

**Use of Prior Year (2008-09) Assessment Results for Improvement (O.A. Form 3)  
 {Name of Program (major), Unit, Department, and/or Division}**

**Mission: Provide the mission statement for your Program (major), Unit, Department, and/or Division)**

**Linkage between Program, Unit, Department and/or Division Mission Statement and University Mission: Briefly explain connection through narrative.**

Recommendations Resulting From Assessment in 2008-09	Changes Implemented in 2009-10 Based on 2008-09 Evaluation	Outcomes of Changes Implemented in 2009-10 and Recommendations (if any) for Further Improvements in 2010-2011

**Use a separate sheet for operational and student learning goals.**

# **Lincoln Memorial University**

## **Guidelines and Schedule for Program Reviews**

### **Introduction**

The ongoing program review process provides an opportunity to look at present practices; document accomplishments; and identify and improve shortcomings, enhancing the quality and effectiveness of the educational programs with achievement of planned goals and objectives, improved effectiveness of program(s), and alignment of program(s) and institutional goals.

The program review report should include, but is not limited to the following: (a) a title page according to the format given in *Appendix A*, (b) a table of contents, (c) section and subsections of the criteria given below, and (d) appendixes of support documents. Each program is to be reviewed separately, e.g., A.A., A.S., B.A., B.S., B.B.A., B.S.N., M.Ed., M.B.A., M.S.N., Ed. S., and D.O.

Each program, including those that have specific discipline accreditation, is to complete a program review every two years. Reports should reflect data from previous two (2) academic years. Programs with specific discipline accreditation may submit copies of successful initial accreditation or reaffirmation of accreditation reports (with accreditation agency notification attached) to fulfill the reporting requirement for either the calendar year of the program accreditation report or within one calendar year of the official award of program accreditation (if the agency awarding accreditation is recognized by CHEA and/or the U.S. Department of Education). Programs with discipline specific accreditation must submit program reviews if their last official notification of initial or continuing accreditation was not received within one calendar year of the due date of the program review.

This study will be assessed by the Institutional Effectiveness Committee and a recommendation for action on approval or further review/follow-up forwarded to the Academic Council (see *Appendix C*). Commendations and recommendations will also be reported to the school/college/department and the Vice President for Academic Affairs. The school/college/department will have four weeks to clarify statements and/or respond to questions raised by the Institutional Effectiveness Committee or the Academic Council.

## Format

A brief narrative for each subsection describing process, methodology, instruments, and analysis used for the review should be included. When the program does not meet an expected standard, the report should describe the method of data collection, the established standards, results, and recommendations.

Tables and documentation referenced during the program review should be attached to the report and all evidence (e.g., course syllabi, raw data) maintained in the school/department. Copies of previous program reviews should be maintained at the school, college, or department levels. All reports should be submitted to the Office of Institutional Research electronically, and bound hard copies should be submitted to the Office of Institutional Research and the Office of the Vice President for Academic Affairs.

*Recommendation: Use the school/college/department strategic plans and outcomes assessment/ effectiveness data over the past two years. This should prevent unnecessary duplication of work.*

For additional information and assistance contact:  
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Lincoln Memorial University  
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## **Criteria and Template**

### **I. MISSION**

- A. Give the mission statement of the school or college, department, and major program.
- B. Show how the program, department and school or college mission statements interface with each other and the mission statement of the university.
- C. Describe how the program, department, and school or college mission statements are articulated to new faculty members, students in the program, department, school or college, and the public.

### **II. CURRICULUM**

#### **A. Instructional Program**

- 1. Show how the courses required for each degree under review
  - a. Relate to the school's or college's/department's missions.
  - b. Reflect national and local trends of the discipline.
  - c. Demonstrate progression and coherence of curriculum.
  - d. Are judged to be appropriate for the academic level of the degree program.
  - d. Contribute to the competencies expected in the graduates.
- 2. Describe how the general education component of the curriculum (where appropriate) contributes to the achievement of program outcomes.
- 3. Explain the process of ensuring a balanced distribution of credits between courses required in the major, required cognates (supporting or related disciplines), and general education courses (where appropriate).
- 4. Describe the procedures the school or college/department/program follows in keeping the instructional program updated and in tune with the most important trends in the discipline.
- 5. Describe the school's/department's/program's contribution to the general education program of the university. For areas where no major is offered, but in which program faculty teach (example: psychology faculty who teach BSCI courses), include a review of the contributions of program faculty to the general education program.
- 6. Give the rationale for the continuation of any course which has had no more than five students enrolled per semester during any of the last two years.

7. Give the rationale for the continuation of any degree program (major or concentration area) which has had ten or fewer graduates in the last two years. Include the contributions of program faculty to other programs in the department and/or school in the rationale.

**B. Faculty**

1. Prepare a profile of the faculty members in the program (see *Appendix B*) showing how the academic preparation and professional expertise of each faculty member relates to the courses taught and other school/departmental responsibilities assigned.
2. Explain how faculty members maintain current knowledge and expertise in the subject area of teaching responsibility. Provide a detailed listing of all professional development activities, research, publication, scholarly activity, and professional memberships of program faculty.
3. Describe the role which faculty members have in the development of program, departmental, and school policies and standards.
4. Describe procedures, other than the university-wide student evaluation of course and program, used to evaluate teaching effectiveness of the program faculty.

**C. Students**

1. Describe how the program attracts majors; chart the enrollment per year in each program for the two previous academic years.
2. Describe what the program does to retain majors; give retention rates per year for each program; give graduation rates of students entering the program.
3. Give standards for admission, progression, and degree completion; describe the procedures used to assess students from admission to completion of the instructional program, including transfer students.
4. Describe how transfer students compare with regular students in required coursework, (e.g., compare outcomes of transfer students who enter your program in the second or third year with students who enter as freshmen). Provide objective data to support the description.
5. Describe the record keeping or tracking of majors in the program/department/school.
6. Describe the student advisement program followed by the

program/department/school. If anyone (faculty or staff) other than program faculty advise students, provide the rationale for this practice.

7. Summarize licensure and certification reports where applicable. For programs with teacher certification options, provide information on the success of students seeking teacher licensure.

#### **D. Facilities and Equipment**

1. Evaluate the adequacy of the facilities and equipment in relation to the needs of the program.
2. Describe the process for determining essential equipment, including who is involved.

#### **E. Learning Resources**

1. Evaluate the adequacy of library holdings for the program (books, periodicals, databases).
2. Describe the process of ensuring that holdings and other learning resources are current and sufficient.
3. Evaluate the adequacy and accessibility of resources such as:
  - a. Computer terminals and software.
  - b. Instructional media equipment and software (videos, recordings).
4. Describe how community organizations and professionals are used to provide learning experiences.
5. Describe how technology is incorporated into the program.
6. Discuss the activities of program advisory boards.

#### **F. Financial Support**

1. Describe the budgeting process for the program.
2. Evaluate the adequacy of the budget in all areas, including equipment.
3. Describe grants received by the program/department/school that support the program.
4. Describe the scholarships available to students through the program/department/school, indicating the source of funding for each.

5. Indicate the program's credit hour production for each of the last two years by multiplying credit hours assigned for each course offered at each level (graduate/undergraduate) by the course enrollments and summing the results.

### **III. OUTCOMES**

- A. Describe the results of competency assessments of students over the last two years and compare with scores of graduates of similar programs and/or grades earned in required courses.
- B. Describe the employment of graduates during the last two years as to:
  1. Types of jobs available.
  2. Percent who find jobs related to their chosen field of study.
- C. Describe the type of graduate programs your graduates have chosen during the last two years; give the percent who gained admission into these programs; the percent who received graduate degrees.
- D. Discuss the graduates' reported satisfaction or dissatisfaction with the education they received in the program, with their employment, or graduate work.

### **IV. STRENGTHS AND WEAKNESSES**

- A. Summarize the strengths and weaknesses in the program and give a plan to overcome the weaknesses.
- B. Summarize any fundamental limitations the program has in carrying out its mission under current conditions and discuss how these limitations can be addressed.

### **V. PROJECTIONS**

Give the goals for the program for the next two years along with rationale and plan of actions for achieving each goal.

**Appendix A**  
**Sample Title Page**



**Program Review**  
**for**  
**English Program**  
**B.A. in English**  
**M.Ed. English Concentration (Curriculum and Instruction)**

**Fall 2003-Fall 2006**

**Submitted**  
**October 10, 2006**  
**by**  
**Program Director and Department Chair**  
**and**  
**School Dean**

**Appendix B**  
**Faculty Profile**

**Faculty Profile**

Name Rank FT/PT	EDUCATION				EXPERIENCE		CURRENT TEACHING LOAD  Classes and Credit Hours, Department Assignments, and School/College/University Committee Assignments			
	Undergraduate		Graduate		Teaching	Work Related to Discipline				
	Degrees	Yr	Degrees	Yr	Years			Position	Yrs	
Jones, B Assoc Prof Full Time	BA	87	History	PhD MA	01 94	History History. <i>European</i>	4	4	Historical Research for the New York Times	HIST 101 American History I/II 6 HIST 245 American Govt. 3 HIST 355 Church History I/II 6 HIST 445 Senior Seminar 3 HIST 498 Research 3  Pre-Law Advisor  Faculty Affairs Committee, Member University Senate, Chair Elect

## **Appendix C**

### **Guidelines for School or College/Department Program Review**

## **Guidelines for School or College/Department Program Review**

### **Review Committee**

**General Process:** The academic department and school/college that houses the major program makes an initial assessment of the program review. The department/school/college forwards the program review (with assessment summary) to the Institutional Effectiveness Committee for review and presentation (with recommendation for acceptance/revision and written assessment) to the Academic Council. The Academic Council considers the program review, recommends necessary actions to appropriate university officials/bodies and notifies the program director, department chair, and school/college dean of actions taken/recommended.

The members of the Institutional Effectiveness Committee are:

Director of Institutional Research and Accreditation, Chair; Director of Assessment; Director of COM Educational Development and Assessment; Academic Deans; Chief Information Officer; One undergraduate faculty member nominated by the School Deans, appointed by the VPAA; one graduate faculty member nominated by the School Deans, appointed by the VPAA; One Administrative/Staff member appointed by the President.

The members of the Academic Council are:

VPAA, Chair; Academic Deans; Chair of each department.

*Ex-officio members are:* Registrar, Director of the Library, Director of Admissions, Director of Institutional Research and Accreditation, and Director of the General Education Program.

### **Specific Schedule of Reports for All Years**

1. Program Report completed and submitted to Department Chair by October 15.
2. Department Summary and Report submitted to School Dean by November 15.
3. School Dean submits reports to I.E. Committee by December 15.
4. Institutional Effectiveness Committee reviews reports within one month of receipt (but no later than January 30). The I.E. Committee provides approximately four weeks (January 30-March 1) for clarification, corrections, or revision of reports by programs, departments, and college/schools. The I.E. Committee then makes recommendations for acceptance/revision and provides a written assessment) to the Academic Council.
5. The Academic Council considers the program reviews; recommends necessary actions to appropriate university officials/bodies; and notifies the program director, department chair, and school/college dean of actions taken/recommended. Academic Council program review is between March 1 and May 30 each year, preceding the annual Strategic Planning Retreat.
6. In June, the VPAA prepares program reports for Strategic Planning Retreat in July.

**Calendar of Reports for All Years**

<b>August</b>	Aug.15	<b>August 15-October 15</b>
<b>September</b>		Programs Prepare Reviews
<b>October</b>	Oct.15	Submit to Department Chairs

<b>October</b>	Oct.15	<b>October 15-November 15</b>
<b>November</b>	Nov.15	Department Chairs Review/Revise Reports
<b>November</b>		Department Chairs submit to School Deans

<b>November</b>	Nov. 15	<b>November 15-December 15</b>
<b>December</b>	Dec. 15	School Deans Review Reports and submit to I.E. Committee

<b>December</b>	Dec. 15	<b>December 15-March 1</b>
<b>January</b>	Jan. 30	I.E. Committee Reviews Reports
<b>February</b>		I.E. Committee works with School Deans/Department Chairs/Program Directors on any necessary report revisions and submits reports with recommendations to Academic Council
<b>March</b>		

		<b>March-May</b>
<b>March</b>		Academic Council reviews reports and makes decisions for recommendations and distribution of findings.
<b>April</b>		
<b>May</b>		

		<b>June-July</b>
<b>June</b>		VPAA Prepares Program Reports for Strategic Planning Retreat

<b>July</b>		Strategic Planning Retreat
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**Appendix D**

**Department School Program Review Two-Year Cycle**

**Department/School Program Review Two-Year Cycle**

	<b>Program Accreditation</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>General Education Core</b>			X		X
<b>School of Arts and Sciences</b>					
American Studies		X		X	
Art			X		X
Biology			X		X
Chemistry		X		X	
Communications			X		X
Criminal Justice			X		X
English		X		X	
English Concentration (M.Ed.)			X		X
Environmental Science			X		X
History			X		X
Humanities		X		X	
Interdisciplinary Sciences		X		X	
Interdisciplinary Social Science		X		X	
Mathematics		X		X	
Music		X		X	
Philosophy and Religion			X		X
Psychology			X		X
Social Work	<b>CSWE</b>	X		X	
Wildlife		X		X	
Pre-Professional Programs			X	X	
<b>School of Business</b>					
Business Admin. (A.B.A.)		X		X	
B.B.A. Core		X		X	
Accounting		X		X	
Business (General)			X		X
Computer Information Systems			X		X
Economics			X		X
Financial Economics			X		X
Management			X		X
Management & Leadership			X		X
Marketing			X		X
Master of Business Administration (M.B.A.)		X		X	



	<b>Program Accreditation</b>	<b>2006-07</b>	<b>2007-08</b>	<b>2008-09</b>	<b>2009-10</b>
<b>School of Education</b>					
Elementary Education		X		X	
Secondary Certification Programs			X		X
Post Baccalaureate Program			X		X
Administration & Supervision (M.Ed.)		X		X	
Administration & Supervision (Ed.S.)		X		X	
Counseling & Guidance (M.Ed.)			X		X
Counseling & Guidance (Ed.S.)			X		X
Curriculum & Instruction (M.Ed.)			X		X
Curriculum & Instruction (Ed.S.)			X		X
<b>School of Nursing and Allied Health</b>					
Athletic Training	CAATE	X		X	
Medical Technology	NAACLS	X		X	
Nursing (ASN)	NLN-AC		X		X
Nursing (BSN)	NLN-AC		X		X
Nursing (M.S.N)	NLN-AC	X		X	
Phys. Ed/Kinesiology			X		X
Veterinary Technology (AAS)	AVMA	X		X	
Veterinary Science	AVMA	X		X	
<b>College of Osteopathic Medicine</b>					
Doctor of Osteopathic Medicine	COCA	X	X	X	X

**Detail of Review Program Review Schedule  
Next Two Years**

***School of Arts and Sciences***

**Fall 2006 Program reviews- (Timeframe for Data Analysis Report Fall 2004 – Fall 2006)**

American Studies Major  
Chemistry Major  
English Major  
Humanities Major  
Interdisciplinary Sciences Major  
Interdisciplinary Social Science Major  
Mathematics Major  
Music Major  
Social Work Major  
Wildlife Major

**Fall 2007 Program reviews- (Timeframe for Data Analysis Report Fall 2005 – Fall 2007)**

Art Major  
Biology Major  
Communications Major  
Criminal Justice Major  
English Concentration (M.Ed.)  
Environmental Science Major  
History Major  
Philosophy & Religion Major  
Psychology Major  
Pre-Professional Programs

***School of Business***

**Fall 2006 Program reviews- (Timeframe for Data Analysis Report Fall 2004 – Fall 2006)**

A.B.A. Business Administration  
B.B.A. Core  
Accounting Concentration  
Economics Concentration  
Master of Business Administration

**Fall 2007 Program reviews- (Timeframe for Data Analysis Report Fall 2005 – Fall 2007)**

General Business Major and Concentration  
Computer Information Systems Concentration  
Financial Economics Concentration  
Management Concentration  
Management and Leadership Studies Major  
Marketing Concentration

## **Detail of Review Program Review Schedule (cont'd)**

### ***School of Education***

**Fall 2006 Program reviews- (Timeframe for Data Analysis Report Fall 2004 – Fall 2006)**

Elementary Education Major (LSHD)

Administration & Supervision (M.Ed.)

Administration & Supervision (Ed.S.)

**Fall 2007 Program reviews- (Timeframe for Data Analysis Report Fall 2005 – Fall 2007)**

Undergraduate Secondary Certification Programs-

Post Baccalaureate Certification Program-

Counseling & Guidance (M.Ed.)

Counseling & Guidance (Ed.S.)

Curriculum & Instruction (M.Ed.)

Curriculum & Instruction (Ed.S.)

### ***School of Nursing and Allied Health***

**Fall 2006 Program reviews- (Timeframe for Data Analysis Report Fall 2004 – Fall 2006)**

Athletic Training Major

Medical Technology Major

Nursing (M.S.N.)

Veterinary Science Major (B.S.)

Veterinary Technology (A.A.S.)

**Fall 2007 Program reviews- (Timeframe for Data Analysis Report Fall 2005 – Fall 2007)**

Nursing (A.S.N.)

Nursing (B.S.N.)

Kinesiology Major

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

**Fall 2006 Program review (Self-Study)**

Doctor of Osteopathic Medicine

**Revised 05/30/2006**

**OSTEOPATHIC MEDICAL STUDENT LEARNING  
Evaluation Plan**

**SUMMATIVE ASSESSMENT**

**CORE COMPETENCIES**

- Osteopathic Principles and Practice
- Medical Knowledge
- Patient Care
- Interpersonal and Communication Skills
- Professionalism
- Practice-Based Learning and Improvement
- Systems-Based Practice

<b>Core Competency</b>	<b>Osteopathic Medical Student Outcomes</b>	<b>Educational Activities</b>	<b>Evaluation Methods</b>
<b>Osteopathic Principles and Practice</b>	<ul style="list-style-type: none"> <li>• Demonstrate a thorough understanding of the ideas and principles that underlie the osteopathic approach to medicine.</li> <li>• Demonstrate an ability to apply osteopathic concepts and approaches to specific patient-care situations.</li> </ul>	<ul style="list-style-type: none"> <li>• OPP Courses</li> <li>• EPC Courses</li> <li>• Hospital/Clinical Rotations</li> <li>• OPP Continuing Education Programs</li> </ul>	<ul style="list-style-type: none"> <li>• Written Course Exams</li> <li>• Written Cumulative Exams</li> <li>• OMM Practical Exams</li> <li>• Clinical Competency Practice Exams</li> <li>• Rotation/Clerkship Evaluations</li> <li>• COMLEX 2 - PE</li> <li>• Student Clinical Self-Assessments</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate an ability and desire to provide patient care using an integrated bio-psycho-social approach.</li> <li>• Demonstrate an ability and desire to provide health care services consistent with osteopathic principles, especially relating to preventative medicine and health promotion.</li> </ul>	<ul style="list-style-type: none"> <li>• OPP Courses</li> <li>• EPC Courses                             <ul style="list-style-type: none"> <li>- Small Group Labs</li> <li>- Standardized Patients</li> </ul> </li> <li>• Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Competency Practice Exams</li> <li>• COMLEX 2 - PE</li> <li>• Rotation/Clerkship Evaluations</li> <li>• Student Clinical Self-Assessments</li> <li>• Student Peer-Evaluations</li> <li>• Post-Graduation Student Surveys</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the relationship between somatic dysfunction and somatic and visceral disease</li> <li>• Demonstrate the ability to use OMT principles to assess, diagnose and treat somatic dysfunction in patients.</li> </ul>	<ul style="list-style-type: none"> <li>• OPP Courses                             <ul style="list-style-type: none"> <li>- OMM Lab</li> </ul> </li> <li>• Medical Gross Anatomy Course                             <ul style="list-style-type: none"> <li>- Live Anatomy</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• OMM Practical Exams</li> <li>• OSCE</li> <li>• Clinical Competency Practice Exams</li> <li>• Written Exams</li> <li>• COMLEX 1 &amp; 2</li> <li>• Rotation/Clerkship Evaluations</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate broad knowledge and understanding of the scientific concepts governing the functioning of the body from the molecular and</li> </ul>	<ul style="list-style-type: none"> <li>• Molecular Fundamentals of Medicine Course</li> <li>• Medical Gross Anatomy Course                             <ul style="list-style-type: none"> <li>- Labs</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Written Course Exams</li> <li>• Written Cumulative Exams</li> <li>• COMLEX 1</li> <li>• MGA Lab Practical Exams</li> <li>• NBME Clinical Subject</li> </ul>

<b>Medical Knowledge</b>	<ul style="list-style-type: none"> <li>cellular levels to that of the whole organism.</li> <li>Demonstrate an understanding of how cellular and physiological functions are altered by disease.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Systems Courses - Case Studies</li> </ul>	Exams
	<ul style="list-style-type: none"> <li>Demonstrate broad knowledge and understanding of clinical care best practices and their basis in the biological, behavioral and social sciences.</li> <li>Demonstrate the ability in both controlled and routine clinical situations to appropriately apply evidence-based clinical principles to specific patient-care situations.</li> </ul>	<ul style="list-style-type: none"> <li>Molecular Fundamentals of Medicine Course</li> <li>Medical Gross Anatomy Course</li> <li>Integrated Systems Courses - Case Studies</li> <li>Behavioral Medicine &amp; Psychiatry Course</li> <li>EPC Courses <ul style="list-style-type: none"> <li>Small Group Labs</li> <li>Standardized Patients</li> </ul> </li> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Written Course Exams</li> <li>Written Cumulative Exams</li> <li>Clinical Competency Practice Exams</li> <li>COMLEX I</li> <li>Rotation/Clerkship Evaluations</li> <li>NBME Clinical Subject Exams</li> <li>COMLEX 2 - PE</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate adequate knowledge and skill in all basic medical disciplines.</li> </ul>	<ul style="list-style-type: none"> <li>Integrated Systems Courses - Case Studies</li> <li>EPC Courses <ul style="list-style-type: none"> <li>Small-Group Labs</li> </ul> </li> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Rotation/Clerkship Evaluations</li> <li>End-of-Rotation Exams</li> <li>NBME Clinical Subject Exams</li> </ul>
<b>Patient Care</b>	<ul style="list-style-type: none"> <li>Demonstrate an ability to gather, appraise and utilize essential patient information from a range of sources.</li> <li>Demonstrate an ability to use information technology to optimize patient care.</li> </ul>	<ul style="list-style-type: none"> <li>EPC Courses <ul style="list-style-type: none"> <li>Small-Group Labs</li> <li>Standardized Patients</li> </ul> </li> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Clinical Competency Practice Exams</li> <li>Rotation/Clerkship Evaluations</li> <li>COMLEX 2 - PE</li> <li>OSCE</li> <li>Student Clinical Self-Assessments</li> <li>Student Peer-Evaluations</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate an ability to counsel and instruct patients and their families regarding general health issues as well as specific medical conditions.</li> <li>Demonstrate an ability and desire to provide health care services aimed at preventing health problems and maintaining good health.</li> </ul>	<ul style="list-style-type: none"> <li>EPC Courses <ul style="list-style-type: none"> <li>Standardized Patients</li> </ul> </li> <li>Molecular Fundamentals of Medicine Course</li> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Clinical Competency Practice Exams</li> <li>Rotation/Clerkship Evaluations</li> <li>Student Clinical Self-Assessments</li> <li>Student Peer-Evaluations</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate an ability and increased willingness to practice medicine in rural settings, especially those in the Appalachian region.</li> </ul>	<ul style="list-style-type: none"> <li>FMHC Courses</li> <li>EPC Courses</li> <li>Hospital/Clinical Rotations</li> <li>Remote Area Medical Expeditions</li> </ul>	<ul style="list-style-type: none"> <li>Rotation/Clerkship Evaluations</li> <li>Periodic Student Surveys</li> <li>Post-Graduation Student Surveys</li> <li>Longitudinal Tracking of Graduates</li> </ul>
<b>Interpersonal and Communication Skills</b>	<ul style="list-style-type: none"> <li>Demonstrate an ability to build and sustain effective relationships with patients, families and colleagues.</li> <li>Demonstrate appropriate</li> </ul>	<ul style="list-style-type: none"> <li>FMHC Courses <ul style="list-style-type: none"> <li>Diversity Module</li> <li>Ethical Problem Sessions</li> </ul> </li> <li>EPC Courses <ul style="list-style-type: none"> <li>Standardized Patients</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Clinical Competency Practice Exams</li> <li>Rotation/Clerkship Evaluations</li> <li>COMLEX 2</li> </ul>

	<ul style="list-style-type: none"> <li>• doctor/patient relationships in all professional and non-professional situations.</li> </ul>	<ul style="list-style-type: none"> <li>• Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>• Student Clinical Self-Assessments</li> <li>• Student Peer-Evaluations</li> <li>• Patient Surveys</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate compassionate behavior and good listening skills in controlled and routine clinical situations.</li> <li>• Demonstrate the ability to effectively communicate orally and in writing with patients, families and other health professionals.</li> <li>• Demonstrate an ability to collaborate with other health care professionals, including those from other disciplines, to provide patient-focused care.</li> </ul>	<ul style="list-style-type: none"> <li>• FMHC Courses</li> <li>• EPC Courses <ul style="list-style-type: none"> <li>- Standardized Patients</li> <li>- Small Group Labs</li> </ul> </li> <li>• OPP Courses</li> <li>• Group Exams</li> <li>• Hospital/Clinical Rotations <ul style="list-style-type: none"> <li>- Case Presentations</li> <li>- Portfolios</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Competency Practice Exams</li> <li>• Rotation/Clerkship Evaluations</li> <li>• COMLEX 2</li> <li>• Student Clinical/ Rotation Self-Assessments</li> <li>• Student Peer-Evaluations</li> <li>• Patient Surveys</li> </ul>
<b>Professionalism</b>	<ul style="list-style-type: none"> <li>• Demonstrate respect for patients and families in clinical, professional and non-professional situations.</li> <li>• Demonstrate a commitment to advocate for the primacy of patients' welfare and autonomy.</li> </ul>	<ul style="list-style-type: none"> <li>• FMHC Courses <ul style="list-style-type: none"> <li>- Legal Medicine Module</li> </ul> </li> <li>• EPC Courses <ul style="list-style-type: none"> <li>- Standardized Patients</li> </ul> </li> <li>• Hospital/Clinical Rotations</li> <li>• Remote Area Medical Expeditions</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Competency Practice Exams</li> <li>• Rotation/Clerkship Evaluations</li> <li>• COMLEX 2</li> <li>• Student Clinical/Rotation Self-Assessments</li> <li>• Student Peer-Evaluations</li> <li>• Patient Surveys</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate an understanding of the theoretical and practical foundations that govern ethical doctor/patient relationships.</li> <li>• Demonstrate the ability to apply ethical standards to real-life situations.</li> <li>• Demonstrate commitment to ethical principles pertaining to the provision of clinical care, confidentiality, informed consent and business practices.</li> </ul>	<ul style="list-style-type: none"> <li>• FMHC Courses <ul style="list-style-type: none"> <li>- Ethical Problem Sessions</li> <li>- Health-Care Delivery &amp; Organization Module</li> </ul> </li> <li>• EPC Courses <ul style="list-style-type: none"> <li>- Small Group Labs</li> </ul> </li> <li>• Hospital/Clinical Rotations <ul style="list-style-type: none"> <li>- Portfolios</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Written Course Exams</li> <li>• Written Cumulative Exams</li> <li>• Clinical Competency Practice Exams</li> <li>• Rotation/Clerkship Evaluations</li> <li>• COMLEX 2</li> <li>• Student Clinical/ Rotation Self-Assessments</li> <li>• Student Peer-Evaluations</li> <li>• Rotation Portfolios (with case write-ups)</li> </ul>
	<ul style="list-style-type: none"> <li>• Demonstrate an awareness and understanding of the issues underlying human diversity.</li> <li>• Demonstrate sensitivity and respect regarding differences in patients and colleagues' gender, race, culture, age, socio-economic status, sexual orientation, and physical or mental abilities.</li> </ul>	<ul style="list-style-type: none"> <li>• FMHC Courses <ul style="list-style-type: none"> <li>- Diversity Module</li> </ul> </li> <li>• EPC Courses</li> <li>• Hospital/Clinical Rotations</li> <li>• Remote Area Medical Expeditions</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Competency Practice Exams</li> <li>• Rotation/Clerkship Evaluations</li> <li>• COMLEX 2</li> <li>• Student Clinical/ Rotation Self-Assessments</li> <li>• Periodic Student Surveys</li> <li>• Student Peer-Evaluations</li> <li>• Patient Surveys</li> </ul>
<b>Practice Based Learning and Improvement</b>	<ul style="list-style-type: none"> <li>• Demonstrate broad awareness of current clinical and scientific research findings.</li> <li>• Demonstrate an understanding</li> </ul>	<ul style="list-style-type: none"> <li>• FMHC Courses <ul style="list-style-type: none"> <li>- Web-search Project</li> <li>- Article Presentations</li> </ul> </li> <li>• EPC Courses</li> </ul>	<ul style="list-style-type: none"> <li>• Clinical Competency Practice Exams</li> <li>• Rotation/Clerkship Evaluations</li> </ul>

	<ul style="list-style-type: none"> <li>of clinical research methods and medical informatics.</li> <li>Demonstrate an ability to use clinical and scientific research findings to improve patient-care practices and outcomes.</li> </ul>	<ul style="list-style-type: none"> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>COMLEX 2 – PE</li> <li>NBME Clinical Subject Exams</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate the ability to self-evaluate clinical encounters for the purpose of improving future practice.</li> </ul>	<ul style="list-style-type: none"> <li>EPC Courses <ul style="list-style-type: none"> <li>- Standardized Patients</li> <li>- Small Group Labs</li> </ul> </li> <li>Hospital/Clinical Rotations <ul style="list-style-type: none"> <li>- Clinical Self-Assessments</li> <li>- Case Presentations</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Clinical Competency Practice Exams</li> <li>EPC small group assessments</li> <li>Case Presentations</li> <li>Clinical/Rotation Self-Assessments</li> <li>Rotation Portfolios</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate the ability to access, evaluate and assimilate current medical, research and technical literature.</li> <li>Demonstrate an ability to approach patient care in an open-minded and questioning manner.</li> </ul>	<ul style="list-style-type: none"> <li>FMHC Courses</li> <li>EPC Courses <ul style="list-style-type: none"> <li>- Small Group Labs</li> </ul> </li> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>FMHC assessments</li> <li>EPC small group assessments</li> <li>Rotation/Clerkship Evaluations</li> <li>Student Clinical/ Rotation Self-Assessments</li> <li>Student Peer Evaluations</li> </ul>
<b>Systems Based Practice</b>	<ul style="list-style-type: none"> <li>Demonstrate knowledge of local, regional and national health care delivery systems and policy.</li> <li>Demonstrate understanding of how their patient care and professional practices impact other health care professionals and organizations as well as society as a whole.</li> <li>Demonstrate knowledge of how broader health care systems and societal demands affect health-care practices.</li> </ul>	<ul style="list-style-type: none"> <li>FMHC Courses <ul style="list-style-type: none"> <li>- Health-Care Delivery &amp; Organization Module</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>Written Course Exams</li> <li>Written Cumulative Exams</li> <li>Student Clinical/Rotation Self-Assessments</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate an understanding of how various medical practices and delivery systems differ, especially in relation to their broader costs.</li> <li>Demonstrate an ability and desire to practice cost-effective health care.</li> <li>Demonstrate an understanding of the fundamentals of practice management and the business of medicine.</li> </ul>	<ul style="list-style-type: none"> <li>FMHC Courses</li> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Rotation/Clerkship Evaluations</li> <li>Case Studies</li> <li>Student Clinical/ Rotation Self-Assessments</li> <li>Student Peer Evaluations</li> </ul>
	<ul style="list-style-type: none"> <li>Demonstrate a commitment and ability to help patients receive the best possible care including assisting them in their interactions with an increasingly complex medical system.</li> </ul>	<ul style="list-style-type: none"> <li>FMHC Courses <ul style="list-style-type: none"> <li>- Health-Care Delivery &amp; Organization Module</li> </ul> </li> <li>EPC Courses</li> <li>Hospital/Clinical Rotations</li> </ul>	<ul style="list-style-type: none"> <li>Clinical Competency Practice Exams</li> <li>Case Write-ups/Presentations</li> <li>Rotation/Clerkship Evaluations</li> <li>Student Clinical/ Rotation Self-Assessments</li> </ul>

	<ul style="list-style-type: none"> <li>• Demonstrate an awareness and understanding of rural health care needs and challenges, especially those existing in the Appalachian region.</li> </ul>	<ul style="list-style-type: none"> <li>• FMHC Courses</li> <li>• Hospital/Clinical Rotations</li> <li>• Remote Area Medical Expeditions</li> </ul>	<ul style="list-style-type: none"> <li>• Student Peer Evaluations</li> <li>• Written Course Exams</li> <li>• Written Cumulative Exams</li> <li>• Periodic Student Surveys</li> </ul>
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**Evaluation Methods:**

To ascertain and document that all student outcomes are being met, DCOM will employ a broad range of assessment methods and techniques. The following highlights some specific approaches.

**Written Course Exams:** During the first two years of course work, block multiple-choice exams will be administered every three to four weeks to assess how well students have mastered the learning content for every course. An average of two to three questions will be created for each hour of course lecture. Questions will be indexed according to course objectives which in turn will be cross referenced to specific program outcomes.

**OMM Practical Exams:** The Osteopathic Principles and Manipulative Medicine (OP&MM) courses are covered each semester during the 1st and 2nd years. During these courses, Osteopathic Manipulative Medicine (OMM) practical exams are planned as formative assessments to measure medical student understanding and demonstration of OMM.

**Objective Structured Clinical Exams (OSCE):** OSCEs measure clinical skills learned by medical students and allows faculty to observe progress toward competency. The exams consist of various assessment stations, where a range of practical clinical skills are assessed by an examiner using a previously determined, objective. Patient models and simulations are planned for use during these exams.

**Clinical Competency Practice Exams:**

Three clinical practice exams using standardized patients are planned during the first two years of the curriculum. These exams will allow faculty to assess the medical student's clinical competencies (core competencies) and skills prior to entrance into the third year clinical rotations. The student must examine, interview, ask for appropriate labs, and conclude with the proper diagnosis and treatment plan for the patient. Ten mock clinical exam rooms are designed for the purpose of standardized patient encounters. Patient actors are trained to act out symptoms of various patient cases. Students will have thirteen minutes to interview and examine the patient and nine minutes to write a SOAP (Subjective, Objective, Assessment, & Plan) note. These exams will be structured similar to the COMLEX Level 2, Physical Exam.

**Written Cumulative Exams:**

Two written cumulative examinations are planned during the 1st and 2nd years. The exam will consist of COMLEX-type questions developed by faculty. The purpose of the exams are: 1) to provide formative feedback to the medical student and faculty regarding the disciplines that acquire additional attention, 2) to help prepare the medical student for COMLEX Part 1 (administered at the end of year 2) and, 3) to assess the overall 1st and 2nd year curricula. These cumulative exams are not graded but will be compared with actual COMLEX examination results (*See COMLEX Level 1 & 2 information*).

**Rotation Clerkship Evaluations:**

Twice during each rotation month, students are assessed on all core competency areas. The first assessment (mid-point review) will afford the physician supervisor or preceptor and the medical student the opportunity to discuss the student's strengths and areas of improvement. The final evaluation form will be used as a guide during this formative process. The final evaluation form will serve to establish the



final grade of the medical student's clinical performance. The assessment items from this evaluation form will be mapped back to the first and second year curricula for improvement.

**COMLEX Level 1 & 2:**

The COMLEX-USA series is designed to assess the osteopathic medical knowledge and clinical skills considered essential for osteopathic generalist physicians to practice medicine without supervision. COMLEX-USA is constructed in the context of medical problem-solving which involves clinical presentations and physician tasks.

The COMLEX-USA series is an examination sequence with three Levels. This progressive nature of the COMLEX-USA examinations ensures the consistency and continuity of the measurement objectives of the osteopathic medical licensing examinations.

Medical students are required to pass both Level 1 and 2 of COMLEX prior to graduating medical school.

**COMLEX Level 1** emphasizes the scientific concepts and principles necessary for understanding the mechanisms of health, medical problems and disease processes. COMLEX Level 1 is a problem- and symptom-based assessment integrating the basic medical sciences of anatomy, behavioral science, biochemistry, microbiology, osteopathic principles, pathology, pharmacology, physiology and other areas of medical knowledge as they are relevant to solving medical problems.

**COMLEX Level 2** consists of two exams: 1) Comprehensive Exam (CE) and 2) Physical Exam (PE). Level 2-CE emphasizes the medical concepts and principles necessary for making appropriate medical diagnoses through patient history and physical examination findings. Level 2-CE is a problem-based and symptom-based assessment integrating the clinical disciplines of emergency medicine, family medicine, internal medicine, obstetrics/gynecology, osteopathic principles, pediatrics, psychiatry, surgery, and other areas necessary to solve medical problems. The Physical Exam (PE) involves the interaction with standardized patients in mock patient exam rooms.

Level 3 is a required examination for the 1st year resident or intern.

Medical students' overall performance on these summative exams will be reviewed by the curriculum committee for curricular improvement.

**Periodic Student Surveys:**

To track changes in student attitudes, perceptions and intentions, students will be asked at key points in the program to complete a series of surveys containing quantitative and qualitative question items. The results will be stored in a confidential database that can be referenced to other demographic, academic and program data.

**Clinical/Rotation Self-Assessments:**

On completing each clinical rotation, students will work up a brief self-assessment. In addition to rating their own learning and mastery of essential content and skills, students will discuss what they learned and any challenges they encountered.

