introduction to Evidence-Based Medicine and how to interpret a Systematic Review.

        - Medical Librarian gave presentation to the DCOM and Master of Science Summer Research participants on how to create a poster specifically for displaying scientific research.

- Librarians assisted Students during one-on-one consultations with finding resources for their projects, such as papers and presentations, as well as providing them with guidance on proper citation methods.
- During the week of March 4-10, 2019, we had 328 transactions at the desk with 118 involving librarians and library assistants providing assistance. (The Library keeps front desk (at Harrogate) statistics using the method of selected weeks of the year instead of recording every assistance all year.)
- During this year, there were 522 occurrences of chat and email assistance.
- Cedar Bluff Reference/Transactions this year:
    - Directional: 222
    - Face-to-Face/Phone Reference: 141
    - Face-to-Face/Phone Consultations: 46
    - Virtual Reference: 248
    - Virtual Consultations: 62
- Access Services Librarian, as subject librarian for veterinary medicine, provided a total 127 hours of reference service at the Ewing facility this year, additional hours at MANS. Medical Librarian provided four reference hours per week at DCOM.
- Librarians, as subject liaisons to each academic department, accepted collection development recommendations from Faculty/Staff and Students to help ensure that the books and media purchased for the Carnegie-Vincent Library/Reed Health Sciences Library meet their required and anticipated needs.
- Librarians and library staff obtained 1,198 books and articles from other libraries for our students.
- The Head of Reference and Information Literacy also taught as an adjunct for a UACT class.

College of Veterinary Medicine

- The CVM has a request for a new position as the Director of Academic Success to replace the shared Director of Academic Support position with DCOM.
- CVM faculty maintain open office hours and are readily available in person or through email
- CVM has an advising program in which all students are assigned a faculty advisor that they meet with on a regular basis
- "Dean's Hours" are held regularly and allow CVM Administration to meet with the students to give them updates and answer questions in an open forum
- CVM course evaluations are conducted for all classes and students are encouraged to give detailed feedback.
- Clinical year students provide feedback on curriculum and support services during an on-campus event through interviews and surveys just prior to graduation.
- The LMU-CVM House system fosters collegiate spirit between all students, faculty and staff. These houses are established based upon personality assessment quizzes provided to participants and serves as an opportunity for mentorship/coaching amongst all parties.

- A CVM Student Wellness Committee makes recommendations for new program development.

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.

Progress:

Carnegie-Vincent Library and Reed Health Sciences Library

Improvements to library resources:

- Leveraging resources - Continued participation in library consortia (Appalachian College Association Library, TENN-SHARE, and LYRASIS) to obtain best prices on electronic databases and other resources. For example, ACA libraries, currently as of this spring, now receive access to *two* collections of JSTOR eBooks totaling 75,626 titles.
- Collaborations - The Libraries (Carnegie-Vincent Library and Duncan School of Law Library) have joined, as of May 2019, the Tennessee Academic Library Cooperative. This membership will allow our students, faculty, and staff to use and check out books from other Tennessee Academic Library Cooperative libraries including the University of Tennessee and other member libraries' collections.
- Secured 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.
    - Now provide access to 234 databases through LMU Libraries' budgets, the Appalachian College Association core shared collection, and the Tennessee Electronic Library (state and federal funds).
    - Purchased additional books in support of DCOM at LMU-Knoxville library location, and in support of other programs. Arranged books and informational items at DCOM at LMU-Knoxville library prior to accreditation visit in early June.
    - Provide access to over 46,000 full-text journals, an increase of 10,000 over last year.
    - Colleges' and Schools' participation in annual serials review and other collaborative efforts resulted in recommendations and purchases of:

      Journals
        - American Journal of Psychiatry
        - Child Development
        - NAVTA Journal
        - Journal of Physician Assistant Education
        - Journal of the American Academy of Child & Adolescent Psychiatry
        - Journal of the American Association of Nurse Practitioners
        - Journal of Veterinary Dentistry
        - Journal of School Health
        - The Laryngoscope
        - The American Journal of Education

      Databases
        - Project Muse

- PsycArticles
- MEDLINE Complete
- U.S. Major Dailies (The New York Times, Washington Post, the Wall Street Journal, the Los Angeles Times, and Chicago Tribune)

- Successfully met expectations for library at Tampa location during Fall 2019 semester visit by nursing accreditors and successfully met expectations for Libraries in general during the March SACS visit.

Assessment of Student Learning through Information Literacy:

- Freshmen English students who received information literacy instruction from librarians were assessed using two worksheets with a target average score of 85% on assessment worksheets. One worksheet was on constructing a search and locating relevant information and the other was on evaluating information on whether it is scholarly. For English 101 classes from the Spring 2019 semester the average score of Worksheet 1 was 76.14 while the average for Worksheet 2 was 92.17. Combined average was 84.16%.

- Information literacy skills of Junior and Senior students in SEWS (Sequential Enhancement of Writing Skills) classes were assessed on five information literacy criteria. Target was to have an average score of 4.25 on each of these criteria graded from SEWS papers using SEWS Rubric. Met target. From the Spring Semester 2019 the average scores for the Information Literacy criteria of the SEWS Rubric were as follows:
  - Appropriateness of sources for a scholarly paper 4.63
  - Use of sources to support argument 4.44
  - Correctness according to style of Bibliography 4.43
  - Correctness according to style of in-text citations 4.37
  - Academic integrity 4.6

Emphasis on integration of electronic resources:

- Made improvements to the library website and catalog to contribute to furthering the knowledge of the resources available at the Library including a new feature that allows browsing the nearby books as if viewing them on a shelf. Currently, making improvements to the front page of each subject guide to include reference resources for that subject on the front page and on the subject databases scrolling list.
- An example of additional online tutorials created is a stand-alone clinical year library orientation PowerPoint for students transferring into the CVM clinical rotations program. Added narration to a PowerPoint on literature searching for evidence-based veterinary medicine for a professor to incorporate into her clinical rotation.
- LMU's institutional repository, LMU Digital Commons, managed by the Technical Services and Metadata librarian, is functional and should be ready for uploads from additional campus contributors this Fall 2019 semester. This repository will preserve LMU publications of all types. Examples include student and faculty research, LMU journals, newsletters, photos, library archival materials, conferences/lectures, etc.

Training opportunities and service to faculty:

- Medical Librarian and the Access Services Librarian serve on the Institutional Animal Care and Use Committee (IACUC) to help fulfill the literature search requirement for reduction, replacement, and refinement requirements as designated in the IACUC protocol.
- Librarians provided sessions during the 2018 Faculty/Staff Development Week and sessions for new faculty.

Library spaces:

- Likely because of the increase in library hours (now 12 more hours per week during Fall and Spring Semesters) and the availability of the medical librarian at DCOM building four hours per week, library use as a means of meeting the needs of medical students was up by 6% during 2018-19 over the 2017-18 academic year.
- The Health Sciences Library is designated as a quiet space. LibQual 2018 survey results showed that the library as a quiet place for study met the average minimum expectations overall.
- Work requests were made to Maintenance, which they fulfilled for painting, moving shelving, upgrading electrical outlets, installing additional outlets, etc.

