



**LMU**

Lincoln Memorial University

Strategic Plan  
2024-2029

Annual Progress Report  
2023-2028

# **Part One**

## **Strategic Plan 2024-2029**

## **Strategic Planning Process**

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

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

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

## **Mission and Purpose**

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

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

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

*Revised July 6, 2017; approved by Board of Trustees, November 10, 2017  
Reviewed July 9, 2018, at University Strategic Planning Retreat  
Revised July 11, 2019, at University Strategic Planning Retreat  
Reviewed June 21, 2022, at University Strategic Planning Retreat  
Reviewed June 20, 2023, at University Strategic Planning Retreat*

### **Institutional Goals**

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

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

Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.

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

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

Advance Cumberland Gap, Appalachia, and the global community through public service and outreach activities in continuing education, health care, leadership development, recreation, and the fine and performing arts.

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

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

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

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

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

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

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

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

*Revised, July 11, 2019*

*Lincoln Memorial University Board of Trustees*

*Revised: June 20, 2023, at University Strategic Planning Retreat*

### **Institutional Values**

Integral to the annual strategic planning process are underlying institutional values. These values are pervasive in their influence, serving as an unspoken guide to all University activities. These values are not all inclusive.

Lincoln Memorial University values Integrity as seen in

- Honesty,
- Openness,
- Commitment to Principles.

Lincoln Memorial University values Excellence in

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

Lincoln Memorial University values Creativity in

- Teaching,
- Learning,
- Scholarship,
- Administration,

- Artistic Expression.

Lincoln Memorial University values Diversity, Equity, and Inclusion, and the advancement thereof, including, but not limited to the following:

- Race and Ethnicity,
- Culture,
- Gender,
- Belief Systems.

Lincoln Memorial University values Community through its

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

Lincoln Memorial University values Accountability through

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

Lincoln Memorial University values Service to

- the LMU Community,
- the Appalachian Region,
- Nation,
- Academic and Intellectual Communities,
- Humanity.

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

*Revised: June 20, 2023, at University Strategic Planning Retreat*

### **Vision Statement**

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

*Reviewed: June 20, 2023, at University Strategic Planning Retreat*

## Strategic Goals Approved by the Board of Trustees

Lincoln Memorial University has identified eight Strategic Goals. The Strategic Goals were developed from a review of SACSCOC expectations, internal outcomes assessment data, and external factors influencing the University. These eight Strategic Goals reflect the University’s Mission, Purpose, and Values and are crucial to making a national impact while achieving regional distinction in Appalachia. Supporting each Strategic Goal are Objectives designed to achieve each Strategic Goal. While the Strategic Goals are established by the Board of Trustees and reflect the long-term direction of the University, the related Objectives are developed by the University’s leadership and are designed to meet time-restricted elements of the University’s operation. As such, Objectives are modified from year-to-year to address a more contemporary application of their corresponding Strategic Goal. Action Plans have been devised to assist accomplishing the Objectives and thereby the Goal area included.

### Comparison of Strategic Goals and Institutional Goals

The table below is useful for determining which institutional goal(s) corresponds to the University’s strategic goals.

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

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



<p>integration to promote retention and student success</p>	<p>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.</p> <ul style="list-style-type: none"> <li>• Serve as a critical educational, cultural, and recreational center for the area and develop and maintain facilities, which are safe, accessible, and conducive to the development of body, mind, and spirit.</li> <li>• Strengthen student recruitment and retention by fostering an academic and social environment that facilitates success and rewards achievement.</li> </ul>
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**Strategic Goals, Related Objectives, And Action Plans**

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

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

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

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

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

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

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

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

Action Plan 1.2-2 Continue the development, and implementation of additional undergraduate, graduate, and professional programs, including but not limited to degree completion programs, bridge programs, and licensure programs including, but not limited to (1) Bachelor of Science in Civil Engineering; (2) Bachelor of Science in Mechanical Engineering; (3) part-time/hybrid Doctor of Jurisprudence program; (4) Associate of Science in Equine Veterinary Science as a pre-professional pathway to LMU-CVM; (5) Master of Science in Business Analytics; and (6) DVM/MPA dual degree.

Action Plan 1.2-3 Continue/begin an investigation of new academic programs including, but not limited to (1) international programs and other collaborative efforts; (2) additional concentrations and programs in mental health and counseling; (3) Medical Laboratory Science to off-campus instructional sites; (4) school librarian endorsement; (5) Doctor of Psychology (Psy.D); (6) Speech-Language Pathology (7) MSN Nursing Education; (8) BS in Respiratory Therapy; (9); ABA (Applied Behavior Analysis); (10) VHS BS degree completion pathway for -CVM; (11) Speech Pathology and Audiology (BS and MS); and (12) Chemical Engineering.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action Plan 1.4-1 Monitor the faculty evaluation process.

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

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

Action Plan 1.4-4 Continue use of state and institutional evaluation processes for faculty at J. Frank White Academy.

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

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

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

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

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

Action Plan 1.5-5 Implement a comprehensive exhibits plan.

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

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

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

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

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

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

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

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

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

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

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

Objective 2.1: Maximize student recruitment, enrollment, and retention through the development of a global, comprehensive plan focused on the institutional value of diversity.

Action Plan 2.1-1 Reestablish the institution-wide Strategic Enrollment Committee and expand to include graduate/professional programs, Alumni, Public Relations, Athletics, JFWA, and one student representative from all academic levels.

- The Committee will collaborate with representatives from Undergraduate Admissions, Student Financial Services, and Graduate and Professional Admissions.
- Continue the utilization of Multivariable Testing (MVT), while refining the specific target audiences.
- Collaborate with programs to define and establish primary markets, secondary markets, and tertiary markets from a data informed perspective.
- Sustain partnership with Alumni Services to maximize recruitment opportunities.

Action Plan 2.1-2 Hire a Financial Wellness Director dedicated to the integration of financial literacy in all academic levels.

Action Plan 2.1-3 Partner with other divisions to evaluate methods to increase enrollment when considering:

- Students' perceptions of facilities, including use of co-curricular space (e.g., classrooms, student center, study spaces, etc.).
- Incentives for programs that may see a decline in enrollment.
- Course and classroom availability at optimal times for various student needs.
- Assessment of recently established online, virtual, and hybrid models of teaching and advising, while investigating new methods of instruction.

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

- Broaden community outreach through recruiting and retention experiences, such as pipeline programs, LMU Tri State TACRAO College Fair, LMU High School Counselor Luncheon Events, Blue and Gray Day Events,

Women of Service Christmas Festival, Arts in the Gap, Camp LMU, and Movies in the Park.

- Continue adherence to the LMU Style Guide and consistent utilization for institutional branding in publications and communications/ messaging.

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

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

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

Action Plan 2.1-7 Maintain and enhance engagement with key high school and college personnel.

- Continue to host counselor lunches, college fairs, and showcase events to establish stronger partnerships that feature all academic programs at the University.

Action Plan 2.1-8 Pursue opportunities to expand the diversity of our student population across the entire University continuum.

- Explore partnerships and pipeline programs that facilitate seamless transfer opportunities for qualified undergraduate students interested in applicable LMU programs.
- Increase articulation agreements or MOUs with applicable higher education institutions for qualified students seeking graduate or professional admission.
- Evaluate existing transfer policies.

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

Action Plan 2.2-1 Strategic Enrollment Committee will review and support programmatic recruitment plans.

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

Objective 2.3: Achieve and maintain enrollment levels within all programs at the University to meet capacity goals.

Action Plan 2.3-1 Continue to recruit students who are committed to serving the Appalachian region and other underserved areas.

Action Plan 2.3-2 Continue to promote specialized admissions opportunities from undergraduate to graduate/professional programs that adhere to program-specific requirements e.g., GPA Program, 3+3 Programs, 2+2 Programs, Test-optional, etc.

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

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

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

- The institutional financial aid policy will be reviewed and revised annually to meet University goals and resources consistently.
- Student Financial Services will work with EAB to update our packaging model for incoming, returning, and transfer students.
- A target date of mid-January will be set for new Financial Aid offers. This will be later in the recruitment cycle due to the December release of the FAFSA form. Student Financial Services will continue coordinating with the Office of Undergraduate Admissions and Student Services.
- A cap for need-based institutional aid will be established for returning students who lost academic or state-based aid.
- Institutional financial aid will be increased along with the annual cost of attendance if the budget allows.
- Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget. Trending data will be utilized.

Action Plan 2.4-2 The Perkins Loan liquidation process is in the final stage with ED. This program should be closed during the 2023 calendar year.

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

Action Plan 2.4-4 Improve interdepartmental communications.

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

Action Plan 2.4-5 On-going activities:

- Continue actively collecting past due accounts and aim to collect no later than 60 days late. Take a conservative approach with credit extension to high-risk borrowers.
- Continue to identify students' financial needs and meet those needs through a combination of grants, scholarships, and self-help aid.
- Re-evaluate the funding level of the Lincoln Grant component of the Financial Aid budget.
- Continue training work-study students and supervisors. Spend all allocated federal funds. Make sure departments communicate if they can utilize work-study students.
- Continue to monitor Federal and State funds annually.
- Collaborate with the University Consumer Information Taskforce; update webpage for all Consumer Information requirements for LMU.
- Monitor the political environment. Continue to monitor the significant changes coming to federal financial aid. Do some modeling with current and incoming students to be proactive with those that may expect funding. Continue to monitor student loan interest rates from federal and private student loan markets. Communicate to maximize new state aid programs for education, medical, and first-year graduate students. Share updates with stakeholders.

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

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

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

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

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

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

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

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



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

Action Plan 3.2-4 Conduct annual budget discussions during which the Vice Presidents and their respective budget officers present proposals and provide supporting documentation.

Action Plan 3.2-5 Present the preliminary budget to the Finance Committee for approval and submit the proposed balanced budget to the Board of Trustees for final approval.

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

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

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

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

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

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

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

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

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

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

Objective 3.5: Enhance budget management.

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

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

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

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

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

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

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

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

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

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

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

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

Objective 3.7: Utilize financial data to make informed decisions.

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

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

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

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

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

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

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

Action Plan 3.7-8 Explore a data driven model for the allocation of operating expenses across all programs.

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

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

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

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

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

Action Plan 4.2-2 Continue to seek funding to enhance a healthy, safe, and secure environment.

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

Action Plan 4.2-4 Continue to conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (e.g., automated external defibrillator, sharps container, posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, camera systems, security, and access control).

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

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

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

Action Plan 4.2-8 Continue to expand the security call phone system and utilization of the campus siren system including working toward greater geographic specificity for alerts.

Action Plan 4.2-9 Continue to encourage participation in LiveSafe (and/or other alert systems).

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

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

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

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

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

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

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

Action Plan 4.2-17 Continue to identify Campus Safety Authorities (CSAs) on all University sites, per the Clery Act.

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

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

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

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

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

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

Action Plan 4.3-4 Continue to review and ensure faculty/staff compliance with current local, state, and federal agency regulations and laws in coordination with Office of the General Counsel.

Action Plan 4.3-5 Continue to support external audit processes.

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

Action Plan 4.3-7 Continue to support Human Resources services at all University sites.

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

Action Plan 4.3-9 Continue to review employee retirement benefits, funds, and investment options.

Action Plan 4.3-10 Maintain digital employee file system to aid in retention documentation.

Action Plan 4.3-11 Continue to recognize employee service and promotions.

Action Plan 4.3-12 Continue to implement human resources technology to reduce manual processes.

Action Plan 4.3-13 Review and enhance the current Performance Evaluation process.

Objective 4.4: Evaluate full-time employee compensation against benchmark salaries of peer institutions with respect to position, experience, and similar activity to support competitive excellence in staffing practices.

Action Plan 4.4-1 Complete an annual review of salary benchmarking data for full-time employees.

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

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

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

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

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

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

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

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

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

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

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

Action Plan 5.1-9 Identify, plan and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.

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

Action Plan 5.1-11 Negotiate technology resource agreements to provide comparable support and access at off-campus instructional sites.

Action Plan 5.1-12 Identify opportunities for external funding for IT related projects.

Action Plan 5.1-13 Identify opportunities for AI (Artificial Intelligence) within all facets of the University.

Objective 5.2: Provide and maintain technology infrastructure.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Action Plan 5.3-4 Support online learning initiatives.

Action Plan 5.3-5 Provide new and emerging technology training opportunities (for example new AI (Artificial Intelligence) technologies).

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

Action Plan 5.3-7 Continue training opportunities with vendors.

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

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

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

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

Objective 5.4: Provide user support for technology services.

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



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

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

Action Plan 5.4-4 Assess, analyze and update Helpdesk FAQ and online support documentation.

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

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

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

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

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

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

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

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

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

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

Action Plan 5.4-15 Continue to provide technical and leadership professional development opportunities for IS employees.

Action Plan 5.4-16 Continue to provide flexibility in scheduling and projects to allow staff time to work with innovative technologies (for example new AI (Artificial Intelligence) technologies).

Action Plan 5.4-17 Continue to recruit, develop, and retain a strong permanent IS staff and IS student staff.

Objective 5.5: Provide appropriate scholarly activity support.

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

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

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

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

Action Plan 5.6-1 Maintain communication with a web design firm on the continuous improvement, development, and design of the external website.

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

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

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

Action Plan 5.6-5 Maintain the content management system.

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

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

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

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

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

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

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

Action Plan 6.1-2 Identify and cultivate donors who have the potential to give unrestricted gifts annually, incorporating the following strategies:

- Personal contact by development officers
- Founders Day of Giving
- Email and social media appeals
- Direct mail
- Prospect research, including addition of LinkedIn career data to enhance networking opportunities for recent graduates and first-time donors
- Increase focus on events for recent undergraduate, graduate, and professional school graduates, with an emphasis on increasing engagement
- Emphasize faculty/staff giving in FY23-24, including the following strategies:
  - Incorporate giving info into the President's Office welcome packet to new employees
  - Revisit the onboarding process with HR for ways to update our presence in that process
  - Establish and promote new faculty/staff scholarships specific to each department
  - Establish a faculty/staff goal for Founders Day of Giving
  - Identify liaisons within each department to communicate giving opportunities
  - Visit departmental faculty meetings regularly to promote Founders Day involvement
  - Host a faculty/staff donor event during the workday to recognize those who have given (in connection with Founders Day)
  - Provide donor event recognition for all off-campus instructional sites

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

Action Plan 6.1-4 Align fundraising messaging throughout the year with LMU's current "Open Doors" PR theme.

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

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

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

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

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

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

- Maintain the Recognition Societies and expand to include Recurring Donor recognition (including payroll, online and multi-year donors).
- Target group designations for direct mailings for the Annual Fund such as class years, special interests, majors, and other affinity groups.
- Target LYBUNT and SYBUNT donors.
- Publish Annual Fund and other appeals as appropriate in publications such as, *Alumni Insider*, the *Alumnus*, the *Blue & Gray*, and other publications as needed; include self-mailer formats, where appropriate, and direct mail appeals.
- Evaluate new forms of fundraising outreach such as text messaging.

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

- Target special interest groups, honorary degree recipients, Lincoln Diploma of Honor recipients, recipients of institutional awards, Algernon Sydney and Mary Mildred Sullivan recipients, corporations, professional organizations, and parents.
- Identify donors who will receive a call from the University President.
- Continue and expand the annual LMU Day of Giving efforts that coincide with LMU Founders Day on February 12.
- Expand the use of creative video and social media promotion.
- Continue the involvement of all campus sites in this process.

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

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

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

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

Action Plan 6.1-16 Involve students in philanthropy from the time of enrollment.

- Incorporate student philanthropy recognition into existing student events, and/or with a new recognition event
- Work with student activities coordinators in each college/school to compile a list of student philanthropic activities each year, and recognize in the Honor Roll of Donors, online and in other ways
- Establish student philanthropy awards to be recognized each year
- Establish a Student Alumni Association
- Speak to students enrolled in UACT classes about philanthropy
- Have the student philanthropy leaders speak to other students about carrying forward their projects

Action Plan 6.1-17 Identify ways to increase annual scholarship support through current student education and fundraising, using tools such as GiveCampus and others.

Action Plan 6.1-18 Evaluate future composition of advisory boards with the Executive Vice President for Academic Affairs; encourage advisory board giving and entering corporate partnerships to promote scholarships.

Action Plan 6.1-19 Target mailing and email to new graduates to obtain correct e-mail and physical address.

Action Plan 6.1-20 Work with each new graduating class to welcome new alumni, and to communicate the benefits of alumni association membership and the importance of alumni giving.

Action Plan 6.1-21 Continue communication with Human Resources personnel on payroll deduction procedures.

Action Plan 6.1-22 Send letters to target groups signed by an appropriate person relative to the cause.

Action Plan 6.1-23 Encourage and steward deans, departmental chairs, faculty/staff to increase current giving rates throughout the year. Also, collaborate with the following campus constituencies to identify prospects, enhance funding, and share fundraising priorities, needs and goals.

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

- Others as appropriate

Action Plan 6.1-24 Continue to develop the role of volunteers in the overall fundraising program, including the following:

- Donor testimonials
- Fundraising campaign leadership including Golden Grad campaign (selecting chairs three years in advance)
- Alumni activity support and coordination
- Founders Day of Giving outreach
- Social media outreach
- Community engagement through initiatives coordinated with Women of service, *e.g.*, Lincoln's Cupboard, Lincoln's Closet and many other initiatives

Action Plan 6.1-25 Work with Staff Senate and Faculty Senate to address giving options.

Action Plan 6.1-26 Maintain and publicize a calendar of stewardship and cultivation events to help create and broaden the foundation for annual donor support.

Action Plan 6.1-27 Maintain calendar of annual solicitations for DCOM donors including end-of-year appeal, LYBUNT and commencement.

Action Plan 6.1-28 Maintain thank-you call process for deans and other faculty to help steward gifts of \$1,000 or more and develop major gift prospects, and potentially incorporate into the November Gratitude efforts.

Action Plan 6.1-29 Maintain all undergraduate and graduate Alumni Boards and giving programs as needed.

Action Plan 6.1-30 Provide educational opportunities for administrative users and students on iModules best practices.

Action Plan 6.1-31 Implement Multi-Variable Testing (MVT) factors.

Action Plan 6.1-32 Work with the LMU Student Awards Committee to support the annual/endowed scholarship awards process, and coordinate with other offices including Finance, Financial and Academic Affairs on the following: market values and allocations; fund criteria and setup in NextGen; faculty communication and committee review; donor communications; spring awards ceremony and fall donor banquet events.

- Evaluate the University annual/endowed scholarship event structure in communication with Academic Affairs, Financial Aid, and other departments in FY23-24, in light of the expanded number of

graduate/professional award recipients (particularly for those programs in Knoxville and other locations)

Action Plan 6.1-33 Utilize prospect research to build information about alumni, friends, and potential prospects.

- Continue to use iWave, AccuData and other research projects based on effectiveness
- Launch IntellectSpace LiveAlumni in FY23-24 for LinkedIn alumni data

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

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

- Identify donors with capacity and affinity for research funding, using prospect research, corporate partners, and other sources
- Support grant/foundation opportunities that focus on research funding
- Work with deans across campus to identify research funding priorities

Action Plan 6.2-2 Research, identify, and cultivate potential donors who have the capacity to endow chairs at a minimum of \$2,000,000, endow professorships at a minimum of \$1,000,000, endow scholarships at a minimum of \$50,000 and endow faculty development funds at a minimum of \$25,000. Review endowed chairs to determine which ones are currently fully funded. Also review endowed scholarships less than \$25,000 with actions to be taken by Finance

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

Action Plan 6.2-4 Cultivate alumni and friends who are members of affinity groups including the following:

- Honorary degree recipients
- Halls of fame members
- Local/regional boards
- Recipients of institutional awards
- LMU advisory boards
- Other special interest groups

Action Plan 6.2-5 Recognize donors who contribute to endowment funds, including the following methods:

- Donors who make endowment gifts throughout the fiscal year are recognized in the “Circle of Friends for the Endowment” section of the Honor Roll of Donors

- Donors who establish new endowed scholarships are recognized through press releases, articles in LMU publications, and in other ways as appropriate
- Donors are invited to attend the annual Donor Gala held during Homecoming
- Endowed scholarship representatives are invited to participate in the annual Scholarship Banquet held each fall

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

- Recruit and retain quality faculty and students by establishing endowed chairs, providing financial aid, and ensuring through other endowed funds that facilities are adequately maintained
- Cultivate and solicit targeted generations for estate giving by University Advancement staff
- Monitor and update gift officer moves lists and call lists as appropriate
- Develop estate plan messaging for print and online media, with the goal of increasing endowed funds
- Develop annual campaign for National Planned Giving Awareness Week each fall, communicating a series of helpful estate planning topics

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

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

Action Plan 6.2-9 Feature donors who have made estate plans in the *Alumnus* magazine and other appropriate channels.

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

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

- Maintain current data on foundations and corporations that fund projects at peer institutions
- Expand tracking of foundation data in Salesforce
- Work with programs across campus to identify endowed scholarship needs, and identify foundations and other funders

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

- Action needed on 6.2.12 or remove from Action Plan for FY24



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

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

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

Action Plan 6.3-2 Support Women of Service organization and its mission to connect, educate and inspire women of all ages and backgrounds by providing and avenue of service and offering entertaining and unique experiences that will fuel their minds while touching the hearts of others. Member donations and the events below help raise money for scholarships, Lincoln's Closet, and Lincoln's Cupboard food pantries both on- and off-campus, etc.

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

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

- National Change of Address (NCOA).
- AccuData
- Alumni Update My Form
- LinkedIn
- Social Media
- Returned Mail
- Individual University department records
- Prospect research
- iModules email reports
- ProtonText SMS messaging reports

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

- Career data, including LinkedIn data for approximately 10,000 records being obtained through IntellectSpace during FY23-24
- Demographic information
- Giving
- Meaningful points of contact including call reports, mailings, emails, and other means of communication

- Individual and corporate relationships
- Affinity groups, clubs, and other activities

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

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

- Revise and expand Salesforce documentation including type of planned giving structure (charitable trust, gift annuity, etc.)
- Regularly review and update documentation, timelines, and other materials as needed along with UA staff
- Create Salesforce gift expectancy for each confirmed planned giving record, that can be converted to a posted gift when funds are received
- Incorporate these pending gifts into Salesforce expectancy dashboards, to track overall planned giving pipeline

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

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

- Complete Engagement Plans functionality
- Continue to refine correspondence management for gift letters
- Continue to refine the use of Campaign Codes to track mailings, events and other outreach
- Monitor and revise Dashboards and Reports as needed

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

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

Objective 6.5: Increase alumni participation.

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

Action Plan 6.5-2 Expand alumni travel program.

- The alumni Reflections of Italy travel program is scheduled for July 2023, with approximately 25 alumni and friends scheduled to travel

- Continue to develop and expand local and regional travel opportunities, including cruises for alumni and friends throughout the year

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

- Monthly Alumni *Insider* email newsletter
- *Alumnus* and *Blue & Gray* magazines
- Event communications
- MyLMU
- Chapter meetings
- Homecoming
- Social media and email

Action Plan 6.5-4 Support enrolling groups in their efforts to bring alumni back to campus for special events, including the following strategies:

- Invite them to speak to classes.
- Invite them to participate with students in service projects and other group activities.
- Maintain and update a list of available alumni and friends willing to participate.
- Update Salesforce records with current membership lists of Advisory Boards and others actively involved with departments across campus.

Action Plan 6.5-5 Conduct annual Homecoming events including programs for off-campus instructional sites.

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

- Alumni chapter meetings, receptions, and networking events
- TopGolf events, and sporting event trips such as the Atlanta Braves, Nashville Predators, Tennessee Titans, and Florida Panthers
- LMU Family Day at Dollywood
- LMU Women of Service
- Annual wreath-laying ceremony at the Lincoln Memorial in Washington, D.C.
- Keeneland
- Producers Circle
- Grand Ole Opry
- LMU Homecoming
- Young alumni gatherings
- Reunion events
- Many others throughout the year

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

- *Blue & Gray* newsletter
- The *Alumnus* magazine
- DCOM Insights
- Alumni *Insider* e-newsletter
- LMU-CVM Annual Report
- A planned giving newsletter

Action Plan 6.5-8 Explore opportunities to centralize promotion of LMU's continuing education opportunities to alumni using EthosCE software, and develop proposal to submit to President's Cabinet

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

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

Action Plan 6.6-2 Uphold and enforce University brand standards in regard to logos, type, fonts, colors, and messaging. (LMU Style Guide is available at <https://www.LMUnet.edu/communications/style-guide-and-logos>)

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

Action Plan 6.6-4 Write and disseminate press releases about LMU happenings, people, and progress.

- 6.6-4 should be incorporated into 6.6-11 in FY23-24

Action Plan 6.6-5 Identify and tell human-interest stories throughout outreach channels.

- 6.6-5 should be incorporated into 6.6-11 in FY23-24

Action Plan 6.6-6 Extend partnership with Beacon Technologies to expand website performance through pay per click (PPC), paid search and digital display advertising.

Action Plan 6.6-7 Execute University advertising plan, including the following:

- Manage all paid placements for the University in digital advertising, television spots, outdoor signage, radio, print, mail, social media and more.

Action Plan 6.6-8 Communicate regularly with off-campus instructional sites to ensure that promotional needs are met.

Action Plan 6.6-9 Contribute content to Alumni publications, such as the *Blue & Gray* newsletter, the *Alumnus* magazine, DCOM Insights, *Alumni Insider* and LMU-CVM Annual Report.

Action Plan 6.6-10 Recognize donors in appropriate media.

Action Plan 6.6-11 Produce stories, shared photo collections on Flickr, and videos featuring each of the academic schools as well as the J. Frank White Academy and Abraham Lincoln Library and Museum, resulting in diverse content to be shared on LMU Social Media channels, distributed to the media, and posted on the LMU webpage.

Action Plan 6.6-12 Research, shoot and produce a series of alumni video profiles to highlight alumni success and graduates who are continuing the University's mission.

Action Plan 6.6-13 Coordinate with Enrollment Management to support the Communications Blueprint with the development of video content, branded marketing materials and other collateral.

Action Plan 6.6-14 Develop school-specific alumni publications for Duncan School of Law, Caylor School of Nursing, Paul V. Hamilton School of Arts Humanities and Social Sciences, School of Business and Carter and Moyers School of Education.

Action Plan 6.6-15 Expand community outreach through special events like Movies in the Park.

Action Plan 6.6-16: Educate University community on the importance of speaking with consistent message.

- Combine with 6.6-2 for FY23-24

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

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

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

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

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

Action Plan 7.1-4 Procure a single standardized online platform (e.g., Interfolio) for submission of faculty, staff and student research and scholarly activity for use by all programs, the ORGSP, Office of Public Relations, and the University.

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

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

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

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

Action Plan 7.1-9 Develop a facilities, equipment, and resources list for all programs.

Action Plan 7.1-10 Modify the ORGSP website into the hub for information concerning research and grants across the institution.

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

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

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

Action Plan 7.2-2 Implement a single standardized online platform (e.g., Interfolio) for faculty, staff, and students to report research and scholarly activity

including but not limited to grant submissions, awards, presentations, and publications.

Action Plan 7.2-3 Review and update fiscal management procedures and policies relative to external funding.

Action Plan 7.2-4 Increase funding and or accessibility for internal grant programs to support undergraduate, graduate, and professional students' research projects and scholarly activity.

Action Plan 7.2-5 Assist faculty, staff, and students in obtaining external financial support for their scholarly activities including but not limited to research, training, publications, and presentations.

Action Plan 7.2-6 Evaluate and update processes and procedures for communicating grant opportunities to faculty, staff, and students.

Action Plan 7.2-7 Expand information support services (e.g., electronic resources, software licenses, library, and accessibility) to facilitate research and scholarly activity.

Action Plan 7.2-8 Develop and maintain a research and scholarly activities budget for each school/college.

Action Plan 7.2-9 Provide institutional support to attract and host external scholarly conferences.

Action Plan 7.2-10 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 instructional sites.

Action Plan 7.2-11 Support a visiting scholar program.

Action Plan 7.2-12 Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center.

Action Plan 7.2-13 Appoint an individual at the cabinet level to serve as an advocate for Research and Scholarly Activity across all undergraduate, graduate, and professional programs at the University.

Action Plan 7.2-14 Review and create as appropriate internal grant programs to promote intra-institutional research projects and scholarly activity.

Action Plan 7.2-15 Ensure adequate twelve-month access and support for faculty, staff, and student research and scholarly activity across the institution.

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

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

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

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

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

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

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

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

Action Plan 7.3-7 Continue to develop and support national and international programs that foster student scholarly activities including, but not limited to, academic honor societies, Honors Scholars Program, and Fulbright Program

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

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



Action Plan 7.3-10 Promote diversity, equity, and inclusion to facilitate creative abrasion in the development and execution of research and scholarly activities.

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

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

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

Action Plan 7.4-3 Ensure that all research facilities across campus and at off-campus instructional sites remain compliant with federal, state, and local regulations.

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

Action Plan 7.4-5 COSA will work with relevant leadership to develop and communicate centralized policies and procedures for shared space and equipment utilization and maintenance/repair cost.

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

Action Plan 7.5-1 Collate established guidelines, expectations, and incentives for research and scholarly activities (including start-up funds for research and scholarly activities) across the institution.

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

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

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

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

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

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

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

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

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

Action Plan 7.6-5 Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society, including at off-campus instructional sites.

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

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

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

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

Action Plan 8.1-2 Continue to utilize student survey results in addressing student satisfaction and engagement as coordinated by Institutional Research; Utilize the

Office of Institutional Research to improve or supplement surveys based on evolving student/office need.

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

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

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

Action Plan 8.1-6 Require and educate faculty on how to effectively participate in four-week and mid-term grade assessment for all undergraduate students and evaluate the difference in usefulness of four-week grades in comparison to three-week grades.

Action Plan 8.1-7 Implement and evaluate the new bifurcated academic concerns and student wellness concerns early alert reporting system for undergraduate programs and continue to improve graduate and professional programs' student monitoring systems.

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

Action Plan 8.1-9 Engage in educational efforts to inform faculty and staff of guidelines for submitting and responding to alerts.

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

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

Action Plan 8.1-12 Continue to utilize and enhance peer support programs through all first-year transition and strategy courses and programs.

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

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

Action Plan 8.1-15 Encourage student-athletes who have a semester GPA under 2.5 to meet with an Athletic and academic support representative for advice and guidance regarding available resources; evaluate potential guidelines for academic support expectations for student-athletes.

Action Plan 8.1-16 Establish an undergraduate Academic Support advisory group comprised of Student Services, Academic Support, and academic administrator leaders to reevaluate and reform Cornerstone, S.S.S., and the Academic Support division to better meet the needs of undergraduate students and to promote student retention, wellness, and academic success more effectively.

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

Action Plan 8.2-1 Continue to provide and enhance opportunities for cooperation between undergraduate, graduate, and professional communities.

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

Action Plan 8.2-3 Enhance intramural sports and recreation opportunities by improving lighting; creating and providing access to designated spaces; and collaborating between undergraduate, graduate, and professional schools' programs.

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

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

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

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

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

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

Action Plan 8.2-10 Continue to provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office; create a centralized web page for pregnant and parenting students with Title IX and Accessible Education resources and policies.

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

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

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

Action Plan 8.2-14 Encourage the Student Government Associations to effectively evaluate and advocate for the concerns of the student body.

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

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

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

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

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

Action Plan 8.3-1 Explore opportunities for service and outreach in LMU's site areas, Appalachia, and beyond.

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

Action Plan 8.3-3 Assess the efficacy of and tracking method for the Student Service Initiative (SSI) and volunteer hours from undergraduate, graduate, and professional programs for accountability purposes.

Action Plan 8.3-4 Continue to support student groups conducting fundraising efforts for local charities in communities surrounding all LMU campuses.

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

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

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

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

Objective 8.4: Provide individualized academic support services.

Action Plan 8.4-1 Promote Tagge Center collaboration with the Carnegie-Vincent Library and enhance marketing and communication in efforts to build a standardized test preparation material resource collection for students seeking admission to graduate and professional programs and promote the availability of test preparation databases.

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

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

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

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

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

#### Objective 8.5: Enhance University libraries and their services.

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

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

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

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

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

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

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

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

Action Plan 8.5-9 Communicate to the LMU communities the availability of the LMU Institutional Repository for the purposes of enhancing access to and

archiving faculty, staff, and student scholarly work, university scholarly resources, and digital archival images. See <https://digitalcommons.lmunet.edu/>.

### **Benchmarks for Regional Distinction**

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

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

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

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

- Conduct annual comparative analysis of Public Relations activities.
- Conduct Preview Day/College Day evaluations.
- Utilize potential student market analysis/trends/demographic measures and research to direct enrollment and retention efforts.
- Increase residential enrollment.
- Increase commuter enrollment at the main campus.
- Increase enrollment at off-campus instructional sites.
- Improve student academic and racial/ethnic profiles.
- Track enrollment patterns and trend analyses for academy, undergraduate, and graduate students.
- Improve financial aid participation rates, award profiles, and satisfaction with services.



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

- Achieve and maintain accreditation and state approval of programs when external accreditation and/or approval organizations exist.
- Improve faculty and staff salaries.
- Fortify faculty scholarly and professional development activities, as well as professional development activities.
- Increase number of grant applications and grant funding.
- Amplify use of instructional technology at all levels for all programs.
- Increase reliability of the faculty evaluation process.
- Enhance use of assessment results for academic programs and support service programs 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 off-campus instructional sites.**

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

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

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

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

- Monitor trends in unrestricted giving.
- Increase faculty and staff participation in annual fund giving.
- Raise alumni participation and giving levels.

- Strengthen the endowment by increasing student scholarship support and faculty development funding.
- Conduct a successful integrated marketing and promotion campaign.
- Monitor Certified Association Executive (CAE) report for peer institutions.
- Conduct trend analyses for all types of fundraising.
- Monitor comprehensive capital campaign and capital projects status.

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

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

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

- Improve learning experience for residential students.
- Improve learning experience for commuter students.
- Improve learning experience for students at off-campus instructional sites.
- Utilize survey results measuring students' use and satisfaction with student support services.
- Improve retention and graduation rate statistics for all categories of students.

## **Part Two**

# **Annual Progress Report 2023-2028**

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

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

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

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

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

The University works diligently to meet all SACSCOC deadlines while submitting substantive changes. During the 2022-2023 academic year, the University submitted a prospectus for the following: BS in Mechanical Engineering (approved by SACSCOC), DMS in Medical Education (currently under review by SACSCOC), and request to offer 50% or more of the University's programs at the DeBusk Veterinary Teaching Center in Ewing, Virginia (currently under review by SACSCOC). The University also submitted approximately 17 notifications (all were accepted) and three teach-out plans (all were approved) to SACSCOC.

**Goal:** Met

**Duncan School of Law**

The Law School underwent a comprehensive site evaluation visit from the ABA in 2021-2022, which is required of all law schools in the third year after full approval by the ABA Council. The Law School was notified in September 2022 that it had successfully completed the site evaluation standard and is fully compliant with all ABA Standards. The Law School's next comprehensive site visit is scheduled for 2031-2032.

Additionally, in October 2022, the Law School applied for an acquiescence in substantive change to offer a part-time/hybrid program of legal education. After a fact-finding visit and hearing before the Council, that acquiescence was granted in February 2023. LMU is the fourteenth law school to obtain an acquiescence to offer such a program and the first in the Southeast. The four-year, year-round program will begin in Fall 2023 with a class of no more than 25 students. Of the 90 credits required to graduate, 57 are fully online and primarily asynchronous, while 33 are hybrid, with two-thirds of hours in-person over one, two, or three long weekends each semester and one-third of hours asynchronous online. The acquiescence requires annual reporting to the Council each January.

Finally, the Law School's Curriculum Committee and faculty undertook a significant curricular review in 2022-2023 in response to new ABA Standards requiring education on professional identity, cultural competency, racism, and bias; the NextGen Bar Exam being developed by the National Conference of Bar Examiners; ongoing changes in the practice of law, including evolving technologies; and generational shifts in our students. The new

curriculum was subsequently affirmed by Academic Council. The new curriculum moves to 62 required credits from the current 67 required credits, changes some required courses to electives while changing the number of credit hours of some other required courses, and adds a new required course, Professional Foundations, in the second semester of the first year.

**Goal:** Met

**Comments:** In 2023-2024, the Law School will be focused on implementing the new curriculum and the first year of the new part-time/hybrid program.

### **School of Business**

The School of Business completed a feasibility study and coordinating budget proforma pertaining to the relaunch of the Master of Science in Business Analytics (MSBA) program. The proposed programmatic changes were approved by the Academic Council. The School of Business worked in coordination with the Office of Institutional Effectiveness to submit SACS-COC notification documentation conveying curricular and modality changes relating to the updated Master of Science in Business Analytics (MSBA) program.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

LMU-CVM received approval to enter 100 students in a spring cohort starting January 2023. LMU-CVM will continue to provide the accrediting body annual reports to maintain accredited status upon approval of LMU administration. LMU-CVM is accredited as of April 2023.

The veterinary medical technology program is accredited through the CVTEA.

The Master of Veterinary Education graduated its first cohort. The Master of Veterinary Clinical Care enrolled its first students. A Certificate of Veterinary Education was developed for implantation Fall 2023. The Veterinary Health Sciences and Veterinary Medical Technology programs were brought under the LMU-CVM in March 2023.

**Goal:** Met

**Comments:** Documentation available upon request.

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

DCOM underwent its comprehensive site visit with the Commission on Osteopathic College Accreditation (COCA) August 30-31, 2023. DCOM has been awarded 10 years of accreditation with exceptional outcomes. Application for and a proposed class-size increase in class size for Knoxville (100) and an additional location/proposed class-size increase for Orange Park, Florida (200) were submitted to the COCA in January 2023. Both applications

are on track, and we await further requests for information from the COCA. The OTD program received a defer action on accreditation from ACOTE on May 9, 2023, and will host an onsite visit in October 2023. The two noted remaining areas of concern will be addressed on/before June 20, 2023. The DPT program will submit their self-study at the end of July and will have an onsite visit by CAPTE on September 24-27, 2023. Both programs are in their third cycle of welcoming matriculated students as of May 2023.

**Goal:** Met

**Comments:** Documentation available upon request.

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

The MSCJ and MPA programs created a dual degree program allowing a student to learn in both areas of student and be awarded both degrees in less than three years. In addition, the MPA program created a Certificate of Nonprofit Management for the purpose of providing many non-profit organization staff in our region a way of learning the grants process as well as nonprofit leadership, management, and budgeting. New courses in English, Communications and Media, and Criminal Justice have been authorized and taught, providing a broader learning experience for students. AITG has more workshops this year than in years past. The coordinator is diligent in developing local and regional connections to create and perform workshops, events, and presentations in many and various ways. AHSS now has a minor in music and updated the minor in CAM. Both minors will be more attractive to students. The Honors Program created an honors section of LNCN 100 (LNCN110) and CIVX 300 (CIVX310). These courses, open to all students but especially honors students, will provide a more in-depth view of Lincoln's life and legacy. The MSP program enrolled its first cohort this fall 2023 with very little lead time or marketing. An Addictions course has been added to the MSP curriculum as well as a Forensic Psychology track. Added two English courses in children's literature and writing.

**Goal:** Met

### **Caylor School of Nursing**

A notification to SACSCOC was accepted to begin a BSN program in Chattanooga. (Since LMU was approved to offer 50% or more of its programs at Chattanooga State Community College, a notification was sent to SACSCOC to relocate this off-campus instructional site to the Unum Building in Chattanooga.) LMU will offer less than 50% of the program at this site. The Tennessee Board of Nursing approved the opening of a BSN site in Chattanooga. The Kentucky Board of Nursing approved the Letter of Intent for a new BSN site in Lexington. The next step in the process is submitting a program proposal which will be voted on by the Kentucky Board of Nursing in September 2023.

**Goal:** Met

**Comments:** The Chattanooga site will open August 2023 offering the BSN program.

### **College of Dental Medicine**

The Doctor of Medicine in Dentistry (DMD) and the Associate of Science in Dental Hygiene (ASDH) programs were approved by SACSCOC. The Commission on Dental Accreditation awarded the Predoctoral DMD program "Initial Accreditation" in 2022 and will conduct a year two (2024) and year four (2026) Site Visit prior to the award of "Approved" status. The Commission on Dental Accreditation awarded the ASDH program "Initial Accreditation" in

2022 and will conduct a two-year Site Visit in 2024 prior to the award of “Approved” status. The Substantive Change Proposal to add the Master of Science in Forensic Dentistry was completed and approved by SACSCOC.

**Goal:** Met

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

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

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

CMSOE follows the appropriate and sequential steps for new program development and approval. All CMSOE Programs continuously assess the curricula and format of courses and make data driven modifications when necessary. These modifications and changes are aligned with University and School of Education policies and guidelines. Budgetary impacts are considered each academic year as semester schedules are developed.

CMSOE made the following changes and or additions to programs:

- The MEd in Curriculum and Instruction was changed to MEd in Instructional Practice and a new 33-hour Program of Study was adopted for the program.
- Scaffolded the graduate education law courses from the master's level through the doctoral level to provide better scope and sequence During this process we created and had Academic Council approve a new course, EDUC 504 for graduate initial teacher licensure students. These students will now take EDUC 504 and SPED 530 law instead of EDUC 501 Foundations course. In addition, the EDUC 511 research course was reformatted and refocused to begin to fall 2023 with a new emphasis on understanding research and applying statistical analyses.
- Were awarded the state approval as an apprenticeship-approved program in October 2022.
- Received approval for our assurances to state that LMU meets the state TDOE literacy standards for undergraduate and graduate initial teacher licensure programs.
- Continues working with CEEDAR on embedding the latest research based HLPS (high-level practices) in all programs. Completed initial licensing for teachers. Work in progress for Instructional Leadership.
- Went through the required approval process to add the new EdS in Professional Counseling and Educational Leadership, which will be offered in Fall 2023.
- Based on CACREP recommendations at the last accreditation review: changes were made to the COUN 531 Social and Cultural Aspects of Counseling syllabus to clarify where CACREP Standard CACREP.2016.2.F.2.b was already being taught. Changes to the syllabus included modifying the course description and clarifying where CACREP Standard 2.F.2.b is addressed in week 7 in the Schedule of Classes and Assignments, as outlined in Institutional Response. Revised assignments and assessments to ensure counseling standards are addressed in



EDUC 511 based on CACREP recommendations.

Created/revised the Programmatic Transitions document based on CACREP feedback.

**Goal:** Met

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

In support of LMU's mission and following the institution's process for planning, budgeting, and assessment, the School of Mathematics and Sciences reviewed all existing programs and made academic adjustments as needed. These included (a) introduction of new course sequence in Physics that is an addition to LMU's General Education Core Curriculum and supports the School of Engineering's programs: calculus-based PHYS 251/251L (University Physics I [lecture & lab 4hrs]) and PHYS 252/252L (University Physics II [lecture & lab 4hrs]) (b) elimination of unneeded courses (CHEM 220 Survey of Organic Chemistry [lecture & lab 4hrs], CHEM 230 Environmental Chemistry [lecture & lab 4hrs], CBIO 397, 483, 497 [redundant Jr. & Sr. Seminars]), (c) updated associated course prerequisites (BIOL 450 [Molecular Cell Biology], (d) edited course descriptions for clarity (CBIO 430 [Terrestrial Ecosystems], CBIO 440 [Freshwater Aquatic Ecosystems]), (e) submitted programmatic changes for BIOLH through proper process and academic council, (f) developed and offered Special Topic Courses: BIOL 295 ST: Ethics in Biological Research, CHEM 395 ST: Medicinal Chemistry, the latter will likely become a regular offering in the fall semester. All changes were considered as part of the annual budgeting process in coordination with the Division of Finance.

**Goal:** Met

### **School of Medical Sciences**

The SMS currently has several new or expanded programs offering proposals. The new Tampa PA program proposal currently resides in the provisional application process with ARC-PA, having been approved by SMS leadership, Academic Council, and the Board of Directors. The ARC-PA site visit was conducted in March, and the program will be reviewed on the June 2023 commission agenda. Institutional effectiveness has been in contact with the Florida Commission for Independent Education (FLCIE) and has made an application. SACSCOC notification/prospectus will be made as deemed necessary. The new Chattanooga PA program application has been made to the ARC-PA, having been approved by SMS leadership, Academic Council, and the Board of Directors. The current anticipated start date is January 2026.

The DMS plans to develop a new offering with a focus on PA education. The education major has been approved by Deans Council, Academic Council, and the Board of Trustees. SACSCOC has been notified and we await approval. Students are set to begin Fall 2023. The SMS is in the process of developing a Respiratory Therapy Program. The Program has been approved by the SMS leadership, Academic Council, and the Board of Trustees. A program director is currently being sought.

**Goal:** Met

### **General Education**

The GE program has been responsible for ensuring that the General Studies degree (GSTU)

has appropriately assigned cognate pathways available to students. Currently, with several additions and revisions occurring this year, there are 15 cognates available to students enrolled in the degree.

**Goal:** Met

2. Ensure new academic programs receive development and review of budget pro formas prior to entering the academic approval process beyond the school/college level.

**Duncan School of Law**

Completed as part of the budget approval process. A five-year pro forma for the part-time/hybrid program was approved by the Board of Trustees in November 2021, and the pro forma will be incorporated into the Law School's budget through the University's annual budgeting process.

**Goal:** Met

**College of Veterinary Medicine**

Completed as part of the LMU budget approval process.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Completed as part of the LMU budget approval process.

**Goal:** Met

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

Budget information was reviewed by the program and school before recommending approval of the addition of the Master of Science in Psychology program addition of the Forensic Psychology track. No new costs are expected.

Marketing plans are continuously being updated to ensure that program information is available to the university stakeholders and the public. Website information is continually updated.

**Goal:** Met

**Caylor School of Nursing**

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

**Goal:** Met

**School of Engineering**

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

**Goal:** Met

**College of Dental Medicine**

Completed as part of the LMU budget approval process.

**Goal:** Met

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

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

**Goal:** Met

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

The SMS utilizes a budget proforma as part of the program development process. A five-year pro forma has been created for the proposed addition of the Tampa PA program, as well as the Chattanooga program. The expansion within the DMS program also had a proforma submitted as part of the development process.

**Goal:** Met

#### **School of Business**

The School of Business completed a feasibility study and coordinating budget proforma pertaining to the relaunch of the Master of Science in Business Analytics (MSBA) program.

**Goal:** Met

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

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

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

**Goal:** Met

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

#### **School of Engineering**

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

**Goal:** Unmet

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

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

**Goal:** Met

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

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

**Goal:** Met

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

All 16 AHSS programs analyzed, reviewed, and submitted OARs by the due date. OARs go through at least three levels of review before submission. Examples of changes made due to analysis completed through review of OARs include:

- Additional work and review for students in major courses to better prepare for OAR student learning goal attainment.
- Revision of several minors and concentrations and development and adoption of a music minor and religion minor.
- Abraham Lincoln Center for the Study of Policy and Leadership is led by the Lincoln Scholar who was hired in August 2022. His requirements include c expanding the A. L. Center for the Study of Leadership and Public Policy to enhance the university use of the center and its archives.

**Goal:** Met

### **Caylor School of Nursing**

All OARs (ASN, BSN, MSN, DNP, off-campus instructional sites) were submitted on time and used to guide and support program improvement.

**Goal:** Met

### **College of Dental Medicine**

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

**Goal:** Met

### **School of Mathematics and Science**

All academic departments (Biology, Chemistry & Physics, Mathematics, and Sport Exercise Science) use multiple sources of data to identify issues and suggest changes for improvement. Chairs and Program Directors oversee this development process that can involve all department members (e.g., Sport & Exercise Science). The completed Outcomes Assessment Reports (OARs) are distributed to faculty members. These are reviewed and comments are requested by Department Chairs and/or Program Directors. Formal discussion of the outcomes occurs, annually, in Department Meetings (e.g., Mathematics during Faculty Workshop week). All OARs are archived and available to faculty and staff in the School of Mathematics and Sciences through the school's TeamSite.

**Goal:** Met

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

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

**Goal:** Met

### **School of Medical Sciences**

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

**Goal:** Met

### **School of Business**

The School of Business has completed OARs for all academic programs. Faculty are included in this process as they submit relevant outcomes data throughout the academic year. Additionally, faculty submit OAR Response Plans for any courses that have fallen short of the outlined benchmark/target. Response plans provide a guide for improvement for the next academic year.

**Goal:** Met

### **Institutional Effectiveness (IE)**

IE updates the Outcomes Assessment Report (OAR) annually and posts a template on the Academic Affairs Bulletin Board. IE also offers workshops, webinars, and one-on-one meetings to support the assessment process. Additionally, the Director of Assessment reviews each OAR annually and provides feedback for improvement.

**Goal:** Met

4. Appropriate adequate funding for marketing new and existing programs.

### **Duncan School of Law**

The Law School works with staff in the communications and marketing department who serve the professional programs in Knoxville. The Law School has entered into a contract with an outside entity to supplement our efforts to market the new part-time/hybrid program.

**Goal:** Met

### **School of Business**

The School of Business is working with the marketing department to create and disburse advertisements for existing and new programs.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

CVM has designated staff members to serve as liaison with Marketing and Information Services to ensure promotional materials, website, and Social Media platforms are up to date. With undergraduate programs moving under the CVM, along with multiple new graduate programs, the CVM has expanded its marketing team and is developing strategies to meet new markets.

**Goal:** Met

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

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

**Goal:** Met

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

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

**Goal:** Met

### **Caylor School of Nursing**

There has been adequate funding to market existing programs.

**Goal:** Met

### **College of Dental Medicine**

The DMD, ASDH, and MSFD programs have adequate funding for marketing and recruiting. The CDM has designated a staff member to serve as liaison with Marketing and Information Services to ensure website and Social Media platforms are up to date.

**Goal:** Met

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

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

**Goal:** Met

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

The School of Mathematics and Sciences continues to maintain the position of Recruitment and Student Success Coordinator which includes a budget for marketing and promotion activities. In coordination with the school's leadership team (Dean, Recruitment and Student Success Coordinator, Department Chairs, and Program Directors) marketing and promotion strategies are discussed in concert with Admissions and Public Relations. The strategy plan for 2023-2024 will integrate and leverage faculty, staff, and students through a social media campaign (Facebook & Instagram) that illustrates the school's strengths through sharing stories focused on outcomes across (a) academics [unique & engaged classroom/laboratory experiences with a focus on skills obtained and learning the use of specialized equipment], (b) scholarship/research [established domestic and international faculty research programs, involvement with organizations such as Kentucky Natural Lands Trust, and the Maderas Rainforest Conservancy], and (c) service [student leadership through clubs, outreach to regional school systems, and events such as the Claiborne County Math Olympics and the Clinch-Powell Science Fair].

**Goal:** Ongoing

### **School of Medical Sciences**

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

**Goal:** Met

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

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

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

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

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

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

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

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

### **Duncan School of Law**

Faculty attend monthly faculty development meetings, many of which focus on pedagogy. Faculty are encouraged to implement new methods of instructional delivery consistent with empirically proven techniques for improving student learning. Further, the Law School has entered into a contract with an outside entity, Carolina Academic Press (CAP), to assist its faculty with instructional design and course development for the new part-time/hybrid program. Law School administrators and representatives from CAP are working with the CTLE to ensure University policies and best practices are met with the new courses.

**Comments:** Pedagogically focused faculty development meetings are scheduled to continue in the upcoming academic year. Implementation of the part-time/hybrid program will also continue. The Law School's faculty and staff will also participate in ongoing training related to the University's transition from Blackboard to Canvas.

### **School of Business**

The School of Business continues to request that all faculty who teach online courses

integrate the use of Blackboard Collaborate and/or other live streaming or recording technologies to improve instructor presence and student understanding of material.

**Goal:** Met

### **School of Engineering**

Engineering courses began fall 2022 for the first cohort of civil engineering students. New engineering courses will continue to be developed and offered as the engineering students progress through the civil and mechanical engineering programs. Various instructional strategies will be implemented in all engineering courses.

**Goal:** Unmet

### **College of Veterinary Medicine**

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

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

Faculty are engaging in training provided by the CTLE as LMU transitions to Canvas.

**Goal:** Met

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

DCOM's instructional technologist serves as the resident expert in introducing and training on innovative approaches to instructional delivery and student learning. He also serves as the interface between CTLE and DCOM. IT platforms such as Blackboard Collaborate and Mediasite continue to be utilized. Data driven enhancements and adjustments are continually made through feedback received from students and faculty surveys. The instructional technologist will work closely with CTLE and DCOM faculty to transition to Canvas the summer of 2023.

**Goal:** Met

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

AHSS works closely with the CTLE to ensure highest standards of instruction through online programs and courses.

**Goal:** Met

### **Caylor School of Nursing**

A BSN course NURS 430 and an ASN course NURS 290 were approved for online format. Flipped classroom learning is being utilized in the undergraduate programs.

**Goal:** Met

### **College of Dental Medicine**

The College of Dental Medicine utilizes evidence-based teaching methodology in dental medicine through educational research and the development of teaching models. The



College of Dental Medicine utilizes team-based learning, problem-based learning, and the flipped classroom model as innovative approaches in dental medicine education. Faculty are engaging in training provided by the CTLE as LMU transitions to Canvas.

**Goal:** Met

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

Faculty in the School of Mathematics and Sciences continued to work with LMU's Center for Teaching and Learning Excellence (CTLE) as well as external resources (e.g., Appalachian College Association's Center for Teaching & Learning [CTL] and Open Appalachia: Open & Affordable Resources Initiative) to discover and implement innovative approaches to instructional delivery in support of student learning success. Examples included training and assistance with BlackBoard Collaborate (live-streaming and recording lectures), VoiceThread (students producing virtual oral presentations), QR Codes (embedding information such as literature citations for poster presentations), and Kahoot (gamified quizzes in class). In the latter part of the year, this extended to learning and preparation for LMU's new Learning Management System – Canvas.

**Goal:** Ongoing

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

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

All CMSOE faculty have attended training for the new Canvas instructional platform.

**Goal:** Ongoing

### **School of Medical Sciences**

SMS curriculum committees review instructional delivery methods and identify areas of and opportunities for improvement. In addition, innovative approaches to instructional delivery are a component of the strategic plan of the SMS and are tracked as such. The SMS has added the Assistant Dean for Academic Affairs. Primary responsibilities include faculty development and critical analysis of these processes.