Rotation Portfolios- (Ethics for select rotations)

Medical Case Write-ups - Ethics

Case Studies

Medical Record Documentation (Mike)

**OSTEOPATHIC MEDICAL STUDENT LEARNING  
Evaluation Plan**

FORMATIVE ASSESSMENT

**Table 10: Chart of Formative Assessments:**

<b>Activity, Process or Facility</b>	<b>Assessment Techniques</b>
<b>Courses</b>	<ul style="list-style-type: none"> <li>• Mid and End-of-Course Surveys</li> <li>• Course Focus Groups</li> </ul>
<b>Clinical Rotations</b>	<ul style="list-style-type: none"> <li>• End-of-Rotation Surveys</li> <li>• End-of-Rotation Focus Groups</li> <li>• Rotation Site Visits</li> <li>• Referencing Clinical Subject Exam results to specific rotation sites.</li> </ul>
<b>Group Exams</b>	<ul style="list-style-type: none"> <li>• Group Exam Surveys</li> </ul>
<b>Student Support Services</b>	<ul style="list-style-type: none"> <li>• End-of-Semester Advisor Survey</li> <li>• End-of-Year Support Services Survey and Interviews</li> </ul>
<b>New Student Orientation</b>	<ul style="list-style-type: none"> <li>• Orientation Survey</li> </ul>
<b>Educational Technology</b>	<ul style="list-style-type: none"> <li>• Start of Program and End-of-Year Technology Surveys</li> </ul>
<b>Overall Program</b>	<ul style="list-style-type: none"> <li>• Rotation Site Director Surveys</li> <li>• Early Exit Interviews</li> <li>• End-of-Semester/Year Focus Groups</li> <li>• Graduation Surveys and Interviews</li> <li>• Periodic Post-Graduation Surveys</li> </ul>

**Explanation of Student Learning Assessment**

**For the D.O. Program**

**CORE COMPETENCIES FOR STUDENT LEARNING**

- I. Osteopathic Philosophy and Osteopathic Manipulative Medicine
- II. Medical Knowledge
- III. Patient Care
- IV. Interpersonal and Communication Skills
- V. Professionalism
- VI. Practice-Based Learning and Improvement
- VII. Systems-Based Practice

<b><i>Core Competency</i></b>	<b><i>Student Learning Objectives</i></b>	<b><i>Educational Activities</i></b>	<b><i>Evaluation Methods</i></b>
<b><i>Osteopathic Philosophy and Osteopathic Manipulative Medicine</i></b>	<i>Demonstrate the understanding and application of OMT</i>	<ul style="list-style-type: none"> <li>• <i>OP &amp; MM Courses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>OMM Practical Exams</i></li> <li>• <i>OSCE</i></li> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Written Cumulative Exam</i></li> <li>• <i>COMLEX Level 1 &amp; 2</i></li> </ul>
	<i>Integrate Osteopathic concepts and OMT into the medical care provided to patients as appropriate</i>	<ul style="list-style-type: none"> <li>• <i>OP &amp; MM Courses</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>OMM Practical Exams</i></li> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> <li>• <i>COMLEX Level 2</i></li> </ul>
	<i>Understand and integrate</i>	<ul style="list-style-type: none"> <li>• <i>OP &amp; MM Courses</i></li> <li>• <i>EPC small group</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>OMM Practical Exams</i></li> </ul>

	<i>Osteopathic Principles and Philosophy into clinical and patient care activities</i>	<ul style="list-style-type: none"> <li><i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Clinical Competency Practice Exams</i></li> <li><i>Rotation/Clerkship Evaluation</i></li> </ul>
<b>Core Competency</b>	<b>Student Learning Objectives</b>	<b>Educational Activities</b>	<b>Evaluation Methods</b>
<b>Medical Knowledge</b>	<i>Understand the fundamental scientific (basic science) concepts as they apply to the study of medicine</i>	<ul style="list-style-type: none"> <li><i>Integrated Basic Science and Systems Courses</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Written Cumulative Exam</i></li> <li><i>COMLEX, Level 1</i></li> </ul>
	<i>Demonstrate the understanding and application of clinical medicine to patient care</i>	<ul style="list-style-type: none"> <li><i>Integrated Basic Science and Systems Courses</i></li> <li><i>EPC Courses (Simulations)</i></li> <li><i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Written Cumulative Exam</i></li> <li><i>Clinical Competency Practice Exams</i></li> <li><i>COMLEX I</i></li> <li><i>Rotation/Clerkship Evaluation</i></li> <li><i>COMLEX Level 2</i></li> </ul>
	<i>Know and apply the foundations of clinical and behavioral medicine</i>	<ul style="list-style-type: none"> <li><i>Behavioral Medicine/Psych Course</i></li> <li><i>EPC Courses</i></li> <li><i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Written Cumulative Exam</i></li> <li><i>Clinical Competency Practice Exams</i></li> <li><i>COMLEX I</i></li> <li><i>Rotation/Clerkship Evaluation</i></li> <li><i>COMLEX Level 2</i></li> </ul>

<b>Core Competency</b>	<b>Student Learning Objectives</b>	<b>Educational Activities</b>	<b>Evaluation Methods</b>
<b>Patient Care</b>	<i>Gather accurate, essential information for all sources, including medical interviews, physical examinations, clinical skills, diagnostic/therapeutic plans and treatments, and medical records</i>	<ul style="list-style-type: none"> <li><i>EPC Courses (Including Simulations)</i></li> <li><i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Clinical Competency Practice Exams</i></li> <li><i>Rotation/Clerkship Evaluation</i></li> <li><i>COMLEX Level 2</i></li> <li><i>OSCE</i></li> </ul>
	<i>Provide health care services consistent with osteopathic</i>	<ul style="list-style-type: none"> <li><i>OP &amp; MM Courses</i></li> <li><i>EPC Courses</i></li> <li><i>Hospital/Clinical</i></li> </ul>	<ul style="list-style-type: none"> <li><i>Clinical Competency Practice Exams</i></li> </ul>

	<i>philosophy, including preventative medicine and health promotion that are based on current scientific evidence</i>	<i>Rotations</i>	<ul style="list-style-type: none"> <li>• <i>Rotation/Clerkship Evaluation</i></li> </ul>
<b>Core Competency</b>	<b>Student Learning Objectives</b>	<b>Educational Activities</b>	<b>Evaluation Methods</b>
<b>Interpersonal and Communication Skills</b>	<i>Demonstrate appropriate doctor-patient relationships</i>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> <li>• <i>EPC Courses</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> <li>• <i>COMLEX Level 2</i></li> </ul>
	<i>Exhibit effective listening, written and oral communication skills in professional interactions with patients, families and other health professionals</i>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> <li>• <i>EPC Courses</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> <li>• <i>COMLEX Level 2</i></li> </ul>
<b>Professionalism</b>	<i>Demonstrate respect for patients and families and advocate for the primacy of patient's welfare and autonomy</i>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> <li>• <i>EPC Courses</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> <li>• <i>COMLEX Level 2</i></li> </ul>
	<i>Adhere to ethical principles in the practice of medicine</i>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> <li>• <i>EPC Courses</i></li> <li>• <i>Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> <li>• <i>COMLEX Level 2</i></li> </ul>
	<i>Demonstrate awareness and proper attention to issues of culture, religion, age, gender, sexual orientation, and mental and physical disabilities</i>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> <li>• <i>EPC Courses</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> <li>• <i>COMLEX Level 2</i></li> </ul>
<b>Core Competency</b>	<b>Student Learning Objectives</b>	<b>Educational Activities</b>	<b>Evaluation Methods</b>
<b>Practice</b>	<b>Understand</b>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency</i></li> </ul>

<b>Based Learning and Improvement</b>	<i>treatment of patients in a manner consistent with most up-to-date information on diagnostic and therapeutic effectiveness</i>	<ul style="list-style-type: none"> <li>• <i>EPC Courses</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<i>Practice Exams</i> <ul style="list-style-type: none"> <li>• <i>Rotation/Clerkship Evaluation</i></li> <li>• <i>COMLEX Level 2</i></li> </ul>
	<i>Perform self-evaluations of clinical encounters for future improvement</i>	<i>EPC small groups</i>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>EPC small group assessment</i></li> </ul>
	<i>Understand research methods, medical informatics, and the application of technology as applied to medicine</i>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> <li>• <i>EPC small groups</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>FMHC assessment</i></li> <li>• <i>EPC small group assessment</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> </ul>
<b>Systems Based Practice</b>	<i>Understand national and local health care delivery systems and how they impact on patient care and professional practice</i>	<ul style="list-style-type: none"> <li>• <i>FMHC Courses</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>FMHC assessment</i></li> </ul>
	<i>Attend hospital utilization review, quality and other administrative and multi-disciplinary meetings</i>	<ul style="list-style-type: none"> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Rotation/Clerkship Evaluation</i></li> </ul>
	<i>Advocate for quality health care on behalf of patients and assist them in</i>	<ul style="list-style-type: none"> <li>• <i>EPC small groups</i></li> <li>• <i>Hospital/Clinical Rotations</i></li> </ul>	<ul style="list-style-type: none"> <li>• <i>Clinical Competency Practice Exams</i></li> <li>• <i>Case Presentations</i></li> <li>• <i>Rotation/Clerkship Evaluation</i></li> </ul>

	<i>their interactions with the complexities of the medical system</i>		
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**Description of Student Learning Evaluation Methods:**

During the course of instruction, various methods of assessments (quizzes, exams, assignments, etc.) will be used to assign course/system grades. The following evaluation methods are identified to measure proficiency of core competency objectives.

**OMM Practical Exams:** The Osteopathic Principles and Manipulative Medicine (OP&MM) courses are covered each semester during the 1<sup>st</sup> and 2<sup>nd</sup> years. During these courses, Osteopathic Manipulative Medicine (OMM) practical exams are planned as formative assessments to measure medical student understanding and demonstration of OMM.

**Objective Structured Clinical Exams (OSCE):** OSCEs measure clinical skills learned by medical students and allows faculty to observe progress toward competency. The exams consist of various assessment stations, where a range of practical clinical skills are assessed by an examiner using a previously determined objective. Patient models and simulations are planned for use during this exam.

**Clinical Competency Practice Exams:** Three clinical practice exams using standardized patients are planned during the first two years of the curriculum. These exams will allow faculty to assess the medical student’s clinical competencies (core competencies) and skills prior to entrance into the third year clinical rotations. The student must examine, interview, ask for appropriate labs, and conclude with the proper diagnosis and treatment plan for the patient. Ten mock clinical exam rooms are designed for the purpose of standardized patient encounters. Patient actors are trained to act out symptoms of various patient cases. Students will have

thirteen minutes to interview and examine the patient and nine minutes to write a SOAP (Subjective, Objective, Assessment, & Plan) note. These exams will be structured similar to the COMLEX Level 2, Physical Exam.

**Written Cumulative Exam:** Two written cumulative examinations are planned during the 1<sup>st</sup> and 2<sup>nd</sup> years. The exam will consist of Board-type questions developed by faculty. The purpose of the exams are: 1) to provide formative feedback to the medical student and faculty regarding the disciplines that acquire additional attention, 2) to help prepare the medical student for COMLEX Part 1 of the Boards (administered at the end of year 2), 3) to assess the overall 1<sup>st</sup> and 2<sup>nd</sup> year curricula. These cumulative exams are not graded but will be compared with actual COMLEX examination results (*See COMLEX Level 1 & 2 information*).

**Rotation Clerkship Evaluation:** Twice during each rotation month, students are assessed on all core competency areas. The first assessment (mid-point review) will afford the physician supervisor or preceptor and the medical student the opportunity to discuss the student's strengths and areas of improvement. The final evaluation form will be used as a guide during this formative process. The final evaluation form will serve to establish the final grade of the medical student's clinical performance. The assessment items from this evaluation form will be mapped back to the first and second year curricula for improvement.

**COMLEX Level 1 & 2:** The COMLEX-USA series is designed to assess the osteopathic medical knowledge and clinical skills considered essential for osteopathic generalist physicians to practice medicine without supervision. COMLEX-USA is constructed in the context of medical problem-solving which involves clinical presentations and physician tasks.

The COMLEX-USA series is an examination sequence with three Levels. This progressive nature of the COMLEX-USA examinations ensures the consistency and continuity



of the measurement objectives of the osteopathic medical licensing examinations. Medical students are required to pass both Level 1 and 2 of COMLEX prior to graduating medical school.

**COMLEX Level 1** emphasizes the scientific concepts and principles necessary for understanding the mechanisms of health, medical problems and disease processes. COMLEX Level 1 is a problem- and symptom-based assessment integrating the basic medical sciences of anatomy, behavioral science, biochemistry, microbiology, osteopathic principles, pathology, pharmacology, physiology and other areas of medical knowledge as they are relevant to solving medical problems.

**COMLEX Level 2** consists of two exams: (a.) Comprehensive Exam (CE) and (b.) Physical Exam (PE). Level 2-CE emphasizes the medical concepts and principles necessary for making appropriate medical diagnoses through patient history and physical examination findings. Level 2-CE is a problem-based and symptom-based assessment integrating the clinical disciplines of emergency medicine, family medicine, internal medicine, obstetrics/gynecology, osteopathic principles, pediatrics, psychiatry, surgery, and other areas necessary to solve medical problems. The Physical Exam (PE) involves the interaction with standardized patients in mock patient exam rooms.

Level 3 is a required examination for the 1<sup>st</sup> year resident or intern.

Medical students' overall performance on these summative exams will be reviewed by the curriculum committee for curricular improvement. The DCOM plans to assess its administrative and academic/student support/resources services in addition to its academic program outcomes. DCOM developed a systematic plan for demonstrating continued compliance with program accreditation standards that includes the expectations for program assessment and review in the *Principles of Accreditation Appendix N*.

**ASSESSMENT INSTRUMENTS FOR ACADEMIC PROGRAMS 2007 - 2008**

**Caylor School of Nursing**

<b>Program</b>	<b>List Assessment Instruments/Methods</b>	<b>Assessment Schedule (Term/Year)</b>	<b>Who Receives Assessment Results/How are Results Used for Improvement?</b>
<b>Nursing- A.S.N.</b>	<p><b>Standardized Tests</b> (through ERI Educational Resources, Inc.)</p> <ul style="list-style-type: none"> <li>- NET (Nurse Entrance Test)</li> <li>- Therapeutic Communication Exam</li> <li>- Fundamentals of Nursing Exam</li> <li>- Mental Health Nursing Exam</li> <li>- Anatomy and Physiology Exam</li> <li>- Nursing Care of Adults I Exam</li> <li>- Growth and Development Exam</li> <li>- Nursing Care of Children Exam</li> <li>- Maternity Nursing Exam</li> <li>- Critical Thinking Exam</li> <li>- RN Assessment Exam</li> <li>- Drug Calc. and Classification Exam</li> <li>- Nursing Care of Adults 2 Exam</li> <li>- Nurse Manager Exam</li> <li>- RN-CAT Exam</li> </ul>	<ul style="list-style-type: none"> <li>- in N115</li> <li>- in N115</li> <li>- in N125</li> <li>- in N126</li> <li>- in N241</li> <li>- in N241</li> <li>- in N245</li> <li>- in N245</li> <li>- in N246</li> <li>- in N242</li> <li>- in N242</li> <li>- in N242</li> <li>- in N290</li> <li>- in N290</li> <li>- in N290</li> </ul>	<p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- lead teachers</li> <li>- Course Coordinators</li> <li>- ASN Program Director</li> <li>- for Outcomes Assessment - Course Coordinators, ASN Program Director, Nurse Faculty Coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Most exams count as part of the student's grade. Students get feedback from ERI regarding test results. The feedback indicates the student's strengths and areas for improvement</li> <li>- Course Coordinators / Lead Teachers see student results and can tell if individual students have problem areas. Students with scores below the North American Average are advised to review coaching material provided through ERI.</li> <li>- The ERI Test results provide feedback by site of instruction. Faculty review and utilize this feedback to make course content and instructional adjustments.</li> <li>- Test results will be tracked for each student so that trends in test scores can be determined for each site and each course (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The test results are also used as measurements for ASN Learning Goals through Outcomes Assessment. Expected Outcomes have been established for each exam. If expected outcomes are not met, results will be presented to the Nurse Faculty and areas that need improvement will be addressed. These results, recommendations, and actions taken can be seen annually in the ASN Outcomes Assessment Documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul>

	<p><b>Clinical Outcomes Tool</b></p>	<p>- completed after every clinical rotation</p>	<p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- student</li> <li>- clinical instructor</li> <li>- lead teacher</li> <li>- if necessary, Course Coordinator, ASN Program Director</li> <li>- for Outcomes Assessment utilizing the final Clinical Outcomes Tool - Course Coordinator, ASN Program Director, faculty coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Results are reviewed by the clinical instructor with each student. The student is counseled in regards to strengths and areas that need improvement. If the student is found to be unsatisfactory in any area, the clinical instructor contacts the lead teacher and/or the Course Coordinator. The ASN Program Director is also notified. The student is usually counseled and given criteria that must be met in order to pass the clinical rotation.</li> <li>- Specific results from the student's final Clinical Outcomes Tool (in N242) will be tracked for each student, site and course so that trends can be noted. (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The results of the final Clinical Outcomes Tool completed during the student's final med-surg. clinical rotation in their last semester (N242) are also used as measurements of ASN Learning Goals. There are Expected Outcomes established for specific criteria on the Outcomes Tool. These results and recommendations can be seen annually in the ASN Outcomes Assessment documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul>
	<p><b>Math Quizzes</b></p>	<p>- completed at the beginning of each semester (except in N115, it is completed later in the</p>	<p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- student</li> <li>- lead teacher</li> <li>- if necessary, Course Coordinator, ASN Program Director</li> <li>- for Outcomes Assessment, Dean, coordinator of School of Nursing Outcomes Assessment Committee, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Results are reviewed by the lead teacher. If the student does not pass the quiz, the</li> </ul>

	<ul style="list-style-type: none"> <li>- <b>Classroom Assignments</b> <ul style="list-style-type: none"> <li>&gt; N115 - Nsg. Care Plan</li> <li>&gt; N125 - Comprehensive Nsg. Care Plan</li> <li>&gt; N126 - Psych Assessment and Care Plan</li> <li>&gt; N245 - Pediatric Data Base</li> <li>&gt; N246 - Newborn Assessment</li> <li>&gt; N290 - Teaching Project</li> </ul> </li> <li>- <b>Campus Lab Quizzes (N115/N125)</b></li> <li>- <b>Clinical Assignments</b> <ul style="list-style-type: none"> <li>&gt; Daily Care Plans</li> <li>&gt; Worksheets</li> <li>&gt; Drug Cards / Drug Lists</li> </ul> </li> </ul>	<p>semester)</p> <p>- done during the semester the student takes the course</p>	<p>student may be given a second opportunity (depending on the specific course). The student is directed to extra practice work resources, and the faculty may work individually with the student to help them with drug calculation skills. (In most courses, the student must pass the math quiz in order to continue in the course.)</p> <ul style="list-style-type: none"> <li>- Test results will be tracked for each student so that trends in scores can be determined (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The test results are also used as measurements for ASN Learning Goals through Outcomes Assessment. Expected Outcomes have been established for each test. If expected outcomes are not met, remedial work or curriculum adjustments can be made to address areas that need improvement. These results and recommendations can be seen annually in the ASN Outcomes Assessment Documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- lead teachers and / or clinical instructors</li> <li>- if necessary, Course Coordinators and / or ASN Program Director</li> <li>- for Outcomes Assessment - Course Coordinator, ASN Program Director, Faculty Coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Most of these assignments are completed on a Pass / Fail basis (students must pass them in order to be successful in the course; teaching project in N290 is completed for a grade). Students get feedback on the papers from the clinical instructor or lead teacher.</li> <li>- Graded assignment results will be tracked for each student so that trends in results can be determined for each site and each course (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The scores on the Classroom Assignments and Campus Lab Quizzes are also used as measurements for ASN Learning Goals through Outcomes Assessment. Expected Outcomes have been established for each assignment. If expected outcomes are not met, then areas for improvement are addressed. These results and recommendations can be seen annually in the ASN Outcomes Assessment Documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the</li> </ul>
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	<p><b>- Preceptorship-Related Evaluations</b></p> <ul style="list-style-type: none"> <li>&gt; Preceptor Evaluation of Student</li> <li>&gt; Student Evaluation of Preceptor</li> <li>&gt; Faculty Site-Visit evaluation of student and preceptorship</li> </ul> <p><b>- Classroom Unit Exams and Final Exams</b></p>	<p>- upon completion of preceptorship in N242, the last semester</p> <p>- in each ASN nsg. course</p>	<p>Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</p> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- lead teachers</li> <li>- if necessary, Course Coordinators and / or ASN Program Director</li> <li>- for Outcomes Assessment - Course Coordinator, ASN Program Director, faculty coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Lead teachers and / or course coordinators look at student evaluations to see if preceptorship objectives have been met. They give feedback to students that they can use for improvement in the work setting.</li> <li>- Lead teachers and / or course coordinators look at the results of the student evaluation of the preceptor, and their own site-visit evaluations and determine if the preceptorship and site meet expectations for continued utilization.</li> <li>- Specific results from the student's evaluation will be tracked for each student, site and course so that trends in scores can be determined. (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The results of the Student's Evaluation completed during the student's last semester (N242) are also used as measurements of Learning Goals for the ASN Program. There are Expected Outcomes established for specific criteria on the Outcomes Tool. These results and recommendations can be seen annually in the ASN Outcomes Assessment documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- lead teachers</li> <li>- if necessary, Course Coordinators and / or ASN Program Director</li> <li>- for Outcomes Assessment - Course Coordinator, ASN Program Director, Faculty Coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul>
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	<p>- NCLEX-RN Exam (State Board of Nursing Licensure Exam for RNs)</p>	<p>- after graduation from the ASN program</p>	<p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Exams count as a percentage of the student's grade. Students have the opportunity to review their exams to see what they missed. They are able to talk about rationales for correct and incorrect answers with faculty. The review can be a learning experience indicating the students strengths and areas they need to improve on. Remedial work may be recommended for the student.</li> <li>- Course Coordinators / Lead Teachers do an item analysis on each exam to determine the difficulty and discrimination of each item. These results help to determine the reliability and validity of the test items. This information is used for item-writing and test construction purposes. Also, the Item Analysis is used to see if areas of instruction need improvement.</li> <li>- Test results will be tracked for each student so that trends in test scores can be determined for each site and each course (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The test results are also used as measurements for ASN Learning Goals through Outcomes Assessment. Expected Outcomes have been established for final class grade averages. If expected outcomes are not met, instructional adjustments may be indicated. These results and recommendations can be seen annually in the ASN Outcomes Assessment Documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- all Nurse Faculty</li> <li>- ASN Program Director</li> <li>- Dean of School</li> <li>- for Outcomes Assessment - Dept. of Institutional Effectiveness, VPAA, University President</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Graduates use the results for employment purposes</li> <li>- Nurse Faculty use the results to indicate the effectiveness of the ASN curriculum and instruction. When results are below expected outcome levels, a plan for analysis and action are created and implemented to improve future outcomes.</li> </ul>
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	<p>- <b>School of Nursing Standardized Surveys</b> (through EBI - Education Benchmarking, Inc.)</p> <ul style="list-style-type: none"> <li>&gt; Undergraduate Exit Survey</li>   <li>&gt; Nurse Alumni Survey</li>   <li>&gt; Employer Survey</li> </ul> <p>- <b>School of Nursing Surveys</b></p> <ul style="list-style-type: none"> <li>&gt; Nurse Faculty Survey</li> <li>&gt; Student Course Evaluation (subjective)</li> </ul>	<ul style="list-style-type: none"> <li>- right before graduation</li> <li>- 6 months to a year after graduation</li> <li>- annually</li>   <li>- annually</li> <li>- at the end of each course that is not evaluated by the University</li> </ul>	<p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- Faculty Coordinator of School of Nursing Outcomes Assessment</li> <li>- Programs Directors, Dean of School</li> <li>- Nurse Faculty</li> <li>- for Outcomes Assessment - Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are used:</b></p> <ul style="list-style-type: none"> <li>- Expected Outcomes have been established for some or all of specific items on each survey (except subjective survey). If expected outcomes aren't met, the Nurse Faculty Committee is informed of the results, and recommendations for further study or action are proposed as indicated in Nurse Faculty meeting minutes and in the Outcomes Assessment Summaries for Operational Goals and / or ASN Learning Goals and Results for Improvement.</li> </ul>
Nursing-B.S.N.	<p><b>Standardized Tests</b> (through ERI Educational Resources, Inc.)</p> <ul style="list-style-type: none"> <li>- Pharmacology</li> <li>- Comprehensive Client Assessment</li> <li>- Pathophysiology</li> <li>- Gerontological Nursing</li> <li>- Community Health Nursing</li> </ul>	<ul style="list-style-type: none"> <li>- in N310</li> <li>- in N330</li> <li>- in N350</li> <li>- in N390</li> <li>- in N440</li> </ul>	<p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- lead teachers</li> <li>- Course Coordinators</li> <li>- BSN Program Director</li> <li>- for Outcomes Assessment - Course Coordinator, ASN Program Director, Faculty Coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Some ERI exams count as part of the student's grade. Students get feedback from ERI indicating their strengths and areas they need to improve on.</li> <li>- Course Coordinators / Lead Teachers see student results and can tell if there are overall weaknesses indicating need for instructional adjustments and if individual students have problem areas. Students with scores below the North American Average are advised to review coaching material provided through ERI.</li> <li>- The ERI Test results provide feedback by site of instruction. Faculty review and</li> </ul>

	<p><b>- Clinical / Preceptorship-Related Evaluations</b></p> <ul style="list-style-type: none"> <li>&gt; Preceptor Evaluation of Student</li> <li>&gt; Student Evaluation of Preceptor</li> <li>&gt; Faculty Site-Visit evaluation of student and preceptorship</li> </ul> <p><b>- Classroom Assignments</b></p> <ul style="list-style-type: none"> <li>&gt; N300 - Personal Philosophy Paper</li> <li>&gt; N300 - Issue Paper</li> <li>&gt; N300 - Topic Presentation</li> <li>&gt; N300 - Weekly Assignments</li> <li>&gt; N310 - Pharmacology Paper</li> <li>&gt; N310 - Pharmacology Project</li> <li>&gt; N310 - Weekly Assignments</li> <li>&gt; N330 - History and Exam Paper</li> <li>&gt; N330 - Assess. Demonstration</li> <li>&gt; N330 - Worksheets</li> <li>&gt; N350 - Pathophysiology Paper</li> <li>&gt; N350 - Weekly assignments</li> </ul>	<p>- in N440 - in N450</p> <p>- done during the semester the student takes the course</p>	<p>utilize this feedback to make course content and instructional adjustments.</p> <ul style="list-style-type: none"> <li>- Test results will be tracked for each student so that trends in test scores can be determined for each site and each course (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The test results are also used as measurements for BSN Learning Goals through Outcomes Assessment. Expected Outcomes have been established for each test. If expected outcomes are not met, remedial work or instructional adjustments can be made to address areas that need improvement. These results and recommendations can be seen annually in the BSN Outcomes Assessment Documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- lead teachers</li> <li>- if necessary, Course Coordinators and / or BSN Program Director</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Lead teachers and / or course coordinators look at student evaluations to see if preceptorship objectives have been met. They give feedback to students that they can use for improvement in the work setting.</li> <li>- Lead teachers and / or course coordinators look at the results of the student evaluation of the preceptor, and their own site-visit evaluations and determine if the preceptorship and site meet expectations for continued utilization.</li> </ul> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- faculty</li> <li>- if necessary, Course Coordinators and / or BSN Program Director</li> <li>- for Outcomes Assessment - Course Coordinator, BSN Program Director, Nurse Faculty Coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- These assignments count as a percentage of the student's grade. Students get feedback from the course instructor regarding strengths and areas that need</li> </ul>
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	<ul style="list-style-type: none"> <li>&gt; N350 - Study Questions</li> <li>&gt; N390 - Gerontology Paper</li> <li>&gt; N390 - Gerontology Presentation</li> <li>&gt; N390 - Internet Assignments</li> <li>&gt; N440 - Teaching Project</li> <li>&gt; N440 - Teach. Proj. Presentation</li> <li>&gt; N440 - Community Assessment</li> <li>&gt; N440 - Comm. Assess. Present.</li> <li>&gt; N440 - Weekly Study Questions</li> <li>&gt; N450 - Organ. Analysis Paper</li> <li>&gt; N450 - Research Project / Paper</li> <li>&gt; N450 - Research Proj. Present.</li> <li>&gt; N490 - Analysis Topic Paper</li> <li>&gt; N490 - Analysis Topic Present.</li> </ul> <p><b>- Classroom Unit Exams and Final Exams</b></p>	<p>- in each BSN nursing course</p>	<p>improvement.</p> <ul style="list-style-type: none"> <li>- Graded assignment results will be tracked for each student so that trends in results can be determined for each site and each course (Measurement of ASN Learning Goals Tracking Form)</li> <li>- The scores on the Classroom Assignments and Campus Lab Quizzes are also used as measurements for BSN Learning Goals through Outcomes Assessment. Expected Outcomes have been established for assignments. If expected outcomes are not met, then areas for improvement are addressed. These results and recommendations can be seen annually in the BSN Outcomes Assessment Documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- students</li> <li>- course instructor</li> <li>- for Outcomes Assessment - BSN Program Director, faculty coordinator of School's Outcomes Assessment Committee, Dean of School, Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are Used:</b></p> <ul style="list-style-type: none"> <li>- Exams count as a percentage of the student's grade. Students have the opportunity to review their exams to see what they missed. They are able to talk about rationales for correct and incorrect answers with faculty. The review can be a learning experience indicating the students strengths and areas for improvement.</li> <li>- Course instructors do an item analysis on each exam to determine the difficulty and discrimination of each item. These results help to determine the reliability and validity of the test items. This information is used for item-writing and test construction purposes. Also, the Item Analysis is used to see if areas of instruction need improvement.</li> <li>- Test results will be tracked for each student so that trends in test scores can be determined for each site and each course (Measurement of BSN Learning Goals Tracking Form)</li> </ul>
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	<ul style="list-style-type: none"> <li>- <b>School of Nursing Standardized Surveys</b> (through EBI - Education Benchmarking, Inc.)             <ul style="list-style-type: none"> <li>&gt; Undergraduate Exit Survey</li> <li>&gt; Nurse Alumni Survey</li> <li>&gt; Employer Survey</li> </ul> </li> <li>- <b>School of Nursing Surveys</b> <ul style="list-style-type: none"> <li>&gt; Nurse Faculty Survey</li> <li>&gt; Student Course Evaluation (subjective)</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>- right before graduation</li> <li>- 6 months to a year after graduation</li> <li>- annually</li> <li>- annually</li> <li>- at the end of each course that is not evaluated by the University</li> </ul>	<ul style="list-style-type: none"> <li>- The test results are also used as measurements for BSN Learning Goals through Outcomes Assessment. Expected Outcomes have been established for final class grade averages. If expected outcomes are not met, instructional adjustments may be indicated. These results and recommendations can be seen annually in the BSN Outcomes Assessment Documents that are compiled by the Faculty Coordinator of Outcomes Assessment. These are reviewed by the Dean of the School and by staff of Dept. of Institutional Effectiveness. Recommendations for changes may then occur.</li> </ul> <p><b>Receives Results:</b></p> <ul style="list-style-type: none"> <li>- Faculty coordinator of School of Nursing Outcome Assessment Committee</li> <li>- Programs Directors, Dean of School</li> <li>- Nurse Faculty</li> <li>- for Outcomes Assessment - Dept. of Institutional Effectiveness</li> </ul> <p><b>How Results are used:</b></p> <ul style="list-style-type: none"> <li>- Expected Outcomes have been established for some or all of specific items on each survey (except subjective survey). If expected outcomes aren't met, the Nurse Faculty Committee is informed of the results, and recommendations for further study or action are proposed as indicated in Nurse Faculty meeting minutes and in the Outcomes Assessment Summaries for Operational Goals and BSN Learning Goals and Results for Improvement.</li> </ul>
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**Institutional Effectiveness Committee  
Meeting Agenda  
September 6, 2007  
Abraham Lincoln Library and Museum**

1. Opening Remarks.
2. Comments from members who attended the SACS-COC Summer Institute on Quality Enhancement and Accreditation.
3. Review of I.E. Committee “Function and Membership”
4. Discussion of revisions to Planning, Budgeting, and Assessment Schedule.
5. Discussion of revised Strategic Goals/revision of Strategic Plan document.
6. Discussion of NSSE results for 2007 and participation in NSSE for 2008.
7. Discussion of CIRP results for 2006, trended results 1990-2006, and current administration of 2007 CIRP.
8. Discussion of revised Institutional CIRP Items related to LMU’s selected QEP topic.
  - a. LMU’s QEP topic
  - b. Survey of Strategic Planning Retreat (general survey)
  - c. Survey of QEP Proposal presentations at Strategic Planning Retreat
  - d. Survey of Faculty/Staff Conference including QEP presentation.
  - e. Freshman Information Literacy Survey embedded in CIRP.
9. Discussion of Zoomerang surveys from previous year:
  - a. Graduating Student (Graduate and Undergraduate)
  - b. Student Opinion (Graduate and Undergraduate)
  - c. Academic Advising Survey
  - d. Facilities Survey (for all teaching sites)
10. Discussion of program specific graduating student surveys in O.A. process.
11. Discussion of revision of general education core student learning outcomes, to include continued use of CAAP for assessment.
12. Survey of Assessment instruments used by academic programs.
13. Revision to Program Oversight Chart for fall 2007.
14. Discussion of Program Reviews for 2007-2008.

**Institutional Effectiveness Committee  
Meeting Minutes  
September 6, 2007  
Abraham Lincoln Library and Museum**

Members Present: Dr. Clayton Hess, Dr. Theresa Tuwor, Dr. Pam Moon, Evelyn Smith, Dr. Randy Evans, Dr. Aggy Vanderpool, Dr. Bill Hamby, Dr. Mary Anne Modrcin, Ken Ramos, Dr. Kay Paris, Dr. Randall Batchelor, Dr. John Odell, Dr. Gary Dutton, JooHee Kim, Rhonda Armstrong

Members Absent: Dr. Laurie Rodgers, Dr. Ray Stowers, Dr. Fred Bedelle

1. Opening Remarks/Announcements:
  - a. New I.E. Committee members were introduced. The new members present were:
    - Dr. Theresa Tuwor
    - Dr. Randall Batchelor
    - Rhonda Armstrong
    - Dr. Kay Paris

Dr. Tuwor is a new LMU employ. Dr. Tuwor completed her doctorate in education this past summer at the University of Kentucky. Dr. Tuwor serves as Coordinator of Testing.

Dr. Randall Bachelor is a new LMU employee. Dr. Bachelor most recently worked at Purdue University. Dr. Bachelor serves as Director of Assessment for the DCOM.

Rhonda Armstrong is a new LMU employee. Ms. Armstrong most recently worked at Middle Tennessee State University. Ms. Armstrong serves as Director of the Library.

Dr. Kay Paris replaces Dr. Christy Cowan as the undergraduate faculty representative to the I.E. Committee. Dr. Paris has served on the I.E. Committee in the past and has directed LMU's Social Work program for several years.

Dr. Hess announced that Dr. Laurie Rodgers would be joining the Committee. Dr. Rodgers is a new LMU employee who worked at Bowling Green State University in Ohio last year. Dr. Rodgers will serve as Coordinator of Assessment.
  - b. Dr. Hess reported that enrollment of undergraduate and graduate students increased over last fall. While some students are still in the process of completing registration (financial aid issues in most cases) the current enrollment for fall is at 3,217.
  - c. The first DCOM class consisted of 160 students, which exceeded the goal of 150.
  - d. Dr. John Odell reported that 64 Ed.S. students enrolled in the first two classes offered at the new Kingsport Extended Teaching Site. The information concerning faculty and learning resources requested by SACS-COC was provided early in the summer and final COC approval to enroll students at the site was secured.

- e. Dr. Modrcin reported that LMU has submitted a formal application and capability study to the AANA (American Association of Nurse Anesthetists) last week as the first official step in ANAN-COA (Council on Accreditation) approval of the proposed Nurse Anesthesia concentration in the MSN program. The full self study for program accreditation will be completed this month and submitted in preparation for a November on-site evaluation team review.
  - f. Dr. Modrcin reported that the NLNAC Self Study Report for the October 23-25, 2007 MSN program evaluation site visit was submitted last week. The current MSN program has a Family Nurse Practitioner concentration.
  - g. Dr. Hess reported that LMU plans to submit a request to SACS-COC to offer the MLP program at the Kingsport Extended Teaching Site.
  - h. Dr. Hess reported that LMU plans to submit a request to SACS-COC to increase the use of Interactive Television (ITV) in the M.B.A. program. This will allow growth in the program at the West Knoxville Extended Teaching Site and on LMU's main campus.
  - i. Dr. Hess reported that a steering committee had been formed to develop a Physician Assistant program within the DCOM. Accreditation from the ARC-PA (Accreditation Review Commission for Education of Physician Assistant) will be pursued concurrent with development of the new program.
2. Comments from members who attended the SACS-COC Summer Institute on Quality Enhancement and Accreditation:
- a. Dr. Aggy Vanderpool discussed how she had used information from the Summer Institute to conduct a two hour workshop on program assessment for program directors in the Hamilton School of Arts and Sciences. Dr. Vanderpool thought the Institute was extremely helpful for her and that her attendance would lead to improvement in assessment processes for programs in the School of Arts and Sciences.
  - b. Dr. Mary Anne Modrcin discussed the potential use of information from the Institute on cognitive learning, critical thinking, and teaching strategies within the Caylor School of Nursing. Dr. Modrcin explained that while the School of Nursing has a comprehensive assessment plan, she believes improvements can be made, by incorporating new methods presented at the institute.
  - c. Evelyn Smith thought the workshops and sessions at the Institute provided very practical approaches that could be used to improve assessment and program operation in academic support areas. Ms. Smith stressed that COC staff were very involved in the Institute and the opportunity to network with colleagues was definitely beneficial.
  - d. Dr. Hamby briefly explained that he agreed with all the comments made concerning the Institute and that he thought he could use information from the Institute to improve assessment in the School of Business.
  - e. Dr. Hess indicated that he intends to encourage program directors to attend future SACS-COC Summer Institutes and Annual Meetings.

3. Review of I.E. Committee “Function and Membership”:
  - a. Dr. Tuwor distributed copies of the ‘I.E. Committee Function and Membership.
  - b. Dr. Hess reviewed the “I.E. Committee Function and Membership” handout.
  - c. Ken Ramos informed the Committee that not all members received the tentative meeting schedule and requested that the schedule be communicated using Outlook so that the meetings could be automatically posted to member’s calendars. Dr. Hess will forward the schedule to Ken Ramos for distribution in Outlook.
  - d. Dr. Gary Dutton raised the issue of potential other assignments for the Committee and Dr. Hess acknowledged that the Committee is often asked to work on institutional projects or new initiatives.
  - e. The Committee discussed its role in the selection of LMU’s Quality Enhancement Plan (QEP) topic for reaffirmation of accreditation with the COC in 2009. The Committee has accomplished its tasks of developing guidelines for QEP proposals, soliciting proposals for potential QEP topics, reviewing submitted proposals, and arranging for selected proposals to be presented and evaluated by the University community.
  - f. At the end of the discussion Dr. Evans pointed out the membership list should be revised to include the work Sciences in the school name “School of Allied Health Sciences” which is a new academic school at LMU.
  
4. Discussion of revisions to Planning, Budgeting, and Assessment Schedule. Dr. Moon reported that changing the Outcomes Assessment reporting date for administrative units helped the units to better assess and represent their accomplishments and, in some cases, areas that need to be improved. The report date was changed from May 15 to June 15. Several members indicated that due to standardized test scheduling, their academic program Outcomes Assessment reports must be revised in August/September each year after being submitted in May. Dr. Modrcin has decided to use the calendar year for reporting Nursing (NCLEX) results, rather than the academic year. Dr. Dutton and Dr. Odell indicated that Education Outcomes Assessments are still revised each September. It was decided that there is no ideal time for all academic programs to submit outcomes assessments. Each program is assessed differently, but the results (in some cases the preliminary results) are used each July in institutional strategic planning which necessitates the May 15 and June 15 deadlines. The Committee will continue to review the Planning, Budgeting, and Assessment Schedule.
  
5. Discussion of revised Strategic Goals/revision of Strategic Plan document. The addition of Strategic Goal 7, which addresses research was discussed. LMU’s Mission Statement and Institutional Goals were revised last year to specifically include an expectation for research. Dr. Vanderpool informed the Committee that Dr. Dennis Kiick is now chairing a Research Committee that is making progress in setting up a framework for advancing research efforts at

LMU. Dr. Hess discussed recent restructuring efforts in which the Grants Office has been moved from the Development Division to the Academic Affairs Division. Pauline Libscomb's office is now located in Duke Hall and a full-time post award position is being added to the Grants Office. JooHee Kim asked for clarification about the role of the I.R.B. at LMU. Dr. Paris advised the Committee that she serves as a member of the Human Subjects Committee, which reviews research to determine that appropriate procedures are followed when research includes human subjects and that that committee currently serves as the I.R.B. As research activities increase that committee's responsibility and scope will expand. Research and Grant policies and procedures are being reviewed.

Dr. Hess announced that the final revision of the Institutional Strategic Plan (based on changes made at the July Strategic Planning Retreat) is not complete yet.

6. Discussion of NSSE (National Survey of Student Engagement) results for 2007 and participation in NSSE for 2008.

Dr. Tuwor provided copies of the NSSE 2007 Benchmark Comparison Report for LMU. The addition of the "selected peer" comparison option was discussed. LMU has participated in the NSSE for the past three years, and plans to participate again in 2008. The NSSE results continue to be relatively positive overall.

There was discussion of LMU's Peer Institutions and why they were not used instead of the selected peer option. Not all institutions on the list of "Peer Institutions" developed by the I.E. Committee participate in the NSSE and the comparisons might be less meaningful. The 2007 report utilizes the selected peers (identified by NSSE), Carnegie Peers, and all senior institutions participating in the NSSE in 2007, which allows for multiple levels of analysis and comparison for evaluating LMU's results.