Increasing the financial resources available to the Library:

- The Director of the Library and the Director of Special Projects and Foundations for University Advancement are in the draft phase of writing a grant proposal worth up to $50,000.

School of Arts, Humanities, and Social Sciences

- Our AHSS assigned librarian has worked with faculty to order books to increase holdings in primary and secondary materials for all of the fields of learning within AHSS. She worked on improving materials for medical humanities and English and American literature and criticism.

School of Business

- The School of Business faculty members evaluated the library's physical and digital holdings and made recommendations as relevant to its programs.

School of Education

- The library provided access to West Law and Lexis Nexis for use in graduate school law classes and special education courses.

School of Math and Sciences

- All departments provide annual input to the library with respect to journals and needed acquisitions.
- Librarians are utilized in CBIO 210, CBIO 350, and CBIO 420 to introduce students to the facilities and librarians. Students are required to utilize library resources to complete research projects in those classes and in CBIO 397 and CBIO 497.

Caylor School of Nursing

- The CSON and its students continue to utilize the LMU library services including the Lon and Elizabeth Parr Reed Medical and Allied Health Library, and CSON faculty continue to work with the appropriate library personnel to maintain and enhance the collection.

Duncan School of Law

- The law library provides print and digital access to hundreds of legal study aids published by the three leading legal publishers, LexisNexis (Overdrive), West Academic (Study Aids Subscription), and Wolters Kluwer.
- The library provides students access to online lessons from CALI and Quimbee.
- The library provides Core Grammar for Law Students for use in the first year Legal Writing Program.
- Student has 24/7 access to a digital copy of all available study aids via his or her computer or mobile device.
- Doctrinal law faculty can refer students to various study aids to reinforce topics discussed in class, while our Academic Success Program (ASP) faculty can refer students to essay prompts and multiple-choice questions to help assess students' comprehension of a specific topic.
- Our Academic Success Program (ASP) faculty can refer students to essay prompts and multiple-choice questions to help assess students' comprehension of a specific topic.
- The law library was a beta site for the West Academic Assessment that provided students with MBE style multiple choice questions.
- Library added the Kluwer Classroom Feedback to support the Legal Research program and was available for doctrinal faculty to use.

College of Veterinary Medicine

- Library Services informational sessions are hosted during Orientation Week. During these sessions students are introduced to librarians and provided with an overview of how to utilize databases, search engines and related software.
- Throughout the academic year CVM library updates are provided to students in person via Dean's Hour sessions.
- Clinical year students receive orientation on access library services from a distance during their distributed clinical year rotations.
- Librarians specifically trained in LMU-CVM related databases and topics are employed full-time and are available to assist students via email, online chat or in person.
- Students conducting summer research attend informational sessions on searching the literature conducted by the CVM librarian.

2020-2025 Strategic Plan

Strategic Goal 1:
Assess and enhance academic quality

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

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

Strategies and Action Plans:

- Submit all proposals for accreditation substantive changes/approvals sequentially through the appropriate curriculum committee(s), program(s), department(s), school(s)/ college(s), division(s), Academic Council, President's Cabinet, and Board of Trustees. As necessary and at the appropriate step in the accreditation process, the appropriate vice president will inform the Office of Institutional Effectiveness. This review includes, but is not limited to, feasibility studies, adequacy of faculty, staffing plans, mission compatibility, budget pro forma and all other resource implications.
- Ensure academic programs receive review of budget pro forma and marketing plans prior to entering the academic approval process beyond the school/college level.
- Distribute, review, and use the Outcomes Assessment Report to guide program improvement and support, or discontinuation.
- Appropriate adequate funding for marketing existing programs

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

Time Frame: Ongoing. Curricular changes should be completed by March 1, 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.

Strategies and Action Plans:

- Consider and implement innovative approaches to instructional delivery and student learning.
- Continue the development and implementation of new academic programs including, but not limited to: (1) Doctor of Occupational Therapy; (2) DO/MBA; (3) DVM/MBA; Continuing Medical Education (CME); (3) Graduate Medical Education (GME); (4); Master of Science in Business Analytics; (5) Doctor of Business Administration (DBA); (6) Master of Public Health; (7) DVM/PhD with University of Kentucky; (8) 3+4 DVM with Daemen College (Buffalo, NY) (9) Doctor of Medical Science (DMS); (10) PhD in Clinical Anatomy; (11) BS in Computer Science; (12) MSN NA; (13) PhD in Integrative Biosciences; (14)MEd Teaching Adult Learners; (15) MBA with Healthcare Administration concentration; (16) MBA with Operations Management concentration; (17) MS in Biomedical Science; (18) BA and BS in Biomedical Science; (19) BS in Exercise and Rehabilitation Science; (20) BS in Exercise Science with Coaching concentration; (21) BS in Exercise Science with Sport Therapy Concentration; (22) Rural Health Certificate program for 4th-Year DVM Students; and (23) additional undergraduate, graduate, and professional programs.
- Continue/begin investigation of new academic programs including, but not limited to:; (1) Master of Science in Psychology; (2) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (3) JD/MBA and JD/MPA joint degree programs; (4) JD/DVM joint degree program; (5) international programs and other collaborative efforts; (6) BA in Professional Communication Arts; (7) Additional concentrations and programs in Mental Health and Counseling; (8) Medical Laboratory Science to off-campus learning sites; (9) School librarian endorsement; (10) Health Sciences Institute; (11) Doctor of Psychology (PsyD)
(11);(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) MEd in Veterinary Medical Education (17) MSN Nursing Education; (18) PhD Management; (19) Dentistry (DDS or DMD); and (20) additional undergraduate, graduate and professional programs, including degree completion programs, bridge programs, and licensure programs.
- Continue to explore opportunities to provide academic program offerings at existing or new learning sites.
- Continue to improve coordination between Harrogate and other learning sites with emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, and comparability of courses/programs.

- Continue to explore, secure, and utilize technology to enhance the instructional delivery process.
- Continue to provide relevant professional development opportunities for all faculty, including training to support recruitment and retention.
- Continue the process for maintaining full accreditation for all professional programs.

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 March 1, 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.

Strategies and Action Plans:

- Define student learning outcomes for each new and revised program.
- Publicize academic student learning outcomes via appropriate media.
- Ensure accuracy and consistency of information in all published media.
- Collaborate with marketing, academic and student support services, and student recruitment to publicize academic student learning outcomes.
- Document and demonstrate a systematic plan of evaluation for new and revised programs.
- Standardize and communicate college/school-specific accountability processes that demonstrate course-specific academic student learning outcomes.

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

Time Frame: Ongoing. Curricular changes and program creations should be completed by March 1, 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 in light of 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 evaluation process, based on professional and institutional expectations, relative to teaching, research/scholarly activity, service, and as applicable clinical activity.

Strategies and Action Plans:

- Implement a revised faculty evaluation process.
- Enhance participation in electronic course and advising assessment processes for academic programs.
- Encourage faculty peer evaluation of instruction.
- Create and implement an evaluation system for academic leaders.

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.