**Goal:** Met

2. Continue the development, and implementation of additional undergraduate, graduate, and professional programs, including but not limited to degree completion programs, bridge programs, and licensure programs including, but not limited to: (1) Doctor of Medicine in Dentistry; (2) Associate of Science in Dental Hygiene; (3) Master of Science in Forensic Dentistry; (4) Doctor of Nursing Practice in Nurse Anesthesia; (5) Bachelor of Science in Civil Engineering; (6) Bachelor of Science in Mechanical Engineering; (7) Master of Science in Psychology; (8) Master of Veterinary Clinical Care; (9) Master of Veterinary Education; (10) Doctor of Occupational Therapy; (11) Doctor of Physical Therapy; (12) JD/MBA dual degree; (13) JD/MPA dual degree; (14) JD/MSCJ dual degree; and (15) DVM/MPA dual degree.



### **School of Business**

The School of Business launched the DMD/MBA and MSFD/MBA within the 2022-2023 academic year. The Master of Science in Business Analytics (MSBA) was developed within the 2022-2023 academic year, with a preemptive launch date set for Spring 2024. The Doctor of Business Administration core curriculum, research methods curriculum, and associated Management and Marketing concentrations were revised to include updated courses that align with improved programmatic learning goals.

**Goal:** Met

### **School of Engineering**

The School of Engineering received SACSCOC approval to offer a Bachelor of Science in Civil Engineering beginning fall 2022. The program will be implemented through 2026. Furthermore, the school received SACSCOC approval to offer a Bachelor of Science in Mechanical Engineering beginning fall 2023. The program will be implemented through 2027.

**Goal:** Unmet

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

The undergraduate initial licensure program added two new majors for preservice teachers. The new majors combined elementary education with special education. They are:

- Special Education Comprehensive K-12 and Elementary Education K-5
- Special Education Interventionist K-8 and Elementary Education K-5

The School of Education added an EdS in Professional Counseling and Instruction Leadership.

The School of Education changed the MEd in Curriculum & Instruction to the MEd in Instructional Practice, with a new 33-hour curriculum.

The CMSOE was awarded state approval as an apprenticeship-approved program in October 2022. The School was also awarded potential full-cost tuition, fees, and books for 25 apprentice students in spring 2023 for a two-year period licensing them in a content area and special education. In addition, the School was awarded potential full-cost tuition, fees, and books for 40 additional apprentice students for summer 2023 for a two-year period.

**Goal:** Met

### **College of Veterinary Medicine**

LMU-CVM has developed two new master's programs in the past three years. A certificate in Veterinary Education will be offered in fall 2023. The Veterinary Health Sciences and Veterinary Medical Technology programs have moved under the LMU-CVM. After the Board approved the MPH program in April of 2022, the institution conducted an unsuccessful search for a Program Director. With no Director in place by November of 2022, the institution could not

submit a SACSCOC substantive change prospectus by the Jan. 1, 2023, deadline. At that point, the President and EVPAA agreed to put the program on hold indefinitely.

**Goal:** Met

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

The Social Work program reduced the number of faculty to support the enrollment projections of the program. AHSS is considering creating a counseling track within the MSP program. In addition, AHSS is considering collaborating with the Dental School to develop a dual forensic program. The PsyD program is still being considered, data and information collected, and feasibility determined. AHSS continues to investigate dual degree programs with ODT and DPT. Forensic in Psychology track in the MSP program begins in August 2023. The dual degree of MPA and MSCJ begins in August 2023.

**Goal:** Met

### **Caylor School of Nursing**

Work continues to develop the Chattanooga site. Future programs include investigation of an MSN concentration in nursing education. Approval and submission of reports for establishing a site in Lexington, KY is ongoing. Projected start date is August 2024 if all approvals are received. Looking to change the Nurse Anesthesia DNP to a more online didactic curriculum. Will continue to have face-to-face intensives for skills lab. Must wait until after the COA accreditation visit November 2023.

**Goal:** Met

### **College of Dental Medicine**

The LMU-CDM developed the DMD and ASDH programs and matriculated its 1 cohort in fall 2022. The MSFD will be offered in fall 2023.

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

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

**Goal:** Met

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

The school is investigating the feasibility (benchmarking current market) of altering the existing Bachelor of Science in Computer Science as either a (a) hybrid or (b) fully online program. The school is also investigating alternative educational options (e.g., certificate programs, continuing education, professional development courses, workshops/seminars, online learning, non-credit courses, and research opportunities).

**Goal:** Ongoing

### **School of Medical Sciences**

The SMS continues to seek ways to expand and develop. Market leaders continue to advise of unmet needs as solicited through conversations around problems that need to be addressed. Current developing programs for the SMS include Respiratory Therapy, where we currently seek a program director, the Tampa physician assistant program, which just completed the provisional site visit, the Chattanooga physician assistant program, for which application has been made, and the educational major for the Doctor of Medical Science program, which awaits SACSCOC approval.

**Goal:** Met

3. Continue/begin an investigation of new academic programs including, but not limited to (1) Doctor of Osteopathic Medicine/Juris Doctor (DO/JD); (2) JD/DVM dual degree (3) part-time/hybrid JD program; (4) international programs and other collaborative efforts; (5) additional concentrations and programs in mental health and counseling; (6) school librarian endorsement; (7) Doctor of Psychology (PsyD); (8) Speech-Language Pathology; (9) 3 +3/4 professional programs and undergraduate programs to include law, medicine, and veterinary programs; (10) MPH degree; (11) MSN Nursing Education; (12) BS in Respiratory Therapy; (13) Applied Behavior Analysis; (14) Speech Pathology and Audiology (BS and MS); and (15) Chemical Engineering. Discontinued Doctor of Optometry.

### **Duncan School of Law**

The Law School continues to enroll students in the JD/MBA, JD/MPA, and JD/MSJ programs. The first dual-degree students graduated in Spring 2023. The Law School is also implementing its new part-time/hybrid JD program that was approved by the ABA in February 2023.

**Goal:** Met

**Comments:** The Law School will continue to work to develop other dual-degree programs consistent with our capacity and curricular offerings. In addition, the Law School will continue to make adjustments to allow students to balance the demands of the existing dual-degree programs. The Law School is working with multiple institutions on potential 3+3/articulation agreements that would be similar to those it has with our own undergraduate programs and Austin Peay State University.

### **School of Business**

The DMD/MBA and MSFD/MBs programs have launched and are proving to be a successful partnership between the School of Business and College of Dental Medicine.

**Goal:** Met

### **School of Engineering**

The School of Engineering is investigating the feasibility of offering a minor in electrical engineering. The minor is intended for mechanical engineering majors interested in robotics and advanced manufacturing.

**Goal:** Unmet

### **College of Veterinary Medicine**

The MVEd graduate its first two students in Spring 2023. International programs are being

developed by the CVM Associate Dean for Student Affairs and Admissions. A certificate in Veterinary Education will launch fall 2023. After the Board approved the MPH program in April of 2022, the institution conducted an unsuccessful search for a Program Director. With no Director in place by November of 2022, the institution could not submit a SACSCOC substantive change prospectus by the Jan. 1, 2023, deadline. At that point, the President and EVPAA agreed to put the program on hold indefinitely.

**Goal:** Partially met

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

Continuing:

Graduate:

MS Biomedical Science: multiple tracks

MS Anatomical Sciences

MS Life Science Research Thesis

PhD Anatomical Education

DO/MBA – Not run by DCOM

Professional Programs:

DO

OTD

DPT

**Goal:** Met

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

AHSS graduated its first four dual degree students this year: two MSCH/JD students and two MPA/JD students. The master's in science in Psychology program completed its first full year with seven students, all looking to graduate in December 2023. The Advance to Master's Program (AMP) will begin fall 2023 giving highly able students the opportunity to enroll in advanced graduate degree courses. Feasibility of implementing a PsyD and a counseling track in the MSP program are still being reviewed. Also, there has been investigation of allowing other stand-alone law schools to link up with the MPA and MSCJ programs for purposes of establishing a dual degree with other law schools. The early entry program with DSOL has four students in line to make the jump to law school next year.

**Goal:** Met

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

The School of Education added an EdS in Professional Counseling and Instructional Leadership.

The School of Education changed the MEd in Curriculum & Instruction to the MEd in Instructional Practice, with a new 33-hour curriculum.

The CMSOE was awarded state approval as an apprenticeship-approved program in October 2022. The School was also awarded potential full-cost tuition, fees, and books for 25 apprentice students in spring 2023 for a two-year period licensing them in a content area and special education. In addition, the School was awarded potential full-cost tuition, fees, and

books for 40 additional apprentice students for summer 2023 for a two-year period.

**Goal:** Met

### **Caylor School of Nursing**

Development of the MSN in Education concentration did not occur.

Development of the Chattanooga site is complete.

Development of the Lexington, Kentucky site is ongoing.

**Goal:** Unmet/met

### **College of Dental Medicine**

The LMU-CDM developed the DMD and ASDH programs and matriculated its 1 cohort in fall 2022. The MSFD will be offered in fall 2023.

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

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

**Goal:** Met

### **School of Mathematics and Science**

Developed a new relationship with Lees McRae College that will support academic and research collaborations in collaboration with their (a) School of Natural & Health Sciences, (b) the May Wildlife Rehabilitation Center [clinical experiences for students in the School of Mathematics & Sciences and LMU's College of Veterinary Medicine], and (c) the Elk Valley Preserve and Field Station. Contact between LMU-CVM and Lees McRae was initiated to discuss possibilities for programs for their undergraduate students to matriculate into the DVM program.

Continued collaboration with domestic partners (Kentucky Natural Lands Trust), international partners (Maderas Rainforest Conservancy, University of Costa Rica).

Continued to collaborate with the College of Dental Medicine (DMD), the DeBusk College of Osteopathic Medicine (DO), and the School of Medical Sciences (DMS) to identify and support undergraduate student progression through LMU's Guaranteed Professional Admission (GPA) Program. Developed dedicated student advising support, professional development, and social networking opportunities within the School (through Department of Biology). Additionally, established progression oversight committee that reviews student progress and maintenance of program benchmarks each semester. Letters of warning and dismissal are sent as required.

**Goal:** Ongoing

### **School of Medical Sciences**

The SMS continues to investigate expanded DMS offerings, such as a post graduate fellowship.

**Goal:** Met

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

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

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

**Goal:** Met

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

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

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

Cooperative Agreements between the University of Kentucky College of Agriculture, Food and the Environment, Department of Veterinary Science (Gluck Equine Research Center) and Veterinary Diagnostic Laboratory and Lincoln Memorial University-College of Veterinary Medicine allow students to gain research and pathology experience at centers of excellence. LMU-CVM was approved to add 100 students for a spring entry cohort starting January 2023. LMU-CVM has submitted a request for a consultative site visit and letter of reasonable assurance as the first step of establishing a new DVM program in Orange Park, FL. Veterinary Animal Science, Veterinary Health Industry, Veterinary Health Science, and Veterinary Medical Technology programs are relocating to the DVTC. SCHEV and SACSCOC approval are pending.

**Goal:** Met

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

Professional development at clinical training sites using multiple technological platforms.

American Heart Association (AHA) *in situ* trainings (CPR, BLS, ACLS, PALS) are ongoing at multiple locations including but not limited to multiple campus locations/programs, community, and residency sites. Efforts are underway with University Advancement to acquire a mobile simulation unit for further reaching training in rural areas.

Interprofessional Education (IPE) development by DCOM and implementation is ongoing with neighboring colleges and universities, such as South College, Knoxville Pharmacy School, and Lipscomb University Pharmacy School. A fully virtual Team Strategies and Tools to Enhance Performance and Patient Safety (TeamSTEPPS<sup>®</sup>) training is ongoing inter-institutionally to over 600 DO, OT, Dental and pharmacy students. Development of new core sites is ongoing. Preceptor development is ongoing. DCOM is exploring opportunities to expand program offerings to new/existing off-campus instructional sites, including Orange Park, Florida.

**Goal:** Met

**Comments:** Site affiliation list available upon request. AHA, IPE and Team STEPPS courses administered 2022-2023 available upon request. Mobile Simulation Unit proposal is also available upon request.

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

MPA and MSCJ programs are online programs as is the MS in Psychology. All three have students enrolled from the Appalachian Region and other regions of the county.

Goal Met.

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

With the decline of enrollment in the past few years, the CMSOE has had to combine graduate education sites and offer face-to-face programs at the Harrogate and Cedar Bluff sites only. In addition, we have online MEd and EdS Programs offered. The MEd online program added a second option to the fully online program. They added a four-semester program, while continuing the three-semester program. With the hiring of a full-time recruiter, we have been heavily recruiting in the East Tennessee area.

**Goal:** Met

### **Caylor School of Nursing**

Chattanooga site is developed. Working on establishing a site in Lexington, Kentucky. Nursing will not go to Orange Park, Florida. Meetings have occurred with Knox County Schools to develop a dual enrollment A & P course for high school students.

**Goal:** Met

### **College of Dental Medicine**

LMU-CDM continues to expand the network of clinical affiliates practices. Collaboration with the University of Tennessee Knoxville Medical Center- Cancer Center to provide dental clearance and treatment to patients with oral cancer prior to chemotherapy and radiation therapy allowing students to gain clinical, research, and pathology experiences. The CDM will submit a substantive change proposal to the Commission on Dental Accreditation to begin increasing the class size of the DMD program 10% per year, to reach a class size of 120 by 2028.

**Goal:** Met

### **School of Medical Sciences**

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

**Goal:** Met

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

### **Duncan School of Law**

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



**Goal:** Met

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

### **College of Veterinary Medicine**

LMU-CVM has submitted a request for a consultative site visit and letter of reasonable assurance as the first step of establishing a new DVM program in Orange Park, FL. Relationships have already been established with the Jacksonville Humane Society and research partnerships are being explored in Florida.

**Goal:** Met

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

Coordination between DCOM Harrogate and DCOM Knoxville are continually improving with an emphasis on budget development, human resources, marketing, facility operations, student and academic support services, technology, learning resources, and comparability of courses/programs. We will also support PA – Tampa with BLS/ACLS training for students next year and are consulting with them on Standardized Patient Program best practices.

**Goal:** Met

**Comments:** See DCOM budget

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

AHSS provides courses at Cedar Bluff, Knoxville, Corbin, Kentucky, and Tampa, Florida as needed. Courses are usually in the general education content areas. Assurance is given to all students about the availability of financial aid, athletics, health, recreation, and academic support if needed.

**Goal:** Met

### **Caylor School of Nursing**

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

**Goal:** Met

### **College of Dental Medicine**

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

**Goal:** Met

### **School of Medical Sciences**

With off campus instructional sites in Knoxville, TN and soon Tampa, FL, the SMS has centralized affiliation agreements, preceptor payments, and SMS-specific site paperwork. This centralization looks to streamline institutional support and decrease site specific costs, while lessening the burden of new site development. The SMS has implemented a diversity, equity, and inclusion committee in conjunction with DCCOM and VETMED. This committee serves to utilize combined resources to facilitate equality in the utilization of DEI

incentives across campuses.

**Goal:** Met

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

### **Academic Affairs**

The VPAA has partnered with the CTLE to implement Canvas as LMU's new LMS.

### **Duncan School of Law**

The Law School has made several advances in the use of technology to deliver courses. Approval of the part-time/hybrid JD program constitutes a major step forward in this regard, although the Law School is still planning expansion of distance education offerings and introduction of distance education elements into the full-time program.

**Goal:** Met

**Comments:** The Law School's Associate Dean of Distance Education is changing titles to Associate Dean for the Part-time/Hybrid Program. The Law School also has a standing faculty Distance Education Committee, which oversees changes to the Law School's distance education policy, works with faculty to create further distance education offerings, and helps develop policies for the part-time/hybrid JD program.

### **School of Business**

The School of Business continues to implement live and recorded lecture sessions into several MBA courses to aid in student learning processes. The School of Business is working to integrate the appropriate use of AI technologies within the classroom to subsidize student learning.

**Goal:** Met

### **School of Engineering**

The School of Engineering will explore the implementation of VR headsets for laboratory skills and facility virtual tours. Throughout the upcoming budget cycle, the school will purchase numerous technologies for engineering lab courses including land surveying equipment, materials testing equipment, and geotechnical/soil testing equipment.

**Goal:** Unmet

### **College of Veterinary Medicine**

Faculty are comfortable delivering lectures virtually and recorded lectures remain accessible to students during their tenure at the CVM. Faculty have also leveraged recorded lectures to free up time to create active learning spaces to engage learners. LMU-CVM continues to be innovative in clinical and professional skills curriculum delivery through the creation of models and simulations. We are currently searching for a virtual anatomy platform.

**Goal:** Met

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

Annual needs assessment conducted for faculty, staff, and student feedback. Lecturio<sup>®</sup> (medical licensing board preparation software for OM-I and II), UWorld<sup>®</sup> (a question bank

platform for OMS-II and III), and Online MedED® (OMS-III and IV) continue to be provided for medical students.

**Goal:** Met

**Comments:** Data summaries available upon request. Assessment Department calendar of needs assessment is also available upon request.

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

AHSS provides courses at Cedar Bluff, Knoxville, Corbin, Kentucky, and Tampa, Florida as needed. Courses are usually in the general education content areas. Assurance is given to all students about the availability of financial aid, athletics, health, recreation, and academic support if needed.

**Goal:** Met

### **Caylor School of Nursing**

Was able to purchase new SIM equipment for Cedar Bluff off-campus instructional site and Corbin off-campus instructional site.

**Goal:** Met

### **College of Dental Medicine**

The CDM utilizes live and recorded lecture sessions into CDM courses to aid in student learning processes. Using the Simodont, students utilize the virtual reality dental trainer to practice restorative dental procedures prior to advancing to the Simulation Lab. Faculty learning stations equipped with Mediasite have been incorporated in the Bench and Simulation Lab to record and project simulated preclinical activity to the monitors strategically placed throughout these labs. Additionally, Anatomage Anatomy Tables are utilized in Medical Gross Anatomy, Head and Neck Anatomy, and Neuroanatomy.

**Goal:** Met

### **School of Mathematics and Science**

A Department of Biology working group explored the feasibility of incorporating technology in the learning environment starting, initially, with Anatomy courses, and then expanding throughout the school with integrations among courses as applicable. Options explored were: (a) 3-D Printing & Modeling, (b) Augmented Reality, (c) Gamification Techniques, (d) Mobile Applications, (e) Online Learning Platforms, (f) Virtual Reality, (g) Virtual/Simulated Laboratories, and (h) Wearable Technologies. The working group visited the College of Dental Medicine at the LMU Tower – Knoxville to utilize the Anatomage Tables (3D Anatomy & Virtual Dissection Platform). The working group has formulated a plan that illustrates the feasibility of incorporating Anatomage Table platform (in meaningful ways) across the following courses: (1) BIOL100 Introduction to Biology, (2) BIOL111 General Biology I, (3) BIOL112 General Biology II, (4) BIOL261 Human Anatomy and Physiology I, (5) BIOL262 Human Anatomy and Physiology II, (6) BIOL310 Comparative Anatomy, (7) BIOL334 General Histology, (8) BIOL460 Developmental Biology, (9) BIOL411 Advanced Human Anatomy, and (10) CBIO330 Ichthyology.

Additionally, the group identified areas of applicability across Chemistry (i.e., simulated molecules that could be viewed and moved around, a titration simulation, and some gas vs liquid vs solid ways to play around with the states of matter.) and Physics (laser simulation to look at the splitting of light into colors as well as bending light, a photon wave vs particle experiment, and a friction experiment utilizing air hockey as a model).

The Department of Mathematics, through the IS department, maintains a limited license for a TI-84 emulator for use in the classrooms to assist in instruction. Additionally, they utilized MyLab through Pearson to supplement learning experiences in Math 099, 110, and 270.

Individual faculty (across the school) make use of several freely available opensource applications (e.g., GIMP GNU Image Manipulation Program, PAST Statistical Software, Q-GIS, and R Project for Statistical Computing) as they see fit.

**Goal Met**

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

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

In addition, the CMSOE faculty discuss opportunities for technology that will support our students meeting their learning goals or instructors providing quality learning environments. All programs attempt to incorporate appropriate and available technology whenever possible. Examples include, but are not limited to, Swivl for recording teaching in the classroom, SmartBoard training for students, and through the multiple opportunities to connect technology to best practices in K-12 schools.

**Goal: Met**

### **School of Medical Sciences**

The SMS PA programs continue to review different VR programs for implementation in PA education. The new Assistant Dean of Academic Affairs, along with the online learning specialist continue to review technology enhancements that bring value to the SMS. The Harrogate PA program continues to utilize Lecturio for use in the review and remediation of lecture-based clinical medicine courses, both in the didactic and clinical year.

**Goal: Met**

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

### **Duncan School of Law**

Faculty attend monthly faculty development meetings, many of which focus on pedagogy.

Faculty are encouraged to implement new methods of instructional delivery consistent with empirically proven techniques for improving student learning. The Law School's Spring 2023 professional development programs have included a series led by the Law School's new Director of Assessment on the importance of assessment and tools related to assessment, as well as a session with an instructional designer from CAP and Law School faculty teaching in the part-time/hybrid program in Fall 2023 on the design of courses for that program. Faculty and JD staff also receive a professional development budget annually to attend and present at conferences and workshops related to their fields or areas of scholarship or legal education more generally.

**Goal:** Met

**Comments:** Faculty development programming is scheduled to continue in the next academic year. The faculty development budget has been increased slightly in FY 2024.

### **School of Business**

School of Business faculty regularly hosts departmental educational sessions concerning a variety of topics including current and ongoing research, research methods, pedagogical techniques, and more. Additionally, the school is developing a more in-depth training program for new business faculty.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Met

### **College of Veterinary Medicine**

LMU-CVM has provided the following internal professional development opportunities for the 2022-2023 academic year:

1. CIVET-sponsored VETSS each month
2. CAHA CE series, three events
3. Rabies conference
4. Veterinary technician CE in spring and fall

In addition, LMU-CVM is a member of the southeast veterinary education consortium (SEVEC). Member institutions are allowed to participate in each other's professional development programs aimed at education. All CVM personnel are supported to attend continuing education and professional development meetings relevant to individual discipline.

**Goal:** Met

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

DCOM provides needs-based annual faculty development programming and encourages attendance at the LMU faculty development workshop annually provided they are not teaching. The Assessment Department continues to run a robust needs-based program annually.

**Goal:** Met

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

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

All program faculty utilize LinkedIn for professional development opportunities. Fall 2022, hiring two historians, one psychologist, and one communications professor have been onboard for one year and have received appropriate training. All programs continue to search for ways to collaborate across disciplines on scholarly work.

**Goal:** Met

### **Caylor School of Nursing**

New nursing faculty were oriented to the faculty role during the first week of August with this occurring each year. Faculty Development occurred as a group the second week of August. A national speaker was brought in to discuss the new NCLEX-RN plan. Faculty were instructed on how to best prepare students for the new exam. Several faculty members attended the NOADN annual convention in November 2022, ACEN workshops, TANA meeting, and numerous content specific workshops throughout the academic year. Several faculty members presented at workshops and national meetings.

**Goal:** Met

### **College of Dental Medicine**

CDM provides annual faculty development programming, Annual Faculty Retreat, and workshops provided by professional organizations. Topics include evidence-based dentistry, dental technology, pedagogy, research, and curriculum additions to meet new Commission on Dental Accreditation Standards.

**Goal:** Met

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

Faculty attended a variety of professional development opportunities (e.g., LMU's Faculty Development Week, workshops provided by professional organizations, and utilized LinkedIn Learning). Topics included advising, pedagogy, and scholarship/research. The school maintains a budget line to support faculty and staff development. In addition to the school's budget line, faculty 15 submissions to LMU's Faculty Development Fund. The school documents an average of 25 professional development activities attended by faculty annually. Notable activities to support student retention and success include: (a) annual faculty attendance at the National Association of Advisors for the Health Professions (NAAHP), and (b) faculty completing certificate programs to improve the student learning experience (Geospatial Analysis, ESRI's ArcGIS, and ArcGIS Software Certification through the University of California Davis).

**Goal:** Met

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

All CMSOE faculty are encouraged to take advantage of professional development opportunities. The School provides funding as allocated in the budget. A new position, Recruitment and Retention Coordinator for the School of Education, has been added. The

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

**Goal:** Met

### **School of Medical Sciences**

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

**Goal:** Met

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

### **Duncan School of Law**

The Law School underwent a comprehensive site evaluation visit from the ABA in 2021-2022, which is required of all law schools in the third year after full approval by the ABA Council. The Law School was notified in September 2022 that it had successfully completed the site evaluation standard and is fully compliant with all ABA Standards. Additionally, in October 2022, the Law School applied for an acquiescence in substantive change to offer a part-time/hybrid program of legal education. After a fact-finding visit and hearing before the Council, that acquiescence was granted in February 2023.

**Goal:** Met

**Comments:** The Law School's next comprehensive site evaluation visit is scheduled for 2031-2032. The Law School will submit its first annual report on the part-time/hybrid program to the Council in January 2024.

### **School of Business**

The School of Business continues to maintain ACBSP accreditation and complies with all standards and policies set forth by the accrediting body.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

See 1.1.

**Goal:** Met

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

See 1.1 (#1)

**Goal:** Met

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

Social Work program was fully accredited (8 Years) in 2021. No other programs in AHSS are accredited otherwise.

**Goal:** Met

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

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

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

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

**Goal:** Met

### **Caylor School of Nursing**

ACEN reports for ASN, BSN, MSN, and DNP were submitted. Board of nursing reports were submitted to Tennessee, Kentucky, and Florida.

ACEN will make a visit in June 2023 to see the nursing sites which teach MSN programs due to the fact they had to do a virtual meeting for the 2020 reaffirmation.

**Goal:** Met

### **College of Dental Medicine**

On August 4<sup>th</sup>, 2022, the CODA Board awarded the DMD and ASDH programs “Initial Accreditation.” The CDM administration and faculty meet monthly to ensure the programs



meet or exceed the CODA Standards to ensure the award of “Approved” Status and continued accreditation.

**Goal:** Met

### **School of Medical Sciences**

All SMS programs have an extensive self-study process to ensure the maintenance of accreditation. The SMS program directors meet regularly with the Dean to ensure appropriate institutional support. Each program schedules an annual retreat to review the self-study process. The Assistant Dean of Academic Affairs will also have responsibilities to ensure continued accreditation by working with each Program Director on additional OARs. In response to negative accreditor feedback, two .5 FTE Assessment Coordinator positions have been developed to support continued program accreditation. The SMS is currently reviewing data management systems to help in the critical analysis of data necessary to support programmatic changes.

**Goal:** Met

### **Carnegie-Vincent Library**

Provided narrative, resources lists, and/or attendance at reviews in support of DCOM’s COCA reaccreditation visit and ACEN accreditation at Tampa. Provided narrative and resources lists in support of proposed Nursing programs at Lexington, KY, DCOM at Orange Park, Florida, and for the SACSCOC Prospectus for DMS-Medical Education. Continued in collaborative agreements with other libraries.

**Goal:** Met

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

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

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

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

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

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

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

### **Duncan School of Law**

The Law School’s Programmatic Learning Outcomes remain unchanged.

**Goal:** Met

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

### **School of Business**

Student learning outcomes were created for the updated Master of Science in Business Analytics (MSBA) program. Student learning outcomes were updated for the Doctor of Business Administration program (DBA), as well as the DBA Management and Marketing concentrations.

**Goal:** Met

### **School of Engineering**

All course student learning outcomes will be defined and aligned with the program educational objectives and program student learning outcomes set forth by ABET.

**Goal:** Unmet

### **College of Veterinary Medicine**

The curriculum map is used to organize and align student learning outcomes across the DVM curriculum. Curriculum maps are being built for undergraduate and graduate programs to monitor outcomes related to SLOs. Program outcomes for all CVM programs are reviewed annually by the Outcomes and Assessment Committee and program revisions are made accordingly.

**Goal:** Met

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

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

**Goal:** Met

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

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

All programs SLOs (and POs) are close reviewed three ways: once during the OAR process, secondly when syllabi are close reviewed by the department chair and the program administrative assistant, and thirdly as syllabi are revised or created. These reviews happened both fall and spring semesters. The online MSCJ, MSP, and MPA programs have had their learning outcomes reviewed to ensure that as fully online programs, LOs are the same as those listed for in-person programs. Learning outcomes continue to reflect the expected needs of each of the fields of study. The Pre-Med track SLOs have been updated and reviewed. The history program developed new SLOs effective fall 2023. AHSS will continue revising and refining SLOs in light of annual OARs for each program.

**Goal:** Met

### **Caylor School of Nursing**

The BSN, MSN, and DNP are working now to revise student learning outcomes, so they coincide with the new AACN Essentials.

**Goal:** Met

### **College of Dental Medicine**

The Curriculum Committee utilized curriculum mapping to organize and align student learning outcomes across the CDM curriculum. The student learning outcomes are reviewed semesterly and revised yearly as part of the annual outcomes assessment process.

**Goal:** Met

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

Student learning outcomes are reviewed and revised every year as part of LMU's annual outcomes assessment process. Department of Biology (Biology, Conservation Biology), Department of Chemistry & Physics (Chemistry, Chemical Physics), Department of Mathematics (Computer Science, Mathematics), Department of Sport and Exercise Science (Exercise and Rehabilitation Science, General Exercise Science/Pre-OTD), and School of Mathematics & Sciences (General Studies [Associate of Science and Bachelor of Science]).

**Goal:** Met

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

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

**Goal:** Met

### **School of Medical Sciences**

Student learning outcomes in the SMS are program specific and designed based on program competencies as set forth in the accrediting body standards. The defined learning outcomes are published in the student handbook and the course syllabi.

**Goal:** Met

2. Publicize academic student learning outcomes via appropriate media.

### **Duncan School of Law**

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

**Goal:** Met

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

**School of Business**

All existing and revised student learning outcomes are listed within the LMU Catalog 23-24.

**Goal:** Met

**School of Engineering**

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

**Goal:** Unmet

**College of Veterinary Medicine**

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

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM complies with AOA COCA accreditation standards in publishing outcomes data. The website is up to date. The OAR is submitted to Institutional Effectiveness annually on September 15<sup>th</sup>.

**Goal:** Met

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

All degree majors post SLOs on syllabi. Also, program SLOs are posted on the annual OAR reports. MPA, MSP, and MSCJ programs have social media accounts where learning “expectations” are posted and used primarily for program marketing. All programs in AHSS have learning and program goals reflected in Outcomes Assessment documents, program literature such as rack cards, annual recruitment plans, and in department mission statements.

**Goal:** Met

**Caylor School of Nursing**

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

**Goal:** Met

**College of Dental Medicine**

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

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

The School of Mathematics & Sciences leadership team collaborates to collect, collate, and publicize student learning outcomes. This is done through advertising materials (e.g., trifold), school web pages (news stories that focus on student learning and research in collaboration with Public Relations), social media (e.g., Facebook and Instagram that illustrate student activities in the classroom that enhance learning), and school newsletters (e.g., ORGSP Newsletter). This is accomplished by working collaboratively with Admissions and Public Relations.

**Goal:** Ongoing

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

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

**Goal:** Ongoing

### **School of Medical Sciences**

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

**Goal:** Met

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

### **Duncan School of Law**

The Law School faculty and student handbooks are updated each year to reflect all modifications to policies and procedures. In addition, the Dean implemented numerous changes to the faculty handbook in 2021-2022 that were recommended by an *ad hoc* committee he had appointed the previous year to review the Law School's policies for ambiguities and inconsistencies.

**Goal:** Met

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

### **School of Business**

The School of Business performs regular audits of its social media, website, marketing materials, and catalog to ensure consistency.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Met

**College of Veterinary Medicine**

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

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

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

**Goal:** Met

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

All departments in AHSS collaborate closely with the Public Relations department to ensure the highest-quality marketing materials are available. Published materials and website information are monitored and reviewed by all and the Recruiter/SS Coordinator on an ongoing basis.

**Goal:** Met

**Carter & Moyers School of Education**

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

**Goal:** Met.

**Caylor School of Nursing**

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

**Goal:** Met

**College of Dental Medicine**

CDM staff members work closely with the Marketing Department to ensure all published material, website information, and social media platforms are reviewed and new press releases are made on an on-going basis when applicable.

**Goal:** Met

**School of Mathematics and Sciences**

The School of Mathematics and Sciences' leadership team collaborates with Public Relations, Admissions, and Advancement to ensure the accuracy and consistency of all published media. The school's Recruitment and Student Success Coordinator plays a crucial role in facilitating this process.

**Goal:** Met

**School of Medical Sciences**

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

**Goal:** Met

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

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

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

**Goal:** Met

#### **School of Engineering**

Student achievements will be publicized following review by LMU Marketing

**Goal:** Unmet

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

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

**Goal:** Met

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

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

**Goal:** Met

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

All recruitment needs are supported by PR/Marketing, Student Services, and Enrollment Management. SLOs are available to all these offices. The graduate program met with the PR staff in the fall semester for this purpose. The dean and others met with Athletic coaches in the fall to discuss particular programs and their SLOs.

**Goal:** Met

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

Data is available to share with potential students.

**Goal:** Met

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

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

**Goal:** Met

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

In coordination with the school's leadership team (Dean, Recruitment and Student Success

Coordinator, Department Chairs, and Program Directors) marketing and promotion strategies are discussed in concert with Admissions and Public Relations. The strategy plan for 2023-2024 will integrate and leverage faculty, staff, and students through a social media campaign (Facebook & Instagram) that illustrates the school's strengths through sharing stories focused on outcomes across (a) academics [unique & engaged classroom/laboratory experiences with a focus on skills obtained and learning the use of specialized equipment], (b) scholarship/research [established domestic and international faculty research programs, involvement with organizations such as Kentucky Natural Lands Trust, and the Maderas Rainforest Conservancy], and (c) service [student leadership through clubs, outreach to regional school systems, and events such as the Claiborne County Math Olympics and the Clinch-Powell Science Fair].

**Goal:** Met

#### **School of Business**

The School of Business submits appropriate programmatic information to the marketing department when requesting new or updated materials.

**Goal:** Met

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

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

**Goal:** Met

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

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

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

**Goal:** Met

#### **School of Business**

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

**Goal:** Met

#### **School of Engineering**

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



continuous improvement.

**Goal:** Unmet

### **College of Veterinary Medicine**

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

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

All programs completed OARs for 2022-2023.

**Goal:** Met

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

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

**Goal:** Met

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

All recruitment needs are supported by PR/Marketing, Student Services, and Enrollment Management. SLOs are available to all these offices. The graduate program met with the PR staff in the fall semester for this purpose. The dean and others met with Athletic coaches in the fall to discuss particular programs and their SLOs.

**Goal:** Met.

### **Caylor School of Nursing**

All nursing programs have a SPE in place. The NA DNP program has a systematic plan of evaluation in place

**Goal:** Met

### **College of Dental Medicine**

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

**Goal:** Met

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

Curriculum maps for all programs (Biology, Chemistry, Chemical Physics, Computer Science, Conservation Biology, Exercise and Rehabilitation Science, General Exercise Science/Pre-OTD, General Studies [Associate of Science & Bachelor of Science], and Mathematics are reviewed annually as part of LMU's Outcomes Assessment process. The student learning outcomes are updated, and revised (based on data from numerous sources) as

necessary. The process involves all faculty, is executed by Department Chairs and Program Directors, and reviewed by the Dean. Feedback provided by Institutional Research is reviewed and utilized as deemed appropriate.

**Goal:** Met

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

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

**Goal:** Met

### **School of Medical Sciences**

Each SMS program has an individualized self-study process and participates in the University Outcomes Assessment Reporting, as well as data collection and self-analysis for ARC-PA. We currently are reviewing additional resources to facilitate evaluation through the utilization of a data management system.

**Goal:** Met

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

### **Duncan School of Law**

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

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

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

**Goal:** Met

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

DCOM Curriculum Committee monitors student performance and course quality through-end-

of-course/rotation reports submitted by course directors. Data-driven recommendations for improvement are noted by course directors and implemented in subsequent syllabi. This process is ongoing.

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

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

Program and course specific review of learning objectives occurs during development of curriculum mapping, continued awareness of national programmatic requirements, the OAR process, and the program review process. All course learning measurement is geared toward careful review of SLOs for each course. In addition, the AHSS Dashboard documents includes nineteen areas of monitoring academic and scholastic endeavors. It is updated regularly.

**Goal:** Met

### **Caylor School of Nursing**

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

**Goal:** Met

### **College of Dental Medicine**

CDM Curriculum Committee monitors course-specific academic student learning through end-of-course performance and course quality through end-of-course/rotation reports submitted by course directors. Recommendations for improvement are noted by course directors and implemented in subsequent syllabi. This process is ongoing.

**Goal:** Met

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

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

**Goal:** Met

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

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

**Goal:** Met

### **School of Medical Sciences**

SMS programs develop the specific learning outcomes. These are reviewed by the SMS leadership committee and then by the University Academic Council. Continual review has occurred during program specific meetings and will be supplemented by the addition of two assessment coordinators.

**Goal: Met**

7. Analyze data from the ETS Proficiency Profile examination and implement changes that the test results may suggest in support of General Education student learning outcomes.  
Results for the last few ETS PPE examinations have indicated that LMU is above the national average in all categories. The localized questions have also indicated that students have sufficient knowledge in the Arts, History, and Speech.
8. Connect J. Frank White Academy student learning outcomes with state and Cognia standards.

**J Frank White Academy**

Teachers align lesson and unit goals, curricular design, and assessments with state standards. The leadership team monitors instructional practices across the school, pertinent student data, and other types of feedback for alignment with COGNIA standards. Where needed, teachers and administrators work together to make adjustments or improvements to achieve better outcomes and connections to standards.

**Goal: Met**

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

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

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

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

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

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

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

1. Monitor the recently implemented faculty evaluation process.

**Duncan School of Law**

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

**Goal: Met**

**Comments:** Consistent with the University's timeline, faculty members were evaluated in

Spring 2022 through the evaluation process outlined in the LMU Law Faculty Handbook. All members were analyzed relative to teaching, research/scholarly activities and service, and recommendations for continued employment.

### **School of Business**

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

**Goal:** Met

### **School of Engineering**

The School of Engineering follows the LMU faculty evaluation process.

**Goal:** Met

### **College of Veterinary Medicine**

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

**Goal:** Met

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

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

**Goal:** Met

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

All AHSS faculty underwent and completed faculty evaluations early in the spring semester. The AHSS faculty Mentoring Program provides new faculty with feedback that will enable adjustment and revision of teaching, advising, and scholarly work practices for new faculty assimilation and growth. Feedback is collected at the end of the year that enables revision of the mentor's program when necessary.

**Goal:** Met

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

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

**Goal:** Met

### **Caylor School of Nursing**

The University process was utilized.

**Goal:** Met

### **College of Dental Medicine**

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

**Goal:** Met

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

Faculty evaluation follows the process and university forms (e.g., faculty self-assessment with student course evaluations in conjunction with the supervisor's evaluation) communicated and distributed to the school by Human Resources and the Executive Vice President for Academic Affairs. The process is discussed (to ensure consistency and standards of assessment) by the dean and department chairs prior to commencing the evaluations in the spring. Department Chairs conduct classroom visits. In addition, faculty have been encouraged to (a) invite other faculty to attend selected classroom sessions as well as (b) ask other faculty [within and outside the department/school] if they can be invited to attend lecture sections. The main goal is to learn about different styles of classroom management as well as pedagogical strategies. The Dean reviews all annual evaluation documents.

**Goal:** Met

### **School of Medical Sciences**

The SMS utilizes the University annual faculty evaluation process. Additionally, the SMS has implemented a 360 evaluation with peer feedback of leadership positions. This evaluation will allow leadership to gain insight into perceptions and supervisors to focus development towards identified deficiencies.

**Goal:** Met

## **2. Encourage participation in student course evaluations.**

### **Institutional Effectiveness (IE)**

IE administered course evaluations via Blackboard's Enterprise Surveys during each semester of the 2022-2023 academic year. All students received a notification within Blackboard, an email (with periodic reminder emails), and a MyLMU announcement to complete course evaluations. Additionally, the IE team asked the Institutional Effectiveness Committee (IEC) to please ask faculty members to remind their students to complete course evaluations each semester.

**Goal:** Met

### **Duncan School of Law**

Faculty were reminded throughout the academic year of their advisor responsibilities and were provided with the advisor-advisee handbook. DSOL utilizes Qualtrics for course evaluations.

**Goal:** Met

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

advisee handbook. advisors refer to a revised graduation checklist with their advisees to ensure graduation requirements are met for each student.

### **School of Business**

The School of Business Graduate and Undergraduate Chairs perform monthly reviews of online courses, and classroom evaluations for seated courses. Advising was handled both in person and virtually. The School of Business utilized Enterprise Surveys in Blackboard to administer course evaluations.

**Goal:** Met

### **School of Engineering**

Faculty encourages all students to complete end of course evaluations.

**Goal:** Met

### **College of Veterinary Medicine**

EOC surveys were moved out of the Blackboard Organizations and became individual Qualtrics surveys. This allowed reminder emails to be sent several times prior to closing the surveys. Several courses used completion of the EOC as part of their course requirements. E\*value software allows students to evaluate clinics and doctors from clinical year rotations, but will be replaced with a new software, Medtrics, for the 2023-2024 AY.

**Goal:** Met

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

Faculty are assigned advisees annually and provided advisor specific orientation and refresh through faculty development. DCOM's Assessment Department received an award from the Southern Association of Institutional Research for Innovations in Assessment (3rd place) this year due to their success implementing student course evaluations. "Awarded annually to recognize an outstanding assessment program, workflow, or other team process that has led to increased efficiencies and/or improved outcomes." <https://www.sair.org/awards/annual-fact-book-and-electronic-document-competition/best-innovative-practice/>

**Goal:** Met

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

New and experienced faculty complete training in electronic course and advising assessment processes each September for purposes of renewing and developing more rigorous advising and registration skills. All faculty encourage student engagement in end-of-semester course evaluations.

**Goal:** Met

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

All undergraduate and graduate faculty in the CMSOE use Webadvisor and Watermark. CMSOE utilizes Watermark for course evaluation survey administration.

**Goal:** Met

### **Caylor School of Nursing**

All CSON faculty advise using Webadvisor. All CSON course evaluations are administered using Enterprise Surveys through Blackboard.

**Goal:** Met

### **College of Dental Medicine**

Faculty are assigned advisees annually and provided advisor specific orientation and refresh through faculty development. CDM course evaluations were conducted with Enterprise Surveys through Blackboard. A supplemental instructor evaluation survey was conducted through Qualtrics.

**Goal:** Met

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

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

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

**Goal:** Met

### **School of Medical Sciences**

SMS student course evaluations are completed electronically at the end of each semester.

Survey administrators are present during the evaluation, and dedicated class time is utilized to facilitate response.

Goal: Met

3. Encourage faculty peer observation and/or evaluation of instruction.

### **Duncan School of Law**

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

**Goal:** Met

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

### **School of Engineering**

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

**Goal:** Unmet

### **School of Business**



Instructors are evaluated annually by the Dean and/or Chair of the department. Peer evaluation processes are currently being explored.

**Goal:** Unmet

### **College of Veterinary Medicine**

A new faculty peer observation program was designed through CIVET during the 2020-2021 academic year and is continuing to train faculty in peer observation. There are now eight faculty trained to do peer observation. Once the peer observation program is fully implemented, then a peer evaluation program will be instituted.

**Goal:** Met

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

AHSS has a peer evaluation process used to ensure faculty will be evaluated in class (and online) while teaching. All new faculty are peer reviewed for four consecutive semesters. Experienced faculty are peer reviewed depending upon time in grade. AHSS completed all required peer evaluations this year. Online classes are reviewed three times per semester. Problems are reported to the faculty and given time to make changes. All in-person peer reviews have a form submitted to both the faculty being reviewed and the faculty file. All information regarding tracking of reviews is posted on the AHSS Dashboard.

**Goal:** Met

### **Caylor School of Nursing**

Several peer evaluations were completed.

**Goal:** Met

### **College of Dental Medicine**

The CDM has a peer evaluation process used for faculty evaluation when teaching didactic and clinical courses. The faculty will be reviewed semesterly, and problems are discussed with the faculty, including mentorship opportunities to ensure the faculty has the time to make the necessary changes.

**Goal:** Met

### **School of Mathematics and Science**

Faculty across all Departments (Biology, Chemistry & Physics, Mathematics, and Sport & Exercise Science) were encouraged to (a) invite other faculty to attend selected classroom sessions as well as (b) ask other faculty [within and outside the department/school] if they can be invited to attend lecture sections. The main goal is to learn about different styles of classroom management as well as pedagogical strategies. New faculty received peer evaluation for the first year.

**Goal:** Ongoing

### **School of Medical Sciences**

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

**Goal:** Unmet

4. Encourage programs to create and implement an evaluation system for academic leaders.

**Duncan School of Law**

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

**Goal:** Met

**School of Engineering**

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

**Goal:** Unmet

**College of Veterinary Medicine**

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

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

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

**Goal:** Met

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

The deans review the work and teaching/service/scholarship of all department chairs annually. The dean institutes monthly department chair meetings that allow for another level of review. Individual chairs are peer reviewed by the dean once a year. Remedial information is provided to department chairs on an as needed basis. The VPAA reviews the dean annually. The VPAA also provides beneficial criticism as needed throughout the year.

**Goal:** Met

**Carter & Moyers School of Education**

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

**Goal:** Met

**School of Business**

Administrators are evaluated using the standard LMU administrator evaluation process.

**Goal:** Met

**Caylor School of Nursing**

The University process was utilized. It is not new.

**Goal:** Met

### **College of Dental Medicine**

Administrators are evaluated using the University administrator evaluation process.

**Goal:** Met

### **School of Mathematics & Sciences**

The School of Mathematics and Sciences established a plan to examine the feasibility of adopting/adapting a 360-degree feedback process during the 2023-2024 academic year. This process would likely involve the collection feedback from multiple sources (e.g., peers, subordinates, superiors, other stakeholders), to provide a comprehensive assessment of each academic leader's performance. Currently, the Dean serves as the direct supervisor to Department Chairs and solely oversees the annual faculty evaluation process with these employees. Department Chairs follow suit with Program Directors. The Dean serves under the Executive Vice President for Academic Affairs who solely administers the Dean's annual evaluation.

**Goal:** Ongoing

### **School of Medical Sciences**

SMS PA program directors undergo a faculty evaluation process. This is implemented by the program faculty and shared with the Director. In addition, the SMS has instituted a 360 evaluation of all directors in an effort to solicit subordinate feedback. The results are also shared with the Dean.

**Goal:** Met

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

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

JFWA faculty are assessed twice a year using the Tennessee Educator Acceleration Model and once using LMU's faculty assessment process.

**Goal:** Met

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

**Time Frame:** Ongoing.

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

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

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

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

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

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

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

The Lincoln Scholar and all history faculty, as well as other program faculty, work closely with the ALLM to ensure students have the opportunity to gain experience using ALLM materials and archives. Some courses require visits to the ALLM and use of the ALLM archive as part of the course measurement process and student learning outcomes.

**Goal:** Met

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

**Goal:** Met

**Comments:**

**Comments:** ALLM staff augmented collections by donation of three-dimensional artifacts and purchase of books to update its library holdings. ALLM staff continue to pursue substantial acquisition opportunities by monitoring deacquisitions and closures of peer institutions with relevant collections.

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

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

When CAM related high school students (and high school students from the three local counties) visited campus this year, they were led to the ALLM as part of their tour of campus. Theatre students have visited the ALLM to view artwork, gain ideas for plays they write, and research stories. Students in English 101 classes support fundraising efforts by ALLM with an annual letter writing campaign. Social media is used when AHSS students visit the ALLM for educational purposes by one of their classes.

**Goal:** Met

### **Caylor School of Nursing**

This was not facilitated.

**Goal:** Unmet

### **College of Dental Medicine**

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

**Goal:** Met

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

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

The Cumberland Mountain Research Center (CMRC) continues to explore opportunities to provide educational opportunities in conjunction with the ALLM.

**Goal:** Ongoing

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

**Goal:** Met

**Comments:** ALLM staff leveraged social media as well as print and broadcast media to publicize dedication of new second-floor galleries; attract area school groups, community groups, tourists, and homeschoolers; and is currently pursuing renewed grant opportunities to fund visits by area Title I schools.

### **School of Medical Sciences**

There has been no activity toward this objective.

**Goal:** Unmet

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

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

**Goal:** Met

**Comments:** ALLM completed Phase II of building expansion and renovation with dedication of new public areas on the second floor.

### **School of Medical Sciences**

There has been no activity toward this objective.

**Goal:** Unmet

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

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

The A. L. Center for the Study of Policy and Leadership directs students and faculty to the ALLM for research and use of the archives. External researchers contact the Lincoln Scholar and the A. L. Center for information about research on Lincoln and the Civil War. All history faculty participate in the ALLM and the Center for the purpose of scholarly work.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Met

### **Caylor School of Nursing**

Faculty participating in research have utilized the electronic databases extensively.

**Goal:** Met

**School of Mathematics and Sciences**

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

**Goal:** Ongoing

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** Revision of Kincaid Research Fellowship application guidelines is underway, in consultation with Kincaid Oversight Committee. Museum Archivist has initiated digitization of archival collections and revision of finding aids for online access of ALLM materials.

**School of Medical Sciences**

There has been no activity toward this objective.

**Goal:** Unmet

5. Implement a comprehensive exhibits plan.

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** Installed two new permanent exhibits outlined in revised comprehensive exhibit plan.

**School of Medical Sciences**

There has been no activity toward this objective.

**Goal:** Unmet

6. Integrate ALLM resources with LMU academic programming.

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

The history program (and other majors) integrates ALLM information, events, and resources into program and course instruction. The 125<sup>th</sup> anniversary fused academic learning with ALLM resources; for example, a time-capsule was created by AHSS to which all schools donated information to be opened in 2123. Also, all LNCN100 courses have an assignment that includes a visit to, and gathering information from, the ALLM.

**Goal:** Met

**Abraham Lincoln Library and Museum**

**Goal:** Met

**Comments:** ALLM staff continue to facilitate sessions for LNCN 100 course and other LMU classes, including hands-on archival activities.

**School of Medical Sciences**

There has been no activity toward this objective.

**Goal:** Unmet

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

**Time Frame:** Ongoing.

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

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

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

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

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

1. Pursue the development and expansion of student and faculty exchange programs and a visiting scholars program.

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

The “Lincoln-ELPIS Student Exchange” is a student research exchange program that was initiated in November 2020. LMU Law students and graduate students from European universities present their work virtually and receive feedback from various EU faculty members. Students also participated in a virtual exchange/individual match program with law students from the University of Lisbon.

This past year, the Law School worked with the University of Sarajevo and Banja Luka during which faculty from their law schools participated in online LMU Law classes. The “Lincoln-ELPIS Lecture Series” is a faculty lecture series in which LMU law faculty are encouraged to attend and participate as faculty throughout the EU and LMU present on current international legal topics. Dr. Peter Rada visited LMU in June 2022 as part of the Erasmus+ partnership between his institution, the University of Public Service in Budapest, Hungary, and our University.

**Goal:** Met

**Comments:** The Law School is committed to pursuing international collaborations to enhance the diversity and quality of the LMU Law academic program. Future faculty exchanges with universities associated with ELPIS have been proposed. Further, Professor Katie Jones is teaching a course on British Common Law and Its Influence on the American Legal System for the Cooperative Center for Study Abroad in summer 2022.

#### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

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

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

The CVM Associate Dean for Student Affairs and Admissions plans to further develop international programs for the CVM.

A MOU was signed with two Indian universities in December 2022 to increase research collaborations through faculty, and possible student, exchange.

**Goal:** Met

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

The Assistant Dean of Diversity, Equity and Inclusion continues to develop relationships with HBCUs. DCOM will partake in LMUs STEHM camp June 10<sup>th</sup> to expose students from 7<sup>th</sup> – 12<sup>th</sup> grade to life support skills, potential CPR certification and simulation activities. Nurse Educators from the Center for IPE and Simulation (CIPES) attend the Health Occupations Students of America (HOSA) regional conference each year hosting a table and providing a presentation on health professions programs at LMU. We will reboot in person visits by HOSA students (60-70) this coming year in both Knoxville and Harrogate providing CPR and first aid training.

Multiple collaborative research projects are underway interinstitutionally locally and with COMs across the country.

We do not currently have a formal visiting scholar program at this time, however host guest lecturers regularly in the DO curriculum throughout the year.

**Goal:** Met

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

Several faculty have completed or are completing international travel for purposes of enhancing scholarly work. Places traveled to include Tanzania, England, Wales, Kenya, Ethiopia, and the Caribbean. Faculty have attended workshops supported by the KIIS program this year. The MPA hybrid program enrolled international students this year. It is the only LMU graduate program able to do so.

The Mountain Heritage Literary Series program brings speakers mostly from the Appalachian Region and also nationally to speak to classes and a university wide forum. This year there were four speakers including Dr. Turner, author and speaker and Silas House, author and LMU alum and one-time writer in residence at LMU.

**Goal:** Met

### **Caylor School of Nursing**

The CSON continues to investigate bringing international students to LMU to complete the BSN program. The University has signed a memorandum of understanding with Ming Chuan University (MCU) in Taiwan. The University hopes to accept transfer students from MCU who would like to complete the BSN program.

**Goal:** Met



### **College of Dental Medicine**

The CDM faculty have collaborated with researchers from Pontificia Universidad Catolica de Valparaiso, Chile and the University of Rey Juan Carlsso, Madrid Spain. A Visiting Scholar's Program is in development within the College of Dental Medicine.

**Goal:** Met

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

Collaboration with the University of Costa Rica in support of employee and student exchanges for academic and research collaborations continued to be explored. This resulted in one peer-reviewed paper and an expanded effort to conduct long-term forest measurements to contribute to natural resources management as well as develop a better understanding of the impacts of global climate change. Additionally, the Cumberland Mountain Research Center continues to explore academic and research collaborations with the Maderas Rainforest Conservancy in Costa Rica. This resulted in two peer-reviewed publications.