The benchmarks measured by the NSSE are:

- a. Level of Academic Challenge
- b. Active and Collaborative Learning
- c. Student Faculty Interaction
- d. Enriching Educational Experiences
- e. Supportive Campus Environment

There was discussion of the need for a set of "Peer Institutions" for the DCOM.

The full NSSE Report is available in the Office of Institutional Research.

7. Discussion of CIRP Freshman Survey (Cooperative Institutional Research Program Freshman Survey) results for 2006, trended results 1990-2006, and current administration of 2007 CIRP.

Dr. Tuwor Provided a copy of the "CIRP Trends Report", which was requested by Dr. Moon. Dr. Hess explained LMU has administered the CIRP every year since 1990 and the report contains freshmen responses from 1990-2006. The 2007 CIRP is being administered now, but the return rate so far

appears to be low. Dr. Hess asked for help in encouraging student participation in the survey. Students must be informed that their participation is completely voluntary. Unused surveys can be redistributed to increase participation so Committee members were asked to request that students electing not to participate return the blank survey forms.

A copy of the "CIPR Trends Report" will be distributed electronically to all Committee members. Members are encouraged to discuss the report with faculty and staff in their departments. School Deans can pick up a copy of the 2006 survey results for students enrolled in their school last fall from the Office of Institutional Research. School reports for the last five year are available for distribution in paper copy. School reports were distributed earlier in the summer for the 2006 survey administration. A copy of the results of the 2006 CIRP Freshman Survey (including all results for all new students who participated, both freshman and transfer was distributed at the Strategic Planning Retreat).

8. Discussion of revised Institutional CIRP Items related to LMU's selected QEP topic.
  - a. LMU's QEP topic
  - b. Survey of Strategic Planning Retreat (general survey)
  - c. Survey of QEP Proposal presentations at Strategic Planning Retreat
  - d. Survey of Faculty/Staff Conference including QEP presentation.
  - e. Freshman Information Literacy Survey embedded in CIRP.

The 18 additional institutional items for the CIRP were revised this fall to provide a general measure of entering students' perceptions of their research and information literacy skills. Last year Student Services provided the additional items. Dr. Moon questioned which specific items had been removed to allow incorporation of the new items. Dr. Tuwor provided a copy of the items used this fall. Dr. Moon determined that the items were acceptable and that the most important items for Student Services purposes had been retained. Dr. Hess accepted responsibility for revising the items to provide additional baseline data for QEP development efforts. Dr. Batchelor provided some specific suggestions for improving how some of the items are written in future revisions to Dr. Hess following the meeting. These suggestions will be incorporated into future revisions of institutionally developed items for the CIRP.

The Committee discussed LMU's QEP topic and the timeline for initiation. The results of the following surveys administered to measure perceptions of the QEP topic were briefly reviewed:

- a. The Strategic Planning Retreat (General Survey of Participants; including faculty, staff, administration, trustees, alumni, and students)
- b. QEP Proposal Presentation Evaluations (Including faculty, staff, administration, trustee, alumni, and student participants)
- c. Faculty Staff Conference Evaluations questions concerning the QEP presentations (Including faculty, staff, and administration)



Dr. Dutton inquired about the Committee's continuing responsibility for QEP development. The School of Education and the Library Staff developed the Information Literacy QEP Proposal that was selected for further development and initiation. Primary responsibility will rest with another committee, although the I.E. Committee may be asked to assist at different time and will retain some responsibility for QEP assessment.

9. Discussion of Zoomerang surveys from previous year:
  - a. Graduating Student (Graduate and Undergraduate)
  - b. Student Opinion (Graduate and Undergraduate)
  - c. Academic Advising Survey
  - d. Facilities Survey (for all teaching sites)

The results of Graduating Student Surveys (Graduate and Undergraduate) are posted on the Barney server. Participation rates have increased dramatically for graduate students. These surveys will be administered again this year. The Student Opinion Surveys for Graduate Students are posted on the Barney server. This survey will be continued this year.

The results of institutionally developed items included in the Undergraduate Student Opinion Survey are stored on the Barney Server. The standardized survey is part of the ACT's Evaluation Survey Series and the results must be converted to a more useable format for general distribution. The overall results are stored on computer disk and backed up by scanned versions of the paper copies created by Dr. Sheila Clyburn.

The Academic Advising Survey for undergraduate students may be administered again this year, no definite decision has been made. The results from last year are available for School Deans and members of the President's Cabinet. The low response rate makes the results less useful than desired. Deans must decide if this survey will continue to be used.

The Facilities Survey results from last year are posted on the Barney server. This survey will be administered again this year. It is important that School Deans encourage faculty at extended sites to complete the survey. Results for each site are analyzed and reported to University committees and administrators with responsibility for extended sites.

10. Discussion of expanded use of program specific graduating student surveys in program Outcomes Assessment Processes.

Dr. Hess suggested that Dr. Laurie Rodgers and Dr. Tuwar would be available to assist academic programs in developing and using Major Program Graduating Student Surveys in Zoomerang if program directors feel the assistance would be useful. Some programs do not currently administer a separate survey to their graduating students. All programs are encouraged to develop a specific survey for graduates in each major or concentration. The Institutional Research Office will continue to distribute results from LMU's Graduating Student Survey to School Deans and Program Directors for students who indicate a completing a specific major. The I.R. Office will report on overall results based on the responses of all graduates. All major

programs are encouraged to use the disaggregated results for their students in Outcome Assessment, reporting where appropriate.

11. Discussion of revision of general education core student learning outcomes, to include continued use of CAAP (Collegiate Assessment of Academic Proficiency) for assessment.

LMU has new guidelines for considering transfer credit that are aligned with the new general education requirements. New general education requirement assessment processes are being implemented by the General Education Committee. LUM will continue to use the CAAP as part of its general education assessment process.

Last year we expanded participation in CAAP testing to include larger samples of Associate degree and Baccalaureate degree seeking students. Dr. Modrcin secured the support of Nursing faculty members for test administration at extended teaching sites. While there were some problems with CAAP administration last year, it is expected that adding a new Coordinator of Testing will resolve those problems.

The Committee's goal is to have students take more subject tests so that linkage reports between ACT scores of entering students and CAAP scores for the same cohort of students can be used to demonstrate gains in student learning as a result of taking general education courses.

It is important that transfer students take the CAAP so that a measure of their mastery of basic competencies in the subject it includes can be obtained. LMU must demonstrate that graduates of all degree programs have acquired the competencies identified for general education.

Dr. Hamby questioned the best time for CAAP administration. In the past the CAAP has been administered late in the spring semester and funded by a Teagle Foundation grant. The Teagle Foundation grant funding is no longer available. The decision was made not to change the test administration schedule since that could impact the ability to compare results from previous years with results from the current year. A change would also make trended results less meaningful. LICN 300 will be used as the administration point in the future.

12. Survey of Assessment instruments used by academic programs.

There was discussion of the different assessment instruments used by programs. Dr. Modrcin described standardized assessment in the Caylor School of Nursing. Dr. Paris briefly mentioned some standardized assessments used for the Social Work program. Dr. Vanderpool discussed the use of American Chemical Society Exams and Senior Seminars in the science programs. Dr. Modrcin suggested that a template be developed and distributed to all School Deans for reporting standardized assessments by programs. Dr. Vanderpool suggested that the template include non-standardized instruments developed by faculty, like the rubric used for Arts and Sciences programs to assess student presentations. Dr. Batchelor recommended that the template include not only the assessment instruments or methods, but also the time

when assessment occurs and how the results are distributed and used for program improvement. Specifically we need to determine who gets the results and how do they use them to make program or curriculum improvements. Dr. Hess will develop the template and distribute it to all School Deans. The template will be reviewed at the next I.E. Committee meeting.

13. Revision to Program Oversight Chart for fall 2007.

Dr. Hess reminded the Committee that the Program Oversight Chart for 2007-08 needs to be completed. The chart can be revised from last year to reflect new programs or leadership in continuing programs. Dr. Modrcin suggested that a template be sent to School Deans that includes only the academic programs for each specific school. The charts can be combined later in the I.R. Office.

Administrative Offices must also provide a listing of the people responsible for overseeing their activities. Qualifications must be documented for all administrators and not just academic program directors/coordinators. Academic concentrations must be tracked like majors on this chart. Dr. Hamby pointed out that not all academic program directors are required to have doctorate in the discipline they oversee, as long as they are academically qualified to teach in the discipline. Dr. Hess will develop the charts and distribute them to School Deans and Vice Presidents for completion and the I.R. Office will collect and combine the completed charts into one master chart for academic programs and one master chart for administrative functions.

Dr. Evans and Dr. Modrcin asked for Committee consensus as to whether Faculty Rosters needed to be completed this semester or at the end of the academic year. It was decided that completing the Faculty Rosters each semester would be easier for School Deans and assist in monitoring program offerings. Dr. Modrcin recommended using the same roster format as last year. LMU uses the COC Faculty Roster Form. Some School Deans reported that the directions for completing the roster were not distributed effectively last year. Dr. Hess will distribute the COC Faculty Roster Form and Instructions for Completing the Form to all School Deans.

Dr. Hess reminded the School Deans that 25% of all required course work in an undergraduate major or concentration must be instructed by faculty members holding a terminal degree in the discipline. For graduate programs, faculty will usually have a doctoral degree in the discipline or a related discipline.

There was discussion of how to apply the faculty credentials rules to associate degree programs. The Committee's interpretation is that if the associate degree is designed as a potential component of a baccalaureate degree the rules should be applied to protect the integrity of the baccalaureate degree program.

14. Discussion of Program Reviews for 2007-2008.

Some program reviews from last year need revision. Any academic program not reviewed last year must complete a review this academic year so that all programs will be reviewed at least one time using the current program review format. Drafts of program reviews are due to the I.E. Committee by the Christmas Holiday break, so that they can be presented to the Academic Council in January.

The Guidelines for Program Review are on the Academic Affairs webpage and are also posted on the Barney server. Dr. Hess can email a copy of the Guidelines to anyone who needs them and cannot locate them.

The Guidelines for Program Reviews may be revised next year, but it is important to use the same format this year so all programs are reviewed under uniform guidelines for reporting purposes. The format can be discussed at a future meeting.

The meeting was adjourned.

Date for next Institutional Effectiveness Committee is scheduled for September 20, 2007.

Minutes submitted by \_\_\_\_\_  
Theresa Tuwor, Ed.D.

**Institutional Effectiveness Committee  
Meeting Agenda  
September 20, 2007  
Business-Education Building Room 115**

1. Opening Comments and Announcements:
  - a. New Committee Member: Dr. Laurie Rodgers
  - b. Fall Enrollment Update
  - c. 2007 ACA Summit- Oct. 18-20, 2007
  - d. DCOM White Coat and Building Ceremony- Oct. 20, 2007
2. Review of discussions with NSSE concerning use of assessment results at department and program levels.
3. Schedule for Alumni Outcomes Survey administration "Class of 2003"
4. Progress on completion of Staff Qualifications Chart
5. Progress on completion of Academic Program Coordinator/Director Chart
6. Progress on completion of Program Assessment Instrument Chart
7. Progress on completion of Fall 2007 Faculty Roster Forms by each Academic School
8. Distribution of current standardized assessment instruments and discussion of their use in assessment of the effectiveness of programs and services at extended sites.
9. Discussion of potential meetings between academic and administrative program directors and I.R. Office personnel to discuss outcomes assessments.
10. Discussion of schedule for completion and review of COCA and SACS-COC documents in preparation for evaluation team visits in February (COCA) and March (COC), 2008.
11. Scheduling of next meeting.

**Institutional Effectiveness Committee  
Meeting Minutes  
September 20, 2007  
Business Education 115**

**Members Present:**

Dr. Clayton Hess, Dr. Theresa Tuwor, Dr. Pam Moon, Evelyn Smith, Dr. Randy Evans, Dr. Aggy Vanderpool, Dr. Bill Hamby, Ken Ramos, Dr. Kay Paris, Dr. Randall Batchelor, Dr. John Odell, JooHee Kim, Rhonda Armstrong, Dr. Laurie Rodgers, Dr. Ray Stowers, Dr. Sherilyn Emberton

**Members Absent:**

Dr. Gary Dutton, Dr. Mary Anne Modrcin, Dr. Fred Bedelle

**Opening Comments and Announcements:**

1. Enrollment as of the census date (9-15-2007) stands at 3,254 students. This count includes the 160 new DCOM students. Enrollment increased over last fall for both the undergraduate and graduate students, in addition to the new category of professional students (DCOM). Detailed reports of students by teaching site and major will be available at the next Committee meeting.
2. The 2007 ACA Summit is scheduled for October 18-20, 2007. There are several assessment sessions/workshops included on the Summit agenda that might prove useful for I.E. Committee Members. The registration cost was \$100.00 for the full Summit, including meals until 9/19/2007. After 09/19/2007, the cost became \$150.00. Evelyn Smith added that there will be several LMU students presenting at the ACA Summit. Some LMU faculty and staff members will also be presenting sessions. In addition, she clarified that participants in the Summit could choose to have their registration billed to LMU. However, this does not mean that LMU will pay for the charge. It only means that the invoice will be sent to LMU and the registrant would still be responsible for paying the fee from the appropriate budget line. Also, anyone seeking faculty professional development funding must apply through the Faculty Development Committee before the Summit begins in order to be considered. Dr. Hess informed the Committee that Office of Institutional Research personnel (Dr. Tuwor, Dr. Rodgers, and Dr. Hess) are registered to attend the Summit. There will be a retirement dinner for the Director of ACA Central Library (Tony Krug), which will be held Thursday evening-October 18, 2007. Tony Krug has worked with LMU on several projects in past. LMU will have a representative at the retirement dinner.
3. Dr. Stowers announced that the DCOM's White Coat Ceremony will start at 10:00 am on October 20, 2007 at the Turner Arena. It will last approximately 1-1 ½ hours. There will be refreshments and live music. Students will receive their first short white coat. Tickets for the barbeques that follows are \$10.00. Money raised will go to DCOM-related student organizations. All Committee members are encouraged to attend and promote the event. The Board of Trustees meeting has been moved to October 19<sup>th</sup> and several trustees are expected to attend the White Coat Ceremony

4. Guided tours of the new DCOM building are scheduled for tomorrow during the DCOM Open House. DCOM will provide visitors' name badges for LMU employees who do not have an employee badge and want to attend the Open House. Employees are encouraged to attend the Open House. DCOM policy requires that visitors to the building wear LMU Identification Badges or Visitor Badges.
5. There are now 64 students at the new Kingsport site. Dr. Odell reported that classes are underway at the new site and that no problems have been encountered during the first few weeks of the semester. Dr. Hess announced that additional programs may be introduced at the Kingsport Higher Education Center either in January or next fall.

### **Review of discussions with NSSE**

LMU will be participating in the NSSE (National Survey of Student Engagement) this spring semester (2008). Dr. Hess voiced concerns that the response rate from survey participants was low. But according to a NSSE representative (Todd Chamberlain), LMU's response rate is actually very good and is equal to or better than the response rate of most other similar institutions. One factor that affects LMU's response rate is the sampling method used by NSSE which doesn't favor small schools such as LMU.

This year, LMU will be using the E+ administration method—students are invited to take the survey online three times then a paper survey will be sent to those who do not respond to the electronic version. Dr. Hess also asked NSSE if LMU could administer the paper survey in an effort to improve the response rate. Mr. Chamberlain explained that if the survey is administered by LMU, the results could not be included in NSSE's standard data analysis and benchmark reports. The benchmark reports are very important to LMU for assessment purposes and losing these reports would impact the usefulness of the survey.

NSSE will be providing an excel data file of the 2007 survey results, which will allow the Institutional Research Office to disaggregate the information by school/department/major program etc. and forward customized reports to the appropriate offices. Recipients should be aware that due to the low response rate, the validity and reliability of these survey results will be impacted. Disaggregating the results will facilitate assessment in areas included in the NSSE benchmark areas:

- a. Level of Academic Challenge
- b. Active and Collaborative Learning
- c. Student Faculty Interaction
- d. Enriching Educational Experiences
- e. Supportive Campus Environment

Following the spring 2008 NSSE administration the I.E. Committee will evaluate the current practice of annual administration of the survey and consider moving toward administering the survey every other year using a non-standard administration to increase response rate. Dr. Hess will be speaking again with NSSE personnel concerning potential methods of increasing response rates. The NSSE representatives that handle LMU's account are considering ways to

encourage more students to respond to the survey, such as additional emails from LMU officials and advertising on LMU's Homepage and other campus communication venues.

### **Schedule for Alumni Outcomes Survey administration "Class of 2003"**

The University Advancement Office has agreed to pay half of the postage cost for administering the ACT Alumni Outcomes Survey to the LMU Class of 2003. We have approximately 1,125 alumni who received a degree during 2003. A good number of these alumni have earned multiple degrees at LMU (e.g. associate and bachelor's; bachelor's and master's; master's and specialist; or bachelor's, master's, and specialist). This means that a number of alumni are receiving the survey more than once but may only be responding to the first survey and ignoring subsequent surveys. Our graduation cycle affects how we report graduation year. Ed.S. students who complete their program during the summer semester participate in the December graduation ceremony.

Dr. Hess raised the question of whether surveys completed by students who have earned multiple degrees from LMU should be counted more than once in analyzing results. He observed that this may not follow research protocol and other I. E. Committee members concurred with the opinion. An online Alumni Survey (developed by LMU) would allow students with several LMU degrees to complete one survey for each degree completed, or at least indicate each year a degree was completed, from which various reports could be produced. Using an institutionally developed survey would eliminate the possibility of using national results for comparison purposes, but would definitely lower the cost of survey administration and analysis.

The results of two previous ACT Alumni Surveys (classes of 2001 and 2002) will be used along with the results from this year (class of 2003) to provide some trended data for analysis. The response rate for the ACT Alumni Survey has been low in previous administrations and we are looking for ways to increase the response rate this year.

To help strengthen the response rate, programs that are willing and able to administer the survey to their graduates will be provided with copies for mailing and the responses can be forwarded to the Institutional Research Office for processing, analyses, and reporting of results back to programs. Towards this end, I.E. members were asked to review the copy of the Alumni Survey that they received during today's meeting and inform Dr. Laurie Rodgers of what particular variables they wanted Institutional Research to include in their program reports of previous administrations of the Alumni Survey. The program/department/school reports can include (or exclude) any items deemed appropriate by the program/department/school.

JooHee Kim asked how departments got their students to respond to their program surveys in the past and what types of survey programs found most useful. Departments used different methods to accomplish their objectives. Examples included: Surveying the perceptions of employers of LMU graduates and developing their own surveys to administer to DCOM alumni. Dr. Sherilyn Emberton cautioned that individual surveys were fine for internal assessment at the department/program level, but that there was still a need for an institution-wide survey as well.



Dr. Hess also noted that Institutional Research Office is open to suggestions, but cannot make any changes to the "Additional Questions" section of the survey. He added that Institutional Research is collecting data by LMU extended site, and that this data will be necessary for future reporting purposes. The need for an institutional level alumni survey will continue to exist. Presently, there are around 100 responses that have been identified which can be disaggregated by major once the data has been entered. The ACT Alumni surveys have been administered in the spring semester in previous years, but changing to a fall administration is also possible. The Institutional Research Office will help any program wishing to use the ACT Alumni Survey or an alumni survey developed by the program with administration and analysis of results. The Committee was in general agreement that alumni might be more likely to respond to request from the program than from the institution, especially if the request came from faculty members who were at LMU when the graduates were enrolled at LMU.

#### **Progress on completion of Staff Qualifications Chart**

Dr. Hess emailed all members of the Committee a copy of the Staff Qualifications Chart prior to the meeting. A separate chart was created for each division so that Vice Presidents could more easily report on employees under their supervision. The completed charts are not due until October 5, 2007. It is very important that qualifications match position profiles and be consistent with position responsibilities.

#### **Progress on completion of Academic Program Coordinator/Director Chart**

Dr. Hess emailed all Committee members a copy of the Academic Program Coordinator/Director Charts prior to the meeting. Different charts were created for each Academic School/College so that School/College deans could report on the programs housed within their respective schools/college. The School of Allied Health Sciences was established this fall, which necessitated the development of a new chart. Dr. Randy Evans pointed out that while Kinesiology had been moved to the School of Education on the new charts, Social Work had not been moved to the School of Allied Health Sciences. Dr. Hess will make the adjustment and resend the chart to Dr. Evans. Deans can make corrections to the chart to include new programs or delete programs inaccurately included on the chart for their school. The final charts are due to the Office of Institutional Research on October 5, 2007. The Academic Program Oversight Charts will be part of the documentation used for reaffirmation of accreditation. Any responsibility listed on the charts should be included in position profiles in the H.R. Office. Deans were reminded to include information concerning experiences in addition to academic degrees earned when the experiences supported the program coordinator/director's appointment. Deans are to use their judgment in determining what information (in addition to degrees) is most appropriate for inclusion on the charts.

#### **Progress on completion of Program Assessment Instrument Chart**

Dr. Hess emailed Committee members a draft copy of the Program Assessment Instrument Chart prior to the meeting. There was some discussion of the format. School deans are to complete the charts and send electronic copies to Dr. Tuwor by October 5, 2007.

### **Progress on completion of Fall 2007 Faculty Roster Forms**

Dr. Hess distributed copies of the SACS-COC Faculty Roster form and instructions for completing the form to Committee members prior to the meeting. The Committee previously agreed that it is best to complete the SACS-COC Faculty Roster forms each semester. Dr. Emberton noted that anyone whose name appears on the course schedule roster should also be included on the SACS-COC Faculty Roster. Dr. Emberton stressed the importance of these forms being completed accurately. Dr. Hess advised school deans to follow the instructions provided by the COC closely and avoid making any changes in the format. The deadline for submitting the forms to Dr. Hess is October 5, 2007.

### **Discussion of the use of current institutional assessment instruments in assessment of programs and services at extended sites.**

Dr. Hess extended an open invitation to department/program chairs/directors to meet with Institutional Research Office staff and review their unit outcomes assessment reports to ensure that they are accomplishing their objectives and satisfying SACS-COC requirements. Dr. Emberton added that units should show modifications to their programs and assessment processes in their reports. Citing grades or including only a single assessment measures would not serve as acceptable evidence of program evaluation. Departments need to demonstrate that they are collecting assessment results and responding to these results by making appropriate adjustments to their programs. Dr. Emberton provided the Committee with examples of the level of detail they might expect from a visiting COC evaluation team concerning assessment and the use of results for program improvement.

Dr. Hess discussed current efforts by the I.R. Office to distribute copies of results of the Student Opinion Surveys and Graduating Student Surveys (for both graduate and undergraduate students) to deans and program directors that are broken down by majors. Dr. Hess requested that all programs include this information in their program assessment and discuss the results with their faculty. Using the results of these surveys at different levels (institution, school, program) prevents duplication of effort and saves energy and money.

### **Discussion of meetings between program directors and I.R. Office personnel to discuss outcomes assessments.**

JooHee Kim referred back to the Student Opinion Survey and asked whether the responses had been used to make changes in the programs. Dr. Hess replied that we had probably not made the best possible use of survey results, but generally they had been used to make improvements. Dr. Emberton mentioned that some changes have been and are being made based upon the survey results. Dr. Emberton pointed out that the advising workshop held during Faculty/Staff Conference had resulted in part from assessment of advising and that assessment results were used in the workshop. Dr. Emberton and other Committee members gave other examples of the use of assessment results for improvement. Dr. Emberton also emphasized that now is the time for departments/units to make modifications based upon assessment results if they have not already done so this semester. Dr. Emberton stressed that changes made as a result of assessment need to be reflected in O.A. reports.

Dr. Batchelor and JooHee Kim are developing assessments for use with DCOM students. Dr. Hess acknowledged that Dr. Batchelor has provided some very useful advice on improving assessment measures. Dr Hess also acknowledged that JooHee Kim's point that evaluation results need to be broadly distributed and discussed to achieve their full potential is important and that we probably need to find additional ways to distribute evaluation results and document their use for improvement.

**Discussion of schedule for COCA and SACS-COC Evaluation Team Visits**

The COCA report is scheduled to be completed in November 2007. The COCA visit is scheduled for February 2008. The COC report is scheduled to be completed in December 2007. The COC visit is scheduled for March 2008.

The NLNAC visit to evaluate the MSN program with its current Family Nurse Practitioner emphasis is scheduled for October 23-26, 2007. The report has already been sent to the NLNAC. The Eligibility Application/Capability Study for the AANA-COA has been sent and received. The Council on Accreditation for Nurse Anesthetists visit is in November 2007. The NA Self-Study is nearing completion and will be submitted by October 1, 2007.

The next I.E. Committee meeting is scheduled for Thursday-October 04, 2007 at 1:00 – 2:30pm in the Business/Education Building, Room 115.

Dr. Moon motioned to approve the minutes for the previous I.E. Committee meeting on 09/06/2007. Dr. Hamby seconded the motion. The minutes were approved by the Committee.

The meeting was adjourned.

Minutes submitted by \_\_\_\_\_  
Theresa Tuwor, Ed.D.

**Institutional Effectiveness Committee  
Meeting Agenda  
October 4, 2007  
Business-Education Building Room 114**

1. Opening Comments and Announcements:
  - a. N.A. Eligibility/Capability Study accepted by AANA-COA, N.A. Program Self-Study being reviewed, COA on-site Evaluation Team visit scheduled.
  - b. NLNAC on-site Evaluation Team visit scheduled for MSN-FNP program finalized.
  - c. 2007 ACA Summit- Oct. 18-20, 2007
  - d. P.A. Program Director interviews scheduled and ARC-PA Accreditation timeline established.
  - e. DCOM White Coat and Building Ceremony- Oct. 20, 2007.
  - f. MBA program revisions.
  - g. ITV course offerings increasing.
  - h. Proposed offering of MLP and Post-Baccalaureate programs at the Kingsport Higher Education Center.
  - i. Committees investigating initiation of Ed.D. and/or other academic programs- Dr. Emberton.
2. Discussion of percentage of student body meeting criteria for designation as “first generation college students”.
3. Discussion of Freshman Entrance Test Score Profiles.
4. Excel spreadsheet for 2007 NSSE administration received; participation agreement for 2008 completed.
5. School/College Deans’ reports on progress in completing Academic Program Coordinator/Director Charts, Program Assessment Instrument Charts, and Fall 2007 Faculty Roster Forms:
  - a. Dr. Mary Anne Modrcin, Nursing
  - b. Dr. Bill Hamby, Business
  - c. Dr. Randy Evans, Allied Health
  - d. Dr. Aggy Vanderpool, Arts and Sciences
  - e. Dr. Fred Bedelle, Education
  - f. Dr. Ray Stowers, DCOM
6. Discussion of calculating percentage of course offerings taught by terminally degreed person in major program based on Faculty Roster Forms.
7. Scheduling of schools’ assessment committee meetings with I.R. Office personnel to discuss potential improvements to outcomes assessment processes.
8. Scheduling of next meeting.

**Institutional Effectiveness Committee**  
**Meeting Minutes**  
**October 04, 2007**  
**Business Education 115**

**Present:**

Dr. Clayton Hess, Dr. Theresa Tuwor, Dr. Pam Moon, Evelyn Smith, Dr. Randy Evans, Dr. Bill Hamby, Dr. Randall Batchelor, JooHee Kim, Rhonda Armstrong, Dr. Laurie Rodgers, Dr. Sherilyn Emberton, Dr. Gary Dutton, Dr. Mary Anne Modrcin, Dr. Teresa Bicknell

**Members Absent:**

Dr. Fred Bedelle, Ken Ramos, Dr. Aggy Vanderpool, Dr. John Odell, Dr. Ray Stowers,

Dr. Hamby motioned to approve the minutes for the previous I.E. Committee meeting on 09/20/2007. Dr. Modrcin seconded the motion. The minutes were voted on and approved by the Committee.

**1. Opening Comments and Announcements**

Dr. Modrcin announced that the Nurse Anesthetist program eligibility application and capability self-study was mailed to the AANA-COC on Saturday-September 29, 2007. A letter will be sent to LMU in response to the report.

The NLNAC evaluation team will visit LMU on October 23<sup>rd</sup>, 24<sup>th</sup>, and 25<sup>th</sup> to review the Family Nurse Practitioner program. There will also be an on-site visit by an AANA-COA evaluation team during the second week of November 2007 for the NA program. A meeting will be held prior to the visits to discuss the self-studies and provide some orientation to faculty and staff who do not have experience with accreditation team visits.

Evelyn Smith announced that the ACA Summit will take place October 18-20, 2007 at the Southwest Virginia Higher Education Center in Abington, VA. Two retirement celebrations - one for ACA President Alice Brown and another for ACA Library Director Tony Krug - will take place at the Summit. This is the tenth ACA Summit. Dr. Hess and Evelyn Smith both encouraged I.E. Committee members to attend. They also mentioned that there would be many interesting sessions offered at the summit. Evelyn Smith noted that since the early bird deadline had passed, the registration fee had increased from \$100.00 to \$150.00. Evelyn Smith also volunteered to bring summit session handouts back for Committee members that were unable to attend. Several LMU faculty members will be presenting sessions at the Summit and LMU students will participate in poster sessions and other scheduled events.

JooHee Kim announced that the Physicians Assistant program is scheduled to begin in June 2009. Currently, Drs. Whiting and Deaton are serving as Interim Program Director and Interim Medical Director respectively. An interview for a candidate seeking to become the program director will take place October 15, 2007. Committees have been formed (e.g. Steering, Curriculum) to make preparations for a June 2008 visit by the ARC-PA. Two consultants are also involved in these endeavors.

DCOM's White Coat Ceremony will be held on October 20, 2007 at 10:00 am. Three thousand invitations were sent out. This ceremony is significant because it serves as an induction of students into the medical profession. Students take an oath and receive their first short white

coat, which they will wear during their practicums/residency. JooHee Kim encouraged all members of the Committee to attend and to encourage their colleagues to also attend.

Dr. Hamby informed the Committee that changes to the MBA program had been approved by the Academic Council and Business School faculty. The new program design will include graduate concentrations in several areas.

According to Dr. Hess, permission will be requested from SACS-COC for LMU to provide up to 50% of the coursework through ITV for MBA students.

Dr. Hess reported that a separate request concerning offering the MLP and possibly the Post Baccalaureate program at the Kingsport Higher Education Center is being prepared. A definite decision concerning including intention to offer the Post Baccalaureate program has not been made at this time.

Dr. Emberton announced that she had engaged in several positive discussions regarding the prospect of LMU offering an Ed.D. in Leadership and Public Policy, an online Medical Technology program, a Master's in Social Work program, and strengthening the current Pre-Med program, and opening a law school.

## **2. Discussion of percentage of student body meeting criteria for designation as "first generation college students."**

Dr. Hess announced that 990 LMU students (67.4%) of the institution's student body self-reported that they were first-generation college students (as defined by neither parent having received a four-year college degree). There were several students who did not indicate their parents' educational level, so the percentage might actually be higher. He observed that a small percentage of LMU's students came from well-educated families compared to most private Level V institutions with professional degree programs and that this has important implications for LMU's reputation and image, and students enrolled in its pre-professional and other programs. Since LMU now has the DCOM and is considering other professional degree programs, there may be changes in the composition of the student body over the next few years. As a result, LMU may want to consider its marketing strategies and plans. He added that many students at LMU need some kind of remedial education. Dr. Emberton stated that around half of LMU's current students are attending graduate level programs and that the demographics of the graduate students are very different than those of the undergraduate students.

## **3. Discussion of Freshman Entrance Test Score Profiles**

Dr. Rodgers explained a chart of new first-time LMU students' entrance exam scores that was distributed to committee members. The chart displayed the raw averages, rounded averages, and highest scores for the ACT Composite, ACT English, ACT Math, ACT Reading, ACT Science Reasoning, SAT Composite, SAT Math, and SAT Verbal components respectively.

Dr. Modrcin commented that she had witnessed a lot of changes in the reported figures over the years. She asked if reported data was being taken from the same sources and whether the same methods for data collection, measurement, and analysis were used consistently. Dr. Hess responded that in the past only freshman students were examined when determining the percentage of first-generation college students and that this is actually the first time that the whole student body had been considered. He agreed that perhaps some reporting processes needed to be re-structured. Dr. Moon commented that for retention purposes, the appropriate method was to look at enrollment rates from fall-to-fall as opposed to fall-to-spring. For several

semesters retention reports have been generated that look primarily at fall-to-spring or spring-to-fall and not at fall-to-fall. Dr. Hess discussed the standard method used to calculate graduation rates and suggested that the graduation rate is more significant because some students do not enter as degree seeking students and have no intention of continuing enrollment after one or two semesters. Evelyn Smith also asked whether the definition of first generation included students whose home states were not Tennessee along with other information.

**4. Excel spreadsheet for 2007 NSSE administration received; participation agreement for 2008 completed.**

Dr. Hess stated that the Institutional Research Office did receive an Excel spreadsheet from NSSE, which will allow them to disaggregate the data. He added that Dr. Rodgers had also prepared the documents required for participation in the upcoming 2008 NSSE survey.

**5. School/College Deans' reports on progress in completing Academic Program Coordinator/Director Charts, Program Assessment Instrument Charts, and Fall 2007 Faculty Roster Forms:**

All School Deans present reported that they are nearing completion of their reports and would soon be submitting them to the Office of Institutional Research. Dr. Hess also stressed that units should review their profile. A clarification was provided concerning the schedule for program review for the academic year.

**6. Discussion of calculating percentage of course offerings taught by terminally degreed person in major program based on Faculty Roster Forms.**

Dr. Modrcin noted that there are different interpretations for the Associate Degree programs and asked for more clarification on the appropriate definition to be followed. Dr. Hess stated that 25% of the coursework in a program that leads to or constitutes a required component of the major discipline requirements for a baccalaureate degree program should be taught by someone with a terminal degree in that discipline. In addition, academic units should make clear which courses are taught by full-time faculty and which are taught by adjunct faculty members. He agreed to ask Dr. Cardell for further details on this matter and relay the information back to Dr. Modrcin. Dr. Emberton also asked to know this information for financial planning purposes.

**7. Scheduling of schools' assessment committee meetings with I.R. Office personnel to discuss potential improvements to outcomes assessment processes.**

Dr. Hess recalled that at the last I.E. Committee meeting, the Office of Institutional Research extended an invitation to members to meet with them and their respective units to review the re-affirmation process and what they would be required to provide in response to forthcoming requests as the Compliance Certification is prepared. Dr. Emberton suggested that Institutional Research go ahead and hold meetings with each school. If the school did not really need help, the meeting could be used for debriefing purposes. Dr. Hess stated that the Office of Institutional Research would be doing this to ensure that at least a review had taken place. Dr. Modrcin asked if the Office of Institutional Research could assign someone to serve as liaison between each academic unit and Institutional Research. Dr. Hess responded that this would be

the case and that Dr. Rodgers would be that liaison although he would still continue to read and review reports submitted by the various units.

Dr. Emberton asked what was the next big thing coming up. Dr. Hess responded that institutional and strategic goals have changed so academic units should be sure that the current goals are referenced in their newly revised forms in reports.

**8. Scheduling of next meeting.**

A date for the next meeting was not formally discussed. The schedule of meetings for the semester was distributed previously to all Committee members.

The meeting was adjourned.

Minutes submitted by \_\_\_\_\_  
Theresa Tuwor, Ed.D.



**Institutional Effectiveness Committee**  
**Meeting Agenda**  
**October 23, 2007**  
**Business-Education Building Room 114**

1. Opening Comments and Announcements:
  - a. The NLNAC on-site Evaluation Team for the MSN-FNP program is on campus. The team arrived yesterday and will depart on Thursday.
  - b. The AANA-COA on-site Evaluation Team visit has been rescheduled for January 6-8, 2008. The change accommodates the schedule of the team assembled by the COA. The extended time allows the School of Nursing to additional time to prepare supporting documents for the visiting team to review on-campus.
  - c. One candidate for the P.A. Program Director position has already been interviewed and the selection process is continuing.
  - d. School of Education's Assessment Committee progress.
  - e. Communication Programs graduating student survey.
  - f. Program initiatives discussed at the Board of Trustees' meeting on October 19, 2007 (Dr. Emberton)
  
2. Discussion of progress on establishing a QEP Committee for formal development of the QEP.
  
3. Discussion of progress on developing the Compliance Certification for submission in September 2008.
  
4. Discussion of ACA Summit.
  
5. 2008 NSSE administration progress report (Dr. Laurie Rodgers).
  
6. Progress on review of School/College Deans' Academic Program Coordinator/Director Charts, Program Assessment Instrument Charts, and Fall 2007 Faculty Roster Forms (Dr. Laurie Rodgers)
  
7. Discussion of schedule for completing revision of 2008-2013 Strategic Plan.
  
8. Discussion of Graduating Student Surveys (graduate and undergraduate) for students graduating in December 2007.
  
9. Scheduling of next meeting.

**Institutional Effectiveness Committee**  
**Meeting Minutes**  
**October 23, 2007**  
**Business Education 114**

**Present:**

Ms. Robin Wilson (representing Dr. Mary Anne Modrcin), Dr. Clayton Hess, Dr. Theresa Tuwor, Dr. Pam Moon, Mrs. Evelyn Smith, Dr. Randy Evans, Dr. Bill Hamby, Dr. Randall Batchelor, Ms. Rhonda Armstrong, Dr. Laurie A. Rodgers, Dr. Sherilyn Emberton, Dr. Gary Dutton, Dr. Teresa Bicknell, Dr. John Odell

**Members Absent:**

Mrs. JooHee Kim, Dr. Fred Bedelle, Mr. Ken Ramos, Dr. Aggy Vanderpool, Dr. Ray Stowers

**1. Opening Comments and Announcements.**

a. The NLNAC on-site Evaluation Team for the MSN-FNP programs initial accreditation is on campus. The team arrived yesterday (Monday-October 22, 2007) and will depart on Thursday (October 25, 2007). The on-site review appears to be going well.

b. The AANA-COA on-site Evaluation Team visit has been rescheduled for January 06-08, 2008. The change accommodates the schedule of the team assembled by the COA. The extended time allows the School of Nursing additional time to prepare supporting documentation for the visiting team to review on-campus. Initial review of the NA Self-Study did not produce any significant concerns on the part of the COA.

c. One candidate for the Physicians' Assistant (P.A.) Program Director position has already been interviewed and the selection process is continuing. Dr. Don Deaton and Dr. Michael Wieting are attending a national P.A. conference and traveling to visit successful P.A. programs. Drs. Deaton and Wieting are leading the search for a program director.

d. The School of Education Graduate Assessment Committee has begun meeting to review assessment processes for Graduate Education Program and will be recommending changes to the School of Education Faculty. Several assessment methods are being explored to supplement the current LiveText system.

e. Communication Program faculty have developed a graduating student exam and graduating student survey that will be employed this academic year to expand current program assessment.

f. During discussion of program initiatives at the Board of Trustees meeting held on October 19, 2007, Dr. Emberton explained that she sought concept approval for three new programs and received approval to pursue feasibility studies for four new programs during the Board meeting. They are: expansion at the Kingsport Higher Education Center to include introduction of the MLP program and the Post Baccalaureate degree program for teacher certification, an Ed.D. with a possible concentration in Leadership, a Medical Technology degree completion program (Bachelor of Science) in an online format,

Master's Social Work, Master's in Physical Therapy, and the Law School. Dr. Emberton clarified that concept approval means the administration was granted permission to conduct feasibility studies and to seek initial accreditation approval for the proposed programs.

**2. Discussion of progress on establishing a QEP Committee for formal development of the QEP.**

The SACS Leadership Team met and talked about the QEP. Dr. Jacques Debrot has accepted the chairmanship of the QEP committee. Dr. Christy Cowan has agreed to serve as Assistant Chair. Potential members of subcommittees in four areas were identified and contacts are being made to determine interest in participation. The SACS Leadership Team is making progress toward meeting the benchmarks on its timeline for both the Compliance Certification and QEP. Dr. Hess added that progress is being made with the pilot Information Literacy project funded through an ACA Grant and that the Information Literacy presentation by Janice McDonald at the ACA Summit was well attended.