Strategies and Action Plans:

- Pursue grants and leverage resources to support and expand library, archival and artifact collections at the ALLM.
- Facilitate the use of ALLM exhibits and programs by area schools, community groups, tourists, and other constituencies through media.
- Provide appropriate physical protection and space for ALLM collections.
- Promote scholarly activity opportunities at the ALLM to internal and external researchers.
- Implement a comprehensive exhibits plan.
- Integrate ALLM resources with LMU academic programming.

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.

Strategies and Action Plans:

- Continue to develop and expand student exchange programs.
- Continue to develop and expand faculty exchange programs.
- Continue to develop and expand a visiting scholars program.
- Continue to recruit, enroll and retain international students.
- Continue to develop relationships with language institutes.
- Continue to support collaborations and other initiatives.
- Explore opportunities for international learning sites.
- Develop professional programs' student clinical year integration at LMU.
- Explore opportunities for support of scholarship abroad.

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 and Vice Presidents, Special Assistant 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.

Strategies and Action Plans:

- Collect and synthesize existing data on persistence of students participating in general education and gateway courses at LMU.
- Implement the assessment plan for measuring student success in general education and gateway courses; this includes specific definition and measures of student success.
- Implement the assessment plan for measuring 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.

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.

Strategies and Action Plans:

- 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 nation-wide
        - Host Alumni reception training events related to recruitment training
- Investigate establishing a position dedicated to the development of financial literacy at all academic levels.
- Partner with strategic divisions of the institution to evaluate potential for maximum enrollment, taking into consideration:
    - Continue to evaluate facility needs, including co-curricular space (classroom audit by department, student center, study space, 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.
- 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

- Utilize technology to optimize messaging across various mediums to maintain and accelerate student enrollment levels.
- Continue to partner with graduate/professional colleges/programs to host recruitment and yield events for all levels of the Institution.
- 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.
- Pursue opportunities to expand the diversity of our student population at the undergraduate, graduate and professional level.

Responsibility: Vice President & Dean for Enrollment & Student Affairs, Director of Special Projects & Operations for, 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 next year

Strategies and Action Plans:

- Strategic Enrollment Task Force will create and implement strategic plans, such as:
  - Assist in the coordination of an undergraduate retention plan
- Continue to coordinate with financial aid to maximize all financial resources available

Responsibility: Vice President & Dean of Enrollment & Student Affairs, Director of Special Projects & Operations for Enrollment & Student Affairs, Enrollment Management Team, Senior Director of Marketing and Public Relations, Senior Director of Alumni Services, and Strategic Enrollment Task Force.

Time Frame: Fall 2019- 2022.

Resources Required: To be determined.

Assessment: Track through minutes of marketing committee meetings, Strategic Enrollment Task Force meetings, various admissions committee meetings; publications, news releases, and advertising; data from housing reports, weekly admissions reports, and athletic reports.

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

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

Enrollment Goals:

	2018	**2019**	**2020**	**2021**	**2022**
UG	*1953*	1985	2020	2030	2040
Graduate	*1173*	1192	1207	1227	1010
Professional	*1672*	1823	1873	1948	2200
Total	*4798*	5000	5100	5205	5250

Strategies and Action Plans:

- Continue to recruit medical, veterinary, and law students who are committed to serving the Appalachian area
- Increase the diversity of the faculty, staff and student body through targeted marketing initiatives that encompass multiple mediums.
- Promote graduate programs and implement matriculation strategies from undergraduate to graduate/professional programs
- Explore the potential of admitting new undergraduate students to graduate and professional programs as they enter as freshmen, provided they meet certain criteria
- Develop and communicate industry partnerships to explore tuition reimbursement programs and other non-financial incentives (e.g. internships, mentoring opportunities, etc.).
- Increase community awareness of graduate/professional programs through professional organizations, school districts, community involvement and open houses

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.

Strategies and Action Plans:

- 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.
- Continue Perkins Loan liquidation process.
- Investigate establishing a program dedicated to the development of financial literacy at all academic levels.
- Continue to assess retention rates.
- Continue to participate in the full tuition scholarships process.
- Improve interdepartmental communications.
    - Continue First Stop Approach with Financial Aid and Student Accounts.
    - Continue communication and collaboration with Admissions and Athletics.
    - 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.
        - Work with the Consumer Information Taskforce which 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.

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.

Strategies and Action Plans:

- Align the budget with the University Mission, Values, Goals, Objectives and Strategic Plan.
- Ensure the assessment of expected outcomes across the University, including college, school and departmental levels.
- Make continuous changes and improvements as dictated by the assessment results.

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.

Strategies and Action Plans:

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

Responsibility: 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 pro formas, 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.

Strategies and Action Plans:

- Evaluate the current five-year operating pro forma and cash flow using recent financial and economic trends.
- Develop budgetary assumptions using expense and revenue trend data and specific environmental considerations.
- Use institutional research for trend analysis, unit strategic plans and outcomes assessment results to assess and update the rolling five-year operating pro forma and cash flow to reflect institutional priorities.
- Present the five-year operating pro forma and cash flow to the Board of Trustees each 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.

Strategies and Action Plans:

- Ensure, as part of the budget development, line items for debt service, strategic initiatives, contingencies, and capital expenditures.
- Establish parameters for the allocation of budgeted funds in support of debt services, strategic initiatives, contingencies, and capital expenditures.

Responsibility: Vice President for Finance and Administration and President.
Time Frame: Continuous.
Resources Required: Adequate data and time.
Assessment: The Board of Trustees will approve an annual budget that assures the ability of the Institution to meet unexpected financial events, plan for debt service requirements and allow for financial funding of strategic initiatives.
Use of Results: To assure institutional financial flexibility, compliance with debt service requirements and support strategic growth.

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

Objective 3.5: To enhance budget management.

Strategies and Action Plans:

- Include evaluation of budget management performance as a regular component of each budget officer's annual evaluation.
- Facilitate comprehensive communication of financial performance among Finance, budget officers and department members through periodic forecasting.
- Review and, where appropriate, revise expenditure approval process.
- Review the financial performance for deviations from projected revenues and expenses and make spending adjustments accordingly.
- Implement and utilize budgeting software for evaluation and assessment of financial data at both the departmental and university levels.

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

Time Frame: Continuous.

Resources Required: Adequate data and time.

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

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

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.

Strategies and Action Plans:

- Coordinate with the Vice President for Academic Affairs, through the Committee on Scholarly Activities (COSA), to develop budget projections in support of scholarly activity.
- Coordinate with the administrative personnel to develop budget projections in support of infrastructure needs.
- Coordinate with enrollment management personnel to develop budget projections in support of student services' needs.
- Provide support in seeking funding from external sources.
- Monitor compliance and manage expenditures of grant-funded programs.
- Review levels of 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:

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

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

Strategies and Action Plans:

- Collect and analyze appropriate data from internal and external sources.
- Develop allocation methods to support activity-based costing.
- Provide appropriate access to results of analysis to guide the decision-making process for improvement of the Institution.
- Maintain a repository of institutional data to ensure consistency in official reporting.
- Ensure consistency of data provided in support of the decision-making process.
- Provide assistance to faculty and staff in interpretation and use of data.
- Utilize a forecasting process to provide a foundation for decision-making.
- 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.