**Goal:** Ongoing

### **School of Medical Sciences**

The SMS PA program Harrogate has two international exchange agreements. These have not been active since March 2020 due to COVID-19. No new exchange programs are currently being developed. The SMS does continue to explore the possibility of expanding the DMS into England.

SMS does not have any official faculty exchange programs.

SMS does not have any visiting scholar's programs.

**Goal:** Met/Unmet

## **2. Recruit, enroll, and retain international students where appropriate.**

### **School of Business**

The School of Business enrolls international students within various degree programs.

**Goal:** Met

### **School of Engineering**

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

**Goal:** Unmet

### **College of Veterinary Medicine**

LMU-CVM accepts international applications and enrolls international students.

**Goal:** Met

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

One international student was admitted into the Class of 2025. The Class of 2026 and 2027 do not include any international students.

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

This year, the MPA hybrid program enrolled international students interested in obtaining a graduate degree at LMU. Unfortunately, this opportunity ends this summer as the number of international students has declined significantly. The CAM program has been of interest to international student athletes. Meetings took place last fall with athletic coaches to update them on program changes and benefits, as well as learning outcomes and opportunities.

**Goal: Met**

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

We do have several international students enrolled in CMSOE programs.

**Goal: Met**

### **Caylor School of Nursing**

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

**Goal: Met**

### **Duncan School of Law**

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

**Goal: Met**

### **College of Dental Medicine**

The LMU Tower programs, except for the DMD program has received approval to enroll international students. The MSFD program has an international student matriculating fall 2023.

**Goal: Met**

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

The Department of Sport and Exercise Science maintains a considerable enrollment of international students recruited through regular undergraduate admissions processes.

**Goal: Met**

### **School of Medical Sciences**

SMS does not enroll international students into its medical programs.

**Goal: Unmet**

## **3. Support collaborations, initiatives, scholarship, and the International Program.**

### **Duncan School of Law**

The Law School has partnered with ABA Rule of Law Initiative (ROLI) Rule of Law

Initiative (ROLI) this past year in assisting the ABA with international programs promoting the rule of law overseas.

The Law School is working with LMU's Director of International Programs to develop future law student study abroad programs. Currently, law students are limited to studying abroad through a pre-approved program at another ABA-approved law school.

The ELPIS network is comprised of European faculty and law schools that conduct research and support collaborative projects. The Law School has partnered with ELPIS and is interested in exploring future opportunities for our faculty to disseminate their scholarship abroad. LMU Law faculty are encouraged to participate in the ELPIS video law review published on their website and contributing to the American Society of Comparative Law (ASCL) law review.

**Goal:** Met

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

### **College of Veterinary Medicine**

See #1 and #2.

**Goal:** Met

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

Multiple collaborative research projects are underway interinstitutionally locally and with COMs across the country resulting in publications and faculty awards.

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

The AHSS Research Committee held four university wide lunch time scholarly work opportunities for faculty across campus to present their current or upcoming scholarly work. Doing so created opportunities for collaboration among faculty and between schools. Social Work students sit as patients for DCOM students. The DOLL faculty taught workshops for writing to faculty of several schools. The CAM program recorded local football games for area high schools this fall. The AITG program collaborates with the City of Cumberland Gap. Cumberland Gap mayor presented his views on governance to the Public Administration students this spring. MSP coordinator held a virtual symposium on the Graduate Record Exam for LMU students.

Last summer, two faculty worked on scholarship supported by LMU mini-grants at international sites. This year, one faculty received a mini-grant to continue her work in Great Britain and the Caribbean.

**Goal:** Met

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

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

The CMSOE MEDITL Program received one of the national Exemplary Program Award Special Education Program Awards from the Association Council for Rural Special Education.

**Goal:** Met

### **Caylor School of Nursing**

Collaborations continue with University of Tennessee Medical Center and Tennova Healthcare.

**Goal:** Met

### **College of Dental Medicine**

The College of Dental medicine supports collaboration within the profession as well as interprofessional collaboration. The CDM collaborates with the University of Tennessee Medical Center's Cancer Center to provide dental clearance and treatment to patients with oral cancer prior to chemotherapy and radiation therapy. International collaborators include Pontifica Universidad Catolica de Valparaiso, Chile, and the University Rey Juan Carlos, Madrid, Spain.

**Goal:** Met

### **School of Medical Sciences**

The SMS supports collaboration; however, COVID-19 has halted efforts. We will continue to look for opportunities for collaboration with the professional community and are beginning to explore collaborations with universities in England. In addition to the two international exchange programs described earlier, SMS traditionally pursues international clinical sites for the PA Harrogate program. These sites and the development of new sites have been closed since March 2020.

**Goal:** Met

## **4. Support professional programs' student clinical integration at LMU affiliated sites.**

### **College of Veterinary Medicine**

Clinical affiliates continue to be added to the LMU-CVM roster. A clinical year orientation is part of the core third year curriculum to prepare students to enter clinical year. The clinical relations and outreach team closely monitors student learning and success during the clinical year.

**Goal:** Met

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

Fourth Friday Didactics are ongoing and provided by LMU-DCOM Office of Clinical Education for OMS-III and IV students; they are held via Zoom in the evenings and cover relevant topics such as residency preparation and osteopathic principles and practice.

**Goal:** Met

### **College of Dental Medicine**

Affiliated Clinics continue to be added for D4 student placement. Students must achieve competence in all dental clinical procedures before transitioning to an Affiliated Clinics. The Affiliated Clinical experience will hasten the transition to private practice upon graduation. The Dean for Clinical Affairs will maintain close contact with students ensuring the quality of the educational process at the Affiliated Clinics is congruent with that at the

CDM.

**Goal:** Met

### **School of Medical Sciences**

The SMS provides a clinical orientation prior to students beginning their clinical year. New clinical partners are also orientated to their role with students in the clinical year to manage expectations. Clinical directors for all programs maintain close contact with students and monitor for problems throughout the clinical year.

**Goal:** Unmet

5. Support World School participation at J. Frank White Academy.

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

During Fall 2022, JFWA students participated in World School virtually over a three-day period. World School 2023 will return to an in-person experience, and preparations are underway to select the JFWA team by the end of June. Once selected, the team will begin to ready themselves for the forum which will be held in Tokyo in October 2023.

**Goal:** Met

**Responsibility:** Program Directors/Coordinators, Department Chairs, Deans, Director of International Programs, Assistant Director of International Programs, International Recruitment Executive, Advisor to the President, and appropriate Vice Presidents.

**Time Frame:** Ongoing.

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

**Assessment:** Annual review by Director of International Programs, International Recruitment Executive, appropriate Deans, Vice Presidents, and Special Assistants to the President.

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

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

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

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

#### **School of Business**

Faculty in General Education and gateway courses (BUSN 380, ECON 212, ECON 213, and ISYS 100) promote transparent instruction through the use of rubrics, course surveys, and students are highly encouraged to contact the instructors of these courses with any questions concerning course material or assignments.

**Goal:** Met

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

QEP program has collected data on persistence, which is discussed during GE committee meetings. In addition, the GE committee supports the SEWS program, which is a writing aspect of a previous QEP, providing students the opportunity to write well and to develop better comprehension as they pursue scholarly work.

**Goal:** Met

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

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

**Goal:** Met

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

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

**Goal:** Met

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

Pre-dental hygiene students and pre-dental students participate in general education courses at LMU.

**Goal:** Met

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

All departments in the school contributed to the Quality Enhancement Steering Committee as requested to provide, interpret, and utilize data relative to Transparent Instruction (e.g., analyses of syllabi and assignments).

**Goal:** Ongoing

#### **QEP—Goal: Met**

- a. Monitor first-time, degree seeking freshman to sophomore retention rates – target 78%
- b. ETS rolling average of 60<sup>th</sup> national percentile
- c. NSSE – increase student satisfaction
- d. Noel Levitz SSI – increase student satisfaction beyond the national percentages

#### **Goal:**

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

#### **Comments:**

- a. 76% for 19-20; 70% for 20-21; 77% for 21-22;
- b. Rolling Average is 83% through FA22
- c. 2020 61%; 2021 75%
- d. SP22 0.12 above national percentage

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

There has been no activity toward this objective.

**Goal:** Unmet

2. Evaluate the assessment plan for measuring student success in general education and gateway

courses and make improvements where indicated; this includes specific definition and measures of student success.

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

The GE committee has used the ETS PPE test and local supplemental questions for over 10 years to measure student success in the General Education program. The test has been sold to another company, Territorium, which indicates that a transparent and smooth transition will occur as it begins to be used this fall 2023. The ETS Proficiency Profile exam, COMM 200 speech analysis, writing skills analysis, and localized questions in several subjects are analyzed to determine student proficiency in general education. For the PPE, students not passing the test within one standard deviation of the mean, they are required to undergo remedial work before graduation. Six students were referred to Students Services at the end of this spring semester.

Persistence in completing GE coursework is measured by advisors during advisement as well as numbers of students completing CIVX 300 in any given semester. CIVX 300 can only be registered for when a student has completed GE coursework.

**Goal:** Met

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

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

**Goal:** Met

### **College of Dental Medicine**

CDM Students participate in the measurements of student success while enrolled in their General Education courses.

**Goal:** Met

### **QEP—Goal: Met**

- a. Student Surveys pre- and post-scores – using T-Test - show a statistical difference.
- b. 4-year & 5-year graduation rates for first generation students to be at 45% and 50%.
- c. 4-year & 5-year graduation rates for first-time, full-time, bachelor's degree seeking freshman.

#### **Goal:**

- a. Unmet
- b. Unmet – Too Early
- c. Unmet – Too Early

#### **Comments:**

- a. Scores show statistical difference but in the wrong direction. End-of-semester scores are consistently lower than beginning of the semester scores.
- b. Will measure in 2023 and 2024 for the Fall 2019 & 2020 cohorts.
- c. Will measure in 2023 and 2024 for the Fall 2019 & 2020 cohorts.

- a. Syllabi review with 80% scores above 3 on 4-point rubric
- b. Syllabi improvement with student and faculty focus groups to be at 80%

- c. Assignment review with 85% scores above a 3 on a 4-point rubric
- d. Assignment improvement in student focus groups with 80%
- e. Show statistical difference between mean pre- and post- faculty training surveys

**Goal:**

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

**Comments:**

- a. FA22 91%/ SP23 74%
- b. Positive responses from students and faculty at 88-96%
- c. FA22 89% / SP23 90%
- d. Positive responses from students for assignments FA22 90% / SP23 93%
- e. Showed positive difference for FA22 and SP23 too small to calculate

**School of Medical Sciences**

There has been no activity toward this objective

**Goal:** Unmet

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

**Time Frame:** 2019-2024.

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

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

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



## **Strategic Goal 2:**

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

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

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

1. Expand the institution-wide Strategic Enrollment Task Force to include graduate/professional schools, Alumni, Public Relations, Athletics, Representative from JFWA, and one student representative from all academic levels.
  - Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs/JFWA.
  - The committee will collaborate with LMU offices: Office of Admissions, Financial Aid, Representatives from Graduate and Professional Admissions, Representatives from specific programmatic admission offices.
  - Continue the utilization of multivariable testing (MVT), while refining the specific target audiences.
  - Collaborate with individual schools/colleges and programs to define and prioritize the primary market, secondary market, and tertiary market with a periodic check in with the Strategic Enrollment Task Force. Utilize demographic, census, EAB, MVT Testing, forecasting data, ACT/SAT data, and graduate entrance exam data to identify potential markets and strategic recruitment strategies.
  - Partner with Alumni Services to maximize recruitment possibilities nationwide and host Alumni reception training events related to recruitment training.

**Undergraduate Admissions:**

- Met: Regular meetings with representatives from undergraduate/graduate/professional colleges/schools/programs/ JFWA
  - The Office of Admissions continues to meet with various departments on campus to ensure clear recruiting messages are met.
- Unmet: The committee will collaborate with LMU offices: Office of Admissions, Financial Aid, Representatives from Graduate and Professional Admissions, and Representatives from specific programmatic admission offices.
- Ongoing: Continue the utilization of Multivariable Testing (MVT), while refining the specific target audiences.
  - Admissions will continue to utilize MVT for specialized metrics on student matriculation.
- Ongoing: Collaborate with individual schools and programs to define and prioritize the primary market, secondary market, and tertiary market with a periodic check in with the Strategic Enrollment Task Force. Utilize demographic, census, EAB, MVT Testing, forecasting data, and ACT/SAT, graduate entrance exam data to identify potential markets and strategic recruitment strategies.
- Met/Ongoing: Partner with Alumni Services to maximize recruitment possibilities nationwide and host Alumni reception training events related to recruitment training.
  - The Office of Admissions continues to attend recruitment events at colleges, universities, or high schools with LMU Alumni connections.

**College of Dental Medicine: Met**

- The LMU administration meets with Student Government Association and American Student Dental Association on representatives on a regular basis.
- The CDM meets with the above administrators and staff as needed and any scheduled meetings.
- Collaborate with individual schools and programs to define and prioritize the primary market, secondary market, and tertiary market with a periodic check-in with the Strategic Enrollment Task Force. Utilize demographic, census, EAB, MVT Testing, forecasting data, and ACT/SAT, graduate entrance exam data to identify potential markets and strategic recruitment strategies.

**AUG 18, 2022 - UT Chattanooga Pre-Dental Club College Students visited Lincoln Memorial University College of Dental Medicine (LMU CDM) Campus.** The students were toured through the College of Dentistry (CDM), met with a few of the current dental students, and were given time to ask questions of current DMD students as well as faculty and staff.

**OCT 3, 2022 – UT Chattanooga Pre-Health Fair Expo.** Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

**OCT 20 Carson Newman University –** Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium.

**OCT 27 ETSU Culp Center –** Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium.

**NOV 9, 2022 -DCOM Teachers and Counselors Conference** Distributed LMU CDM literature and met with teachers and students who were interested in dentistry in the main auditorium.

**NOV 30, 2022 - Lenoir City High School** Visit, Lecture with Tour.

**DEC 6, 2022- UT Chattanooga - Chattanooga Pre-Health Fair Expo.** Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

**FEB 17, 2023 – Vanderbilt Medical Center -** Interprofessional Education Program

**FEB 22, 2023 – Harrogate Counsellors and Teachers -** Discuss careers in dentistry, dental hygiene, and forensics.

**MAR 21, 2023, Pellissippi State Community College -** Undergraduate students Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

**MAR 24, 2023 –** Harrogate meeting with high school students to discuss careers in dentistry, dental hygiene, and forensics.

**MAR 27, 2023, UT- Chattanooga Pre-Health Fair Expo.** Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

**APR 19, 2023, Harrogate recruiting - Career and Graduate Fair**

Distributed LMU-CDM literature and met with students who were interested in dentistry in the main auditorium and then met with students whose major is Pre-Dental in a room to discuss LMU-CDM -Pre-Dental Society Meeting

**APRIL 29, 2023**, Student advising at Harrogate Campus for incoming freshmen.

Doctor of Dental Medicine interviews August – December 2022

Dental Hygiene admissions interviews March - May 2023

**Spring 2023 LMU-CDM tours** - for prospective dental, dental hygiene, and forensic students.

**College of Veterinary Medicine:** partially met.

- Enrollment was increased for the DVM program by adding 100 students entering in spring semester starting January 2023.
- The Master of Science in Veterinary Biomedical Science had average enrollment for fall 2022 and below average enrollment for spring 2023 because students matriculated into the DVM program.
- The Master of Veterinary Clinical Care is a brand-new program and fell just short of its enrollment goal of 30 students with 26 students enrolled.
- The Master of Veterinary Education program increased enrollment from 3 to 10 but is short of the enrollment goal of 25 students.
- The GPA program continues to enroll around 10 students. Undergraduate enrollment is steady to increasing.
- Plan: Now that veterinary undergraduate programs are under the CVM, we are going to develop a strategic plan for cross program recruiting that will benefit all programs under the college.

**Duncan School of Law:**

- The goal was **met**.
- Collaborated with the College of Arts and Sciences to host an information session to promote 3+3 and guaranteed admission programs.
- Partnered with the business school and the College of Arts and Science to promote joint- and dual-degree programs, i.e., JD/MBA, JD/MPA, and JD/MSJ.
- Promoted events through digital communication and informational sessions at the law school.

**J. Frank White Academy:**

- JFWA's principal and director of admissions met with Dr. Goins on a regular basis to track progress for overall recruiting efforts, revision of online application/registration processes, website redesign, and financial aid application/deadlines.
- The aforementioned meetings included collaborative discussions to develop and refine target markets and strategic recruitment strategies for JFWA.

2. Partner with strategic divisions of the institution to evaluate potential for maximum enrollment, taking into consideration the following:

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

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

- Potential incentives for undergraduate programs that may see a decline in enrollment.
  - Annual strategic Recruitment and Retention plan completed for the school and individual departments.
    - Plan includes specific recruitment AND retention actions, at least three for each of the six departments.
- Registrar works closely with the school to ensure all GE related classes are available to all students at times, days, and modalities necessary.
- (Online/Virtual/Hybrid).
  - MSP advising is conducted virtually.
  - All other advising is completed in-person.
- Multiple layers of advising are involved particularly with regard to retaining students.
- When students request information about our undergraduate or graduate programs, we now ask how they heard about us.

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

- We hired a full-time Recruitment and Retention Coordinator in August 2022. She has been working hard for both the undergraduate and graduate programs in our School.

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

- The LMU-CDM administration meets with the student government regularly to determine student perceptions of the facility and other needs.
- Targeted budgeting to maximize student recruitment reach and marketing exposure.
- ROI of targeted student recruitment efforts and multimedia marketing campaign.

### **College of Veterinary Medicine:** met

- Facilities expansion is underway with the VET building on the DVTC campus.

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

- The goal was **met**.
- Worked with the business school and the College of Arts and Science to develop and promote joint- and dual-degree programs, i.e., JD/MBA, JD/MPA, and JD/MSJC programs.

### **School of Medical Sciences-** Met

- The SMS currently collects data related to student perception of faculty accessibility and effectiveness, as well as facilities and utilization.
- The SMS has developed a GPA pathway for MLS students into the PA programs as an incentive for undergraduate students to pursue MLS. Additionally, the MLS has developed articulation agreements with regional community colleges to facilitate a pathway after graduation.
- The MLS as well as the DMS operate with a virtual format and continue to work to develop innovative strategies through our faculty and online support personnel.
- The SMS works closely with marketing to maximize reach and exposure.

### 3. Public Relations: Marketing, Publications, and Advertising

- Continue to implement a community outreach plan, Movies in the Park, LMU Tri-State TACRAO College Fair, LMU High School Counselor Luncheon Events, and Blue and Gray Day Events.
- Continue to promote and proactively communicate a consistent LMU brand through publications and communications/messaging.

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

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

**Goal:** Met

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

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

**Goal:** Met

### 4. Leverage technology to optimize messaging across various mediums to maintain and accelerate student enrollment levels.

- University Webpage
- Social Media Platforms
- Communication/Messaging

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

- We have worked closely with Kate Reagan, and she has helped with marketing our programs.

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

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

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

- University Webpage
- Social Media Platforms
- Communication/Messaging

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

- all 3 grad programs now working with PR to increase social media presence
- all undergraduate programs have web presences through use of Soc Media
- Communication/Messaging: School Recruiter and Graduate Asst. are responsible for Soc Media messaging, imaging, and responsiveness.

### **School of Business:**

- Met
- The School of Business maintains school-specific social media pages to advance marketing and enrollment efforts. The School of Business regularly posts on LinkedIn, Instagram, and Facebook. The School of Business is working to improve School of Business-specific webpages to ensure maximum readability and information accessibility on behalf of consumers. The School of Business is striving to maintain consistent messaging across all platforms.

### **College of Veterinary Medicine:** met

- We are working with main LMU PR and Marketing to improve college-level marketing and PR. Social media is expanding and the CVM webpage has been revised to accommodate new programs.

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

- JFWA's webpage was thoroughly redesigned through a collaborative effort of faculty/staff from JFWA, Information Services, the Executive Director for Administration, and the Executive Vice President for Administration.
- JFWA continues to utilize and expand the use of social media platforms for messaging to current and prospective students.

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

- The SMS utilizes a Director of Outreach, who works in conjunction with marketing, to promote all programs within the SMS across all social media channels.

### **Undergraduate Admissions:** Ongoing

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

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

- AHSS graduate directors held two on-campus recruiting events (Fall and Spring)
- AHSS graduate coordinator attended National Conference for Undergraduate Research for recruiting
- AHSS graduate coordinator held a meet and greet at Maryville College
- AHSS graduate coordinator and support staff attended a career day event at main campus
- AHSS administrative staff attended LMU graduate fair

### **School of Business:**

- Met

- The School of Business employs an Undergraduate Programs Recruiter, as well as a Graduate and Professional Programs Recruiter. These positions are tasked with participating in relevant recruitment events which attract students at the bachelor's, master's, and doctoral degree levels. Within the 2022-2023 academic year, the School of Business Graduate and Professional Recruiter attended approximately 30 recruiting events. The School of Business's Undergraduate Programs recruiter attended approximately 35 recruiting events.

**College of Dental Medicine:** met

- AUG 18, 2022, College Students visit to LMU CDM Campus
- OCT 3, 2022, UT Chattanooga Pre-Dental Society Meeting- tertiary
- OCT 20, 2022, Carson Newman University – tertiary
- OCT 27, 2022, ETSU Culp Center – tertiary
- NOV 9, 2022, LMU- DCOM secondary, tertiary
- NOV 30, 2022, Lenoir City High School Visit, Lecture with Tour- primary
- DEC 6, 2023, UT Chattanooga- tertiary
- MAR 24, 2023, Harrogate recruiting - primary
- MAR 29,2023 UT Chattanooga Pre Health-Expo- tertiary
- APR 19, 2023, Harrogate recruiting - tertiary
- APRIL 29, 2023, Student advising at Harrogate Campus for incoming freshman
- MAY 10, 2023, Harrogate - primary

**College of Veterinary Medicine:** met

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

**School of Medical Sciences:** Met

- The SMS PA programs participate in a number of graduate/professional recruitment events, including PAEA, AAPA, and college open houses.

6. Maintain and enhance contact with high school counselors, teachers, principals, college partners, and specific programmatic partners as the recruiting cycle continues.

- Continue to host counselor lunches, college fairs, and showcase events to establish a stronger partnership and showcase all levels of the University's programs.

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

- ASS Recruiter and all department chairs, as well as individual programs such as Art, CAM, and Music are in touch with local high school counterparts (in the tri-state area) to ensure information flow about programs and opportunities.
- Luncheons, student visits, and group student visits have occurred across programs throughout the year.

**School of Business:**

- Met



- The School of Business’s Undergraduate Programs Recruiter maintains consistent contact with regional high school counselors. The recruiter regularly contacts counselors, as well as high school business-credentialed faculty and staff to market the School of Business. The Undergraduate Recruiter is also working with Tennessee-based high school business education faculty to guest lecture a state-mandated Career and Technical Education (CTE) standard covering material on careers in business. The Undergraduate Programs Recruiter consistently promotes LMU’s dual enrollment program – LMU Edge.

**College of Dental Medicine:** met

- AUG 18, 2022, College Students visit to LMU CDM Campus
- OCT 3, 2022, UT Chattanooga Pre-Dental Society Meeting- tertiary
- OCT 20, 2022, Carson Newman University – tertiary
- OCT 27, 2022, ETSU Culp Center – tertiary
- NOV 9, 2022, LMU- DCOM secondary, tertiary
- NOV 30, 2022, Lenoir City High School Visit, Lecture with Tour- primary
- DEC 6, 2023, UT Chattanooga- tertiary
- MAR 24, 2023, Harrogate recruiting - primary
- MAR 29,2023 UT Chattanooga Pre Health-Expo- tertiary
- APR 19, 2023, Harrogate recruiting - tertiary
- APRIL 29, 2023, Student advising at Harrogate Campus for incoming freshman
- MAY 10, 2023, Harrogate recruiting
- 2022-2023, LMU CDM Dental Boot Camps (5)

**College of Veterinary Medicine:** met

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

**School of Medical Sciences:** Met

- The SMS participates in the Dual Enrollment program for high school students, as well as anatomy workshops intended to engage high school students in medical sciences. The MLS schedules speaking events at local high schools to engage students in the benefits of MLS.

**Undergraduate Admissions:** Ongoing

- Looking to expand into a KY High School Counselor Luncheon for Fall 2023 in recruitment for Fall 2024 students.

7. Pursue opportunities to expand the diversity of our student population across the entire University continuum.

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

- The school is working on ways to increase female participation in programs that have been dominated by male presence (CAM and CJ for example) and increasing male enrollment overall in all programs.

**College of Dental Medicine:** met

- All students regardless of race, color, creed, or religion are recruited.

**College of Veterinary Medicine:** met

- One aim of recruiting for the DVM program is to increase diversity. See table below.

**School of Medical Sciences:** Met

- The SMS has established articulation agreements and MOU's specifically with organizations that represent expanded diversity. Examples include Hampton University and Physician Assistants for Latino Health

**Undergraduate Admissions:** Ongoing

**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.

1. Strategic Enrollment Task Force will create and implement strategic recruitment plans by deploying working groups across the entire University continuum.

**School of Business:**

- Met
- The School of Business strives to collaborate with numerous professional schools within the university to provide dual degree MBA opportunities to professional students. Current dual degree opportunities include the DO/MBA, DVM/MBA, JD/MBA, OTD/MBA, DPT/MBA, and DMD/MBA. The DMD/MBA is the newest partnership which allows students within the Doctor of Medicine in Dentistry program to simultaneously pursue an MBA.

**College of Dental Medicine:** Met

**J. Frank White Academy:**

- JFWA's leadership team, in collaboration with the Executive Vice President for Administration, developed a strategic recruitment plan for the 2023-2024 academic year which included weekly messaging using on-campus messaging processes, social media, direct contact messaging via phone and email, and off-campus meet & greet events.

**Undergraduate Admissions:** Ongoing

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

**College of Dental Medicine:** Met

**School of Medical Sciences:** Met

- The SMS requires the attendance of Student Financial Services at all orientation events to enable students to make informed financial decisions.

**Undergraduate Admissions:** Ongoing

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

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

**Enrollment Goals:**

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

1. Continue to recruit students who are committed to serving the Appalachian area.

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

- AHSS graduate coordinator, AHSS Dean, and Dean of Business School developed Advance to Master’s Program to promote undergraduate to graduate bridging.
- DSOL and AHSS promoted Early Entry, GPA and regular Undergrad to Law School enrollment, programming, and options (most recent DSOL / AHSS campus-wide presentation was mid-April).
- Agreement with Cumberland Gap high school to operate a dual-credit English course for fall of 2023 on their campus.

**School of Business:**

- Met
- The School of Business met enrollment goals within the Fall 2022 semester within both the undergraduate and graduate departments. Total enrollment for the School as a whole increased by eight percent from Fall 2021 to Fall 2022. Enrollment within the School of Business undergraduate department increased by six percent from Fall 2021 to Fall 2022. Enrollment within the School of Business graduate department increased by 10 percent from Fall 2021 to Fall 2022.
- In supporting the mission of the university, the School of Business places heavy emphasis on recruiting within the Appalachian region. Each recruitment event that is physically attended by the School of Business’s Undergraduate and Graduate Programs Recruiters is located within the Appalachian region of the United States.

**College of Dental Medicine:** met

- AUG 18, 2022, College Students visit LMU CDM Campus. See above.

- OCT 3, 2022, UT Chattanooga Pre-Dental Society Meeting. See above.
- OCT 20, 2022, Carson Newman University – See above.
- OCT 27, 2022, ETSU Culp Center –See above.
- NOV 9, 2022, DCOM secondary, See above.
- NOV 30, 2022, Lenoir City High School Visit, Lecture with Tour. See above.
- DEC 6, 2022, UT Chattanooga- Pre Health-Expo. See above.
- MAR 29,2023, UT Chattanooga Pre Health-Expo. See above.
- APRIL 29, 2023, Student advising at Harrogate Campus for incoming freshman

**College of Veterinary Medicine:** met

The CVM continues to recruit from Appalachian schools for the DVM program.

Graduation Year	Number	Male %	Female %	Appal. %	URVM.%	Cum. UG GPA	Sci. GPA
Class of 2018	96	20	80	25	10	3.26	N/A
Class of 2019	98	15	82*	24	24	3.4	3.29
Class of 2020	115	11	89	29	13	3.36	3.25
Class of 2021	124	16	84	34	11	3.37	3.24
Class of 2022	115	18	81*	25	10	3.39	3.28
Class of 2023	124	18	82	32	11	3.42	3.3
Class of 2024	125	24	76	39	7	3.39	3.24
Class of 2025	125	9	91	32	10	3.39	3.24
Class of 2026	125	11	89	41	10	3.48	3.37
Class of 2027	97	14	85*	31	22	3.39	3.28

\*Declined to state gender

**DeBusk College of Osteopathic Medicine**

- The goal was **met**.
- During the fall and spring semesters, members of the DCOM admissions staff, faculty, and various administrators make visits to premedical clubs, career fairs, graduate school fairs, and other conferences.
- DCOM continues to increase recruitment in southern Appalachia.
  - **DeBusk College of Osteopathic Medicine**
  - **DO class of 2023 – Admissions:**
    - Alabama – 1
    - Georgia – 7
    - Kentucky – 15

- • Mississippi – 1
- • North Carolina – 11
- • Ohio – 14
- • Pennsylvania – 9
- • Tennessee – 84
- • Virginia – 12
- • West Virginia – 0
- 
- Total: 154/317 from mission area (48.6%)
- 
- **DO class of 2022 –Residency Placement:**
- • Alabama – 7
- • Georgia – 8
- • Kentucky – 26
- • Mississippi – 7
- • North Carolina – 14
- • Ohio – 31
- • Pennsylvania – 20
- • Tennessee – 44
- • Virginia – 9
- • West Virginia – 3
- 
- Total 169/317 placed in mission area (53.3%)

**Duncan School of Law:**

- The goal was **met**.
- Promoted the law school’s programs through a virtual open house with pre-law advisors for member institutions of the Appalachian College Association.
- Promoted the law school at recruitment events at ACA-member institutions.

**School of Medical Sciences:** Met

- The SMS continues to focus on students committed to serving Appalachia by recruiting from this area and giving preference on admission criteria to those students.
- The School of Medical Sciences seeks to meet this goal by recruiting students from identified Appalachian locations. Articulation agreements are strategically made with 2- and 4-year institutions within the Appalachian region, and students from Appalachian locations are given supplemental preference during the application process.

**Undergraduate Admissions:** Ongoing  
**School of Medical Sciences**

**Goal:** Met

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

**College of Dental Medicine:** met

- The CDM recruits at all invited events. Student diversity is obtained through these recruitment events. Also, advertisements for LMU CDM include diverse actors and student images.

**College of Veterinary Medicine:** met

- A program called Vetahumanz has been revived following COVID. Relationships are being formed with Bell County to expose K-12 students to veterinary medicine.

**DeBusk College of Osteopathic Medicine**

- The goal was **met**.
- The Dean of Diversity, Equity and Inclusion is actively pursuing partnerships with Hampton University and Kentucky State University. DCOM participates in Choose DO Diversity Career Fairs.
- Although the class size increased the number of underrepresented minorities in the class of 2026 increased by 42%.

**Duncan School of Law:**

- The goal was **met**.
- Continued to support diversity initiatives such as attendance and financial sponsorship of the National Black Pre-Law Conference and National HBCU Pre-Law Summit.
- Sent Adriannette Williams, LMU Law's new Assistant Dean for Diversity, Equity, and Inclusion, to the National Black PreLaw Conference and National HBCU PreLaw Summit to raise visibility and awareness of LMU's continued interest in a racially and ethnically diverse community.
- Worked with several HBCU institutions to develop strategic partnerships and potential 3+3 programs.

**Undergraduate Admissions:** Ongoing

**School of Medical Sciences**

The SMS has developed the position of Director of DEI. Additionally, the SMS has developed articulation agreements and MOU's with institutions the represent minority students.

**Goal:** Met

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

**School of Business:**

- Met

- The School of Business strives to promote undergraduate to graduate program matriculation through the use of the 3+3 BBA to JD program. Additionally, the School of Business is working to improve student participation with the university's GPA program. The School of Business recently partnered with the Hamilton School of Arts, Humanities, and Social Sciences to introduce the Advance to Master's Program (AMP), which allows undergraduate business students the opportunity to complete six credit hours of MBA courses during their senior year.

**College of Dental Medicine:** met

**College of Veterinary Medicine:** met

- Now that the veterinary undergraduate programs fall under CVM, these types of programs could expand. An AS to DVM program targeting equine-interest students was developed last year and has enrolled 2 students for fall 2023.
- Five students matriculated into the VHS-CVM GPA program for the 2022-2023 AY.

**DeBusk College of Osteopathic Medicine**

- Goal was met.
- LMU-DCOM promotes the LMU Master of Science Program. Through the LMU-MS Program, students can receive a guaranteed interview with LMU-DCOM.
- DCOM admitted 28 students from the MS program last year.
- LMU-DCOM interviews and accepts students in the Lincoln Memorial University Guaranteed Professional Admission (GPA Program). This is a unique program that allows motivated high school seniors to earn guaranteed acceptance into one of our professional degree pathways after they complete their undergraduate program benchmarks.
- DCOM admitted 8 students from the LMU-GPA program. Continue to develop relationships with current GPA students and connect them with current DO students.

**Duncan School of Law**

- The goal was **met**.
- Collaborated with the College of Arts and Sciences to host an information session to promote 3+3 and guaranteed admission programs.
- Partnered with the business school and the College of Arts and Science to promote joint- and dual-degree programs, i.e., JD/MBA, JD/MPA, and JD/MSJ.
- Promoted events through digital communication and informational sessions at the law school.
- In recent years, the law school faculty approved two pathways allowing for the matriculation of LMU undergraduate students, including a "3+3 Early Entry" and an "Admission without LSAT" option for qualifying LMU undergraduates. The law school also entered into a 3+3 Program Agreement with Austin Peay State University.

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

-

**School of Medical Sciences:** Met

- The SMS has established articulation agreements and MOU's specifically with organizations that represent expanded diversity. Examples include Hampton University and Physician Assistants for Latino Health.

**Undergraduate Admissions:** Ongoing

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

**Goal:** Met

**School of Business:**

- Met
- The School of Business's Graduate and Professional Programs Recruiter regularly promotes LMU's Corporate Tuition Rate Program by contacting local businesses to offer a contractual agreement where employers can receive a 10% tuition discount for employees who are enrolled in graduate-level business programs. The School of Business also maintains relationships with regional businesses and community partners for the purpose of securing undergraduate business student internship opportunities.

**College of Dental Medicine:** met

**College of Veterinary Medicine:** met

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

**School of Medical Sciences:** Met

- The MLS program has worked to develop scholarships for students through local large hospital systems, as well as sign on bonuses.
- The SMS is currently exploring opportunities with Advent Health, Fast Pace Health, Ballad Health, and Covenant Health to provide tuition reimbursement programs, hiring pipelines, and potential internship training programs within their institutions for PA students. Agreements have been put in place for MLS students with Ballad and Covenant Health to provide stipends, sign on bonuses and tuition reimbursement.
- 

**Undergraduate Admissions:** Ongoing

5. Increase community awareness of LMU academic programs through professional and industry-specific organizations, school districts, community involvement, and open houses.

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

- AHSS graduate coordinator markets MSP program to student volunteers at Shangri-La Therapeutic Academy of Riding



- Graduate MSCJ program director visited police units, the TN police academy and multiple training facilities

**School of Business:**

- Met
- The School of Business strives to promote community relationships through participation in college fairs, industry fairs, community events, virtual open houses, and local organizations.

**College of Dental Medicine:** met

- Fall 2022-Spring 2023, Appalachian Miles for Smiles
- Fall 2022 - Spring 2023, Remote Area Medical (REM)
- OCT 4, 2022, Healthcare Heroes Luncheon
- NOV 10, 2023, Clinch-Powell Educational Cooperative Advisory Board Meeting
- NOV 16, 2022, Elgin Children Foundation Conference, Pigeon Forge, TN
- DEC 27, 2022, JAN 2, 2023, Belize Outreach
- JAN 13, 2023, State of Tennessee Refugee Program Meeting
- APR 28, 2023, Open House Morristown Dental Office

**College of Veterinary Medicine:** met

- The new Equine Veterinary Education Program has brought a lot of industry attention to LMU-CVM as has the class expansion. Our recruiters continue to seek out local opportunities to highlight and promote veterinary medicine.

**DeBusk College of Osteopathic Medicine**

- The goal was **met**.
- Education Summit at DCOM Knoxville
- This event was attended by administrators from local high schools and community colleges. University of Tennessee Recruitment
- UTK Panhellenic Pre-Med Club presentation; UTK Virtual Fair
- Current OMS II Knoxville students will be attending Q&A sessions at UTK.
- UTK Pre-Health students will be coming to DCOM-K to participate in a presentation and tour.
- OMAC at DCOM-H & K
- DCOM periodically holds Osteopathic Medicine Awareness Conferences (OMAC). These are half-day events held on the LMU-DCOM campus designed for interested students and premedical advisors to learn about the College and the Osteopathic Profession.
- HOSA Future Health Professionals 2023 State Leadership Conference – Knoxville Convention Center, Students, advisors, and other professionals from across the state.
- Knox County Schools College and Career Expo- Designed to help students explore career and post-secondary opportunities.
- Student Ambassadors and club leaders volunteer and participate in various community outreach and recruiting events.

### **Duncan School of Law**

- The goal was **met**.
- Participated in numerous in-person and virtual national forums hosted by the Law School Admission Council.
- Participated in LMU's community college summit to promote the newly launched engineering program held at DCOM – Knoxville.

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

- The SMS works diligently to contact local and regional high schools and community colleges to promote the awareness of LMU programs specific to the SMS. We sponsor local events, and participate in open houses to highlight our offerings, as well as online events to extend our student reach,

### **Undergraduate Admissions:** Ongoing

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

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

1. Reassess the undergraduate institutional financial aid practices/philosophy.
  - The institutional financial aid policy will be reviewed and revised annually to maintain consistency with University goals and resources.
  - Student Financial Services will work with EAB to update our packaging model for incoming, returning, 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 the Office of Undergraduate Admissions and Student Services.
  - A cap for need-based institutional aid will be established for returning students who lost academic or state-based aid.
  - Institutional financial aid will be increased along with the annual cost of attendance if the budget allows.
  - Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget.
  - Trending data will be utilized.

**Goal:** Met

### **Office of Student Financial Services:**

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

- The institutional financial aid policy will be reviewed and revised annually to maintain consistency with University goals and resources. Goal Met
- Student Financial Services will work with EAB to update our packaging model for incoming, returning, and transfer students. Goal Met
- A target date of mid-December will be set for new Financial Aid packages. Student Financial Services will continue to have a very coordinated effort with the Office of Undergraduate Admissions and Student Services. Goal Met in October

- A cap for need-based institutional aid will be established for returning students who lost academic or state-based aid. Goal Met
  - Institutional financial aid will be increased along with the annual cost of attendance if the budget allows. Goal Met
  - Finance and Student Financial Services will monitor spending continuously to try and keep the discount rate within budget. Trending data will be utilized. Goal Met
2. The Perkins Loan liquidation process is in the final stage with DOE.

**Finance**

Scanning through student files.

**Goal:** Met

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

3. Hire a Financial Wellness Director and begin integration at all academic levels.

**Finance**

Position was budget approved.

**Goal:** Met

**Comments:** / Looking to hire

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

**Finance**

Improving

**Goal:** Met

**Comments:** NSR Collaboration

5. Ongoing activities:
- Continue with an active approach to collect past due accounts and have a goal to collect no later than 60 days late. Take a conservative approach with credit extension to high-risk borrowers.
  - Continue to identify students' financial needs and meet those needs through a combination of grants, scholarships, and self-help aid.
  - Re-evaluate the funding level of the Lincoln Grant component of the Financial Aid budget.
  - Continue training work study students and supervisors. Spend all allocated federal funds. Make sure departments communicate if they can utilize work study students.
  - Continue to monitor federal and state funds annually.
  - Collaborate with the University Consumer Information Taskforce; update webpage for all Consumer Information requirements for LMU.
  - Monitor the political environment. Student loan interest rates decreased for 2019-2020 (4.529%, 6.079%, and 7.079%). Continue to monitor student loan interest rates from

federal and private student loan market. Monitor PSLF, TPSLF, and TN state aid increase. Share updates with stakeholders.

**Finance**

On-going/continuing. Interest rates go up and down with the change in presidential leadership.

**Goal:** Met

**Comments:** Working with families on financial literacy to understand the college financial aid process.

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

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

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

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

**Finance**

Budgeting 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 budgeting, financial planning, and assessment processes during the 2022-2023 academic year.

**Goal:** Met

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

**Institutional Effectiveness (IE)**

All academic programs completed Outcomes Assessment Reports (OARs) in 2022-2023, which are linked to the institutional mission statement, strategic goals, and institutional goals. IE works with new programs to develop assessment plans prior to their implementation date. 27 of 34 administrative units and Academic and Student Services units completed OARs in 2022-2023. Of the seven offices not completing an OAR, four offices had leaders depart during the year. These offices have developed assessment plans for next year in consultation with their supervisors and IE.

IE collaborates with the deans and other members of the Institutional Effectiveness Committee (IEC) to evaluate and publish goals and outcomes for student achievement appropriate to the institutional mission and its students and programs. [The Student Achievement data](#) are updated annually in October.

**Goal:** Mostly Met

**Finance**

LMU's mission served as the basis for all budgeting, financial planning, and assessment processes during the 2022-2023 academic year.

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

**Institutional Effectiveness (IE)**

Most academic programs show some efforts to improve student learning. During the 2022-2023 academic year, programs that did not show efforts at improving student learning met with their deans and IE to discuss the importance of making efforts to improve student learning. This is best practice, and it helps the University maintain compliance with SACSCOC. Nearly all Academic and Student Services units have a student success program outcome, and most units show efforts to improve student learning. Most administrative units show efforts at continuous improvement based on

assessment data.

**Goal:** Mostly Met

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

**Time Frame:** Continuous.

**Resources Required:** Time.

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

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

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

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

1. Evaluate the Institution's financial performance, identifying strengths, weaknesses, opportunities, and threats.

**Finance**

LMU anticipates ending the fiscal year in a positive year end position. Processes for making essential data available to decision makers continued to be improved during the 2022-2023 academic year. Financial reporting data were further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function. LMU's mission served as the basis for all budgeting, financial planning, and assessment processes during the 2022-2023 academic year.

**Goal:** Met

2. Prepare budget requests consistent with individual unit plans and strategic priorities.

**Finance**

Budgeting for all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives, and strategic priorities.

**Goal:** Met

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

**Finance**

Budget Committee reviewed all budget requests within their division, considering the institutional strategic plan. The current five year pro forma was evaluated and assumptions adjusted based on the current market, trends, and institutional priorities.

**Goal:** Met

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

**Finance**

Budgeting for all units and the Institution demonstrates alignment with the Institutional mission, goals, objectives, and strategic priorities.

**Goal:** Met

5. Present the balanced budget to the Board of Trustees for approval.

**Finance**

Approval received for the budget by the Board of Trustees.

**Goal:** Met

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

**Finance**

LMU anticipates ending the 2023 fiscal year in a positive year end position. Financial reporting data was further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function. Revenue budgets for 2022-23 were created in a way to allow for semester, program, or off-campus instructional site financial reporting.

**Goal:** Met

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

**Finance**

Budget Committee reviewed all budget requests within their division, considering the institutional strategic plan. Timely communication and feedback to appropriate persons occurred during/after the committee meetings.

**Goal:** Met

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

**Time Frame:** Annually.

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

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

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

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

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



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

**Finance**

The current five year pro forma was evaluated and assumptions adjusted based on the current market and trends.

**Goal:** Met

2. Develop budgetary assumptions using expense and revenue trend data and specific environmental considerations.

**Finance**

Forecasts for operating revenues and expenses, as well as cash flows, were developed for the University.

**Goal:** Met

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

**Finance**

The current five year pro forma was evaluated and assumptions adjusted based on the current market and trends. Forecasts for operating revenues and expenses, as well as cash flows, were developed for the University.

**Institutional Effectiveness (IE)**

IE publishes an Institutional Research Enrollment Report during the Fall and Spring semesters. This report can be utilized for trend analysis. Additionally, the Senior Director of Assessment reviews each Outcomes Assessment Report (OAR) annually. After reviewing the OARs and providing feedback for improvement, the Director of Assessment posts all OARs in the Institutional Effectiveness team site on MyLMU.

**Goal:** Met

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

**Finance**

The current five year pro forma was evaluated and assumptions adjusted based on the current market and trends. Cash flow was updated and reviewed monthly. The Board of Trustees approved all aspects of the budget.

**Goal:** Met

**Responsibility:** Budget Officers, 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: Provide budget for debt service, strategic initiatives, contingencies, and capital expenditures.

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

**Finance**

The Board of Trustees approved the inclusion of an expense line for Strategic Initiatives/Contingencies, Debt Service, and Capital Expenditures in the 2022-2023 operating budget.

**Goal:** Met

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

**Finance**

The Board of Trustees approved the inclusion of an expense line for Strategic Initiatives/Contingencies, Debt Service, and Capital Expenditures in the 2022-2023 operating budget. The Vice President for Finance establishes the parameters for allocation of budgeted funds for all budget lines.

**Goal:** Met

**Responsibility:** Executive Vice President for Finance and Administration and President.

**Time Frame:** Continuous.

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

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

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

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

Objective 3.5: Enhance budget management.

1. Include evaluation of budget management performance as a regular component of each budget officer’s annual evaluation.

**Finance**

Each budget officer prepared an annual budget. The LMU Staff Evaluation Form includes an option to evaluate all staff members on their ability to develop, manage, and critique the budget if applicable. LMU supervisors annually evaluate budget officers on their performance in this area.

**Goal:** Met

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

**Finance**

Forecasting moved into Colleague system. This allows Finance staff, budget officers, and department members to have access to appropriate budget lines. Forecasts for operating revenues and expenses, as well as cash flows, were developed for the University. A systematic forecast review process continued to be utilized for FY23. Budget process for the 2022-2023 budget cycle continued to include all fiscal managers. Reviews of these budgets were completed between the fiscal manager and Finance.

**Goal:** Met

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

**Finance**

Each budget officer prepared an annual budget. Budget Committee reviewed all budget requests within their division, considering the institutional strategic plan. The expenditure approval process is regularly reviewed and revised where appropriate.

**Goal:** Met

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

**Finance**

Financial reporting data was further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function.

**Goal:** Met

5. Implement and utilize budgeting software for evaluation and assessment of financial data at both the departmental and University levels.

**Finance**

Budget process was moved into SelfService for a streamlined approach.

**Goal:** Met

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

**Time Frame:** Continuous.

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

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

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

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

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

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

**Finance**

Increased funding for research was approved in the 2022-2023 budget throughout the University. Capital investments were approved by the board to assist in research equipment acquisition and space.

**Goal:** Met

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

**Finance**

Budget process for the 2022-2023 budget cycle continued to include all fiscal managers. Reviews of these budgets were completed between the fiscal manager and Finance.

**Goal:** Met

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

**Finance**

Budget process for the 2022-2023 budget cycle continued to include all fiscal managers. Reviews of these budgets were completed between the fiscal manager and Finance.

**Goal:** Met

4. Provide support in seeking funding from external sources.

**Office of Research, Grants, and Sponsored Programs (ORGSP)**

ORGSP is dedicated to providing the supportive infrastructure needed to increase the overall number and types of externally funded grants and ensure the proper management and oversight of new and established awards that fully represent the mission statement and historical integrity of Lincoln Memorial University.

**Goal:** Met

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

**Office of Research, Grants, and Sponsored Programs (ORGSP)**

The vision of the ORGSP is for the application process and the post-award management of all LMU sponsored programs and grants to be effectively integrated into the university's financial and academic management systems. The office provides sound guidance and accurate information regarding appropriate funding opportunities. The office ensures the university excels in the stewardship of its sponsors resources. The Post-Award Checklist can be found [here](#).

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

**Finance**

Increased funding for research was approved in the 2022-2023 budget throughout the university. Capital investments were approved by the board to assist in research equipment acquisition and space.

**Goal:** Met

**Responsibility:** President's Cabinet, Office of Research, Grants and Sponsored Programs, and President.

**Time Frame:** Continuous.

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

**Assessment:**

(a) Documented outcomes of scholarly activities and growth of funding.

(b) Documented infrastructure support requirements through project plans.

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

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

Objective 3.7: Utilize financial data to make informed decisions.

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

**Institutional Effectiveness (IE)**

Data are collected and analyzed from multiple sources including survey data (internal and external), enrollment data, Common Data Set, National Student Clearinghouse, and data from other offices within LMU.

**Goal:** Met

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

**Finance**

Revenue budgets for 2022-23 were created in a way to allow for semester, program, or off-campus instructional site financial reporting.

**Goal:** Met

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

**Institutional Effectiveness (IE)**

IE publishes an Institutional Research Enrollment Report during the Fall and Spring semesters. These reports are sent to all members of the Institutional Effectiveness Committee (IEC), including Finance staff and LMU administration, to guide the decision-making process for continuous improvement.

**Goal:** Met

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

**Institutional Effectiveness (IE)**

Data are maintained in an internal data warehouse (Informer). An official enrollment census snapshot is disaggregated each semester and utilized to ensure consistent reporting across IPEDS, state licensing, surveys, and data requests. An IR Enrollment Report is created from census data containing disaggregated demographics and enrollment by classifications and

schools/colleges.

**Goal:** Met

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

#### **Finance**

Processes for making essential data available to decision makers continued to be improved during the 2022-2023 academic year. Financial reporting data were further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function.

**Goal:** Met

#### **Institutional Effectiveness**

An official enrollment census snapshot is disaggregated each semester and utilized to ensure consistent reporting across IPEDS, state licensing, surveys, and data requests. An IR Enrollment Report is created from census data containing disaggregated demographics and enrollment by classifications and schools. The IR Enrollment Reports are sent to LMU administration during the Fall and Spring semesters to support the decision-making process.

**Goal:** Met

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

#### **Institutional Effectiveness**

Deans and the IEC members are provided with a copy of the IR Enrollment Report during the Fall and Spring semesters. The IR Enrollment Report is created from census data containing disaggregated demographics and enrollment by classifications and schools/colleges. Additionally, *ad hoc* requests for data are processed as requested for such needs as accreditation, grants, reports, etc. For the 2022-2023 academic year, approximately 50 *ad hoc* data requests have been completed for LMU faculty, staff, and students.

**Goal:** Met

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

#### **Finance**

Forecasting moved into Colleague system. A systematic forecast review process continued to be utilized for FY23. Financial reporting data were further refined to allow more granular visibility into our revenues and expenses, thereby increasing opportunity for more data-based decisions by function.

**Goal:** Met

#### **Institutional Effectiveness (IE)**

During the Fall and Spring semesters, IE creates an IR Enrollment Report. In this report, IE disaggregates University data by school/college, program, and student demographics. This report is distributed to LMU administration to support the decision-making process. Additionally, IE utilizes the National Student Clearinghouse to obtain data on students who were accepted to LMU (during the admissions process) but ultimately did not enroll. IE ensures this

data along with the IR Enrollment Reports are sent to Enrollment Management to assist with the forecasting process.

**Goal:** Met

**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 campus  
and at off-campus instructional sites.**



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

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

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

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

The Law School facility is in need of some improvements, as the original renovations to the facility were completed over 13 years ago. Much of the Law School building was painted in 2021-2022.

**Goal:** Unmet

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

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

DCOM spaces are assessed regularly and are adequate for medical students. DCOMK Building 2 is fully operational and adequate for OT/PT students.

**Goal:** Met

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

Office assignments are continuously reviewed and adjusted with staffing changes. The Veterinary Education Technology building is set to open in August 2023. It will have a microscopy lab, a veterinary program clinical skills lab, a veterinary technology lab, a lecture hall, a model shop, an active learning classroom, study rooms, and offices. Students continue to ask for additional study space.

**Goal:** Met

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

Floors 3 – 6 and 9 of the LMU Tower have been completed. Floor 7's anticipated completion date is 7/15/2023. The Morristown Clinic has been completed and the Community Care Clinics in Harrogate and Knoxville are in the planning phases. Student study space will be added to the 8<sup>th</sup> floor of the Tower along with additional office space.

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

SMS facilities are regularly assessed through faculty, staff, and student evaluations. We continue to work through the expansion of PA to the Tampa campus.

**Goal:** Met

#### **Existing Facilities**

- All sites

- Continue to review and identify office, classroom, and study space potential on the main campus and throughout the off-campus instructional sites
- Continue to evaluate campus lighting concerns
- Continue to identify opportunities for site-specific improvements and enhancements
- Continue to evaluate and identify facilities with potential accessibility compliance issues
- Continue to examine all University spaces for safety issues including lack of lighting
- Harrogate
  - New maintenance facility
  - Construction of new track and field facility
  - Consider best use for athletic training and sports and exercise science facilities
  - Continue improvements to student center
  - Complete installation of windows in order to complete remodel of Liles Hall.
  - Continue to complete HVAC renovations for Duke
  - Continue to pursue funding through Alumni Park
  - New roof on Business Education Building.
  - New roof for Liles and West Residence Halls; planning in process to combine the two buildings with a glass area and elevator.
  - Install new roof on Schenck Building.
  - Complete building upgrades to Schenck.
  - Repurpose maintenance building and construct new building below Valley of Sports Building to include Central Receiving.
  - Schedule planning discussions to remodel space to accommodate four classrooms in Duke Hall
  - Investigate renovation of CMRC building.
  - New water plant facility with office space, additional water storage to support irrigation, and fire sprinkler systems
  - Discussing a Communication, Instruction, and Technology (CIT) facility
  - Enhance campus sidewalks and crosswalks
  - Enhance campus signage
  - Reconfigure campus road schematics-In progress.
  - New electronic library and commons
  - Explore feasibility of Exercise Science Lab in Parkway AT Bldg.
  - Continue plans for construction of facility for Conservation Biology teaching and research.
  - Build New Water Plant facility with office space, additional water storage to support irrigation, and fire sprinkler systems.
- Virginia
  - Completion of new classroom/instructional building at DVTC
  - Continue to develop plan for Campbell Farm property for student housing
  - Investigate dining options for Ewing students
- West Knoxville
  - Create shared educational space in PEL3

- Complete receiving and distribution center
- Continue to enhance parking options including by constructing parking area between PEL2 and PEL3
- Update and better utilize PEL facilities
- Tampa
  - Renovate Tampa location to house PA program
- Orange Park
  - Continue to develop master plan for Orange Park facilities

**Goal: Met**

**Responsibility:** Executive Vice President for Finance and Administration, Director of Physical Plant Safety and Facilities Coordination, Director of Infrastructure Management, the President, President’s Cabinet, and Properties Committee of the Board of Trustees.