**3. Discussion of progress on establishing a QEP Committee for formal development of the QEP.**

Dr Hess discussed progress on developing the Compliance Certification for submission in September 2008. Brandi Lawson is working with the Institutional Research Office to develop the on-line Compliance Certification format based on SACS Guidelines. A framework has been developed and several partial drafts have been posted to test the template.

Dr. Hess talked about the importance of maintaining detailed records of certification and licensure exam results for programs offering such potential credentials. Dr. Hess explained that these results will be presented in the Compliance Certification and that reviewers might be particularly interested in the outcomes of these program outcomes.

Accrediting agencies will most likely require program completion rates and licensure/certification results. Standards and policies regarding acceptance/rejection of transfer credit must be very clearly stated and the basis for these decisions explained. SACS does not require that transfer decisions be based solely on the accredited status of the institution from which the credit was earned. SACS requires content review and determination of student learning preferably based on faculty review and recommendation.

**4. Discussion of ACA Summit.**

Dr. Hess noted that most of the ACA sessions were good and encouraged members to participate in future Summits. Several LMU faculty and students presented or participated in the Summit. Of the 37 ACA member institutions, LMU had the largest number of attendees at the Summit.

**5. 2008 NSSE administration progress report (Dr. Laurie Rodgers)**

The student population file and supplemental information will be submitted very soon. The deadline for completing the survey is next week. NSSE allows participating institutions to include up to 5 custom variables. Institutional Research may include some QEP literacy information questions. Dr. Hess added that Institutional Research was also seeking help in developing these questions. Dr. Randall Batchelor agreed to review potential institutional items

if time permits. The need for including institutional items will be further considered and a decision made by Institutional Research personnel.

**6. Progress on review of School/College Deans; Academic Program Coordinator/Director Charts, Program Assessment Instrument Charts, and Fall 2007 Fall Roster Forms (Dr. Laurie Rodgers)**

Dr. Rodgers returned edited copies of faculty roster and staff qualification forms that had been submitted. She announced that unit heads should read the comments and set up appointments with Institutional Research to review and finalize the forms. It is important that each program use the same format and that the SACS Instructions for completing the forms be followed.

**7. Discussion of schedule for completing revision of 2008-2013 Strategic Plan.**

The revised strategic plan is beginning to be put into paper format. The goal is to have the full document completed by the end of November 2007. Sections related to two strategic goals are still being revised. The Vice Presidents responsible for these sections have been contacted and the deadline for submitting changes is November 1, 2007. The final revised edition should be ready for review and approval before January 2008.

There have been several positive comments from people off-campus about the seven strategic plans currently on display on LMU's website. Some of the older plans might be removed as new editions become available. The progress reports for each goal have received a number of positive remarks from reviewers.

Dr. Hess distributed a sample dining services survey and stated that similar surveys could also be used for housing, the bookstore, and other units. He noted that the use of this type of survey speaks volumes with respect to LMU's caring about and listening to student opinions. While the Office of Institutional Research conducts satisfaction surveys (ACT products), they do not contain the same level of detail as surveys designed for a particular service.

Rhonda Armstrong also reported that the library would continue to administer the LibQual Survey.

**Discussion returned to the ACA Summit.** Dr. Hess remarked that the attention of the ACA seemed to be returning to its origins. The organization originally focused on faculty development. There was a lot of discussion about initiatives for internationalization/globalization, faculty development, and healthcare at the Summit this year.

Mrs. Smith commented that last year's roundtables met with a consultant at which time some of these same topics were raised. She added that the Teachers' Network of New York and the ACA were working together to fund endeavors by institutions seeking to enrich teacher education programs. Participation in this program is free for institutions (Mellon Foundation is funding the program. Some schools are partnering with the Teachers' Network including, Columbia University. Dr. Hess will send information to the School of Education about the program.

Dr. Hess stated that the ACA was currently working on a multi-million dollar initiative to improve the ACA Bowen Central Library. He also noted that the Central Library had proved

essential for many schools in the ACA and had greatly expanded the resources available to LMU students. The electronic access to resources is especially beneficial to students at off-campus teaching sites.

Mrs. Smith reported that she and Rhonda Armstrong spent time on Friday (10/19/2007) listening to LMU students' presentations. These students had received grants last summer to conduct their research and presented results in their Summit sessions. Mrs. Smith expressed that she was very proud of the quality of the research that the students conducted and their presentations. Mrs. Smith is trying to see if the presentations can be displayed in the library.

Dr. Moon asked if we could request grant support from the ACA for some of new initiatives. Dr. Hess responded that the ACA relies heavily on foundation support and according to information presented at the Summit, foundations prefer to give funding to consortium projects. Dr. Hess noted that LMU did participate in a major assessment project funded by the Teagle Foundation and that the ACA is investigating funding additional such projects.

#### **8. Discussion of Graduating Student Surveys (graduate and undergraduate) for students graduating in December 2007.**

Dr. Hess announced that the Graduating Student Surveys would be posted on the LMU web page around November 1<sup>st</sup>. This round of surveys will represent the third consecutive year that the current versions (graduate and undergraduate) of graduating student survey have been employed. Dr. Hess expressed the need for all I.E. members to encourage their students to complete the survey. All School Deans were asked to remind faculty of the importance of student participation in these surveys. We can trend results from these surveys to identify continuing areas of strength and weakness as well as improvements that have been made. Dr. Rodgers has emailed analyzed survey results from the last administration of these surveys to each School Dean for use in program outcomes assessment. Dr. Hess suggested that the results might also be used by the academic programs currently undergoing the institution's program review process.

**There were some changes that needed to be made to the minutes of the last meeting (10/04/2007). These are:**

- The registration fee for the ACA Summit was \$150.00 not \$115.00
- On page2, the 2<sup>nd</sup> full paragraph, the ITV is for the M.B.A. not Business students

#### **9. Scheduling of next meeting.**

The next I.E. Committee meeting is schedule for Thursday-November 01, 2007.

Dr. Moon motioned to approve the minutes for the previous I.E. Committee meeting on 10/04/2007. Dr. Hamby seconded the motion. The minutes were voted on and approved by the Committee.

Minutes submitted by \_\_\_\_\_  
Theresa Tuwor, Ed.D.

**Institutional Effectiveness Committee  
Meeting Agenda  
November 1, 2007  
Business-Education Building Room 114**

1. Opening Comments and Announcements:
  - a. Report on NLNAC on-site evaluation of MSN-FNP and additional steps in program accreditation process. (Dr. Mary Anne Modrcin)
  - b. Progress report on preparation for AANA-COA on-site Evaluation Team visit, scheduled for January 8-10, 2008. (Dr. Mary Anne Modrcin)
  - c. Progress report on work of the School of Education's Graduate Assessment Committee.
  - d. Graduating Student Surveys for December Graduates (Undergraduate and Graduate) (Dr. Laurie Rodgers)
  - e. Meetings with Academic Program Directors for review and improvement of Outcomes Assessments and completion of Program Reviews (Dr. Laurie Rodgers and Dr. Clayton Hess)
  - f. New Residence Hall/campus facilities expansion/construction (Dr. Pam Moon)
  - g. Progress on review of School/College Deans' Academic Program Coordinator/Director Charts, Program Assessment Instrument Charts, and Fall 2007 Faculty Roster Forms (Dr. Laurie Rodgers)
  
2. Review and approval of I.E. Committee minutes from the October 23, 2007 meeting.
  
3. Discussion of progress for approval/accreditation of the NA Program. **The following includes the major steps for obtaining AANA-COA (American Association of Nurse Anesthetists- Council on Accreditation of Nurse Anesthesia Educational Program).**
  - a. SACS-COC notification (completed)
  - b. SACS-COC approval (completed)
  - c. AANA-COA Letter of Intent and Eligibility Application (completed)
  - d. AANA-COA Self Study (completed)
  - e. AANA-COA Evaluation Team Visit (scheduled for January 8-10, 2008) including Exit Conference (on-campus) and Summary Report (after visit)
  - f. LMU responds to COA On-Site Evaluation Team Summary Report
  - g. AANA- COA Approval following response to Evaluation Team report (COA meets in May 15-17, 2008)
  
4. Discussion of process for approval/accreditation of B.S. degree in Medical Technology delivered on-line. **The following does not incorporate the process for obtaining NAACLS (National Accrediting Agency for Clinical Laboratory Sciences) approval/accreditation for program initiation.**
  - a. SACS-COC notification (6 months prior to proposes implementation date)

- b. Requires COC approval under Procedure One of the “Substantive Change for Accredited Institutions of the Commission on Colleges” Policy Statement
  - c. Development and submission of Substantive Change Prospectus three months in advance of program initiation
  - d. COC evaluates prospectus and determines if site visit is necessary
  - e. If site visit is required, LMU must respond to any concerns of the Commission resulting from the initial review of the Prospectus, and provide the Visiting Team members with a copy of the completed Commission Form “Documentation for the Substantive Change Committee” specific to “Initiating distance learning programs offered electronically (where a student can obtain 50 percent or more credits toward a degree program).
  - f. All follow-up reporting related to any Evaluation Team site visit must be submitted for Commission review six weeks prior to Commission meeting.
  - g. Approval at Commission on Colleges Meeting (June or December) if site visit is required.
5. Discussion of process for offering existing MLP and Post-Baccalaureate Certification programs at Kingsport Higher Education Center.
- a. Notification letter to SACS-COC (developed) prior to initiation.
  - b. Since the initiative is within the scope of Procedure Two of the “Substantive Change for Accredited Institutions of the Commission on Colleges” Policy Statement, it is unlikely that a Substantive Change Prospectus or an on-site evaluation visit would be required.
6. Discussion of process for initiating the PA (Physician Assistant) program. **Review of major steps in the ARC-PA (Accreditation Review Commission on Education of the Physician Assistant) approval/accreditation process (Dr. Michael Wieting and Dr. Don Deaton).**
- a. Notification letter to SACS-COC (completed)
  - b. SACS-COC approval (completed)
  - c. Notification letter to ARC-PA (completed)
  - d. Development of program by LMU and identification of program director (Dr. Wieting and Dr. Deaton)
  - e. Remaining steps in program initiation/accreditation (Dr. Wieting and Dr. Deaton)
7. Discussion of process for expanding MBA program course offerings to allow students to obtain 25 – 49 percent of the required credit hours through ITV coursework. (Dr. Bill Hamby)
- a. Notification letter to SACS-COC prior to implementation
  - b. Since the initiative is within the scope of Procedure Two of the “Substantive Change for Accredited Institutions of the Commission on Colleges” Policy Statement, a Substantive Change would not be required.

8. Discussion of process for implementing a MSSW program. **Preliminary planning activity and CSWE (Council on Social Work Education) Accreditation processes (Dr. Kay Paris).**
  - a. Notification letter to SACS-COC
  - b. SACS COC approval (COC will determine if introduction of the program falls under Procedure One or Two of the “Substantive Change for Accredited Institutions of the Commission on Colleges” Policy Statement, which determines additional steps in their approval process.
  - c. Notification of CSWE
  - d. CSWE accreditation process (Dr. Kay Paris)
  
9. Discussion of process for initiating an Ed.D. program at LMU.
  - a. SACS notification
  - b. Substantive Change following Procedure One of the “Substantive Change for Accredited Institutions of the Commission on Colleges” Policy Statement
  
10. Discussion of process and progress on potential new programs in Law and Physical Therapy (Dr. Sherilyn Emberton)
  
11. Scheduling of Spring Semester administration of CAAP exam (at on- and off-camps sites, for Associate and Baccalaureate degree programs). (Dr. Theresa Tuwor)
  
12. Schedule for completing revision of 2008-2013 Strategic Plan, approval of the plan and distribution to the University community.
  
13. Discussion of progress on revision of General Education Assessment process (Dr. Dan DeBord).
  
14. Scheduling of next meeting.



**Institutional Effectiveness Committee  
Meeting Minutes  
November 01, 2007  
Business Education 114**

**Present:**

Dr. Mary Anne Modrcin, Dr. Clayton Hess, Dr. Theresa Tuwor, Dr. Pam Moon, Dr. Randy Evans, Dr. Bill Hamby, Dr. Randall Batchelor, Dr. Laurie A. Rodgers, Dr. Sherilyn Emberton, Dr. Teresa Bicknell, Dr. John Odell, Dr. John Weiting, Dr. Kay Paris, Dr. Nancy Moody

**Members Absent:**

Mrs. Evelyn Smith, Mrs. JooHee Kim, Dr. Fred Bedelle, Mr. Ken Ramos, Dr. Aggy Vanderpool, Dr. Ray Stowers, Ms. Rhonda Armstrong, Dr. Gary Dutton,

**1. Opening Comments and Announcements:**

Dr. Modrcin reported on the NLNAC visit to LMU that took place last week (October 22-25, 2007). The visit went very well overall. The reviewers were quite pleased with what they saw although they did not offer any feedback on the strengths of the Nursing program during their exit interview. The written report will include their comments on the strengths of the program. No major problems were cited or surprising observations given. The reviewers made positive remarks about faculty, students, and administration. One area about which the reviewers did comment was the program's meeting minutes. The reviewers wanted to see not just discussion of a given topic in the minutes, but rather more detail on positions taken, decisions made, and actions taken following the deliberations. Dr. Modrcin explained that at the time, she believed the program's minutes were in very good order and so was not expecting such remarks. For this reason, Dr. Modrcin also expressed concern over whether the I.E. Committee was preparing its own minutes appropriately and hopes that the Committee will address this. Dr. Hess concurred and stated that the assessment dialogues should appear in I.E. Committee meeting minutes in more detail.

Progress on the NLNAC accreditation process for the MSN (FNP concentration) continues with two steps remaining. First, Drs. Moody and Modrcin will attend a meeting in January 2008 at which time the Nursing program's NLNAC Visiting Team's review will be presented and voted upon for approval or rejection by the Accreditation Council. Second, the full Commission will vote on the recommendation resulting from the Accreditation Council's review.

Dr. Modrcin reported that there will be a campus visit by the AANA-COA, which is tentatively scheduled for either January 8-9, OR 9 -10, 2008. The actual dates of the visit will be confirmed by email. This visit will be to evaluate the Nurse Anesthesia Concentration being developed within the MSN. LMU has been given permission to proceed with program development and recruitment (within very specific guidelines).

Dr. Hess stated that Institutional Research and the School of Education's Graduate Assessment Committee met again to continue their discussion on outcomes assessment. More

specifically, they looked at ways of enriching assessment reports, rubrics, student performance measurement and practicum (for the Post-Baccalaureate Program), as well as the incorporation of other measures of student learning. LMU's Praxis assessment results remain extremely high for both Educational Administration and Supervision and Counseling and Guidance majors; however, evaluations specific to the different program levels (Master's and Specialist's) may need to be more clearly evident in future assessment cycles. Praxis results are very important in curriculum and counseling program assessment. Standardized assessment through LiveText was identified as one measure that will continue to be used because it offers the opportunity to examine data by individual course and student levels. Nevertheless, LiveText should be used very carefully especially if students' ratings are consistently very high because this may actually hide problems or cause weaknesses to be overlooked that other assessment methods might identify. Dr. Hess said that one explanation offered to account for the high ratings was that the scores were reflective of students' considerable and combined academic and professional work experiences. Dr. Hess noted that by the time a student gets admitted to the Ed.S. Program he or she already has at least a bachelor's and a master's degree and potentially several years of teaching experience as well as professional development. Finally, Dr. Hess added that he believes ideally LiveText should be interactive so that external reviewers can click on a link and view a particular record if they wish to fully appreciate functionality of the system.

Dr. Rodgers announced that the Graduating Student Surveys for December Graduates at both the graduate and undergraduate levels were ready and would soon be accessible by a link that would appear on the LMU home page. She asked that I.E. Committee members encourage students in their respective programs to take the survey so that there would be a good response rate. Dr. Hess agreed that I.E. members should encourage their students to participate in the survey. He also noted that these surveys would supply a wealth of information if all programs would use them in their program outcomes assessment activities.

A general discussion among I.E. members ensued regarding different ways of improving students' survey participation. Several suggestions were mentioned such as: Students might be more willing to complete the survey if asked to do so by their academic school/college rather than by the Office of Institutional Research or a University-level request. Survey completion could also be tied to students' requests for transcripts, etc. Dr. Modrcin proposed that students might be willing to participate if a free transcript were offered in exchange.

The question was also raised as to how to verify that a student had completed a survey while also maintaining her/his anonymity. Dr. Rodgers mentioned that perhaps assigning some sort of I.D. number might work. It was also noted that one administrator addressed this challenge by requiring students to print a hard copy of the last page of the survey and bring that with them to their exit interview.

Dr. Rodgers reported that Institutional Research was continuing to meet with program directors to discuss, answer questions, and provide assistance on preparing their assessment outcomes and program review reports. She distributed an appointment sheet and asked attending members to sign up for one of the meeting times listed. Dr. Emberton suggested that Institutional Research initiate these meetings with the various units instead of waiting for

them to contact I.R.. Dr. Rodgers responded that a number of units had been in touch with I.R., and that more and more departments were calling for help and to set up appointments. She also explained that the appointment sheet was just another way of trying to continue this process as well as to accommodate schedules.

Dr. Moon announced that ground had been broken to build a new residence hall—Langley Hall—and the plan is to have it in operation by fall 2008. A second residence hall may also be built. Both will be located near the old soccer field and will follow an apartment-style arrangement similarly to that of Pope, Mitchell, and Dishner Halls. Assuming that funds are available, plans for the near future call for building additional residence halls, which would amount to a total of seven new residence halls including Langley. Dr. Moody commented that she would like for LMU to add at least one residence hall for married couples that would have 1- and 2-bedroom apartments, but this plan is not yet definite. She also said that Byron and McClelland Halls would be closed by Thanksgiving to undergo repairs and residents currently living there would need to be re-located. A plan for the relocation of these students has been developed.

Dr. Rodgers informed the Committee that Institutional Research was continuing to meet with academic units to discuss necessary formatting revisions for faculty roster forms. She noted that Institutional Research had already met with Graduate Education and Undergraduate Teacher Education and that both had needed to make only minor corrections. Dr. Hess stated that careful attention to detail was needed when working on these forms. He emphasized that there must be consistency across the University in the way that the forms are completed. Particular attention should be given to ensuring that all earned degrees are listed, that forms are as complete as possible (including the calculation of graduate credit in specific disciplines when necessary to establish a faculty member's academic qualifications), and that the course loads for faculty who teach at multiple levels (i.e. undergraduate and graduate) are clearly and accurately represented. Furthermore, courses for which there is an "Instructor of Record" should be listed in the course loads of the faculty members who are identified as such (while also indicating the credentials of the person who assisted the Instructor of Record).

In referring to the Chart for Program Oversight, Dr. Moody reminded the Committee that responsibilities should match the program profile. She noted that for many positions the requirement was that the person must hold a terminal degree or doctoral degree in the discipline OR if the doctorate is in another field then s/he must have a minimum of 18 graduate semester hours in the discipline of they oversee.

Dr. Modrcin expressed concern as to whether the I.E. Committee was sufficiently documenting its discussions and follow-through in its minutes. She asked whether this was being done to the satisfaction of accreditation requirements and reviewer preferences. Dr. Moody also asked this question. Dr. Hess said that Estelita Dean in the VPAA's Office had prepared a web folder where the minutes for a number of committees were being posted. This will allow reviewers to see what was discussed as well as what had been decided and what action(s) were taken. Dr. Emberton commented that this topic had also been raised at the Deans and Chairs meeting where it was asked how this documentation could be expanded

and tracked. Dr. Hess mentioned that this could be tracked and found on Barney for the I.E. Committee and the SACS Leadership Team. Dr. Modrcin said that Nursing had tracked everything in their minutes and believed that their minutes were in excellent order. But, the reviewers still commented that Nursing needed some expansion concerning decisions made/actions taken. Dr. Modrcin explained that this was the reason for her concern over the I.E. minutes. The decision was made to carefully document discussion, decisions, and actions taken at future I.E. Committee meetings in the minutes.

## **2. Review and approval of I.E. Committee minutes from the October 23, 2007 meeting.**

The I.E. Committee was asked to review the meeting minutes of the last meeting (October 23, 2007). There were several corrections that needed to be made. They are as follows:

- Insert “Master’s Social Work, Master’s in Physical Therapy” under item #1f
- Change ACS to ACA under item #2 and “Discussion returned to the ACA Summit”
- Capitalize “summits” under item #4
- Change “spoke” to “speaks” under item #7
- Change “round tables” to one word (roundtables) under “Discussion returned to the ACA Summit”

These corrections will be made to the October 23, 2007 I.E. Committee meeting minutes. Dr. Hamby motioned to approve the amended October 23, 2007 minutes (see aforementioned corrections). Dr. Emberton seconded the motion. The committee approved the amended minutes for October 23, 2007.

## **3. Discussion of progress for approval/accreditation of the NA Program.**

NOTE: A typing error was discovered in today’s meeting agenda. The date for the COA meeting is May 15-17, 2008 (not May 15-15, 2008) under item #3g. A correction will be made to the agenda for archival purposes.

Dr. Modrcin repeated that the tentative dates of the COA visit were January 8<sup>th</sup> and 9<sup>th</sup> OR January 9<sup>th</sup> and 10<sup>th</sup>. She said that an email would be sent to her to confirm one of these sets of dates. In addition, the report of the COA Visiting Team is expected by the end of March/beginning of April 2008. The School of Nursing will start to recruit around the end of November/beginning of December 2008 and can conditionally admit students with a disclaimer clearly explaining the program’s COA accreditation status.

## **4. Discussion of process for approval/accreditation of B.S. degree in Medical Technology delivered on-line.**

Dr. Evans reported that there would be some changes occurring in the delivery of general education courses for the program. The faculty is considering the possibility of offering Chemistry 221 online. In addition, the second part of organic chemistry will be eliminated as

a program requirement. In its place, 3 hours of credit in a different discipline will be added to the Medical Technology program. Dr. Emberton stated that the courses have been identified and given to her. She also added that in seeking permission from SACS, LMU will not be asking for curricular approval since this had already been secured. Instead, LMU will be asking for consent to offer SACS approved courses in an online format. Dr. Moody asked Dr. Emberton what was the projected date of implementation and availability for the online Medical Technology courses. Dr. Emberton responded that the goal was fall 2009.

**5. Discussion of process for offering existing MLP and Post-Baccalaureate Certification programs at Kingsport Higher Education Center.**

LMU would like to offer some additional courses and programs at the Kingsport site. These courses and programs are not new and have already received SACS approval at other LMU sites. Similarly, the Kingsport site itself is not new and has already received SACS approval to be in operation for the delivery of the Ed.S. program. What is new is that these courses and program are not currently available at Kingsport, but LMU would like to begin offering them there.

Dr. Modrcin asked Dr. Evans if faculty members involved with the proposed online courses for the Medical Technology Program had had any related training or attended any workshops for being teaching online courses. Dr. Evans replied that he knew that faculty had attended the ACA Summit, but he didn't know if they went to any sessions pertinent to online training while at the conference.

Dr. Emberton discussed the current workshops taking place to train faculty in the use of BlackBoard for teaching purposes. Dr. Moody commented that she had attended one of the workshops and that it very helpful. Dr. Hess added that additional workshops were scheduled. Dr. Emberton explained that more advanced workshops will be provided in the future for faculty interested in making better use of technology in the teaching.

Dr. Hess added that the SACS Notification Letter for the Kingsport letter had been drafted and was being edited. Dr. Moody stated that she wanted both SACS notification letters (for offering the MLP and Post-Baccalaureate program at the Kingsport site, and for offering up to 50% of the course requirements for the MBA through electronic delivery) drafted and edited by Friday.

**6. Discussion of process for initiating the PA (Physician Assistant) program.**

Dr. Wieting reported that the process for making the Physicians Assistant (P.A.) program a reality is moving along well. A projected site visit date is June 2008. However, national consultants to the project are advising that the visit take place at a later time. The goal is to start the program around June 2009. Dr. Wieting and Dr. Deaton are working with two consultants for program development and accreditation.

Dr. Wieting stated that he and some associates attended the national meeting of the National Physicians Assistant Association where they were able to gather valuable information and advice from directors of other P.A. programs. He noted that the directors emphasized the importance of detail in the preparation of accreditation documents and the development of the program at all stages.

Currently, the program coordinators are in the process of developing program documents. Remaining tasks include:

- Completing the basic documents
- Interview and hire a qualified program director who will be in place at least 6-9 months before students arrive
- Hire an admissions staff
- Schedule a mock review

This is a 27-month long master's program.

According to Dr. Wieting, the project consultants advised that the program begin with a smaller group of students and gradually work up to a pre-determined maximum capacity number. The original plan called for beginning the program with 80 students. The consultants suggested that this should be 25-30 and work up to 80. Dr. Moody observed that similar suggestions had been made with respect to the Osteopathic Medicine Program. Initially, the plan was to start with 100 students. However, LMU received approval for 150 and there are in fact 160 students currently enrolled in DCOM's first cohort. Dr. Moody's point was that although the consultants recommended a very cautious and conservative beginning, this had not been the case for DCOM and everything had still turned out very well. In fact, if a conservative approach had been taken, things may not have worked out quite as successfully.

Dr. Hess commented that ARC-PA and SACS would also be looking at support across the University for the program and its integration within the existing academic context. Dr. Wieting confirmed this and added that he had experienced support from all the administrative and academic departments he had worked with across the University. Dr. Evans asked if the number of clinical sites would be an issue. Dr. Wieting responded that the clinical sites are willing to accept both P.A. and DCOM students and also added that the job market in Tennessee for P.A.s is presently very good.

**7. Discussion of process for expanding MBA program course offerings to allow students to obtain 25 – 49 percent of the required credit hours through ITV coursework. (Dr. Bill Hamby)**

Dr. Hamby reported that the School of Business plans on expanding ITV offerings to reach the 50% level and that this will be more cost-effective for the program, especially for the small classes in Harrogate. The courses can be both ITV and online. Dr. Moody asked for an explanation of the advantages of ITV and online course offerings. Dr. Emberton responded that both have advantages and disadvantages. Whereas ITV allows the instructor to demonstrate to the students and the students to demonstrate to the instructor, online courses require a different approach to teaching but are less place bound.

Dr. Hess distributed copies of the following three documents for I.E. Committee Members to review and stressed that all school deans should pay close attention to the content of the documents when considering new programs:

- a. Substantive Change for Accredited Institutions of the COC (Policy)
- b. Documentation Template for Program Expansion
- c. Documentation Template for New Sites and Electronic Expansion

Dr. Emberton stated that she plans to distribute the documents to school dean were not at the I.E. Committee meeting today either at the Deans and Chairs meeting later today or individually.

Dr. Hess distributed a copy of the "Summary of General Education Assessment Activities" provided by Dr. Dan DeBord. Dr. DeBord was not able to attend the meeting because of a scheduling conflict. Because of time restraints, Dr. Hess asked all Committee members to read the summary and address any questions to Dr. DeBord.

***By the time the Committee had finished with item #7, it was time for the meeting to adjourn. However, Dr. Hess quickly mentioned that the CAAP exam is scheduled for the spring semester and will be administered by the Office of Institutional Research. Remaining items on today's meeting agenda will be discussed at the next I.E. meeting on Thursday-November 15, 2007 at 1:00-2:30 pm in Business Education 114.***

8. Discussion of process for implementing a MSSW program.
9. Discussion of process for initiating an Ed.D. program at LMU.
10. Discussion of process and progress on potential new programs in Law and Physical Therapy (Dr. Sherilyn Emberton)
11. Scheduling of Spring Semester administration of CAAP exam (at on- and off-camps sites, for Associate and Baccalaureate degree programs). (Dr. Theresa Tuwor)
12. Schedule for completing revision of 2008-2013 Strategic Plan, approval of the plan and distribution to the University community.
13. Discussion of progress on revision of General Education Assessment process (Dr. Dan DeBord).
14. Scheduling of next meeting.

The next I.E. Committee meeting is schedule for Thursday-November 15, 2007 at 1:00 pm in Business Education 114.

Minutes submitted by \_\_\_\_\_  
Theresa Tuwor, Ed.D.

**Institutional Effectiveness Committee  
Meeting Agenda  
October 23, 2008  
Medical Library Classroom  
Carnegie-Vincent Library**

1. Opening Remarks
2. Announcements
  - a. SACS-COC has been notified that LMU wants to begin offering the M.B.A. Program at the Sevier County Teaching Site in January 2009.
  - b. SACS-COC has been notified that LMU wants to begin offering two Post Master's Certificates (one in Family Nurse Practitioner and one in Nurse Anesthesia) in January 2009.
  - c. LMU has obtained approval for the recent relocation of the Cleveland Teaching Site to the Church of God Theological Seminary.
  - d. 2008-2009 Outcomes Assessment Forms are posted on the Institutional Research Webpage.
3. Distribution and discussion of CIRP results for fall 2008 (based on data stored in Zoomerang).
4. Distribution and discussion of preliminary results of the Staff Facilities and Services Survey (administration of the survey continues).
5. Distribution and discussion of preliminary results of the Faculty Facilities and Services Survey (administration of the survey continues).
6. Discussion of documents and other materials that potentially could be part of the Re-evaluation of the following requirements/standards:
  - Core Requirement- 2.8- Faculty
  - Core Requirement- 2.10- Student Support Services
  - Comprehensive Standard- 3.2.8- Qualified Administrative/Academic Officers
  - Comprehensive Standard- 3.3.1- Institutional Effectiveness (Including subsections 3.3.1.1, 3.3.1.2, 3.3.1.3, 3.3.1.4 and 3.3.1.5)
  - Comprehensive Standard- 3.4.3- Admissions Policies



- Comprehensive Standard- 3.4.11- Academic Program Coordination
  - Comprehensive Standard- 3.10.2- Financial Aid Audits
  - Comprehensive Standard- 3.11.3- Physical Facilities
  - Federal Requirement- 4.1- Student Achievement
  - Federal Requirement- 4.2- Program Curriculum
  - Federal Requirement- 4.3- Publication of Policies
  - Federal Requirement- 4.4- Program Length
  - Federal Requirement- 4.5- Student Complaints
  - Federal Requirement- 4.6- Recruitment Materials
  - Federal Requirement- 4.7- Title IV Program Responsibilities
7. Discussion of CHEA Accreditation Forum
  8. Discussion of ACA Summit
  9. Discussion o Women’s Conference
  10. Discussion of recent Outcomes Assessment Workshops presented by Dr. Larry H. Kelley:
    - a. Embedding Assessment of Student Learning Outcomes in Regularly Scheduled Assignments
    - b. Assessing intended Outcomes in Administrative and Educational Support Units
  11. Discussion of progress on QEP
  12. Scheduling of I.E. Committee Summer Meeting

**Institutional Effectiveness Committee  
Meeting MINUTES  
Thursday-October 23, 2008**

**Lon and Elizabeth Parr Reed Medical and Allied Health Library Classroom  
2<sup>nd</sup> floor of Carnegie-Vincent Library**

**Members Present:**

Ms. Rhonda Armstrong, Dr. Randall Batchelor, Dr. Fred Bedelle, Dr. Gary Dutton, Dr. Clayton Hess, Mrs. JooHee Kim, Dr. Kay Paris, Mr. Ken Ramos, Dr. Laurie A. Rodgers, Mrs. Evelyn Smith, Dr. Theresa Tuwor, Dr. Aggy Vanderpool

**1. Opening Remarks**

Dr. Hess explained that Dr. Modrcin and Dr. Emberton had expressed that due to other commitments they would not be able to attend the meeting.

**2. Announcements**

LMU has notified SACS COC of proposed changes in its program/curricular offerings to including initiation of new programs and courses at both on campus and at extended teaching sites. These were:

- MBA Program at the Sevier County Extended Teaching Site beginning January 2009 (request made, approval pending)
- Family Nurse Practitioner (FNP) Post-Master's Certificate beginning January 2009 (request made, approval pending)
- Nurse Anesthetist Post-Master's Certificate beginning January 2009 (request made, approval pending)
- Relocation of the Cleveland State Community College Extended Teaching Site to the nearby Church of God Theological (request made, approval received)

Mr. Ken Ramos asked whether the two MBA courses planned for the fall would be offered on-site at Sevierville or by ITV to which Dr. Hess responded that it was his understanding that they would be on-site. Dr. Hess explained that LMU already has COC approval to offer up to 49% of the MBA program through electronic delivery, but stressed that we need to be careful not to offer more than 49% of the program coursework in any given year, or during the enrollment of a cohort of students to ensure that we do not exceed the approved limit for electronic delivery.

Dr. Aggy Vanderpool asked if an LMU degree could be earned at the Sevierville site. Hess answered that the BS in Management and Leadership Studies can already be earned at the site and that the plans is to also offer the MBA through instruction at the site, pending SACS approval. We currently do not have approval for the MBA at the Sevierville site.

Dr. Hess continued and explained the Post-Master's Certificate programs by saying that qualified candidates with a Master's degree in nursing would be eligible to apply to the program and would not have to earn another complete Master's degree. Upon completion of the coursework required for licensure, program completers would be able to sit the licensing board exams. The programs would initially only be offered on the main campus (Harrogate, TN) and will require, at a minimum, the completion of 18 graduate semester credit hours to satisfy program and licensure requirements. The actual requirements for each individual student will be determined by nursing faculty, based on the student's educational background. Ramos asked Ms. Evelyn Smith whether the nursing courses might be offered by ITV. Mrs. Smith and Dr. Hess explained that a limited number of nursing courses, less than 25% could currently be offered electronically but we would need to notify SACS COC if we plan to offer more than 25% of the program through electronic delivery.

Dr. Vanderpool asked if there were any problems/concerns about censorship given that the graduate education programs in Cleveland would now be housed in a seminary. Dr. Gary Dutton responded that he did not think so and Dr. Hess added that contractual details in the leasing agreement between LMU and the seminary specified a lease/lessee relationship between the two institutions thus signifying that the seminary had no legitimate basis for censoring the program. The University had agreed that faculty, staff, and students would observe all Seminary rules when on campus, which include a ban on smoking and restrictions on parking and care of facilities.

Dr. Hess also announced that the Outcomes Assessment Forms for 2008-2009 have been posted on the Institutional Research web page. He urged IEC members to encourage their faculty/staff to collect assessment information during the fall semester and initiate completion of the forms immediately since some of the information might not be as readily accessible to them later. He stressed that it is sometimes more difficult to complete these forms at the end of the year and that formative assessment would allow for changes that could improve later year end results.

### **3. Distribution and Discussion of CIRP results for fall 2008 (based on data stored in Zoomerang)**

The CIRP processing center will send to LMU a standardized report of the survey data results that were submitted. A total of 118 surveys instruments were completed. However, 5 of those surveys were received after the others had already been sent to the processor so these were not sent and therefore will not be included in the official CIRP report. This means that the official CIRP report will show data for only 113 surveys. Hess observed that many of the survey participants still decided to attend LMU even though they were accepted at their first-choice institution (i.e. LMU was not their first-choice). This year several items were added to the survey to assess the LMU admissions process. Conrad Daniels helped identify items that he thought would contribute to assessment for the admissions office. A power point has been made (using data from the survey instruments entered in Zoomerang for use by the admissions office.

#### **4 and 5. Distribution and discussion of preliminary results of the Staff and Faculty Facilities and Services Surveys**

The links to facilities surveys for LMU faculty and staff respectively are currently available on the Institutional Research website. Dr. Moody sent an email to all faculty and staff members encouraging them to participate in the survey. IEC members are urged to take the appropriate survey if they have not already done so. Dr. Hess stressed the importance of having as many LMU faculty and staff members participate as possible. The current surveys will run through November 1, 2008. The preliminary result of the surveys were distributed to committee members and briefly reviewed. Some items of interest were discussed. Dr. Hess explained that the last time these surveys were administered, the response rate was poor and responses reflected concerns by employees who were in transition between offices. The timing of the last administration of the surveys prevented several faculty and staff from being able to participate. Unfortunately, these outcomes had to be included in a report to SACS. Since that time, there have been significant changes to the facilities and preliminary results of the current surveys indicate greater participation as well as satisfaction. These data will be very helpful in demonstrating to SACS in another upcoming report, that LMU has been responsive to the faculty/staff concerns and consequentially, that there have been significant improvements in the facilities. Facilities improvements and new construction have resulted in most faculty and staff having better working spaces now than they did just a few years ago.

Ken Ramos pointed out that some survey participants might believe, incorrectly, that instructional technology was a part of or in some way connected with the Office of Information Services. Hess acknowledged the potential for the confusion and stated that since comparisons were being made between the last administration and the current survey administration it was not possible to change the survey at this point. The survey will be modified prior to the next administration. Dr. Hess stressed that the questions related to instructional technology might be confusing for some since we had an instructional technologist last fall who did not return for the spring semester and the two new people in that area had only recently started working for LMU.

#### **6. Discussion of documents and other materials that potentially could be part of the Re-evaluation of the following requirements/standards:**

According to Dr. Hess, there are 15 requirements (2 core requirements 6 comprehensive standards, and 7 federal requirements) that LMU will need to address for the SACS on-site-visit focused report (See Agenda for details on the requirements). Re-evaluation in these areas is necessary even if changes have not occurred. He explained that in the focus report for the on-site visiting team would consist of three major areas:

- a. Responses to areas found to be non-compliant OR where compliance could not be determined
- b. Responses to federal requirements (as noted in the agenda) for which there may or may not have been any changes since the compliance certification. If any of these areas are found to be non-compliant by the off-site review committee, then the same report/narrative may serve as both an update and new response.
- c. QEP

## **7. Discussion of CHEA Accreditation Forum**

Dr. Hess attended the National CHEA Accreditation Forum and reported some of the significant changes in the new Higher Education Opportunity Act. CHEA plans to hold a series of accreditation forums during the next year. Dr. Jeff Burleson and Evelyn Smith have been discussing some of the implications for on-line courses. Dr. Hess has materials from the CHEA Forum in his office that committee members are invited to review. Most of the materials from the conference can be accessed through the CHEA website.

## **8. Discussion of ACA Summit**

Ms. Evelyn Smith described this year's ACA Summit which took place last week on October 15-17, 2008. Smith commented that it seemed that fewer people attended this year's summit as compared to last year's but counted 32 people in attendance from LMU of which 26 were faculty or staff and 6 were students. The students as well as one faculty/staff member delivered various noteworthy presentations (See *LMU Presentations at the ACA Summit 2008* in the Appendix).

Mr. Ramos informed the Committee that a group of Information Technology ACA members met with an ACA official to discuss what was perceived as an increasing focus away from technology issues in higher education by the organization. Ramos recalled that in previous times, IT interests and concerns had been featured more prominently in ACA Summit offerings and activities but that this trend had not continued. Upon expressing their concerns during the meeting, attendants learned that there was renewed interest in IT and plans to figure it more integrally in ACA endeavors.

Dr. Hess added that similarly, ACA had also moved away from assessment which had once been a key concentration of the organization as well. Since the assessment conference at the University of Charleston was discontinued there has not been an effort by the ACA to provide alternative opportunities for member institutions in the area of assessment.

## **9. Discussion of Women's Conference**

Evelyn Smith also reported on the Women's Conference 2008 that was recently held on Wednesday-October 22, 2008. The conference was hosted by California Governor Arnold Schwarzenegger and First Lady Maria Shriver. Its theme was "Be Who You Are. Feel it. Live it. Pass it On..." To quote the conference overview, this event:

- *... is the nation's premier forum for women where the world's greatest hearts and minds gather every year to unite thousands of diverse woman with a shared conversation and a common purpose – to empower, inspire and educate women everywhere to be Architects of Change in their own lives, in their communities and around the world.*
- *... covers timely topics that matter to women today and the key concerns that matter to them every day – family and parenting, religion and spirituality, service and activism,*

*business and entrepreneurship, money and finance, news and politics, environment and conversation, health and fitness, and style and beauty.*

#### **10. Discussion of recent Outcomes Assessment Workshops presented by Dr. Larry H. Kelley**

Evelyn Smith stated that the workshops had been fairly well attended and acknowledged that it was difficult to attract people to sponsored events. One workshop was conducted on Embedding Assessment of Student Learning Outcomes in Regularly Scheduled Assignments. This workshop was primarily for LMU faculty. The second workshop was on Assessing intended Outcomes in Administrative and Educational Support Units. This workshop was conducted primarily for LMU staff. The workshops were co-sponsored by the Faculty Development Committee and the Office of Institutional Research.