Strategies and Action Plans:

- Develop a vetting process for prioritization that can align with a 5-year budget projection in order 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:

Existing Facilities

- Continue to review and identify office, classroom, and study space on the main campus and throughout the off-campus sites.
- Continue improvements to the Student Center.
- Continue to remodel, renovate, and expand the Abraham Lincoln Library and Museum, to include ADA compliancy.
- THP complete.
- Complete installation of windows in order to complete remodel of Liles Hall.
- Continue to complete HVAC renovations for Duke.
- Continue to pursue funding through University Advancement for Democrat Hollow upgrades (Newly named "Alumni Park").
- New roof on Business Education Building.
- New roof for Liles and West Residence Halls; planning in process to combine the 2 buildings with a glass area and elevator.
- Road completion by Garden Center to Highway 63.
- New roof on Schenck Building.
- Complete building upgrades to Schenck.
- Remove maintenance building and construct new building below Valley of Sports. Building to include Central Receiving.
- Planning discussions to remodel space to accommodate 4 classrooms in Duke Hall.
- LMU-Knoxville Building 1 site remodel is complete. Clean-up from Ross being completed. Building 2 and Building 3 remodel planning is underway.
- Demolition of Byram House completed.
- Repurpose of Munson House planning in process and Kresge repurposed to lower school, completion date of August 1 anticipated.

New Facilities

- Lacrosse facilities, consideration for artificial turf.
- Auxiliary Gymnasiums in planning. 1st one Fall 2019.
- Communication, Instruction and Technology (CIT) facility- Ongoing.
- Construct on-campus (Harrogate) Veterinary Medicine facility, including labs, lecture halls and office space- Completed.

- New Water Plant facility with office space, additional water storage to support irrigation and fire sprinkler systems.
- one million-gallon tank- Ongoing.
- Continue plans for construction of facility for Conservation Biology teaching and research.
- Investigate renovation of CMRC building.
- Construct additional instructional/laboratory spaces for DeBusk Veterinary Teaching Center.
- Feasibility of Exercise Science Lab in Parkway AT Bldg.
- New Electronic Library & Commons- Ongoing.
- Acquire St. Mary's Towers 2019, continued negotiations with the city.

Campus Enhancements

- Ongoing campus lighting enhancements- In progress.
- Campus sidewalks and crosswalks- In progress.
- Campus Signage in progress.
- Continue to monitor utilities to enhance fiscal responsibility- In progress.
- Evaluate and identify facilities with potential Accessibility compliance issues- In progress.
- Continue to renovate Student Center- In progress.
- Reconfigure campus road schematics- In progress.
- Continue to identify site-specific enhancements at off-campus sites where feasible- In progress.
- Continue construction of Pioneer Village.

Responsibility: Vice President for Finance and Administration, Director of Physical Plant Safety and Facilities Coordination, Director of Infrastructure Management, the President, President's Cabinet, and Properties Committee of the Board of Trustees.
Time Frame: Annually and as needed.
Resources: Physical plant budget, plant fund.
Assessment: Minutes of President's Cabinet and Properties Committee; minutes from the Physical Plant Operations Group and other project plan documentation.
Use of Results: Improve, maintain, preserve and protect the physical resources of the Institution.

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

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

Strategies and Action Plans:

- Continue to assess, plan for, and evaluate University safety and security operations in order to ensure compliance with regulatory agencies annually and as needed.
- Continue to seek funding from outside sources to ensure additional health and safety opportunities and resources.
- Communicate the University's Health and Safety Manual, including the University Crisis Plan.
- 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).
- Continue to support training opportunities for health and safety issues.
- Continue to coordinate and implement handling of hazardous materials and biological waste in compliance with applicable local, state and federal regulations.
- Continue to implement access control in all new and existing facilities on campus.
- Continue to expand the security call phone system and utilization of campus siren.
- Continue to encourage participation in Emergency Alert System.
- Continue to conduct current fire drill procedures for administrative buildings.
- Continue to identify a designated shelter or place for each facility. Completed and posted in buildings.
- Continue to conduct mock emergency drill table top training exercises annually for compliance with the Clery Act.
- Continue to assist with educating students about campus, personal and situational safety.
- Continue enhancement of safety and maintenance support at off-campus learning sites.
- Continue to ensure evacuation routes on all floors of all buildings are up to date.
- Continue to coordinate with all departments for compliance with the Clery Act.
- Continue to certify faculty, staff, and students as Campus Safety Authorities (CSA) on all LMU sites per the Clery Act.
- Continue training with the Critical Incident Response Team (CIRT).
- Compliance with POST Peace Officer Standards and Training Commission (State of Tennessee requirements for Police).

Responsibility: Director of Physical Plant Safety and Facilities Coordination, Dean of Campus Safety Operations, Director of Infrastructure Management, President's Cabinet, Risk Manager, and Insurance Manager, and Chair of the Institutional Biological and Chemistry Safety

Committee, Vice President for Finance and Administration, Off-Campus Sites Coordinator of Safety and Security/Assistant Chief of Police.

Time Frame: Annual or as needed.
Resources Required: Physical plant and/or departmental budget(s)
Assessment: Evaluate regulatory agency reports, safety and security reports and plans
Use of Results: Enhance safety and security on campus and at off campus sites

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

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

Strategies and Action Plans:

- Continue to enhance employee orientation process.
- Continue to provide and enhance in-house training and development programs for employees.
- Continue to evaluate and enhance University benefits.
- 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.
- Continue to support the financial audit process.
- Continue to participate in job fairs to present LMU as a career opportunity.
- Continue to enhance the Human Resources physical presence at off-campus sites.
- Continue to research and address current healthcare reforms.
- Maintain digital employee file system to aid in retention documentation (Laserfiche).
- Continue to recognize employee service and promotions through celebrations- In progress.
- Continue to implement human resources technology (as budget permits) to reduce manual processes.
- Beginning to review and enhance the current Performance Evaluation process.
- Continue to develop employee contract process to become automated.

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.

Strategies and Action Plans:

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.

Strategies and Action Plans:

- Participate in the budgeting process of new and proposed initiatives.
- Identify and prioritize department and program technology requests for existing programs.
- Identify cost-effective solutions to meet technological needs.
- Identify resources for upgrades, maintenance, support and training.
- Develop university purchasing, life-cycle management, and maintenance schedule.
- Assess technology initiatives to determine adequate resources.
- Procure instructional technology to support adjunct faculty.
- Support instruction, research and scholarly activity.
- Include opportunities to provide service to the community.
- Identify, plan and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.
- Improve communication between Finance, Information Services and appropriate departments regarding funded and unfunded technology budget requests.
- Negotiate technology resource agreements to provide comparable support and access at extended learning sites.
- Explore opportunities for external funding for IT related projects.

Responsibility: Vice President of Finance and Administration, Information Services (IS), CTLE, and President's Cabinet.
Time Frame: Continuous.
Resources Required: Included in IS budget.
Assessment: Annual survey of faculty, staff, students and technology; and an annual itemized review of technology budget and expenditures.
Use of Results: To justify, plan and communicate budgeting for technology.