**Time Frame:** Annually and as needed.

**Resources:** Physical plant budget, plant fund.

**Assessment:** Minutes of President’s Cabinet and Properties Committee; minutes from the Physical Plant Operations Group and other project plan documentation.

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

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

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

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

**Duncan School of Law**

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

**Goal:** Unmet

**Campus Police and Security**

We have maintained to meet or exceed Tennessee POST requirements.

**Goal:** Met

**Facilities**

**Goal:** Met

2. Continue to seek funding to enhance a healthy, safe, and secure environment.

**Campus Police and Security**

We continue to collaborate with the Governor’s Highway Safety Program in an effort to attain

the annual grant monies that are available.

**Goal:** Met

3. Review and communicate the University's Health and Safety Manual and the Critical Incident Response Manual.

**Campus Police and Security**

We have reviewed and revised the University's Safety Manual to maintain a safe campus.

**Goal:** Met

**Comments:** We update this every year.

**Facilities**

University's Health and Safety Manual can now be accessed on myLMU by everyone.

**Goal:** Met

4. Continue to conduct an annual assessment of physical plant and facilities, focusing on safety and health issues (e.g., automated external defibrillator, sharps container, posted evacuation plans, lighting, traffic signs, alarm systems, call boxes, camera systems, security, and access control).

**Duncan School of Law**

The Law School's Facilities and Technology Committee conducts reviews yearly of the DSOL facility and advises the Dean as to needed improvements.

**Goal:** Met

**Campus Police and Security**

We conduct monthly fire extinguisher checks and ensure that the evacuation plans are up to date, accurate, and easily accessible. We check the call boxes, maintain the camera system, and work with IT to confirm that all are working properly.

**Goal:** Met

5. Continue to support training opportunities for health and safety issues.

**Duncan School of Law**

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

**Goal:** Met

**Campus Police and Security**

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

**Goal:** Met

**Facilities**

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

**Goal:** Met

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

**Facilities**

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

**Goal:** Met

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

**Campus Police and Security**

We continuously assess our access control systems and work with the development of new buildings in an effort to assure that access control is made available.

**Goal:** Met

8. Continue to expand the security call phone system and utilization of the campus siren system including working toward greater geographic specificity for alerts.

**Campus Police and Security**

We conduct siren testing twice per year and monitor our phone systems.

**Goal:** Met

9. Continue to encourage participation in LiveSafe (and/or other alert systems).

**Campus Police and Security**

We continually promote the use of LiveSafe.

**Goal:** Met

10. Continue to conduct current fire drill procedures for all buildings.

**Duncan School of Law**

DSOL holds regular fire drills in cooperation with the City of Knoxville Fire Department.

**Goal:** Met

**Campus Police and Security**

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

**Goal:** Met

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

**Duncan School of Law**

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

**Goal:** Met

**Campus Police and Security**

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

**Goal:** Met

**Facilities**

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

**Goal:** Met

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

**Duncan School of Law**

DSOL conducts training in compliance with the Clery Act.

**Goal:** Met

**Campus Police and Security**

We conduct an annual tabletop drill per Clery standards.

**Goal:** Met

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

**Duncan School of Law**

Security is on the DSOL campus during all open business hours and security speaks to all new law students when arriving on campus at orientation.

**Goal:** Met

**Campus Police and Security**

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

**Goal:** Met

14. Continue enhancement of safety and maintenance support at all sites.

**Campus Police and Security**

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

**Goal:** Met

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

**Campus Police and Security**

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

**Facilities**

Completed. Will continue for new buildings.

**Goal:** Met

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

**Campus Police and Security**

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

**Goal:** Met

17. Continue to identify Campus Safety Authorities (CSAs) on all University sites, per the Clery Act.

**Campus Police and Security**

We conduct a minimum of two CSA trainings per year and all new employees are required to receive the training during their “on boarding.”

**Goal:** Met

18. Continue training with the Critical Incident Response Team (CIRT).

**Campus Police and Security**

We meet regularly with CIRT and conduct training sessions.

**Goal:** Met

19. Compliance with the Peace Officer Standards and Training (POST) Commission (State of Tennessee Requirements for Police).

**Campus Police and Security**

All of our officers meet or exceed the POST requirements.

**Goal:** Met

**Responsibility:** Director of Physical Plant Safety and Facilities Coordination, Dean of Camp Safety Operations, Director of Infrastructure Management, President’s Cabinet, Risk Management, and Insurance Manager, and Chair of the Institutional Biological and Chemistry Safety Committee, Executive Vice President for Finance and Administration, Off-Campus Sites Coordinator of Safety and Security/Assistant Chief of Police.

**Time Frame:** Annual or as needed.

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

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

**Use of Results:** Enhance safety and security on campus and at off campus sites.

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

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

1. Continue to enhance the employee orientation process.

## **Human Resources**

Orientation is now completely online. Electronic push notifications are sent to the supervisor and incoming employee throughout the process. A mobile app that could link together benefits enrollment, prescription pricing, digital insurance cards, Teladoc, and any information that LMU would like to add is being reviewed. HR's portion of the LMU website now contains FAQs, a link to medication pricing, tuition policies, supplemental insurance, as well as medical, dental, and vision.

**Goal:** Met

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

## **Human Resources**

Clery Training, Legal Orientation, Protection of Minors, Title IX and FERPA training are automated and included during onboarding. Financial Literacy and Planning sessions are offered, via Millennium Financial. These sessions can be in-person, virtual, or by phone depending on employee request and are free of charge. Health Coaching Sessions are offered free of charge from TRIA health as well as a 24/7 helpline for anyone with a pharmaceutical question. HR is reviewing the current process of training sessions for the yearly faculty/staff conference week in order to streamline.

**Goal:** Met

3. Continue to evaluate and enhance University benefits.

## **Human Resources**

Claims data was gathered and analyzed to find areas where value could be added for both the employee and employer. Based on those findings, Blue Cross was retained with a pharmacy care out to EmpiRx. Vision insurance was moved from Guardian to EyeMed. TRIA, Guardian, Teladoc, AirMed, and Health Equity were retained. This review is completed on a yearly basis. TRIA health is a free benefit offered to the LMU community. The service will evaluate your current medication list for effectiveness, medication interaction, and potential areas of improvement. They will answer any medication questions that you have and depending upon your specific health condition, you may be eligible for discounted medications or free diabetes supplies.

**Goal:** Met

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

4. Continue to review and ensure faculty/staff compliance with current local, state, and federal agency regulations and laws in coordination with Office of the General Counsel.

**Human Resources** HR works in conjunction with advisory information from Zywave and Mineral Advisors to review upcoming regulatory changes. HR also works closely with General Counsel concerning FMLA, ADA, and other compliance issues.



**Goal:** Met

**Comments:** Suggested handbook edits have been supplied to legal for the upcoming academic year.

5. Continue to support external audit processes.

**Human Resources**

HR worked closely with Finance to supply audit needs such as retirement documents, payroll information, employee totals, etc.

**Goal:** Met

6. Continue to participate in job fairs/recruitment efforts to present the University as a career opportunity.

**Human Resources**

HR participated in the following job fairs: LMU Career & Graduate Education Job Fair, LMU Business & Professional School Job Fair, Murray State Career Fair, and the American Association for Access to Equity & Diversity Virtual Career Fair. Employment opportunities are posted on various sites such as Monster, Zip Recruiter, Indeed, Higher Ed Jobs, Insight into Diversity, and more specialized sites when necessary.

**Goal:** Met

7. Continue to support Human Resources services at all University sites.

**Human Resources**

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

**Goal:** Met

8. Continue to research and address current healthcare reforms.

**Human Resources**

McGriff and LMU partner to look at any governmental reform and its impact to LMU. Examples include Secure 2.0 and Transparency in Coverage. HR utilizes access to Mineral Advisors and Zywave compliance tools, via McGriff as an addition resource for reform information.

**Goal:** Met

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

**Human Resources**

Retirement committee meets quarterly with third-party investment advisors.

**Goal:** Met

10. Maintain digital employee file system to aid in retention documentation.

## **Human Resources**

All HR Employee documents are digitally imaged and secured within the Laserfische system. Access is restricted to users with a business necessity.

**Goal:** Met

### **11. Continue to recognize employee service and promotions.**

## **Human Resources**

HR is exploring an option for employee recognition that would allow for milestone or other recognitions of LMU's choosing by allowing election of a reward item from an online rewards location. HR doesn't offer in-person celebrations but continues to offer recognition in the forms listed below. These individuals are also recognized by the President during the annual faculty/staff conference week.

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

**Goal:** Met

### **12. Continue to implement human resources technology (as budget permits) to reduce manual processes.**

## **Human Resources**

Electronic I-9 and background checks have been implemented. Corporate Screening currently manages both services.

HR in conjunction with IS has reviewed 5 potential vendors as an ATS replacement. An additional company was also reviewed for background screening. No changes have been found feasible at this time. Payroll is now a part of the HR department, meaning that processes are being reviewed for efficiency and effectiveness both between departments and as a resource for the employees.

**Goal:** Met

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

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

**Human Resources**

Current Vendor can offer performance management, but upon review it was not found to be efficient. The noted vendors in item #11 were also screened for performance management tools. No changes have been found feasible at this time.

**Goal:** Met

**Comments:** Reviewing vendors for Performance Eval Software.

**14.** Continue to provide electronic employee contract processes.

**Human Resources**

Faculty Employee Contracts are fully automated. Staff work letters are handled by email.

**Goal:** Met

**Responsibility:** Executive VP for Operations, Chief Human Resources Officer, Office of the General Counsel, IS Representative.

**Time Frame:** Met

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

Objective 4.4: Evaluate full-time employee compensation against benchmark salaries of peer institutions with respect to position, appointment, experience, workload requirements, and similar activity to support competitive excellence in staffing practices.

**1.** Complete an annual review of salary benchmarking data for full-time employees.

**Human Resources**

*A gap analysis is being completed yearly. The analysis includes full-time employees in both the exempt and non-exempt classifications, based on position title/job description. This analysis is benchmarked against other higher education institutions in the same geographic area.*

**Goal:** Met

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

**Human Resources** Salary bands will be explored in the upcoming year. This is ongoing.

**Goal:** Met

**Comments:**

**Responsibility:** HR

**Time Frame:** Completed

**Resources Required:** Human Resources department budget

**Assessment:** Gap analysis report

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

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

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

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

1. Participate in the budgeting process of new and proposed initiatives.

**Information Services**

- The IS department participates in the annual budgeting process.
- Implemented Budget Development software in Colleague Self-Service
- Implemented Network, Wireless, Security Cameras, Access Control, and Servers for Construction Projects:
  - LMU Tower Floors T3 – T6 and T9
  - Morristown Dental Clinic
  - Chattanooga
  - Avery Pre-K
  - Knoxville Distribution Center

**Goal:** Met

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

**Information Services**

- Rolled out mobile app for JFWA
- Assessed Classroom Technology at all Campuses and Approved Upgrades where Needed
- Assessed Network, Wireless, Server, and Storage Hardware at all Campuses and Approved Upgrades as Needed
- Performed Network Switch Upgrades at Cedar Bluff and DSOL

**Goal:** Met

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

**Information Services**

- Moved from Blackboard to Canvas as the learning management system
- Integrated Qualtrics into Canvas for course evaluations
- Moved J. Frank White Academy administration (application, registration, billing, transcripts, documents) to Colleague
- Moved Digital Signage to LSquared for an Improved Experience for the LMU Community and a cost savings

**Goal:** Met

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

**Information Services**

- Provided support for 20,490 Zoom Meeting and 63 Webinars hosted by LMU, accruing over 147,527 hours of meeting time

- Replaced External Firewalls and Installed New Internal Firewalls
- Performed a Modular Power Revitalization Service and Battery Replacement for the Data Center UPS
- Replaced KEMP Load Balancers
- Retired Remaining Windows 2008 Servers
- Upgraded Security Camera Storage
- Upgraded the Security/Fire Alarm System at the President's Office
- Closed 91,840 Help Desk tickets
- Fielded 10,822 Help Desk calls since December 19, 2022, with an average handle time of 4:15
- Upgraded 200 Lab and Podium Computers across all classrooms and labs
- Provided Training for Zoom and Classroom Technology for Faculty and Staff
- Offered additional Training to Faculty and Staff upon Request
- 

**Goal:** Met

5. Develop University purchasing, life-cycle management, and maintenance schedule.

### **Information Services**

- Completed Classroom Technology installations for LMU Tower Floors 3-6 for the College of Dental Medicine
- Completed Classroom Technology installations for JFWA Pre-K in Avery Hall
- Upgraded DCOM Lecture Halls 101 and 102, and DSOL 201
- Upgraded Classrooms BE 114, 116, and 117
- Upgraded B-Line servers at DCOM Harrogate, Knoxville, and CVM
- • Upgraded MANS Audio User Interface
- Upgraded Mediasite in DVTC Small Animal 100 and CVM 100 and 101
- Updated Digital Signage at JFWA
- Upgraded AirMedias throughout all LMU sites
- Installed a new Display in DSOL Dean's Conference Room
- Completed Classroom Technology Installation on the 9th Floor of the LMU Tower for the Dental Forensics Program
- Installed a Digital IP clock in classroom 206 for DPT/OTD
- Upgraded BE 124 SMART Display
- Upgraded the SMART Displays at Cedar Bluff
- Upgraded the Wireless Tabletop Microphones in DSOL 201
- Upgraded the Sound System at the Baseball Field
- Installed Wireless Microphones at the Lacrosse, Baseball, and Softball fields
- Installed new Power Filters for the Amps and UPS in the sound booth at Tex Turner Arena
- Installed two Cable TVs with SpectrumU at Morristown Dental Clinic and one Cable TV at Cedar Bluff
- Installed New Digital Signage Display at DAR Hall

- Upgraded MANS Imaging Signage Display
- Installed new Digital Signage Display in Anatomy Department at DCOM Knoxville
- Upgraded the Displays in all DCOM and PA study rooms on the first and fourth floors
- Upgraded the Student Center Cafeteria Sound System
- Upgraded the Display in DCOM 106 Conference Room
- Upgraded the Cable TV Display in the DCOM Executive Lounge
- 

**Goal:** Met

6. Assess Technology initiatives to determine adequate resources.

**Duncan School of Law**

The Law School’s Facilities and Technology Committee annually considers technology needs for the program and advises the Dean as to the same. The Dean submits its requests for software and technology upgrades to the IS department.

**Goal:** Met

**Information Services**

Ongoing for all new projects.

**Goal:** Met

7. Procure instructional technology to support adjunct faculty.

**Information Services**

- Procured Canvas
- Procured Zoom
- Procured Voice Thread

**Goal:** Met

8. Support instruction, research, and scholarly activity.

**Information Services**

New equipment as well as support provided via Helpdesk.

**Goal:** Met

9. Identify, plan, and support resource needs (including both physical and personnel needs) for online and hybrid course and program offerings.

**Information Services**

New instructional technologist hired.

**Goal:** Met

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



### **Information Services**

Announcements about budgeting, budgeting sheets, timelines, and approvals communicated through MyLMU.

**Goal:** Met

11. Negotiate technology resource agreements to provide comparable support and access at off-campus instructional sites.

### **Information Services**

All software access is the same at all sites. Classroom technology is assessed yearly.

Assessed Classroom Technology at all Campuses and Approved Upgrades where Needed

**Goal:** Met

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

### **Information Services**

**Goal:** Unmet

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

**Time Frame:** Continuous.

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

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

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

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

Objective 5.2: Provide and maintain technology infrastructure.

1. Review and assess all network closets.

### **Information Services**

Ongoing

**Goal:** Met

**Comments:** Reviews are completed quarterly.

2. Provide and maintain appropriate technology resources for faculty, staff, and students.

### **Information Services**

- Processed TICUA catch up file for the past three years.
- Processed TICUA file for Summer 2022
- Processed TICUA file for Fall 2022
- Processed TICUA file for Spring 2023
- Process and upload TICUA reporting files.
- The Helpdesk provided live support for the start of every DCOM exam and lecture
- I.S. was present and spoke at all new student registrations

- Added Network Access Control to All Remaining Remote Sites
- Created custom Colleague forms for bulk entry of attendance for JFWA
- Created custom Colleague form for bulk parent proxy authorization for JFWA
- Assist with configuration of Canvas LMS
- Implemented AI-Based Plagiarism & AI Content Detection software
- Tested and Installed 168 updates to the Colleague software
- Assessed Classroom Technology at all Campuses and Approved Upgrades where Needed
- Assessed Network, Wireless, Server, and Storage Hardware at all Campuses and Approved Upgrades as Needed
- Upgraded 200 Lab and Podium Computers across all classrooms and labs

**Goal:** Met

3. Review, assess, and modify online services for faculty, staff, and students.

**Information Services**

Ongoing

**Goal:** Met

4. Review, assess, and modify software, website, and database functionality for University use.

**Information Services**

Ongoing

- Provided Training for Cascade CMS and Created Help Web Pages for Web Editors
- Upgrade/Started the Planning Phase of the LMU Website Redesign
- JFWA Site Redesign
- Additional Web Parts Added for Web Editors
- Redesigned Online Programs Web Page
- Performed Backup Replication to AWS
- Performed Alumni Account Purge Process

**Goal:** Met

5. Review, assess, and provide additional classroom technology needs.

**Information Services**

Completed annually

Assessed Classroom Technology at all Campuses and Approved Upgrades where Needed

**Goal:** Met

6. Continue planned implementation of secure electronic document imaging solution.

**Information Services**

- Implemented Laserfiche for DSOL
- Implemented Laserfiche for Graduate Education
- Implemented Laserfiche for Master of Science
- Implemented Laserfiche for Graduate Business

**Goal:** Met

7. Maintain appropriate network and network security.

**Information Services**

- Replaced External Firewalls and Installed New Internal Firewalls
- Added Network Access Control to All Remaining Remote Sites
- Implemented Local Administrator Password Solution (LAPS)
- Implemented Network, Wireless, Security Cameras, Access Control, and Servers for Construction Projects
  - LMU Tower Floors T3 – T6 and T9
  - Morristown Dental Clinic
  - Chattanooga
  - Avery Pre-K
  - Knoxville Distribution Center

**Goal:** Met

8. Perform a quarterly network security audit.

**Information Services**

- Penetration testing completed with no findings
- NIST Assessment CDWG / State of Tennessee
- Procured Tenable Security Scan system
- New Antivirus Deployment (Sophos)

**Goal:** Met

9. Review, assess and analyze network monitoring reports.

**Information Services**

- PRTG monitored

**Goal:** Met

10. Identify technology needs in new and existing buildings.

**Information Services**

- Implemented Network, Wireless, Security Cameras, Access Control, and Servers for Construction Projects
  - LMU Tower Floors T3 – T6 and T9
  - Morristown Dental Clinic
  - Chattanooga
  - Avery Pre-K
  - Knoxville Distribution Center
- Performed Network Switch Upgrades at Cedar Bluff and DSOL

**Goal:** Met

11. Identify technology needs for new and existing programs.

**Information Services**

- Reviewed with program directors prior to program start
- Completed Classroom Technology installations for LMU Tower Floors 3-6 for the College of Dental Medicine
- Completed Classroom Technology installations for JFWA Pre-K in Avery Hall
- Upgraded DCOM Lecture Halls 101 and 102, and DSOL 201
- Upgraded Classrooms BE 114, 116, and 117
- Upgraded B-Line servers at DCOM Harrogate, Knoxville, and CVM
- Upgraded MANS Audio User Interface
- Upgraded Mediasite in DVTC Small Animal 100 and CVM 100 and 101
- Updated Digital Signage at JFWA
- Upgraded AirMedias throughout all campuses
- Installed a new Display in DSOL Dean's Conference Room
- Completed Classroom Technology Installation on the 9th Floor of the LMU Tower for the Dental Forensics Program
- Installed a Digital IP clock in classroom 206 at PTOT
- Upgraded BE 124 SMART Display
- Upgraded the SMART Displays at Cedar Bluff
- Upgraded the Wireless Tabletop Microphones in DSOL 201
- Installed new Digital Signage Display in Anatomy Department at DCOM Knoxville
- Upgraded the Displays in all DCOM and PA study rooms on the first and fourth floors

**Goal:** Met

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

**Information Services**

- Performed Backup Replication to AWS
- Druva Insync loaded on all client PCs

**Goal:** Met

13. Maintain appropriate support for security services.

**Information Services**

- Upgraded Security Camera Storage
- Upgraded the Security/Fire Alarm System at the President's Office
- Maintained appropriate services for all LMU sites.

**Goal:** Met

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

**Information Services**

- Implemented CloudFlare DNS and Content Caching
- Assessed Network, Wireless, Server, and Storage Hardware at all Campuses and Approved Upgrades as Needed

- Replaced KEMP Load Balancers
- Goal:** Met

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

**Information Services**

- Mediasite cloud migration (\$25,000 savings per year)
- Performed Backup Replication to AWS

**Goal:** Met

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

**Information Services**

- Confirmed conversion of all Image Now documents to Laserfiche and decommissioned Image Now servers.
- Retired Remaining Windows 2008 Servers.
- Performed a Modular Power Revitalization Service and Battery Replacement for the Data Center UPS

**Goal:** Met

**Responsibility:** IS

**Time Frame:** Continuous.

**Resources Required:** Basic resources included in Information Services budget; additional resources requested through budget process and grants. Compliance with national standards and regulatory guidelines.

**Assessment:** EDUCAUSE or national benchmarks, Network monitoring reports, Helpdesk logs and resolutions, Standard Operating Procedures, Information Technology Infrastructure Library (ITIL) standards, International Society for Technology in Education (ISTE) recommendations and Control Objectives for Information and Related Technologies (COBIT). ISO/IEC 27001 22301 27031 27035 22301 International Standard for best-practice information security management systems.

**Use of Results:** To ensure adequate technology infrastructure for faculty/staff/students.

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

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

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

**Information Services**

- Provided Training For Zoom and Classroom Technology for Faculty and Staff
- Offered additional Training to Faculty and Staff upon Request

**Goal:** Met

2. Train new employees on productivity applications.

**Information Services**

Trainings completed on:

- Canvas
- Zoom
- Microsoft Office
- Adobe products
- Classroom technology

**Goal:** Met

3. Train and cross-train technology support staff.

**Information Services**

Helpdesk has group trainings quarterly

**Goal:** Met

4. Support online learning initiatives.

**Information Services**

LinkedIn Learning Platform

**Goal:** Met

5. Provide new and emerging technology training opportunities.

**Information Services**

Training is offered on all supported software as well as new software packages.

**Goal:** Met

6. Support CTLE with the development of instructional resources that utilize technology.

**Information Services**

Cross training is offered upon request.

**Goal:** Met

7. Coordinate training opportunities with vendors.

**Information Services**

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

**Goal:** Met

8. Coordinate training and orientation opportunities with faculty, staff, professional, graduate, and undergraduate students.

### **Information Services**

- Provided Training for Zoom and Classroom Technology for Faculty and Staff
- Offered additional Training to Faculty and Staff upon Request
- Provided Training for Cascade CMS and Created Help Web Pages for Web Editors
- I.S. was present and spoke at all new student registrations
- Provided support for 20,490 Zoom Meeting and 63 Webinars hosted by LMU, accruing over 147,527 hours of meeting time
- The Helpdesk provided live support for the start of every DCOM exam and lecture

**Goal:** Met

9. Develop and enhance training using various modalities for students, faculty, and staff.

### **Information Services**

Trainings are offered one on one (online or face-to-face if necessary) as well as group trainings.

**Goal:** Met

10. Work with departments to provide training on enterprise technologies.

### **Information Services**

Trainings are completed on any new technology being deployed or new modules within an existing software.

**Goal:** Met

11. Enhance communications to keep the University community informed of changes in the IT environment.

### **Information Services**

All announcements about IT or systems are submitted to MyLMU.

**Goal:** Met

**Responsibility:** IS, CTLE, Academic Affairs, 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:** *Ensure effective and efficient use of technology.*

Objective 5.4: Provide user support for technology services.

1. Review, assess, and modify IS Helpdesk support.

### **Information Services**

- Closed 91,840 Help Desk tickets

- Fielded 10,822 Help Desk calls since December 19, 2022, with an average handle time of 4:15  
**Goal:** Met

2. Continue University-wide campaign to communicate Helpdesk support procedures.

**Information Services**

Frequent posts to MyLMU

**Goal:** Met

3. Review and analyze Helpdesk service and support logs.

**Information Services**

Ongoing

**Goal:** Met

4. Assess and analyze helpdesk FAQ and online support documentation.

**Information Services**

Ongoing

**Goal:** Met

5. Encourage the use of the university portal (MyLMU).

**Information Services**

Ongoing

**Goal:** Met

6. Analyze trends for user support frequency and staff appropriately.

**Information Services**

Ongoing

**Goal:** Met

7. Review, assess, and modify IS Policies and Procedures as needed.

**Information Services**

Reviewed quarterly ongoing

**Goal:** Met

8. Review, assess, and modify the student and employee handbooks for IS policy changes.

**Information Services**

Reviewed annually

**Goal:** Met



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

**Information Services**

Partnered with CDW to audit all policies and procedures IT related.

**Goal:** Met

10. Support the technology needs for University and community events.

**Information Services**

- Provide Audio and Visual support
- The Helpdesk provided live support for the start of every DCOM exam and lecture
- Upgraded the Sound System at the Baseball Field
- Installed Wireless Microphones at the Lacrosse, Baseball, and Softball fields
- Installed new Power Filters for the Amps and UPS in the sound booth at Tex Turner

Arena

**Goal:** Met

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

**Information Services**

- Closed 91,840 Help Desk tickets
- Fielded 10,822 Help Desk calls since December 19, 2022, with an average handle time of 4:15
- Upgraded 200 Lab and Podium Computers across all classrooms and labs
- Provided support for 20,490 Zoom Meeting and 63 Webinars hosted by LMU, accruing over 147,527 hours of meeting time

**Goal:** Met

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

**Information Services**

All helpdesk processes are electronic.

**Goal:** Met

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

**Information Services**

- Create report to identify percentage of credits taught by full time faculty
- Created reports to facilitate early financial aid packaging
- Created reports to facilitate degree audit set up in Colleague
- Created report for Occupational Employment and Wage Statistics
- Create report to identify percentage of credits taught by full time faculty
- Created reports to facilitate early financial aid packaging

- Created reports to facilitate degree audit set up in Colleague
- Created report for Occupational Employment and Wage Statistics

**Goal:** Met

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

**Information Services**

Informer dashboards

Sisence dashboards

**Goal:** Met

15. Provide technical and leadership professional development opportunities for IS employees.

**Information Services**

Training offered virtually for all IS employees

**Goal:** Met

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

**Information Services**

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

**Goal:** Met

17. Recruit, develop, and retain a strong permanent IS staff and IS student staff.

**Information Services**

Ongoing

**Goal:** Met

**Responsibility:** IS and President's Cabinet.

**Time Frame:** Continuous.

**Resources Required:** Basic resources included in the IS budget.

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

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

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

Objective 5.5: Provide appropriate scholarly activity support.

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

### **Information Services**

Helpdesk closed several tickets related to research.

**Goal:** Met

2. Expand expertise in high-performance computing, open-source, and open-standard environments.

### **Information Services**

All systems in data center are considered high performance; however, open-standard and open-source are only provided on case-by-case basis.

**Goal:** Met

3. Identify opportunities to administer centralized software licenses, for cost-savings and operational efficiency.

### **Information Services**

- Zoom Campus License
- Adobe Campus License
- Arc GIS Campus License
- AutoCAD
- JMP
- Microsoft Suite

**Goal:** Met

**Responsibility:** IS and the Office of Research, Grants, and Sponsored Programs.

**Time Frame:** Continuous.

**Resources Required:** IS budget and revenue from grants and sponsored programs.

**Assessment:** Approved grant requirements and regulatory assessment; purchase orders that support grant requests; user satisfaction surveys.

**Use of Results:** Identify additional needs to support research initiatives.

**Strategic Goal 5:** *Ensure effective and efficient use of technology.*

Objective 5.6: Develop and maintain a high-quality external website.

1. Maintain communication with a web design firm on the continuous improvement, development, and design of the external website.

### **Information Services**

- Upgrade/Started the Planning Phase of the LMU Website Redesign
- JFWA Site Redesign
- Additional Web Parts Added for Web Editors
- Redesigned Online Programs Web Page

**Goal:** Met

2. Provide support and training for website content management system (CMS).

**Information Services**

- Provided Training for Cascade CMS and Created Help Web Pages for Web Editors

**Goal:** Met

3. Develop a dynamic and responsive website to allow viewing on all electronic devices and comply with ADA regulations.

**Information Services**

Ongoing and reviewed quarterly

**Goal:** Met

4. Consult with the office of PR and Marketing to facilitate the consistent design and brand use across all LMU web pages.

**Information Services**

Ongoing

**Goal:** Met

5. Maintain the content management system.

**Information Services**

Ongoing

**Goal:** Met

6. Investigate software options to enhance University website, including e-Commerce (beyond what is currently available through iModules/alumni community).

**Information Services**

Salesforce deployed for University Advancement

**Goal:** Met

7. Empower department designee to review, assess and modify website content.

**Information Services**

Approvers set up according to hierarchy.

**Goal:** Met

8. Review web analytics on an ongoing basis to determine security threats and marketing opportunities.

**Information Services**

Ongoing

**Goal:** Met

9. Expand the use of AI (Artificial Intelligence) in conjunction with the external website.

## **Information Services**

Ongoing

- Implemented AI-Based Plagiarism & AI Content Detection software

**Goal:** Met

**Responsibility:** IS, Office of Marketing and Public Relations, department heads or designees

**Time Frame:** Continuous **Resources:** IS budget, personnel

**Assessment:** Web analytics, AI reports, Heat maps

**Use of Results:** To create a consistent dynamic website accessible to all constituents via all web access devices

**Strategic Goal 6:  
Enhance resources.**

**Strategic Goal 6: Enhance resources.**

Objective 6.1: Increase unrestricted donations by building a broad base of annual support.

1. Maintain best advancement practices with the University Advancement division and adhere to established fundraising code of ethics by Council for Advancement and Support Education (CASE) and National Association of College and University Business Officers (NACUBO).

**University Advancement**

University Advancement has maintained CASE standards and ethics in fundraising practices throughout the year.

**Goal:** Met

**Comments:** UA would like to request monthly or quarterly meetings with Finance to discuss and update processes where needed.

2. Identify and cultivate donors who have the potential to give unrestricted gifts annually.

**University Advancement**

UA has identified and cultivated donors for unrestricted giving throughout the years using outreach including the following:

- Personal contact by development officers
- Founders Day of Giving
- Email and social media appeals
- Direct mail
- Prospect research, including addition of LinkedIn career data to enhance networking opportunities for recent graduates and first-time donors
- Events for young alumni and recent graduates, focusing on increasing engagement

**Goal:** Met

**Comments:** In FY22-23 we implemented the ProtonText messaging platform in Salesforce, as a way to reach alumni who haven't responded to traditional communication methods

3. Emphasize the concepts of Values-Education-Service as it applies to giving.

**University Advancement**

UA has incorporated the concepts of Values, Education, and Service in the larger themes and topics upon which direct mail, publications email, social media, and gift officer/donor cultivation are based.

**Goal:** Met

**Comments:** These concepts will continue to form the basis of our print, digital, and in-person fundraising content.

4. Focus fundraising messaging throughout the year on themes of Growth, Impact, and Trust.

**University Advancement**

UA has used the themes of Growth, Impact, and Trust in a variety of print and digital fundraising outreach in the past two years. During FY2022-2023, these larger themes were incorporated into the overall focus of fundraising messages, but the direct terms (e.g., as

banners, headlines, etc.) were not a primary focus. During the past year up through February 2023, we used the 125<sup>th</sup> Anniversary theme as the primary element in many communications.

**Goal:** Ongoing

5. Support efforts to enhance University-wide research.

**University Advancement**

UA has supported the University's efforts to enhance University-wide research in the following ways:

- Prospect research to identify donors with capacity and affinity for research funding
- Support of grant/foundation opportunities that support research funding
- Work with Deans across campus to identify research funding priorities

**Goal:** Met

**Comments:** Additional work is needed to focus research funding priorities for solicitations at the individual donor and foundation level.

6. Solicit all members of the Board of Trustees to contribute at least annually (Goal of 100% participation).

**University Advancement**

- All members of the Board have been solicited by mail and direct ask throughout the fiscal year, and all have given during FY2022-23.

**Goal:** 79% participation as of June 6, 2023

7. Solicit all members of the President's Cabinet to contribute annually (Goal of 100% participation).

**University Advancement**

All members of the President's Cabinet have been solicited by direct ask throughout the fiscal year.

**Goal:** Met: 100% have given as of June 6, 2023

8. Solicit University Advancement staff to continue to contribute annually (Goal of 100% participation).

**University Advancement**

All members of University Advancement staff have been encouraged to contribute annually with the goal of 100% participation.

**Goal:** 100% participation rate as of June 6, 2023

9. Solicit all members of the Alumni board to contribute annually (Goal of 100% participation).

**University Advancement**

All members of the Alumni board have been solicited by direct ask during the fiscal year.

**Goal:**

**Comments:** 100% participation rate as of June 6, 2023



10. Continue to monitor fundraising strategies, including the following.

- Maintain the Recognition Societies and expand as needed.
- Target group designations for direct mailings for the Annual Fund such as class years, special interests, majors, and other affinity groups.
- Target LYBUNT and SYBUNT donors.
- Publish Annual Fund and other appeals as appropriate in publications such as, *Alumni Insider*, the *Alumnus*, the *Blue & Gray*, and other publications as needed and will include self-mailer formats where appropriate and direct mail appeals.
- Evaluate new forms of fundraising outreach such as text messaging.

### **University Advancement**

The initiatives conducted in FY2022-2023 included the following:

- Annual Fund appeals (including reply envelopes and/or online donation links) were included in multiple publications
- General Annual Fund mailings were sent in fall and spring
- Three Sybunt mailings were sent during the fiscal year
- Founders Day of Giving outreach included solicitation of all active donors from the past five years, and multiple general emails, texts, and social media posts
- A non-donor group of 2,000 residential alumni was focused on throughout FY22-23, with the following outreach:
  - Personal letter from Jared Zanet re: Founders Day of Giving
  - LMU travel flag gift was sent to this group
  - Letter highlighting the Alumni Board undergraduate representative
- Assistant Director of Annual Fund sends monthly thank-you postcards to Annual Fund donors
- Personal outreach by gift officers

**Goal:** Met

**Comments:** In 2023-2024, we will maintain the following fundraising initiatives:

- Refine and enhance our promotion of recurring giving to our donors
- Expand Annual Fund outreach
- Continue to target Sybunt donors
- Continue and expand Annual Fund appeals in publications such as the *Alumni Insider*, *Alumnus*, *Blue & Gray*, and other publications

11. Increase efforts to solicit potential donors, including the following.

- Target special interest groups, honorary degree recipients, recipients of institutional awards, corporations, professional organizations, and parents
- Target donors who will receive a call from the University President
- Continue and expand the annual LMU Day of Giving that coincides with LMU Founders Day on February 12
- Develop an annual campaign theme and goal and expand the use of creative video and social media promotion
- Continue the involvement of all campus sites in this process

### **University Advancement**

- During FY2022-2023 we continued to expand our donor affinity tracking in Salesforce, particularly through the use of campaign codes. Strategies for customized asks and campaigns are underway for several of these groups.
- The LMU Founders Day of Giving campaign was successfully developed and completed. We exceeded our goal of 750 gifts and achieved a 51% increase over our 2022 Founders Day of Giving. This year's efforts also raised \$40,845.00, an increase of 53.7% over 2022.
- Annual Fund continued to be a primary focus for Founders Day of Giving fundraising.
- All campus sites have been included in the Founders Day of Giving and other Annual Fund fundraising processes.

**Goal:** Met

12. Improve donor recognition system to include enhanced Recognition Societies through use of annual events, publications, and personal meetings.

### **University Advancement**

- Annual Donor Gala is held each year during Homecoming for donor recognition
- Giveaways and promotional items are purchased each year for donor recognition.
- Recognition societies are printed annually in the Honor Roll of Donors.
- During FY2022-23, the 125<sup>th</sup> Anniversary recognition level continued through February, and multiple strategies for soliciting gifts were added. Donors were listed in a special recognition list added to the 125<sup>th</sup> Anniversary Time Capsule.

**Goal:** Met

13. Travel within targeted territories for systematic cultivation and solicitation.

### **University Advancement**

**Goal:** Met

14. Focus on potential major gift level donors using prospect research.

### **University Advancement**

- Prospect research is conducted on a regular basis to identify leads and prospects; to seek wealth, affinity, and charitable giving data; and to identify natural partners (e.g., mutual board membership or other connections).
- We continue to use iWave and AlumniFinder as our primary prospect research tools.
- We continue to work with I.S. to refine and expand the use of Dashboards to provide relevant information to gift officers and track next actions.

**Goal:** Met

15. Educate alumni about the increased need for scholarship funding for veterans and dependents.

### **University Advancement**

Scholarship funding for veterans and dependents has not been promoted as a general fundraising priority. However, it does exist as a potential opportunity for donors that express an interest.

**Goal:** Unmet

16. Explore ways to recognize LMU's alumni veterans at special events such as Homecoming.

### **University Advancement**

17. Involve students in philanthropy from the time of enrollment through programs such as the Student Alumni Association and UACT courses.

### **University Advancement**

Throughout the year, we have continued to support multiple student fundraising projects; provide training and best practices as needed; collaborate with Student Services on updates to their fundraising training materials; and support the use of iModules in student fundraising projects.

**Goal:** Ongoing

18. Identify ways to increase annual scholarship support through current student education and fundraising, using tools such as GiveCampus and others.

### **University Advancement**

- We have developed multiple GiveCampus and iModules campaigns to expand scholarship support throughout the year
- We have worked with multiple student clubs and organizations to help facilitate online fundraising projects for scholarship support, and we have provided guidance and best practices as needed

**Goal:** Met

19. Evaluate future composition of advisory boards with the Executive Vice President for Academic Affairs; encourage advisory board giving.

### **University Advancement**

20. Target mailing to new graduates to obtain correct e-mail and physical address.

### **University Advancement**

- New graduates receive an email within the first month of graduating with an offer to join the Alumni Association free for one year and update information.
- LMU-DCOM, CVM, SMS and DSOL work directly with their constituencies to obtain updated email and mailing address information.
- Opportunities to meet with graduates during senior week and earlier in the academic experience will be sought.

- An email to the class of 2022 will be sent with next steps as alumni, including a link to fill out *Update My Info* form to access electronic gallery of commencement photos.

**Goal:** Met

21. Work with each new graduating class to welcome new alumni, and to communicate the benefits of alumni association membership and the importance of alumni giving.

**University Advancement**

**Goal:** Met

22. Continue communication with Human Resources personnel on payroll deduction procedures.

**University Advancement**

23. Disseminate trustee letters to target groups.

**University Advancement**

- Donor letters from trustees have been employed throughout the years as part of an overall strategy of fundraising messaging.
- These direct trustee letters will continue to be used where appropriate as part of the fundraising strategy each year.

**Goal:** Ongoing

24. Encourage and steward deans, departmental chairs, faculty/staff to increase current giving rates throughout the year. Also, collaborate with the following campus constituencies to identify prospects, enhance funding, and share fundraising priorities, needs and goals.

- Internal advisory board representing each school and administrative area
- Abraham Lincoln Library and Museum (ALLM)
- J. Frank White Academy (JFWA)
- LMU Athletics
- Others as appropriate

**University Advancement**

Deans and other University stakeholders were encouraged to issue challenges for specific school faculty or other University stakeholders to participate in LMU Founders Day of Giving. Challenges can be viewed at this link:

<https://www.givecampus.com/schools/LincolnMemorialUniversity/lmu-founders-day-of-giving#updates>

25. Continue to develop the role of volunteers in the overall fundraising program.

**University Advancement**

In FY2022-23, volunteers have been cultivated in roles including the following:

- Donor testimonials
- Fundraising campaign leadership including Golden Grad campaign
- Alumni activity support and coordination

- Founders Day of Giving outreach
- Social media outreach
- Community engagement through initiatives coordinated with Women of Service, including Lincoln's Cupboard, Lincoln's Closet, and many other initiatives.

**Goal:** Met

26. Work with Staff Senate and Faculty Senate to address giving options.

**University Advancement**

**Goal:** Ongoing

27. Maintain and publicize a calendar of stewardship and cultivation events to help create and broaden the foundation for annual donor support.

**University Advancement**

- A fundraising mailing, events and planning calendar is maintained by University Advancement each fiscal year
- Fundraising events are scheduled and publicized throughout the year

**Goal:** Ongoing

28. Maintain calendar of annual solicitations for DCOM donors including end-of-year appeal, LYBUNT and commencement.

**University Advancement**

- DCOM fundraising solicitations are scheduled and incorporated into the University Advancement mailing, events, and planning calendar
- DCOM donors are also included in general LMU fundraising outreach via print, email, and social media

**Goal:** Met

29. Maintain thank-you call process for deans and other faculty to help steward gifts of \$1,000 or more and develop major gift prospects.

**University Advancement**

Process needs increased contact from deans and other faculty.

**Goal:** Ongoing

30. Maintain all undergraduate and graduate Alumni Boards and giving programs as needed.

**University Advancement**

Undergraduate and graduate alumni boards continue to be maintained and serve as a critical part of alumni outreach.

**Goal:** Met

31. Maintain and expand online alumni sub-communities as needed.

### **University Advancement**

- The DCOM iModules subcommunity is maintained and used regularly for event forms and alumni information
- The expansion of iModules subcommunities to additional professional programs has been evaluated but was determined not to be cost-effective.
- Additional professional programs are able to use the functionality of the primary LMU iModules community (alumni.LMUnet.edu).

**Goal:** Met

32. Provide educational opportunities for administrative users and students on iModules best practices.

### **University Advancement**

- UA has provided ongoing training and support across campus for administrative users who use the iModules forms, events, and email marketing functionality
- UA also frequently provides assistance with form and event building tools for iModules users across campus

**Goal:** Met

33. Implement Multi-Variable Testing (MVT) factors.

### **University Advancement**

- UA works with QualPro to design and implement MVT tests on selected test factors as needed.

**Goal:** Ongoing

34. Work with the LMU Student Awards Committee to support the annual/endowed scholarship awards process, and coordinate with other offices including Finance, Financial Aid and Academic Affairs on the following: market values and allocations; fund criteria and setup in NextGen; faculty communication and committee review; donor communications; spring awards ceremony and fall donor banquet events.

### **University Advancement**

- University Advancement worked with the LMU Student Awards Committee, Financial Aid, and faculty/staff across campus to coordinate the process of reviewing applications for annual/endowed scholarship.
- UA also helped to plan and host the Student Awards and Recognition Program in April 2023, and hosted a FY2022-23 Scholarship Appreciation Banquet in fall 2022 for our donors and their annual/endowed scholarship recipients.
- Worked with the Financial Aid Office on scholarship applicant communication and the online NextGen thank-you note process throughout the year.
- Assigned annual/endowed scholarships to departmental review committees as needed, and provide communication, training, and support as needed for faculty/staff reviewers

**Goal:** Met

Comments: The Student Awards Committee recognizes the need to re-evaluate the LMU annual/endowed scholarship event structure in 2023-24, in light of the expanded number of

graduate/professional award recipients (particularly for those programs located in Knoxville and other locations).

35. Utilize prospect research to build information about alumni, friends, and potential prospects.

### **University Advancement**

- Prospect research is conducted on a regular basis to identify leads and prospects; to seek wealth, affinity, and charitable giving data; and to identify natural partners (e.g., mutual board membership or other connections).
- We continue to use iWave, AlumniFinder and other resources as needed to accomplish our prospect research. During FY22-23, iWave screenings were conducted on athletics alumni (1,634 prospects), selected LMU-DSOL alumni (59 prospects), Nursing alumni (5,459 prospects), and 1970s-decade alumni (938 prospects).

**Goal:** Met

**Responsibility:** Vice President for University Advancement, President, President's Cabinet, UA, Athletics Director/Representative and Board of Trustees in cooperation with Deans, Chairs, Program Directors, LMU General Counsel and other designated faculty and staff.

**Time Frame:** Ongoing.

**Resources Required:** University Advancement/Alumni Services Travel, Postage, Printing, Publications and Honors and Awards budget lines.

**Assessment:** Use Salesforce and other software to evaluate the following:

- Return on investment for donor calls, direct mail, special events, and other initiatives.
- Monitor all giving totals for each fund area.
- Evaluate our fundraising practices based on established benchmarks, i.e., CASE, and legal standards.

### **Use of Results:**

- To support current operating expenses.
- To strengthen the case for support and communicate this with the Board of Trustees, alumni, friends of the University, foundations and corporations, and other granting agencies.
- Adjust and revise fundraising practices to ensure that standards are being met.

### **Strategic Goal 6: Enhance resources.**

Objective 6.2: Increase endowment giving for student scholarships, faculty development, research, endowed chairs, continuing education, and physical plant.

1. Support efforts to enhance University-wide research and scholarly activity.

### **University Advancement**

UA has supported the University's efforts to enhance University-wide research with regard to endowment giving in the following ways:

- Prospect research to identify donors with capacity and affinity for research funding
- Cultivation of major donors by gift officers throughout the year
- Support of grant/foundation opportunities that support research funding
- Work with deans across campus to identify research funding priorities

**Goal:** Met

2. Research, identify, and cultivate potential donors who have the capacity to endow academic chairs at a minimum of \$2,000,000, endow professorships at a minimum of \$1,000,000, endow scholarships at a minimum of \$50,000 and endow faculty development funds at a minimum of \$25,000. Review endowed chairs to determine which ones are currently fully funded. Also review endowed scholarships less than \$25,000 with actions to be taken by Finance

#### **University Advancement**

- Prospect research is conducted throughout the year to identify donors who have the capacity to endow chairs, professorships, endowed scholarships, and other endowed funds.
- Four endowed scholarships have been established so far in FY2022-23, and multiple additional proposals and planned giving expectancies are being cultivated

**Goal:** Met

3. Emphasize the concepts of Values-Education-Service as it applies to giving.

#### **University Advancement**

UA has incorporated the concepts of Values, Education, and Service in the larger themes and topics upon which direct mail, publications, email, social media, and gift officer/donor cultivation is based.

**Goal:** Met

4. Identify and cultivate special interest groups, honorary degree recipients, and recipients of institutional awards.

#### **University Advancement**

UA tracks alumni/donor relationships with campus groups, honorary degrees, affinity groups and many other recognition categories. During FY2022-23, we have continued to track this data in Salesforce and leverage this information for donor cultivation/solicitation and alumni involvement.

**Goal:** Met

5. Recognize donors who contribute to endowment funds.

#### **University Advancement**

- Donors who make endowment gifts through the fiscal year are recognized in the “Circle of Friends for the Endowment” section of the Honor Roll of Donors.
- Donors who establish new endowed scholarships are recognized through press releases, articles in LMU publications, and in other ways as appropriate
- Donor quotes and photos are used in a variety of publications, reports, email, and social media
- Donors are invited to attend the annual Donor Gala held during Homecoming
- Endowed scholarship representatives are invited to participate in the annual Student Awards Banquet held each fall

**Goal:** Met



6. Continue to monitor fundraising strategies for the Endowment.

- Recruit and retain quality faculty and students by establishing endowed chairs, providing financial aid, and ensuring through other endowed funds that facilities are adequately maintained.
- Cultivate and solicit targeted generations for increased gifts through estate plans by the fundraising arm of the University Advancement staff.
- Re-evaluate fundraisers' respective call lists, including the President's call list.

#### **University Advancement**

- Strategies for endowment fundraising continue to be developed and adapted as needed.
- Prospective donors are identified and cultivated for potential endowed chairs, endowed scholarships, and other opportunities.
- Estate plan messaging is developed and provided to targeted audiences throughout the year in a variety of print and online formats, with the goal of increasing endowed funds.
- As a part of National Planned Giving Awareness Week during October 17-23, 2022, UA implemented a series of communications related to important estate planning topics
- Gift officer moves lists are continually evaluated and adapted based on donor outreach, new leads/prospects, and the results of calls and fundraising campaigns.

**Goal:** Met

7. Increase the number of donors recognized in the Circle of Friends for Endowment, 125<sup>th</sup> Giving Level, Springhouse Society, and all other donor recognition levels.

#### **University Advancement**

The number of endowment fund donors during the FY22-23 year (as of June 6, 2023) decreased 10.67% from FY21-22.

**Goal:** Unmet

8. Review prospects with the Development Committee of the Board of Trustees, the president of the University, the chairman of the Board, and the chairman of the Executive Committee.

#### **University Advancement**

Prospects are discussed with the Development Committee during bi-annual meetings, and individually with the Chair of the Development Committee, President, Board Chair, and others throughout the year.

**Goal:** Ongoing

9. Feature donors who have made estate plans in the *Alumnus* magazine.

#### **University Advancement**

Estate plan donors are featured throughout the year in LMU publications as appropriate, including the *Alumnus* magazine. Estate donors are also featured monthly in the Development Committee report to the LMU Cabinet.

**Goal:** Met

10. Feature long-term donors in publications and on the website.

**University Advancement**

Multiyear, recurring donors are recognized from time to time in publications, email, and other formats. In addition, selected donors featured in publications, email newsletters, and other spaces.

**Goal:** Met

11. Expand solicitation of foundations and increase the number of grant proposals for professional organizations, corporations, and government agencies that support endowment endeavors.

**University Advancement**

- Prospect Research has provided lists of foundations and corporations that fund projects at other schools
- UA has worked with programs across campus to identify endowed scholarship needs, and to expand the solicitations of foundations and other funders
- Increase number of grant proposals for grants to endowment projects.

**Goal:** Ongoing

12. Establish endowment levels required for maintenance of each facility on campus with coordination.

**University Advancement**

**Goal:** Action needed on 6.2.12 or remove from Action Plan for FY24

13. Support additional scholarship funding for Honors Scholar program.

**University Advancement**

**Goal:** Ongoing

**Responsibility:** Vice President for University Advancement, President, President’s Cabinet, UA, Student Awards Committee, and Board of Trustees in cooperation with designated faculty and staff.

**Time Frame:** Ongoing.

**Resources required:** University Advancement Travel, Postage, Printing, Publications and Honors and Awards budget lines; similar budget lines within the DCOM budget are also required.

**Assessment:**

- Review and compare call reports of major gift officers.
- Compare five-year endowment giving trends.
- Evaluate return on investment for donor calls, direct mail, special events and other initiatives.

**Use of Results:**

- Evaluate actual endowment acquired for facility upkeep versus goal amounts.

- Evaluate the use of endowed scholarship dollars to offset the need for institutional student aid.
- To increase endowed scholarships to enable students to attend LMU as cited in our mission statement.
- To strengthen the case for support and communicate this with the Board of Trustees, alumni, friends of the University, foundations and corporations, and other granting agencies.
- To ensure that calls are made on a timely basis, and to ensure that budget relief for academic areas, as well as capital projects, is provided.

**Strategic Goal 6:** *Enhance resources.*

Objective 6.3: Continue targeted fundraising to meet identified priorities and new opportunities.

1. Use prospect research tools, analysis of past giving, and other strategies to identify, cultivate and solicit donors to provide revenue for identified fundraising initiatives to include annual gifts, endowed gifts, and physical plant.

Fundraising priorities have included the following during FY22-23:

- Annual Fund
- DSOL Alumni Scholarship
- Golden Scalpel Golf Tournament
- LMU Athletics
- Multiple endowed scholarship initiatives
- School of Engineering
- DCOM Mobile Simulation Lab

**University Advancement**

- Prospect research is conducted on a regular basis to identify leads and prospects for both general support and for identified campaigns, funds, and projects throughout the year.
- Gift Officers cultivate and solicit donors for each identified fundraising initiative.

**Goal:** Met

2. Support Women of Service organization and its mission to connect, educate and inspire women of all ages and backgrounds by providing an avenue of service and offering entertaining and unique experiences that will fuel their minds while touching the hearts of others. Member donations and the events below help raise money for scholarships, Lincoln’s Closet, and Lincoln’s Cupboard food pantries both on- and off-campus, etc.

- Annual Fashion Show
- Annual Christmas Festival

3.

**Responsibility:** Vice President for University Advancement, President, President’s Cabinet, UA, and Board of Trustees in cooperation with designated Faculty and Staff.

**Time Frame:** Review progress monthly and on June 30.

**Resources Required:** University Advancement Travel, Printing, Postage, and Entertainment budget lines.

**Assessment:**

- Utilize fundraising data to chart progress on approved projects.
- Review capital projects as needed to ensure adequate resources are secured.

**Use of results:**

- Plan effectively as we target our fundraising territory and major donors.
- Document ROI of fundraising travel plan for major donors.
- Review fundraising priorities and ensure that priorities align with academic and non-academic division planning.
- Demonstrate that best practices in fundraising are addressed and maintained to ensure that calls are made on a timely basis and to ensure that budget relief for academic areas, as well as capital projects, are provided.

**Strategic Goal 6:** *Enhance resources.*

Objective 6.4: Provide support for the University by accurately recording gifts and maintaining alumni and demographic information using appropriate technology and software.

1. Obtain updated alumni and friends' demographic information through National Change of Address (NCOA)

- AccuData
- Alumni Update My Form
- Social Media
- Returned Mail
- Individual University department records

**University Advancement**

- Alumni's and friends' demographic information was obtained throughout the year from NCOA, AccuData, Alumni Update My Info form, Social Media, returned mail, ProtonText cell phone data, and other sources. Salesforce records are updated accordingly with this information.
- In FY22-23, we expanded the use of data imports in Salesforce, greatly increasing efficiency in record maintenance.
- We also continue to work with other LMU schools and departments to obtain updates, and to facilitate access to Salesforce along with training and support for those areas to update records directly.