Smith announced that a small technology lab with 8-10 computer workstations had been established in Business/Education 119 and that some training workshops for smaller groups might be held there. The new instructional technologist is planning to conduct workshops for LMU faculty.

#### **11. Discussion of progress on QEP**

Dr. Hess reminded the I.E. Committee that while work on the QEP document was winding down, efforts continued on other parts of the QEP development approval process. He added that attempts were being made to secure two external reviewers who are experts respectively in the areas of information literacy content and QEP development process to review LMU's QEP report and advise accordingly. The SACS Leadership Team hopes to secure the consultants as soon as possible.

Evelyn Smith told the Committee that there were plans to implement QEP initiatives at LMU's extended teaching sites during the registration period and faculty were encouraged to attend. In addition, Mrs. Smith reported that she and Dr. Dan DeBord had been looking at creating an orientation program for the faculty at LMU's extended teaching sites. Ken Ramos, Mrs. Smith, and Dr. Hess all noted that conducting the new faculty orientation at the extended teaching sites would probably be better in terms of feasibility and have a stronger likelihood of securing greater faculty participation at the locations. When asked by Mrs. Smith, Dr. Vanderpool confirmed that it would be better for LMU extended site faculty if the faculty orientations were scheduled close to the beginning of the school term.

#### **12. Scheduling of I.E. Committee Summer Meeting**

This agenda for Committee meeting for the remainder of the semester was distributed electronically prior to the meeting.

Meeting Adjourned at 2:05 PM

Respectfully submitted by Dr. Theresa Tuwor and Dr. Laurie A. Rodgers

**APPENDIX**



### LMU Presentations at the ACA Summit 2008

1. **Library Discipline Forum (Continued) -- Information Literacy: A Review of the Literature** Bruce Kocour (Carson-Newman College), Joshua Dodson (Lincoln Memorial University), Janice McDonnell (Lincoln Memorial University) -- This session, led by Joshua Dodson and Janice McDonnell, will review the literature about Information Literacy.
2. **Library Discipline Forum (Continued) -- Open Source Software / Library Promotion** Bruce Kocour (Carson-Newman College), Laura Slavin (Lincoln Memorial University), Joshua Dodson (Lincoln Memorial University), Kelli Williams (Carson-Newman College) -- Laura Slavin and Joshua Dodson will present iOpen Source Software Applications for Libraries. Kelli Williams will present iCome to the Library: The Dynamics of Creative Promotion.
3. **Recreating History: Walking in Their Footsteps** Kathy Hulley (Lincoln Memorial University), Carol Campbell (Lincoln Memorial University) -- The Abraham Lincoln Library and Museum of Lincoln Memorial University continues to expand its educational programs and have included students enrolled in undergraduate and Post Baccalaureate courses in the development process. The museum's mission is to provide resources for regional schools, teachers, and the public through iworkshops, seminars, forums, courses, outreach programs, and research opportunities. Presentation will cover programs available in addition to the future development of web-based sources for teachers and the public. Two program examples will be discussed including iHistory In A Box which uses primary source documents to teach students about the Civil War.
4. **Basic Training: A Multimedia Primer** Ann Callahan (Lincoln Memorial University), Anthonette McDaniel (Pellissippi State Technical Community College) -- This session provides simple yet powerful ways to use multimedia resources for teaching courses online and in class. Examples of multimedia resources to be discussed include audio, video, animation, photography, graphs/tables/charts, artwork, and websites. Participants will learn how to record, manipulate, and insert multimedia resources into a PowerPoint presentation. Free and low-cost software will be identified along with suggestions for software specific to participant needs. Hence, the goal of this session is for participants to learn how to use multimedia resources to enhance delivery of their course material. Participants are encouraged to bring a laptop to this session.
5. **Teaching Science through Multidisciplinary Research** Eugene de Silva (Lincoln Memorial University), Chasity Long (Lincoln Memorial University), Mary Gibbs (Lincoln Memorial University) -- This session will prepare science educators to conduct class teaching through research. Ten topics under research module will be discussed to show how science education can be more interesting when taught via multidisciplinary research.
6. **The ABCs of Mapping the Medical Application Minefields** Randy Evans (Lincoln Memorial University) -- As pre-professional students prepare to successfully apply to enter a

graduate program in medical disciplines such as human medicine, pharmacy, dentistry, optometry, and veterinary medicine our role of faculty advisor is critical. This session will cover such topics as: "A"s: Advisement (Of Students) Attributes (Desired By Professional Schools) Application (The Process) "B"s: Benefits (To Colleges Offering Pre-professional Programs) Bias (Overcoming Perceived Bias Against Appalachian Students) Bifocals: (Student Short- and Long-term Goals) "C"s: Curriculum (Sample Curricula) Character (Applicant Integrity) Candidate (Capable of Graduating From A Professional School).

7. **A study of bacterial contamination of Norris Lake, TN** Joanna Badara (Lincoln Memorial University), Brandon Brooks (Lincoln Memorial University), Shelby Kirkpatrick (Lincoln Memorial University) -- Boat usage on Norris Lake has increased to over 650% since 1962. Several marinas take part in the Tennessee Valley Clean Marina Initiative. This program is targeted to reducing contamination of reservoir waters that associate with recreational activities. Our research focuses on comparing levels of bacterial contaminants during summer holidays, in water samples collected from participant and non-participant marinas. The second component of this study includes identification of sources of contamination. Antibiotic resistance profiles obtained for water contaminants will be compared to antibiotic resistance spectra of fecal bacteria from known sources, which would allow the identification of sources of contamination.
8. **Ledford Scholars Meeting**  
Joe Whittaker (Pikeville College), Vanessa Fitsanakis (King College), Michael Freake (Lee University), Okie Wolfe (Lincoln Memorial University) - - This will be the first meeting of the Ledford Scholars Program participants. After introductions, the group will learn how to do a poster presentation and prepare for the big poster exposition at 5:00 PM later in the day.
9. **Ledford Scholars Meeting (continued)** Joe Whittaker (Pikeville College), Vanessa Fitsanakis (King College), Michael Freake (Lee University), Okie Wolfe (Lincoln Memorial University) -- The group will discuss their poster presentation experience, evaluate what worked well and what could be improved, and then prepare for the big poster exposition to follow.
10. **A Needs Assessment for the Middlesboro Independent School District, Middlesboro, KY that Projects the Certified Personnel Openings Due to Retirement** Sabrina Hester (Lincoln Memorial University) -- This project was designed to provide data to the Superintendent and the School Board of the Middlesboro Independent School System, regarding the proposed retirement of staff in K-12 and support personnel. With this information, the Superintendent and the School Board of the Middlesboro Independent School System can develop a vision plan for the needs of K-12 teachers and support personnel for the next five years. Information regarding retirement will impact decisions that will be made regarding hiring new personnel, as well as budget consideration.
11. **Pharmacy Employee Perceptions of the Cost Impact of Medication for Senior Patients in Rural Appalachian Communities** Katie Zion (Lincoln Memorial University) -- This exploratory study examined the impact of rising medication costs for senior patients from the

point of view of pharmacy employees (registered pharmacists and pharmacy technicians). Independent, hospital, and chain pharmacies in three rural Appalachian counties were surveyed. Respondents were registered pharmacists (93%) who reported an increase in the number of prescriptions for 60/90 day supplies, generic medications, and larger doses suitable for pill splitting. Respondents reported that patients were going without needed medications due to rising costs and were cutting back on other basic needs. Area pharmacies are offering discount cards and low cost (\$4.00) generic medications.

12. **The Land That Shaped a Legend** Matthew Brock (Lincoln Memorial University) -- Pictures of the exhibit, details of the exhibit, details of the project, and etc...
13. **We Are Coming Father Abraham** Rebekah Haynes (Lincoln Memorial University) -- The project involves sheet music and other related materials of the 19th century and early 20th century. There will be several things on display. There will be pictures and biographies of 4 popular composers which are Christy Minstrels, Stephen Foster, George Root and Henry Work. Also there will be pictures and description of each audio file. There will be examples of each data base. I will have scanned examples of the sheet, broadsides, songsters and other materials.
14. **Ledford Scholars Presentations -- Interpreting Our History and Our World** Okie Wolfe (Lincoln Memorial University) -- This session will include presentations by Ledford Scholars of their projects during the past year in the areas of community service, history, and globalization.
15. **Knowledge Incorporates Source Selection, Evaluation, & Synthesis (KISSES): Integrating Information Literacy Across the Curriculum** Christy Cowan (Lincoln Memorial University), Jacques Debrot (Lincoln Memorial University), Janice McDonnell (Lincoln Memorial University), Philip Smith (Lincoln Memorial University) -- Up to this point, the KISSES project has conducted analyses on past written papers to assess need for an information literacy program at LMU. Future plans include hosting a workshop this summer to help LMU faculty develop information literacy rubrics and curriculum plans for a sophomore level English course and a senior level Psychology course. This workshop and the integration of information literacy in these two courses for fall 2008 will serve as a pilot study for the Quality Enhancement Plan for the entire university. This project is supported by Appalachian College Association and the Andrew W. Mellon Foundation.
16. **Science Discipline Forum (Continued) -- Assessment in the Sciences / Innovations in Science Pedagogy** Jason Powell (Ferrum College), ~~Aggy Vanderpool (Lincoln Memorial University)~~, Joana Badara (Lincoln Memorial University) Mary Ball (Carson-Newman College), Ray Bloomer (King College) -- ~~Aggy Vanderpool~~ Joana Badara will discuss *iField Work is only Half the Battle: Assessing Speaking and Writing Skills for Undergraduate Science Majors*. Mary Ball will discuss *iWhat are Scoring Rubrics and What Place Do they Have in Science Courses?* This will be followed by a general discussion, moderated by Jason Powell, about assessment in the sciences. Following this, Ray Bloomer will discuss *iTeaching Science Lab Courses Online?*

**17. The Use of a Unifying Concept in Psychology Courses**

Kevin Reily (Ferrum College), Christy Cowan (Lincoln Memorial University), Rita Creason (Campbellsville University) - - During the 2007 ACA Teaching and Learning Institute, we discussed ways to improve student engagement and learning in various psychology classes. We decided to use a unifying concept (e.g., stress, health) to give the class a sense of how the individual class topics can tie together. The goals of the project were to enhance student engagement and learning by incorporating a unifying concept into an individual course, to assess the results, and to present our findings at the 2008 ACA Summit. The results indicate that using a unifying concept in class is beneficial.

**Institutional Effectiveness Committee  
Meeting Agenda  
November 6, 2008  
Medical Library Classroom  
Carnegie-Vincent Library**

1. Opening Remarks
2. Announcements
  - a. An off-site SACS-COC committee has been reviewing LMU's Compliance Certification (November 3-6, 2008) and we should have a preliminary report sometime next week concerning the committee's findings.
  - b. The SACS Leadership Team is working on a webpage to provide information to the campus community on the SACS reaffirmation process.
  - c. Linda B. Salane, Ph.D., Executive Director of the Leadership Institute and Special Assistant to the President at Columbia College in Columbia, S.C. has agreed to serve as a process consultant for the QEP.
  - d. Joanna Burkhardt has agreed to serve as a content consultant for the QEP. Ms. Burkhardt is a recognized expert in information literacy and has authored two books; *Teaching Information Literacy: 35 Practical, Standards-based Exercises for College Students* and *Creating a Comprehensive Information Literacy Plan*.
  - e. 2008-2009 Outcomes Assessment Forms are posted on the Institutional Research Webpage.
  - f. CIC/AIR Data and Decisions Workshop materials are available in the Office of Institutional Research for Committee member review.
3. Discussion of results of the Staff Facilities and Services Survey.
4. Discussion of results of the Faculty Facilities and Services Survey.
5. Scheduling of CAAP and Graduating Student Surveys prior to graduation in December.
6. Report on review of Collegiate Learning Assessment as a potential evaluation tool at LMU.

7. Report on review of Council for the Assessment of Standards in Higher Education's *Self Assessment Guides*.
8. Distribution and discussion of fall enrollment and financial aid reports.
9. Discussion of SACS Annual Meeting, December 6-9, 2008.
10. Discussion of CHEA Initiative and future activities related to this initiative.
11. Discussion of new progress on new program development (J.D. and Ed.D.).
12. Scheduling of I.E. Committee December Meeting.

**Institutional Effectiveness Committee  
Meeting Minutes  
November 6, 2008**

**Present:**

Ms. Rhonda Armstrong, Dr. Randall Batchelor, Dr. Teresa Bicknell, Dr. Gary Dutton, Mr. Randy Evans, Dr. Clayton Hess, Dr. Kay Paris, Ken Ramos, Dr. Laurie A. Rodgers, Ms. Evelyn Smith, Dr. Theresa Tuwor, Ms. Robin Wilson

**1. Opening Remarks**

Dr. Hess opened the meeting and provided an opportunity for members to provide any information to the committee they might wish to provide.

**2. Announcements**

**a. An off-site SACS-COC committee has been reviewing LMU's Compliance Certification (November 3-6, 2008) and we should have a preliminary report sometime next week concerning the committee's findings.**

Today is the last day of the SACS-COC off-site review for Lincoln Memorial University. The review took place November 3-6, 2008. A conference call and written report will follow sometime thereafter and both will give an account of LMU's status as well as address other questions and concerns. The SACS Leadership Team will meet with Dr. Cheryl Cardell on November 18, 2008 to discuss areas needing additional attention and documentation. This meeting might occur after the conference call but before SACS sends out its official letter to LMU. Dr. Cardell might take the opportunity to discuss the findings of the off-site committee instead of scheduling a conference call.

**b. The SACS Leadership Team is working on a webpage to provide information to the campus community on the SACS reaffirmation process.**

Dr. Clayton Hess clarified what information would and would not be displayed on the webpage. For example transcripts and some assessment data would not be placed online. He also expressed the hope that the webpage would facilitate understanding of what reaffirmation is and LMU's role in the process. Several people on campus are working to prepare materials for the webpage. It is important that the material distributed to the campus community be as transparent as possible, but that information identifying individuals or information that might be inappropriate for public distribution (students' test scores when a small number of students are included in an identified group or comments from surveys where students/faculty/staff were assured of confidentiality) must be removed.

**c. Linda B. Salane, Ph.D., Executive Director of the Leadership Institute and Special Assistant to the President at Columbia College in Columbia, S.C. has agreed to serve as a process consultant for the QEP.**

**d. Joanna Burkhardt has agreed to serve as a content consultant for the QEP. Ms. Burkhardt is a recognized expert in information literacy and has authored two books; *Teaching Information Literacy: 35 Practical, Standards-based Exercises for College Students* and *Creating a Comprehensive Information Literacy Plan*.**

Dr. Salane and Ms. Burkhardt will critique LMU's QEP for process and content respectively. Hess would like to show these reports to SACS as a validity check or evidence that the institution is really attempting to implement the best possible information literacy QEP. The recommendations of the consultants, where possible, will be incorporated into the QEP prior to submission to the SACS on-site review team. Dr. DeBrot will be seeking advise from Joanna Burkhardt concerning possible lead evaluators LMM might nominate to serve on the review committee.

**e. 2008-2009 Outcomes Assessment Forms are posted on the Institutional Research Webpage.**

Hess reminded Institutional Effectiveness Committee (IEC) members that blank outcomes assessment forms for the 2008-2009 academic year could be downloaded from the Office of Institutional Research & Accreditation (OIRA) website and urged members to be diligent in completing these forms. The forms have not changed since last year and at this time there are no plans to make modifications prior to May 2009. All assessment forms from last year were submitted and most demonstrated improvement in terms of assessment and use of results for improvement in comparison to the previous year. Dr. Hess reminded the committee that it is important that we continue to demonstrate that that each program and department continues to implement effective assessment strategies.

**f. CIC/AIR Data and Decisions Workshop materials are available in the Office of Institutional Research for Committee member review.**

Dr. Sherilyn Emberton, Dr. Hess, and Mr. Randy Eldridge attended a CIC/AIR Data and Decisions Workshop in Connecticut earlier in October 2008. Dr. Hess discussed the workshop and indicated that the discussion of CLAs (College Learning Assessments) had provided new information for future discussion by the I.E. Committee. A webinar is scheduled concerning CLAs and Dr. Hess hopes to participate. The conference materials are available to IEC members if anyone wants to see them.

**3. Discussion of results of the Staff Facilities and Services Survey**

**4. Discussion of results of the Faculty Facilities and Services Survey**

The deadline for participating in the Faculty or Staff Facilities and Services Survey has passed. Participation in this year's surveys was good and yielded more positive results in comparison to past outcomes. Some areas of concern were noted in the responses including insufficient lighting on some parts of the LMU campus. In general most areas of concern have already been identified and are being addressed. There was some concern with insufficient staffing for the IS department given the tremendous increase in their workloads because of growth on campus and increased reliance on technology. Mr. Ramos pointed out to the committee that some of the questions concerning technology needed to be restated due to changes in staffing and the addition of an instructional technologist and director of distance learning. Dr. Hess acknowledged that the survey needed to be updated for future administrations



and that some questions in the technology section might have been misinterpreted by respondents.

**5. Scheduling of CAAP and Graduating Student Surveys prior to graduation in December**

Administration of the CAAP exam will be conducted every semester. This is because LMU is now graduating students every semester. This will also enable monitoring of certain courses such as the Lincoln courses which are now offered each term. Dr. Dan DeBord plans to administer the CAAP in his LINC 300 classes this semester.

**6. Report on review of Collegiate Learning Assessment as a potential evaluation tool at LMU.**

The Collegiate Learning Assessment was considered as a potential instrument for use by LMU. Hess did not believe that this would be an appropriate tool because of cost; the areas being evaluated by the instrument; and a small sample size. The Committee will continue to investigate CLA and other assessment instruments. The upcoming CLA webinar might provide more information for future discussion.

**7. Report on review of Council for the Assessment of Standards in Higher Education's *Self Assessment Guides*.**

It was determined that this particular instrument is probably better suited for service-oriented areas of an institution and that it would take approximately one year to incorporate its standards into LMU's current structure. Information concerning the Self Assessment Guides will be distributed to department directors who express interest and decisions concerning use of the instrument will be made by department directors.

**8. Distribution and discussion of fall enrollment and financial aid reports.**

Reports on financial aid and fall enrollment for LMU were distributed and discussed. Hess announced that some of this information would be placed on the OIRA website. He noted that some information would be excluded in order to maintain student confidentiality/anonymity. In looking at the reports, Ms. Evelyn Smith observed that because of the sample size or other variables for some of the data, one could still make a reasonably accurate educated guess about the identities of the participants. Dr. Kay Paris suggested aggregating the data along broader categories to correct this.

**9. Discussion of SACS Annual Meeting, December 6-9, 2008**

Dr. Moody and Dr. Hess will be doing a Round Table at the SACS annual meeting which will occur December 6-9, 2008. The title of their Round Table presentation is, Moving to Higher Ground: A Model for Integrating Program Initiation, Accreditation, and Substantive Change. Dr. Hess will also be attending three preconference workshops at the SACS Annual Meeting. Materials from the Annual Meeting will be made available to IEC members. Copies of materials used for several of the Concurrent Sessions will be available on the SACS COC website after the meeting.

**10. Discussion of CHEA Initiative and future activities related to this initiative**

Dr. Hess encouraged IEC members to follow progress on the CHEA Initiative and explained why he feels this initiative is important for LMU. Dr. Hess attended the first

Accreditation Forum and plans to attend the CHEA Summer Conference if possible. Materials concerning the CHEA Initiative and other accreditation related information is available on the CHEA web page.

#### **11. Discussion of new progress on new program development (J.D. and Ed.D.).**

Progress continues to be made towards implementing the law school and Ed.D programs. Admission for the programs might start as early as January 2009. According to Hess, it will take approximately three years for the law school to be fully staffed and operating as planned. Securing state approval from the TBLE (Tennessee Board of Law Examiners) and meeting ABA standards are part of this process. The program cannot even apply for ABA accreditation prior to opening. Upon completion of the program, students will be able to take the bar exam if TBLE approval is granted. A visiting team representing the TBLE will be on campus in December. The report for the TBLE visiting team is nearing completion. Bar exam results will be used to acquire accreditation. Hess commented that a lot of qualified students have shown interest in both the law and Ed.D. programs. A Substantive Change prospectus for the J.D. is being completed now and could be sent to SACS as early as December or January. Syd Beckman, Dean of the Law School, is working to prepare the TBLE report. Syd Beckman has been working closely with TBLE consultant to ensure that the report adequately addresses all state approval requirements. Much of the information from the TBLE report will be used in developing that prospectus. Another Substantive Change Prospectus is being developed for the Ed.D. program. Dr. Cynthia Norris is leading efforts to develop the Ed.D. program and is preparing materials for the Substantive Change Prospectus for that program. Dr. Connie England is working with Dr. Norris. At this time both programs appear to be making good progress and it is expected that all deadlines will be met.

#### **12. Scheduling of I.E. Committee December Meeting**

The next meeting is scheduled for December 4, 2008.

Meeting Adjourned at 2:04 PM

Respectfully submitted by Dr. Theresa Tuwor and Dr. Laurie A. Rodgers

**Institutional Effectiveness Committee  
Meeting Agenda  
December 4, 2008  
Medical Library Classroom  
Carnegie-Vincent Library**

1. Opening Remarks
2. Announcements
  - a. The preliminary report of the off-site SACS-COC committee that reviewed LMU's Compliance Certification Report has been received.
  - b. The SACS Leadership Team is working updating the LMU SACS webpage to provide more information to the campus community on the SACS reaffirmation process. The SACS Seconds are being distributed campus wide to distribute general information.
  - c. A draft of the QEP has been sent to consultants; Dr. Linda B. Salane and Joanna Burkhardt. Consultants' reviews are expected within two weeks. A final revision will be made prior to submitting the QEP to SACS.
  - d. LMU is still in the process of identifying potential QEP Lead Evaluators to nominate to SACS . Dr. Jacque Debrot is leading these efforts.
  - e. Results of the 2008 Faculty and Staff Facilities Surveys will be posted to the IR webpage soon.
3. CAAP Testing materials have arrived and have been forwarded to Dr. DeBord for administration in LINC 300 classes. Dr. DeBord had decided to administer two exams this semester. The Writing Skills and Science Reasoning tests were selected for this semester. Since a small group of associate degree graduates (most in nursing) will complete this semester, the decision was made to not administer the CAAP to associate degree students until spring.
4. Review of recommendations from the off-site SACS Committee.
5. Discussion of development of new Alumni Survey to replace the ACT Alumni Outcomes Survey.
6. Discussion of spring administration of Student Opinion Surveys to both graduate and undergraduate students.

7. Discussion of current administration of Graduating Student Surveys for students completing graduate and undergraduate programs.
8. Discussion of progress in development and implementation of new program academic programs (including J.D. and Ed.D.).
9. Scheduling of I.E. Committee Meeting.

**Institutional Effectiveness Committee  
Meeting MINUTES  
Thursday-December 04, 2008**

**Lon and Elizabeth Parr Reed Medical and Allied Health Library Classroom  
2<sup>nd</sup> floor of Carnegie-Vincent Library**

**Present:**

Ms. Rhonda Armstrong, Mr. Randy Evans, Dr. Clayton Hess, Ms. JooHee Kim, Dr. Mary Anne Modrcin, Dr. Kay Paris, Mr. Ken Ramos, Dr. Laurie A. Rodgers, Dr. Theresa Tuwor

**1. Opening Remarks**

FYI, the Institutional Effectiveness Committee (IEC) meeting scheduled for Thursday-November 20, 2008 was canceled due to conflicting appointments.

One correction was made to the minutes for the IEC meeting on Thursday-11/06/2008: The name of Ken Ramos was added to the list of those members who attended and were present at the meeting.

Dr. Mary Anne Modrcin moved to approve the minutes. Dr. Randy Evans seconded the motion. The IEC Committee approved the minutes for its meeting on Thursday-11/06/2008.

**2. Announcements**

- a. Dr. Hess announced to the I. E. committee that a good preliminary report from the review of the Off-Site SACS-COC Committee of LMU's Compliance Certification Report was received.
- b. Dr. Hess informed the committee about the SACS Leadership Team's work on updating the LMU SACS web page. The Compliance Certification Report will be made available to the University Community (Faculty and Staff) however, content that might include the identity of individual faculty, staff, or students will have to be removed from some documents. It will not be possible to include the supporting documents in the public Compliance Document since some of the information is confidential and includes information about individual evaluations and other sensitive information.
- c. Dr. Burkhardt—one of the 2 consultants for the QEP Report—is working on the QEP draft currently. Dr. Salane will read the report thoroughly upon her return from a trip. Dr. Clayton Hess estimates that it will be December 15, 2008 before the drafts have been critiqued and returned. However, he does not believe that this will be a problem and would still allow sufficient time to submit the report by the deadline.
- d. According to Hess, LMU still needs to finish and submit its nominee list of QEP Lead Evaluators by December 05, 2008. Dr. Jacques Debrot is charged with that responsibility.
- e. Dr. Hess reported that there were tremendous (positive) differences in the return rate and responses proper for the facilities surveys that were distributed to LMU faculty and

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staff. The responses rose from 35 to 135 and 25 to 125 respectively. He added that these results would soon be posted to the Institutional Research web site for everyone to see.

3. Dr. Hess made the committee aware that the CAAP materials are ready and Dr. Dan DeBord will soon administer it to LINC 300 students. This time students are going to take only two tests for this semester and in the spring semester another group of students will take two tests instead of three or four. Averaging of these results will be conducted a year at a time. This decision was made by the Chair of the General Education Committee to facilitate students taking the exams during a regularly scheduled class period so that the exams could be administered by the professor conducting the class.

4. LMU fared very well with respect to its Compliance Certification Report for reaffirmation of accreditation with SACS. Overall, there were 12 recommendations most of which were not really substantive. The first recommendation pertains to a SACS core requirement and will require greater attention. The issue related to having an adequate number of faculty for the program offered and students enrolled (i.e. faculty-student ratio). The off-site committee requested comparative data for similar institutions to ensure that LMU is in line with other institutions. In some cases there were lower than usual numbers of students apportioned per faculty member. LMU's faculty student ratio in most areas is lower than that of many of our peers. Hess made it known that some of the recommendations referred to Requirements 3.4.10, 3.7.1, and 4.7 only require an additional or updated document or a very brief response. Some of the other recommendations were discussed in somewhat greater detail and are as follows:

**Requirement 3.6.2.**

The SACS team stated that LMU needed to more explicitly state its 25% rule in its literature. SACS requires that 25% of the credit hours applied to any undergraduate degree be earned through the institution granting the degree. Dr. Modrcin observed that the Nursing School had specified the required number of credit hours earned in its listing of program requirements and asked if perhaps SACS had overlooked and/or discounted this. Hess explained that in looking at LMU's various programs and their requirements, SACS calculated the credit hours earned and determined that the 25% rule was and always had been met but that it needed to be more overtly declared. It is mathematically possible for a student to be awarded a degree with just under 25% completed at LMU in a couple of programs and the off-site committee recognized this. Modrcin commented that this rule should be added to LMU's course catalog to which Hess agreed. The Academic Council will be voting on a policy statement soon that clearly closes the potential loophole. While no students have graduated with fewer than 25% of the credits applied to their degree being earned through LMU the new policy will more clearly state the requirement.

**Requirement 3.7.2**

SACS wants to see examples of completed faculty evaluation documents during its upcoming On-Site Review visit to LMU.

**Requirement 3.11.1**

Although SACS had no complaint with the facilities proper, the team said that the report did not address funding for facility maintenance and preservation and wants to see evidence of such. These materials will be provided during the On-Site Review visit.

**Requirement 3.11.2**

SACS would like to see the school's crime statistics more prominently displayed on its web page. This information is already on view online and in school literature.

**Requirement 4.7**

LMU's Participation Agreement for federal aid was set to expire on September 30, 2008 and the report was submitted on September 10, 2008. The off-site committee requested a copy of the new Participation Agreement. We now have the new document and will provide it.

Most of the responses are being worked on now and the Focused Report will be submitted in January, 2009.

5. A new alumni survey is going to be created. The primary reasons given for doing so are the high cost and very poor response rates associated with the ACT Alumni Survey that LMU currently uses. Modrcin asked to be kept informed of the progress on this endeavor and noted that the Nursing School is currently using an expensive survey from EBI. She added that there would be an appreciable savings in expenses if at some point they could switch over to such an instrument. Discussion continued along various lines with respect to the design and implementation of the survey and use of its results. Questions were raised about the weakness of a survey that allowed multiple entries from the same participant vs how to collect data from individuals who had received more than one degree from LMU thus warranting one entry per degree earned. Other problems such as tracking and maintaining accurate student contact data, when to distribute the survey after graduation (time length), how to identify student groups by class and degree, etc. were also mentioned. Hess acknowledged that all of these questions would require additional discussion and announced that decision making would be postponed until they had been adequately addressed.

6. The Office of Institutional Research and Accreditation (OIRA) will once again be conducting the Student Opinion Survey for the Spring 2009 Semester.

7. Hess asked IEC members to remind their students to take the Graduating Student Surveys because response rates were currently quite low.

8. The Tennessee Board of Law Examinees (TBLE) report has been submitted and the TBLE review team will be visiting the LMU campus December 15-16, 2008. LMU will be able to supply more information to SACS once the TBLE review team has made its determination. Information from the TBLE report will be used in the Law School Prospectus for SACS. In addition, the Ed.D. program prospectus will also be submitted. Dr. Cynthia Norris and Dr. Connie England are working on the substantive change for the Ed.D. program.

**Additional Announcements**

Ms. JooHee Kim announced that the P.A. Program Report has been submitted and that a review team would be visiting LMU January 08-09, 2009. ARCPA will send a committee for a mock visit next week.

Modrcin also announced that the Nursing School had recently learned that the FNP and NA certification programs will require the submission of a substantive change report. The School is planning to have the report completed by February 2009.

Meeting Adjourned at 2:02 PM

Respectfully submitted by Dr. Theresa Tuwor and Dr. Laurie A. Rodgers



- 2.5 The institution engages in ongoing, integrated, and institution-wide research-based planning and evaluation processes that (1) incorporate a systematic review of institutional mission, goals, and outcomes; (2) result in continuing improvement in institutional quality; and (3) demonstrate the institution is effectively accomplishing its mission. **(Institutional Effectiveness)**

Comment:

The institutional documents describe a comprehensive assessment program designed to align program goals with the institution's mission. There is a very strong emphasis on, and expectation for, effective strategic planning across the University. Multi year strategic plans have been developed and are reviewed and updated each year at an annual strategic planning retreat. The follow-up reports, included in **Appendix 17**, describe many new initiatives and program enhancements to further the institution's goals for improvement and purpose.

All academic units of the University conduct program reviews as part of their planning and assessment activities. Templates for these reviews are included in **Appendix 18** and outline a thorough study of academic quality and effectiveness. The Committee was able to examine actual samples of completed program reviews and program outcome assessments on site.

The institution has identified a number of appropriate benchmarks and performance indicators to assess their effectiveness compared to peer institutions. These include the NSSE, CIRP, and IPEDS survey instruments as well as local standards for test scores (ACT, SAT) and institutional surveys to gauge student satisfaction.

A number of academic programs have recently undergone successful accreditation review by subject specific review boards and agencies, some with commendations for excellence, which indicate academic excellence and effectiveness. Among these accreditation reviews are the Committee on Osteopathic College Accreditation (COCA), which recommended provisional accreditation of the DCOM (COCA does not confer full accreditation until a program has been in operation for four years).

The DeBusk College of Medicine has described a solid assessment program, and assessment of first year courses, student performance and technology is clearly in place. The Committee found documentation on the actual evaluation and use of results – committee minutes, reports, national and local survey results, etc. The Committee believes that the DCOM has an effective planning and assessment program that meets the core requirement.

- 2.6 The institution is in operation and has students enrolled in degree programs. **(Continuous Operation)**

Comment:

**Strategic Goal 7:**

**Assess and Enhance University-Wide Research**

**Objective 7.1:**

**Integration:** To connect all development, improvement and implementation of university research initiatives to the university mission, planning, budgeting, assessment and evaluation process.

**Strategies/Action Plans**

- ☛ Designate a Representative of the University's Research Committee to be involved in institutional decision making regarding research at LMU in Fall of 2007.
- ☛ Combine the University Ad Hoc Research Committee and University Grants and Research Committee into one permanent committee (University Research Committee) that will address current and future research issues, including the mini-grants program-Fall 2007.
- ☛ Develop an action plan to ensure the University will carry out research in areas that will benefit the people and the communities of the region it serves; e.g., rural Appalachia.
- ☛ Revise existing and establish a new comprehensive series of research policies and procedures.
- ☛ Provide information to the University community as well as the region as a whole highlighting research and scholarly activity through various public relations outlets.
- ☛ Provide an electronic grant budgeting and tracking system which will facilitate the research process to flow efficiently and effectively.

**Responsibility:** Representative of the University Research Committee and University Advancement.

**Time Frame:** Initial and ongoing.

**Resources Required:** Time commitment, data collection, analysis, and interpretation; (\$ amount to be determined annually) funding for new positions and for salary adjustments.

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

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

**Strategic Goal 7:**

**Assess and Enhance University-Wide Research**

**Objective 7.2:**

**Infrastructure:** Identify the need for central research support services; foster their development and manage them to optimize their utility, accessibility and the responsiveness to the campus and extended site research community.

**Strategies/Action Plans**

- Establish all required federal and state mandated committees (e.g., institutional review board, radiation and chemical safety committee, institutional animal care and use committee) and other agencies as required by law; e.g., OSHA, etc.
- Foster the management of internal grant programs aimed specifically at the support of undergraduate and student's research projects.
- Ensure that all research activities meet professional and regulatory standards.
- Promote institutional interdisciplinary and collaborative projects and to provide avenues and incentives when necessary.
- Assist faculty, staff, and students in obtaining external financial support for their research, training, and public service activities.
- Provide efficient administration of research-related assets in order to contribute to faculty productivity and retention.
- Provide for the creation of a centralized pre and post award staff, regulatory and clerical staff, including a Director of Grants Management, Statistician, and additional resources necessary to support the research mission of the University.

**Responsibility:** President and President's Cabinet; Representative of the University Research Committee, Director of Grants Management (once identified).

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

**Resources Required:** Time commitment, data collection, analysis, and interpretation; (\$ amount to be determined) funding for new positions and for salary adjustments.

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

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

**Strategic Goal 7:**

**Assess and Enhance University-Wide Research**

**Objective 7.3:**

Faculty: Ensure adequate on campus and extended site faculty to initiate, grow and sustain both undergraduate and graduate level research.

**Strategies/Action Plans**

- ☛ Review fiscal management procedures and policies relative to external funding.
- ☛ Identify the needs of researchers and those expressing interest in scholarly activities from various disciplines.
- ☛ Provide adequate startup funds for new research faculty in all departments for a variety of scholarly activities.
- ☛ Foster the identification and management of internal grant programs aimed specifically at the support of undergraduate students and trainee research projects.
- ☛ Review and refine incentive structures for research and scholarly activity.
- ☛ Facilitate the development of new programs that foster research, scholarship, and creative activity in a broad variety of disciplines.
- ☛ Make available resources to assist interdisciplinary teams to prepare competitive collaborative project proposals for external research funding.
- ☛ Facilitate faculty, graduate student, and undergraduate student recruitment by the strategic employment of research support assets, including the development and support of central support facilities and the growth of the internal grant program.

**Responsibility:** Representative of the University Research Committee, VP of Academic Affairs, VP for Finance, Deans for Schools/Colleges, Chairs of Departments/Program Directors, Chief Operating Officer.

**Time Frame:** Initial and ongoing.

**Resources Required:** \$ to be determined, Information Resources.

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

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

**Strategic Goal 7:**

**Assess and Enhance University-Wide Research**

**Objective 7.4:**

**Facilities:** Identify the need for research facilities; foster their development and manage them to optimize their utility and accessibility to the university wide research community.

**Strategies/Action Plans**

- ☛ Identify short-term and long-term infrastructure needs in order to support research at LMU.
- ☛ Define information technology and support services to facilitate research.
- ☛ Identify areas in which to improve and implement laboratory health and safety programs that clearly follow all regulations related to health, safety, and environmental protection.
- ☛ Make recommendations regarding how to insure future competitiveness within areas of current strength and of emerging importance.
- ☛ Implement a policy for research space allocation for all faculty conducting research.
- ☛ Provide and expand library resources including but not limited to accessing electronic journals, research serials, subscriptions and databases to meet graduate, undergraduate and faculty research needs from both campus and extended sites to accommodate graduate, undergraduate and faculty research needs.
- ☛ Establish necessary communications systems for interdisciplinary, regional and national collaboration.

**Responsibility:** Representative of the University Research Committee, VP for Finance, Chief Operations Officer, Deans for Schools/Colleges, University Research Committee, Chief Information Officer and Director of Library.

**Time Frame:** Initial and ongoing.

**Resources Required:** \$ to be determined, Information Technology, Technology Support for on-campus and extended site activity, Library Resources.

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

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

**Strategic Goal 7:**

**Assess and Enhance University-Wide Research**

**Objective 7.5:**

**Evaluation:** To develop and implement an evaluation system that recognizes the importance of research to the mission of the University.

**Strategies/Action Plans**

- ☛ Establish research/scholarly activity as a component of the evaluation system for promotion and retention.
- ☛ Develop an on-campus notification system/public forum of scholarly activity.
- ☛ Ensure funding for the dissemination of research findings.

**Responsibility:** Chairs of Departments/Program Directors, Deans for Schools/Colleges, VP for Academic Affairs, Representative of the University Research Committee, VP for Finance.

**Time Frame:** Initial and ongoing.

**Resources Required:** \$ to be determined, Committee for Promotion, Retention, Multi-Year Contracts.

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

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

**Strategic Goal 7:**

*Assess and enhance University-wide research*

**Strategic Goal 7: *Assess and enhance university-wide research***

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

**Strategies/Action Plans**

- The designated Representative of the University's Research Committee will continue to be involved in institutional decision making regarding research at LMU.
- The University Research Committee will address current and future research issues, including the mini-grants program.
- Develop an action plan to ensure the University will carry out research in areas that will benefit the people and the communities of the region it serves; e.g., rural Appalachia.
- Revise and update research policies and procedures.
- Continue to provide information to the University community as well as the region as a whole highlighting research and scholarly activity through various public relations outlets including the new Office of Research and Sponsored Programs (ORGSP) page on the LMU Website.
- Provide an electronic grant budgeting and tracking system which will facilitate the research process to flow efficiently and effectively.

**Responsibility:** Representative of the University Research Committee, Representative(s) of the ORGSP and University Advancement.

**Time Frame:** Initial and ongoing.

**Resources Required:** Time commitment, data collection, analysis, and interpretation;  
(\$ amount to be determined annually) funding for new positions and for salary adjustments.

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

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



**Strategic Goal 7: *Assess and enhance university-wide research***

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

**Strategies/Action Plans**

- Continue to evaluate the need for required federal and state mandated committees, establish a radiation and chemical safety committee and other agencies as required by law; e.g., OSHA, etc.
- Foster the management of internal grant programs aimed specifically at the support of undergraduate students' research projects.
- Continue to ensure that all research activities meet professional and regulatory standards.
- Initiate and promote institutional interdisciplinary and collaborative research including international projects (e.g., Belize Foundation Research and Environmental Education, BFREE) and provide avenues and incentives when necessary.
- Assist faculty, staff, and students in obtaining external financial support for their research, training, and public service activities.
- Provide efficient administration of research-related assets in order to contribute to faculty productivity and retention.
- Continue to evaluate the need for additional resources necessary to support the research mission of the University, including a statistician.

**Responsibility:** President and President's Cabinet; Representative of the University Research Committee, Representative(s) of the ORGSP.

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

**Resources Required:** Time commitment, data collection, analysis, and interpretation; (\$ amount to be determined) funding for new positions and for salary adjustments.