Strategic Goal 5: *Provide and maintain effective and efficient utilization of technological resources.*

Objective 5.2: Provide and maintain technology infrastructure.

Strategies and Action Plans:

- Review and assess all network closets.
- Provide and maintain appropriate technology resources for faculty, staff and students.
- Review, assess and modify online services for faculty, staff and students.
- Review, assess and modify software, website and database functionality for University use.
- Review, assess and provide additional classroom technology needs.
- Continue planned implementation of secure electronic document imaging solution.
- Maintain appropriate network and network security.
- Perform a quarterly network security audit.
- Review, assess and analyze network monitoring reports.
- Identify technology needs in new and existing buildings.
- Identify technology needs for new and existing programs.
- Review, assess and modify the Disaster Recovery Plan for Information Services.
- Maintain appropriate support for security services.
- Partner with vendors to identify and improve bandwidth and performance on applications hosted off-site.
- Develop a cloud computing strategy based on benefits, return on investment, security, and data privacy risks.
- Identify and implement improvements that reduce power consumption within the IT environment.

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, students and technology support staff.

Strategies and Action Plans:

- Create an annual training schedule in collaboration between IS and Center for Teaching and Learning Excellence (CTLE).
- Train new employees on productivity applications.
- Train and cross-train technology support staff.
- Support online learning initiatives.
- Provide new and emerging technology training opportunities.
- Support CTLE with the development of instructional resources that utilize technology.
- Coordinate training opportunities with vendors.
- Coordinate training and orientation opportunities with professional, graduate and undergraduate students.
- Develop and enhance training using various modalities for students, faculty, and staff.
- Work with departments to provide training on enterprise technologies.
- Enhance communications to keep the University community informed of changes in the IT environment.

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.

Strategies and Action Plans:

- Review, assess, and modify IS Helpdesk support.
- Continue university-wide campaign to communicate Helpdesk support procedures.
- Review and analyze Helpdesk service and support logs.
- Assess and analyze Helpdesk FAQ and online support documentation.
- Encourage the use of the university portal (MyLMU).
- Analyze trends for user support frequency and staff appropriately.
- Review, assess and modify IS Policies and Procedures as needed.
- Review, assess, and modify the student and employee handbooks for IS policy changes.
- Develop policies and procedures for granting appropriate guest access to technology, facilities and services.
- Support the technology needs for university and community events.
- Provide ongoing support for existing administrative processes and business systems.
- Streamline workflow and automate processes to improve business efficiency and reduce the use of paper.
- Enhance interfaces between administrative systems to optimize efficiency and ensure the integrity of shared data.
- Provide access to data and analytical tools to support administrative decision making and compliance.
- Provide technical and leadership professional development opportunities for IT employees.
- Provide flexibility in scheduling and projects to allow staff time to work with innovative technologies.
- Recruit, develop, and retain a strong permanent staff and student staff.

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

Strategies and Action Plans:

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

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.

Strategies and Action Plans:

- Maintain communication with a web design firm on the redesign of the external website.
- Provide support and training for website content management system (CMS).
- Develop a dynamic and responsive website to allow viewing on all electronic devices and comply with ADA regulations.
- Consult with the office of PR and Marketing to facilitate the consistent design and brand use across all LMU web pages.
- Maintain the content management system.
- Investigate software options to enhance University website, including e-Commerce (beyond what is currently available through iModules/alumni community).
- Empower department heads or designee to review, assess and modify website content.
- Review web analytics on an ongoing basis to determine security threats and marketing opportunities.
- Expand the use of AI (Artificial Intelligence) in conjunction with the external website.

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*

Strategies and Action Plans:

- Work with Faculty Senate and Staff Senate Committees to plan and host fall and spring social events including a September 2019 event scheduled in Harrogate City Park, in order to foster a sense of faculty/staff community, share new program initiatives and provide collaborative and social opportunities.
- Coordinate with Deans for speaking opportunities at school meetings
- Continue to provide opportunities for local high school teachers to meet faculty/staff and coordinate with faculty to provide opportunities for guest lectures.
- Continue to develop/utilize appropriate tools for effective communication across campus
- Employ surveys and focus groups to identify ways to engage commuter students (such as facilities, programs, services and other strategies).
- Employ surveys and focus groups to identify faculty/staff needs (such as recruitment, retention, etc.).
- Work with Director of International Programs to enhance international recruiting and cultivate alumni participation.
- Partner with LMU Women of Service to host international women on campus to encourage enrollment.
- Continue to identify and partner with LMU departments that are offering opportunities for practical continuing education.
- Partner with areas on campus to expand family-centered opportunities on- and off-campus in order to build community involvement.
- Collaborate with student clubs and organizations to enrich student experiences.
- Assist with service initiatives including Remote Area Medical center (RAM) to help promote the University's mission of service to humanity.
- Promote a culture of service among faculty, staff and students through participation in external charitable events.

Responsibility: Vice President for University Advancement, Assistant Vice President for University Advancement, Prospect Research, I.S., Assistant Vice President for Academic and Student Support Services, President's Cabinet, Academic Deans, Program Directors, Department Chairs, Faculty Senate President, Staff Senate President, Athletics and Administrative Assistants.

Time Frame: Ongoing

Resources Required: University Advancement Entertainment and Other budget lines (if funds are necessary).

Assessment:

- Track service hours.
- Surveys to assess interest, participation and awareness.
- Monitor attendance at forums and events.

Use of Results: Enhance campus image through marketing and promotion. Improve formal and informal campus and community communication. Revise future activities based on results of assessment.

Strategic Goal 6: *Enhance resources.*

Objective 6.2: Increase alumni participation

- Expand alumni chapter membership and events, and investigate new locations for chapters.
- Expand alumni travel program
- Expand opportunities for alumni to participate in the Alumni Recruitment Initiative
- Facilitate alumni involvement in recruiting prospective students and mentoring, networking, and retaining current students
- Support students in efforts to bring alumni back to campus for special events
- Track attendance at all events and programs for alumni and friends
- Conduct annual Homecoming events including programs for off-campus sites
- Conduct and evaluate special events throughout the year with potential for alumni interest and participation
- Employ social media (Facebook, Instagram, LinkedIn and other platforms) and traditional media tools to maximize outreach to alumni and friends

Responsibility: Vice President for University Advancement, Senior Director of Alumni Services, 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: To maximize the effectiveness of events and programs for alumni engagement.

Strategic Goal 6*: Enhance resources*

Objective 6.3: Increase unrestricted donations by building a broad base of annual support.