**Goal:** Met

Comments: We recognize the need to focus on iModules email data more extensively in FY23-24, and to develop a more comprehensive strategy for these updates. Add to action plan for the upcoming year.

2. Maintain and update alumni and friends' data of record for the University in Salesforce.

- Career data (LinkedIn data is being obtained for approximately 10,000 alumni via IntellectSpace, and this will be tracked in Salesforce)
- Demographic information
- Giving
- Meaningful points of contact
- Individual and corporate relationships

### **University Advancement**

- Alumni and friend data is maintained and updated daily in Salesforce.
- LMU-DCOM alumni services maintains DCOM alumni residency data on the XSPC form in Colleague, which is exported to the alumni Salesforce record.
- Career data is maintained now in Salesforce, and in FY22-23 DSOL Career Services data is also being recorded.
- In FY22-23, I.S. implemented a gift processing form in Salesforce, and contributions (excluding payroll giving and grants) are now being entered directly in Salesforce. GL information is then exported daily for Colleague import.
- Meaningful points of contact are tracked in Salesforce by gift officers. As of June 6, 2023, 6,220 points of contact were tracked this fiscal year in Salesforce.

**Goal: Met**

3. Record activity with foundations and other granting organizations.

### **University Advancement**

Reports are filed with foundations as required (Algernon Sydney Sullivan Foundation, Hearst Foundation, Milton Ratner Foundation and Knoxville Academy of Medicine Alliance). Reminders are logged in Salesforce.

**Goal: Met**

4. Maintain and expand planned giving records using Salesforce software.

### **University Advancement**

- Planned giving records have been reviewed and updated records created in Salesforce, including expectancy, gift format, documentation, and any other information as available.
- With the completion of Axiom integration in Salesforce, gift expectancies are now able to be directly converted to posted gifts. This enhances our ability to view and report conversions of proposals and expectancies to direct dollars.

**Goal: Met**

5. Assess the effectiveness of platforms including GiveCampus, iWave, FoundationSearch, Laserfiche, iModules and others as needed.

### **University Advancement**

- During FY2022-23, we have continued to assess the effectiveness of each software platform to maximize the effectiveness and budget impact of each program.

- iWave continues to be an effective prospect research platform. We continue to evaluate the cost/benefit of FoundationSearch and some similar features provided by both iWave and FoundationSearch.
- As iModules usage continues to expand campus-wide, we recognize the need to develop financial and I.S. protocols to manage the high volume of transactions and to ensure that administrative access is managed appropriately.

**Goal:** Met

6. Work with I.S. to continue support and enhancements of the Salesforce product.

### **University Advancement**

- We have worked with IS during FY2022-23 to complete the implementation of the Salesforce platform including the following:
- Data integration with Colleague via Axiom
- Transition to gift processing, including the solution of implementing a GL Import process to import daily gift sessions from Salesforce to Colleague
- Addition of new fields on contact and other records
- Engagement Plans functionality
- ProtonText text messaging platform
- Implemented the use of File Libraries in Salesforce to establish a shared location for donor statements and finance-related donor files.
- Development and enhancement of reports and custom fields as needed.
- Fields to track the SMS mentorship program (with I.S. and the School of Medical Sciences)
- Continue to refine correspondence management for gift letters.
- Refinement of the use of Campaign Codes in order to track mailings and events.

**Goal:** Met/Ongoing

7. Provide alumni, friends and donor reporting and analysis as needed for the University.

### **University Advancement**

- Reports, mailing lists, email lists and summary data are produced daily for both UA and other offices as requested, to support the fundraising and alumni services goals of the University.
- Reports are developed for the Cabinet, biannual reporting and analysis for the Development Committee of the Board of Trustees, donor reporting and analysis for UA planning and daily operations, and strategic analysis of giving trends and opportunities to maximize fundraising response.

**Goal:** Met

8. Work with areas across campus to centralize alumni and friends' information in Salesforce, and facilitate access as needed through reporting and dashboards.

- UA has worked with DSOL, the College of Veterinary Medicine, School of Medical Sciences during FY22-23 to discuss processes for tracking alumni data. We also worked with Finance on solutions for accessing giving data as needed.

- We have worked with I.S. in each case, in order to help communicate licensing and data needs, and where appropriate we have assisted in training new Salesforce users across campus.

### **University Advancement**

Alumni Services identified personnel in each school responsible for alumni outreach.

**Goal:** In progress

**Responsibility:** Vice President for University Advancement, Assistant Vice President for University Advancement, Coordinator of Advancement Services, and designated faculty and staff in cooperation with Finance and Information Services (IS).

**Time Frame:** Ongoing.

**Resources Required:** Information Services and University Advancement budgets.

**Assessment:**

- 

**Use of results:** Adjust strategies as needed.

**Strategic Goal 6:** *Enhance resources.*

Objective 6.5: Increase alumni participation.

1. Expand alumni chapter membership and events and investigate new locations for chapters.

#### **Duncan School of Law**

As the Law School completes its update of its alumni database, the plan is to supplement current self-organized alumni groups with alumni groups based on both class and geographic location. The Dean has assembled an *ad hoc* committee of Law School staff, students, and alumni who meet monthly to discuss and plan alumni initiatives.

**Goal:** Met

**Comments:** In 2022-2023, the Law School will be reconstituting its Board of Advisors and creating an active Alumni Association.

### **University Advancement**

- Attendance and alumni leadership continue to be evaluated for opportunities in new areas.
- Assistant Director of Alumni Services and Annual Fund expanded event offerings for young alumni in the Knoxville area.
- Alumni Services coordinated with other LMU professional programs to enhance alumni event offerings.

**Goal:** Met

2. Expand alumni travel program.

### **University Advancement**

- The alumni Reflections of Italy travel program is scheduled for July 2023, with approximately 25 alumni and friends scheduled to travel.

- Other local and regional alumni travel opportunities are scheduled and offered throughout the year.

**Goal:** In progress

3. Include information about LMU programs, scholarships, and enrollment opportunities in all alumni communications (email, events, chapter meetings, print, etc.). Also, encourage alumni to share information about LMU with others who may be interested in enrolling.

- This information is included in the monthly *Alumni Insider* email newsletter, *Alumnus* and Blue & Gray magazines, event communications, etc.
- Alumni Services also collaborates with alumni who refer students to Admissions, help prospective students to schedule campus visits, share recruitment information, and extend invitations to prospective students to attend local alumni events.

4. Support student groups in their efforts to bring alumni back to campus for special events.

- Invite them to speak to classes.
- Invite them to participate with students in service projects and other group activities.
- Maintain and update a Speakers Bureau of available alumni and friends.
- Update UA records with the current membership lists of Advisory Boards and others actively involved with departments across campus.

### **Duncan School of Law**

The Law School assists student groups in bringing in alumni for their events, including Criminal Law Day in the fall.

**Goal:** Met

### **University Advancement**

- Assisted student groups by providing alumni contact info for outreach.
- Mailed newsletter for the Deltas and the Alphas.

**Goal:** Met

5. Conduct annual Homecoming events including programs for off-campus instructional sites.

### **University Advancement**

- LMU Homecoming was successfully held during October 6-8, 2022. Events included many reunions, halls of fame induction ceremonies, the annual Gather in the Gap and Homecoming parade, dedication of the Dr. Arthur D. Brill Tennis Complex and the Dr. Richard A. Gillespie College of Veterinary Medicine, and the opening of the second-floor exhibits at the Abraham Lincoln Library and Museum.
- Events and giveaways were offered at multiple off-campus instructional sites throughout Homecoming Week.

**Goal:** Met

**Comments:** Homecoming 2023 is scheduled for October 11-14, 2023.

6. Conduct and evaluate special events throughout the year with potential for alumni interest and participation.



- Alumni Services conducts a wide range of activities throughout the year, including:
  - Alumni chapter meetings, receptions, and networking events
  - TopGolf events, and sporting event trips such as Atlanta Braves, Nashville Predators, Tennessee Titans, Florida Panthers
  - LMU Family Day at Dollywood
  - Annual wreath-laying ceremony at the Lincoln Memorial
  - Keeneland
  - Producers Circle
  - Grand Ole Opry
- Identify and promote additional service opportunities for alumni, as a way to encourage further engagement beyond graduation.

### **Duncan School of Law**

The Law School sponsors continuing legal education (CLE) and other events that are of great interest to its alumni. These programs are developed in consultation with alumni and obtain written evaluations for review.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

- In-person alumni and friends receptions were held for OMED 2022 (Boston, Massachusetts, with 43 in attendance) and ACOI 2022 (Baltimore, Maryland, with 20 in attendance). To date in 2023 in-person alumni and friends receptions have been held at ACOFP 2023 (Orlando, Florida, with 15 in attendance), AAO 2022 (Colorado Springs, Colorado with 25 in attendance) and TOMA 2023 (Chattanooga, Tennessee, with 40 in attendance). The Match Celebration for the Class of 2023 was held in-person at Jackson Terminal in Knoxville, Tennessee, with 132 in attendance.
- The 2022 Essentials of Clinical Medicine CME conference was held as a hybrid conference June 10-12, 2022, at Wilderness at the Smokies in Sevierville, Tennessee, with 80 paid registrants. The 2023 Essentials of Clinical Medicine CME conference will be held as a hybrid event June 9-13, 2023: 65 paid registrants to date.

- **Goal:** Met

### **University Advancement**

**Goal:** Met

**Comments:**

### **SMS**

The SMS has begun sponsoring alumni dinners at all major national conferences. Additionally, and where appropriate, we have engaged alumni with dinners at the state conference level.

7. Use social media (Facebook, Instagram, LinkedIn, and other platforms) and traditional media tools to maximize outreach to alumni and friends.
  - *Blue & Gray* newsletter
  - The *Alumnus* magazine

- DCOM Insights
- Alumni *Insider* (e-newsletter)
- *VetTails*
- A planned giving newsletter

### **Duncan School of Law**

DSOL has its own alumni newsletter and social media outlets, which are frequently used to connect with alumni.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

<http://dcomalumni.LMUnet.edu>

Constant Contact email history with open rates, click rates and unsubscribe rates, including April 2023 DO Alumni Newsletter (53.3% open rate, 2.2% click rate, 0 unsubscribes); March 2023 DO Alumni Newsletter (50.4 % open rate, 0.7% click rate, 0 unsubscribes); and February 2023 DO Alumni Newsletter (48% open rate, 1.2% click rate, 1 unsubscribe). Constant Contact reports our previous 30-day open rate is 45% and click rate is 1%. The open rate is 8% above the industry average and the click rate is 1% below the industry average.

Facebook and Instagram are used to engage/reach alumni and friends on a regular basis. The LMU-DCOM Alumni Facebook page shows a page reach of 7.5K over the past 28 days and 1.1K followers. The Instagram page (currently shared with LMU-DCOM) averages around 100 likes per alumni post with alumni stories reaching approximately 1,000-1,500 followers per story. Alumni Services plans to start its own Instagram page in the Fall of 2023.

**Goal:** Met

**Comments:** IS has implemented stricter security measures on alumni email accounts to eliminate unused accounts. IS is working with University Advancement and LMU-DCOM director of alumni services to communicate alumni emails slated for deletion. These graduates then receive an alumni communication to allow an opportunity to save the account from deletion. Recommendations for improvement: Continue to work with IS to clearly communicate new alumni email policy to graduates.

### **SMS**

The SMS outreach director actively seeks opportunities to promote the SMS to alumni on Facebook and LinkedIn.

**Responsibility:** Vice President for University Advancement, Senior Director of Alumni Services, Director of Special Projects and Foundations, Director of Marketing Public Relations for Health Programs, General Counsel, Faculty/staff members of 2022 Strategic Planning Goal 6 Breakout Group, President's Cabinet, UA, Athletics Director/Representative and Board of Trustees in cooperation with Deans, Chairs, Program Directors, and other designated faculty and staff.

**Time Frame:** Ongoing.

**Resources Required:** University Advancement/Alumni Services Travel, Postage, Printing, Publications and Honors and Awards budget lines.

**Assessment:**

- Successful completion of items scheduled on the UA Mailings and Events calendar.
- Alumni surveys, event evaluation feedback and Homecoming committee follow-up review.
- Event registration and attendance totals.

**Use of Results:** Determine the best locations and offerings for the year based on long-term trends, participation rates, and geographic locations for new opportunities.

**Strategic Goal 6:** *Enhance resources.*

Objective 6.6: Market and promote the University creatively and engage students, alumni, and the community at large via mass communication, publications, social media, and advertising.

1. Emphasize the concepts of Values-Education-Service in all publications.
  - Values-Education-Service is included on 90% of PR and Marketing publications including programs for commencements, award programs, white coat ceremonies, and other special events, as well as all recruiting materials for all schools and programs and special publication projects

**Goal:** Met

2. Uphold and enforce University brand standards regarding logos, type, fonts, colors, and messaging.
  - The style guide is available on the LMU website, and the PR Department routinely advises programs requesting branding approval for merchandise and other uses. PR and Marketing upholds the brand throughout its publications and recruiting material, but also through design work in print and digital display advertising, merchandise and apparel, recruiting displays, signage, and any projects that require branding artwork.

**Goal:** Met

3. Utilize social and traditional media including Facebook, Twitter, Instagram, YouTube, TikTok, and LinkedIn to tell the story of LMU, its students, and alumni and its impact on Appalachia and beyond.
  - Social media engagement continues to perform above industry standards and our audience has grown on every platform. Since July 1, 2022, we have published a combined 2,435 posts on the main LMU accounts for Facebook, Instagram, Twitter, and LinkedIn. These photos and videos showcase students, faculty, alumni, campus events, community events, and special occasions, and represent the main campus as well as our off-campus instructional sites.

**Goal:** Met

4. Launch a TikTok account for LMU to give students a platform to show prospective students what life at LMU is like.

- TikTok was launched over a year ago and continues to grow with almost 2,000 followers and regular content, with our best performing post reaching over 16,000 plays. In the future, #4 can be deleted and TikTok can be listed in item #3.

**Goal:** Met

5. Write and disseminate press releases about LMU happenings, people, and progress.

This should be included in #12.

**Goal:** Met/ongoing

6. Identify and tell human-interest stories throughout outreach channels.

This should be included in #12.

**Goal:** Met/ongoing

7. Extend partnership with Beacon Technologies to expand website performance through pay per click (PPC), paid search and digital display advertising.

- PR and Marketing is tasked with collaborating with Beacon in the development of digital advertising for PPC and spends a significant amount of the budget to promote the University as a whole and also specific programs as needed and as directed by University leadership. The website and website performance are specifically managed and monitored by the Information Services Department.

**Goal:** Met

8. Execute University advertising plan.

- The PR and Marketing Office managed all paid placements for the University in digital advertising, television spots, outdoor signage, radio, print, mail, social media, and more. This also included the production of television spots for the 125<sup>th</sup> Anniversary Celebration and general awareness spots using the “LMU opens doors” message to promote a variety of career opportunities offered.

**Goal:** Met

9. Communicate regularly with off-campus instructional sites to ensure promotional needs are met.

- The PR Department has a specific staff member designated to cover each school and the programs within at all locations.

**Goal:** Met

10. Contribute content to alumni publications, such as the *Blue & Gray* newsletter, the *Alumnus* magazine, DCOM Insights, *Alumni Insider*, and *LMU-CVM Annual Report*.

- The hundreds of press releases and social media posts created by PR and Marketing, as well as the thousands of photographs, are used in the production of University publications.

**Goal: Met**

11. Recognize donors in appropriate media.

- WE produced press releases, videos, and social posts as required and assisted with the Founders Day of Giving events and video needs.

**Goal: Met**

12. Produce stories, shared photo collections on Flickr, and videos featuring each of the academic schools, as well as the J. Frank White Academy and Abraham Lincoln Library and Museum, resulting in diverse content to be shared on LMU social media channels, distributed to the media, and posted on the LMU webpage.

- In the past year, PR and Marketing has produced over 50 videos including event recaps, tours, interviews, and website banners. We had over 500 published posts on Facebook alone and 1.36 million people on Facebook and Instagram saw that content. The stories covered donors, alumni, faculty, staff, school-related events, honors, and achievements, human interest, and more.

**Goal: Met**

13. Research, shoot and produce a series of 12 alumni video profiles to highlight alumni success and graduates who are continuing the University's mission.

- Produced a video featuring PA graduate Harry Howe for his mission work. We continue to seek to identify alumni to profile in video format; and in the meantime, we regularly feature alumni stories in our coverage of University events such as the alumni recognitions at Homecoming.

**Goal: Ongoing**

14. Coordinate with Enrollment Management to support the Communication Blueprint with the development of video content, branded marketing materials and other collateral.

The PR and Marketing department works with Admissions in creating and updating all University recruiting material and with coverage of recruiting events such as New Student Registrations and have assisted with video projects as requested.

15. Develop school-specific alumni publications for Duncan School of Law, Caylor School of Nursing, Paul V. Hamilton School of Arts Humanities and Social Sciences, School of Business and Carter and Moyers School of Education.

## **Duncan School of Law**

The Law School prepares a quarterly electronic newsletter, “The Lincoln Files,” that it sends to alumni.

We assisted in the creation of an annual report for LMU-CVM and recently completed that publication for the second year in a row. This goal should be included in #10 perhaps and possibly re-prioritized or reconsidered.

### **Goal: Ongoing**

16. Expand community outreach through special events like Movies in the Park.

Comments: We have executed one Movies in the Park event in June and have two more scheduled for the summer. We hosted three movies in Summer 2022. We also hosted a 9-part monthly series of Random Acts of Abe (our own take on Random Acts of Kindness) within the LMU community visiting all off-campus instructional sites with surprise gifts, lunches and other treats for faculty, staff, and students.

### **Goal: Met**

17. Contribute to the University’s yearlong 125<sup>th</sup> Anniversary Celebration with promotional support, media pitching, storytelling, and event planning.

- Emphasize the #LMUServes125 project through social media promotion and internal communication to faculty/staff, students, alumni, and friends.
- The PR and Marketing Staff covered with photography and social media posts and press releases the entirety of the year-long schedule of monthly and often weekly events for the 125<sup>th</sup> Anniversary Celebration. (The special publication wrapping up the event won gold at the Tennessee College Public Relations Association (TCPRA) conference held in May.) We also contributed through the design of the 125<sup>th</sup> logo and incorporation of that logo throughout the university in the form of website updates, new campus flags and signage, letterhead, merchandise and apparel, special diploma covers, and much more.
- The 125<sup>th</sup> Anniversary theme was integrated into LMU communications, multiple events, and publications throughout the past year, including the following:
  - Abraham Lincoln Library and Museum kickoff event (February 11-13, 2022)
  - Wreath laying at the Lincoln Memorial in Washington, DC
  - Alumni night at the LMU Basketball game, with introduction of the new LMU fight song
  - April 2022 Arts events including Gallery Hop, Fine Arts Friday, 125<sup>th</sup> Anniversary choir concert, and spring Producers Circle and Patron of the Arts
  - Addition of 125<sup>th</sup> Anniversary insignia to spring Commencement materials
  - Incorporation of 125<sup>th</sup> Anniversary into fall 2022 Homecoming
  - “Party Like It’s 1897” event in November.
  - February 14th, 2023, burial of the 125<sup>th</sup> Anniversary Time Capsule at the Spring House

**Goal: Met**

18. Educate the University community on the importance of speaking with consistent message.

- We work closely with all offices at LMU on this priority. We also speak at orientations for new students and explain the role of marketing.
- Going forward combine with Objective #6.2.

**Goal: Met**

**Responsibility:** Vice President for University Advancement, Executive Vice President Administration, Assistant Vice President for Academic and Student Support Services, Senior Director of Marketing and Public Relations, Director of Marketing and Public Relations for Health Programs, Director of Publications, Director of Public Relations, Director of Social Media, and the Director of Athletic Media Relations, in cooperation with designated faculty and staff.

**Time Frame:** Annually. Resources Required: University Advertising, Printing, and Photography budget.

**Assessment:** Successful completion of items scheduled on the UA Mailings and Events calendar.

**Use of Results:** Improve goodwill through improved personal relationships between regional community leaders and University officials, faculty, and staff. Provide accurate information to aid effective promotion of the University.

**Strategic Goal 7:  
Assess and enhance University-wide research  
and scholarly activity.**



**Strategic Goal 7:** *Assess and enhance University-wide research and scholarly activity.*

Objective 7.1: INTEGRATION: Connect all development, improvement, and implementation of University research and scholarly activity initiatives to the University mission, planning, budgeting, academic programs, assessment, and evaluation processes.

1. Ensure appropriate representation of academic colleges/schools and entities on the Committee on Scholarly Activities (COSA).

**Duncan School of Law**

Melanie Reid, Associate Dean of Faculty serves on COSA and, as the Dean's designee, the Associate Dean assists the Dean in overseeing scholarly activities at the Law School.

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE Dean is a member of COSA committee.

**Goal:** Met

**Caylor School of Nursing**

Dr. Lisa Pullen serves on the COSA and reports back at CSON faculty meetings.

**Goal:** Met

**College of Dental Medicine**

College of Dental Medicine is represented by Modar Kassan on COSA.

**Goal:** Met

**School of Engineering**

School of Engineering is represented by Ryan Overton on COSA.

**Goal:** Met

**College of Veterinary Medicine**

CVM provides representation on COSA.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM is represented by their Assistant/Associate Dean of Research as a COSA member.

**Goal:** Met

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS Dean is a member of COSA committee; AHSS Assistant Dean is an *ad hoc* member.

**Goal:** Met

**School of Business**

The Dean of the School of Business serves on COSA.

**Goal:** Met

**School of Mathematics and Sciences**

The Dean of the School of Mathematics and Sciences serves on COSA.

**Goal:** Ongoing

**ORGSP**

Executive Director attends COSA meetings.

**Goal:** Met

**School of Medical Sciences**

The Assistant Dean of Academic Affairs represents the SMS on COSA

**Goal:** Met

2. Deans will develop processes and support for faculty, staff, and student scholarly activities.

**Duncan School of Law**

The Law School has one law librarian dedicated to assisting faculty scholarship and one librarian dedicated to student scholarship. The faculty development committee supports scholarship by sponsoring events throughout the year for faculty and students to present their research and receive feedback.

**Goal:** Met

**Carter & Moyers School of Education**

All faculty have allocated time within their workloads to conduct scholarly activity each semester.

**Goal:** Met

**Caylor School of Nursing**

Each doctorally prepared nursing faculty is given time in their workload each semester for scholarly activity each semester. Monthly scholarship colloquium is held for CSON faculty and doctorally prepared faculty are required to attend.

**Goal:** Met

**College of Dental Medicine**

The Tower has one librarian who is available to assist faculty, staff, and student scholarship. The faculty, staff, and students of the CDM have the full support of the Dean and are given adequate time to participate in scholarly activities. The faculty development committee is new to the CDM and has been developed to ensure scholarly activity is encouraged and supported.

**Goal:** Met

**School of Engineering**

Processes to encourage and support scholarly activity are being developed.

**Goal:** Unmet

**College of Veterinary Medicine**

CVM supports faculty scholarship through a competitive, internally funded intramural grant program and a non-competitive mini-grant program. Faculty may receive additional funds to present research or fund publication of manuscripts. CVM has four student-centered research

programs: 1) LMU-UK Summer Research Scholars Program, 2) Center for Animal and Human Health in Appalachia Summer Scholars Program, 3) LMU Summer Research Scholars Program, and 4) Semester Research Programs (Research Assistant and Research Volunteer).

CVM students presenting research topics receive travel allowances to conferences.

The CVM pays for student and faculty poster printing costs.

Students are allowed excused absences from didactic lectures for presentation at conferences.

Publications by students are encouraged and mentored through CVM faculty.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

LMU-DCOM supports research through a number of positions including, but not limited to an Assistant/Associate Dean of Research, Directors of Research at both locations, Research Assistants/Lab Managers in Harrogate (1) and Knoxville (2), a Director of Health Sciences Research and Grants, a Research Coordinator (open posting), an Executive Director of the Office of Research Grants and Sponsored Programs (LMU), and a post-awards Grant Manager (LMU); Statistical analysis support is offered on-demand and there are several LMU-DCOM faculty who have and provide significant expertise in statistical analysis. LMU's boards (e.g., IRB, IACUC, Biosafety, etc.) serve all programs; Faculty work directly with supervisors/chairs to determine FTE distribution, which includes protected time for research; start-up funds will be considered for faculty hires; onboarding workshop has been developed to serve all programs.

In accordance with the AOA COCA, DCOM has a research strategic plan in place which is embodied in the DCOM strategic plan and mapped to LMU's plan. All compiled tracking of research and scholarly activity is updated regularly and is available upon request. Finally, published policies and procedures for faculty, student and staff research are published on the DCOM scholarly activity webpage.

**Goal:** Met

**Comments:** Documents referenced are available upon request.

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

All faculty are required to continue scholarly work and research. This is reviewed during annual faculty review periods. AHSS supports faculty with applicable travel and release-time for this purpose. All program faculty provide to the Dean, a scholarly work form that lists scholarly activities and services provided by the faculty. This is attached to semester workload forms.

DoLL Professor gave readings at multiple schools and community Colleges (Wensink).

DoLL community writing contest and high school writing contest for LMU's 125<sup>th</sup> involved local community and students. Graduate programs Coordinator will continue emphasizing scholarly productivity (i.e., 1 publication/presentation per year, at least). Undergraduate faculty are urged to attend one association meeting per year as funds allow and present scholarship at the meetings.

**Goal:** Met

**School of Business**

The School of Business supports faculty scholarship through designated budget lines, as well as through allocated time within the university's workload form. School of Business faculty are additionally encouraged to apply for research funding through LMU's mini-grant program.

**Goal:** Met

**School of Mathematics and Sciences**

Scholarly activities are supported through budget lines within departments as well as funds from LMU's mini-grant program and the ORGSP. Faculty and mentored students also seek extramural funding (e.g., National Science Foundation, Appalachian College Foundation Ledford Scholarships). Research and other scholarly activities serve as an important component for annual evaluation, rank advancement, and multi-year contract applications.

**Goal:** Ongoing

**School of Medical Sciences**

SMS has instituted the SPS (scholarship, practice, and service) program allowing one day per week for individualized pursuits. In Addition, the Assistant Dean of Academic Affairs has developed the PA Education Research Community to promote support for scholarly activities.

**Goal:** Met

3. The Dean, or an appointed designee, will serve as the Director of Research and Scholarly Activity for each school.

**Duncan School of Law**

The Associate Dean of Faculty serves on COSA and is responsible for supporting faculty research and scholarship.

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE Dean serves as the Director of Scholarly Activity in the School of Education.

**Goal:** Met

**Caylor School of Nursing**

Dr. Lisa Pullen serves as the Director of Scholarly Activity for the CSON. This is reflected in her workload each semester.

**Goal:** Met

**College of Dental Medicine**

We are currently recruiting for the Director of Research position at the CDM

**Goal:** Met

**School of Engineering**

Ryan Overton serves as the Director of Research and Scholarly Activity.

**Goal:** Met

**College of Veterinary Medicine**

CVM created a new, part-time Associate Dean of Research and Basic Sciences in Fall 2020 and a full-time Director of Research and Analytics in Spring 2021. These two positions are responsible for managing all scholarly activity at the CVM.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Directors of Research:

Lori McGrew, Ph.D. – Harrogate

Lindsey Miller, Ph.D. – Knoxville

**Goal:** Met

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS, four years ago, instituted a Research Committee for the school, chaired by an instructor in the Literature and Language program, to which the dean is an ad hoc member. The dean services as director of research for AHSS.

**Goal:** Met

**School of Business**

The Doctor of Business Administration Program Director, Dr. Joshua Ray, serves as the Director of Research and Scholarly Activity for the School of Business.

**Goal:** Met

**School of Mathematics and Sciences**

The Dean serves as the Director of Research and Scholarly Activity and is supported by Department Chairs and the Director of the Cumberland Mountain Research Center.

**Goal:** Met

**School of Medical Sciences**

Assistant Dean of Academic Affairs fills this role.

**Goal:** Met

4. Implement a standardized online portal for submission of faculty, staff, and student research and scholarly activity for use by all programs, the ORGSP, Office of Public Relations, and the University.

**Carter & Moyers School of Education**

CMSOE uses a standardized portal for housing scholarly activity.

**Goal:** Met

**Caylor School of Nursing**

A standardized online portal has been established and houses all DNP Projects.

**Goal:** Met

### **College of Dental Medicine**

In progress. The CDM is creating a portal within the CDM website which will house all scholarly activity. The portal will be updated semesterly.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

In progress. Scholarly activities are called for and collected by the LMU-DCOM director(s) of research in Microsoft Forms. Microsoft Forms is also being utilized for data management and reporting. Additional platforms are being explored for reporting and data management.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

AHSS has created an AHSS portal, located inside the AHSS web site and available to everyone including the public. The portal is updated every spring, early in the semester.

**Goal:** Met

### **School of Business**

The creation of a public online Scholarly Activities Portal is in process. School of Business scholarly activities are reported on a monthly basis using a standardized electronic form and are internally housed within the Dean's Office.

**Goal:** Unmet

### **School of Mathematics and Sciences**

Scholarly activities are documented via an internal document shared from the Dean's Office. Faculty update the document three times per year. This is being converted to a monthly reporting portal that will be active in fall 2023.

**Goal:** Ongoing

### **ORGSP**

COSA discussed using Digital Commons, the library portal, to house scholarly activity. Faculty can self-report. ORGSP is also investigating the use of the platform Submittable as a centralized platform option.

**Goal:** Unmet

### **School of Medical Sciences**

No activity toward this objective at this time.

**Goal:** Unmet

### **Carnegie-Vincent Library**

The Library continues to maintain and increase the size of the LMU Institutional Repository, an open access repository for the housing of research and scholarly activity of faculty, staff, and students, the Library's collection of archival materials, and other similar collections throughout the university. It currently houses EdD and DBA dissertations, DNP projects, Research Day submissions, and is ready for honors theses. Journals currently include the Cumberland Mountain Naturalist, the LMU Law Review Archive, the LMU Journal of Social

Sciences, the Wolfpen Journal Archive, and is ready for a new title, Asian Journal of Physical Therapy. The Library is ready to work with all the colleges and schools to facilitate the repository's use as a location for all research and scholarly activity produced.

The LMU Institutional Repository has had 17,498 downloads during the past year with a total to date of over 75,000 downloads. The downloads include those from educational, commercial, governmental, and other organizations, as well as individuals throughout the world.

**Goal:** Partially met

5. Deans will facilitate the integration of research and scholarly activities throughout the University's curricula and report to COSA.

**Duncan School of Law**

The Associate Dean of Faculty serves on COSA and shares law faculty scholarship updates with other COSA members.

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE has research classes in each of the graduate level programs. The CMSOE Dean is a member of COSA committee and uses bilateral communication to and from the School.

**Goal:** Met

**Caylor School of Nursing**

Integration of research occurs in the ASN, BSN, MSN, and DNP programs. The MSN and DNP students participate in research endeavors.

**Goal:** Met

**College of Dental Medicine**

The DMD and DH program curriculum integrates research and evidence-based dentistry courses which introduce students to research methodology and the application of information to the practice of clinical dentistry. Students are encouraged to participate in research, present at LMU Research Day and at professional meetings.

**Goal:** Met

**School of Engineering**

All engineering students will present research and design projects at LMU Research Day.

**Goal:** Unmet

**College of Veterinary Medicine**

The CVM features an Evidence-based Veterinary Medicine course that is required for all first-year students to introduce students to research methods and use of information in clinical practice.

Research and scholarly activities are integrated into the One Health curricula required for all students.

CVM courses feature evidence-based medicine throughout the curriculum.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Assistant/Associate Dean of Research serves on COSA. Evidence-based practice is taught throughout the medical sciences curriculum. Moreover, many active learning sessions (e.g., team-based learning, self-directed learning) are facilitated with or based upon peer-reviewed manuscripts. The integration of scholarly activity within the curriculum continues to be developed and supported. Development of additional scholarly activity in clinical years is being developed and supported as appropriate.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

AHSS integrated scholarly work throughout its curriculum as much as possible.

DOSW program works with DCOM to strengthen the performance of their test patients. All Social Science, Humanities, and English program courses require purposeful research and writing in all upper-level classes. Programs also require oral presentations in most upper-level classes. AHSS faculty accompanied many students to research related conferences and workshops this past year, particularly with Honors students. AHSS faculty helped facilitate the LMU Undergraduate Research Day (approximately 20 students participated). Several AHSS students won awards at the LMU research events. The AITG program is an umbrella program for supporting the Mountain Heritage Literary Festival, the Cumberland Gap Writers and the Young Writers Workshops, programs for development of writers of general and specific genre.

Research grants were submitted this year to the Tennessee Arts Council, and THEC. One instructor received an LMU mini-grant for 2024. All AHSS faculty complete and submit a Scholarly Work and Community Service form every semester. AHSS tracks scholarship and faculty service and faculty research needs very closely.

One history student received the MOLLUS award and scholarship funds for the second time this spring semester.

**Goal:** Met

### **School of Business**

Faculty actively facilitate the integration of research and scholarly activities in both graduate and undergraduate programs. The School of Business reports School facilitation and integration of scholarship and research to our accrediting agency Accreditation Council for Schools of Business and Programs (ACBSP). Within the past academic year, the School of Business has specifically revised the DBA program's curriculum to ensure strengthened research skills on behalf of doctoral students.

**Goal:** Met

### **School of Mathematics and Sciences**

Research is integrated across several courses in the school: e.g., Exercise Physiology (PEX 300 & 400), Molecular Genetics (BIOL 315), Jr/Sr. Research Seminar (BIOL/CBIO/CHEM 397 & 497), Undergraduate Research in (BIOL/CBIO/CHEM 483), Research Design and Analysis (BIOL 380), Research Methods (PEX 485), Scholarly Writing in the Life Sciences (BIOL 290).

**Goal:** Met



**School of Medical Sciences**

Through the development of the PA Education Research Community, and in conjunction with the Assistant Dean of Academic Affairs, the SMS has begun to work on the objective of integration of research and scholarly activity.

**Goal:** Ongoing

6. Develop intra-institutional collaborative networks.

**Duncan School of Law**

COSA members discuss developments of intra-institutional collaborative networks.

**Goal:** Unmet

**Comments:** In 2021-22, the Law School engaged in collaborative meetings with the Carter & Moyers School of Education, the DeBusk College of Osteopathic Medicine, and the College of Dental Medicine.

**Caylor School of Nursing**

This has not been accomplished in the CSON.

**Goal:** Unmet

**College of Dental Medicine**

The CDM, where possible will work on research collaboration with the CVM and DCOM

**Goal:** Met

**School of Engineering**

Engineering faculty collaborate where possible with faculty in Math and Science.

Engineering students and faculty are collaborating with CVM faculty and students on 3D printing projects.

**Goal:** Met

**College of Veterinary Medicine**

CVM faculty collaborate where possible with faculty in Math and Science and LMU-DCOM.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Collaborative activities are highly encouraged by all academic units. DCOM faculty partner with CSON, SMS, DMD, OT, PT and AHSS on scholarly activities and IPE. Scholarly Activity and Research was presented in poster and oral presentation format at LMU Research Day 2023 as well as local, state, and national conferences. The COM's Directors of Research are responsible for facilitating research across programs as well. Thus, there are natural collaborative opportunities. Research facilities include shared spaces to increase availability of equipment and techniques while encouraging collaboration.

**Goal:** Met

**Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

Faculty of AHSS collaborates with IPE and One Health programs as well as DSOL with

dual-degree programs and DCOM and test-patient learning.

**Goal:** Met

### **School of Business**

The School of Business partners with various schools within the university to offer dual degree MBA programs to professional students.

**Goal:** Met

### **School of Mathematics and Sciences**

Several faculty members across the School of Mathematics and Sciences have active (ongoing) collaborative projects with faculty at other LMU schools and colleges.

Collaborative projects with CVM: Department of Biology (Drs. Brandt, Kistler, Purple, Shock); Department of Sport and Exercise Science (Dr. Pebworth). Collaborative projects with DCOM: Department of Biology (Drs. Brandt, Kistler, Purple, Shock); Department of Sport and Exercise Science (Drs. Flynn, Langford, and Whitefoot). Collaborative projects with the School of Medical Sciences: Department of Sport and Exercise Science (Drs. Flynn, Langford, and Whitefoot). Drs. Brandt, Kistler, Purple, and Shock are co-PI's on internal grants through the professional schools and oversee professional students within the funded project. A DCOM faculty member was the research mentor for two undergraduate Honor's Thesis projects and collaborated with Biology faculty on the project.

**Goal:** Met

### **School of Medical Sciences**

Through the PA Education Research Committee the SMS has begun to facilitate participation in research between programs but has not instituted collaboration between multiple schools.

**Goal:** Ongoing

7. Develop multi-institutional local, state, national, and international partnerships.

### **Duncan School of Law**

The Law School has partnered with European Legal Practice Integrated Studies (ELPIS) network, which is comprised of European faculty and law schools that conduct research and support collaborative projects. The Law School is also a member of the American Society of Comparative Law and is on the Board of Editors of the American Journal of Comparative Law. The University has also recently entered into an Erasmus+ agreement with the University of Public Service in Budapest, Hungary and plans to enter into an MOU with the University of Lisbon Faculty of Law.

**Goal:** Met

**Comments:** Law School representatives continue to meet with Dr. Danielle Walters regarding potential international collaborations.

### **Carter & Moyers School of Education**

The Carter & Moyers School of Education partners with 47 plus regional PK – 12 schools to provide ongoing professional development of in-service teachers. Additionally, the partnership schools provide clinical settings for undergraduate and graduate licensure students, as well as school leadership licensure candidates. Many of these schools are represented on the Carter & Moyers School of Education Advisory Board, which helps

provide oversight and recommendations on candidate admissions as well as program exit interviews, program assessments, and curricular improvements. Additionally, the CMSOE has collaborated with several of our partnership LEAs to include them in our "Grow Your Own" and other TDOE grants to provide licensure opportunities for their school employees.

**Goal:** Met

### **Caylor School of Nursing**

Currently there are three active HRSA grants within the CSON. CSON faculty are available and have contributed to nurse residency programs in terms of utilizing evidence-based practice.

**Goal:** Met

### **College of Dental Medicine**

The College of Dental Medicine has research partners at the University of Sofia, Bulgaria, Pontificia Universidad Catolica de Valparaiso, Chile, and the University Rey Juan Carlos, Madrid, Spain. Additionally, a relationship with the University of Tennessee Medical Center's Drs. Carlson and Brett to develop the best oral health care and practices for patients with oral cancer undergoing chemotherapy and radiation therapy.

**Goal:** Met

### **School of Engineering**

Pathway partnerships and articulation agreements are being developed with several community colleges in Virginia, Kentucky, and Tennessee.

**Goal:** Unmet

### **College of Veterinary Medicine**

CVM has a contractual agreement with the University of Kentucky to support our research output and provide faculty and students with additional research resources. Additional contracts have been signed for the East Tennessee Research Center and KCA labs to facilitate LMU-CVM research. An agreement has been signed with North Carolina State University to provide additional research opportunities to CVM students. International collaborations are in place with Universidad San Francisco de Quito (Ecuador), University of Pretoria (South Africa), and Guru Angad Dev Veterinary and Animal Sciences University (India).

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Developed external collaborations include Dongguk University - Smart Community Policing System; Vanderbilt University Medical Center – Faculty at DCOM serve on the Board of the Tennessee Interprofessional Practice and Education Consortium (TIPEC) and were instrumental in developing and implementing their Tennessee Collaborative Practice Society (TCPS), a statewide society for health professions students that recognizes their self-development of collaborative practice competencies to improve patient care and safety; ORNL (Dr. Jeremy Smith) – Faculty are working with AACOM subcommittee, a collaboration with multiple COMs, for faculty/student Research Survey Platform; A

comprehensive list of partnerships and collaborations is available upon request from the directors of research.

**Goal:** Met

**Comments:** Documents referenced are available upon request.

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS works closely with the coordinator of international programs to ensure taking advantage of any and all collaborative opportunities.

One faculty is on her way this summer to Tanzania as part of the KIIS international program. another faculty will be in France doing research and another in England as a result of being awarded a mini-grant.

**Goal:** Met

### **School of Business**

Articulation agreements have been completed with several regional community college, and additional opportunities are being explored.

**Goal:** Met

### **School of Mathematics and Sciences**

Faculty have established ongoing collaborative research partnerships with faculty at other institutions. Over the past year these have included **Boone's Ridge** (Dr. Brandt; land use & management of elk), **Clemson University** (Dr. Dharmasena; food safety research), **Georgia College** (Dr. Flynn; sports performance/soccer), **Lees McRae College** (Dr. Rollins; undergraduate research network), **Maderas Rainforest Conservancy of Costa Rica** (Dr. Brandt; land use research and member of the Board of Directors), **Pine Mountain State Park** (Dr. Cawley; vegetation surveys), **San Felasco Hammock State Preserve Park in Florida** (Dr. Cawley; gopher tortoise conservation), **Texas Tech.** (Dr. Kistler; research on prairie chickens and parasites) **The Ohio State University** (Dr. Fowler; protein biochemistry research), **University of Arkansas, Fayetteville** (Dr. Rollins; research in mycetozoan biogeography); **University of Chicago's National Xenopus Resource Center**, (Dr. Keer; developmental & evolutionary biology of frogs), **University of Costa Rica** (Dr. Rollins research on tropical forest ecology and microorganisms), **University of Georgia** (Dr. Kistler; box turtle research | Dr. Shock; research on parasites transmitted by ticks), **University of South Carolina** (Dr. Fowler; Artificial Intelligence assisted learning in STEM education); **University of Tennessee College of Veterinary Medicine** (Dr. Purple; research on bird parasites), **Virginia Tech** (Dr. Rollins; long-term red spruce dynamics in response to global climate change)

**Goal:** Met

### **School of Medical Sciences**

Relationship with James Cook University offers Australian medical students a one-month rotation. SMS students then have the opportunity to rotate there. The last visit was 2019 due to COVID concerns. Faculty members serve on several national boards, such as the Academy of Doctoral Physician Assistants. Additionally, multi-institutional collaborations have been made with institutions such as the Stoney Brook PA program through the American

Association of Surgical Physician Assistants. The SMS is also in talks with the University of the West of England about collaboration on the Doctor of Medical Science Program.

**Goal:** Met

### **ORGSP**

ORGSP has facilitated several grants that include sub-awards with schools such as the University of Tennessee-Knoxville, and the Executive Director serves as the official campus Fulbright liaison. **Goal:** Met

8. Appoint an individual at the cabinet level to serve as an advocate for Research and Scholarly Activity across all undergraduate, graduate, and professional programs at the University.

The Executive Vice President for Academic Affairs served as the cabinet level advocate for Research and Scholarly Activity.

The Committee on Scholarly Activities (COSA) reviewed and discussed Action plan 7.1-8 with the idea of proposing an additional position similar to: Vice President of Research & Scholarly Activities. Positive and negative aspects of this action were noted. Consensus of the group was to investigate the feasibility of appointing an individual at the cabinet level to serve as an advocate for research and scholarly activity who would work toward the centralized collection and analysis of activity, needs (e.g., space & equipment), policy/compliance, etc..... The Chair of COSA made the proposal to the Executive Vice President for Academic Affairs.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and Chair of COSA met and discussed this item. They formulated a plan to explore (e.g., perceived need across divisions/schools/colleges, pros/cons, challenges, budgetary & operational considerations, etc.), through the 2023-2024 work of COSA as well as the Office of ORGSP.

**Responsibility:** Executive Vice President for Academic Affairs, Deans of Schools/Colleges, Executive Director of the ORGSP, and COSA.

**Time Frame:** Ongoing.

**Resources Required:** Time commitment, data collection, analysis, and interpretation (financial needs to be determined annually).

**Assessment:** Documentation of presentations, exhibitions, publications, internal and external grant activity, course syllabi with research integration, and COSA agendas and minutes.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

**Strategic Goal 7:** *Assess and enhance University-wide research and scholarly activity.*

Objective 7.2: INFRASTRUCTURE: Foster the development and management of the centralized research and scholarly activity support services to optimize their utility, accessibility, and their responsiveness to the campus and off-campus instructional sites research community.

1. The IS department will provide appropriate consultation and support for research and scholarly activity through:
  - Providing responsive support and innovative technical solutions to meet the needs of faculty and departments.
  - Expanding expertise in high-performance computing, open-source, and open-standard environments.
  - Identifying opportunities to administer centralized software licenses for cost-savings and operational efficiency.

**Carter & Moyers School of Education**

The IS department has been very helpful in providing responsive support and innovative technical solutions to meet the needs of faculty and students. For example, the IS department and CIO helped the MEdITL Program secure the use of GoReact, a technology program that assists our faculty and mentoring teachers in the K – 12 settings with candidate assessments.

**Goal:** Met

**Caylor School of Nursing**

The IS department has been helpful when asked.

**Goal:** Met

**College of Dental Medicine**

The IS department has been very helpful in providing support to faculty, staff, and students, supporting the Forensic Research Facilities on the 9<sup>th</sup> Floor of the Tower. to ensure support, high performance, and cost-savings.

**Goal:** Met

**School of Engineering**

Engineering is working with IS to explore computing options to operate various engineering software.

**Goal:** Unmet

**College of Veterinary Medicine**

IS has approved programs that facilitate CVM research.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

IS department support has been sufficient to meet the needs for research. All faculty requesting access to specialized software and/or technology have been accommodated appropriately.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS performs on-site and virtual research discussions at the undergraduate and graduate levels. IS has aided in providing for all classroom needs in this regard.

**Goal:** Met

### **School of Medical Sciences**

Initial responses have been positive in response to IS support required by the SMS.

**Goal:** Met

2. Secure funding for electronic options to automate and streamline the submission, tracking, and processing of applications (e.g., IRB, IBC, IACUC, mini-grants).

#### **University**

**Institutional Biological and Chemical Safety Committee (IBCSC), Institutional Review Board (IRB), and Institutional Animal Care and Use Committee (IACUC) adopted an online system called Mentor. PI's can now track their application status and all committee actions are saved automatically with time stamps and auto-generated minute notations.**

### **Caylor School of Nursing**

Faculty continue to utilize the IRB and mini-grant processes at LMU.

**Goal:** Met

### **College of Dental Medicine**

Faculty have submitted forms electronically, are working with OGRSP for grant submission, and will utilize the IRB.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM submitted multiple IRB, IBCSC, IAUC, applications and faculty/student intramural awards to the appropriate committees electronically. All applications were tracked and responded to in a timely manner. Sitero Mentor will be launched July 2023 for management of IRB, IACUC and IBCSC protocols.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS submitted several IRB applications that were tracked and responded to in a quick and quality manner. Mini grant applications were submitted; one was approved.

**Goal:** Met

### **ORGSP**

Post Award Manager and Exec. Dir. Met with CAYUSE to look at their software for tracking grants, IRB, etc. We have a quote but haven't submitted it for any discussion or approval.

**Goal:** Unmet

### **School of Medical Sciences**

The use of electronic options is currently being refined within the SMS.

**Goal:** Unmet

3. Implement a standardized online platform for faculty, staff, and students to report research and scholarly activity including but not limited to grant submissions, awards, presentations, and publications.

#### **Caylor School of Nursing**

DNP Projects are deposited in the LMU Scholarly Activity Portal.

**Goal:** Met

#### **College of Dental Medicine**

In progress. The CDM is creating a portal within the CDM website which will house all scholarly activity. The portal will be updated semesterly.

**Goal:** Met

#### **DeBusk College of Osteopathic Medicine**

Scholarly Activities are called for and collected within Microsoft Forms. All data management and reporting related to scholarly activity and research involves data collected from appropriate Microsoft Forms. Sitero Mentor will be launched July 2023 for management of IRB, IACUC and IBCSC protocols. Currently, interviewing for research coordinator to streamline data management and reporting.

**Goal:** Met

#### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

A scholarly activity portal exists on the AHSS web page with information regarding scholarly and research work as well as grant applications and collaborative work, being accomplished by faculty.

**Goal:** Met

#### **ORGSP**

COSA has discussed this, and one option is to use Digital Commons, the library portal that is in place. Faculty can self-report. ORGSP also promotes the LMU Institutional Repository that is housed by the Carnegie-Vincent Library and directed all Research Day participants by email and by printed notice to upload their projects for presentation. As of now, however, a central repository that would house all LMU scholarly activity is not operable across the university. ORGSP is investigating and is reviewing Submittable as one option.

**Goal:** Unmet

#### **School of Medical Sciences**

The SMS is currently exploring the Scholarly Activity Portal in conjunction with the PA Education Research Community.

**Goal:** Unmet

#### **School of Business**



The School of Business is examining options relating to a public online scholarly activities portal.

**Goal:** Unmet

4. Ensure ORGSP staff and committee chairs (IRB, IBC, IACUC and AV) participate in professional development activities to maintain LMU's compliance with federal and state law pertaining to research and grants.

#### **Carter & Moyers School of Education**

All CMSOE EdD faculty and dissertation students participate and are certified in CITI training before their proposals go before the IRB Committee.

**GOAL:** Met

#### **College of Dental Medicine**

The Continuing Dental Education (CDE) is available for the professional development of faculty and staff. During the D1 Summer Research Elective, students will complete CITI training, before proposals go to the IRB Committee.

#### **DeBusk College of Osteopathic Medicine**

CME budget is available to faculty and staff for professional development; LMU-DCOM and OGRSP websites (<https://www.lmunet.edu/debusk-college-of-osteopathic-medicine/scholarly-activity/index.php>), email communications and presentations all provide information regarding policies and procedures; newly developed Onboarding Workshop for Research for faculty, staff, and students. Faculty members within DCOM serve on these committees to help ensure LMU's compliance with federal and state laws pertaining to research and grants.

**Goal:** Met

#### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

IRB chair adjusts IRB requirements on a routine basis. The dean met with the IRB chair to discuss issues and changes since a new chair was appointed in fall 2022

**Goal:** Met

#### **ORGSP**

Post Award Manager and Executive Director participated in online webinars and workshops related to current grants and federal funding and research compliance.

**Goal:** Met

#### **School of Medical Sciences**

No activity towards this objective

**Goal:** Unmet

#### **School of Mathematics & Sciences**

The Natural Sciences Laboratory Coordinator has joined the **Institutional Animal Care and Use Committee (IACUC)** as a chair of the **Institutional Biological and Chemical Safety Committee (IBCSC)** to foster greater communication and collaboration among committees.

5. Review biological, chemical, and radiation safety policies and procedures to ensure compliance with federal and state guidelines and regulations.

#### **College of Dental Medicine**

During the faculty Annual Retreat and in the Preclinic and Clinic Manual Committee Meetings, the faculty and staff review biological, chemical, and radiation safety policies ensuring they comply with federal and state guidelines and regulations. During the new student orientation, students are introduced to biological, chemical, and radiation safety policies. Annually, for the D2, D3, and D4 students, these policies and procedures are reviewed during the first week of the Fall Semester.

**Goal:** Met

#### **College of Veterinary Medicine**

Faculty and students participate in orientation process to use lab space. Lab spaces managed by CVM are evaluated for safety and compliance.

**Goal:** Met

#### **DeBusk College of Osteopathic Medicine**

All faculty, staff, and students are required to complete appropriate CITI training to develop and maintain knowledge of timely policies and procedures. Institutional Biological and Chemical Safety committee ensures compliance and deploys Lab Safety training course for all to complete if they are to participate in relative research and/or access these facilities.

**Goal:** Met

#### **School of Mathematics and Sciences**

The Laboratory Coordinator regularly updates safety manuals, ensures all laboratory areas & equipment in Math & Science are maintained and up to date. The Lab Coordinator also provides lab safety training for students, staff, and faculty. The Lab Coordinator is reaching out across the University to investigate the feasibility of a new space for a more collaborative review of policy (between sites and/or departments). This would encourage more consistent policymaking across the university and promote a culture of safety by allowing for an additional avenue for the dissemination and discussion of the regulations.

Faculty review requirements on a regular basis.

**Goal:** Met

#### **School of Arts, Humanities and Social Sciences**

Faculty review requirements on a regular basis

**Goal:** Met

#### **School of Medical Sciences**

Scholarly activity with the SMS and PA Educational Research Community does not involve exposure to biological, chemical, or radiation hazard that would warrant training.

**Goal:** Met

6. Review and update fiscal management procedures and policies relative to external funding.

**Caylor School of Nursing**

Fiscal management procedures and policies relative to external funding related to grants supporting faculty salaries have been reviewed. Two HRSA grants have been written and submitted. The CSON should hear about funding in late June.

**Goal:** Met

**College of Dental Medicine**

During onboarding and at the Annual Faculty Retreat, financial management policies and procedures related to external funding are reviewed.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Fiscal management procedures and policies are included in the onboarding/faculty development workshop that was created in 2020-2021. This program is ongoing and the DCOM Director of Health Sciences Research a Grants reviews and aids in updating policies relative to external funding.

**Goal:** Met

**ORGSP**

Post Award Manager constantly looks at and evaluates the processes for grant spending and reporting. She works closely with finance to ensure sound fiscal procedures.

**Goal:** Met

**School of Medical Sciences**

The SMS does not currently have fiscal management procedures and policies in place, however with the development of the PA Educational Research Community, the SMS will endeavor to procure external funding and will develop as needed.

**Goal:** Unmet.

7. Review and create as appropriate internal grant programs to support undergraduate, graduate, and professional students' research projects and scholarly activity.

**College of Dental Medicine**

The Director of Research is developing an internal grant program to support undergraduate and graduate, and professional students' research projects and scholarly activity.

**Goal:** Met

**College of Veterinary Medicine**

CVM has a robust competitive intramural grant program comprised of over \$300,000 of its operational budget for its faculty.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

\$1.3 million in total funds relating to research and scholarly activity was budgeted and

approved for the 2022-2023 fiscal year; \$333,500 for the Knoxville location and \$565,800 for the Harrogate location. \$160,000 was allocated for intramural faculty grants (20 grants at \$8,000ea) \$151,000 was allocated for direct student research funding (\$48,000 for DeBusk Summer Research Fellowships [24 students @ \$2,000ea], \$40,000 for Basic Sciences/Clinical Research Awards [16 students @ \$2,500ea], \$48,000 to support student research presentations, \$8,000 for student clinical research rotations support, and \$7,000 for student publication funds). An additional \$290,665 was allocated for capital equipment purchases to support research and scholarly activity. Grant opportunities are communicated via email and DCOM research webpage to support students' and faculty research projects and scholarly activity.