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

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

**Strategic Goal 7: *Assess and enhance university-wide research***

**Objective 7.3: FACULTY:** Ensure adequate on campus and extended site faculty to initiate, grow and sustain both undergraduate and graduate level research.

**Strategies/Action Plans**

- Continue to review fiscal management procedures and policies relative to external funding.
- Continue to identify the needs of researchers and those expressing interest in scholarly activities from various disciplines.
- Provide adequate startup funds for new research faculty in all departments for a variety of scholarly activities.
- Foster the identification and management of internal grant programs aimed specifically at the support of undergraduate students and trainee research projects.
- Review and refine incentive structures for research and scholarly activity.
- Continue to facilitate the development of new programs that foster research, scholarship, and creative activity in a broad variety of disciplines.
- Make available resources to assist interdisciplinary teams to prepare competitive collaborative project proposals for external research funding.
- Facilitate faculty, graduate student, and undergraduate student recruitment by the strategic employment of research support assets, including the development and support of central support facilities and the growth of the internal grant program.

**Responsibility:** Representative of the University Research Committee, VP of Academic Affairs, VP for Finance, Deans for Schools/Colleges, Chairs of Departments/Program Directors, Representative(s) of the ORGSP.

**Time Frame:** Initial and ongoing.

**Resources Required:** \$ to be determined, Information Resources.

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

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

**Strategic Goal 7: *Assess and enhance university-wide research***

**Objective 7.4: FACILITIES:** Identify the need for research facilities; foster their development and manage them to optimize their utility and accessibility to the university wide research community.

**Strategies/Action Plans**

- Identify short-term and long-term infrastructure needs in order to support research at LMU.
- Define information technology and support services to facilitate research.
- Identify areas in which to improve and implement laboratory health and safety programs that clearly follow all regulations related to health, safety, and environmental protection.
- Make recommendations regarding how to insure future competitiveness within areas of current strength and of emerging importance.
- Implement a policy for research space allocation for all faculty conducting research.
- Provide and expand library resources including but not limited to accessing electronic journals, research serials, subscriptions and databases to meet graduate, undergraduate and faculty research needs from both campus and extended sites to accommodate graduate, undergraduate and faculty research needs.
- Establish necessary communications systems for interdisciplinary, regional, national and international collaboration.
  - Pursue articulation agreements with current existing international research facilities (e.g., BFREE).

**Responsibility:** Representative of the University Research Committee, VP for Finance, VP for Academic Affairs, Deans for Schools/Colleges, Chief Information Officer and Director of Library.

**Time Frame:** Initial and ongoing.

**Resources Required:** \$ to be determined, Information Technology, Technology Support for on-campus and extended site activity, Library Resources.

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

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

**Strategic Goal 7: *Assess and enhance university-wide research***

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

**Strategies/Action Plans**

- Establish research/scholarly activity as a component of the evaluation system for promotion and retention.
- Continue to develop an on-campus notification system/public forum of scholarly activity.
- Ensure funding for the dissemination of research findings.
- Review the current faculty rank system and explore the possibility of establishing new faculty ranks specific to the support of the research goal (e.g., research professor).

**Responsibility:** Chairs of Departments/Program Directors, Deans for Schools/Colleges, VP for Academic Affairs, Representative of the University Research Committee, VP for Finance and Representative(s) of the ORGSP.

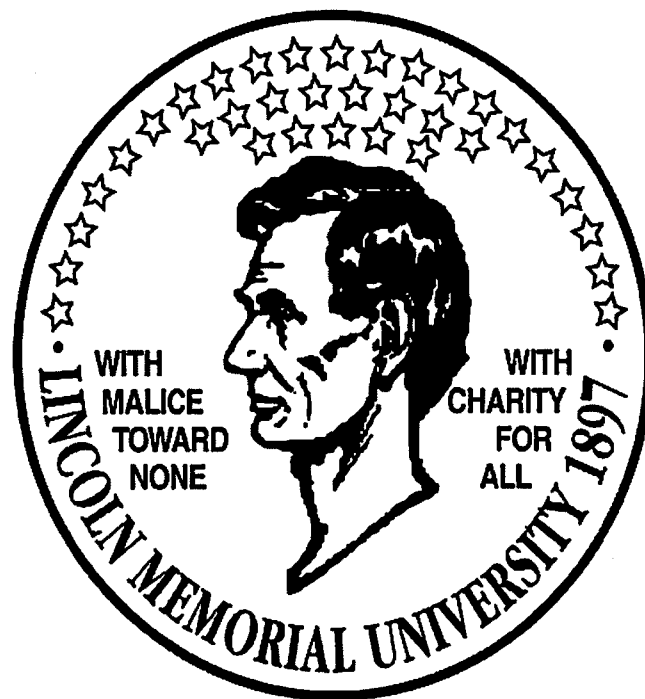
**Time Frame:** Initial and ongoing.

**Resources Required:** \$ to be determined, Committee for Promotion, Retention, Multi-Year Contracts.

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

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

**LINCOLN MEMORIAL UNIVERSITY**



**FACULTY-STAFF POLICY  
MANUAL 2009-2010**



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## INTRODUCTION

Welcome to Lincoln Memorial University (LMU) – we are glad to have you on our team. At LMU, we believe that our employees are our most valuable asset. In fact, we attribute a significant part to our success as an institution to our ability to recruit, hire, and maintain a happy and productive workforce. We hope that during the time of your employment with LMU you will become a productive and successful member of the LMU team.

This Faculty-Staff Policy Manual describes, in summary form, the personnel policies and procedures that govern the employment relationship between LMU and its employees. The policies stated in this manual are subject to change at any time at the sole discretion of LMU with or without prior notice.

This manual supersedes any prior manuals or written policies of LMU that are inconsistent with its provisions. You may receive updated information concerning changes in policy from time to time, and those updates should be kept with your copy of the manual. If you have any questions about any of the provisions in the manual, please ask your supervisor or the Director of Human Resources.

As an LMU employee, you may have access to confidential information regarding other employees and/or students. By accepting employment with LMU, you agree to maintain that confidentiality. Failure to do so may result in disciplinary action up to and including termination of employment.

This manual does not create a contract of employment between LMU and its employees. Although we hope that your employment relationship with LMU will be long-term, either you or LMU may terminate this relationship at any time, for any reason, with or without cause or notice. Our employment relationship remains at will not with standing any provision in this manual to the contrary. No supervisor, manager, or representative of LMU other than the President has the authority to enter into any agreement with you regarding the terms of employment that changes our at will relationship or deviates from the provisions in this manual.

## SECTION I – ABOUT THE UNIVERSITY

### *Organization of the University*

#### **Board of Trustees**

Lincoln Memorial University is a private institution controlled by a self-perpetuating Board of Trustees. Board members are elected on the basis of a commitment to the programs and purposes of Lincoln Memorial University. The Board of Trustees establishes the broad guidelines or philosophy and institutional purpose and names the President to execute those guidelines. Various segments of the board, including the executive committee, meet periodically.

#### **Authority for Changes in Organizational Structure**

As charged by the Board of Trustees, the President is responsible for changing the organization of the University to meet the needs of the University community. Such organizational change may include creation, elimination, and/or re-definition of positions.

The determination of which positions shall be advertised or posted following organizational change shall be made in accordance with the following guidelines:

- A. If an organizational change causes the job description of an employee to be altered without removing him or her from the department or division, the President shall determine whether the change in job description is a promotion, transfer, or re-classification to a lower position; the President shall determine whether the position is to be posted or if the employee shall be placed in a new position for a probationary period.
- B. If a position is re-classified to a higher level via organizational change, the promotion requires only the notification of the Office of Human Resources, the employee's supervisor, and the employee.
- C. Employees may be transferred from one location to another in the same or similar positions to accomplish a re-organization within a department or division; when such a transfer is made, no posting or advertisement is required.

### *Officers of the University*

#### **President**

Vice President for Academic Affairs and Provost

Vice President and Dean, DeBusk College of Osteopathic Medicine

Vice President for Enrollment Management and Student Services

Vice President for University Advancement

Vice President for Finance

Chancellor/Chief Operating Officer

### ***Cabinet, Councils and Committees***

The following are standing cabinets, committees and councils of the University. Ad hoc committees or teams are appointed or elected as need arises. The President holds membership or ex-officio membership on all of these except the Promotions, Multi-year Appointments, and Appeals Committee.

#### **President's Cabinet:**

**Function:** Consider University issues and make recommendations to the President; advise the President regarding University operations; communicate appropriate information to University constituents; and serve as budget committee.

**Membership:** The President and all Cabinet.

#### **Academic Council:**

**Function:** Reviews and approves/endorse curriculum proposals; recommend academic policy to the VPAA/Provost.

**Membership:** VPAA/Provost, Chair; Assistant VPAAS; Academic Deans; chair of each department. Ex-officio: Registrar, Director of General Education Program, Director of the Library, Director of Admissions, Assist Director of Institutional Research; Chair of the Faculty Senate, SGA President.

#### **Undergraduate Admissions Committee:**

**Function:** Consider selected applications for undergraduate admission to the University and recommend to the Director of Admissions approval, conditional approval, or denial of admission.

**Membership:** Director of Admissions; Registrar; one (1) faculty member from each undergraduate academic department, appointed by the VPAA, one of whom to serve as committee chair.

#### **Faculty Development Committee:**

**Function:** Apply the criteria and guidelines detailed in the Faculty Development Program, consider faculty requests for assistance toward professional development and accordingly recommend to the VPAA the disbursement and awarding of available funds; receive nominations and recommend recipients of the Houston Award and the Lincoln Award to the VPAA and to the President.

**Membership:** Assistant VPAA, Chair; One (1) faculty member elected from and by the faculty of each graduate and undergraduate department and one (1) representative of the DeBusk College of Osteopathic Medicine appointed by the V.P. and Dean of the DCOM

**Promotions, Multi-Year Appointments, and Appeals Committee:**

**Function:** Consider applications for promotions in faculty rank and multi-year appointments, and make written recommendations regarding such through the Vice President for Academic Affairs to the President; conduct formal appeal hearings as requested for due process in faculty cases of dismissal-for-cause, and make written recommendations regarding such through the VPAA to the President.

**Membership:** Five (5) faculty members, who will not submit applications during service. Three (3) faculty members elected by the undergraduate faculty and, one (1) by the graduate faculty. One (1) representative of the DeBusk College of Osteopathic Medicine appointed by the V.P. and Dean of College of Osteopathic Medicine; VPAA/Provost appoints the Chair.

**Library and Learning Resources Committee:**

**Function:** Counsel the Director of the Library toward improvement of library services and development/maintenance of adequate, balanced collections; ensure effective communication between the faculty and the library.

**Membership:** Director of the Library, Chair: six (6) faculty members, three (3) of whom will be graduate faculty; three (3) of whom will be undergraduate faculty, elected by the University Faculty; one (1) representative of the College of Osteopathic Medicine appointed by the V.P. and Dean of DCOM; ex officio: Assistant VPAA/Academic Services.

**Health and Safety Standards Committee:**

**Function:** Review and maintain a comprehensive safety program suited for Lincoln Memorial University's particular needs. The Committee's responsibilities include:

- A. Monitor compliance with LMU safety rules and regulations and the applicable safety and health standards established by the Occupational Safety and Health Administration (OSHA);
- B. Investigate, correct, and eliminate recognized unsafe working conditions or potential hazards;
- C. Represent LMU during investigations conducted by OSHA;
- D. Organize training of employees as required by OSHA;
- E. Establish fire prevention and fire fighting programs;
- F. Investigate all accidents and fires involving LMU employees, or which occur on LMU premises, and preparing all reports;
- G. Development and annual review of Crisis Response Plan;



**Membership:** Dean of Students, Chair; one (1) representative of the DeBusk College of Osteopathic Medicine, Chair; two (2) staff personnel, two (2) faculty members, and two (2) students, all appointed by the President; Chief of Security.

**Student Awards Committee:**

**Function:** Coordinate the identification of selected student awards and conduct a public presentation ceremony for such; assist in establishing new student awards. Information is provided to the department chairs by Financial Aid in order to complete the process and make selections for departmental awards and nominations for general awards.

**Membership:** Vice President for University Advancement or designee; Vice President for Enrollment Management and Student Services; two (2) undergraduate faculty members; Vice President for Finance or designee; Director of Gift Processing; Director of Admissions; and Executive Director of Financial Aid, Chair.

**Student Appeals Committee:**

**Function:** Conduct formal appeal hearings as requested by students facing disciplinary action administered through the Office of Enrollment Management and Student Services, and make written recommendations directly to the President of the University regarding any adjustment to the disciplinary action deemed appropriate by two-thirds vote of the membership.

**Membership:** Two (2) staff personnel (not of the Office of Enrollment Management and Student Services) appointed by the President of the University, one serving as Chair and the other as Recorder; the Attorney General of the Student Government Association; four (4) students (with no adverse disciplinary record) appointed by the President of SGA; one (1) faculty member elected by the University Faculty; ex officio: Vice President for Enrollment Management and Student Services appoints chair.

**Teaching and Learning with Technology Roundtable:**

**Function:** Promote effective teaching and learning with technology; provide a forum open to all University constituencies for discussion of concerns related to such.

**Membership:** Nine (9) members of the University community, appointed by the VPAA/Provost, based upon expressed interest and commitment to regular attendance and participation.

**Institutional Effectiveness Committee:**

**Function:** Monitor and ensure the ongoing evaluation of all offices, departments, and programs of the University toward continued improvement, through planning, research, and assessment.

**Membership:** Assistant VPAA/Planning and Accreditation, Chair; Assist. Director of Institutional Research; Assist Director of Assessment; QEP Director; one (1) staff representative appointed by the President; Assistant VPAA; Academic Deans; Chief Information Officer; one undergraduate faculty representative nominated by the school deans and appointed by the VPAA; one graduate faculty representative nominated by the school deans and appointed by the VPAA; Director of Academic Assessment for DCOM; Executive Director of Academic Services, DCOM; Director of Library; ex officio: VPAA and President.

**Marketing Committee:**

**Function:** Communicate, segment, review, and evaluate all aspects of marketing at LMU and its extended campus sites.

**Membership:** Vice President for University Advancement, Chair; VPAA/Provost; Vice President for Enrollment Management and Student Services; Director of Marketing and Public Relations; Director of Publications and Webmaster; Assist VP/Planning and Accreditation; Director of Sigmon Communications Center; Assistant VPAA/Academic Services; Academic Deans; Registrar; DCOM Public Relations; Principal of JFWA or a designee; Athletic Director; Director of the Abraham Lincoln Library and Museum; Program and Tourism Director for the Abraham Lincoln Library and Museum; Director of Admissions; Director of Upward Bound; one (1) student representative; one (1) Information Technology representative, appointed by the President of the University.

**Fund Raising Review Committee:**

**Function:** Evaluate all aspects of fund raising on a regular basis.

**Membership:** Vice President for University Advancement; Chair of the Development Committee of the Board of Trustees; Athletic Director; Director of Foundation Research; Principal of J. Frank White Academy; Director of the Library; Director or Assistant Director of The Abraham Lincoln Museum; Chancellor/COO; one (1) faculty member with fund raising experience, appointed by the President of the University.

**Student Enrollment Committee:**

**Function:** Set goals and develop strategies for increasing enrollment for the fall semester at all levels-undergraduate and graduate; reports on the status of applicants for the fall; develops strategies to attain enrollment goals; provides information and assistance to one another in attaining enrollment goals; assures accountability in all areas involved in enrolling students; reviews and updates the Enrollment Management Plan.

**Membership:** Vice President for Enrollment Management and Student Services, Chair; Chancellor/COO; VPAA/Provost; Director of Admissions; Executive Director of Financial Aid; Director of Residential Life; Graduate Nursing Admissions; Graduate Education Admissions; Post-Bac Admissions; MLP Admissions; Registrar; Director of Career Services and Student Success; Athletic Director; Director of Marketing and Public Relations; Ex-officio, Chancellor/COO.

**Student Retention Committee:**

**Function:** Reviews and monitors retention data to determine key areas where retention is a concern; develops and implements programs to assist students to remain enrolled and graduate; identifies causes of student attrition; recommends appropriate actions to University constituencies; reviews and updates the Retention Plan.

**Membership:** VPAA/Provost (Chair); Chancellor/COO; VP for Enrollment Management and Student Services (Assistant Chair); Dean of Allied Health; Dean of Arts and Sciences; Dean of Business; Dean of Education; Dean of Nursing; Director of Career Services and Student Success; Director of Student Support Services; Executive Director of Financial Aid; Athletic Director; Registrar; Director of Student Activities.

**Institutional Animal Care and Use Committee (IACUE):**

**Function:** Semiannual review of program for humane care of animals and semiannual inspection of animal research facilities. Submit semiannual reports concerning the program reviews and facility inspections to the President. Review and approve Protocols for use of animals. Submit reports to the United States Department of Agriculture.

**Membership:** One (1) faculty member, chair, appointed by the President; one (1) student representative, current President of the LMU Veterinary Technology Club; one (1) community representative, one (1) attending veterinarian, one (1) scientist, each appointed by the President; one (1) representative of the DCOM appointed by the VP and Dean of DCOM. *Ex-officio:* Chancellor/COO (Institutional Official for the USDA).

**Faculty Credentials Committee:**

**Function:** Review inquiries relative to faculty credential documentation, based on SACS criteria and policies related to faculty credentials.

**Membership:** The appropriate school/college dean, VPAA/Provost, Chair; Assist VPAA/Planning and Accreditation; three faculty members with credentials in academic area(s) and level(s) related to the request, appointed by the VPAA, one (1) representative of the DCOM appointed by the V.P. and Dean of DCOM.

**General Education Committee:**

**Function:** Review the general education curriculum and propose revisions to the Academic Council; review/approve/disapprove student requests for general education curriculum waivers and substitutions to the VPAA; oversees assessment of the general education program.

**Membership:** One faculty member from each of the following disciplines: Allied Health/Biology/Nursing, Business, Education, English, Humanities, Mathematics, Natural Sciences, and Social Sciences, appointed by the VPAA, appointing one to serve as Chair; and Assist VPAA/Planning and Accreditation. Ex-officio: Dean of the School of Arts and Sciences.

**Teacher Education Committee (TEC):**

**Function:** Insure that all education programs leading to teacher licensure will be reviewed by faculty members whose discipline expertise represents coursework leading to licensure and make recommendations to the Academic Council.

**Membership:** Chair of the Department of Undergraduate Education, Chair; one representative faculty member from each discipline in Kinesiology, English, Business, History, Mathematics, Natural Sciences, and Art recommended by the appropriate school dean; ex officio: Post Bac program director, Director of Student Teaching, and Director of Teacher Licensure and Testing.

**Technology Planning Committee:**

**Function:** Review institutional and individual department strategic plans and budget requests related to the allocation of technology resources. Prioritization and recommendations will be presented to the President's Cabinet for consideration during the budgeting process.

**Membership:** Chief Information Officer, Chair, Vice President for Finance, VPAA/Provost; Academic Deans; Assistant VPAA/Academic Services; Director of Academic Computing; one (1) representative of the DCOM appointed by the V.P. and Dean of the DCOM.

**University Research Committee:**

**Function:** Promote, assess and enhance University wide research; consider University wide research issues and recommend research policy to the VPAA/Provost.

**Membership:** Dean, Research and STEM Initiatives, Chair; Director of Foundation Research; Director of Upward Bound; Executive Director of the Office of Grants, Research and Sponsored Programs; Director of Health Sciences Grants and Research; Director of Risk Management and Contracts; and faculty appointed by VPAA representing the academic schools.

**Institutional Review Board:**

**Function:** Reviews all University research proposals involving human subjects; provides input and support for the University Research Committee.

**Membership:** Three (3) Behavioral/Sciences Faculty Representation (appointed by the VPAA); three (3) Life/Physical Sciences Faculty Representation (appointed by the VPAA); one (1) additional faculty member from other academic schools not represented; and two (2) Community members (appointed by the President). *Ex-officio:* VPAA/Provost.

**Faculty Senate (Constitution and Bylaws):**

**Function:**

- A. The Faculty Senate serves as a forum for the concerns and interest of the University faculty community. Its officers communicate directly with the Vice President of Academic Affairs of the University. The Faculty Senate shall address all areas related to the welfare of the faculty, including but not limited to: working conditions, faculty compensation and development, faculty evaluations and grievances, and shared governance.
- B. Upon request or upon its own initiative the Faculty Senate recommends to the faculty policies and procedures pertaining to the faculty and the enhancement of the educational environment of the University; recommendations from the Senate require discussion and approval of the faculty prior to transmittal to the Vice President of Academic Affairs for consideration.

**Membership:**

- A. The Faculty Senate is an elected body of faculty representatives: one (1) elected from each academic department of each school/college and three (3) or four (4) at-large members to ensure an uneven number of representatives.
- B. Only full-time instructional faculty, including chairs of academic departments, as designated by contract or letter-of-appointment, are eligible for election to the Faculty Senate. Administrators with the rank of Dean or higher are not eligible to participate in the formal business of the Faculty Senate. Staff members who may on occasion conduct courses are not to be considered full-time instructional faculty.

**Staff Senate (Constitution and Bylaws):**

**Function:**

- A. The Staff Senate serves as a forum for the concerns and interests of the University Staff community. Its officers communicate directly with the President of the University through the Staff Senate liaison, currently the Vice President for Finance and Operations. The Staff Senate shall address all areas related to the welfare of the staff, including but not limited to: working conditions, staff compensation and development, staff evaluations and grievances, staff related celebrations of accomplishment and shared governance.

- B. Upon request or upon its own initiative of, the Staff Senate recommends to the administration policies and procedures pertaining to the Staff and the enhancement of the educational and work environment of the University; recommendations from the Senate require discussion and approval of the Staff prior to transmittal to the President and / or President's Cabinet for consideration.

***Membership:***

- A. The Staff Senate is an elected body of Staff representatives reflecting one (1) representative per ten (10) Staff members within a division's overall number of staff members but not to exceed three (3) per division, plus two (2) at-large elected members.
- B. Only full-time Staff is eligible for election to the Staff Senate. Administrators with the rank of Vice President are not eligible to participate but may attend Staff Senate meetings. Any full or part time Staff member may attend meetings and offer opinions and debate issues brought before the body.

***DCOM Committees***

**Faculty Executive Committee:**

***Function:***

1. To facilitate communication among the teaching faculty and between the teaching faculty and administration;
2. To develop and recommend academic policy within the LMU-DCOM;
3. To develop and recommend standards for teaching, scholarly activity and professional growth;
4. To provide input for curriculum proposals emanating from the Curriculum Committee;
5. To consider matters of student and faculty responsibilities, privileges and welfare;
6. To review the process for faculty adequacy determination;

***Membership:*** The committee shall consist of five (5) voting members: two (2) basic medical science teaching faculty and three (3) clinical teaching faculties, one of which is from the Osteopathic Principles and Practice (OPP) section elected by the Faculty Assembly.

**Handbook Committee:**

***Function:***

1. To review the faculty handbook
2. To recommend changes to the faculty handbook

***Membership:*** The committee shall consist of six (6) voting full time faculty members appointed by the faculty executive committee. There will be three (3) each of Basic Medical Sciences and Clinical Sciences faculty.

**Student Progress Committee (SPC):**

***Function:***

1. The committee shall act on and recommend to the Dean actions regarding student promotion and discipline, as described in the LMU-DCOM Student Handbook.
2. The committee shall advise students in academic difficulty as described in the LMU-DCOM Student Handbook and the Clinical Rotations Manual.

***Membership:*** The committee shall consist of five (5) voting faculty members, appointed by the Dean.

**Curriculum Committee:**

***Function:*** The committee shall consider all matters pertaining to the establishment, review and continual evaluation of the curriculum and prepare reports for consideration by the Faculty Executive Committee.

***Membership:*** The committee shall consist of seven (7) voting faculty members appointed by the Dean in consultation with the Faculty Executive Committee, at least two (2) of whom are from the division of Basic Medical Sciences and three (3) of whom are from the division of Clinical Sciences. One (1) shall be a part-time clinical faculty member and one (1) a clinical adjunct faculty member. The committee will also consist of two (2) non-voting student representatives. The Executive Director of Academic Services and the Senior Associate Dean for Academics will serve as ex-officio members.

**Learning Resources Committee:**

***Function:*** The committee shall review and consider all matters relating to the operation of the medical library, all educational resource holdings, and services and technology affecting learning, instruction, and instructional quality (including faculty development).

***Membership:*** The committee shall consist of eight (8) members, of which six (6) shall be voting members. The four (4) faculty members shall be appointed by the Dean in consultation with the Faculty Executive Committee. Voting members also include the Medical Librarian and the Director of Medical Information Services. The committee will also consist of two (2) non-voting student representatives appointed by the Dean. The Executive Director of Academic Services will serve as an ex-officio member.

**Admissions Committee:**

***Function:***

1. To review and consider applicants for admission; advise and recommend to the Dean the candidates for admission.
2. To review criteria for screening and admission to the medical school.

***Membership:***

1. The committee shall consist of five (5) voting members, appointed by the Dean: there will be at least two (2) Basic Medical Sciences faculty, two (2) Clinical Sciences faculty and a committee chair.
2. The Assistant/Associate Dean of Students will serve as an ex-officio member.

**Student Awards and Scholarship Committee:**

***Function:***

1. To establish, review and communicate the scholarship opportunities, procedures and awards for DCOM osteopathic medical students.
2. To make amount and recipient award recommendations to the Dean.

***Membership:*** The committee shall consist of five (5) members, appointed by the Dean: Assistant/Associate Dean of Students; Director of Financial Services, and three (3) faculty members (at least one from clinical and one from basic medical sciences).

**Health Sciences Research and Grants Committee:**

***Function:*** The committee shall consider all matters pertaining to initiation, prioritizing, funding, evaluating and auditing of grant applications, post grant awards, funding opportunities and community projects from the LMU-DCOM.

***Membership:*** The committee shall consist of seven (7) voting members all appointed by the Dean in consultation with the Faculty Executive Committee. There will be two (2) members each from the Departments of Basic Medical Sciences and the Clinical Sciences. There will be one (1) member each from the Physician Assistant Program and the student body. The Director of Health Sciences Research and Grants shall serve as an ex-officio member.

**Promotions, Multi-Year Appointments Committee:**

***Function:*** To consider faculty for promotion per established committee guidelines.

***Membership:*** The committee shall consist of five (5) voting members and one (1) non-voting member. Four (4) of the voting members will be nominated by the faculty assembly and appointed by the Dean. Two (2) members shall be faculty with the rank of full professor; one (1) each from Basic Medical Science and Clinical Science faculty. Two (2) members shall be



faculty with the rank of associate professor; one (1) each from Basic Medical Science and Clinical Science faculty.

### ***Physician Assistant Program Committees***

#### **PA Student Progress Committee (SPC)**

***Function:***

1. The committee shall advise students in academic difficulty as described in the LMU-DCOM PA Student Handbook and the PA Clinical Handbook.
2. The committee shall consider, in consultation with course directors, dismissal from the program or a course of remediation for the student who has failed a course (s) or clinical rotation (s) and shall act on and recommend actions regarding student promotion, discipline and graduation.

***Membership:*** The committee shall consist of five (5) voting PA faculty members, appointed by the PA Program Director. One (1) member must be the Medical Director or Associate Program Director.

#### **PA Curriculum Committee:**

***Function:*** The committee shall consider all matters pertaining to the establishment, review, and on-going evaluation of the curriculum and prepare reports for consideration by the PA Program Director.

***Membership:*** The committee shall consist of six (6) voting members: three (3) full-time PA faculty, one (1) Basic Medical Sciences faculty, (1) PA Program Director and one (1) Director of Didactic Education.

#### **PA Admissions Committee:**

***Function:***

1. The committee shall review and consider applicants for admission.
2. The committee shall advise and recommend candidates for admission.
3. The committee shall review and recommend changes to the criteria for screening and admission.

***Membership:*** The committee shall consist of at least six (6) voting members, appointed by the PA Program Director: four (4) PA Program faculty members, at least one (1) Basic Medical Science faculty and one (1) Clinical Sciences faculty member.

## SECTION II – COMPLIANCE

### ***Equal Opportunity, Affirmative Action, and Nondiscrimination Compliance Statement and Plan***

(Approved by the Board of Trustees – May 5, 2006)

In support of the Mission Statement and the principles on which it is based, Lincoln Memorial University is committed to equal opportunity for all students, staff, and faculty and to nondiscrimination in the recruitment, admission, and retention of students and the recruitment, hiring, promotion, and retention of faculty and staff.

Lincoln Memorial University reaffirms its commitment to personnel and educational policies that comply with the requirement applicable to equal opportunity/affirmative action laws, directives, executive orders, and regulations to the effect that no person at Lincoln Memorial University shall, on the basis of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, or any other class protected by applicable law, be excluded from participating in, or be denied benefits of, any employment or educational opportunity.

All personnel and educational activities conducted by Lincoln Memorial University are subject to the equal opportunity, affirmative action, and nondiscrimination provisions of the Equal Pay Act of 1963; Title VII of the Civil Rights Act of 1964, as amended by H.R. 1746; the Civil Rights Act of 1991; Title IX of the Educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, as amended by U.S.C. Title 41, Chapter 60; the Age Discrimination Act of 1967, as amended in 1974 and 1982; Executive Order 11246 (1965), amended by Executive Order 11375 (1968); the Americans With Disabilities Act of 1990 (PL101-336), and Section 402 of the Vietnam-Era Veterans Readjustment Assistance Act of 1972, amended in 1974.

All members of the University community bear responsibility for compliance with the equal opportunity, affirmative action, and nondiscrimination policies disseminated through the current University publications, including, but not limited to the *LMU Student Handbook* (ONLINE), the *Lincoln Memorial University Catalog*, *other program catalogs and handbooks*, and the *Lincoln Memorial University Faculty/Staff Policy Manual*. Compliance is monitored and reported annually through the offices of the Vice President for Academic Affairs, the Vice President for Enrollment Management and Student Services, and the Vice President for Finance and Operations.

The Vice President for Academic Affairs guides equal opportunity, affirmative action, and nondiscrimination activities as related to faculty recruitment, hiring, promotion, retention, and other aspects of faculty concerns. The Vice President for Finance and Operations monitors those aspects of equal opportunity, affirmative action, and nondiscrimination dealing with the recruitment, hiring, promotion, and retention of staff. The Vice President for Enrollment Management and Student Services monitors those aspects of equal opportunity, affirmative

action, and nondiscrimination applied to student recruitment, admission, retention, and the awarding of financial aid.

- ✚ This commitment to provide equal opportunity encompasses all phases of employment including but not limited to, recruitment, selection, classification, promotion, demotion, and selection for training. Similarly all salaries, wages, other compensation, insurance programs, pension, retirement programs, and all other benefits or privileges of employment will be administered in conformity with this policy.
- ✚ It is the objective of LMU to hire individuals who are qualified for positions of employment by virtue of job-related standards of education, training, and experience, and who have appropriate personal aptitudes.
- ✚ The spirit of this policy also applies to persons served by LMU, to members of the governing board, and to members of all committees and other volunteers.
- ✚ Complaints of discrimination by or of any member of the University should be addressed to the Office of Human Resources. Retaliation against any complaining individual, any witness, or anyone involved in a complaint is strictly prohibited. The University will not tolerate retaliation and will take prompt and immediate steps to eliminate retaliation.

### ***Americans with Disabilities Act (ADA)***

LMU complies with the Americans with Disabilities Act (“ADA”) and other applicable laws prohibiting discrimination against qualified employees and applicants with respect to any terms, privileges, or conditions of employment because of a disability. This policy applies to all personnel and employment practices. LMU endorses the mandate of the ADA and other applicable laws to remove barriers which prevent qualified individuals with disabilities from enjoying the same employment opportunities that are available to persons without disabilities.

In accordance with the ADA, reasonable accommodations will be provided to qualified disabled applicants and employees with known limitations and who require an accommodation for a disability in order to perform essential job functions, unless such accommodations would cause an undue hardship.

Employees and applicants with a disability are invited to identify any reasonable accommodations that would enable them to safely perform the essential functions of the position. All requests for accommodations should be made to the Office of Human Resources. Individual supervisors are not permitted to independently grant or deny any reasonable accommodation request. All medical documentation related to the employee’s disability and accommodations shall be maintained and treated as confidential in accordance with the ADA and retained in separate medical files in the Office of Human Resources.

In order to be eligible for a reasonable accommodation, the employee must submit supporting medical documentation of his/her disability to the Office of Human Resources. The medical documentation must indicate that the disability substantially limits some major life activity.

The following guidelines are provided to ensure that the medical documentation of a disability is complete and supports the employee’s request for an accommodation. LMU will

determine eligibility for an accommodation on a case by case basis, and any determination will depend upon the medical documentation provided:

- A. The assessment must be administered by a trained and qualified professional.
- B. The medical documentation must be current. Reasonable accommodations are based on the current impact of the disability on the employee's ability to safely perform the essential functions of the position.
- C. The medical documentation must include a clear and direct statement that a disability exists. Terms such as "appears," "suggests," or "indicates" do not support a conclusive diagnosis.
- D. The medical documentation must include a summary containing relevant historical information, related services, and date of the initial diagnosis.
- E. The medical documentation may include specific recommendations for accommodation(s). A prior history of an accommodation, without a demonstration of a current need, does not in and of itself warrant the same accommodation. LMU reserves the right to seek clarification and/or additional information either from the employee's evaluator or from another trained professional chosen by LMU regarding the employee's alleged disability. LMU will make the final determination as to whether appropriate and reasonable accommodations are warranted and can be provided. LMU reserves the right to request reassessment of the employee's disability.

All grievances concerning any aspect of the services or accommodations requested by an employee, or ADA related issue, should be taken to the Office of Human Resources within ten (10) working days of the issue arising. If the employee feels he/she needs to take the matter further, LMU's Grievance Committee will review and consider the matter. LMU's Grievance Committee consists of: Vice President for Finance and Operations (Chair), the Director of Human Resources, the supervisor of the department in which the effected employee works. The decision of LMU's Grievance Committee is final.

### ***Sexual and Other Discriminatory Harassment Policy and Complaint and Reporting Procedure***

Lincoln Memorial University is committed to maintaining study and work environments that are free from discriminatory harassment based on age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, or any other protected discriminatory factor.

Lincoln Memorial University prohibits any form of sexual or other discriminatory harassment of its employees by other employees, of its employees or students by non-employees (such as contractors or vendors), or of its students by employees and will take immediate and appropriate action to prevent and to correct behavior that violates this policy.

Employees at all levels must comply with this policy and take appropriate measures to create an atmosphere free of harassment and discrimination to ensure that such conduct does not

occur. Appropriate disciplinary action, up to and including termination, will be taken against any employee who violates this policy.

**Sexual Harassment:**

Sexual harassment is defined as unwelcome sexual advances, requests or sexual favors, or other verbal or physical contact of a sexual nature.

This conduct constitutes unlawful sexual harassment when:

- A. Submission to this conduct is explicitly or implicitly made a term or condition of an individual's employment or academic success.
- B. Submission to or rejection of this conduct is used as the basis for an employment or academic decision.
- C. Such conduct has the purpose or effect of unreasonably interfering with an individual's work or academic performance or creating an intimidating, hostile, or offensive work environment.

Sexual harassment refers to behavior that is not welcome, is personally offensive, is debilitating to morale and interferes with academic or work effectiveness. It frequently (though not necessarily) occurs as an abuse of authority where the parties are in an unequal power relationship. Sexual harassment may take different forms. One specific form is the demand for sexual favors. Other forms of harassment can include:

1. **Verbal:** Sexual innuendoes, suggestive comments, joke of a sexual nature, sexual propositions, implied or explicit threats, and offensive or obscene language.
2. **Non-Verbal:** Sexually suggestive objects, graffiti, cartoons, posters, calendars, writings, pictures, graphic commentaries, suggestive or insulting sounds, leering, whistling, stalking, staring and making obscene gestures.
3. **Physical:** Unwanted or unwelcome physical contact, including touching, pinching, grabbing, holding, hugging, kissing, brushing the body, assault and rape.

While sexual harassment usually involves members of the opposite sex, it also includes "same sex harassment" (*i.e.*, males harassing males and females harassing females). Sexual harassment may be subtle or overt. Some behavior that is appropriate in a social setting is not appropriate in the workplace or in an academic environment. Regardless of the form it takes, verbal, non-verbal or physical; sexual harassment is inherently destructive, insulting, and demeaning to the recipient and will not be tolerated at LMU.

**Other Discriminatory Harassment:**

Other discriminatory harassment is verbal or physical conduct that denigrates or shows hostility or aversion toward an individual because of age, color, creed, disability, ethnic/national origin, gender, military status, pregnancy, race, religion, sexual orientation, or other protected discriminatory factor, when such conduct (a) has the purpose or effect of creating an

intimidating, hostile or offensive work environment; (b) has the purpose or effect of unreasonably interfering with an individual's work performance; or (c) otherwise adversely affects an individual's employment opportunities. Examples of discriminatory harassing conduct include, but are not limited to, using epithets, slurs, negative stereotyping, threatening, intimidating or hostile acts or words, or showing, exhibiting or creating written or graphic material that denigrates or shows aversion or hostility toward an individual or group because of race, color, religion, national origin, pregnancy, age, military status, or disability.

***NOTE: All employees must avoid any action or conduct that might be viewed as discriminatory harassment (whether sexual or other). Approval of, participation in or acquiescence in conduct constituting such harassment is a violation of this policy.***

***Employees may be disciplined for behavior which is not so severe as to independently constitute unlawful harassment, but which is nonetheless offensive.***

### **Complaint and Reporting Procedure**

Employees have the responsibility to bring any form of harassment they experience or observe to the immediate attention of Lincoln Memorial University. Individuals do not have to complain first to the offending person. All complaints or reports should be directed either to the Director of Human Resources, the President, or Vice President for Academic Affairs.

A prompt, thorough, and fair investigation will be conducted based on the individual's statement of what has occurred. In an effort to protect the individual who reports or complains of harassment, to encourage prompt reporting, and to protect the accused interests during the pendency of an investigation, access to information related to the investigation will be maintained on a strict "need to know" basis; and all individuals involved in an investigation will be instructed not to discuss the matters in question outside of the investigation.

Lincoln Memorial University will retain confidential documentation of all allegations, and investigations and will take appropriate corrective action to remedy all violations of this policy. Investigations will normally include conferring with the parties involved and any named or apparent witnesses. Signed statements from the parties and witnesses will usually be requested, though complainants are not required to make a written complaint. All complainants and witnesses will be protected from coercion, intimidation, retaliation, interference, or discrimination for raising a bona fide complaint or properly assisting in an investigation. If the investigation reveals that the complaint is valid, prompt and appropriate corrective action designed to stop the harassment immediately and to prevent its recurrence will be taken.

Retaliation against any complaining individual, any witness, or anyone involved in a complaint is strictly prohibited. Lincoln Memorial University will follow up any complaint or investigation as appropriate to insure that no retaliation occurs. Employees should *immediately* report any perceived retaliation to the Director of Human Resources, the President, or Vice President for Academic Affairs at the option of the employee. The University will not tolerate retaliation and will take prompt and immediate steps to eliminate retaliation. Whether a particular act or incident produces a discriminatory employment or academic effect or amounts to harassment, or whether it otherwise violates this policy, requires a factual determination based

on all the facts and circumstances. Given the nature of this type of discrimination, the University recognizes that false accusations of sexual or other discriminatory harassment can have serious effects on innocent individuals. Therefore, if after investigating any complaint or report, LMU determines the complaint or report is not bona fide and was made in bad faith or for an improper purpose, or that an employee has provided false information regarding a complaint or investigation, disciplinary action up to and including termination or suspension may be taken against the individual who filed the complaint or who gave false information.

LMU trusts and expects that all employees will continue to act responsibly to establish and maintain a pleasant and respectful working environment, free of discrimination or harassment, for all. Lincoln Memorial University has a zero tolerance policy for sexual or other discriminatory harassment. Thus, employees are subject to discipline for any inappropriate behavior.