Strategies and Action Plans:

- Maintain best advancement practices with the University Advancement division and adhere to established fundraising code of ethics by Council for Advancement and Support Education (CASE) and National Association of College and University Business Officers (NACUBO).
- Identify and cultivate donors who have the potential to give unrestricted gifts annually.
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Focus fundraising messaging throughout the year on themes of Growth, Impact and Trust.
- Support efforts to enhance University-wide research.
- Solicit all members of the Board of Trustees to commit a yearly gift to the Annual Fund (Goal of 100% participation).
- Request all members of the President's Cabinet to participate in the Annual Fund (Goal of 100% participation).
- Encourage University Advancement staff to continue to contribute to the Annual Fund (Goal of 100% participation).
- Encourage all members of the Alumni Board to contribute to Annual Fund (Goal of 100% participation).
- Collaborate with deans, departmental chairs and all campus constituencies to increase current faculty/staff giving rates with the goal of 50% participation for FY 2019-20, and 100% participation for schools/departments and off-campus sites.
- Work with deans, departments and student groups throughout the year to identify fundraising opportunities, and provide information about fundraising best practices
- Establish an internal advisory board with representatives from each school and administrative area, to meet quarterly as a means to share fundraising priorities, materials and needs/goals.
- Continue to monitor fundraising strategies for the Annual Fund, including the following:

    - Maintain the Recognition Societies.
    - Target group designations for direct mailings for the Annual Fund such as class years, special interests and majors and will be closely monitored for success rate and all letters will be signed by the President.
    - Continue to target LYBUNT and SYBUNT donors.
    - Publish Annual Fund appeals in publications such as, *AlumniInsider, the Alumnus with the Honor Roll of Donors,* the *Blue and Gray*, and other publications as needed, and will include self-mailer formats where appropriate and direct mail appeals.

- Increase efforts to solicit potential donors, including the following:
    - Target special interest groups, honorary degree recipients, recipients of institutional awards, corporations, professional organizations and parents.
    - The University President and President Emeritus will call on targeted donors.
- Improve donor recognition system to include enhanced Recognition Societies through use of annual events, publications, and personal meetings.
- Travel within targeted territories for systematic cultivation and solicitation
- Focus on potential major gift level donors using prospect research
- Educate alumni about the increased need for scholarship funding for veterans and Dependents.
- Explore ways to recognize LMU's alumni veterans at special events such as Homecoming or Inauguration.
- Involve students in philanthropy from the time of enrollment through programs such as the Student Alumni Association and UACT courses.
- Identify ways to increase annual scholarship support through current student education and fundraising, using tools such as GiveCampus and others.
- Educate the University's community on the importance of speaking with a consistent Message.
    - Create enhanced revenue streams and synergy through education on philanthropy.
    - Stress the importance of working through the University's president, major gift officers and deans to enhance the giving process.
- Evaluate future composition of advisory boards with the Vice President for Academic Affairs; encourage advisory board giving.
- Target mailings to new graduates to obtain correct e-mail and physical address.
- Target inaugural classes of new program initiatives to facilitate transition from current. students to University alumni with emphasis on giving.
- Continue communication with Human Resources personnel on payroll deduction Procedures.
- Disseminate trustee letters to target groups.
- Collaborate with Abraham Lincoln Library and Museum (ALLM), J. Frank White Academy (JFWA), Athletics staff and other areas to identify prospects and enhance funding including special events and activities
- Continue to develop the role of volunteers in the overall fundraising program.
- Work with staff senate and faculty senate to address giving options.
- Maintain and publicize a calendar of stewardship and cultivation events to help create and broaden the foundation for annual donor support.
- Maintain calendar of annual solicitations for DCOM donors including White Coat Solicitation, End of Year Appeal, LYBUNT and Commencement.
- Continue Thank-You call program for the Board of Trustees with 20 board members signing commitment cards.
- Maintain thank-you call process for deans and other faculty to help steward gifts of $1,000 or more and develop major gift prospects
- Maintain presence at the Annual American Osteopathic Association (AOA) Convention with intent to recruit faculty, potential students, and continue DCOM alumni annual reception.

- Maintain all undergraduate and graduate Alumni Boards and giving programs as needed.
- Maintain and expand online alumni sub-communities as needed.
- Maintain e-newsletter to medical students on clinical rotations.
- Expand the use of iModules Alumni Community as an online registration tool, and provide educational opportunities for administrative users and students on iModules best practices.
- Implement Multi-Variable Testing (MVT) factors during 2019-20.
- Coordinate LMU Student Awards Day program.
- Utilize prospect research to build information about alumni, friends, and potential prospects.
- Support initiatives to demonstrate adequate resources for accreditation standards.

Responsibility: Vice President for University Advancement, President, President Emeritus, 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: (Benchmark with Council for Aid to Education (CAE) report on peer institutions to be added when report is in).

- Review call reports at staff meetings and development meetings.
- Monitor all giving totals.
- Review LYBUNT and SYBUNT reports as needed.

Use of Results: To support current operating expenses.

Strategic Goal 6: *Enhance resources*

Objective 6.4: Increase endowment giving by 5% annually for student scholarships, faculty development, research, endowed chairs, continuing education and physical plant.

Strategies and Action Plans:

- Support efforts to enhance University-wide research and scholarly activity
- Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of $2,000,000, endow professorships at a minimum of $1,000,000, endow scholarships at a minimum of $25,000 and endow faculty development funds at a minimum of $25,000.
    - Review endowed chairs to determine which ones are currently fully funded
- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Identify and cultivate special interest groups, honorary degree recipients, and recipients of institutional awards.
- Recognize donors who contribute to endowment funds.
- Continue to monitor fundraising strategies for the Endowment.
    - Recruit and retain quality faculty and students by establishing endowed chairs, providing financial aid, and ensuring through endowed scholarships, and ensures that facilities are adequately maintained.
    - Cultivate and solicit targeted generations for increased gifts through estate plans by the fundraising arm of the University Advancement staff.
    - Re-evaluate fundraisers' respective call lists, including the president's call list.
    - Increase number of grant proposals for grants to endowment projects.
- Increase the number of the Circle of Friends for Endowment gift club.
- Review prospects with the Development Committee of the Board of Trustees, the president of the University, the chairman of the Board, and the chairman of the Executive Committee.
- Feature donors who have already made estate plans in the *Alumnus* magazine.
- Feature long-term donors in publications and on the website.
- Expand solicitation of foundations, professional organizations, corporations, and government agencies that support endowment endeavors.
- Pursue private foundations.
- Establish endowment levels required for maintenance of each facility on campus with coordination with the vice president for Finance.
- Support additional scholarship funding for Honors Scholars.
- Educate University community on importance of speaking with consistent message.
- Continue to coordinate LMU Student Awards and Recognition program and recognize endowed scholarship donors.

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.
- Evaluate actual endowment acquired for facility upkeep versus goal amounts.
- Evaluate the use of endowed scholarship dollars to offset need for institutional student aid.

Use of Results:

- To increase endowed scholarships to enable students to attend LMU as cited in our mission statement.
- To increase communication to and involvement with the Board of Trustees and alumni through the class agents' program, friends of the University, and foundations and corporations and other granting agencies.
- To demonstrate that best practices in 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, is provided.

Strategic Goal 6: *Enhance resources*

Objective 6.5: Promote the University locally, regionally, nationally and internationally to alumni and friends constituents to support fundraising and participation goals.