**Goal:** Met

### **ORGSP**

ORGSP supports all research projects involving students. Research Day is particularly hosted to encourage early scholastic output, and the ORGSP Quarterly is sent to students in addition to faculty/staff to encourage and highlight student research.

**Goal:** Met

### **School of Medical Sciences**

No action has been taken towards this objective.

**Goal:** Unmet

### **Paul V. Hamilton School of Arts, Humanities and Social Sciences**

AHSS has several awards given annually to students who've developed proficiency in projects in classes in fields of psychology, English and Political Science. These grants/awards are given with approval of the faculty of these fields. They are small amounts of money to help encourage their scholarly work.

Goal Met.

### **School of Mathematics and Science**

Academic departments within the school maintain a modest operational budget to provide funding for faculty and student research projects. Department of Sport & Exercise Science: Dr. Pebworth - 1 state presentation, 4 district presentations and 1 National presentation. Drs. Flynn, Langford, and Whitefoot - 1 article in submission, 3 in the process.

Department of Biology: Drs. Keer and Purple received 2023 mini grants to support projects. The department supported 11 undergraduate students and two CVM graduate students to present oral and poster presentations at the 132nd Tennessee Academy of Sciences in November 2022. The department supported four students to present oral and poster presentations at the Blue Ridge Undergraduate Research Conference in April 2023. The department supported three students to attend the Southeastern Society of Parasitologist Meeting in April 2023. Biology faculty published several articles and have several in progress. Additionally, they presented at various societal meetings throughout the year.

Department of Chemistry & Physics: One student presented at the Blue Ridge Undergraduate Research Conference. One faculty member presented at the LMU Research Day. Capital

budget process permitted purchase of Benchtop nuclear magnetic resonance spectrometer (NMR) that will be used for teaching and research involving students, staff, and faculty.

**Goal:** Met

### **School of Business**

The School of Business maintains funding to assist students' research endeavors and participation in scholarly activity. Students are also encouraged to apply for external sources of funding.

**Goal:** Met

### **CSON**

Two HRSA grants have been written and submitted. These grants will assist in tuition for MSN and DNP students. Research is a component in each program.

8. Assist faculty, staff, and students in obtaining external financial support for their scholarly activities including but not limited to research, training, publications, and presentations.

### **Caylor School of Nursing**

Faculty are encouraged to apply for mini grant funds.

**Goal:** Met

### **College of Dental Medicine**

The Director of Research will assist faculty, staff, and students in obtaining external financial support for scholarly activity. Several extra-mural grant applications have been submitted for the academic year 2022-2023.

**Goal:** Met

**College of Veterinary Medicine.** The Associate Dean of Basic Sciences and Research, the Executive Director of Special Project, the CAHA program manager, and the Director of Research assist faculty, staff, and students in obtaining external financial support for scholarly activity. Six extra-mural grants were submitted for the 2022-2023 academic year.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Support for research is communicated in multiple ways as noted in the evidence throughout this goal. Moreover, stakeholders for particular aspects of this sub-goal regularly note ability to support research efforts in any and all of these domains. Research support is provided by an Assistant/Associate Dean of Research, Directors of Research at both campuses, Director of Health Sciences Research and Grants, Executive Director of the Office of Research (LMU), Grants and Sponsored Programs (LMU), and a post-awards Grant Manager (LMU).

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

The AITG has submitted grant applications this year as has the Mountain Heritage Literary Festival coordinator. The AITG grants were not received. The MHLF grant has come to completion as of this date.

**Goal:** Met

### **School of Math and Science**

Three undergraduate students mentored by Biology faculty members were awarded the ACA Ledford Scholarship for 2023.

Dr. Hall (Biology) received a grant from the Society of Toxicology to support undergraduate research.

Drs. Kistler and Purple (Biology) submitted grants to external funding sources to support research.

**Goal:** Met

### **School of Business**

The Dean and the Director of Research and Scholarly Activity for the School of Business will assist faculty in researching and apply for grants that complement faculty research interests.

**Goal:** Met

### **ORGSP**

Executive Director meets with any faculty/staff/student who is interested in submitting grants. A new communication calendar connects the Executive Director with Deans/Director to make faculty, staff, and students aware of potential grant opportunities on a quarterly basis. The ORGSP Quarterly now features faculty and student spotlights as well as research tool spotlights to make the community better aware of the resources available to them.

**Goal:** Met

### **School of Medical Sciences**

The SMS supports faculty, staff, and students through the addition of the Assistant Dean of Academic Affairs and the PA Education Research Community. Grant procurement faculty developments have been conducted in conjunction with Walters State Community College.

**Goal:** Ongoing

9. Evaluate and update process and procedures for communicating grant opportunities to faculty, staff, and students.

### **Caylor School of Nursing**

The Dean, CSON, communicates grant opportunities to faculty.

**Goal:** Met

### **College of Dental Medicine**

The Director of Research will develop a process to communicate grant opportunities for faculty, staff, and students.

**Goal:** Met

### **College of Veterinary Medicine**

The Executive Director of Special Projects performs this task.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Assistant/Associate Dean of Research, Directors of Research at both campuses, and the Director of Health Sciences Research and Grants collaborate on evaluating and updating processes for communicating grant opportunities to faculty, staff, and students. Grant opportunities are reported via email, posting on DCOM Scholarly Activity and Research webpage, and a quarterly newsletter is being developed. Annual research report reflects scholarly activities, research initiatives, grant funding, student participation in summer research, student research fellowship, funding allocated for requests, funding allocated for new faculty research start-up and developmental activities.

**Goal:** Met

### **ORGSP**

Executive Director sends applicable grant notices to faculty that match interests on a quarterly basis.

**Goal:** Met

### **School of Medical Sciences**

Process and procedures for communicating grant opportunities are part of the role of the PA Education Research Community.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS works closely with the ORGSP to find and apply for grants, annually, and by specific content areas.

Goal Met.

### **School of Business**

The Dean and the Director of Research and Scholarly Activity for the School of Business will communicate grant opportunities to School of Business faculty. The School of Business will also work with the ORGSP to communicate relevant grant opportunities to faculty.

**Goal:** Met

10. Expand information support services (e.g., electronic resources, software licenses, library, and accessibility) to facilitate research and scholarly activity.

**Caylor School of Nursing.** Electronic resources, software licenses, and library resources are reviewed by CSON MSN and DNP faculty on an annual basis as part of the SPE.

**Goal:** Met

### **College of Dental Medicine**

The CDM will be expanding the collection of learning resource materials in the library. Additional text, journals, and software licenses have been requested to facilitate research and scholarly activity

**Goal:** Met

### **College of Veterinary Medicine**

CVM works with the library to request access to important electronic journals.

**Goal:** Met

**Comments:** Documents referenced available upon request.

### **DeBusk College of Osteopathic Medicine**

Research needs assessment are conducted annually. Electronic resources, software licenses, and library resources are reviewed case by case and/or an annual needs assessment. All faculty who requested statistical/graphing and or citation software received a license.

**Goal:** Met

### **ORGSP**

LMU subscribes to The Grant Advisor which has links for grant opportunities on the LMU website to direct faculty to areas of interest. ORGSP is looking into additional database opportunities that assist the LMU community in forecasting and matching with potential opportunities.

**Goal:** Met

### **School of Medical Sciences**

The expansion of these support services has not been an issue yet; however, through the PA Education Research Community, we continuously evaluate these resources.

**Goal:** Unmet

### **School of Business**

The School of Business has worked with library personnel to expand the selection of relevant business journals and databases.

**Goal:** Met

### **Carnegie-Vincent Library**

Colleges' and Schools' participation in annual serials review and other collaborative efforts resulted in recommendations and purchases of the following resources:

- *Acland's Video Atlas of Human Anatomy*
- *Applied Science and Technology Full Text*
- *Board Vitals COMLEX with Practice Exams* (Subscription in process – soon to be available, June 2023)
- *Dentistry & Oral Sciences 2022*, EBSCO ebook collection
- *Dentistry & Oral Sciences Source*, indexes 430 journals, provides 274 full-text journals
- *EndNote Online*, a citation manager
- *ICE Video Library*, from International Clinical Educators
- *Map as History* (Subscription in process – soon to be available, June 2023)
- *Plumb's Academic*, a point of care resource for veterinary medicine
- *Psychotherapy.net*, streaming videos supporting medicine, nursing, psychology, counseling, social work, and others



- *TRIP Pro* (Subscription in process – soon to be available, June 2023), medical database for locating systematic reviews and other articles on clinical research.
- *Web of Science*, includes citation indexing from *Science Citation Index Expanded*, *Social Sciences Citation Index*, *Arts & Humanities Citation Index*, *Emerging Sources Citation Index*, and other sources.
- *Wiley Library Database* model – upgrade to our previous Wiley collection, adding 693 full-text journals, most from 1997-present
- Added 12 journal title subscriptions in the areas of dentistry, forensic dentistry, higher education, special education, sports health, and sports medicine.

**Goal:** Met

**11. Develop and maintain a research and scholarly activities budget for each school/college.**

**Caylor School of Nursing**

A research and scholarly activities budget for the CSON is funded.

**Goal:** Met

**College of Dental Medicine**

The CDM budget contains support for research and scholarly activities, including conference travel, publication, and research projects

**Goal:** Met

**College of Veterinary Medicine**

CVM has a fiscally responsible research budget that supports conference travel, publications, and research projects.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM Research and scholarly activities budget supports all research and scholarly activities see item 7 (Intramural Student/Faculty Awards, Presentations, Publications, conference travel, consumables, and start-up funds for new faculty).

**Goal:** Met

**School of Math and Science**

*Department of Biology*

Biology research budget was utilized by faculty this year.

**Goal:** Met

**School of Medical Sciences**

SMS currently maintains a publications budget for the advancement of scholarly activities

**Goal:** Met

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS research budget was utilized by faculty this year.

**Goal:** Met.

**School of Business**

The School of Business maintains funding to support scholarly initiatives among faculty.

**Goal:** Met

**12. Provide institutional support to attract and host external scholarly conferences.**

**Caylor School of Nursing**

CSON is exploring how to become credentialed to offer CE courses.

**Goal:** Met

**College of Dental Medicine**

The CDM hosted the Southern Dental Deans and Examiners Conference and the Distinguished Lecturer Seminar Series, along with monthly CDE. The CDM is credentialed to provide CDE through the Academy of General Dentistry and has completed the application to become a recognized Continuing Education Provider (CERP) by the American Dental Association.

**Goal:** Met

**College of Veterinary Medicine**

The Center for Animal and Human Health in Appalachia (CAHA) has hosted seven national conferences. CVM hosts a Phi Zeta research day for students to showcase their research with posters once per year.

**Goal:** Met

**Comments:** This area could be further developed.

**DeBusk College of Osteopathic Medicine**

DCOM has hosted LMU Research Day, which is held annually. DCOM will host the LMU-DCOM 7<sup>th</sup> Annual Essentials of Clinical Medicine CME Conference at the DreamMore Hotel with Poster Competition.

**Goal:** Met

**School of Medical Sciences**

Halted due to Covid, the SMS continues discussions with the ADPA to host its annual conference. Plans were also canceled to host a one-day training conference for mental health first aid, this is currently back under review. SMS has actively been pursuing CME activities that may generate revenue.

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS has hosted the BRURC in the past and will host the Honors Collegiate Council in 2024.

**Goal:** Met.

### **School of Mathematics & Sciences**

Dr. Shock (Biology) worked with two LMU-CVM faculty to host the Southeastern Society of Parasitologist Meeting in April 2023. Dr. Brandt (Biology) has secured Lincoln Memorial University as the location for the Tennessee Academy of Sciences in 2024 and is in the early stages of preparation.

13. Maintain and negotiate the cost and purchase of service contracts for core equipment in the Math and Science research laboratories and other core facilities across campus and the off-campus instructional sites.

#### **College of Dental Medicine**

The CDM Research and a Forensic Research Department was developed and became operational in 2023 for collaborative research. Funding for equipment and start-up funding is offered to the faculty.

**Goal:** Met

#### **DeBusk College of Osteopathic Medicine**

DCOM-Knoxville Research Center was developed and became fully operational in 2020. Capital purchases are made on an as-needed basis that served needs of facilities; developed collaborative applied research space in PT/OT building; start-up funds offered to all new basic sciences faculty. Both campuses continue to maintain and negotiate the cost and purchase of service contracts for core equipment on an annual basis.

**Goal:** Met

#### **School of Math and Science**

Laboratory Coordinator manages service contracts for the autoclaves, fumehoods, and all other equipment.

**Goal:** Met

#### **ORGSP**

Part of the service costs for community research are provided by ORGSP's budget.

**Goal:** Met

#### **School of Medical Sciences**

The capital expenditures required for the up-and-coming Tampa program were discussed through the proforma with finance. Capital requests for the Knoxville and Harrogate programs were made during budget review.

**Goal:** Met

14. Support a visiting scholar program.

#### **College of Dental Medicine**

We are currently working on a visiting scholar program within the CDM.

**Goal:** Met

#### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS maintains a quasi-visiting scholar's program via the MHLF program and as the

resident writer of the Literary Reading Series. Also, the A. L. Center for the Study of Policy and Leadership will host visiting scholars this year, and the Center's Lincoln Scholar has made several university wide presentations.

**Goal:** Met

### **School of Medical Sciences**

Faculty have been exchanged with James Cook University (Australia) to support this, however, there has been no exchange since COVID.

**Goal:** Unmet

15. Ensure that investigators complete Collaborative Institutional Training Initiative (CITI) training as appropriate.

### **Caylor School of Nursing**

All MSN and DNP students are required to complete CITI training as a portion of their curriculum.

**Goal:** Met

### **College of Dental Medicine**

The Director of Research is responsible for ensuring the CITI training is completed by all faculty, staff, and students who are participating in scholarly activity and/or research projects.

**Goal:** Met

### **College of Veterinary Medicine**

Students and Employees complete CITI training when participating in research or having direct contact with animals.

The CITI training list is maintained by the Attending Veterinarian and ORGSP.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Directors of Research are responsible for ensuring that all faculty, staff, and students have completed CITI training based upon their scholarly activity or research project. See #5 above. This is part of onboarding/policies and procedures. In addition, the Assistant/Associate Dean of Research and Directors of Research hold education sessions throughout the year regarding research and required training (CITI, Lab Safety, etc.). Moreover, IRB, IBCSC, IACUC, and so on required evidence of credentials prior to approvals being granted to conduct research.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

All who submit IRB applications have undergone CITI training. Students in several classes have completed training as they worked alongside instructors aiding them with scholarly work.

**Goal:** Met

**School of Mathematics and Science**

All Sport and Exercise Science faculty- Drs. Flynn, Langford, Pebworth and Whitefoot have completed the CITI training. As well as a few students.

Faculty and students in the Department of Biology complete CITI training before beginning work in the research labs.

**Goal:** Met

**School of Medical Sciences**

The ADAA assist with CITI training, helping to ensure compliance. CITI training is regularly discussed in PA Educational Research Community meetings.

**Goal:** Met

**School of Business**

All School of Business faculty are required to complete CITI training as a part of the on-boarding process. All DBA students complete CITI training within their research methods courses.

**Goal:** Met

16. Support the activities as outlined in the strategic plan for the Dr. Robert L. Kincaid Endowed Research Center.

**Caylor School of Nursing**

Activities are supported.

**Goal:** Met

**College of Dental Medicine**

Activities are supported.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

The DCOM plan aligns with the goals and objectives of the LMU strategic plan.

**Goal:** Met

17. Continue to fund a writer-in-residence program.

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

The writer in residence position has morphed into a full-time position filled by the English Program writing faculty. This position, now full-time, is responsible for the MHLF in June and also the student writing program.

**Goal:** Met

- 18.** Appoint an individual at the cabinet level to serve as an advocate for Research and Scholarly Activity across all undergraduate, graduate, and professional programs at the University.

The Executive Vice President for Academic Affairs served as the cabinet level advocate for Research and Scholarly Activity.

The Committee on Scholarly Activities (COSA) reviewed and discussed Action plan 7.1-8 with the idea of proposing an additional position similar to: Vice President of Research & Scholarly Activities. Positive and negative aspects of this action were noted.

Consensus of the group was to investigate the feasibility of appointing an individual at the cabinet level to serve as an advocate for research and scholarly activity who would work toward the centralized collection and analysis of activity, needs (e.g., space & equipment), policy/compliance, etc..... The Chair of COSA made the proposal to the Executive Vice President for Academic Affairs.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and Chair of COSA met and discussed this item. They formulated a plan to explore (e.g., perceived need across divisions/schools/colleges, pros/cons, challenges, budgetary & operational considerations, etc.), through the 2023-2024 work of COSA as well as the Office of ORGSP.

- 19.** Review and create as appropriate internal grant programs to promote intra-institutional research projects and scholarly activity.

Intramural grant funding through collaborative projects have been reported and occurring through the College of Veterinary Medicine, the DeBusk College of Osteopathic Medicine, the School of Mathematics & Sciences, School of Engineering and Abraham Lincoln Library and Museum.

- 20.** Ensure adequate twelve-month access and support for faculty, staff, and student research and scholarly activity across the institution.

**University**

Processes standardized and streamlined where possible. Updated process ensures timely support year-round. Institutional Biological and Chemical Safety Committee (IBCSC), Institutional Review Board (IRB), and Institutional Animal Care and Use Committee (IACUC) adopted an online system called Mentor. PI's can now track their application status and all committee actions are saved automatically with time stamps and auto-generated minute notations.

**Responsibility:** Executive Vice President for Academic Affairs, Deans of Schools/Colleges, Office of Finance and Administration, Risk and Insurance, Director of Library, Executive Director of the ORGSP, Post-Award Grants Manager, IS, Chair of Institutional Biological and Chemical Safety Committee, Chair of Institutional Animal Care and Use Committee (IACUC), Chair of Institutional Review Board (IRB), Attending Veterinarian (AV), and Committee on Scholarly Activities (COSA).

**Time Frame:** Ongoing. Any changes with fiscal impact must be included in the budget planning process.

**Resources Required:** IS budget and revenue from grants and sponsored programs, time commitment, data collection, analysis, and interpretation (\$ amount to be determined).

**Assessment:** Documentation of professional development, CITI training, compliance with federal and state regulations.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

**Strategic Goal 7:** *Assess and enhance University-wide research and scholarly activity.*

Objective 7.3: FACULTY/STAFF/STUDENTS: Support campus and off-campus instructional site faculty to initiate, grow, and sustain undergraduate, graduate, and professional research and scholarly activities.

1. ORGSP works with COSA to support grant-related research and scholarly activities.

**Carter & Moyers School of Education**

The ORGSP has been extremely helpful in obtaining Tennessee Department of Education grants for the MEdITL Program (\$925,000, over the last three years). CMSOE continues to explore grant opportunities with the TDOE and the US Department of Labor.

**Goal:** Met

**Caylor School of Nursing**

Dr. Lisa Pullen serves on COSA from the CSON.

**Goal:** Met

**College of Dental Medicine**

Modar Kassan serves on COSA for CDM.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Assistant/Associate Dean of Research serves on COSA for DCOM. The Director of Health Sciences Research and Grants serves the faculty, staff, and students by exploring grant opportunities and aiding them through the application and award process.

**Goal:** Met

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

One faculty was approved to receive a mini grant again this year.

**Goal:** Met

**ORGSP**

Executive Director attends COSA and serves on Mini-Grant Committee. Executive Director and Post Award Manager serve on Research Day and BRURC Committees.

**Goal:** Met

**School of Medical Sciences**

The Assistant Dean of Academic Affairs represents the SMS on COSA

**Goal:** Met

2. Contribute to the development of guidelines for startup funds for new faculty tailored to research and scholarly activity expectations of the new faculty member(s).

**Caylor School of Nursing**

Faculty are encouraged to apply for mini-grant funds.

**Goal:** Met



### **College of Dental Medicine**

The CDM has guidelines for research and scholarly activity expectations of new faculty members. These expectations will be addressed during the interview and faculty orientation.

**Goal:** Met

### **College of Veterinary Medicine**

Start-up funds are provided to new faculty at the Dean's discretion. Upon hire, research FTE is negotiated with the expectation that all CVM faculty participate in scholarly activity.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

\$150K was budgeted for new faculty research start up packages.

### **Duncan School of Law**

**Comments:** Not all Law School faculty have scholarship requirements as part of their faculty duties.

### **School of Medical Sciences**

Research expectations are fluid within the SMS. As such, startup funds are not appropriated to support it. Faculty members are made aware of the SPS day in support of scholarly activities or service through a clinical workday.

**Goal:** Met

### **School of Business**

The School of Business will provide funding for scholarly activities to new faculty to support the school's scholarly activity initiatives and expectations.

**Goal:** Met

3. Review and refine incentive structures for research and scholarly activity.
  - Scholarly funding for travel and publications
  - Individual membership in scholarly associations, societies, and councils
  - Sabbatical leave policy and funding
  - Rank advancement standards and incentive compensation increments
  - Reassignment of time in order to achieve a nine-hour undergraduate semester instructional workload and six-hour scholarly activity/service workload
  - Expected incremental scholarly output increase

### **Duncan School of Law**

Full-time law faculty are eligible to receive a summer research stipend. Faculty must submit a proposal to include the topic, a synopsis of the paper, a rough outline of the paper, and the estimated size of the complete article. The proposed article or book must have a minimum length of 10,000 words. Faculty also are allotted faculty development funds annually to cover the costs of travel to academic conferences, scholarly associations, and councils to present their scholarship at various legal conferences and law review symposiums as well as to cover various bar association fees. A faculty development meeting in spring 2022 brought in an experienced faculty member from the University of Tennessee College of Law to discuss the

importance of establishing your identity as a scholar as a young law faculty member. .  
**Goal:** Met

### **Caylor School of Nursing**

All doctoral faculty are given workload credit for scholarly activity each semester. At the beginning of each Fall semester, faculty present their research to the entire CSON faculty.  
**Goal:** Met

### **Carter & Moyers School of Education**

CMSOE has professional development funds within the budget and also has an account funded by the estate of Dr. G.L. Carter, our School's namesake.

**Goal:** Met

### **College of Dental Medicine**

CDM's incentive structures for research and scholarly activity aligns with DCOMs.

**Goal:** Met

### **College of Veterinary Medicine**

Funding is available via the CVM research budget for publication costs and travel for presentations. Memberships are also provided for in the CVM budget. CVM has not had a faculty seek sabbatical at this time. Research effort is reviewed in the promotion process. We work with faculty to give them time away from teaching to focus on research. Also, our faculty are on 12-month appointments with the expectation that the summer months are used for research. At annual reviews, research efforts are discussed. We have a faculty workload calculator that considers research as part of the FTE.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Funding is available via the DCOM research budget for publication costs and travel for presentations. Memberships are also provided for in the DCOM budget. DCOM has not had a faculty seek sabbatical currently. Research effort is reviewed in the promotion process. We work with faculty to give them time away from teaching to focus on research. Faculty work directly with supervisors/chairs to determine FTE distribution, which includes protected time for research. LMU annual evaluation process includes reporting on scholarly activity as do newly developed, supplemental faculty success plans. DCOM faculty have received incentive pay agreements recently. Incentive pay is noted and included in newly developed onboarding workshop for research.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Faculty Development funds have been very useful aiding faculty to complete scholarly activities. Travel funds are used for attendance for presentations at scholarly events and meetings.

**Goal:** Met

### **School of Math and Science**

The Department of Biology supported travel and attendance to societal conferences for faculty to support research or attend professional development training. Support also included online professional development training programs. The Department of Sports and Exercise Science: funds were used to attend relevant conferences (either virtually or face-to-face). Funds were used to help with certifications. Membership fees for professional scholarly associations.

### **School of Medical Sciences**

Promotion of the SPS policies and rank advancement committee within the SMS fulfill this mission within the SMS.

**Goal:** Met

### **School of Business**

The School of Business is in the process of refining scholarly activity requirements and expectations among faculty. Incentive structures are also being examined.

**Goal:** Unmet

4. Develop new programs that foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities.

### **Duncan School of Law**

The Law School engaged in interdisciplinary activities in 2021-2022 with the School of Education, the DeBusk College of Osteopathic Medicine, and the College of Dental Medicine.

**Goal:** Met

### **College of Dental Medicine**

The DMD and ASDH programs foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities. The CDM engaged in interdisciplinary activities in 2021-2022 and 2022-2023. The CDM is exploring with the CSON how students can be involved in interdisciplinary learning.

**Goal:** Met

### **College of Veterinary Medicine**

The Associate Dean of Research and Basic Sciences is actively developing partnerships to meet this goal. The primary program in development to meet this goal is a clinical trials program leveraging the LMU-CVM clinical affiliate network.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Assistant Dean of Research and Directors of Research are actively developing partnerships to increase programs that foster interdisciplinary, multidisciplinary, and interprofessional research and scholarly activities. Center for IPE and Simulation (CIPES) develops curricular and co-curricular projects with interprofessional groups of faculty

members inter- and intra-institutionally resulting in research and scholarly activity. Most notable this year was student supported research focused on Team STEPPS training of health professions students and how they will put it into practice during rotations, residencies, and careers. The training was a collaboration between faculty and staff from DCOM, and neighboring Pharmacy schools.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS not only supports but is closely involved with Medical Humanities program, One-Health, and the IPE program.

**Goal:** Met

### **CSON**

The CSON is exploring with the dental school how students can be involved in interdisciplinary learning.

### **School of Medical Sciences**

The PA Education Research Committee has been developed and is led by the Assistant Dean of Academic Affairs.

**Goal:** Met

### **School of Business**

The School of Business offers multiple dual degree MBA programs that promote multidisciplinary research among graduate students (DO/MBA, DVM/MBA, JD/MBA, OTD/MBA, DPT/MBA, DMD/MBA, and MSFD/MBA).

**Goal:** Met

### **School of Mathematics & Sciences**

The school continued the project to establish a research/scholarship network among small to medium sized institutions across southern and central Appalachia to leverage each campus' unique niches and resources in support of faculty and their students in research and other academic endeavors. The project promotes collaboration and knowledge sharing through faculty mentoring and facilitating the development of viable research programs involving undergraduate students. By adopting the teacher-scholar model, faculty members can enhance both their teaching and research endeavors, benefiting their professional growth, student engagement, and institutional research capacity without significant additional expenses. To facilitate this network, we are creating a database where faculty can (a) connect with others who share similar research interests, (b) access specialized equipment through collaborative ventures not available at their home institutions [such as electron microscopy, NMR, real-time qPCR, etc.], and (c) discover locations where faculty are conducting research, opening opportunities for collaboration and field site utilization.

5. Allocate funding for a University statistician to support faculty/staff research, statistical design, and data analysis.

**College of Dental Medicine**

The Master of Science in Forensic Dentistry Program will require a university statistician to teach courses and support research, statistical design, and data analysis.

**Goal:** Met

**College of Veterinary Medicine**

CVM hired a statistician/epidemiologist Spring 2020 who has taken on these duties to support CVM faculty.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Statistical analysis support is offered on-demand, and there are several DCOM faculty who have significant expertise in statistical analysis.

**Goal:** Met

6. Promote the External Funding Incentive Pay Plan.

**Caylor School of Nursing**

Two CSON faculty positions are paid through grants.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Information regarding the incentive pay plan is included in the newly developed onboarding workshop/faculty development for research. Several DCOM faculty have incentive pay agreements. Incentive pay is noted and included in newly developed onboarding workshop for research.

**Goal:** Met

**College of Dental Medicine**

Information regarding the incentive pay plan is included in the newly developed onboarding workshop/faculty development for research.

**Goal:** Met

**ORGSP**

When faculty submit grants with effort percentages, the office discusses the incentive pay policy and submit for approval.

**Goal:** Met

7. Continue to develop and support national and international programs that foster student scholarly activities, including academic honor societies and Honors Scholars Program.

**College of Dental Medicine**

The CDM is developing a robust national and international program that fosters scholarly activities and attracts visiting scholars.

**Goal:** Met

### **College of Veterinary Medicine**

The CVM Associate Dean for Student Affairs and Admissions has been tasked to develop CVM international programs. She will work with the CVM Associate Dean of Research and Basic Sciences in the cases of international research collaborations.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Assistant/Associate Dean of Research and Directors of Research continue to develop and support national and international programs that foster student scholarly activity. DCOM has partnered with International Medical Alliance to support student scholarly activities associated with the Dominican Republic. Several faculty members are participating in communication with international research companies to foster collaboration and increased scholarly activity.

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

The Honor Scholars Program is growing in enrollment; the half-time director was appointed last year and now, in that position, responds to the VPAA's office. All capstone research courses have reviewed student scholarship opportunities to ensure SEWS papers are completed to ensure highest quality.

**Goal:** Met

### **School of Mathematics and Science**

All Biology, Biology pre-health, Biology Secondary Education, and Conservation Biology major Honors Scholar students complete the BIOL397/397 Science Seminar series that requires students to identify a research mentor, develop a research project, conduct project, and present their findings. The department supports research projects for Honors Scholar Students within BIOL, CBIO, and VHS. The Department of Sport & Exercise Science Offered Honors 203- Foundations of Nutrition and Exercise.

**Goal:** Met

### **School of Medical Sciences**

The SMS supports student scholarly activity by promoting the PAEA educational student research grants.

**Goal:** Met

### **CSON**

The CSON supports the Student Honors Program.

8. Support and mentor the professional development of all faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

### **Duncan School of Law**

In addition to extensive faculty development programming, the Law School supports a mentor-mentee program in which junior faculty are assigned an experienced mentor who guides the newer faculty their first two years in academia and provides them with feedback

and advice as to course and career development.

**Goal:** Met

### **Carter & Moyers School of Education**

The Carter & Moyers School of Education includes adequate funding in the School budget to support faculty in national and international professional development opportunities.

### **Caylor School of Nursing**

Funds are available for faculty development. No faculty has been turned down for professional development activities. A national speaker was brought in Fall 2022 to speak to faculty regarding the new NCLEX-RN exam.

**Goal:** Met

### **College of Dental Medicine**

All CDM faculty are supported and will be mentored to become regionally, nationally, and internationally recognized leaders in their academic disciplines.

**Goal:** Met

### **School of Engineering**

Budgeted funding is available to support faculty for professional development in various engineering societies (Tennessee Society of Professional Engineers, American Society of Civil Engineers, American Society of Mechanical Engineers, etc.)

**Goal:** Met

### **College of Veterinary Medicine**

Faculty supervisors are responsible for mentoring faculty in their research efforts. The Associate Dean of Clinical Sciences, along with the Dean, have also been developing programs to increase faculty mentorship in research through monthly workshops and lectures. CVM faculty are well-supported by CIVET and CAHA for research efforts regarding educational research and Appalachian-based research, respectively. CVM faculty are allotted professional development funds each year.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM provides professional development for all faculty to become regionally, nationally, and internationally recognized leaders in their academic disciplines. Professional Development funds are outlined in DCOM's budget. Monthly workshops are also available for faculty development and faculty are encouraged to participate in local/state/national professional development opportunities. Professional development opportunities are often communicated via email. See 7.1 (#2)

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS Mentors Program includes aiding new faculty in finding out how to promote their scholarship with funding, collaboration, and networking. The MPA program (The Master of Public Administration) has an active student chapter of the International City/County

Management Association (ICMA) that meets monthly to discuss issues in the public and nonprofit sectors and research pertaining thereto. The MSCJ program (The Master of Science in Criminal Justice) has created a student chapter of the Alpha Phi Sigma National Criminal Justice Honor Society. All AHSS students have been encouraged to participate in the LMU Research Day and the Blue Ridge Undergraduate Research Conferences. All AHSS faculty are required to attend at least one local, state, or national research related conference in their discipline, annually. AHSS had an 80% rate of participation this year. All departments receive funding for conference travel.

**Goal:** Met

### **School of Medical Sciences**

The SMS has increased CME support and encourages participation in regional and national boards. In addition, rank advancement advisement helps facilitate continuous engagement in regional and national journals and presentations. The development of the PA Education Research Community has highlighted the opportunities necessary to become leaders in PA education.

**Goal:** Met

### **School of Business**

The School of Business maintains funding to support the professional development of faculty at regional, national, and international levels.

**Goal:** Met

### **School of Mathematics and Sciences**

Department of Biology: Faculty members serve on committees within their professional societies at both the regional and national level. Several faculty serve in various capacities with the TN Academy of Sciences. Department of Sport & Exercise Science: Dr. Pebworth serves on Professional academic boards at the State, Regional, and National level.

9. Determine the number of FTEs dedicated to research positions in undergraduate, graduate, and professional programs, as well as their specific roles (faculty, staff, postdoctoral, fellows, research assistants, lab coordinators, etc.).

The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. Consensus was that all programs compute faculty workloads and would be able to provide FTE or some comparable measure. The feasibility of developing a centralized location to report this information on a regular basis is needed.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP.



**Responsibility:** Executive VPAA, Executive Vice President for Finance and Administration, Deans of Colleges/Schools, Committee on Scholarly Activities (COSA), ORGSP and University Counsel.

**Time Frame:** Ongoing.

**Resources Required:** Cost to be determined.

**Assessment:** Documentation of the Strategies and Action Plans related to this objective through the Outcomes Assessment Report of the ORGSP.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

**Strategic Goal 7:** *Assess and enhance University-wide research and scholarly activity.*

Objective 7.4: FACILITIES: Provide and maintain facilities that foster the development of research and scholarly activity and manage them to optimize their utility and accessibility to the University-wide community.

1. Identify short-term and long-term facility needs ensuring future competitiveness of research and scholarly activities across campus and at off-campus instructional sites in conjunction with Deans, Chairs, and faculty conducting research and scholarly activities.

**Caylor School of Nursing**

No needs have been identified.

**Goal:** Met

**Carter & Moyers School of Education**

No needs have been identified.

**Goal:** Met

**College of Dental Medicine**

The CDM will have access to the research facilities at the DCOM and on the 9<sup>th</sup> floor of the LMU Tower to ensure robust, collaborative, research can occur among all healthcare professionals.

**Goal:** Met

**School of Engineering**

The School of Engineering will need various civil, mechanical, chemical, and electrical engineering instructional and research laboratories and student project space.

**Goal:** Unmet

**College of Veterinary Medicine**

No need has been identified.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM developed and deployed surveys to determine ways to support research and perceived barriers. DCOM at LMU-Knoxville completed build-out and equipped new research center in 2020. Also see 7.2(#13). Directors of Research request research facility needs from faculty annually. Facility needs are discussed and communicated in Research Committee meetings, Deans meetings, and facility committee meetings. Both campuses have added Zebrafish aquarium rooms to increase faculty/student scholarly activity, collaboration, and to aid in more competitive grant applications.

**Goal:** Met

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS identified and located a place for research in digital photography and graphic design. Space for this purpose will facilitate art faculty and students to pursue technological research in the Arts. Also, the Audio room, located behind the Johnson Music room in Avery Hall,

services as a location of learning for CAM students. The CAM program created a minor in Sports Communications to facilitate the growing market in that field.

**Goal:** Met

### **School of Math and Science**

Department of Biology: Faculty have identified the need for increased research space as the program grows to accommodate new faculty and student need. Additionally, a space (most likely in the CMRC) to maintain and grow *Xenopus* is currently being discussed.

Department of Sport and Exercise Science: acquiring exercise physiology equipment suitable to conduct student labs and to support research projects, particularly with various LMU athletic teams. A larger, more permanent facility is necessary for the SES department to acquire and store additional equipment to support instruction and research.

**Goal:** Ongoing

### **School of Medical Sciences**

No needs have currently been identified but will continue to be examined through the PA Education Research Community.

**Goal:** Met

2. Ensure adequate information technology, library and support services are in place to facilitate research and scholarly activities across campus and at off-campus instructional sites.

### **Duncan School of Law**

The Law School has a librarian dedicated to support faculty research and scholarly activities. Student research assistants are also available to faculty.

**Goal:** Met

### **Caylor School of Nursing**

Information technology, library, and support services are in place at all nursing sites and online to support scholarly activities.

**GOAL:** Met

### **Carter & Moyers School of Education**

Information technology, library, and support services are in place to support scholarly activities.

**GOAL:** Met

### **College of Dental Medicine**

The CDM has adequate library and support services in place to facilitate research and scholarly activity.

**Goal:** Met

### **School of Engineering**

The School of Engineering has worked closely with the LMU library to ensure scholarly needs are met.

**Goal:** Met

### **College of Veterinary Medicine**

Computer access is available for fourth year clinical experience students at all clinical affiliates, allowing access to all University student resources.

The LMU Librarian is included in faculty trainings, student orientation, and summer research student seminar series, and supports employees and students with literature searches.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Health Sciences Library Surveys are conducted annually (OMS-I-II, faculty, OMS-III - IV).

A dedicated medical librarian is extremely helpful in supporting and increasing scholarly activity productivity for faculty, staff, as well as students.

**Goal:** Met

**Comments:** Summary reports available upon request.

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS has created two journals in the LMU library: one for social sciences and one for English. These journals are peer reviewed and open to national and international submissions.

**Goal:** Met

### **School of Medical Sciences**

No needs have currently been identified; however, this will continue to be examined through the PA Education Research Community.

**Goal:** Met

### **School of Business**

The School of Business works in coordination with library staff to ensure adequate access to information that will support scholarly endeavors.

**Goal:** Met

### **Carnegie-Vincent Library**

3. The Library hired a new librarian this year to serve the programs at the LMU Tower and have librarians assigned to each discipline. One librarian is available to support all colleges/schools in adding sections to house their research and scholarly activities within the LMU Institutional Repository (Digital Commons). Ensure that all research facilities across campus and at off-campus instructional sites comply with federal, state, and local regulations.

### **Caylor School of Nursing**

All facilities across campus and at off-campus sites comply with laboratory health, safety, and environmental protection regulations.

**Goal:** Met

### **College of Dental Medicine**

The CDM facilities will comply with laboratory health, safety, and environmental protection regulations.

**Goal:** Met

### **College of Veterinary Medicine**

The CVM complies with IRB, IACUC, and OSHA guidelines.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM facilities comply with all local, state, and federal regulations including, but not limited to laboratory safety, environmental protection regulations, IRB, IACUC, IBCSC, and OSHA guidelines. See 7.2.25.

**Goal:** Met

### **School of Medical Sciences**

All facilities comply with laboratory health, safety, and environmental protection regulations.

**Goal:** Met

4. COSA will work with relevant leadership to develop and communicate policies and procedures for space allocation of dedicated laboratory research facilities across campus and at off-campus instructional sites.

### **Carter & Moyers School of Education**

No laboratory research facilities are needed in the CMSOE.

**Goal:** Met

### **Caylor School of Nursing**

No laboratory research facilities are required within the CSON.

**Goal:** Met

### **College of Dental Medicine**

The LMU Tower will have forensic and general research facilities on the 9<sup>th</sup> floor of the LMU Tower. Additionally, research facilities will be shared with DCOM Knoxville.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Assistant/Associate Dean of Research is a COSA member and communicates with the Assistant/Associate Dean of Research, Directors of Research, and Committee Chairs to ensure policies are in place and communicated accordingly.

**Goal:** Met

### **School of Mathematics and Sciences**

#### *Department of Biology*

The Laboratory Coordinator does regular checks. They conduct safety training for new faculty and student researchers.

**Goal:** Met

**School of Medical Sciences**

The SMS does not currently participate in laboratory-based research.

**Goal:** Met

**Responsibility:** Deans of Colleges/Schools, appropriate Vice Presidents, Director of Abraham Lincoln Library and Museum, Chief Information Officer, Director of Accessible Education Services, Director of Environmental Health and Safety, Chairs of IACUC, IBC and IRB, AV, and Director of the Library.

**Time Frame:** Ongoing.

**Resources Required:** Cost to be determined, Information Services, Technology Support for on-campus and off-campus site activity, Carnegie-Vincent Library and Abraham Lincoln Library and Museum resources.

**Assessment:** Documentation of the Strategies and Action Plans related to this objective.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

**Strategic Goal 7:** *Assess and enhance University-wide research and scholarly activity.*

Objective 7.5: EVALUATION: Develop and implement an evaluation system that recognizes the importance of research and scholarly activity to the mission of the University.

1. Collate established guidelines, expectations, and incentives for research and scholarly activities (including start-up funds for research and scholarly activities) across the institution.

**Carter & Moyers School of Education**

Faculty workload forms have a dedicated number of hours for each faculty to conduct research and/or scholarly activities. All faculty are encouraged to request University Faculty Development funding. CMSOE budgeting includes supplemental funding for faculty development and scholarly activities. In addition, faculty are encouraged to apply for mini grants funded by the University.

**Goal:** Met

**Caylor School of Nursing**

The CSON has a Scholarship Colloquium that meets monthly. Dr. Lisa Pullen is the Director of Scholarly Activities for the CSON. Each doctoral faculty member is given workload credit each semester to complete research. **Goal:** Met

**School of Business**

Research is a component of the School of Business faculty evaluation. Faculty have been informed that their participation in research is integral to the annual faculty review. The School of Business is in the process of refining scholarly activity requirements and expectations among faculty. New faculty scholarship requirements will be introduced in Fall 2023.

**Goal:** Met

**College of Dental Medicine**

The CDM has provided new faculty members with guidelines, expectations, and incentives concerning research and scholarly activities. A small start-up fund has been established and the Director of Research has been hired.

**Goal:** Met

**College of Veterinary Medicine**

Research FTE is determined for each faculty member. At the annual evaluation, research effort is reviewed, and a new workload calculator was developed to attempt to quantify research effort to provide faculty with a benchmark. Supervisors work with faculty to create research goals. CVM has a healthy intramural grant budget to support faculty research. In 2022, 11 intramural grants were awarded totaling \$310,152.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Reported in previous objectives. Faculty evaluations include reporting and expectations on scholarly activity. Protected time for research. Startup funds are provided. Incentive pay agreement and competitive F&A costs are noted to faculty. Annual research reports are

provided to evaluate and recognize the importance of research and scholarly activity.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Expectations are that at least one presentation or publication will be produced per year and attendance at one or more association meetings will occur per year. Below is a snapshot of scholarship completed this year.

Journal articles and papers / books/ book or article reviews published:	18
Abstracts accepted for publication:	6
Presentations and panel participation at conferences attended:	26
IRB Submissions	5
Conferences attended (no presentation or panel participation):	28
Artistic presentations/showings at national/regional conferences:	2
Total student attendance at conferences & number of conferences students attended	35: 6

**Goal:** Met

### **School of Mathematics and Science**

All departments within the school encourage faculty to present at meetings and will cover expenses to a conference in which the faculty presents. Students are also encouraged to present at local and regional meetings. Faculty are encouraged to apply for mini-grant funding as well as extramural funding when applicable. Faculty are encouraged to look for collaboration opportunities with faculty within LMU at the various schools and with faculty outside of LMU. Several faculty members have ongoing projects and serve as co-PIs on grants with faculty at other schools within LMU as well as faculty at other institutions.

**Goal:** Met

### **School of Medical Sciences**

Under the leadership of the Assistant Dean of Academic Affairs the PA Education Research Community has been development to established guidelines and expectations. Additionally,



the importance of research and scholarly activities is communicated through the SPS workday.

**Goal:** Met

2. Establish procedures to record and report research and scholarly activity including grant submissions, awards, presentations, and publications for all personnel and students utilizing an online platform to report research and scholarly activity.

### **Caylor School of Nursing**

Faculty present their research findings to the CSON annually. All DNP students have their DNP Project deposited in the Scholarly Activity Portal.

**Goal:** Met

### **Carter & Moyers School of Education**

The CMSOE's Research Committee keeps track of presentations, publications, and grant submissions.

### **College of Dental Medicine**

The CDM will have a Scholarly Activity Portal to ensure there is a record of research and scholarly activity including grant submissions, awards, presentations, and publications for all personnel and students utilizing the online Scholarly Activity Portal.

**Goal:** Met

### **College of Veterinary Medicine**

The CVM has implemented a research mini-proposal application process. This is to award funding out of the intramural grant cycle to support researchers in completion of projects or for supplies in MS projects.

The CVM maintains a Research Collation Workbook that is updated, at minimum, yearly by faculty with all research activities. Metrics recorded include percentage of faculty involved in research, publications, faculty presentations, abstracts/posters, research students, and peer-reviewed publications with students as authors/co-authors.

Faculty evaluations require reporting of faculty research activities. Intramural Grant Progress Reports are required from all employees receiving a CVM intramural report. These are required to be eligible for future funding.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Scholarly activities are called for and collected by the LMU-DCOM directors of research via Microsoft Forms. Other platforms are being explored for data management and reporting. DCOM is currently interviewing candidates to fill a Research Coordinator position that will be dedicated to research and scholarly data tracking, management, and reporting. Addition of an administrative assistant dedicated to Research for organization and dissemination of activities is being considered for the next fiscal year which would help in this process.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

All AHSS faculty scholarly work and service is tracked every semester and contribute to the faculty evaluation process. This is reported at the annual full-faculty meetings. The AHSS Dashboard document maintains information for all faculty in this regard.

**Goal:** Met

### **School of Mathematics and Sciences**

Scholarly activities are documented via an internal document shared from the Dean's Office. Faculty update the document three times per year. This is being converted to a monthly reporting portal that will be active in fall 2023.

**Goal:** Ongoing

### **ORGSP**

The ORGSP Newsletter reports all grant submissions and any scholarly activity that is submitted to the Executive Director. COSA is discussing the online scholarly activity portal.

**Goal:** Met

### **School of Medical Sciences**

Under the leadership of the Assistant Dean of Academic Affairs the PA Education Research Community has been development to established guidelines and expectations, however the SMS does not currently have an online portal.

**Goal:** Unmet

### **School of Business**

The creation of a public online School of Business Scholarly Activities Portal is in process. Current research presentations and publications are shared and documented within the ORGSP Newsletter.

**Goal:** Met

3. Evaluate the adequacy of the FTEs dedicated to research across all programs relative to the requirements of individual programs' accreditation standards and those of a level VI institution.

The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. Consensus was that all programs compute faculty workloads and would be able to provide FTE or some comparable measure. The feasibility of developing a centralized location to report this information on a regular basis is needed. Additionally, a peer comparison group needs to be selected.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP.

4. Evaluate the scholarly productivity of the University relative to level VI peer institutions.

The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. A peer comparison group needs to be selected.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP. A preliminary list of key metrics to be measured needs to be reviewed and finalized.

5. Evaluate the adequacy of twelve-month support for faculty, staff, and student research, scholarly activity, and facilities access in response to growth of research programming across the institution.

The Committee on Scholarly Activities (COSA) reviewed and discussed Goal 7 and all associated action plans. Consensus was this is an important aspect that should be pursued.

The Executive Director of the Office for Research, Grants, and Sponsored Programs (ORGSP) and the Chair of COSA met and discussed this item. They formulated a plan to pursue this action item through the 2023-2024 work of COSA as well as the Office of ORGSP. The preliminary phase is the development and deployment of a survey to faculty and staff during the 2023-2024 academic year.

**Responsibility:** VPAA, Deans of Schools/Colleges, Chairs of departments/program directors, ORGSP, COSA, Information Services.

**Time Frame:** Ongoing.

**Resources Required:** Cost to be determined; user-friendly software solution for regular reporting of all scholarly activity.

**Assessment:** Documentation of presentations, exhibitions, publications, internal and external grant activity, press releases, and course syllabi with research integration; COSA agenda and minutes; ORGSP Outcomes Assessment Reports.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

**Strategic Goal 7:** *Assess and enhance University-wide research and scholarly activity.*

Objective 7.6: BROADER IMPACTS: Facilitate the development of research and scholarly initiatives that produce discoveries that benefit academia and society.

1. Identify key areas of research strength at LMU and facilitate the development of concentrated research programs in these areas.

**Caylor School of Nursing**

Nursing will continue research through the DNP Project.

**Goal:** Met

**Carter & Moyers School of Education**

CMSOE's graduate programs promote educational research on several levels, including individual student and faculty projects.

**College of Dental Medicine**

The CDM's faculty, staff, and students promote dental, forensic, DNA and oral microbiome research.

**Goal:** Met

**College of Veterinary Medicine**

Key areas of strength at CVM include educational research, CBD research, reproductive physiology research, equine respiratory disease research, epidemiologic studies of animal and human health in Appalachia, tick-borne disease research, heartworm research, and leptospirosis research.

**Goal:** met

**DeBusk College of Osteopathic Medicine**

Assistant/Associate Dean of Research and Directors of Research facilitate the development of research and scholarly initiatives that produce discoveries that benefit academia and society. The key areas of research strength at DCOM included laboratory research with basic science (biochemistry, molecular biology, physiology, pharmacology, anatomy, histology, etc.), survey-based research, educational research, and clinical research (human subject trials, case studies, retrospective reviews of data, interventional studies, etc.).

**Goal:** Met

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Graduate programs encourage and focus students in all three programs toward research and scholarship. HSP students participate in Research Day and in national undergraduate scholarly work conferences. The Graduate Psychology program is hosting a graduate student research day this summer for all those interested in sharing their research.

**Goal:** Met

**School of Mathematics and Sciences**

Several faculty study various wildlife diseases including tick-borne diseases and leptospirosis, and their prevalence in Appalachia. Some of these diseases are zoonotic thus having a human health and One Health impact. Other research within the department focuses on bacterial contamination in raw milk. Animal and plant surveys are a focus as well to help

identify the prevalence of native plants and endangered species. Other faculty are engaged in research involving athlete performance and recovery, effects of nutrition, and strategies for injury rehabilitation.

**Goal:** Ongoing

### **School of Medical Sciences**

The SMS, through the SPS, promotes scholarship and service both to the university and the greater community. In addition to these efforts the Assistant Dean of Academic Affairs has developed and will lead the PA Education Research Community. This community will function to identify those needs and foster the collaboration necessary to advance research and scholarship within the SMS.

**Goal:** Met

### **School of Business**

The School of Business seeks to support the university's mission pertaining to the enrichment of Appalachia through research endeavors that enhance regional businesses' efficiency, adaptation, innovation, and survival rates.

**Goal:** Met

2. Foster the creation of research programs that include outreach/service components that engage the public across LMU's service region.

### **Caylor School of Nursing**

Nursing has participated in grant initiatives that involve psychiatric services at ARH Facilities.

**Goal:** Met

### **College of Dental Medicine**

The Director of Research will collaborate with the Director for Community Based Clinical Education to ensure outreach/service components engage the public across LMU's service region.

**Goal:** Met

### **School of Engineering**

School of Engineering student projects will originate from community constituents to serve society.

**Goal:** Unmet

### **College of Veterinary Medicine**

Both CAHA and CIVET, two of CVM's research centers have outreach/service as part of their mission.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Assistant/Associate Dean of Research and Directors of Research collaborate with Clinical Deans and community to foster research programs that include outreach/service. Developed external collaborations including with AACOM with multiple COMs, International Medical

Alliance of Tennessee, Vanderbilt University Medical Center – Tennessee; Interprofessional practice and education consortium/Tennessee Collaborative Practice Society; ORNL (Dr. Jeremy Smith) Member of CACCOM; - Strategic Plan Organization Memberships and Affiliations 2020-2021.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Graduate programs encourage and focus students in all three programs toward research and scholarship. HSP students participate in Research Day and in national undergraduate scholarly work conferences. The Graduate Psychology program is hosting a graduate student research day this summer for all those interested in sharing their research. Also, we will have expanded course offerings for the Public History track for History majors, and this will include public history internships (HIST-498) that will increase the visibility of LMU students in public history sites. Previously these "sites" were limited to museums and archives, but we're expanding that to a much more general definition of public history (e.g., a student working this summer at a law firm in Union County).

**Goal:** Met

### **School of Mathematics and Sciences**

Department of Mathematics: Computer Science faculty have created/engaged in outreach programs. Department of Biology (Dr Hall) has developed several activities and conducted them with various middle school students. Dr Brandt continues to work with the Library on an outreach activity.

**Goal:** Ongoing

### **School of Medical Sciences**

We have worked closely with Servolution Health Services to identify possible areas of research, and service. In addition, see #1

**Goal:** Ongoing

3. Foster the creation of research programs that provide opportunities for elementary and secondary students across LMU's service region to expose them to discovery research.

### **Caylor School of Nursing**

Nursing has not participated in this area.

**Goal:** Unmet

### **Carter & Moyers School of Education**

The CMSOE participates in and assists with the Clinch Powell Educational Cooperative Annual Science Fair each year.

### **College of Dental Medicine**

The College of Dental Medicine continues to foster relationships with Oak Ridge National laboratory, Knoxville Regional Forensic Center, Clayton-Bradley Academy and STEM programs across East Tennessee to expose elementary and secondary students to dentistry and forensic science.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM continues to foster relationships with local high schools as the students participate in AP Anatomy at DCOM. Student Groups work with Emerald Youth Foundations for tutoring and to promote interest in the sciences/medicine.

**Goal:** Met

**School of Engineering**

The School of Engineering will continue to foster a relationship with Oak Ridge Associated Universities and partner to expose elementary and secondary students to engineering.

**Goal:** Unmet

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Most AHSS programs reach out to high school and middle school students to encourage and have them involved in faculty scholarly work and activities. These activities are stated in the AHSS Dashboard document kept on Webadvisor.

**Goal:** Met

**School of Mathematics and Sciences**

Department of Mathematics: Computer science faculty have been developing such programs. Mathematics faculty also have been conducting Math challenges/competitions aimed at middle and high school students.

**Goal:** Ongoing

**School of Medical Sciences**

The SMS will host a hands-on ultrasound workshop at camp LMU this summer, mean to engage elementary students in the medical profession. Additionally, the Knoxville program hosts high school students during cadaver anatomy labs meant to highlight LMU and engage them in medical careers.

**Goal:** Met

4. Collaborate with the Division of University Advancement to utilize various communication outlets to highlight the results of LMU's research to the public with emphasis on increasing scientific literacy and engagement.

**Caylor School of Nursing**

Nursing has not participated in this area.