Questions or concerns about this policy or the complaint and reporting procedure should be directed to the Director of Human Resources:

**Office of Human Resources  
Lincoln Memorial University  
Box 2030  
6965 Cumberland Gap Parkway  
Harrogate, TN 37752  
(423) 869-6358, (423) 869-6302 or (423) 869-7109  
(423) 869-6825, (423) 869-7157**

### ***Consenting Romantic or Sexual Relationships Policy***

LMU's education mission requires an atmosphere of professional behavior based upon mutual trust and respect between faculty/staff, and students and faculty/staff and subordinate employees. Relationships between students and faculty/staff should be conducted in a manner that avoids potential conflicts of interest and exploitation. Given the inherent differences in power between faculty/staff and students, all members of the University community should recognize the possibility of intentional or unintentional abuse of that power.

The same concerns exist for relationships between faculty/staff and subordinate employees. Commonly accepted standards of professional behavior and ethics require that faculty/staff members not hold evaluative power over any student with whom they have a romantic or sexual relationship. These inappropriate relationships leave faculty/staff vulnerable to charges of sexual harassment, conflicts of interest or abuse of power.

Even when both parties initially have consented to the romantic or sexual relationship, such a relationship renders both the faculty/staff member and the institution vulnerable to potential threats of litigation. Thus, faculty/staff members should not be a party to a romantic or sexual relationship with a student or subordinate employee. Should such a relationship develop between a faculty/staff member and a student or subordinate employee, the faculty/staff member shall notify the Office of Human Resources of the development and he/she will be removed from

the evaluation of the student or subordinate employee. Failure to abide by this policy will result in disciplinary action up to and including termination.

### ***Family and Medical Leave Act (FMLA) of 1993, As Amended Policy***

#### **Family and Medical Leave Act (FMLA)**

Lincoln Memorial University allows eligible employees to take up to 12 work weeks (or 26 work weeks as appropriate) of unpaid Family and Medical leave, in a rolling 12 month period. The leave is available for one or more of the following:

- ✦ Birth of a son or daughter of the employee and in order to care for such son or daughter (must be taken within one year of the birth).
- ✦ Placement of a son or daughter with the employee for adoption or foster care (must be taken within one year of the placement).
- ✦ To care for a seriously ill spouse, son, daughter, or parent of the employee as defined by applicable FMLA regulations.
- ✦ Because of your own serious health condition that makes you unable to perform the essential functions of your job.
- ✦ Because of any qualifying exigency (see definition) arising out of the fact that the spouse, or a son, daughter, or parent of the employee is on active duty (or has been notified of an impending call or order to active duty) in the National Guard or Reserves in support of a contingency operation.

**Service Member Family Leave:** An eligible employee who is the spouse, son, daughter, parent, or next of kin of a covered service member shall be entitled to a total of 26 work weeks of leave during a 12 month period to care for the service member. This leave shall only be available during a single 12 month period.

**Combined Leave Total:** During the single 12 month period described in the preceding paragraph, an eligible employee shall be entitled to a combined total of 26 work weeks of leave for non-service related and service-related events. Nothing in this paragraph shall be construed to limit the availability of non-military leave during any other 12 month period.

Paid leave may be required to be substituted for unpaid leave. This policy is intended to comply with the requirements of federal law. Lincoln Memorial University is not required to provide paid leave in any situation in which such employer would not normally provide any such paid leave.

Lincoln Memorial University will allow you to take up to 12 weeks (or 26 weeks as appropriate) of leave from your job in a rolling 12 month period if you are an "eligible employee." To be an "eligible employee," you must satisfy the following conditions:



- ✦ You must have worked for Lincoln Memorial University for at least 12 months (need not be consecutive).
- ✦ You must have worked at least 1,250 hours during the 12 consecutive months preceding the start of your requested leave.
- ✦ You must work at an “eligible worksite”.

You work at an “eligible worksite” if at least 49 other employees, including part-time employees, work within a 75-mile radius of you.

The 12 month period (during which up to 12 weeks or 26 weeks of leave is available) is a rolling 12 month period measured backward from the date leave is requested or taken.

If a husband and wife are entitled to leave by the same employer, the aggregate number of work weeks of leave to which both may be entitled may be limited to 12 work weeks (or 26 weeks as appropriate) during the rolling 12 month period if the leave taken for birth, adoption, or foster care, or care for parent.

If a husband and wife are entitled to Service Member Family Leave under the same employer, the aggregate number of work weeks of leave to which both may be entitled to is a combined total of 26 work weeks for care of a covered service member.

To qualify for a leave, you must apply using the “Application for Family or Medical Leave of Absence” form. The completed application must state the reason for leave, duration of the leave, and the anticipated starting and ending dates of the leave. All applications are kept confidential and separate from your personnel file. In the event of a foreseeable leave of absence, you must apply 30 days prior to the day you want to start your leave. If you fail to do so, your leave starting date may be delayed for up to 30 days after you do apply.

In case the leave is unforeseeable, you must notify Lincoln Memorial University as soon as possible, generally within one or two days. After you submit your application for a leave, the employer will determine whether you need to provide additional information.

Lincoln Memorial University also will ask you to submit an application for leave after you missed 3 consecutive days of work, or if you request days off or time in advance, other than for vacation. Lincoln Memorial University will determine whether or not you meet the eligibility requirements at the time you apply for the leave and will approve or disapprove of the leave as qualifying under this policy as soon as practicable (typically within 5 business days) in writing after all required information is received from you.

In no event will Lincoln Memorial University tolerate outside employment in any capacity (other than military duty). Any outside employment or work for compensation on any basis by an employee on a leave under this policy will result in immediate dismissal and forfeiture of all rights under this policy.

You will be required to provide a medical certification issued by the health care provider of the seriously ill eligible employee, or son, daughter, spouse, or parent, or the next of kin of an

individual in case of the service member family leave, as appropriate. The certification must state the date on which the serious health condition commenced, the probable duration of the condition, and the appropriate medical facts regarding the condition. You must use the form, "Certification of Physician or Practitioner," available from the Office of Human Resources and if for your own serious illness, you must give your physician or practitioner a copy of your most recent position profile. A similar certification will be required for a reduced hours or intermittent leave due to your health condition or that of your family member. In that case, the certification must be completed to state that such a leave is medically necessary, the expected duration, and a schedule of your leave. Failure to provide the medical certification may result in denial of leave.

Lincoln Memorial University may require a second certification at its own expense if it wants to confirm the first opinion. Lincoln Memorial University designates or selects this physician or practitioner for the second certification. The designated provider shall not be employed on a regular basis by the employer. Lincoln Memorial University may require a third certification, again at Lincoln Memorial University's expense, if the first two opinions conflict, by a physician or practitioner jointly approved by you and Lincoln Memorial University. This third opinion is binding on everyone.

Re-certification may be required by Lincoln Memorial University on a reasonable basis. Typically not more often than every 30 days, in the absence of different circumstances, a request for extension, or when the employer has reason to question the validity of the original certification.

Second and third opinions and recertification are not permitted for certification of a covered service member's serious injury, or illness or a qualifying exigency. An employer may use a health care provider, a human resource professional, a leave administrator, or a management official – but not the employee's direct supervisor – to authenticate or clarify a medical certification of a serious injury or illness, or an ITO or ITA. Additionally, an employer may contact the individual or entity names in a certification of leave for a qualifying exigency for purposes of verifying the existence and nature of the meeting.

In regards to Active Duty or call to Active Duty, the employer may require certification in accordance to the Secretary of Labor prescribed regulations in force at that time. An employer may require that:

- ✦ Leave for a qualifying exigency be supported by a copy of the covered military member's active duty orders and certification providing the appropriate facts related to the particular qualifying exigency for which leave is sought, including contact information if the leave involves meeting with a third party;
- ✦ Leave to care for a covered service member with a serious injury or illness be supported by a certification completed by an authorized health care provider or by a copy of an Invitational Travel Order (ITO) or Invitational Travel Authorization (ITA) issued to any member of the covered service member's family.

**Intermittent or Reduced Hour Leaves:** You may be able to work reduced hours or take an intermittent leave when medically necessary (in other words, you can take hours or days off, rather than leaving work altogether for 12 weeks or 26 work weeks as appropriate). The total leave is still limited to 12 weeks (or 26 work weeks as appropriate) per rolling 12 months. The leave must be medically necessary to care for a seriously ill family member or due to own illness, provided the physician or practitioner certifies it as medically necessary.

This type of leave schedule will need to be pre-approved by Lincoln Memorial University if it is requested for the care of a son or daughter following birth or preceding adoption or foster care placement, and approval is at Lincoln Memorial University's sole discretion for these events. Lincoln Memorial University may require you to have a schedule that does not disrupt its business operations.

If you must take leave on such a schedule due to need to care for your ill family member or due to your poor health, Lincoln Memorial University may transfer you to a position for which you are qualified (without your approval) that better accommodates your new schedule, while still providing you with equivalent pay and benefits.

**Substitution of Paid Leave:** You must use up your paid vacation, personal, sick and other paid days off as part of your 12 weeks of leave (or 26 work weeks as appropriate). If you are taking paid time off when you have an event qualifying for leave under this policy, your 12 weeks (or 26 work weeks as appropriate) will be measured from the date of the event.

**Health Benefits during Leave:** Lincoln Memorial University will continue to provide you with coverage under our health plans under the same conditions as when you were not on leave. You also will be eligible for and subject to any new health plans or changes to the existing health plan that take effect while you are on your leave. Your regular health benefits will end when you indicate that you will not be returning to work, but you may choose to elect continued medical coverage under our plan at your expense at that time.

If you are receiving a paycheck due to using paid days off, the premiums may be deducted pre-tax, provided you designate that you agree to this treatment when you apply for the leave. Otherwise, you must pay the premiums on an after-tax basis on a monthly basis due the 1<sup>st</sup> of each month. You must pay your premium contributions toward health care benefits by sending them to the address below:

Lincoln Memorial University  
ATTN: Human Resources  
6965 Cumberland Gap Parkway  
Harrogate, TN 37752

Lincoln Memorial University will continue to pay its share of the health premiums, if any. Your health coverage will be terminated retroactively to date premiums due following a 30 day grace period if you fail to pay your required premiums.

Lincoln Memorial University may collect its premiums relating to the unpaid portion of your leave (and any paid on your behalf, should you fail to pay them) from you if you fail to return to work. The only exceptions to Lincoln Memorial University's reimbursement rights are of (1) the event that prevents you from returning to work is a serious health condition of you or your family member (documented by certification of health care provider) or (2) is beyond your control (as determined by Lincoln Memorial University in its sole discretion). Lincoln Memorial University will require you to provide a certification of the serious health condition within 30 days of its request if the event preventing your return to work is a serious health condition. If you fail to provide the certification, Lincoln Memorial University can recover the premiums paid on your behalf during the leave period.

An employee is not entitled to the accrual of any seniority or employment benefits that would have occurred if not taking the leave. An employee who takes family or medical leave will not lose any employment benefits that accrued before the date leave began.

**Return to Work and Restoration of Job:** Prior to returning from a leave, you must obtain a fitness for duty certification from your physician. The employer can periodically require the employee to provide the status and intention of the employee to return to work. Nothing in this paragraph will supersede a valid State or local law or a collective bargaining agreement that governs the return to work of such employees.

Upon returning from a leave under this policy, you will be entitled to be restored to the same position you held when your leave started, or to an equivalent position with equivalent benefits, pay, and other terms and conditions of employment. Lincoln Memorial University cannot guarantee that an employee will be returned to his or her original job. If you cannot be returned to your original job you will be assigned to an equivalent position with equivalent pay and benefits. The equivalent position will be determined by Lincoln Memorial University, in its sole discretion, under federal guideline.

Some key employees (those in the top 10% of the workforce in terms of compensation for a 75 mile radius) may not be eligible for reinstatement. If the return of a key employee would cause substantial and grievous economic injury to the employer, based on factors such as workplace disruption, Lincoln Memorial University can deny his or her reinstatement. If you desire more information about the rules relating to key employees, please ask your benefits administrator for details. You will be notified after you apply for a leave whether or not you are a "key employee," and that if you are, you may not be eligible for reinstatement.

Upon your return, you will also be entitled to participate in all of the employee welfare benefit plans you participated in prior to your leave, without meeting any otherwise applicable qualification requirements (such as satisfying a waiting period or pre-existing condition waiting period, waiting for open enrollment, or passing a medical examination). Any increases in

benefits that do not depend on seniority or accrual during the leave period will be provided upon your return.

**Definitions:**

1. **“Active Duty”** means duty under a call or order to active duty under a provision of law referred to in section 101(a)(13)(B) of title 10, United States Code.
2. **“Commerce”** and **“industry or activity affecting commerce”** mean any activity, business, or industry in commerce or in which a labor dispute would hinder or obstruct commerce or the free flow of commerce, and include “commerce” and any “industry affecting commerce” as defined in paragraphs (1) and (3) of section 501 of the Labor Management Relations Act, 1947 (29 U.S.C. 142 (1) and (3)).
3. **“Contingency Operation”** has the same meaning as given such a term in section 101(a) (13) of title 10, United States Code.
4. **“Covered Service Member”** means a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list, for serious illness or injury.
5. **“Eligible Employee”** means an employee who has been employed for at least 12 months by the employer with respect to who leave is requested under section 102; and has been employed at least 1,250 hours of service with such employer during the previous 12 month period. The term does not include any Federal officer or employee covered under subchapter V of chapter 63 of title 5, United States Code (as added by title II of this Act); or any employee of an employer who is employed at a worksite at which such employer employs less than 50 employees if the total number of employees employed by that employer within 75 miles of that worksite is less than 50. For purposes of determining whether an employee meets the hours of service requirement, the legal standards established under section 7 of the Fair Labor Standards Act of 1938 (29 U.S.C. 207) shall apply.
6. **“Employer”** means any person engaged in commerce or in any industry or activity affecting commerce that employs 50 or more employees for each working day during each of 20 or more calendar work weeks in the current or preceding calendar year. Includes any person who acts, directly or indirectly, in the interest of an employer to any of the employees of such employer; and any successor in interest of an employers; and includes any public agency, as defined in section 3(x) of the Fair Labor Standards Act of 1938 (29 U.S.C. 203 (x)).
7. **“Employment Benefits”** means all benefits provided or made available to employees by an employer, including group life insurance, health insurance, disability insurance, sick

leave, annual leave, educational benefits, and pensions, regardless of whether such benefits are provided by a practice or written policy of an employer or through an “employee benefit plan”, as defined in section 3(3) of the Employee Retirement Income Security Act of 1974 (29 U.S.C. 1002 (3)).

8. “Health care provider” means:

- ✦ Doctors of medicine or osteopathy authorized to practice medicine or surgery in the state in which the doctor practices; or
- ✦ Podiatrists, dentists, clinical psychologists, optometrists and chiropractors (limited to manual manipulation of the spine to correct a subluxation as demonstrated by X-ray to exist) authorized to practice, and performing within the scope of their practice, under state law; or
- ✦ Nurse practitioners, nurse-midwives and clinical social workers authorized to practice, and performing within the scope of their practice, as defined under state law; or
- ✦ Christian Science practitioners listed with the First Church of Christ, Scientist in Boston, Massachusetts; or
- ✦ Any health care provider recognized by the employer or the employee’s group health plan benefits manager or determined by the Secretary of Labor to be capable of providing health care services.

9. “Next of Kin”, used with respect to an individual, means nearest blood relative of that individual.

10. “Outpatient Status” means with the respect to a covered service member, the status of a member of the Armed Forces assigned to:

- ✦ A military medical treatment facility as an outpatient; or
- ✦ A unit established for the purpose of providing command and control of members of the Armed Forces receiving medical care as outpatients

11. “Parent” means the biological parent of an employee or an individual who stood in loco parentis to an employee when the employee was a son or daughter

12. “Qualifying Exigencies” include:

- ✦ Issues arising from a covered military member’s short notice deployment (i.e. deployment on 7 or less days of notice) for a period of 7 days from the date of notification
- ✦ Military events and related activities such as official ceremonies, programs, or events sponsored by the military or family support or assistance programs and informational briefings sponsored or promoted by the military, military service

organizations, or the American Red Cross that are related to the active duty or call to active duty status of a covered military member.

- ✦ Certain childcare and related activities arising from the active duty or call to active duty status of a covered military member, such as arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling or transferring a child in a new school or day care facility, and attending certain meetings at a school or day care facility if they are necessary due to circumstances arising from the active duty or call to active duty of the covered military member;
- ✦ Making or updating financial and legal arrangements to address a covered military member's absence;
- ✦ Attending counseling provided by someone other than a health care provider for oneself, the covered military member, or the child of the covered military member, the need for which arises from the active duty or call to active duty status of the covered military member;
- ✦ Taking up to 5 days of leave to spend time with a covered military member who is on short-term temporary, rest and recuperation leave during deployment;
- ✦ Attending to certain post-development activities, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military for a period of 90 days following the termination of the covered military member's active duty status, and addressing issues arising from the death of a covered military member;
- ✦ Any other event that the employee and employer agree that is a qualifying exigency.

13. "Reduced Leave Schedule" means a leave schedule that reduces the usual number of hours per workweek, or hours per workday, of an employee

14. "Serious health condition" means an illness, injury, impairment, or physical or mental condition that involves either:

- ✦ Inpatient care (i.e. overnight stay) in a hospital, hospice, or residential medical facility, including any period of incapacity (i.e. inability to work, attend school, or perform other regular daily activities) or subsequent treatment in connection with such inpatient care; or
- ✦ Continuing treatment by a health care provider, which includes:
  - i. A period of incapacity lasting more than three consecutive, full calendar days, and any subsequent treatment or period of incapacity relating to the same condition, that also includes:
  - ii. Treatment two or more times by or under the supervision of a health care provider (i.e. in-person visits, the 1<sup>st</sup> within 7 days and both within 30 days of the 1<sup>st</sup> day of incapacity);

- iii. One treatment by a health care provider (i.e. an in-person visit within 7 days of the 1<sup>st</sup> day of incapacity) with a continuing regimen of treatment (e.g. prescription medication, physical therapy);
- ✦ Any period of incapacity related to pregnancy or for prenatal care. A visit to the health care provider is not necessary for each absence; or
  - ✦ Any period of incapacity or treatment for chronic serious health condition which continues over an extended period of time, requires periodic visits (at least twice per year) to a health care provider, and may involve occasional episodes of incapacity. A visit to a health care provider is not necessary for each absence; or
  - ✦ A period of incapacity that is permanent or long-term due to a condition for which treatment may not be effective. Only supervision by a health care provider is required, rather than active treatment; or
  - ✦ Any absences to receive multiple treatments for restorative surgery or for a condition that would likely result in a period of incapacity of more than three days if not treated.

In the case of a member of the Armed Forces, including a member of the National Guard or Reserves means an injury or illness incurred by the member in line of duty on active duty in the Armed Forces that may render the member medically unfit to perform the duties of the member's office, grade, rank, or rating.

15. "Son or Daughter" means a biological, adopted, or foster child, a stepchild, a legal ward, or a child of a person standing in loco parentis, who is under age 18 or 18 years of age or older who is incapable of self-care because of a mental or physical disability
16. "Spouse" refers to a person of the opposite sex who is a husband or wife by legal union

**Additional Information** – You may obtain additional explanation by contacting our Benefits Administrator at:

**Benefits Administrator**  
**Lincoln Memorial University**  
**6965 Cumberland Gap Parkway**  
**Harrogate, TN 37752**  
**423-869-6302**

### ***Parental Leave***

Lincoln Memorial University employees who have been employed on a full-time basis for 12 consecutive months may be absent from work for a period not to exceed four (4) months for adoption, pregnancy, childbirth and nursing an infant. Leave under this policy runs concurrent with, and not in addition to, leave under Lincoln Memorial University's Family and



Medical Leave Act Policy. Such employees are entitled to restoration to the same or similar position, with the same status, pay, length of service credit and seniority as before the date of the leave. Lincoln Memorial University reserves the right to inform "key" employees, as defined by its Family and Medical Leave Act Policy, within a short period after the time the leave is requested, that the leave cannot be granted.

Under normal circumstances, employees must give at least three (3) months advance notice of the anticipated date of departure, the length of the leave, and the employee's intention to return to full-time employment after such leave in order to take advantage of the extended leave period provided by the state statute. Where a medical emergency or the date of the notice of the adoption interferes with the ability to give advance notice, employees may still qualify for leave. Leave under this policy is unpaid, except to the extent substitution of paid leave is required under Lincoln Memorial University's Family and Medical Leave Act Policy.

### ***Right to Privacy under Public Law 93-380 (FERPA)***

The University complies with the provisions of the Family Education Rights and Privacy Act (FERPA), 1974, as amended. This law maintains that the institution will provide for the confidentiality of student education records. No one outside the institution shall have access to, nor will LMU disclose, any information from students' education records without the written consent of students except to personnel within the institution, to officials of other institutions in which students seek enrollment, to persons or organizations providing students financial aid, to accrediting agencies carrying out their accreditation function, to persons in compliance with a judicial order, and to persons in an emergency in order to protect the health and safety of students or other persons.

Additionally, according to 1998 Higher Education Amendments, the University is authorized by law to contact parents or guardians when students under the age of 21 commit serious or repeated violations directly or indirectly involving our drug and alcohol policies. All the exceptions are permitted under the Act. At its discretion, LMU may provide Directory Information in accordance with the provision of the Act to include: student name, address, telephone number, date and place of birth, major field of study, dates of attendance, degrees and awards received, the most recent previous educational agency or institution attended by the student, participation in officially recognized activities and sports, and weight and height of members of athletic teams.

No student information, however, will be sold or given for credit card promotions. Currently enrolled students may withhold disclosure in writing to the attention of the Registrar. Faculty and staff are encouraged to use case-by-case discretion when acting upon requests for such "Directory Information," however.

Students may not inspect and review financial information submitted by their parents; confidential letters and recommendations associated with admissions, employment or job placement, or honors to which they have waived their rights of inspection and review; or education records containing information about more than one student, in which case LMU will permit access only to that part of the record which pertains to the inquiring student.

## SECTION III – RECRUITMENT, SELECTION AND TRAINING

### *Recruitment and Selection of Personnel Policy*

Lincoln Memorial University makes every effort to hire employees for jobs that make the best use of their abilities and in which they will be able to be highly productive while achieving personal satisfaction on the job. LMU is an equal opportunity employer.

Recruitment commences in the Office of the President, following establishment of need and authority through the proper personnel requisition process. The Vice Presidents are agents of the President for personnel recruitment and selection processes. Only the President of the University may make a suspension of normal procedure.

- A. Job openings are announced to employees through internal job posting and outside recruitment sources. The University reserves the right not to post an open position. Outside recruitment may consist of newspaper advertising and web-site posting. Internal job posting guidelines are as follows:
1. A list of open positions will be communicated to employees. Notices will include information on job title, department, supervisor's name and title, location, brief description of the job content, qualifications, and instructions concerning whether candidates will be expected to demonstrate their skills during the interview process.
  2. Open positions list will be posted at the University for five (5) working days.
  3. Forms for use in requesting consideration for an open position may be obtained from the Office of Human Resources.
  4. The University believes in promoting from within, the University will conduct interviews with internal candidates who meet the minimum requirements of the open position. The University will consider these candidates along with any outside candidates who meet the minimum requirements of the open position.
  5. It is the responsibility of the employee to notify his or her supervisor of his or her intent to interview for an open position.
  6. The guidelines for filling any open position are based on the employee's ability, qualifications, experience, background, and the skills he/she possess that will allow them to carry out the job successfully. It is the responsibility of the hiring personnel to notify the previous supervisor of the intent to hire the employee.
- B. Selection will be based on a final comprehensive evaluation of all qualified applicants. The best qualified applicant, who has the attributes necessary to become a productive employee, will be selected.
- C. The decision to invite any candidate for a campus interview must be approved by the appropriate Vice President. Provided that funds are available, the University may reimburse the interviewee for a portion of their expenses (travel, meals, lodging, etc.)

unless the candidate subsequently declines an appointment proposal from the President or alternative arrangements are approved by the President. Travel expense reimbursement must be approved before inviting candidates to campus.

- D. It is the responsibility of the head of each department to ensure employees comply with University personnel policies. The Director of Human Resources has the major responsibility for ensuring compliance by coordinating and monitoring the hiring procedures through review of the written records of the recruitment and selection processes and of the audit of the official recruitment reports.

### ***Background Investigations***

In the interest of making sound hiring, transfer and promotion decisions, as well as adequately safeguarding the interests of the University, background investigations, including criminal and credit checks, shall be conducted in connection with all applications for employment. Background investigations may also be conducted in connection with an individual's consideration for transfer or promotion to another position, or, where appropriate to the position occupied by the individual, upon a periodic basis. When such investigations include the utilization of a consumer reporting agency to generate "consumer reports" as defined by the Fair Credit Reporting Act, they shall be conducted in accordance with its requirements.

LMU may also conduct investigations of current employees which are related to suspected misconduct or in connection with regulatory or other legal oversight of the University. If LMU relies upon a third party consumer reporting agency during any such investigation, its reports are not "consumer reports." If and when LMU takes adverse action against an employee in connection with such an investigation, it will communicate the nature and substance of the information upon which it acts.

Individuals who provide false or inaccurate information, whether written or oral, or who make material omissions in connection with an application for employment, or in connection with a possible transfer or promotion, may not be hired, or where already employed, may be terminated from employment.

All background investigations shall be conducted in a non-discriminatory fashion. The existence of a criminal conviction or bankruptcy filing is not an automatic bar to employment.

### ***Motor Vehicle Record (MVR) Inquiry***

Employees may be expected to drive University owned vehicles as part of their employment; therefore, employees must provide LMU with current and acceptable motor vehicle driving information. Employment and/or assignment will be conditional pending the receipt of a satisfactory motor vehicle report.

### ***Introductory Period***

The introductory period is intended to give new employees the opportunity to demonstrate the ability to achieve a satisfactory level of performance and to determine whether the new position meets the individual's expectations. LMU uses this period to evaluate employee capabilities, work habits, and overall performance.

All new and rehired employees work on an introductory basis for at least the first 90 calendar days after their date of hire. Employees who are promoted or transferred within LMU must complete a secondary introductory period of the same length with each reassignment to a new position. If LMU determines that the designated introductory period does not allow sufficient time to thoroughly evaluate the employee's performance, the introductory period may be extended for a specified period in lieu of termination.

### ***Nepotism***

Lincoln Memorial University (LMU) is committed to hiring and retaining highly qualified persons. At the same time, LMU recognizes that, despite their qualifications, hiring and retaining close relatives of present personnel may raise serious questions regarding the objectivity – or appearance of objectivity – of work assignment, performance evaluations, and employee treatment. LMU's employment policies, administered on a case-by-case basis, are based on balancing these concerns.

The University considers close relatives to include spouses, parents, children, brothers, sisters, or corresponding in-laws of employees.

No employee may supervise a close relative unless that relationship is approved by the President. In such cases, the supervisor will be excluded from the hiring, promotion/demotion, discipline, dismissal, and compensation for that close relative. Such decisions will be referred to the next higher organizational level.

## SECTION IV – CLASSIFICATION AND QUALIFICATION OF EMPLOYEES

### *Classification Policy*

Individuals engaged to perform services for Lincoln Memorial University are classified as one of the following: faculty, regular full-time, temporary full-time, regular part-time and non-LMU employees (graduate assistants/Federal work study/student workers, contract workers and consultants):

***Faculty:*** Employees hired as Instructor, Assistant Professor, Associate Professor, and Professor are generally considered full-time and are entitled to all University benefits once all prerequisites and qualifications for benefits eligibility are met by the employee. Employees hired as Lecturer, Adjunct and Part-Time Faculty are not entitled to University benefits not mandated by applicable law.

***Regular full-time:*** Employees hired to work 40 or more hours a week, Monday through Sunday for bi-weekly and Sunday through Saturday for monthly. The employee is entitled to all University benefits once all prerequisites and qualifications for benefits eligibility are met by the employee.

***Temporary full-time:*** Employees hired to work a minimum of 30 hours per week, whose job is expected to be for a specific project. Such employees are not entitled to University benefits not mandated by applicable law.

***Regular part-time:*** Employees hired to work less than 40 hours per week on a regular basis. Such employees are not entitled to University benefits not mandated by applicable law.

***Non-LMU:***

- ✦ Graduate assistants/Federal work study/student workers: Students who work for training benefits and/or educational credit, with or without a stipend;
- ✦ Contract worker: Individuals who are working at LMU under contract with another agency or through individual contract;
- ✦ Consultants: an individual hired for a specific period of time and working on a specific project or projects. Such employees are not entitled to benefits not mandated by applicable law.

## ***Faculty Qualifications and Appointments***

### **Conditions of Faculty Appointment**

The President offers a written appointment proposal that includes date of employment, faculty rank, and salary. The prospective faculty must submit to the President within seven (7) calendar days, in writing, his or her acceptance of the appointment proposal.

In accepting the appointment proposal, the faculty member therewith acknowledges acceptance of all conditions, policies, and procedures presented in the *Faculty-Staff Policy Manual*, in addition to any and all other stipulations contained in the written appointment proposal. The mutually signed appointment proposal, if in compliance with stated deadline, constitutes a tentative employment contract for the period stated.

### **Criteria for Faculty Appointment**

The criteria applied in the appointment of faculty includes

- ✦ Appropriate academic training and degrees in preparation for professional competence in teaching within the discipline(s) to be assigned.
- ✦ Actual or potential effectiveness in teaching as demonstrated through prior experience and professional references.
- ✦ Commitment to continual professional development and maintenance of effective teaching skills.
- ✦ Commitment to University, School/College and Department committee service (full-time faculty).
- ✦ Commitment and ability to affect positive professional relationships with colleagues.
- ✦ Commitment to the interests and concerns of students.
- ✦ Commitment to serving the stated mission and purpose of Lincoln Memorial University.
- ✦ Commitment to scholarly research, grant development, publication and/or other creative achievements.

### **Criteria for Faculty Ranks**

The following constitutes salient considerations in the assignment of faculty rank for full-time positions.

#### **A. Instructor:**

1. Master's degree in appropriate discipline
2. Evidence of potential for scholarly and/or other creative professional achievements
3. Related experience relevant to the discipline and contributing to the educational function of the University

**B. Assistant Professor:**

1. Doctoral degree in appropriate discipline, or the master's degree in the appropriate area where it is the terminal degree;
2. Evidence of successful classroom teaching or related experience;
3. Evidence of continuous professional development apart from classroom teaching (e.g. active membership in professional organizations; participation in professional meetings, seminars, workshops; directly related field service; pursuit of advanced graduate study; scholarly research and publication or equivalent creative professional activity; etc.);
4. Acceptance and effective fulfillment of faculty committee responsibilities;
5. Evidence of significant grant development, publications, scholarly research and/or other creative professional achievements; and
6. Related experience relevant to the discipline and contributing to the educational function of the University

**C. Associate Professor:**

1. Doctoral degree in appropriate discipline or the master's degree in the appropriate area where it is the terminal degree;
2. Six (6) years full-time equivalent college-level teaching experience;
3. Minimum of three (3) years at the rank of Assistant Professor;
4. Evidence of successful classroom teaching or related experience;
5. Evidence of continuous professional development apart from classroom teaching (e.g. active membership in professional organizations; participation in professional meetings, seminars, workshops; directly related field service; pursuit of advanced graduate study; scholarly research and publication or equivalent creative professional activity; etc.);
6. Acceptance and effective fulfillment of faculty committee responsibilities;
7. Evidence of significant grant development, publications, scholarly research and/or other creative professional achievements; and
8. Related experience relevant to the discipline and contributing to the educational function of the University.

**D. Professor:**

1. Doctoral degree in appropriate discipline or the master's degree in the appropriate area where it is the terminal degree;
2. 12 years full-time equivalent college-level teaching experience;
3. Minimum of three (3) years at the rank of Associate Professor;
4. Evidence of successful classroom teaching or related experience;
5. Evidence of continuous professional development apart from classroom teaching (e.g. active membership in professional organizations; participation in professional meetings, seminars, workshops; directly related field service; pursuit

- of advanced graduate study; scholarly research and publication or equivalent creative professional activity; etc.);
6. Acceptance and effective fulfillment of faculty committee responsibilities;
  7. Evidence of significant grant development, publications, scholarly research and/or other creative professional achievements; and
  8. Related experience relevant to the discipline and contributing to the educational function of the University.

***NOTE: The faculty member's chair or dean must define and document "related experience relevant to the discipline."***

### **Lecturer, Adjunct, and Part - Time Faculty Status**

The title/rank "Lecturer" may be applied to instructional personnel on temporary appointment. Such instructional personnel usually are employed with adjunct status. Adjunct and part-time faculty members must meet the same levels of academic preparation as full-time faculty members. Exceptions may be made in cases where justifiable, documented, professional expertise is accepted in lieu of academic preparation; in cases where such exception is made, however, the academic preparation of that lecturer or adjunct faculty must be no less than the degree level at which he or she is teaching.

All appointments to lecturer, adjunct, and part-time status are made by the President, upon recommendations of the Vice President for Academic Affairs, the appropriate School/College Dean, and the Chair of the academic department. Lecturer, adjunct, and part-time faculties are not eligible for the benefits accorded full-time faculty, nor are they privileged to the same conditions regarding promotion in faculty ranks, multi-year appointments, voting at University faculty meetings, academic committee service, or the like. Lecturer and adjunct faculties may be compensated or non-compensated and must accept conditions of current/revised Adjunct Faculty Handbook.

### **Eligibility Requirements for Teaching Graduate Courses**

The minimum eligibility requirements for faculty teaching graduate courses at Lincoln Memorial University are the holding of the highest earned degree in the discipline and two (2) years professional experience appropriate to the course content. In limited cases, extensive professional experience and/or scholarly or creative activity may support a faculty qualification or justification.

The graduate faculty member is expected to demonstrate regularly that he or she is involved in research and/or scholarly inquiry in his or her discipline. Evidence of research and/or scholarly inquiry may include: original contributions to professional publications; presentations, research at professional conferences or seminars; authoring or editing published books; presentation and/or distribution of scholarly writings, grant development, or other professional creative activity. Graduate faculty may be assigned to teach appropriate undergraduate classes.



### **Restricted Faculty Appointments**

A restricted appointment is one in which the position is funded in whole or in part by non-institutional revenues or one that has been accepted under special conditions. This provision includes part-time faculty appointments.

### **Length and Sequence of Faculty Appointments**

Lincoln Memorial University is not a Tenure-granting institution; the University uses a Multi-year Appointment system. The three classifications of length of appointment are:

1. One-year Appointment - may be renewed annually.
2. Three-year Appointment - not to be affected by change in faculty rank.
3. Five-year Appointment - not to be affected by change in faculty rank.

The normal sequence of appointments is four (4) one-year appointments and one (1) three-year appointment, prior to the granting of the first five-year appointment. However, regardless of the "normal" sequence, nothing herein limits the number of one-and three-year appointments that may not be granted, nor prohibits the granting of a shorter-term appointment to a faculty member who previously has held a longer-term appointment. Further, any multi-year appointment agreement may include conditions regarding professional growth to be fulfilled prior to a specified date within the multi-year appointment period or prior to the awarding of any future appointment.

Failure to fulfill such conditions prior to the specified date may nullify a multi-year appointment; however, if such should lead to a decision to terminate the appointment, it shall be effective no earlier than the end of the academic year of reference, and written notification thereof to occur no later than March 15 of that year.

Interruption of any multi-year appointment held by a faculty member who takes on a full-time administrative or staff position nullifies the unexpired multi-year appointment. Termination of employment with Lincoln Memorial University constitutes a discontinuity of service and requires the faculty member, upon re-employment with LMU, to begin anew the normal sequence of appointments.

### **Criteria for Multi-Year Appointments**

While many professional persons at Lincoln Memorial University hold faculty status, only full-time teaching faculty holding unrestricted appointments, chairs of academic departments and librarians with faculty status are eligible for multi-year appointments. Multi-year appointments must be approved by the President and the LMU Board of Trustees.

Other administrators holding faculty status, faculty with the status of lecturer and faculty holding restricted appointments are not eligible for multi-year appointments; full-time service in these capacities, however, may be applicable toward eligibility for multi-year appointment whenever the person becomes otherwise qualified (e.g., a librarian holding faculty status vacates

that position to accept an unrestricted appointment as a full-time teaching faculty member). The following criteria constitute salient considerations in the awarding of multi-year appointments:

- A. History of effective service to the stated mission and purpose of Lincoln Memorial University
- B. History of effective compliance with all items prescribed under "Faculty Responsibilities"
- C. History of effective, positive professional relationships with students, colleagues, supervisors and the community
- D. History of significant grant development, scholarly research, publication and/or creative achievements, and
- E. History of adherence to all relevant policies, procedures and regulations as presented in the Faculty-Staff Policy Manual, and any other applicable policies, procedures or regulations adopted by the University between Policy Manual updates.

When any additional criterion is applied, it must be stated in the report/recommendation of the Promotions, Multi-year Appointments, and Appeals Committee to the Vice President for Academic Affairs.

#### **Requesting Promotion in Rank and/or Multi-Year Appointment**

The following criteria must be followed:

- A. Requests for promotions in faculty rank and/or multi-year appointments must be initiated by the faculty member by submitting a completed *Application Guidelines* form and supportive materials through the Chair of the academic department, the appropriate School/College Dean, and the Vice President for Academic Affairs (in that order) to the Promotions, Multi-year Appointments, and Appeals Committee before the established and announced deadline. The Chair of the academic department and the appropriate School/College Dean must attach written recommendations (with copy to the faculty member) to the application in timely transfer of such to the Vice President for Academic Affairs, who, upon approval transfers the application in a timely manner to the Promotions, Multi-year Appointments, and Appeals Committee.
- B. The Committee evaluates the application and supportive materials and submits its written recommendation to the Vice President for Academic Affairs, with copies to the faculty member, the appropriate School/College Dean, and the Chair of the academic department by an established and announced deadline.
- C. The Vice President for Academic Affairs makes a written recommendation to the President.
- D. The President may seek additional information, and informs the faculty member of intent to recommend favorably or not to the Board of Trustees. Upon action of the Board of Trustees, the President notifies the faculty member of its decision.

### **Faculty Emeritus Appointment**

Upon retirement from Lincoln Memorial University, faculty who have at least 10 years of exemplary full-time faculty service to the University may be considered for faculty emeritus appointment. The appointment is based on clear evidence of support for the mission of Lincoln Memorial University and distinguished commitment to the school's expectations for teaching, research, and service.

The appointment process includes a positive recommendation from the appropriate school/college dean and the Vice President for Academic Affairs, and approval by the President and Board of Trustees. Faculty with emeritus appointment are afforded the following benefits:

- ✦ Faculty identification card
- ✦ Bookstore discount
- ✦ Library services
- ✦ Banquet attendance (e.g., Christmas dinner, etc.)
- ✦ Athletic event admission
- ✦ LMU e-mail account
- ✦ Swimming pool admission
- ✦ Enrollment in one course per semester with tuition remission

## ***JFWA Faculty Appointment and Procedures***

### **Faculty Appointment**

The Principal of The J. Frank White Academy will make recommendations for faculty to the Dean of the Carter and Moyers School of Education, who will present the recommendations to the Vice President for Academic Affairs and the President of the University. If appointments are agreed upon by the Board of Trustees, the President of the University may then give a written appointment to the faculty member.

Faculty members are appointed for one (1) year, and the letter of notice/appointment is issued by May 15. The prospective faculty member must submit to the President within seven (7) calendar days, in writing, his or her acceptance of the appointment proposal; the faculty member, therewith, acknowledges acceptance of all conditions, policies, and procedures presented in this manual and any other stipulations contained in the written appointment proposal. The mutually signed appointment proposal, if in compliance with the stated deadline, constitutes an employment contract for the period stated.

Pay is determined by the terms of a mutually agreed upon faculty letter of appointment offered by the President of the University. For persons whose primary responsibilities are to The J. Frank White Academy, pay is determined by degree held, number of years of experience at the secondary level, the state teacher certification, and the number of classes taught. Faculty members must be qualified to teach based on requirements of the Southern Association of Colleges and Schools (SACS) and must maintain SACS requirements to remain in good standing with the J. Frank White Academy.