Strategies and Action Plans:

- Emphasize the concepts of Values – Education – Service as it applies to giving.
- Utilize social and traditional media including Facebook, Twitter, YouTube and LinkedIn to promote fundraising.
- Promote the University to alumni through the Alumni Online Community.
- Identify human-interest stories throughout the University to include in the alumni and fundraising publications.
- Develop fundraising promotional materials.
- Communicate regularly with off-campus sites to ensure that their needs with regard to fundraising needs.
- Continue to distribute the Blue and Gray newsletter, the Alumnus magazine, CommunityLinc, AlumniInsider, VetTails and a planned giving newsletter.
- Recognize donors in appropriate media.
- Produce a minimum of one story per week for each of the academic schools, the JFWA and ALLM to provide diverse content to be shared on LMU Social Media Channels, distributed to the media and posted on the LMU Facebook page.
- Research, shoot and produce a series of 12 alumni video profile to highlight alumni success and graduates who are continuing the University's mission.
- Coordinate with Enrollment Division to support the Communication Blueprint with the development of video content, branded marketing materials and other collateral.
- Maintain consistent brand standards.
- Develop school-specific alumni publications for Duncan School of Law, School of Business and Carter and Moyers School of Education.
- Expand community outreach through special events like Movies in the Park.

Responsibility: Vice president for university advancement and all gift officers, Director of Special Projects and Foundations, Director of Alumni Services, Director of Social Networking, and the Sports Information Director in cooperation with designated faculty and staff.

Time Frame: Annually. Resources Required: University Advancement Travel, Postage, Printing, Publications 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 6: *Enhance resources*

Objective 6.6: Continue targeted fundraising to meet identified priorities and new opportunities

Strategies and Action Plans:

- Identify, cultivate and solicit donors to provide revenue for identified initiatives

Responsibility: Vice President for University Advancement, President, President Emeritus, 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:

- Review monthly giving reports.
- Meet monthly with Finance to review capital projects and budget pro formas for new projects to ensure adequate resources for the division.

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.
- Utilize fundraising data to chart our progress on approved projects.
- Review Campus Master Plan as needed to make the connection between fundraising and capital projects.
- 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 6.7: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information through the use of appropriate technology and software.

Strategies and Action Plans:

- Code all alumni by major, parents of current students and alumni, and add other codes as needed.
- Provide ongoing training for all members of University Advancement staff of all Ellucian and Informer tools and processes as needed.
- Expand tracking of foundations and other organizations.
- Expand planned giving tracking using appropriate software.
- Enhance reporting and data analysis to meet the needs of the Division.
- Continue tracking meaningful points of contact with alumni and donors.
- Continue to use and assess platforms including Informer, GiveCampus, DonorSearch, FoundationSearch, ImageNow, iModules and others as needed.
- Work with I.S. to transition to Salesforce product.
- Provide alumni and donor data as requested for departmental fundraising efforts.
- Work with areas across campus to centralize alumni/donor information, so that it can be tracked in Colleague.

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

Time Frame: Ongoing.

Resources Required: Costs covered under Information Services budget.

Assessment:

- Document the completion of address updates, gift records and contact reports.
- Track and evaluate the dissemination of information for fundraising efforts.

Use of results: Improved return on investment for all forms of interaction with alumni, friends and donors.

Strategic Goal 6: *Enhance resources*

Objective 6.8: Continue to support the accreditation processes of the University.

Strategies and Action Plans:

- Participate in accreditation activities and planning through representative membership on committees addressing compliance with specific components of the *Principles of Accreditation: Foundations for Quality Enhancement.*
- Monitor changes in the University's academic program and make adjustments in staffing that promote the success of new and continuing programs in meeting the expectations of program and institutional accreditation associations.
- Study the organizational structure of advancement divisions of other SACSCOC Level VI accredited institutions and the effectiveness of their development efforts for benchmarking and planning purposes.
- Review and update fundraising policies and procedures, where appropriate, to reflect best practices in all areas of operation to support LMU's Level VI status with development of additional programs and scholarly activities.
- Review program accreditation as it relates to student scholarship support.

Responsibility: Vice President for University Advancement, President, President's Cabinet, UA, and Board of Trustees in cooperation with designated faculty and staff.
Time Frame: Ongoing.
Resources Required: Budgeted under the Institutional Effectiveness budget.
Assessment: Provide required completed outcomes assessment documents to meet University schedule.
Use of results: Continued accreditation.

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.

Strategies and Action Plans:

- Ensure appropriate representation of academic colleges/schools and entities on the Committee on Scholarly Activities (COSA).
- Deans will develop processes and support for faculty, staff and student scholarly activities.
- The Dean, or an appointed designee, will serve as the Director of Research and Scholarly Activity for each school.
- 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.
- Deans will facilitate the integration of research and scholarly activities throughout the University's curricula and report to COSA.
- Develop intra-institutional collaborative networks.
- Develop multi-institutional local, state, national and international partnerships.

Responsibility: Vice President for Academic Affairs, Deans of Schools/Colleges, Executive Director of the ORGSP, and COSA.
Time Frame: Ongoing.
Resources Required: Time commitment, data collection, analysis, and interpretation ($ amount 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.

Strategies and Action Plans:

- 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
- Explore electronic options to automate and streamline the submission, tracking, and processing of applications (e.g., IRB, IBC, IACUC, mini-grants).
- Establish the LMU Scholarly Activity Portal for faculty to report research and scholarly activity including grant submissions, awards, presentations and publications.
- 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.
- Review biological, chemical and radiation safety policies and procedures to ensure compliance with federal and state guidelines and regulations.
- Review and update fiscal management procedures and policies relative to external funding.
- Review and create as appropriate internal grant programs to support undergraduate/graduate students' research projects and scholarly activity.
- Assist faculty, staff and students in obtaining external financial support for their scholarly activities including research, training, publications and presentations.
- Evaluate process and procedures for communicating grant opportunities to faculty, staff and students.
- Expand information support services (e.g. electronic resources, software licenses, library and accessibility) to facilitate research and scholarly activity.
- Develop and maintain a research and scholarly activities budget for each school/college.
- Develop and grow institutional support for attracting and hosting scholarly conferences.
- 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.
- Support a visiting scholar program.

- Ensure that investigators complete Collaborative Institutional Training Initiative (CITI) training as appropriate.
- Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center.
- Continue to fund a writer-in-residence program.

Responsibility: Vice President for Academic Affairs, Deans of Schools/Colleges, Office of Finance and Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, IS, Chair of Institutional Biological and Chemical Safety Committee, Chair of Institutional Animal Care and Use Committee (IACUC), Chair of Institutional Review Board (IRB), Attending Veterinarian (AV), and Committee on Scholarly Activities (COSA).

Time Frame: Ongoing**.** Any changes with fiscal impact must be included in the budget planning process.

Resources Required: IS budget and revenue from grants and sponsored programs, time commitment, data collection, analysis, and interpretation ($ amount to be determined).

Assessment: Documentation of professional development, CITI training, compliance with federal and state regulations.

Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

Strategies and Action Plans:

- ORGSP works with COSA to support grant-related research and scholarly activities.
- 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).
- 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.
- Develop new programs that foster interdisciplinary, multidisciplinary and interprofessional research and scholarly activities.
- Maintain funding for a University statistician to support faculty/staff research, statistical design and data analysis.
- Promote the External Funding Incentive Pay Plan.
- Review the university Intellectual Properties Policy.
- Review the institutional conflict of interest policy regarding research.
- Continue to develop and support national and international programs that foster student scholarly activities including academic honor societies and Honors Scholars Program.
- Support and mentor the professional development of all faculty to become regionally, nationally and internationally recognized leaders in their academic disciplines.

Responsibility: VPAA, Vice President for Finance and Administration, Deans of Colleges/Schools, Committee on Scholarly Activities (COSA), ORGSP and University Counsel.
Time Frame: Ongoing.
Resources Required: Cost to be determined.
Assessment: Documentation of the Strategies and Action Plans related to this objective through the Outcomes Assessment Report of the ORGSP.
Use of Results: The continued development and support of research and scholarly activities related to the University's mission.

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

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

Strategies and Action Plans:

- 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.
- Ensure adequate information technology, library and support services are in place to facilitate research and scholarly activities across campus and at off-campus sites.
- Ensure that all facilities across campus and at off-campus sites comply with laboratory health, safety and environmental protection regulations.
- 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.
- Review library resources for campus and off-campus sites to ensure graduate, undergraduate and faculty research and scholarly activity needs are adequate.
- Ensure ADA and USDA compliance of research facilities across campus, including the Abraham Lincoln Library and Museum, and at off-campus sites.

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.

Strategies and Action Plans:

- Encourage the Deans to establish guidelines, expectations, and incentives concerning research and scholarly activities (including start-up funds for research and scholarly activities).
- Continue to ensure research and scholarly activities criteria are a component of the annual faculty evaluation.
- 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.

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.

Strategies and Action Plans:

- Identify key areas of research strength at LMU and facilitate the development of concentrated research programs in these areas
- Foster the creation of research programs that include outreach/service components that engage the public across LMU's service region
- 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
- 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
- Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society
- Develop standards to assess the broader impact of LMU's research and scholarship on student learning, curricular development and the external community

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.

Strategies and Action Plans:

- Continue to collect, interpret, and present data outcomes to academic leadership and Cabinet members.
- 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.
- Increase participation in student surveys.
- Utilize institutional benchmarks with regard to retention, progression, and graduation rates to create a student retention, progression, and graduation plan.
- Continue to improve upon new student orientation programs.
- Continue the fifth-year program for student-athletes to promote degree completion.
- Continue to encourage faculty participation in three-week and mid-term grade assessment for all undergraduate students; continue Student Welfare Alert for Academic Concerns.
- Continue to promote and discuss retention initiatives with faculty.
- Maintain and promote the early warning system.
- Continue to expand and improve academic support and student services at the Off-Campus Sites.
- Continue to assess and track retention figures by semester and Fall-to-Fall.
- Enhance utilization of peer support programs through UACT courses.
- Continue to identify "at-risk" students and promote the use of available student services.
- Enhance our coordinated effort to identify and serve students with undecided majors.
- 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.
- Continue and evaluate the expansion and success of the Cornerstone and Invitee programs.

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.

Strategies and Action Plans:

- Increase opportunities for cooperation between undergraduate, graduate, and professional communities.
- Continue to provide leadership development opportunities for students.
- Continue to enhance intramural sports and recreation opportunities.
- Continue to evaluate the effectiveness of student leadership organizations.
- Expand involvement of Career Services to include early intervention academic advising.
- 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.
- Provide intentional and effective information to students about University services and activities.
- Enhance a comprehensive student activities program; enhance a student-led programming committee/board.
- Provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.
- Provide counseling and mental health awareness to students through the Office of Mental Health Counseling.
- Provide Accessible Education services to students through the Office of Accessible Education Services.
- Educate the campus community on requirements and responsibilities pertaining to Accessible Education Services, FERPA, and mental health issues.
- Encourage the Student Government Association to effectively evaluate student issues and advocate on students' behalf.
- Promote knowledge and integration of the Tagge Center for Academic Support and other academic support services into the campus community.
- 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.
- Proactively budget for housing management software.
- Develop initiatives and services that target the LMU commuter population in Harrogate and at the Off-Campus Sites.

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.

Strategies and Action Plans:

- Explore opportunities for outreach in LMU's service area and beyond.
- Strengthen communication and coordination with University Advancement and Marketing to increase community awareness of existing service by faculty, staff and students.
- Continue to track Student Service Initiative (SSI) hours from undergraduate, graduate, and professional programs for accountability purposes.
- Continue to support student groups conducting fundraising efforts for local charities.
- Continue to support student groups conducting health fairs, wellness and health awareness outreach programs for community groups.
- Continue programs on campus to enhance individual well-being.
- Review and enhance service requirements for university student programs.
- Investigate the possibility of gaining Carnegie Community Engagement Classification and/or President's Higher Education Community Service Honor Roll as a University based on service to the Appalachian Region.

Responsibility: VP for Academic Services and Institutional Effectiveness, VP and Dean for Enrollment and Student Affairs, Student Support Services, Institutional Research Office, Vice President for Advancement, Athletics, and Public Relations.

Time Frame: Each semester.

Resources Required: Collaboration from academic programs for reporting service hours, community partners for service opportunities.

Assessment: Analysis of student satisfaction survey results, data relevant to the impact of community service, and other relevant data.

- **Use of Results:** Improved community involvement, enrollment, retention, and student satisfaction.

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

Objective 8.4: Provide individualized academic support services.

Strategies and Action Plans:

- Continue to offer graduate/professional school preparation for standardized tests and admission processes.
- Further investigate grant opportunities for the incorporation of online tutoring to better service our campus community, online, and Off-Campus Sites.
- Continue to develop and implement specialized study resources to enhance service to Cornerstone and Invitee student populations.
- Expand availability of Mental Health Counseling and Accessible Education services as appropriate for the university's continued expansion at Off-Campus locations.
- More effectively utilize Institutional Research data sources to assess Academic Services and Student Affairs functions at all Off-Campus Sites to improve upon services.

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.

Strategies and Action Plans:

- 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.
- Assess learning resource needs and address the growth and development of new and existing programs, including collaborative agreements with other University/college library systems.
- 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.
- Support integrated information literacy and quality learning resources, evidenced by student research/scholarly activity, technology and communication skills.
- Integrate the Association of College & Research Libraries "Framework for Information Literacy for Higher Education" into existing information literacy assessment procedures.
- Provide appropriate cataloging, physical protection, security and space for all University collections.
- Emphasize the integration of electronic resources to extend the availability of the collections to all constituencies.
- Provide faculty training opportunities on library resources through Faculty Staff Conference Week, New Faculty Academy, and through ad hoc requests.
- Continue to investigate enhancing the use of CVL student study space to include a more social -snack friendly - first floor.
- Finalize, with Legal, the implementation of an Institutional Repository (LMU scholarly research database) for the purpose of enhancing access to and archiving of new faculty, staff, and student developed scholarly work, university scholarly resources, digital archival images.
  https://digitalcommons.lmunet.edu/

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.