**Goal:** Unmet

**College of Dental Medicine**

The CDM will collaborate with the Division of University Advancement and IS to establish various communication outlets to highlight the results of LMU's research to the public with emphasis on increasing scientific literacy and engagement.

**Goal:** Met

### **College of Veterinary Medicine**

CVM provides press releases for research efforts.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Research outcomes are reported via several outlets, including online social media, internal slideshows, newsletters, University publications, the University website, and so forth.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Research accomplishments were promoted on the AHSS Facebook page, but more improvement is needed, especially in terms of collaboration with Advancement and IS. The Patron of the Arts program has been resuscitated with support of the Office of University Advancement.

**Goal:** Met

### **School of Mathematics and Sciences**

*Department of Biology*

Utilized social media and PR to announce research activities and publications.

**Goal:** Met

### **School of Medical Sciences**

The SMS utilizes newsletters and works with University Advancement to highlight faculty accomplishments.

**Goal:** Met

5. Promote the development of exhibits and programs that highlight discovery scholarship and the ways it can improve the well-being of individuals in society.

### **Caylor School of Nursing**

Faculty have presented at state meetings.

**Goal:** Met

### **College of Dental Medicine**

Faculty have presented at the ADEA Annual Conference.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Students, Faculty, and Staff present scholarly activity and research at various local, state, and national conferences throughout the year. Recent conferences include however, are not limited to Rural Health Association of Tennessee, LMU Research Day, TOMA, TIPEC, OMED, AACR, and AACOM. TV monitors are placed within the DCOM and Research building highlighting faculty/student research: posters, presentations, and scholarly activity awards.

**Goal:** Met



### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Bulletin boards throughout Avery Hall are updated each semester and highlight faculty research accomplishments and scholarship, including its relevance for society/well-being. Also, the Avery Foyer monitor exhibits all faculty research and scholarly accomplishments on an annual basis.

**Goal:** Met

### **School of Medical Sciences**

The SMS participates in regional and national conferences where faculty work is highlighted through posters and presentations.

**Goal:** Met

6. Develop standards to assess the broader impact of LMU's research and scholarship on student learning, curricular development, and the external community.

### **Caylor School of Nursing**

Research is incorporated in the MSN and DNP programs.

**Goal:** Met

### **Carter & Moyers School of Education**

Research is incorporated into all CMSOE graduate programs. Students are assessed by faculty-developed rubrics and students are given feedback on a regular basis as they proceed with their projects. The EdD Program uses a "Dissertation Portal" with guidelines provided by faculty. In addition, the latest APA Manual is required for writing style, etc.

**Goal:** Met

### **College of Dental Medicine**

Research is incorporated in the Doctor of Medicine in Dentistry programs and in the Master of Science in Forensic Dentistry program.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS relies upon the OAR process and program reviews to track and monitor research and scholarship impact on student learning, curriculum development and the external community.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Introduction to research and methodology are incorporated into the DCOM programs. DCOM Students may participate in Scholarly Activity and Research all 4 years of medical school which strongly impacts student learning, curriculum development, and the external community as indicated above. Faculty and staff play an integral part in mentoring the students and encouraging tangible outcomes that make an even larger impact on the external community.

**Goal:** Met

### **School of Mathematics and Sciences**

Sport & Exercise Science is working on research and scholarly activities within a few classes

and the SEWS papers. The Department of Biology promotes student research through Junior and Senior Science seminars as part of their SEWS papers. Students give presentations (poster for Junior and oral for Senior) in a seminar-like symposium in which the LMU community is welcome to attend. Students are graded through a standard rubric. The junior posters are on display for several days in the MANS building. Students conducting research are encouraged to attend local (LMU research day) and regional meetings (TN Academy of Sciences and BRURC) where they present their research in poster or oral formats. Students compete and are successful in being awarded top prizes for the best presentations.

**Goal:** Ongoing

### **School of Medical Sciences**

The SMS has taken action toward this objective by the development of the PA Education Research Community. The goal is to assess the contributions of members and highlight the collaboration that research has on student education, curriculum development, and the greater community.

**Goal:** Met

**Responsibility:** VPAA, Deans of Schools/Colleges, Chairs of departments/program directors, ORGSP, COSA, PI & CoPI.

**Time Frame:** Ongoing.

**Resources Required:** Budget to support the dissemination and promotion of scholarly activities and research.

**Assessment:** Documentation of presentations, exhibitions, publications, citations, internal and external grant activity, press releases, and course syllabi with research integration; documentation of outreach activities; COSA agenda and minutes; ORGSP Outcomes Assessment Reports.

**Use of Results:** The continued development and support of research and scholarly activities related to the University's mission.

**Strategic Goal 8:**  
**Provide academic and student services that  
foster academic and social integration to  
promote retention and student success.**

**Strategic Goal 8:** *Provide academic and student services that foster academic and social integration to promote retention and student success.*

Objective 8.1: Improve the retention, progression, and graduation rates for students in undergraduate, graduate, and professional programs.

1. Continue to collect, interpret, and present data outcomes to academic leadership and Cabinet members.

### **Duncan School of Law**

The Law School's administration and programmatic directors take a data-based approach in multiple areas, including the ongoing assessment of the program of legal education, bar-exam preparation, and experiential learning.

**Goal:** Met

### **Caylor School of Nursing**

Data related to nursing outcomes was presented to the Board of Trustees in December and May.

**Goal:** Met

### **School of Business**

The School of Business collects data pertaining to outcomes assessment during the fall, spring, and summer terms of each academic year. Data pertaining to specific class assignments, as well as programmatic outcomes, are utilized for the ABA, BBA, MBA, MSBA, and DBA OARs. This information is submitted on an annual basis to Academic Affairs and the Office of Institutional Effectiveness. Additionally, collected outcomes assessment data is utilized for the maintenance of ACBSP accreditation. The School of Business maintains an appointment Outcomes Assessment & Accreditation Coordinator who works with faculty and staff to analyze data and implement results.

**Goal:** Met

### **School of Engineering**

Reports on all data outcomes will be presented to leadership.

**Goal:** Unmet

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS collects Dashboard data that is used in academic, advising, and student-progression decision-making. All programs regularly submit related departmental updates to school meetings which are tracked in the AHSS Dashboard document on Webadvisor. The Recruiter/SS Coordinator collects enrollment/retention/application data for use in AHSS decision-making. AHSS Graduate Programs Coordinator collects and analyzes data and presents findings to academic leadership as required. Copy of the AHSS Dashboard document available upon request; it is an in-house document for internal use.

**Goal:** Met

### **College of Dental Medicine**

The College of Dental Medicine's administration and course directors collect data pertaining to the outcomes assessments during the fall, spring, and summer academic terms, including continual assessment of dental education, Integrated National Board Examination, ADEX

Licensure Examination, and Community Care Clinic experiential learning. The Dean and Vice Dean utilize the data to drive changes in the DMD and DH programs and is utilized for maintenance of CODA accreditation.

**Goal:** Met

### **College of Veterinary Medicine**

CVM data are presented at Cabinet and semi-annual BOT meetings.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

COM data are presented at Cabinet.

**Goal:** Met

### **School of Math and Science**

Standardized dataset for each major is collected and monitored (Dean, Chairs, and Student Success Coordinator) on a semester basis.

**Goal:** Met

### **Carter & Moyers School of Education**

CMSOE has an extensive assessment system and curriculum map instrument, Carter & Moyers Assessment System (CMAS). This instrument is aligned with all professional standards specific to each program within the School. In addition, CACREP, CAEP, and TDOE standards are included in the instrument with “crosswalks” to each set of standards required by these outside entities. Program OARs (Outcome Assessment Reports) are developed using these standards, along with professional licensing exams required by the TDOE. This data is then sent to the Office of Institutional Research. Program enrollment, retention, and graduation numbers are shared at School of Education Leadership Team meetings. These numbers are also provided in the Annual Report to the Tennessee Department of Education, as well as an Annual Report provided to CAEP and to CACREP, our national accreditors. We also present these to the CMSE Advisory Council, made up of the CMSE Leadership Team and school leaders from our K – 12 partnership schools.

The Tennessee Department of Education (TDOE) issues a Report Card each year on specific outcomes they analyze on CMSOE. This is helpful in assessing our programs’ strengths and weaknesses. This information is shared with the CMSOE partners and stakeholders each academic year.

**Goal:** Met

### **School of Medical Sciences**

The SMS currently collects outcomes data each semester. In an effort to develop a more robust process of critical analysis, the SMS has created the position of Assessment Coordinator in the dean’s office that reports to the Assistant Dean of Academic Affairs. These two positions will provide institutional support for the critical analysis of programmatic data, and then provide this analysis back to the program to illicit data driven changes based of program strengths and weakness. The SMS is also in the process of integrating a data analysis system to facilitate and streamline this data collection.

**Goal:** Met

### **Academic and Student Support Services**

Academic Support (Cornerstone and S.S.S.), Counseling, and Student Engagement data has been reviewed monthly, presented to the President's Cabinet monthly, and compiled and presented to the Board of Trustees at the semi-annual Institutional Life Committee meetings. Title IX and Compliance data has been reviewed by the Assistant Vice President and General Counsel as needed. All offices within the division reviewed data and completed OARs for the 2022-2023 academic year.

**Goal:** Met

2. Continue to utilize student survey results in addressing student satisfaction and engagement as coordinated by Institutional Research; utilize the Office of Institutional Research to improve or supplement surveys based on evolving student/office need.

### **Institutional Research (IR)**

IR administered the Student Opinion Survey to all LMU students in the Fall 2022 semester and the National Survey of Student Engagement (NSSE) to all first-year and graduating undergraduate students in the Spring 2023 semester. The IR team disaggregated the data and shared the information with all Institutional Effectiveness Committee (IEC) members, including Academic and Student Services staff.

**Goal:** Met

### **Duncan School of Law**

The Law School has participated in the Law School Survey of Student Engagement (LSSSE) during the past several years as part of its effort to evaluate and improve student engagement. As needed, the Assessment Committee and the Associate Dean for Academic Affairs have conducted supplemental surveys. Course evaluations provide additional relevant data regarding student satisfaction and engagement.

**Goal:** Met

### **Caylor School of Nursing**

CSON student exit surveys, employer surveys, and alumni surveys were all completed. The results for ASN, BSN, MSN, and DNP were recorded in the appropriate program OAR. The results from the off-campus surveys and the faculty/staff satisfaction surveys were recorded in the off-campus instructional site OAR.

**Goal:** Met

**Comments:** Exit surveys are conducted each semester. Employer and Alumni surveys are conducted every other year. These were last conducted in Fall 2020.

### **School of Business**

The School of Business evaluates annual student satisfaction survey results provided by the Office of Institutional Effectiveness. Further, student survey results regarding programmatic satisfaction are deployed within the BBA, MBA, and DBA programs. Findings related to student satisfaction are regularly analyzed by School of Business leadership and are also included in the annual OARs and biennial ACBSP QA Reports.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Student surveys are performed in most departments to ensure that students are reaching learning outcomes, explore diverse career opportunities, and are satisfied with outcomes. This information is indicated in Outcomes Assessment Reports. A combination of course evaluation reports and senior exit surveys are used to assess the Departments' and School's work toward fulfilling course and programmatic goals.

**Goal:** Met

### **College of Veterinary Medicine**

CVM collects end of course surveys every semester and programmatic surveys during the final week of the DVM program, and year 1, year 3, and year 5 post-graduation. Programmatic surveys are being developed for the MVEd and MVCC. The VBMS programmatic survey is being revised. The VMT program sends out surveys to recent graduates and their employees. This process will continue to be developed now that the program is under the CVM.

**Goal:** Met

### **College of Dental Medicine**

CDM collects the end-of-course surveys every semester and will conduct programmatic surveys during the final weeks of the DMD and ASDH program. Alumni and employer surveys will be recorded once we graduate the first classes. The results will be recorded in the CDM OAR.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

All graduate, alumni and employer surveys were completed. Results were recorded in the DCOM OAR.

**Goal:** Met

### **School of Math and Science**

Survey results are distributed to Department Chairs and used to in conjunction with department-level surveys and Annual Outcomes Assessments Reports as applicable.

**Goal:** Met

### **Carter & Moyers School of Education**

Data received from LMU's Office of Institutional Effectiveness are shared and discussed at program, department, and leadership team meetings.

End-of-course evaluations are shared and discussed with individual faculty and their supervisors. All data collected and analyzed are used to make programmatic improvements and meet student needs.

**Goal:** Met

### **School of Medical Sciences**

Students complete end-of-course and faculty surveys to address student satisfaction and engagements in both programs. End of course surveys are administered in accordance with program and University standards.

**Goal:** Met

### **Academic and Student Support Services**

The Student Services (Student Affairs) offices have reviewed student survey data from the Office of Institutional Research and continue to modify and improve programming in response. Student Services has and continues to gather student feedback at individual events and modify programming accordingly. Academic Support data have been reviewed and have prompted a review of services provided and the structure of the division. The Academic Success is in the process of convening an inaugural Student Feedback Committee for the Tagge and a faculty and staff Advisory Council to help review data and implement data-driven programming and change. Mental Health Counseling has and continues to review regularly updated data—gathered internally and through Institutional Research. As a result of data review, the Mental Health Counseling team added its seventh (7<sup>th</sup>) counselor in 2022-2023.

**Goal:** Met

3. Assess and strategize survey deployment to maximize participation and reduce student survey fatigue.

### **Duncan School of Law**

The Law School has students complete LSSSE, course evaluations, and other important surveys during class to improve participation. The Law School also regularly surveyed students during the COVID pandemic for feedback on policies and administration of courses.

**Goal:** Met

### **Caylor School of Nursing**

Faculty sent reminder emails via Blackboard to increase student survey participation.

**Goal:** Met

### **School of Business**

The School of Business attempts to maximize participation within programmatic exit surveys by requiring the completion of BBA, MBA, and DBA exit surveys within certain courses that are a requirement of students' respective curriculum.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Faculty determine how they will incentivize survey participation through extra credit, extra assignments, or some other means. Student response rates to course evaluations are often insufficient to draw general conclusions about the quality of instruction/student experience. In addition, the dean sent emails to all AHSS current students encouraging them to complete the student surveys.

**Goal:** Met

### **College of Dental Medicine**

The CDM encourages students to complete end-of-course surveys by sending emails and blackboard announcements.

**Goal:** Met



**School of Engineering**

The student success coordinator will connect with all engineering students to ensure survey participation.

**Goal:** Unmet

**College of Veterinary Medicine**

CVM is actively working on increasing end of course surveys by changing the format of surveys and faculty making EOCs a course requirement. Final week of DVM program surveys are mandatory to complete to receive a final academic credit to graduate. Program and course surveys are in place for all other programs, but strategies are being developed to increase response rates.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

DCOM works with student leadership to communicate requests for survey completion when needed.

**Goal:** Met

**Comments:**

**School of Math and Science**

Student success coordinator utilizes email and social media campaigns to increase student awareness of surveys.

**Goal:** Met

**Carter & Moyers School of Education**

End-of-course evaluations are now embedded in each individual course in Watermark/Via (the CMSOE electronic system for assessment) for easier access and accountability for student participation.

Instructors provide time in class for students to complete end of semester course evaluations. Students must complete Graduating Student Survey prior to taking comprehensive exams.

**Goal:** Met

**School of Medical Sciences**

PA programs utilize in person assessment personnel to administer end-of-course surveys and continue to encourage participation as real-time numbers are tracked until participation minimums are met.

**Goal:** Met

**Academic and Student Support Services**

The division has and continues to encourage all students to engage in institutional and office-specific surveys. The Career Services office has conducted an annual graduate survey and actively tables, markets, and engages students to encourage participation. The division reviewed methods for increasing participation and generating new opportunities for participation in the 2022-2023 academic year and continually promoted active participation through UACT 100 and other outlets. The Institutional Compliance and Title IX Office has moved to contemporaneous

assessments—administered during live trainings, so as to decrease surveys needed and maximize participation.

**Goal:** Met

4. Utilize institutional benchmarks with regard to retention, progression, and graduation rates to create a student retention, progression, and graduation plan.

### **Caylor School of Nursing**

Nursing utilizes the accreditation body's (ACEN) benchmarks with regard to retention, progression, and graduation rates.

**Goal:** Met

**Comments:** All benchmarks were met.

### **Duncan School of Law**

The Law School's Academic Success Department ensures that students have the support needed to meet all institution benchmarks as needed to maintain enrollment, progress in the curriculum, and graduate in a timely manner. Faculty members also facilitate these goals through academic advising.

**Goal:** Met

### **School of Business**

The School of Business analyzes enrollment, retention, and student progression each semester. These performance indicators are included within annual OARs and biennial ACBSP quality assurance reports.

**Goal:** Met

### **College of Dental Medicine**

The College of Dental Medicine supports students in facilitating the meeting of benchmarks needed for enrollment, retention, progression, and graduation. Faculty member student advising facilitates meeting benchmarks.

**Goal:** Met

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Most graduate students in the MPA, MSP, or MSCJ programs are completing the graduate programs within the expected four to five semesters. They have a maximum of six years to complete the program. Undergraduate advisors monitor advisees closely to be sure of timely graduation, availability of needed classes, options for non-college, and so forth.

The School Recruiter and student advisor contacts students who are not attending or are indicated as at risk in bolstering retention.

**Goal:** Met

### **College of Veterinary Medicine**

CVM has a very low absolute attrition of less than 3%. We have a Director of Academic Success and Director of Academic and Inclusive Excellence who will monitor student performance. The

Director of Outcomes and Assessment monitors program benchmarks.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Director of Academic Assessment monitors program benchmarks with the Director of Admissions.

**Goal:** Met

### **School of Math and Science**

Dean, Chairs, Program Directors, and the Student Success Coordinator collaborate to utilize this information.

**Goal:** Met

### **Carter & Moyers School of Education**

Each program and department strategically plan throughout the academic year for ways to support individual and current students through their program while monitoring progress and overall enrollment numbers. CMSOE's new Recruitment and Retention Coordinator began working in August 2022 and has made progress. All programs in the CMSOE have required Key Assignments in each course. This data is used to allow candidates to proceed through each transition in their program of study.

Additionally, the Ed.D. Program has a structured dissertation and adequate progress monitoring system to ensure completion of semester benchmarks.

**Goal:** Met

### **School of Medical Sciences**

SMS attempts retention rates of 90-95%. Benchmarks exist and are monitored on a program level. Individual program directors make decisions on retention, progression, and remediation based on these benchmarks.

**Goal:** Met

### **Academic and Student Support Services**

In 2022-2023, the Academic and Student Support Services Division created a Student Life Council—comprised of the division's four leaders and the AVP. This Council has begun work on operating Student Services and Academic Success with a retention focus. The Council is drafting a Railsplitter Roadmap—a visual and guiding tool that will benchmark when and what services and opportunities students should engage in to maximize retention and progression. This Roadmap will also double as an internal metric for measuring the likelihood of student retention, a guide to advising and serving students in a retention-promoting manner and comprise the bulk of a codified retention plan.

**Goal:** Partially Met

5. Continue to improve upon new student orientation programs.

### **Duncan School of Law**

The Law School maintains a standing Student Success Committee to oversee the planning and programming for orientation. The law school maintains a multi-day substantive orientation that

introduces students to key skills needed to succeed in law school while allowing them to become familiar with their classmates, faculty, and administrators.

**Goal:** Met

### **College of Veterinary Medicine**

CVM continues to review and revise the DVM student orientation. Graduate program orientations are being developed for in-person and online programs.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM's Office of Student Services staff from both locations collaborate on design and implementation of orientation each year and make the necessary continuous quality improvements. Students are surveyed post orientation and feedback is used to make data driven changes to the program the following year.

**Goal:** Met

### **School of Arts, Humanities and Social Sciences**

The AHSS faculty and staff continue to work with students long after the NSRs and other recruitment events to ensure all questions are answered and to develop a relationship with them. AHSS instituted an online follow-up session this fall for new and transfer students to answer questions and ensure that they are fitting in with LMU and the College.

**Goal:** met

### **School of Math and Science**

Dean, Chairs, Program Directors, and the Student Success Coordinator collaborate on orientation and continued onboarding activities throughout the year.

**Goal:** Met

### **College of Dental Medicine**

The Associate Dean for Faculty and Students designs and implements the week-long student orientation each year. The orientation sessions are incorporated and reviewed in the Curriculum Management Plan to ensure continuous quality improvement and increased content including study and test-taking skills, CPR, and Medical Emergencies. Students receive a post orientation survey which will be used to make orientation changes the next academic year.

**Goal:** Met

### **School of Business**

The School of Business is refining virtual graduate student orientation sessions for MBA, MSBA, and DBA programs.

**Goal:** Met

### **Carter & Moyer School of Education**

**The following activities were planned and implemented to improve new student orientation in the Department of Undergraduate Education:**

- Third year for Major Meet up the first weekend of the semester to connect education majors.
- Fall Welcome event for all education majors for networking and orienting to the program.
- More connections throughout the new student registration process and new student orientations are held for each program in the CMSOE. Individualized help is also available by emails, Zoom, and face-to-face conversations to orient students to LMU and its education program.

**Goal:** Met

### **School of Medical Sciences**

For the Knoxville and Harrogate PA programs, the faculty are assigned students to mentor. SMS has a robust mentoring program that includes contacting students prior to matriculation to determine a plan for academic and professional success in the program. Faculty meet with students at specified intervals and as needed, throughout the program to provide guidance and assistance and ensure each student's academic and professional success through graduation. The MLS program director is in direct contact with students prior to matriculation, to ensure program success. Students with the DMS are also assigned mentors to facilitate progression through the program.

**Goal:** Met

### **Academic and Student Support Services**

The division—primarily through the Office for Orientation and Transition Programs—has and continues to regularly review, revise, and improve New Student Registration (NSR). Six New Student Registrations were conducted in spring 2023. Improvements and changes were implemented following each individual NSR. In 2022, the division established a “New Student Registration Taskforce,” composed of key university partners, that will review and make more recommendations for the improvement of NSR. That Taskforce has restructured NSRs resource presentations, collaborated with Finance to switch to optional student financial aid consultations, and restructured scheduling to maximize attendee engagement and minimize burnout during these long days. Attendee satisfaction rates—per NSR Satisfaction Surveys—improved from 2022 to 2023.

**Goal:** Met

6. Require and educate faculty on how to effectively participate in three-week and mid-term grade assessment for all undergraduate students.

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

Faculty in AHSS are trained and required to participate in both early warning programs. The school recruiter monitors this process as well. Students who are noted for alert from either early warning or the student welfare alert system are contacted using several means of contact.

**Goal:** Met

### **School of Business**

All School of Business faculty are trained to report three-week and midterm grades. Faculty are encouraged to reach out to students who are not meeting course requirements.

**Goal: Met**

### **College of Dental Medicine**

The ASDH program faculty are required to participate in the early warning program. The Dean for Faculty and Students monitors the student progress as well. Students who are alerted through the early warning program are contacted via email and in-person.

**Goal: Met**

### **School of Medical Sciences**

The MLS program is the only undergraduate program. All three faculty members are trained on three-week and midterm grades.

### **Duncan School of Law**

In the Law School, all first-year doctrinal courses have a graded midterm exam. Upper-level doctrinal courses must have either a midterm exam or a mid-semester writing and skills assignment. All classes must incorporate some form of formative assessment, and faculty are required to demonstrate their assessment of both formative and summative assessments in their course-level outcome reports.

**Goal: Met**

7. Transfer the Student Welfare/Early Alert System to the new EAB retention software.

### **College of Dental Medicine**

ASDH faculty utilize appropriate systems to report student welfare issues.

**Goal: Met**

### **School of Engineering**

Academic success for each student will be monitored continually through the Student Welfare Alert. Additional review will occur with three week and midterm grade checks.

**Goal: Unmet**

### **School of Math and Science**

Student success coordinator pushes three-week grades to academic advisors, assists in contacting students, and derives a final outcome report.

**Goal: Met**

### **School of Business**

School of Business faculty are trained to utilize the appropriate systems when reporting student welfare issues.

**Goal: Met**

### **School of Arts, Humanities, and Social Sciences**

Faculty in AHSS are required to participate in both early warning programs. The school recruiter monitors this process extremely well.

**Goal: Met**

### **Carter & Moyers School of Education**

- Three-week and midterm grades submitted for all ITLU courses each semester.
- Advisees and Department Chair sent a list of students with Ds and Fs for individual conferences and support with advising.
- Student Welfare Alert system in place and easy to locate—used several times over the last few semesters to connect University resources to support ITLU students.

**Goal:** Met

### **School of Medical Sciences**

The Harrogate PA program utilizes Lecturio for academic remediation concerns, and remediated content is placed on the next exam. LMU-Knoxville administers multiple formative evaluations in each course throughout each semester to identify and correct knowledge and skill deficits in a timely manner. Student performance is discussed in faculty and staff meetings. Students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits, and a remediation exam is administered. The MLS program director directly monitors midterm concerns and evaluates the need for intervention.

**Goal:** Met

### **Academic and Student Support Services**

The EAB Navigate software onboarding was cancelled—and the software was not implemented at Lincoln Memorial University. However, Academic Affairs partnered with the division and has agreed to implement a new 4-week grade check process, replacing the previous 3-week grade check. The division also crafted, successfully proposed to Cabinet, and implemented new “Students of Concerns Committees, Institutional CARE Committee, and Institutional Threat Assessment Team Guidelines.” These guidelines mandated—and programs have successfully executed—the creation of first-tier Students of Concern Committees for most graduate and professional programs at LMU, centralized elevated student concern reporting to the Institutional CARE Committee and clarified reporting and welfare alert response procedures.

**Goal:** Partially Met

8. Continue to promote and discuss retention initiatives with faculty.

### **Duncan School of Law**

Through robust and empirically sound academic support, the law school has decreased academic attrition significantly over the past few years. The one area of significant concern is the retention of diverse students, who have experienced a disproportionately high rate of attrition in two of the last three academic years. The law school is implementing several strategies for dealing with this retention issue, including targeted academic/student services and a strategic revision of academic standards to provide opportunities to students who initially struggle but show the capacity to improve as needed to succeed in law school, on the bar exam, and in practice.

**Goal:** Partially Met

### **Caylor School of Nursing**

Retention has been a focus of program meetings as well as the CSON faculty meeting the past

year.

**Goal: Met**

### **School of Business**

The School of Business discusses the importance of student retention and progression within monthly faculty/staff meetings. The School of Business actively seeks to promote proactive advising strategies among faculty for the purpose of aiding student progression and graduation.

**Goal: Met**

### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Clubs are very important for purposes of retention. AHSS supports 14 clubs. Philosophy & Religion Club was discontinued when the B.A. program was dropped.

DoLL created the Wolfpen Writing Club in support of the Wolfpen Student Journal.

Each major program has a recruitment and retention plan that includes goals and objectives that faculty believe they can meet throughout the year. Progress is followed closely the Dean and by our Recruiter/SS Coordinator. Retention in graduate programs is nearly 100%, as students will sometimes move to part-time status when necessary. Advising workshops were held in early fall 2022 for new and experienced faculty. Leadership workshops were also scheduled, albeit for program leaders only.

**Goal: Met**

### **College of Veterinary Medicine**

CVM has developed programs for faculty development, engages faculty in many aspects of running the college, and attempts to create a family atmosphere. A faculty representative program was initiated to meet with administration every other week. Faculty meetings occur bi-monthly during the semester. CVM has had minimal faculty attrition in the 2022-2023 academic year.

**Goal: Met**

### **College of Dental Medicine**

The CDM holds weekly faculty and staff meetings, provides faculty development in education, dental science topics, and recruitment and retention efforts. We have had some faculty attrition which can be associated with the new programs and is also due to the non-departmentalized structure of the CDM. Teamwork is essential and team building is worked on during weekly faculty meetings and at the Annual Faculty Retreat.

**Goal: Met**

### **School of Engineering**

Retention initiatives are implemented via the student success coordinator.

**Goal: Met**

### **DeBusk College of Osteopathic Medicine**

The DCOM Dean holds weekly Faculty/Staff Zoom lunch sessions to provide updates, field questions and discuss various topics including recruitment and retention efforts.

**Goal: Met**



### **School of Math and Science**

Included in school and department meetings.

**Goal:** Met

### **Carter & Moyers School of Education**

#### **The following measures were taken in the School of Education:**

- Discussion at department meetings (and throughout the academic year) for individual students and ways to support them.
- Regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.
- In the MEDITL Program, developmental plans discussed with faculty at departmental meetings are created on a student-by-student basis as needed.
- CMSOE individual program meetings discuss students of concern. Developmental plans are implemented when necessary.

**Goal:** Met

### **School of Medical Sciences**

Remediation concerns are addressed in monthly faculty meetings.

**Goal:** Met

### **Academic and Student Support Services**

- The division committed to reviewing programmatic and strategic planning with a retention-focused approach. Student Services focused on the UACT 100 course; activities and engagement; the Students of Concern and CARE Committees; the Resident Assistants, Lincoln Ambassadors, and RAILS student leadership programs; and the first six-week experience in Student Affairs as key retention programs/experiences. These discussions and initiatives were conducted in partnership with Academic Affairs—though not faculty specifically.
- The Assistant Vice President included all undergraduate school Deans in discussions regarding Academic Support; academic warnings, probations, and suspensions; and retention-focused academic support services. These discussions—held both with the AVP and Director of Academic Support—provided valuable feedback regarding academic success programming. The Academic Success team is now convening its first Academic Success Advisory Council—which will include faculty members, further promoting collaborative discussions regarding retention between staff and faculty.

**Goal:** Met

9. Implement, integrate, and transition to a new Student Welfare/Early Alert System on the EAB retention platform; establish guidelines for submitting and responding to alerts; engage in educational efforts to inform faculty and staff of guidelines for submitting and responding to alerts.

### **Duncan School of Law**

The Law School's academic support faculty use data from midterm exams and other early assessments to make sure students understand when they need to make mid-semester adjustments to improve their academic performance, especially during the first year.

**Goal: Met**

### **School of Engineering**

The early warning system will be utilized for all academic and student well-being issues.

**Goal: Unmet**

### **College of Dental Medicine**

The early warning system is utilized in the ASDH program for academic performance issues and student well-being.

**Goal: Met**

### **College of Veterinary Medicine**

An early warning system is in place for DVM and VBMS students and overseen by the Office of Student Affairs and Admissions via the Director of Academic Success. Data are provided weekly by the Directors of Outcomes and Assessment. The Director of Academic Success, Course Directors, and Faculty Advisors work with at-risk students throughout the semester. Programs are being developed for support of online graduate students. Undergraduate faculty identify at risk students and provide appropriate intervention.

**Goal: Met**

### **DeBusk College of Osteopathic Medicine**

An early warning system is in place at DCOM for medical students and overseen by the Office of Student Services Learning Specialists and Success Coordinators in collaboration with Course Directors and Faculty Advisors.

**Goal: Met**

### **School of Math and Science**

Faculty regularly reminded. Student Success Coordinator assists faculty and provides additional reminders.

**Goal: Met**

### **Caylor School of Nursing**

Faculty participates in LMUs early warning system.

**Goal: Met**

### **Carter & Moyers School of Education**

- Three-week and midterm grades have proven a successful early warning systems for struggling students to discuss plans for support with advising.
- The School of Education disposition assessment can be submitted on students by instructors, field supervisors, or cooperating teachers and helps with early warnings of struggling students.

**Goal: Met**

### **School of Medical Sciences**

“At-risk” policy within the PA programs acts as the early warning system to identify students

scoring lower than 75% on comprehensive, cumulative, and formative examinations so that they can meet with Course Directors and Faculty Mentors to remediate deficits.

**Goal:** Met

### **Academic and Student Support Services**

The division has reviewed and improved the standard operating procedures of the Students of Concern Committee that processes early alerts. The division partnered with the Division of Academic Affairs to divide reporting of early alerts, students of concern, and violations of academic integrity into two separate processes. Previously, all three reports were submitted using the same form. As it exists now, faculty and staff may submit either a Student of Concern/Academic Performance Concern Report or an Academic Integrity Violation Report using the links found in the “QuickLinks” tab of myLMU. The Student of Concern/Academic Performance Concern Report is a Formstack form where each response is routed to the appropriate department. The Academic Integrity Violation Report is a Maxient report that is routed directly to Academic Affairs for investigation and adjudication.

EAB Navigate was not onboarded. The division also crafted, successfully proposed to Cabinet, and implemented new “Students of Concerns Committees, Institutional CARE Committee, and Institutional Threat Assessment Team Guidelines.” These guidelines mandated—and programs have successfully executed—the creation of first-tier Students of Concern Committees for most graduate and professional programs at LMU, centralized elevated student concern reporting to the Institutional CARE Committee and clarified reporting and welfare alert response procedures.

**Goal:** Partially Met.

10. Continue to comparably expand and improve academic and student support services at all LMU sites.

### **Duncan School of Law**

The Law School has a fully staffed academic support staff, with four full-time faculty members. The Assistant Dean for Student Services oversees all matters involving student services, including the Student Bar Association and other extra-curricular student organizations.

**Goal:** Met

### **College of Dental Medicine**

The CDM has developed an academic support system that includes faculty advising, peer tutoring, and counseling services to meet the needs of the students.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Academic counseling consists of workshops, academic presentations, one-on-one meetings, and electronic communication for all LMU-DCOM students. The Director of Academic Support at each location also coordinates peer tutoring and academic advising for LMU-DCOM students. Academic counseling and academic advising are provided to LMU-DCOM students across all four years of the curriculum. Peer tutoring is provided to OMS-Is

and -IIs. All students have the option of in-person or online one-on-one meetings throughout their four years.

**Goal:** Met

### **Caylor School of Nursing**

Academic Support from the university is not provided at the off-campus sites. Nursing has created a position of nursing tutor and this person is assisting nursing students at all sites.

**Goal:** Met

### **Carter & Moyers School of Education**

- All graduate programs have broadened access to faculty outside of candidate's traditional workday.
- All licensure programs provide mentors and clinical supervisors during clinical experiences.
- The TAGGE Center, Counseling Office, individual tutoring, Career Services, Office of Career Services, and library are all in place for all CMSOE students as needed.

**Goal:** Met

### **School of Medical Sciences**

All students are made aware of WellConnect services. Academic support services are handled through program faculty by class lectures involving study skills and success strategies, as well as semi semester mentor group check ins. Individualized counseling is coordinated on an as needed basis; however, all students are made aware of LMU online counseling services. Centralized faculty training through the Assistant Dean of Academic Affairs will involve mentoring tactics and information.

**Goal:** Met

### **Academic and Student Support Services**

Student Services worked with contacts at the Tampa and Cedar Bluff campuses to coordinate and improve the offering of services to off-campus instructional sites. Accessible Education Services offered ADA accommodation services to all campuses and conducted several site visits beyond Harrogate. Academic Support ended its contract with the online TutorMe program, limiting virtual, non-professional staff academic success services for students beyond Harrogate. Mental Health Counseling offered counseling services via Zoom as was permitted under clinical licensure regulation. The Title IX Coordinator office hours at the Duncan School of Law campus in Knoxville to increase the availability and visibility of Title IX and compliance services to the Knoxville sites.

The division has articulated clear scopes of service across departments. The availability of comparable services at all LMU sites is not uniform and will need concentrated focus in the 2023-2024 year. As LMU expands to more sites, the provision of, hiring for, and assessment of academic and student support services must be a foundational factor in the roll out of new programs and sites. The scope of those services is as follows (with some overlap in some cases):

- **Institutionally Available Services:** Accessible Education, Counseling, online Mental Health and Wellness resources, Title IX, Institutional Compliance, Students of Concern Committees, CARE Committee, Threat Assessment Team

- **Undergraduate/Master's Students Only:** Dean and Assistant Deans of Students, Residential Housing, Career Services, Student Activities & Engagement, International Student Engagement, Community Standards, Recreation and Wellness
- **Undergraduate/Harrogate Students Only:** Orientation & Transition Programs, Student Diversity & Belonging, Shuttle Service, Academic Support, Cornerstone, Student Support Services

**Goal:** Partially Met

11. Continue to assess and track retention figures by semester and Fall-to-Fall.

**Duncan School of Law**

The Law School's Associate Dean for Academic Affairs documents retention data and provides periodic reports to the administration and faculty.

**Goal:** Met

**Caylor School of Nursing**

The retention rates are tracked by each cohort. These rates are reviewed each semester and reported in annual Board of Nursing reports and ACEN reports.

**Goal:** Met

**College of Dental Medicine**

The retention rates are tracked semesterly by cohort.

**Goal:** Met

**School of Business**

Retention and return rate figures are analyzed on a semester basis.

**Goal:** Met

**Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

Retention and enrollment goals are followed closely and continually; comparisons with past years are made, weaknesses are discussed, and recommendations are developed.

**Goal:** Met

**College of Veterinary Medicine**

Student retention is closely tracked at CVM.

**Goal:** Met

**School of Engineering**

Retention data are analyzed on a semester basis.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Student retention is closely tracked by DCOM Office of Academic Affairs.

**Goal:** Met

### **School of Math and Science**

Works in conjunction with Institutional Research to obtain data.

**Goal:** Met

### **Carter & Moyers School of Education**

- ITLU retention and enrollment numbers shared consistently with ITLU faculty in MS Team site database and discussed at all department meetings.
- All CMSOE programs follow-up on support and remediation efforts focused on previously identified at-risk candidates.
- All CMSOE programs have built-in transitions in programs of study.

**Goal:** Met

### **School of Medical Sciences**

SMS retention numbers are due to be updated on the website by April of each year and are reported to the University each fall.

### **Academic and Student Support Services**

The division monitored and responded to retention data on a semesterly basis as it relates to UACT 100 students, Cornerstone students, S.S.S. students, and those students submitted to the Students of Concern Committee and CARE Committees. The division reviews fall-to-fall retention figures with IR and responds accordingly. Fall-to-fall retention has increased this past year.

**Goal:** Met

12. Continue to utilize and enhance peer support programs through UACT 100 courses.

### **Duncan School of Law**

The Law School has a robust peer mentoring program known as the Dean's Fellows, which provides a structured system for upper-level students to assist first-year students as they acclimate to the demands of Law School. In 2021-22, the Law School continued a pilot program to provide teaching assistants in doctrinal classes.

**Goal:** Met

### **School of Math and Science**

Faculty regularly serve as instructors.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

Faculty instruct and work with students in UACT courses.

**Goal:** Met

### **Academic and Student Support Services**

The division reviewed and continued to improve the peer-mentoring focus of the Lincoln Ambassadors and Resident Assistants. The Lincoln Ambassadors have been equipped with toolboxes with supplies and a curriculum tool kit to enhance their ability to contribute to the

facilitation of UACT 100.

**Goal:** Met

13. Continue to identify students exhibiting risk factors in academics and student life; Reform the Students of Concern and CARE Committees to address student needs and promote retention through access to academic and student support services more effectively.

#### **Duncan School of Law**

The Law School's academic support faculty use data from midterm exams and other early assessments to make sure students understand when they need to make mid-semester adjustments to improve their academic performance, especially during the first year.

**Goal:** Met

#### **Caylor School of Nursing**

All students who are failing are reported via the early warning system. Letters are sent out after each exam in the ASN and BSN programs to students who have below the required 80 average.

**Goal:** Met

#### **College of Dental Medicine**

The CDM has a Student CARE Committee that identifies and addresses student needs, providing academic and student support services.

**Goal:** Met

#### **School of Business**

The School of Business identifies "at-risk" students by actively examining students' academic progress. Academic progress for undergraduate students is monitored by faculty, advisors, and the Student Success Coordinator. Third-week grades, midterm grades, and final grades are examined. Academic progress for graduate students is monitored by faculty, advisors, and program advisors. Midterm and final grades are examined. Probation letters are issued if needed. Once at-risk students are identified, strategies with each student are discussed in order for the student to return to good academic standing.

**Goal:** Met

#### **School of Engineering**

The early warning system will be utilized for all academic and student well-being issues.

**Goal:** Unmet

#### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

At-risk students are followed closely by the Recruiter/SS Coordinator, the Assistant Dean, and the School Dean. Letters of support are sent from the school to students on probation and suspension. Three-week grades, midterm grades, enrolled but not registered students are contacted and followed, scrupulously.

The Graduate Appeals committee tracks and works with at-risk students and monitors student progress. The Tagge Center and the AHSS Recruiter work closely to support and retain students

where possible.

**Goal:** Met

### **School of Allied Health Sciences**

AHS faculty advisor and SSC would meet frequently with “at-risk” students to offer support services and accountability for the student’s academic performance.

**Goal:** Met

**Comments:** The meetings with these students provided advisors and SSC updated information and frequent check ins to offer any support needed for the student to be successful or identify other issues.

### **School of Math and Science**

Coordinated via student success coordinator.

**Goal:** Met

### **College of Veterinary Medicine**

See #9 above.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

See #9 and #10 above.

**Goal:** Met

### **Carter & Moyers School of Education**

Struggling students are identified through admissions requirements like ACT/SAT/Praxis Core and GPA and help determine students who need additional supports in our program.

Continual connecting of student services (Tagge Center, Counseling Center, test prep resources) through advising and individual coordination.

Graduate programs have regular faculty meetings to identify at-risk candidates and discuss solutions for remediation and support.

**Goal:** Met

### **School of Medical Sciences**

“At risk” students who score less than 75% on comprehensive, cumulative, and formative examinations meet with Course Directors and Faculty Mentors to remediate deficits.

**Goal:** Met

### **Academic and Student Support Services**

The division—as indicated above—reviewed and improved the Students of Concern and CARE Committees’ standard operating procedures to better respond to at-risk students’ needs. The division crafted, successfully proposed to Cabinet, and implemented new “Students of Concerns Committees, Institutional CARE Committee, and Institutional Threat Assessment Team Guidelines.” These guidelines mandated—and programs have successfully executed—the creation of first-tier Students of Concern Committees for most graduate and professional programs at LMU, centralized elevated student concern reporting to the Institutional CARE Committee and clarified reporting and welfare alert response procedures.



Academic Support identified at-risk students and enrolled them in the Cornerstone and S.S.S. programs while also engaging with general population at-risk students via general academic support measures. Title IX offered supportive measures to students engaged in formal proceedings and students who encountered the Title IX office but did not engage in formal proceedings. Mental Health Counseling provided counseling services to many students who were identified as at-risk and students who may have been at-risk but did not exhibit readily noticeable indicators. All division offices refer students to services available across campus to promote retention, progression, and graduation amongst at-risk populations.

**Goal:** Met

14. Enhance coordinated efforts between Academic Support, Student Services, and Academic Affairs to identify and serve students with undecided majors and/or who are exploring degree options.

#### **School of Business**

The School of Business's Student Success Coordinator will identify undecided majors and will provide information relating the benefits and career paths of business majors.

**Goal:** Met

#### **Paul V. Hamilton School of the Arts, Humanities, and Social Sciences**

AHSS works closely with undecided majors via the Recruiter/SS Coordinator, individual academic advisors, the Assistant Dean, and the Dean. Our goal is to leave no undecided major in that category for any longer than two semesters, striving for one semester if possible. Advisors and leadership work with the Tagge Center and Student Support offices to ensure students are aware of their options and how to take advantage of them.

**Goal:** Met

#### **Academic and Student Support Services**

Academic Support identified undecided students, provided some counseling, but ultimately referred all students to their respective academic departments for formal advising and degree decisions. Per last year's discussions, academic advising has been transferred to academic advisors—with the Tagge playing little to no role in advising.

**Goal:** Met

15. Encourage "at risk" (semester GPA under 2.5) student-athletes to meet with an Athletic and academic support representative for advice and guidance regarding available resources.

#### **Athletics**

Enrollment services has done a good job by submitting three-week/midterm grades to administrators and coaches. Coaches have also been made aware of students with Ds & Fs.

**Goal:** Met

**Comments:** The athletics department does not have anyone in place to oversee this area. In the future, perhaps someone can be assigned within the department to manage at-risk athletes.

#### **Carter & Moyers School of Education**

Consistently maintain an excellent working relationship with LMU's Athletic support

representatives for our education majors who are also student athletes and coordinate closely for scheduling issues with athletics and clinical hours in our local area schools.

**Goal:** Met

### **Academic and Student Support Services**

The division partnered with the Associate Athletic Director for Academic Services and Compliance to promote the access of academic support services to athletes.

**Goal:** Met

16. Establish an Academic Support advisory group, comprised of Student Services, Academic Support, and academic administrator leaders, to reevaluate and reform Cornerstone, SSS, and the Academic Support division to better meet the needs of undergraduate students and to promote student retention, wellness, and academic success more effectively.

### **Academic Support**

Due to the fact that the Office of Admissions has changed some requirements (e.g., not requiring ACT/SAT testing), our Cornerstone and Invitee programs have been combined into one Cornerstone Program and greatly expanded due to the increase in students served.

**Goal:** Met

**Comments:** We will continue to assess the effectiveness of this program through retention measures and expand as needed. Also, this may be affected should the University go back to requiring the ACT/SAT.

### **Carter & Moyers School of Education**

Consistently maintain an excellent relationship with the ITLU program and Cornerstone through work with our undergraduate students.

**Goal:** Met

### **Academic and Student Support Services**

The division onboarded a new Director for Academic Support (now the Executive Director for Academic Success). The Director spent the spring 2023 semester acclimating to the role and respective responsibilities and has begun work establishing an inaugural Academic Success Advisory Council that will include members from Academic Affairs, Student Services, Athletics, and Academic Support. This Council will meet before and regularly during the fall 2023 semester.

**Goal:** Partially Met

**Responsibility:** Academic Services, Student Services, Deans, Directors, Undergraduate Student Success Committee.

**Time Frame:** By 2019.

**Resources Required:** Academic Services, Student Services, Financial Aid, Academic Affairs, Advancement, and Athletics.

**Assessment:** Evaluation of the institutional research data, utilization of annual Outcome Assessment Reports, establishment of institutional benchmarks.

**Use of Results:** Improved retention, progression, graduation rates, and enhanced culture.

**Strategic Goal 8:** *Provide academic and student services that foster academic and social integration to promote retention and student success.*

Objective 8.2: Improve the student experience by developing and promoting available services.

1. Increase opportunities for cooperation between undergraduate, graduate, and professional communities.

#### **Duncan School of Law**

DSOL is participating in the GPA program to provide a pipeline for undergraduates to attend Law School at LMU.

**Goal:** Met

#### **College of Veterinary Medicine**

VBMS students are allowed to participate in select CVM clubs. CVM students participate in intramural sports. New programs are in development for the undergraduate students to have some interaction with the DVM students.

**Goal:** Met

#### **College of Dental Medicine**

The CDM participates in the GPA program providing a pipeline for undergraduate students to attend Dental School at LMU. The CDM is seeking partnerships with other LMU healthcare programs for interprofessional collaboration in the delivery of the Person-Centered Care. The CDM and DSOL participate collaboratively in Civil Litigation – Expert Witness Testimony.

**Goal:** Met

#### **DeBusk College of Osteopathic Medicine**

DCOM frequently partners with the MSW, Nursing, DMD, PA and PT programs in the development and implementation of IPE. Master's programs run by DCOM serve as a pipeline to DO program matriculation.

**Goal:** Met

#### **School of Math and Science**

Continually seek opportunities with professional school. Currently have GPA-approved majors (BIOLH.BS, CHEMP.BS).

**Goal:** Met

#### **School of Business**

The School of Business participates in the university's GPA program through the BBA to LAW 3+3 program. The School of Business has also pursued the Advance to Master's Program (AMP) which allows undergraduate business students the opportunity to complete six credit hours of MBA courses during their senior year. This credit will apply to the BBA degree and may be transferred to the MBA program.

**Goal:** Met

#### **Carter & Moyers School of Education**

- Presentations from School of Education graduate programs to ITLU student teachers.
- Annual meeting with undergraduate and graduate education programs.

**Goal:** Met

### **School of Medical Sciences**

IPE programs have utilized both graduate and undergraduate students to demonstrate healthcare across the continuum. Additionally, the GPA program and the transition pathway from MLS have facilitated cooperation between SMS and undergraduate programs.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

The School of AHSS regularly provides a workshop for all undergraduate students regarding all professional programs and graduate programs at LMU. In addition, AHSS participates in the annual Job/Graduate program fair. AHSS has an early entry program with DSOL and will begin the AMP program (Advance to Major Program) this fall, allowing students of excellence to take graduate classes while in their senior undergraduate year.

**Goal:** Met

### **Academic and Student Support Services**

The division's undergraduate-focused leadership developed working partnerships with student affairs professionals in DCOM, CVM, CDM, SMS, and DSOL. The division improved coordination between undergraduate student affairs and equivalent offices in the graduate and professional schools. Title IX partnered with graduate and professional programs to host training for faculty, staff, and students. The Students of Concern and CARE Committees' leaders partnered with graduate and professional school leaders to improve responses to student concerns at all levels of the university. Career Services worked with undergraduate and professional students to support them in applying to and preparing for further professional and graduate education.

**Goal:** Met

2. Continue to provide leadership development opportunities for students.

### **Duncan School of Law**

Through the Law School's professionalism series and remote attendance at various conferences, it continues to provide leadership development opportunities to its students. The Law School held 18 professionalism events in Spring 2022 and 13 in Fall 2021.

**Goal:** Met

### **College of Dental Medicine**

Student chapters of the American Student Dental Association, Academy of General Dentistry Student Chapter, American Academy of Pediatric Dentistry and American Academy of Orthodontic student chapters and American Dental Hygiene Association chapters have been developed leading to leadership experiences.

**Goal:** Met

### **School of Engineering**

Support will be provided to students seeking to establish engineering student chapters resulting

in significant leadership experience.

**Goal:** Unmet

### **School of Business**

The School of Business seeks to provide leadership development opportunities to students through participation in student-led organizations including Enactus, Marketing Club, Finance Club, and Delta Mu Delta.

**Goal:** Met

### **College of Veterinary Medicine**

DVM students are taught leadership skills in professional and life skills courses. CVM has many clubs to provide leadership opportunities. The Dean provides extra leadership training for SGA representatives for each class year. Undergraduate student club officers are active within Student Government Association and work closely with faculty club mentors to ensure all planned club activities offer opportunities for all members to participate.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

In accordance with COCA accreditation standards, professional formation is integrated throughout the DO curriculum. Opportunities for leadership are made available to students through Clubs and the Student Government Association (SGA).

**Goal:** Met

### **School of Math and Science**

Accomplished through student clubs housed in the school.

**Goal:** Met

### **Carter & Moyers School of Education**

- Tennessee Student Teacher Association (STEA) facilitated by ITLU students with opportunities for Professional Development, campus initiatives, and service.
- Support for ITLU students with grants and presentations at conferences.
- CMSOE program advisory board meetings bring together current students, program completers, and school partnership leaders.
- Students are encouraged to attend professional development training that provides opportunities to network and build professional contacts.
- Graduate Instructional Leadership candidates are required to do one hundred hours of clinical work before obtaining their leadership license. The Ed.D. Program utilizes students who are in advanced stages of dissertation as peer reviewers.

**Goal:** Met

### **School of Medical Sciences**

Student leadership opportunities are available through the student government associations. The SMS also encourages participation and leadership on the state, regional, and national level. A PA student with the Harrogate PA program was recently named President of the national AAPA student association.

**Goal:** Met

### **Academic and Student Support Services**

The division promoted student leadership opportunities through the following programs, initiatives, and events: Lincoln Ambassadors, RAILS, Lincoln Activities Board, Resident Assistants, student organizations, Student Government Association, the Rising Stars recognition event, the Dean's List reception, student tutors, and much more.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities and Social Sciences**

AHSS sponsors 14 clubs. Faculty and advisors encourage student participation in clubs, theater, music ensembles and the choir. This provides opportunities for students to lead where needed.

Goal Met.

3. Enhance intramural sports and recreation opportunities by improving lighting; creating and providing access to designated spaces; and collaborating between undergraduate, graduate, and professional schools'/colleges' programs.

### **College of Veterinary Medicine**

CVM Student Services promotes these opportunities to CVM students.

**Goal:** Met

### **School of Medical Sciences**

Handled by SGA.

### **Academic and Student Support Services**

The Office for Student Activities and Engagement continued to expand and improve recreational and intramural sports opportunities in the post-COVID era. Programming was reinvented and continues to expand following substantial scale-backs during COVID. The LMU Pool was closed—greatly limiting a major recreational outlet. The Student Wellness Center (gym) and UINN graduate housing gym continued to operate and provide recreational opportunities to students, staff, and faculty. A Coordinator for Recreation & Wellness was established in spring 2023 and will greatly expand services in the 2023-24 academic year.

**Goal:** Partially Met

4. Continue to evaluate the effectiveness of student leadership organizations.

### **Duncan School of Law**

The Law School consistently evaluates student organizations and leaders to promote a better and more effective environment through meetings and surveys.

**Goal:** Met

### **College of Veterinary Medicine**

Student Government Association (SGA) and Student Clubs at DCOM are supervised by the DCOM Office of Student Services. Every Club is also supervised by a Faculty Advisor.

The Office of Student Affairs will continue to work with student leadership organizations to maintain quality processes and policies.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Student Government Association (SGA) and Student Clubs at DCOM are supervised by the DCOM Office of Student Services. Every Club is also supervised by a Faculty Advisor.

**Goal:** Met

### **Carter & Moyers School of Education**

Monitor productivity and functionality of STEA organization with student engagement and leadership opportunities.

**Goal:** Met

### **School of Medical Sciences**

Student leadership through the SGA's is monitored by faculty mentors.

**Goal:** met

### **College of Dental Medicine**

The Associate Dean of Faculty and Students monitors SGA and Student Clubs.

**Goal:** Met

### **Academic and Student Support Services**

The Assistant Vice President and Dean of Students reevaluated the structure, scheduling, and operations of the undergraduate Student Government Association. Five-Star Requirements continue to incentivize student leadership and facilitate student development. The Office of Student Activities & Engagement will assess all existing student leader organizations that fall within a "club" category in the next academic year.

**Goal:** Met

5. Refocus Career Services involvement in academic advising to include career aptitude assessments, career guidance, and referrals to assigned academic advisors.

### **Academic and Student Support Services**

The Career Services office facilitated the Focus 2 assessment, scheduled meetings with undecided students, and referred students to the appropriate academic advisors for decision-making. The division deferred to academic advisors from academic departments for academic advising needs.

**Goal:** Met

6. Develop and maintain a living and learning community through Residential Housing. Budget for phased-in addition of access control to the campus residence halls and apartments to enhance security and increase efficiency of housing office.

### **Academic and Student Support Services**

The Office for Residential Housing conducted a contract audit, policy audit, handbook audit, and a standard operating procedures review to improve and provide clearer student expectations for Residential Housing. The Office implemented new and modernized training for Residents Assistants to improve peer-mentoring, student living experiences, and student safety. The new StarRez Software will be fully implemented in summer 2023 and will greatly amplify the successes of and streamline logistical processes for Residential Housing.

**Goal:** Partially Met

7. Budget for phased-in addition of access control to the campus residence halls and apartments to enhance security and increase efficiency of the housing office.

### **Academic & Student Support Services**

This goal continues to be met via the Divisions of Finance and Operations.

**Goal:** Met

8. Provide intentional and effective information to students about University services and activities.

### **Duncan School of Law**

The Law School is now utilizing Blackboard to communicate more effectively and directly with its students. Blackboard and MyLMU have been effective ways to communicate with law students. The Dean also provides a weekly email message to the Law School community using iModules.

**Goal:** Met

### **College of Veterinary Medicine**

CVM Student Affairs promotes University services and activities to CVM students.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM made considerable updates to its website last year to ensure students have access to DCOM specific information about services and activities and links to LMU services and activities as well.

**Goal:** Met

### **School of Math and Science**

Student success coordinator regularly provides information via target email campaigns.

**Goal:** Met

### **School of Business**

School of Business faculty and staff are trained to provide students with information relating to all student support services, as well as student organization and university-sponsored activities.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences:**

School recruiters work regularly with students and applicants to ensure they are aware of opportunities available. Advisors are required to be aware of student opportunities and support services that may enhance their experience at LMU.



**Goal:** Met

### **Carter & Moyers School of Education**

- Communication with ITLU students and faculty about University services and activities through email, flyers, and class announcements.
- Advising sessions and student orientations provide opportunities to connect individual students to campus services and activities.

**Goal:** Met

### **College of Dental Medicine**

The Associate Dean of Faculty and Students and the Director of Admissions works with students and applicants, ensuring they have access to CDM information and opportunities available.

**Goal:** Met

### **School of Medical Sciences**

PA student orientation offers counseling services, academic services, and so on to introduce themselves and their services to students so that they are aware of what's offered.

**Goal:** Met

### **Academic and Student Support Services**

The division offered information and expanded outreach via the *Railsplitter Weekly* publication, social media, the LMU website, and various other outlets.

**Goal:** Met

9. Enhance a comprehensive student activities program; maintain and enhance a student-led programming committee/board.

### **Duncan School of Law**

The Law School has a very effective student-led program board that operates a comprehensive student activities program with the help of the student services office.

**Goal:** Met

### **School of Arts, Humanities, and Social Sciences**

Student leaders in clubs work diligently to ensure information is made available to encourage participation and impact. The faculty and recruiter/student success coordinator work at creating events that students may participate in.

**Goal:** Met

### **College of Veterinary Medicine**

CVM has expanded to a three-person team, the Office of Student Affairs, to manage student activities. CVM Office of Student Affairs underwent a strategic planning exercise in 2021 and identified short- and long-term goals for this area of the college.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM has dedicated student activities coordinators in Knoxville and Harrogate's Office of Student Services.

**Goal:** Met

### **Carter & Moyers School of Education**

Student Teacher Education Association (STEA).

### **College of Dental Medicine**

The Associate Dean for Faculty and Students is dedicated to the SGA, ASDA, and ADHA.

**Goal:** Met

### **School of Medical Sciences**

Outreach chair of student government facilitates activities for students and is individualized to each program.

### **Academic and Student Support Services**

Student Services reviewed and continued to expand the scope of the Lincoln Activities Board. The Student Services division conducted a division-wide "June-to-June" planning summit that coordinated and implemented comprehensive student activities plan for 2023-2024.

**Goal:** Met

10. Continue to provide educational information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.

### **Duncan School of Law**

The Law School works with the Accessible Education Office to provide accommodations to its students.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM's Student Handbook contains information to facilitate appropriate accommodations for students with documented disabilities through the Accessible Education Office.

**Goal:** Met

### **College of Dental Medicine**

The CDM works with the Accessible Education Office to provide accommodations to students with documented disabilities.

**Goal:** Met

### **College of Veterinary Medicine**

This information is included in the CVM Student Handbook.

**Goal:** Met

### **School of Math and Science**

All faculty and staff work to ensure students are aware of available services and assist them in

the application process as well as subsequent implementation if approved.

**Goal:** Met

### **School of Business**

School of Business faculty and staff are trained to provide students with information relating to the Office of Accessible Education Services.

**Goal:** Met

### **Carter & Moyers School of Education**

Coordination with the University Office of Accessible Education Services for all students requiring accommodations for coursework and clinical placements and individual plans as needed (temporary for health-related issues).

**Goal:** Met

### **School of Medical Sciences**

Each program is familiar with the Office of Accessible Education Services and strives to put students in contact with the office as early as possible. Contact information for the Office of Accessible Education Services and the policies and procedures for requesting accommodations are reviewed with prospective students during student applicant interviews and with matriculated students during first semester orientation. Students are reminded of the policies and procedures for requesting accommodations at the beginning of each semester.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities and Social Sciences**

The faculty and staff work to ensure all students who have any needs that may impact, or limit learning will be given information on how to overcome barriers to learning.

**Goal:** Met

### **Academic and Student Support Services**

Accessible Education Services (AES) provided language that was included in each course syllabus offered at LMU that included a detailed statement regarding accommodations. The division provided AES/ADA information to students via the Students of Concern Committee and other student-engagement opportunities.

**Goal:** Met

11. Provide and enhance counseling and holistic wellness educational programming to students through the Office of Mental Health Counseling and the academic and student support services offices by utilizing and partnering with graduate assistants, Academic Support and Student Services personnel, and mental health-focused interns.

### **Duncan School of Law**

The Law School continues to do this and to recommend students contact counseling services. The Law School also has the Office of Mental Health Counseling conduct a workshop at the beginning of every academic year and other programming throughout the year.

**Goal:** Met

### **College of Veterinary Medicine**

These services are advertised to students, along with WellConnect, regularly throughout the semester during Deans' Class.

**Goal: Met**

### **College of Dental Medicine**

Available counseling and mental health services are available on-site at the Tower. Students have access to this information in the Student Handbook.

**Goal: Met**

### **DeBusk College of Osteopathic Medicine**

Counseling and mental health services are regularly communicated to DO Students. This information is contained on the website and in the Student Handbook and Clinical Rotation Manual. In addition to mental health services provided by LMU, DCOM provides WELLConnect<sup>®</sup>, a 24x7x365 counseling service that can be accessed from wherever a student is receiving education.

**Goal: Met**

### **Carter & Moyers School of Education**

Increasingly incorporate connections to University counseling services through student advising and interactions.

**Goal: Met**

### **School of Medical Sciences**

A representative from the Office of Mental Health Counseling meets with LMU-Knoxville and Harrogate PA students each Fall during first semester orientation. Students are also made aware of WellConnect services while they are on rotation.

**Goal: Met**

### **Academic and Student Support Services**

The Mental Health Counseling office provided counseling services to LMU students throughout the 2022-2023 academic year. One additional counselor was added to the staff—bringing LMU to a total of seven (7) full-time counselors. Our contract with *WellConnect* was terminated, and we will begin a new *Empathia 24/7* service contract in summer 2023. A new Office for Recreation and Wellness was established—and it will focus on some wellness and prevention programming.

**Goal: Met**

12. Provide Accessible Education services to students through the Office of Accessible Education Services.

### **Duncan School of Law**

#### **Office of Accessible Education Services**

For students completing the application process and meeting institutional criteria for documentation, accessible education services were provided.

**Goal: Met**

**College of Veterinary Medicine**

CVM facilitates these services for CVM students through the Office of Student Affairs.

**Goal: Met**

**College of Dental Medicine**

The CDM works with the Accessible Education Office to provide accommodations to students with documented disabilities.

**Goal: Met**

**DeBusk College of Osteopathic Medicine**

See #9.

**Goal: Met**

**Carter & Moyers School of Education**

Coordination with the University Office of Accessible Education Services for all students requiring accommodations for coursework and clinical placements and individual plans as needed (temporary for health-related issues).

**Goal: Met**

**School of Medical Sciences**

Dr. Graves reviews accommodation requests and, in conjunction with program faculty, approves/rejects requests. Program faculty and staff make arrangements for and provide accommodations on site.

**Goal: Met**

**Academic and Student Support Services**

Accessible Education Services provided accommodation services to students across the undergraduate, professional, and graduate programs and facilitated relevant appeals processes.

**Goal: Met**

13. Educate the campus community on requirements and responsibilities pertaining to Accessible Education Services, FERPA, HIPAA, other confidentiality and privacy guidelines, and mental health issues.

**Duncan School of Law**

**Goal: Met**

**DeBusk College of Osteopathic Medicine**

LMU requires all employees to complete FERPA training on an annual basis. DCOM monitors their employees' compliance annually in accordance with COCA Element 9.4 (Student Recordkeeping).

**Goal: Met**

### **College of Dental Medicine**

Faculty and Staff are required to complete annual FERPA training and monitors compliance. Additionally, Faculty, Student, and Staff are required to complete annual OSHA and HIPAA training.

**Goal: Met**

### **Carter & Moyers School of Education**

- Incoming University students are provided with this information with orientation sessions.
- Issues of accessible education, FERPA, and mental health issues are embedded in the ITLU curriculum and coursework for future K-12 teachers.

**Goal: Met**

### **School of Medical Sciences**

This information is posted on the program website and can also be found in the student catalog/handbook. In addition, this information is reviewed with prospective students during student applicant interviews and with matriculated students during first semester orientation.

**Goal: Met**

### **Academic and Student Support Services**

The division provided ADA, Title IX, FERPA, and mental health informational programming and training to students, staff, and faculty across the university community.

**Goal: Met**

14. Encourage the Student Government Association to effectively evaluate student issues and advocate on students' behalf.

### **Duncan School of Law**

**Goal: Met**

### **DeBusk College of Osteopathic Medicine**

Regular meetings are held with SGA throughout the year to ascertain the needs and wellbeing of the study body.

**Goal: Met**

### **Carter & Moyers School of Education**

Coordination each semester with our ITLU SGA representative on campus for updates and discussion of proposed bills and initiatives.

**Goal: Met**

### **College of Dental Medicine**

The SGA holds regular meetings throughout the year. Student leaders are encouraged to communicate with the Associate Dean for Faculty and Students and the Dean of the CDM to address student issues and advocate on behalf of their classmates.

**Goal: Met**

### **School of Medical Sciences**

Classes are addressed and informed of the function of the Association as an advocate for the student body and a go-between with faculty. The Faculty Advisor to the SGA informs the SGA of the Association's responsibility to evaluate student issues and advocate on behalf of their classmates. The Faculty Advisor attends SGA meetings and provides ongoing guidance to the SGA related to student issues.

**Goal:** Met

### **Academic and Student Support Services**

The Assistant Vice President and Dean of Students reviewed and engaged in SGA's bill/proposal process to promote effective written advocacy and encouraged strategic and targeted problem-solving. The Assistant Vice President then facilitated the communication of SGA proposals to appropriate Vice Presidents. A new Fall Break was established thanks to the efforts of SGA—an example of their effective advocacy and a great partnership with Academic Affairs.

**Goal:** Met

15. Promote knowledge and integration of the Tagge Center for Academic Support and other academic support services into the campus community.

### **College of Veterinary Medicine**

All undergraduate faculty encourage students to seek tutoring and other academic support in the Tagge Center.

**Goal:** Met

### **School of Math and Science**

All faculty and staff work to make students aware of the services of the Tagge Center.

**Goal:** Met

### **School of Business**

School of Business advisors are encouraged to promote the use of the Tagge Center for Academic Support to all advisees.

**Goal:** Met

### **School of Engineering**

All faculty and staff are encouraged to refer students to the Tagge Center resources.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

The Tagge Center works closely with the school recruiter/student success staff person and all student advisors to ensure that services that are needed are available. The Tagge Academic Support Center director has attended AHSS a school meeting to discuss support and field questions.

**Goal:** Met

### **Carter & Moyers School of Education**

- Each academic advisor communicates to students about the Tagge Center and how to connect to their services for support (particularly for gen-ed coursework, but also for education and lesson plan support).
- Graduate education programs provide this information to students through orientation sessions, program handbooks, and syllabi.

**Goal:** Met

### **Academic and Student Support Services**

Academic Support integrated information about the Tagge Center with Blackboard, on the LMU website, and via social media.

**Goal:** Met

16. Coordinate and partner with faculty and key staff to develop events to increase awareness of and involvement in the Tagge Center for Academic Support; partner with academic administrators to utilize surveys and the Academic Success Advisory Council to gather data regarding faculty members' satisfaction with and suggestions for Academic Support services on a regular basis.

### **Carter & Moyers School of Education**

Each semester at least one ITLU student works at the Tagge Center which increases awareness with our student population and understanding of opportunities for support.

**Goal:** Met

### **Academic and Student Support Services**

Academic Support partnered with Student Services to promote awareness for academic support services. Academic Support was included in the 2023-2024 June-to-June planning efforts. The division—via the Assistant Vice President and again with the Director for Academic Support—engaged with school Deans to promote further collaboration and integration of Academic Affairs into academic support services. Work to establish a new advisory council is nearing completion.

**Goal:** Partially Met

17. Implement and integrate StarRez as the new Residential Housing management software.

### **Academic & Student Support Services**

The Office for Residential Housing acquired “StarRez,” it was onboarded between 2022-2023, and will serve as a fully implemented, new Residential Housing management software in July 2023.

**Goal:** Met

18. Develop initiatives and services that target the LMU commuter population at all LMU sites.

### **Duncan School of Law**

**Goal:** Met



### **Carter & Moyers School of Education**

Increasingly working to connect our transfer and commuter ITLU students to University initiatives and services through communication, advertising, and advising.

**Goal:** Met

### **Academic and Student Support Services**

The division adopted a commuter-focused initiative to proactively target commuters via all programming. A new plan to designate a Graduate Assistant to support a Student Services director in commuter engagement will go into effect for the 2023-24 academic year.

**Goal:** Met

**Responsibility:** Academic Services, Student Services, 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 Services, 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 communities and beyond.

1. Explore opportunities for outreach in LMU's service area and beyond.

### **Duncan School of Law**

The Law School continues to expand its reach through employment and placement opportunities.

**Goal:** Met

### **College of Veterinary Medicine**

The CVM is re-initiating "This is How We Roll" by bringing veterinary medicine into elementary schools. The first school will be Bell County. The CVM will participate in the LMU camps in summer 2023. A CVM open house for the local community is planned to become a yearly event starting in fall 2024.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

The Opioid Education Symposium continues to be held in a virtual format with an invitation extended to health profession students across the country, healthcare workforce and community members. Leaders from local non-profit organizations regularly present at the symposium also. We hosted 1266 attendees April 17, 2023. We continue to provide life support training and certification in the community surrounding Harrogate (tri-state area) and Knoxville including

Basic Life Support (BLS), Advanced Cardiac Life Support (ACLS), Pediatric Advanced Life Support (PALS), Cardiac Pulmonary Resuscitation (CPR), First Aid and wound care. We will host an event during the STEHM camp on June 11<sup>th</sup> in Harrogate and attended the HOSA regional conference in April 2023.

**Goal:** Met

### **Carter & Moyers School of Education**

- Service-learning hours required for ITLU and MEDITL students each semester and communication of opportunities shared consistently.
- The School of Education has 47 clinical partnerships, which allows the CMSOE to provide excellent clinical placements for candidates. This allows the CMSOE to reach communities outside of our immediate area.
- LMU Counseling students have curricular assignments in service learning, and LMU Counseling faculty annually conduct professional development trainings for the local professional counseling community.

**Goal:** Met

### **School of Medical Sciences**

SMS is very involved in community activities and volunteer work to include the “light the night 5K”, Servolution golf tournament, RoHo Christmas for Kids, and so on. Additionally, the SMS utilizes the SPS (‘Scholarship, Practice, and Service) Policy to encourage service and practice in the community. 5 faculty members are currently providers at Servolution Health Services, a local free medical clinic. Faculty also participate with RAM clinics as available.

**Goal:** Met

### **College of Dental Medicine**

The College of Dental Medicine has participated in 36 outreach events providing care for the underserved in East Tennessee by providing over 11, 242 patient visits equaling \$1,500,000+ in oral health care CDM students participate in 3200 hours of community service each semester.

**Goal:** Met

### **School of Engineering**

The School of Engineering and affiliated student groups will seek opportunities to serve the community through service projects.

**Goal:** Unmet

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

The school promotes internships, externships, and course practica to ensure students recognize the impact of hands-on learning. In addition, many students work with non-profit organizations in the local and state area; particularly the honors students who are required to complete community service hours.

**Goal:** Met

### **Academic and Student Support Services**

The Office of Student Leadership and Outreach was incorporated into a new Assistant Dean of Students role and continued to provide service opportunities throughout Tennessee and the Claiborne County area.

**Goal: Met**

2. Strengthen communication and coordination with University Advancement and Marketing to increase University and surrounding communities' awareness of existing service by faculty, staff, students, and alumni.

### **Duncan School of Law**

**Goal: Met**

### **College of Veterinary Medicine**

Collaboration with Marketing and University Advancement is ongoing to bolster alumni relationships, giving and social media presence.

**Goal: Met**

### **DeBusk College of Osteopathic Medicine**

Collaboration with Marketing and University Advancement is ongoing to bolster alumni relationships, giving and social media presence. Mrs. Lockhart is doing an excellent job.

**Goal: Met**

### **Carter & Moyers School of Education**

Currently working with Kate Reagan to enhance our CMSE Marketing Plan.

### **College of Dental Medicine**

The CDM collaborates with University Advancement and Marketing to bolster giving and social media presence. Emily Loden is doing a great job.

**Goal: Met**

### **School of Medical Sciences**

SMS is active with University Advancement and Marketing, both on social media (LinkedIn, Facebook, etc.) as well as with the monthly newsletter and the newly developed quarterly magazine.

**Goal: Met**

### **Academic and Student Support Services**

The division increased communication and marketing through social media and public relations. A successful email campaign helped increase awareness of the student service initiative to all undergraduate students. The division partnered with Marketing and Advancement to carry out and raise community awareness for several campus events and initiatives related to community service.

**Goal: Met**

3. Continue to track Student Service Initiative (SSI) hours from undergraduate, graduate, and professional programs for accountability purposes.

**Carter & Moyers School of Education**

CMSOE tracks this information in VIA Watermark system.

**Goal:** Met

**Academic and Student Support Services**

59% of students completed their required community service hours for the student service initiative. The division will increase participation by 20% in the 2022-2023 academic year. 85% of students participated in some form of community service. Students completed approximately 11,872 hours of community service.

**Goal:** Unmet (as it relates to SSI)

4. Continue to support student groups conducting fundraising efforts for local charities in communities surrounding all LMU campuses.

**College of Veterinary Medicine**

CVM student clubs are fully supported in their fundraising efforts.

**Goal:** Met

**DeBusk College of Osteopathic Medicine**

Student Clubs are supported regularly when conducting fundraising efforts of local charities.

**Goal:** Met

**College of Dental Medicine**

CDM student clubs are supported through fundraising efforts.

**Goal:** Met

**Carter & Moyers School of Education**

This happens through service-learning projects.

**Goal:** Met

**School of Medical Sciences**

SMS supports fundraising efforts and students are active with many local charities.

**Goal:** Met

**Academic and Student Support Services**

Local charity fundraising was not a feature of 2022-2023 community service initiatives.

**Goal:** Unmet

5. Continue to support student groups conducting health fairs, wellness, and health awareness outreach programs for community groups.

**College of Veterinary Medicine**

CVM student groups are fully supported in any community outreach events that they conduct. These events primarily revolve around veterinary healthcare, such as RAM, and working with

shelters.

**Goal:** Met

### **College of Dental Medicine**

CDM student groups are fully supported in community outreach events which total 3200 hours per semester. Events include Appalachian Miles for Smiles, Remote Area Medical, Magnolia Methodist Church, Elgin Foundation, Kim Clinic and with the Knoxville Rescue Ministry.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Student clubs and groups are supported regularly when conducting health fairs, wellness, and health awareness outreach programs for community groups. DCOM Office of Student Services assists with communication and implementation of these initiatives as needed.

**Goal:** Met

### **Carter & Moyers School of Education**

This happens through service-learning projects.

**Goal:** Met

### **School of Medical Sciences**

PA students are active in many community health promotions including CCM events, RAM events, Servolution community outreach events, and so on.

**Goal:** Met

### **Academic and Student Support Services**

The Student Services and Mental Health Counseling offices promoted mental health awareness programming and educational events. A new Office for Wellness and Recreation was established and will amplify these efforts in 2023-2024.

**Goal:** Met

6. Continue programs on campus to enhance individual well-being.

### **Duncan School of Law**

The Law School continues to provide programming related to student health and well-being. The Law School also recently formed a new committee to specifically address student wellness issues.

**Goal:** Met

### **College of Veterinary Medicine**

CVM is continuing to develop a Wellbeing initiative for students, faculty, and staff. Multiple fellowship events were held each semester. Faculty, students, and staff are surveyed regularly throughout the academic year to monitor well-being. As longitudinal data become available, interventions will be designed to increase well-being throughout the college. Faculty and staff participated in a workshop about burnout in January 2023.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM Office of Student Services works closely with SGA and Clubs to provide programming focused on student health and wellbeing.

**Goal:** Met

### **College of Dental Medicine**

The Associate Dean for Faculty and Students works with the SGA, CDM Clubs, and the on-site counselor to provide presentations focused on health and wellbeing for students.

**Goal:** Met

### **School of Math and Science**

Success Coordinator arranged various monthly activities for students and faculty to get to know each other outside of the classroom (facultea and Friday cookout lunches) as well as a paint night one semester. Student clubs (Wildlife Society) arranged and promoted well-being activities for club members and others to attend such as a nature walk.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

The AHSS Events Committee promotes at least one non-academic (and fun) activity for faculty and for students each semester. This provides an outlet for faculty and a means of interaction between faculty, staff, and students.

Goal Met.

### **School of Medical Sciences**

Handled by SGA.

**Goal:** Met

### **Academic and Student Support Services**

The Student Services offices, Mental Health Counseling, and Title IX offered educational programming that highlighted individual well-being in the areas of activities and recreation, alcohol consumption, sexual health, mental wellbeing, and general self-care. The division also offered opportunities to explore self-improvement. The division also focused on employee well-being through staff events, lunches, dinners, professional development, and wellness-centered approach to employee relations. A new Office for Recreation and Wellness was established.

**Goal:** Met

7. Reevaluate service requirements for University student programs to ensure quality, community-oriented engagement.

### **Duncan School of Law**

The Law School continues to have a requirement of 30 *pro bono* hours for graduation.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

Community service is accomplished via Student Club involvement in outreach and through the Support of DCOM Office of Student Services as needed.

**Goal:** Met

### **College of Veterinary Medicine**

All CVM clubs are required to perform community services. Students receiving scholarship money are also required to perform 20 hours of community service each academic year.

**Goal:** Met

### **Carter & Moyers School of Education**

Service-learning hours required for ITLU, MEDITL, and Professional Counseling students each semester.

**Goal:** Met

### **College of Dental Medicine**

Students in the DMD and ASDH programs are required to provide 40 hours of community service every semester.

**Goal:** Met

### **School of Medical Sciences**

PA-Knoxville, PA- Harrogate, and the MLS does not have service requirements, however the PA programs offer credit towards capstone for community service. PA- Harrogate resumed international mission trips post COVID this March. PA Tampa intends to require enhanced service requirements for students.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

The Honors Scholars Program requires community service as one aspect of this growing program. The requirements and locations where community service may take place are reviewed regularly.

**Goal:** Met

### **Academic and Student Support Services**

Student Services increased service opportunities for students at all campus locations, which increased completed service hours for all undergraduate students. The Office of Student Leadership and Outreach was integrated into a new Assistant Dean of Students role.

**Goal:** Partially Met

**Comments:** Student Services will continue to work with offices across campus and off campus to increase service opportunities offered to students at all campus locations.

8. Investigate the possibility of gaining Carnegie Community Engagement Classification and/or President's Higher Education Community Service Honor Roll as a University based on service to the Appalachian Region.

### **Academic and Student Support Services**

Student Services' AVP and new Assistant Dean of Students over Leadership & Outreach has begun exploring this possibility—with no definitive answer secured at the time of this report.

**Goal:** Partially Met

### **School of Medical Sciences**

SMS did not explore these options.

**Goal:** Unmet

**Responsibility:** VP for Academic Services and Institutional Effectiveness, VP and Dean for Enrollment and Student Services, Student Support Services, Institutional Research Office, Vice President for Advancement, Athletics, and Public Relations.

**Time Frame:** Each semester.

**Resources Required:** Collaboration from academic programs for reporting service hours, community partners for service opportunities.

**Assessment:** Analysis of student satisfaction survey results, data relevant to the impact of community service, and other relevant data.

**Use of Results:** Improved community involvement, enrollment, retention, and student satisfaction.

**Strategic Goal 8:** Provide academic and student services that foster academic and social integration to promote retention and student success.

Objective 8.4: Provide individualized academic support services.

1. Partner with the Carnegie-Vincent Library to build a standardized test preparation material resource collection for students seeking admission to graduate and professional programs and promote the availability of test preparation databases.
  - Evaluate the potential for 1-credit standardized test preparation courses through the Tagge Center;
  - Develop workshops and tutoring programs for standardized testing preparation;
  - Partner with Career Services to prepare students for graduate and professional admissions processes.

### **Carnegie-Vincent Library**

Print book study materials for MCAT, GMAT, DCAT, NCLEX, and GRE are available in the Tagge Center. Additionally, the Library provides access to:

Petersen's Test and Career Prep (Database provides test preparation materials for numerous disciplines.)

Librarian created subject guide to "Praxis" help.

Librarian created guide to "Osteopathic Medicine: Board Preparation Materials"

Board Vitals COMLEX, shelf exams, and USMLE, (Database)

Access Medicine (Database contains board review practice questions)

**Goal:** Partially Met

Comments: The Academic Support Center and the Carnegie-Vincent Library should be able to address the other items in the upcoming year now that the Academic Support Center has a director and now that the Library has the majority of open positions refilled.



### **Duncan School of Law**

In 2021-2022, the Law School fully staffed academic success and bar preparation department with four full-time faculty members. In Fall 2021, it offered a series of informational online sessions offered to incoming 1Ls throughout the summer to maintain continued engagement with the prospective students and continued, developed, and provided comprehensive Legal Foundations course to all incoming 1L students. In 2021-2022, it increased the Law School's winter bar preparation efforts to provide additional resources to both repeat and first-time takers and maintained the Law School's summer bar preparation efforts by designating at least four faculty members to assist graduates with preparing for the bar exam during the summer. The Law School has also continued its relationship with BARBRI that has allowed it to incorporate the post-graduate commercial bar preparation course into the cost of each student's program of legal education. This has helped the Law School achieve compliance with ABA Standard 316 (75% of graduates passing the bar exam within two years of graduation). This includes a 94% Ultimate Pass Rate for 2019 Graduates and an 85% ABA Ultimate Pass Rate for 2020 Graduates. The Law School is currently on track to meet the ABA Standard for 2021 graduates.

- Currently on track to meet the ABA Standard for 2021 Graduates and has improved the Law School's transfer bar passage rate to 89%.

**Goal:** Met

**Comments:** In order to address disproportionate attrition by minority students in two out of the last three years, the Law School is developing programming in 2022-2023 for historically underrepresented groups, including racial or ethnic minorities; disabled students; students who are economically disadvantaged; first generation college students; and LGBTQIA students. The Law School also continues to offer implicit bias training during the Orientation program in compliance with revised ABA Standard 303.

### **School of Math and Science**

Faculty work with students to prepare in-house as well as make them aware of external services and opportunities. Development of a seminar course to focus specifically on the preparation and application process for professional school. The course will begin in Fall 2022.

**Goal:** Met

### **College of Veterinary Medicine**

Faculty work with students to improve written and oral communication skills necessary to improve candidacy for professional school. Faculty are available to meet with students individually to answer questions regarding professional school application process, entrance exams, and financial considerations.

**Goal:** Met

### **Carter & Moyers School of Education**

- MEDITL and Undergraduate ITL students take the Praxis exam(s) and the edTPA for their individual licensure area. These initial licensure students have individualized coaching/mentoring as needed to pass the exams.

- Students in the mental health program take the NCE and school counseling students take the Praxis for school counselors. Faculty provide preparation through targeted course work, and individualized help is provided if needed.
- SLLA study sessions continue at Cedar Bluff and are now offered virtually and/or face-to-face.
- Additional individualized help is available to all licensure students in the School of Education.
- All MED and Ed.S. students have additional help with passing comprehensive exams as needed.
- The Ed.D. Program implemented further support for comprehensive exams in research courses and ensures that expectations and objectives for concentration area comps are clearly defined in candidate instructions.

All test data for the entire School are analyzed and used to make program changes or improvements each academic year.

**Goal:** Met

### **School of Medical Sciences**

PA and MLS students are mentored and supported academically one on one with faculty mentors. Both PA programs offer a type of “PANCE review” for students at the conclusion of the program prior to graduation. The GPA program offers seminars in preparation for admission. The MLS program also offers board review in preparation. SMS faculty also support undergraduate services during freshman and Senior seminars for pre-health profession students.

**Goal:** Met

### **Academic & Student Support Services**

The division onboarded a new Executive Director for Academic Success who will partner with the AVP and explore the feasibility of these objectives in the fall 2023 semester.

**Goal:** Unmet

2. Further investigate grant opportunities for the incorporation of online tutoring to better service our campus community, online, and off-campus instructional sites.

### **Carter & Moyers School of Education**

The School of Education continues to seek grant opportunities CMOSE has secured \$925,000 from the TDOE over the past three years.

**Goal:** Met

### **Academic and Student Support Services**

The division did not pursue or accomplish this goal.

**Goal:** Unmet

### **School of Medical Sciences**

The SMS is considering an academic support specialist to provide online counseling to accomplish this goal.

**Goal:** Unmet

3. Continue to develop and implement specialized study resources to enhance service to all students.

### **Duncan School of Law**

In 2021-2022, the Law School continued to provide a progressive and robust academic success program that includes a mandatory Legal Foundations course to all incoming 1Ls and that continually targets students throughout the first three semesters of law school. It has redesigned the academic success curriculum to place more emphasis on the foundational legal skills currently tested on the bar exam and that will be the focus on the redesigned bar exam (anticipated 2026). The changes included a redesigned first semester, 2L course called Legal Practice Skills.

It has also continued to grow the Dean's Fellows program and incorporated the Dean's Fellow's assistance in the Legal Foundations and Advanced Legal Reasoning courses, as well as piloting a Teaching Assistant program in doctrinal courses.

**Goal:** Met

**Comments:** "Cornerstone and Invitee student populations," for Duncan School of Law purposes, are considered at-risk students, determined generally by lower LSAT, uGPA, and LSGPA.

### **Academic and Student Support Services**

Academic Support adopted new assistive materials and technology to support all students and Cornerstone and S.S.S. students. The division did not adopt any substantive changes to specialized study resources. The division did not but will explore specialized learning tools for the 2023-2024 academic year and beyond.

**Goal:** Partially met

4. Expand availability of Mental Health Counseling and Accessible Education services as appropriate for the University's continued expansion at all locations.

### **Duncan School of Law**

The Law School conducted on-campus and online presentations to incoming students, current students, graduates preparing for the bar exam, and faculty on the mindfulness and meditation, imposter syndrome, and stress management. A University counselor is available for appointments at the Law School one day a week and by Zoom and at other Knoxville campuses on the other days of the week.

**Goal:** Met

### **DeBusk College of Osteopathic Medicine**

DCOM has made WELLConnect<sup>®</sup> available to students at all learning sites for 24x7x365 mental health support.

**Goal:** Met

### **College of Veterinary Medicine**

CVM has benefited from the expansion of the Harrogate campus mental health counseling abilities as well as WellConnect. This is a primary concern of the college's accreditor.

**Goal:** Met

### **College of Dental Medicine**

The CDM has mental health counseling at the Tower and WELLConnect is available for student mental health support.

**Goal: Met**

### **Carter & Moyers School of Education**

CMSOE collaborates with the TAGGE Center and Counseling Office.

**Goal: Met**

### **School of Medical Sciences**

Students are made aware of online counseling services available through the University.

**Goal: Met**

### **Academic and Student Support Services**

Mental Health Counseling hired one additional counselor to serve the Harrogate campus. Accessible Education Services and Mental Health Counseling were joined as a single functional area under a new Executive Director for Counseling and Accessibility. AES provided services to all sites in 2022-2023.

**Goal: Met**

5. More effectively utilize Institutional Research data sources to assess Academic Services and Student Affairs functions at all learning sites to improve upon services.

### **Academic and Student Support Services**

The division reviewed IR-provided data to assess and improve all Academic and Student Support Services functions. The division did not specifically utilize IR data to improve services to all learning sites. With services decentralized, the division commits to exploring how best to model and implement comparable services to all sites as LMU expands.

**Goal: Partially Met**

**Responsibility:** Academic Services, Student Services, Director of Academic Support; Director of Counseling; Director of Accessible Education Services; Director of Career Services; appropriate Deans and Vice Presidents; Assistant Vice President for Academic Support Services.

**Time Frame:** Ongoing.

**Resources Required:** Budgets for Academic Services, Student Affairs, Academic Support, Mental Health Counseling, Career Services, Cornerstone, Student Support Services, appropriate Deans and Vice Presidents, Assistant Vice President for Academic Support Services.

**Assessment:** Outcomes Assessment Reports for offices reporting through the divisions of Academic Services and Institutional Effectiveness, Enrollment and Student Affairs; other offices rendering such services through professional schools; and off-campus Sites.

**Use of Results:** To improve academic support services.

**Strategic Goal 8:** *Provide academic and student services that foster academic and social integration to promote retention and student success.*

Objective 8.5: Enhance University libraries and their services.

1. Pursue grants and leverage resources to support and extend LMU collections at the Carnegie-Vincent Library, Reed Health Sciences Library, the Duncan School of Law Library, and other off-campus instructional site library resource collections.

#### **Duncan School of Law**

The Law School has continued participation in LYRASIS, TENN-SHARE, and NELLCO consortiums. When possible, it purchases access to databases for the Law Library that are available university wide. This year the Duncan School of Law Library purchased the most recent yearly modules for ProQuest Congressional and updated access to HeinOnline with access university wide. The Law Library continues to work with Carnegie-Vincent Library to share costs for Spring Share.

**Goal:** Met

#### **Carnegie-Vincent Library**

Continued participation in library consortia (Appalachian College Association Library, TENN-SHARE, and LYRASIS) to obtain best prices on electronic databases and other resources.

**Goal:** Met

#### **School of Medical Sciences**

The SMS has taken no action toward is objective.

**Goal:** Unmet

2. Assess learning resource needs and address the growth and development of new and existing programs, including collaborative agreements with other University/College library systems.

#### **Duncan School of Law**

The Law Library continues to be a member of the NELLCO Consortium and subscribe to ALLStAR to enter information in the ALLStAR official survey that allows the law school to gain additional information and be able to compare information with peer law schools. This year the library entered information that is required in for surveys that the law library submits to the main university library.

**Goal:** Met

#### **School of Engineering**

Periodic input will be provided to the library for recent engineering codes, regulations, and research journals.

**Goal:** Unmet

#### **College of Veterinary Medicine**

CVM has a library liaison who brings CVM faculty and student requests to the LMU librarians.

**Goal:** Met

#### **DeBusk College of Osteopathic Medicine**

DCOM's Learning Resource Committee administers an annual needs assessment to students, faculty members, and staff. This information is used to continuously improve the growth and development of new and existing programs. A representative from IS serves as a member of this

committee to ensure direct communication between DCOM and IS on these matters. DCOM Medical librarians also serve as representatives on the DCOM Learning Resources Committee.

**Goal:** Met

### **College of Dental Medicine**

The LMU Tower has a librarian who is focusing on building a comprehensive library for the CSON and CDM.

**Goal:** Met

### **Paul V. Hamilton School of Arts, Humanities and Social Sciences**

The School of AHSS leadership and the Master of Science in Psychology program director worked to ensure that all necessary scholarly journals and resources will be available to students as the program continues beyond its first year. The program director, in turn, works closely with the library director for this purpose.

**Goal:** Met

### **Carnegie-Vincent Library**

Provided narrative, resources lists, and/or attendance at reviews in support of DCOM's COCA reaccreditation visit and ACEN accreditation at Tampa. Provided narrative and resources lists in support of proposed Nursing programs at Lexington, KY, DCOM at Orange Park, Florida, and for the SACSCOC Prospectus for DMS-Medical Education. Continued in collaborative agreements with other libraries.

The Library hired a Reference and Instruction Librarian to serve the dentistry and nursing programs at the LMU Tower and to build a collection there.

**Goal:** Met

### **School of Math and Science**

Department chairs provide regular feedback regarding holdings and resources.

**Goal:** Met

### **School of Medical Sciences**

Learning resources are assessed as part of program specific surveys administered at the end of courses and graduation surveys. Resources required for new programs are assessed during proforma creation.

**Goal:** Met

3. Secure appropriate library and learning resources to support new and existing programs consistent with accreditation standards for Level VI requirements, including student, faculty, and staff research/scholarly activity.

### **Duncan School of Law**

A member of the Law Library continues to serve on the Law School Distance Education Committee and the Curriculum Committee. This allows the Law Library to be aware of any new programs and curriculum changes and discuss with the committee what resources the library will need to add to support any new curricular offerings.

As requests are made of the Director for specific resources to meet the research and scholarly needs of the Law Library's patrons, the Director assesses the value and benefit of acquiring said resource. In most cases the Director obtains the resources.

Goal: Met

### **DeBusk College of Osteopathic Medicine**

See #2.

Goal: Met

### **College of Dental Medicine**

The LMU Tower has a librarian who is focusing on building a comprehensive library for the CSON and CDM.

Goal: Met

### **Paul V. Hamilton School of Arts, Humanities and Social Sciences:**

The School of AHSS worked closely with the new Master of Science in Psychology program director during its first year of enrollment to ensure that all necessary scholarly journals and resources will be available to students as the program begins August 2022. The program director, in turn, worked closely with the library director for this purpose.

Goal: Met

### **Carnegie-Vincent Library**

Provided access to 259 databases through LMU Libraries' budgets, the Appalachian College Association core shared collection, the Tennessee Electronic Library (state and federal funds) and selected open sources.

Provided access through an online discovery system to approximately 85,254 full-text journals/magazines/newspapers, 92,247 print books (Carnegie-Vincent Library/Reed Health Sciences Library and the Abraham Lincoln Library & Museum) and access to 577,462 ebooks. The ebooks include 377,798 through LMU ownership, subscriptions, and membership in the Appalachian College Association (ACA) and through the Tennessee Electronic Library; 114,622 through ACA's DDA/EBA project; and 85,042 open access.

Colleges' and Schools' participation in annual serials review and other collaborative efforts resulted in recommendations and purchases of the following resources:

- *Acland's Video Atlas of Human Anatomy*
- *Applied Science and Technology Full Text*
- *Board Vitals COMLEX with Practice Exams* (Subscription in process – soon to be available, June 2023)
- *Dentistry & Oral Sciences 2022*, EBSCO ebook collection
- *Dentistry & Oral Sciences Source*, indexes 430 journals, provides 274 full-text journals
- *EndNote Online*, a citation manager
- *ICE Video Library*, from International Clinical Educators
- *Map as History* (Subscription in process – soon to be available, June 2023)

- *Plumb's Academic*, a point of care resource for veterinary medicine
- *Psychotherapy.net*, streaming videos supporting medicine, nursing, psychology, counseling, social work, and others
- *TRIP Pro* (Subscription in process – soon to be available, June 2023), medical database for locating systematic reviews and other articles on clinical research.
- *Web of Science*, includes citation indexing from *Science Citation Index Expanded*, *Social Sciences Citation Index*, *Arts & Humanities Citation Index*, *Emerging Sources Citation Index*, and other sources.
- *Wiley Library Database* model – upgrade to our previous Wiley collection, adding 693 full-text journals, most from 1997-present
- Added 12 journal title subscriptions in the areas of dentistry, forensic dentistry, higher education, special education, sports health, and sports medicine.

The website redesign team has been working towards improving the library website's overall look and content. The team's most significant change for this year includes the home page redesign, transforming the home page to a modern, easier to use, and scaled down look.

**Goal:** Met

### **Carter & Moyers School of Education**

LMU librarians have created a spreadsheet of all library holdings in counseling and closely related fields. They also provide a spreadsheet that has multiple tabs for databases, books and eBooks, journals, major journal subscriptions, and journal titles to show the extensive array of learning resources available to faculty and students. Leveraging Interlibrary Loan is also a service provided to LMU students by staff librarians.

**Goal:** Met

4. Support integrated information literacy and quality learning resources, evidenced by student research/scholarly activity, technology, and communication skills.

### **Duncan School of Law**

The Law Library provides West Academic Assessment, Spaced Repetition's Law in Flash, Aspen's Connected Quizzing, Carolina Academic Presses Core Knowledge for Lawyers, and Core Grammar for Lawyers; and Quimbee. The library is doing a review of these products in summer 2022 to determine if faculty and student use of the materials justifies the expense.

The Law Library has continued to provide core resources and a robust offering of study aids accessible electronically to all law students. These include but are not limited to study aid collection by West, Carolina Academic Press, and Aspen (adding Aspen's Academic Success module).

The Law Library continued to use Spring Share Libguides and virtual reference using Mosio.

**Goal:** Met

### **Carnegie-Vincent Library**



Began subscription to BoardVitals COMLEX for Practice Exams, an exam preparation database which should be available soon for medical students' use.

To better improve the SEWS scores, the SEWS subcommittee of the General Education Committee decided to focus on the grammar element of the rubric. The Information Literacy Librarian, who directs the SEWS program, compiled a list of different grammar resources including YouTube videos, libguides/blogs, and quizzes. The subcommittee narrowed down the initial list to five top resources to be sent out to the professors who teach SEWS courses.

Fall 2022 average SEWS scores ranged from 4.17 (on bibliographies) to 4.53 (on plagiarism) for the five information literacy criteria. For two of the criteria (bibliographies and citations) the score average was below the target of 4.25 set for 2022-2023.

Spring 2023 average SEWS scores ranged from 4.16 (citations) to 4.65 (plagiarism) for the five information literacy criteria. The average score for the criteria of citations was below the target of 4.25 set for 2022-2023.

Identified sections of Credo InfoLit for use by students in ENG 101, ENG 102, and beyond. See more details under Strategic Goal 8.5, "Integrate the Association of College & Research Libraries "Framework for Information Literacy...".

Goal: Met

### **School of Math and Science**

Writing and SEWS integrated through various courses culminating in 387/487 or 397/497 series.

Goal: Met

### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

Information literacy is brought to students through a variety of English classes by the Carnegie Vincent Library staff visiting classes. Workshops are held to ensure students are aware of how information is found, handled, and applied. Also, the SEWS program is regularly employed at the junior and senior writing levels to ensure students are prepared to write well when departing LMU. In addition, Honors students apply information literacy to their capstone course projects.

Goal: Met

### **Carter & Moyers School of Education**

As many students need assistance with paper writing at the graduate level, staff librarians developed an APA Formatting & Citation Style Guide to assist students in writing research papers and other scholarly work.

Goal: Met

### **School of Medical Sciences**

The SMS has as dedicated library liaison that is available answer student questions and assist in information look up. Additionally, this person often addresses the students through available lecture time.

Goal: Met

5. Integrate the Association of College & Research Libraries “Framework for Information Literacy for Higher Education” into existing information literacy assessment procedures.

### **Duncan School of Law**

The Law Librarians taught one (1) section of Legal Research III in the summer and three (3) sections in the Fall; six (6) sections of Legal Research I in the Fall; and five (5) sections of Legal Research II in the Spring. The courses are designed to meet the Law School’s Programmatic Learning Outcomes under:

The LMU Law School faculty has adopted the following learning outcomes:

(3) Legal Research Skills [302(b)]

Upon graduation, students will have demonstrated achievement of this outcome by:

Objective 1 Identifying and assessing the weight of authority.

Objective 2 Displaying knowledge of the fundamental tools of legal research.

Objective 3 Developing and executing an effective and efficient research strategy.

**Goal:** Met

### **Carnegie-Vincent Library**

Continued to use the ACRL Framework for Information Literacy to guide information literacy efforts. Identified the relevant sections of Credo infoLit (subscription) for use in ENGL 101 and 102 in the upcoming year. The phrases in parentheses are the associated ACRL “frames.”

101

- Getting started with research. (Research as Inquiry, Searching as Strategic Exploration)
- Searching for information (Searching as Strategic Exploration)
- Citations (Information has Value, Research as Inquiry)
- Presenting and organizing (Searching as Strategic Exploration, Information Creation as a Process)

102

- Sources of information (Searching as Strategic Exploration, Information Creation as a Process, Authority is Constructed and Contextual, Research as Inquiry)
- Evaluating information (Information Creation as Process, Authority is Constructed and Contextual)
- Fact checking (Information has Value, Research as Inquiry)
- Information ethics (Information has Value, Research as Inquiry)
- Citations (Information has Value, Research as Inquiry)

Additionally, added links to 21 relevant Credo InfoLit sections to eight library online guides. These include ones on citation styles, plagiarism, copyright, fake news, and other information literacy topics. This should serve to reinforce what is taught in ENG 101 and ENG 102.

**Goal:** Partially met

**Comments:** Still need to do more to address ACRL Information Literacy Frames at Advanced Levels (Junior/Senior). Need to promote the use of the relevant sections within the Credo InfoLit system.

6. Provide appropriate cataloging, physical protection, security, and space for all University collections.

### **Duncan School of Law**

The Law Library continued to work with Cassidy Cataloging throughout the year to streamline the process of adding digital collections to Aquabrowser. The Duncan School of Law Library worked with Bibliotheca to roll out cloudLibrary, that allows students to download an app onto their smartphone and check out materials using the app. The Law Library has sufficient space for the library print collection.

**Goal:** Met

### **Carnegie-Vincent Library**

- To make the Juveniles nonfiction collection easier to use, the Access Services Librarian separated it into a collection of nonfiction for younger juveniles and a collection of nonfiction for older juveniles.
- Labels and stickers have been updated for the Children's and Juveniles' collections to make them standardized and the books easier to find and organize.
- Rearranged cabinets within the rooms of the University Archives & Special Collections to better utilize limited space and to create room for additional researcher tables. Additional tables were requested to help facilitate researcher visits by providing additional seating and more surface area for researchers to utilize without interrupting the workflow of other ongoing archival projects. The tables are scheduled to arrive the week of June 12<sup>th</sup>.
- The website for the University Archives & Special Collection has undergone updates in preparation for the anticipated redesign of its webpages. Content located within its "collections" page is in the process of being transferred to ArchivesSpace (our archives collection management application).
- Work within the University Archives Photograph Collection Digitization Project is ongoing. One of the library assistants has scanned 170 photos creating 569 files from digitized photographs. These include high quality preservation scans, easily sharable access scans, and watermark scans.
- Reshelfed and rearranged 115 feet of rare and unique books within the Special Collections.
- Library assistants have inventoried the Main Collection books from the Library of Congress call number ranges of A's to PS's, pulling books with problems with barcodes, call numbers, catalog records, damage, etc. which are being resolved.
- Continued several projects deselecting and reviewing titles for replacement in Main Collection and the Reed Health Sciences Library collections.
- Reviewed and updated cataloging practices.

**Goal:** Met

### **Carter & Moyers School of Education**

Materials in the education collection are cataloged and available in both physical locations where the CMSOE programs are taught: The Harrogate Main Campus Site and the Cedar Bluff off-campus instructional site.

**Goal:** Met

7. Emphasize the integration of electronic resources to extend the availability of the collections to all constituencies.

### **Duncan School of Law**

The Law Library's Information Assets Policy includes a preference for collecting electronic resources when available. As required in the Policy the policies were reviewed and updated by the library committee and approved by the Law School Faculty. The library added over 50 titles from Cambridge Books Online to the collection that are available to all university patrons.

**Goal:** Met

### **Carnegie-Vincent Library**

- Added several new e-resources to the library's collections which support research and study in a variety of disciplines. See list under Strategic Goal: 8.3.
- Obtained membership in IP Registry and completed implementation, which will help streamline the process of updating LMU IP addresses to make library resources accessible.
- 
- Added new resources, including regional and local newspapers, to the library's collection from the Tennessee Electronic Library (TEL).
- 
- 

**Goal:** Met

### **Carter & Moyers School of Education**

Librarians at LMU have developed landing pages at the library with links to helpful research materials, books in the LMU collection, and databases for students and faculty in the CMSOE programs. Resources included in the links include course texts, databases, and recent publications by top authors in the education field.

**Goal:** Met

### **School of Medical Sciences**

Book selection for PA courses is made with the online availability through the Reed Health Science Library in mind.

**Goal:** Met

8. Provide faculty training opportunities on library resources through Faculty Staff Conference Week, New Faculty Academy, and through *ad hoc* requests.

### **Duncan School of Law**

All law librarians provide ad hoc instruction and training to faculty on an as requested basis. Faculty are geographically located close to a librarian with the intention that proximity will facilitate ease of communication, assistance, and training. The Director (and the other librarians) provides relevant materials to faculty members via email as those materials are made available to them. The librarians provide library orientation training and Selected Works training.

**Goal:** Met

### **Carnegie-Vincent Library**

Librarians provide instruction and training one on one as requested by faculty.

Medical librarians held:

- One group session remotely for the new PA faculty at Tampa.
- A session on literature searching for OMS Research Group
- A session on database searching for OPP Scholars who work with DCOM faculty.
- An orientation session for LMU-Affiliated Residents

Goal: Partially met. Would like to do more sessions.

Comments: The Library will be on the schedule for the 2023 Fall New Faculty Academy.

### **Carter & Moyers School of Education**

All new faculty and existing faculty are afforded the opportunity for training activities on library resources through Faculty Staff Conference Week, New Faculty Academy, and through *ad hoc* requests.

**Goal:** Met

### **School of Medical Sciences**

Most faculty training within the PA programs is done through mentoring and the new faculty handout.

**Goal:** Unmet

9. Continue to investigate enhancing the use of CVL student study space to include a more social, snack-friendly first floor.

### **Carnegie-Vincent Library**

Although we were not able to make progress on creating a more social, snack-friendly space on the first floor, we did take some actions to encourage social activities, a love of reading and ultimately learning:

- The Information Literacy Librarian began creating a collection of Leisure Reading in the 1<sup>st</sup> floor Reference room and is collaborating with other librarians to create similar collections at DCOM-Knoxville and elsewhere. Our hope is that students, faculty, and staff will find books to enjoy and to provide stress relief.
- The Access Services Librarian has developed a graphic novels collection, an increasingly popular genre of books, in the young adult section of the first floor. It is a collection of fiction and nonfiction texts utilizing both words and images to tell stories and present information in sequential format.
- Regularly provide jigsaw puzzles and coloring pages to provide a break from studying,
- Regularly provide book displays to highlight books on a variety of topics such as various areas of diversity, holidays, historical and current topics.
- Provide space for donation boxes for student organizations' projects, for example, a winter gloves donation.

**Goal:** Unmet regarding developing a snack area on the 1<sup>st</sup> floor. Met on “friendly” efforts.

**Comments:** We plan to expand efforts in this area of service including returning to providing coffee/snacks at selected times of the year.

### **Duncan School of Law**

The Law Library upgraded to Springshare’s Space and Seat Bookings to allow for booking individual seats in addition to study rooms and added Bibliotheca’s cloudLibrary app to allow students to check out materials using the app on their phones.

**Goal:** Met

10. Communicate to the LMU communities the availability of the LMU Institutional Repository for the purposes of enhancing access to and archiving faculty, staff, and student scholarly work, University scholarly resources, and digital archival images. See <https://digitalcommons.lmunet.edu/>

### **Duncan School of Law**

The Law School’s Law Review continued to be archived on LMU’s institutional repository.

**Goal:** Met

### **Carnegie-Vincent Library**

The Library added the following new sections to the Institutional Repository:

1. Asian Journal of Physical Therapy (03/2023)
2. Doctor of Physical Therapy (02/2023-03/2023)
  - a. Faculty Curricula Vitae
  - b. Faculty Grants
  - c. Faculty Other Scholarly Works

- d. Faculty Peer-Reviewed Publications
  - e. Faculty Presentations
  - f. Student Annual Research Platform Presentation
  - g. Student Research Projects
3. PhD in Anatomical Education (05/2023)
- a. Anatomical Education Dissertations

Provided training to administrator for Asian Journal of Physical Therapy, and Doctor of Physical Therapy.

Communicated with faculty and received first submissions from the areas of DBA, Wolfpen journal, DCOM peer-reviewed publication, and Doctor of Physical Therapy peer-reviewed publication.

Downloads during the last year of Ed.D. dissertations exceeded 5000, other doctoral projects over 1000, LMU Journal of Social Sciences over 1000 downloads, and LMU Law Review Archive had nearly 8000 downloads.

**Goal:** Met

#### **School of Math and Science**

The Cumberland Mountain Research Center published the journal *The Cumberland Mountain Naturalist* through Digital Commons.

[Cumberland Mountain Naturalist | LMU Journals and Peer-Reviewed Series | Lincoln Memorial University \(lmunet.edu\)](#)

**Goal:** Met

#### **Carter & Moyers School of Education**

CMSOE faculty are encouraged to publish their scholarly activity so that it becomes a part of the digital repository.

**Goal:** Met

#### **Paul V. Hamilton School of Arts, Humanities, and Social Sciences**

The school of AHSS implemented a scholarly journal The LMU Social Science Journal – Editor Dr. Stephen Adkins, within the Carnegie Vincent Library system that allows peer review of faculty submissions and the housing of student papers. Also, the Wolfpen student online journal is a locus for students to submit for review and storage papers that they write in class or externally.

**Goal:** Met

**Responsibility:** 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.