### **Annual Evaluation Procedure**

The Principal of The J. Frank White Academy conducts an on-going evaluation of its faculty members. Primary components of the evaluation include classroom visits, formal conferences and self-evaluation. The instrument and a record of the conferences become a part of the teacher's file. New teachers must undergo two evaluations during their first year of employment. The Principal may also conduct informal unannounced classroom visits with any teacher throughout the school year. Included in the evaluation are sections related to the frequency of use of instructional technology, laboratory experiences, field trips and other enrichment opportunities to enhance student learning. Teachers are also accountable for appropriate implementation and use of School Improvement Goals adopted by the Academy and such implementation must be documented during the evaluation process.

Teachers are required to type a Tennessee Instructional Model lesson plan for each observation. The Tennessee Instructional Model (TIM) lesson plan must be submitted to the principal 24 hours before the scheduled observation.

Handouts, textbooks, and teacher's planning book should be available for the principal during the observation. Teachers will complete the self-assessment portion of the Tennessee Evaluation Model before meeting with the principal.

### **Non-Reappointment**

The J. Frank White Academy is not required or obligated to continue the employment of any faculty member beyond the appointment period. A decision not to offer an appointment proposal to follow the current appointment period constitutes non-reappointment; written notification of such decision will be given by May 15 of the current appointment period. ("Non-reappointment" is not to be confused with "dismissal" as discussed in the following section).

### **Dismissal for Cause**

Dismissal is the involuntary termination of a faculty member's employment during the term of his or her appointment period. Any faculty member may be dismissed for cause (*moral turpitude; defamation of the institution, including the University; gross incompetence or malfeasance; inappropriate behavior toward students; breach of confidentiality of student records; excessive absences; failure to make recommended changes during a probationary period; or three written reprimands placed in the faculty's file*).

The Principal may give written recommendation to the Dean of the Carter and Moyers School of Education for termination. The President shall then give written notification to the faculty member of intent to terminate, detailing the effective date thereof and cause or causes. The dismissed faculty member shall be entitled to due process according to the LMU Faculty/Staff Policy Manual.

### **Probation**

The principal may place a faculty member on probation in order to give a faculty member time to correct a matter that is not considered reason for immediate dismissal. The Principal, in consultation with the Dean of the Carter and Moyers School of Education, will determine the length of the probationary period.

After the probationary period has expired, the principal and the faculty member will review the progress made by the faculty member. If the faculty member does not make the recommended improvements during the designated probationary period, he or she may be terminated immediately.

## SECTION V – SALARY AND BENEFITS

### *Regular Pay Policy*

Lincoln Memorial University pays employees by two methods: direct deposit for salaried employees and biweekly check for hourly employees:

- A. **Full-time salaried employees** (faculty/staff) are paid on a monthly basis. Net payroll amounts are deposited directly into individual bank accounts at the employee's bank of choice on the last banking day of each month. A non-negotiable pay advice showing gross pay, deducted federal taxes and state taxes (if applicable), deduction for benefits, and net pay, is available for viewing on the last banking day of each month online thru Web Advisor.
- B. **Full-time hourly wage employees** (staff) and temporary full-time employees are paid on a bi-weekly basis. Paychecks are issued on the Friday following the end of the pay period. Time sheets/cards must be submitted to the Office of Human Resources no later than 1 p.m. on the first workday of the next pay period. Failure to meet this deadline will result in the employee not receiving his/her check until the next payroll.
- C. **Adjunct faculty** are paid in two installments during fall and spring semesters: One payment near the middle of the semester and the remainder after the end of contract fulfillment. Likewise, 10 week summer pay is remitted in two (2) installments. The five (5) week summer term pay, is remitted at the end of contract fulfillment. Net payroll amounts are deposited directly into individual bank accounts at the employee's bank of choice on the last banking day of payment month. A non-negotiable pay advice showing gross pay, deducted federal taxes and state taxes (if applicable), deduction for benefits, and net pay, is available for viewing online thru Web Advisor on the last banking day of the month.
- D. **Part-time hourly wage employees** (staff) are paid on a bi-weekly basis. Paychecks are issued on the Friday following the end of the pay period. Time sheets/cards must be submitted to the Office of Human Resources no later than 1 p.m. on the first workday of the next pay period. Failure to meet this deadline will result in the employee not receiving his/her check until the next payroll run.
- E. **Employees receiving extra pay** (overloads, etc.) will receive this pay with their next scheduled pay, whether it is monthly or bi-weekly.
- F. **In the event that a paycheck is lost or stolen** after delivery to the employee, Lincoln Memorial University must be notified immediately. A stop-payment notice will be placed on the check. Within a reasonable amount of time, if the check has not been found and cleared through the bank after a stop payment notice has been made, then the check can be replaced. The employee will be expected to cover the stop payment expense.
- G. Pay cannot be advanced.

For purpose of salary administration and eligibility for overtime payments and employee benefits, employees of Lincoln Memorial University are classified according to the following as either *exempt* or *non-exempt* based on regulations established by the Fair Labor Standards Act (FLSA):

- ✦ **EXEMPT** jobs are those which are exempt from certain provisions of the Fair Labor Standard Act and are not entitled to overtime pay. To be classified as an exempt executive, administrative, or professional employee, the employee must be paid on a salary basis and meet certain definitions relating to specific job duties as defined by the Fair Labor Standards Act. Exempt employees do not receive additional pay for hours worked beyond 40 within a work week.
- ✦ For **NON-EXEMPT** jobs, pay is calculated on an hourly basis with an overtime pay entitlement that is calculated 1½ times the regular hourly rate for all hours worked beyond 40 in a work week. Such positions include support, technical, and maintenance jobs. Any use of overtime by an employee must be pre-approved by the employee's supervisor and carefully monitored to assure budget integrity.

### ***Remuneration Practices***

#### **Compensation for Full-Time Faculty**

Full-time faculty appointed may be nine (9), ten (10), eleven (11) or twelve (12) -month appointments depending on teaching discipline and other responsibilities. Salary for full-time faculty is received in 12 monthly payments. New full-time faculty salary will be prorated on a monthly basis. There is no "salary scale" at Lincoln Memorial University. Annual salary increases, as institutional resources allow, are based in part upon the following considerations, listed in random order:

1. Course load (credit hours taught), student full-time equivalence (FTE) produced, and number of different course-preparations.
2. Research and other scholarly work related to the teaching field or academic program.
3. Quality of teaching as assessed through evaluation.
4. Quality of student advising.
5. Accessibility to and time spent with students.
6. Advisory duties to student organizations.
7. Positive involvement in activities of the academic department and school/college.
8. Effectiveness in committee service.
9. Role as chair of academic department or other part-time administrative duties.
10. Program development.
11. Development of community relations.
12. Participation in professional associations related to teaching discipline.
13. Recent promotion.

Full-time undergraduate and graduate faculty who qualify for promotion in rank and are recommended for promotion in rank by the president and approved by the LMU Board of Trustees are eligible for the following additional salary compensation:

Initial Rank	Rank Promotion	Compensation
Instructor	Assistant Professor	\$2,000.00
Assistant Professor	Associate Professor	\$2,500.00
Associate Professor	Professor	\$3,000.00

This additional salary compensation will be added to the academic year contract issued following the year of recommendation.

#### **Courses not Receiving Special Employment Compensation**

Conducting Directed Study, Independent Study, Internship, and other such courses does not earn special employment compensation for full-time personnel during the full-time employment contract period (e.g., the academic year).

#### **Exceeding Standard Course Load**

Conducting undergraduate courses exceeding the standard course load during the academic year earns special compensation according to the same credentials, compensation, and criteria indicated for summer employment. Although exceptions may be made with prior approval, an overload of three (3) credit hours per semester is permissible subject to the approval of the appropriate School/College Dean and the Vice President for Academic Affairs.

Faculty with a semester minimum of 150 instructional credit hour productions may be eligible for overload pay. Overload pay is available only with written approval of the appropriate School/College Dean and the Vice President for Academic Affairs.

#### **Summer Employment**

Faculty on a nine (9) month contract is eligible for summer teacher opportunities, depending on projected student enrollment and program needs. A faculty member may not teach a course load exceeding 18 semester credit hours for a given summer term, unless approved by the Vice President for Academic Affairs. Faculty are compensated according to established rate tables which are subject to review and revision.

#### **Compensation for Regular Full-Time Employees**

Compensation for regular full-time employees will be reviewed on a regular basis by the employee's supervisor. Such reviews are generally conducted on at least an annual basis and typically follow the employee's annual performance evaluation.



The amount and frequency of any compensation increase the employee may receive are based in part upon the following considerations, listed in no particular order, to include, but not limited to:

- ✦ The individual's educational background.
- ✦ Specialized skills, licensures, certifications.
- ✦ Job duties.
- ✦ Annual performance evaluation results.
- ✦ Years of relevant experience.
- ✦ Years of relevant experience in the same position at LMU.
- ✦ Employment history with LMU.
- ✦ The individual's promotion history.
- ✦ Continuity of employment (break in service).
- ✦ Service on University committees and positive involvement in departmental and University activities.
- ✦ Advisory roles in student organizations.
- ✦ Program development.
- ✦ Research activities.

The University does not guarantee increases in pay from year to year, and an employee's pay may be modified because of individual performance issues or to address LMU fiscal needs and priorities.

#### **Compensation for Temporary Full-Time Employees**

Compensation for temporary full-time employees will be set upon initial employment based in part upon the following considerations, listed in no particular order, to include, but not limited to:

- ✦ The individual's educational background.
- ✦ Specialized skills, licensures, certifications.
- ✦ Job duties.

The amount and frequency of any subsequent compensation increase the employee may receive will be reviewed on a case by case basis by the employee's supervisor.

#### **Compensation for Regular Part-Time Employees**

Compensation for regular part-time employees will be set upon initial employment based in part upon the following considerations, listed in no particular order, to include, but not limited to:

- ✦ The individual's educational background.
- ✦ Specialized skills, licensures, certifications.

- ↓ Job duties.
- ↓ Employment history with LMU.
- ↓ Continuity of employment (break in service).

The amount and frequency of any subsequent compensation increase the employee may receive will be reviewed on a case by case basis by the employee's supervisor.

#### **Compensation for Non-LMU Employees**

- A. **Graduate assistants/Federal work study/student workers:** Compensation based upon individual program guidelines.
- B. **Contract worker:** Compensation based upon written agreement and terms between the contractor and LMU. Typically payment is made to the contractor through the University's Accounts Payable system.
- C. **Consultants:** Compensation based upon written agreement and terms between the consultant and LMU. Typically payment is made to the consultant through the University's Accounts Payable system.

#### ***Deductions from Pay***

Deductions from pay shall be made only as required or permitted by law or regulation, or as authorized by the employee. The law requires that LMU make certain deductions from every employee's compensation; among these are applicable federal, state, and local income taxes. LMU also must deduct Social Security taxes on each employee's earnings up to a specified limit that is called the Social Security "wage base." LMU matches the amount of Social Security taxes paid by each employee.

Contact the Office of Human Resources with any questions regarding why deductions were made. Employees who believe impermissible deductions from their pay have been made are encouraged to bring such complaints to the immediate attention of the Vice President for Finance and Operations.

LMU shall promptly investigate all such complaints. If the investigation reveals that impermissible deductions have been made from an employee's pay, LMU will repay the employee(s) in question and make any necessary changes to its practices and procedures. Employees shall not be retaliated against for bringing good faith complaints regarding deductions from pay to the attention of LMU. Employees are strongly encouraged to bring any complaints of retaliation for raising such complaints to the immediate attention of the Vice President of Finance and Operations or the President.

### ***Disclosure of Benefits Policy***

Lincoln Memorial University provides its employees with various benefits. Information and summary communications intended to explain these benefit plans are furnished to all plan participants and beneficiaries on a timely and continuing basis. LMU reserves the right to alter, revoke or cancel any benefits programs it offers at any time at its sole discretion. If information in this manual conflicts with the plan documents, the plan documents always control, as permitted by law.

- ✦ All benefits provided by this policy are described in official documents maintained by the Office of Human Resources. These documents are available for examination and may be copied by any plan participant or beneficiary. These documents are the only official and binding documents concerning Lincoln Memorial University's welfare and pension benefits plan.
- ✦ The Director of Human Resources serves as Administrator of Lincoln Memorial University's benefit plans. The Administrator is responsible for all communications and disclosures concerning Lincoln Memorial University benefits and for compliance with all applicable laws and regulations. In addition the Administrator is available to answer employee questions concerning benefits, and to provide education to new employees, employees as they achieve eligibility, retiring employees, and non-employee beneficiaries as to specific benefit coverage and required forms and designations to the extent required.
- ✦ Employees, spouses, and dependents covered by Lincoln Memorial University's health plan are to be notified, when appropriate, that they have the opportunity to acquire continuing health protection in certain specified situations including layoff, termination, reduction in hours of employment, and separation or divorce.

### ***LMU Tuition Benefit***

In order to attract and retain faculty and staff of good character, high standards, and academic excellence, the University offers financial assistance to the employee, his/her spouse, and his/her IRS dependent(s) in the form of a LMU tuition benefit.

Full-time personnel eligible for benefits are granted the tuition benefit for themselves, their spouse, and/or their IRS dependent children or dependent stepchildren.

The term dependent is defined as the employee's unmarried child under the age of 24, and claimed as a dependent on the employee's federal income tax return. The employee may be required to provide proof of dependent eligibility.

- A. The tuition benefit is considered a form of financial aid and is subject to the same guidelines, limitations and restrictions as other forms of financial assistance. In applying for the LMU tuition benefit, the employee, spouse or dependent is **required** to apply and be accepted for admission, file a *Free Application for Federal Student Aid (FAFSA)*

form, and ask that the analysis of this form be sent to the University. All request forms bearing the appropriate signatures must be submitted by January 31 prior to the next fiscal year. The employee will be responsible for any special fees.

- B. In general, the LMU tuition benefit is intended to provide the employee, his/her spouse or dependent a minimum level of assistance in attending college. However, it will be necessary to reduce the tuition benefit as other forms of aid become a part of the individual's financial aid package. Two (2) principles are fundamental in such a reduction: the University's financial aid cannot be duplicated in the individual's program, nor can any combination of assistance exceed the direct cost of an education or of one's established need. Tuition benefit shall never exceed the cost of full tuition.
- C. Additional policies regarding the LMU tuition benefit include:
1. Six (6) months of full-time LMU employment is required prior to eligibility for the tuition benefit.
  2. Students who are eligible for the tuition benefit must apply for every valid financial aid or scholarships they may be eligible for before being granted the tuition benefit. Recipients of tuition benefit are not eligible to receive additional institutional need-based grants or academic scholarships.
  3. If external financial aid (Pell grant, Federal SMART or Academic Competitiveness grant, Tennessee Lottery scholarships, Tennessee state grant, community scholarships, etc.) is awarded, the direct cost of attendance (Tuition, necessary books and on-campus room and board) is calculated, less any applicable financial aid, after which the tuition benefit is then applied up to the full cost of tuition.
  4. Satisfactory academic progress must be maintained; please refer to the University Catalog for specific requirements.
  5. If a recipient of tuition benefits drops any course(s) after the published credit/refund period, his or her account with the Finance Office will be adjusted appropriately, and that account must be cleared before any further tuition benefit may be awarded and applied.
  6. There must be ten (10) non-benefit students enrolled in a given undergraduate course and seven (7) non-benefit students enrolled in a given graduate course before the tuition benefit is allowed. Any exception must be approved by the Vice President for Academic Affairs.
  7. If a class reaches its enrollment limit and there is a waiting list, the recipient of the tuition benefit may be required to take another section or take the course at a later date.
  8. The tuition benefit may be awarded for courses taken during a summer term, but is subject to restrictions based on availability of funds.
  9. If a full-time employee dies while in service or retires while his/her child is enrolled under the tuition benefit program, that child will continue to receive consideration for the tuition benefit as long as the other criteria are met.
  10. At any time a dependent child marries, tuition benefits are automatically terminated.

11. When a dependent child reaches the age of 24, benefits are automatically terminated.
12. If a full-time employee and his or her non-employee spouse are granted a divorce while the non-employee spouse is enrolled under the tuition benefit program, that non-employee spouse will, along with any dependents, become immediately ineligible to continue receiving the tuition benefit.
13. Should an employee receiving tuition benefit separate from service to the University, qualification for tuition benefit ends immediately upon the date of separation. Should the separation occur after the start of an academic semester (or other term), the employee (or spouse or dependent) will be eligible to continue to use the tuition benefit until the end of that semester or term.
14. Should an employee receiving tuition benefit separate from service to the University and simultaneously withdraw from (or the spouse or dependent withdraws from) the University or Academy, no refund or pro-ration of any charges assessed will be made.
15. Should an employee receiving tuition benefit withdraw from covered coursework or from the Academy, or be dismissed from either for academic or disciplinary reasons, refunds or poor-rations of any charges assessed will be made on the same basis as any other financial aid.
16. A tuition benefit request, including a plan of study and timeline, must be presented in detail on or before January 31 for the subsequent academic year, to the Financial Aid office.
17. Full-time personnel must get special approval from their immediate supervisor, the division head and the President to take more than six (6) credit hours in any semester.
18. Employees who voluntarily separate from the University prior to the fulfillment of his/her employment agreement will become ineligible to continue receiving the tuition benefit.
19. The LMU tuition benefit is available to employees enrolling in the Management and Leadership Studies Program, the Master of Science in Nursing and the Physician Assistant Program. Tuition benefit will be limited to a maximum of one (1) employee per cohort group, with an additional eligible employee added per 15 members of a cohort group, once the group exceeds 15 members.
20. The tuition benefit for LMU Master's and Educational Specialist (Ed.S.) programs is limited to the employee and/or spouse. The faculty or staff person agrees to work one year beyond achievement of the degree (or ending of school work) for every 18 credits of tuition benefit received.
21. There are no benefits for the employee, his/her spouse, and his/her Internal Revenue Service (IRS) dependent children or dependent stepchildren enrolled in doctoral level programs (DO, Law and EdD) at Lincoln Memorial University.
22. Although full-time staff personnel may receive leave time during the workday for coursework at LMU, the employee will not be compensated for the time when he/she is absent from the workstation during normal work hours. The employees are limited to a max of 4 credit hours during the work day.

### ***J. Frank White Academy (JFWA) Tuition Benefit***

The University offers a tuition discount to regular full-time employees' dependent children who are attending or who have been accepted for admission to the J. Frank White Academy.

Full-time personnel eligible for benefits are granted the tuition discount for their IRS dependent children or dependent step-children as shown on the IRS tax return. Six (6) months of full-time LMU employment prior to the start of the JFWA school year is required for eligibility for the tuition discount.

The amount of discount will be announced annually on or before July 1st. Students and/or their parents will be responsible for the remaining balance or contract payment plan at the time of registration. The tuition discount does not cover any special fees.

The employee should receiving the JFWA tuition separate from service to the University, qualification for tuition benefit ends immediately upon the date of separation. Should the separation occur after the start of an academic semester (or other term), the employee's dependent children will be eligible to continue to use the tuition benefit until the end of that academic year.

\*\*\*The LMU Tuition Benefit, the J. Frank White Academy Tuition Benefit, the MLP Program and Graduate Programs policies apply to all Sodexo employees who have worked on the LMU campus for at least ten years.

### ***Tuition Exchange Programs***

Lincoln Memorial University participates in the Council of Independent Colleges Tuition Exchange Program and The Tuition Exchange, Inc. These programs allow the spouse or dependent of LMU's full-time employees to receive tuition benefit at a participating college or university.

Both programs require an application to be completed and sent to the participating college or university. The school receiving the application has the right to approve or deny the application based on availability. A list of the participating schools may be viewed at [www.cic.org](http://www.cic.org) or [www.tuitionexchange.org](http://www.tuitionexchange.org).

## SECTION VI - LEAVE POLICIES

### *Attendance and Punctuality Policy*

Lincoln Memorial University expects each employee to be responsible for his or her attendance record. Good attendance and punctuality are required:

- A. Recognizing that illnesses and injuries may occur, Lincoln Memorial University has established sick leave to compensate regular full-time employees for certain lost time for legitimate medical reasons, including time off to secure necessary treatment for a disability.
- B. The employee is expected to give advance notice to his or her immediate supervisor when he or she will be absent or late during a regular workday.
- C. The employee must notify his or her immediate supervisor within the first hour of the day for which he or she will be absent when an unexpected absence or late arrival arises because of illness or an emergency. Upon discussion with the employee the supervisor will decide the status of the employee's absence, i.e. personal, vacation, sick, or other.
- D. Sick leave may be used when illness keeps an employee away from work. When an employee has personal matters that must be attended to during working hours, vacation and personal days may be used for that purpose.
- E. Failure to notify the supervisor after being absent for three (3) consecutive working days will be considered an automatic resignation unless the employee can prove it was impossible for him or her to follow the notification procedure.
- F. Except where the absences are FLMA qualifying reasons, employee may be disciplined for excessive absences and/or tardiness, even though proper notices of the absences were submitted by the employee. Discipline for excessive absences or tardiness may include termination.
- G. Tardiness occurs when an employee fails to report to work at the scheduled time and/or consistently leaving work early.

### *Sick Leave Policy*

Lincoln Memorial University makes provisions for time away from work for regular full-time employees because of illness or injury:

- A. Regular full-time employees accrue sick leave at the rate of 3.33 hours per month.
- B. While absent due to personal illness, employees continue to accrue sick leave as long as they are receiving paid leave.
- C. Up to 40 hours of sick leave (5 days) may be carried over from one (1) fiscal year to the next.
- D. An employee must provide, or make a diligent and reasonable effort to provide notice of absence within the first hour of the initial workday that the sick leave is being requested to his or her supervisor, or if not available, the Office of Human Resources.
- E. If an employee's request for sick leave would otherwise be approved but there is no sick leave available, the absence will be charged to whatever vacation balance the employee may have. If there is no such balance available, then the time off is recorded as leave of absence without pay.
- F. An employee may transfer sick leave to another employee who needs additional paid sick leave due to the employee's own serious illness that requires extended recovery time. All other sick, vacation and personal time must be exhausted before days can be transferred. This does not extend the number of days allowed by FMLA. A "Sick Leave Transfer Form" must be completed in the Office of Human Resources. Documentation and approval by the divisional Vice President and President are required.
- G. Sick leave is not to be used in lieu of or in addition to vacation. An employee may be required to submit satisfactory proof of illness or disability. Misuse of sick leave may be cause for disciplinary action, including termination.
- H. Lincoln Memorial University employees receiving a temporary disability indemnity under applicable Workers' Compensation Provisions of the State Labor Code may elect to augment that indemnity with the use of accumulated sick leave which will result in full salary payment to the employee.

### *Vacation Policy*

Lincoln Memorial University recognizes the importance of vacation time in providing employees the opportunity for rest, recreation, and personal activities.

Therefore, Lincoln Memorial University provides paid vacation leave for regular full-time employees working on a 12- month basis and encourages employees to take the vacation they have earned:

- A. The vacation year will run July 1<sup>st</sup> through June 30<sup>th</sup>. Vacations are earned based on the employee's length of service. In order to maintain a required number of employees in each department, all vacations must be approved. Vacations will be approved in such a way to ensure work demands can be met. Absence Reports are to be turned in by the 20<sup>th</sup> day of each month.
- B. Regular full-time employees accrue vacation time at the following rate:
  - i. **First Year** 3.33 hours per month or five (5) working days a year.
  - ii. **Second Year** and after 6.67 hours per month or ten (10) working days a year.
  - iii. **After Tenth Year** 10.00 hours per month or fifteen (15) working days a year.



- C. While absent due to vacation, employees will continue to accrue vacation time as long as they are receiving paid leave.
- D. A new employee earns vacation beginning with the first day in which he or she is hired.
- E. Employees are expected to take vacation time in the fiscal year in which it is earned.
- F. Up to 40 hours of vacation leave (5 days) may be carried over from one fiscal year to the next. Approval by the divisional Vice-President and President are required.
- G. Accrued vacation leave is schedule at the convenience of each department and requests should be made in advance if at all possible, on an Absence Report, setting forth the dates for which vacation is being requested. The approval or denial will be in writing.
- H. The effective day for all termination of employment is the last day the employee is physically present and actively at work. The cash value of any accrued but unused vacation as of the last day of work will be included in the employee's final paycheck. The cash value of any unearned vacation used prior to the last day of work will be deducted from the employee's final paycheck.
- I. If a paid holiday falls within an employee's vacation period, the holiday will be counted as a holiday, not as a vacation day.
- J. Employees are expected to make every effort to give at least three (3) weeks prior notice when requesting leave. Requests for specific days will be granted by the supervisor based on work requirements of the department.

### ***Personal Leave Policy***

Lincoln Memorial University provides regular full-time staff with paid time off for personal matters that cannot be taken care of outside regular business hours and for religious observations, ethnic holidays, and other activities of personal significance:

- A. Employees are granted three (3) paid personal days per fiscal year. This leave accrues at a rate of two (2) hours per month.
- B. Personal time may be taken in full-day, half-day, or hourly increments.
- C. Employees must give their immediate supervisor written notice of intent to use personal time at least one (1) week before taking that day off except in emergency situations. Workload priorities determine whether approvals of such requests are granted; however, full consideration is given to requests for holidays of religious significance where reasonable accommodation is possible.
- D. There is no carryover of personal days from year to year, but in event of termination accrued but unused personal time as of the last day of work will be included in the employee's final paycheck. The cash value of any unearned personal time used prior to the last day of work will be deducted from the employee's final paycheck.

### ***Bereavement Leave***

Lincoln Memorial University recognizes the importance of family and the need to support its employees in time of family tragedy. There is no way to determine the time needed for the grieving process but LMU feels that an employee should have some time, with pay, set aside with which to come to terms during this difficult period.

Therefore, an employee may be absent with pay for up to (3) days due to the death of an immediate family member which includes a spouse, child, parent, sibling, grandparent, great-grandparent, and corresponding in-laws and steps. LMU hopes that this will prove beneficial to the employee and in some small way relieve the burden of the passing of a loved one.

If additional time is needed the employee must use personal, vacation or sick leave to cover the absence.

### ***Holidays Policy***

Lincoln Memorial University observes designated holidays each year. Regular full-time staff are given a day off with pay for each holiday observed.

A. Regular full-time employees are granted the following holidays:

- ✦ Good Friday
- ✦ Memorial Day
- ✦ Independence Day
- ✦ Labor Day
- ✦ Thanksgiving Holiday (Thursday & Friday)
- ✦ Christmas & New Year Holidays

B. When a holiday falls on Saturday, it will be observed on the preceding Friday. When a holiday falls on Sunday, it will be observed on the following Monday.

C. Dependent upon the nature of the position, some of these holidays may be workdays for certain employees and may be substituted at a later date at the discretion of the supervisor.

D. Other holidays may be granted at the discretion of the President of the University.

E. To be eligible for holiday pay, an employee must have worked his or her regularly scheduled hours the workday before and the workday after the holiday, or have been on an approved vacation day or any other excused and paid day off under University policy.

### ***LMU 12 Month Faculty Benefits***

**Vacation:** Fifteen (15) days annually

**Personal:** Three (3) days per fiscal year

**Sick:** Five (5) days per fiscal year

**Holidays:**

- ✦ Good Friday
- ✦ Memorial Day
- ✦ Independence Day
- ✦ Labor Day
- ✦ Thanksgiving Holiday (Thursday and Friday)
- ✦ Christmas & New Year Holidays

***NOTE: Spring and Fall Breaks are not considered holidays.***

### ***Leave-Of-Absence***

The President may approve a leave-of-absence with or without pay. In each case the status of appointment and obligations must be resolved in writing between the University and the faculty member, bearing signatures of the President and the faculty member, and that signed agreement placed in the personnel files of the University. The faculty member must have 12 months of full-time, continuous employment to be eligible.

### ***Witness Leave***

Employees responding to a lawful summons, subpoena, or other lawful process are eligible for leave provided they present a copy or the original of the same to their supervisors prior to the time which they must appear (unless good cause exists for the failure to give prior notice). Leave is unpaid, except that exempt employees will not have amounts deducted from their pay except for absences of a week or more or for fees received for service as a witness.

### ***Jury Duty***

LMU encourages employees to fulfill their civic responsibilities by serving jury duty when required. Employees summoned for jury duty will receive pay for the hours spent serving and traveling to and from jury duty, less their compensation for serving as a juror.

Employees must show the jury duty summons to their supervisor as soon as possible, so that arrangements may be made to accommodate the absence. Of course, employees are expected to report for work whenever the court schedule permits. Employees must report to work on the first scheduled work day following release from jury duty. Furthermore, if the employee is released from jury duty before serving for three hours on a given day, the employee must report to work that same day. Upon returning to work, employees must present proof of service to the supervisor. In rare circumstances, LMU may request that a particular employee's jury service be excused or delayed.

### ***Voting Leave***

LMU strongly encourages employees to exercise the privilege of voting. Most employees will be able to vote before or after the hours of their shifts. Special accommodations will be made during business hours for those employees whose work schedule conflicts with all the open hours of the voting polls. If you have any questions, please check with the Human Resources Office.

**Voting Leave:** All employees entitled to vote in an election may be excused from work with pay on the day of the election for a reasonable period of time, not to exceed three (3) hours, as necessary to vote during the time the polls are open. If an employee's regular shift begins three (3) or more hours after the polls open or ends three (3) or more hours before the polls close, no time off for voting shall be granted.

The Director of Human Resources or the President may specify the hours during which employees may be absent to vote. Application for such absences must be made to the Director of Human Resources or to the President prior to 12:00 p.m. on the day before the election.

### ***Military Leave***

A military leave of absence will be granted to employees who are absent from work because of service in the U.S. uniformed services in accordance with the Uniformed Services

Employment and Reemployment Rights Act (USERRA). Advance notice of military service is required, unless military necessity prevents such notice or it is otherwise impossible or unreasonable.

The leave will be unpaid; except that exempt employees will not have amounts deducted from pay for absences of less than one week (provided, however, that LMU may deduct amounts received as military pay). Employees may use any available vacation or personal pay for the absence.

Benefit accruals, such as vacation, sick leave, or holiday benefits, will be suspended during the leave and will resume upon the employee's return to active employment.

Employees on military leave for up to 30 days are required to return to work for the first regularly scheduled shift after the end of service, allowing reasonable travel time. Employees on longer military leave must apply for reinstatement in accordance with USERRA and all applicable state laws.

Employees returning from military leave of up to five years (and who have not received a punitive or other-than-honorable discharge) will be placed in the position they would have attained had they remained continuously employed or a comparable one depending on the length of military service in accordance with USERRA. They will be treated as though they were continuously employed for purposes of determining benefits based on length of service.

### ***Volunteer Firefighter Leave***

Any LMU employee who also serves as an active volunteer firefighter will be permitted to leave work in order to respond to fire calls during his or her regular working hours without loss of pay, vacation time, sick leave or earned overtime accumulation. When leave is necessary to respond to such fire calls, the employee's immediate supervisor should be informed as soon as possible.

Also, any LMU employee who assists in fighting a fire for more than four hours may be permitted to take off the next scheduled work period within 12 hours following such response as a vacation day, personal day or sick leave day without loss of pay, if the employee is entitled to a vacation, personal or sick leave day. If the employee is not entitled to a vacation, personal or sick leave day, then the employee may be permitted to take off the work period without pay.

LMU requires any employee utilizing this firefighter leave policy to submit a written verification from the chief of the volunteer fire department confirming that the employee responded to a fire on the relevant date, specifying the time and duration of such response. LMU also requires that the employee have on file in the Office of Human Resources, a form of certification from the volunteer fire department showing that the employee is a current member of the volunteer fire department.

## SECTION VII – REGULAR WORK POLICIES

### *Hours of Work Policy*

Lincoln Memorial University establishes the time and duration of working hours as required by student needs, workload and production flow, and the efficient management of personnel resources:

- A. The hours of operation for Lincoln Memorial University offices are from 8 a.m. to 4:30 p.m., Monday through Friday, except on those days observed as holidays.
- B. For all regular full-time employees, eight (8) hours constitutes a workday; 40 or more hours, within a pay period, constitutes a work week.
- C. Employees may be assigned additional hours of work by supervisors to meet organizational requirements. If employees are required to work hours in addition to their regular scheduled week, they are paid in accordance with Fair Labor Standards Act (FLSA) regulations.
- D. All full time non-exempt employees are entitled to overtime for all hours worked in excess of 40 hours in one (1) week. The non-exempt employee records time worked through the use of time sheets or time cards. Overtime is paid as time and a half for all hours in excess of 40 hours per week. All overtime must be approved in advance by the employee's supervisor, and non-exempt employees are subject to discipline for working overtime without prior approval. The division Vice President must sign as approval for the overtime hours on the employee's time sheet or time card.
- E. Employees in the exempt classification for which Lincoln Memorial University has established a specific annual salary shall be considered as fully remunerated for all services rendered regardless of the number of hours worked.
- F. Attendance at lectures, meetings and training programs is considered time worked if: attendance is required by Lincoln Memorial University; course, lecture, or meeting is directly related to the employee's job.

### *Rest and Meal Breaks Policy*

Rest and meal breaks are provided during the course of each workday. These breaks are intended to give the employees an opportunity to renew their attention and energy so they can remain productive and efficient in performing assigned duties.

- A. All full-time employees are allowed a thirty-minute unpaid lunch period, as close to the mid-point of the day as possible. Each employee is encouraged to take a lunch break.

- B. Employees are entitled to a ten-minute break for every four (4) hours worked. These breaks should be taken as near the mid-point in the morning and the afternoon as possible. Breaks are paid time and, therefore, cannot be accumulated if they are missed.

### ***Conducting Personal Business during Work Hours Policy***

Lincoln Memorial University resources (telephones, fax machines, copy equipment, computers, administrative support, etc.) shall not be used for any other reason than Lincoln Memorial University business. Therefore, employees of Lincoln Memorial University are expected to refrain from conducting personal business during work hours.

- A. A personal call should be made only when necessary and the conversation should be kept as brief as possible. Long distance personal calls should be billed to employee's personal calling card, not to LMU.
- B. Persons who are not employees of Lincoln Memorial University will not be permitted to enter or remain on the premises for the purpose of solicitation or distributing cards, literature notices, or papers of any kind.
- C. Bulk emails to LMU employees to solicit or sale for personal advantage are not permitted.

### ***Personal Appearance Policy***

Dress and behavior are an important expression of professionalism. Therefore, employees of Lincoln Memorial University are expected to be appropriately dressed for the work situation:

- A. Employees have contacts with the public and, therefore, represent Lincoln Memorial University in their appearance, behavior and dress, as well as in their actions. All employees are to use good judgment in choosing their attire.
- B. Dress should be appropriate to employee's duties and responsibilities. Questions should be addressed with the divisional Vice President.

### ***Wellness Activities Policy***

In an effort to provide a healthy workforce, LMU employees may, with the approval of their supervisor, participate 3 times a week for 30 minutes in wellness activities provided by the University. Such activities may include water aerobics, swimming lessons, Yoga, Pilates, and Tai Chi.

For more information contact the Director of Aquatic Services.

### ***Employment outside the University Policy***

Full-time regular employees normally are not permitted to engage in employment outside the Lincoln Memorial University contractual agreement. No employment outside the University may be undertaken without prior approval of the President. A form for requesting such approval may be obtained from the Office of Human Resources.

If employment outside the University is approved and later appears to generate conflict of interest or interferes in the performance of University duties, the University reserves the right to require the employee either to reduce or discontinue such employment within 30 days.

### ***Faculty Responsibilities***

The primary purpose of the existence of Lincoln Memorial University is the education of its students. All professional endeavors of the University personnel should contribute to a viable educational environment; and nothing done as educational professionals should diminish the vitality or quality of the educational environment. Toward that end, University faculties are to fulfill the following basic responsibilities:

#### **Standard Instructional/Research/Service Workload**

All faculty members are to conduct the courses assigned by the chair of the academic department in consultation with the faculty member, subject to approval of the appropriate School/College Dean and the Vice President for Academic Affairs. The standard workload for full-time faculty is equivalent to 15 credit hours per semester or 30 credit hours per academic year, or equivalent responsibilities as determined by the Vice President for Academic Affairs in consultation with the appropriate School/College Dean, the Chair of the department and the faculty member.

Courses with enrollment fewer than ten (10) students (excluding any receiving LMU tuition benefit) following the regular registration period are subject to cancellation at the discretion of the Vice President for Academic Affairs, and other courses may be substituted to fill the faculty member's course load.

The standard instructional load for full-time undergraduate faculty is twelve (12) credit hours per semester. An additional equivalency of three (3) credit hours of service and research or teaching is expected to constitute a standard workload of 15 credit hours, as determined by the Vice President for Academic Affairs in consultation with the appropriate School/College Dean, the Chair of the department, and the faculty member.

The standard instructional load for full-time graduate faculty is nine (9) credit hours per semester. An additional equivalency of six (6) credit hours of service and research is expected to constitute a standard workload of 15 credit hours, as determined by the Vice President for Academic Affairs in consultation with the appropriate School/College Dean, the Chair of the department, and the faculty member. Unless approved by the Vice President for Academic



Affairs, adjunct graduate faculty members are limited to two (2) courses or six (6) credit hours per semester if employed outside the University.

### **Course and Classroom Conduct**

A. All faculty members are to prepare a printed syllabus, distribute or otherwise make available to each student enrolled in the given course, and afford classroom discussion thereof at the outset of the academic term. Faculty shall make every attempt to provide the course syllabus the first day of classes, but in no case is the syllabus to be provided later than the end of the second week of classes (prorated appropriately for mini and summer terms), an electronic copy of the syllabus must be submitted to the chair. The syllabus is to contain:

1. Course information: Term, Title, Section number, description, and calendar/schedule.
2. Clearly stated instructional objectives.
3. Student learning outcomes focused on the acquisition of knowledge and skills.
4. Methodology of instruction-learning.
5. Units of instruction.
6. Evaluation procedures and methods employed in determining final course grades.
7. Office hours, contact information and location.
8. Attendance policy.
9. The Disability statement: Any student with a disability should bring documentation for the disability to the ADA Compliance Officer in the Office of Student Services. When the documentation has been reviewed, a form will be completed stating the reasonable accommodations to be granted to the student with a disability.
10. Other items as reflected in the syllabus format adopted by the University.
11. Information judged relevant by the instructor, department chair or school/college dean.

The University recognizes the syllabus may be subject to some revision as the course proceeds. However, the faculty member is to direct his or her instruction toward fulfillment of the stated objectives and expected student learning outcomes. Any examinations or other methods of evaluation are to be consistent with those objectives and learning outcomes.

- B. All faculty members are to meet classes regularly at scheduled times. In cases of illness or emergency requiring absence, the instructor is to notify his or her academic supervisor, by speaking directly to, not leaving a voice or email, so that appropriate action may be taken to meet the class or to cancel it if an appropriate substitute cannot be secured.
- C. All faculty members are to assign appropriate midterm or final grades to all students enrolled in the given course and to complete and submit, in accordance with announced

deadlines, grade rosters distributed by the Registrar, Department, available through Web Advisor. When a grade is transferred from the roster to the official transcript it is then official and cannot be changed except in cases of faculty error. To change an erroneous grade, the instructor completes a Change-of-Grade Report form and submits the form to the appropriate School/College Dean. Change-of-grade transactions may be made only via the Change-of-Grade Report form.

- D. No adjustment or variation to neither the final exam schedule, nor offering of an early final exam to any students(s) may be conducted without the expressed prior approval of the Vice President for Academic Affairs.
- E. Based upon published policy regarding "Change of Schedule (Drop/Add)," it is the responsibility of instructors to inform students of his or her passing or failing status prior to the end of the eighth week of the semester (prorated appropriately for mini and summer terms).
- F. All faculties are to make graded examinations and papers available to students for inspection and review. Faculty leaving LMU and all adjunct faculty must submit materials to the registrar, who ensures they are maintained. Thus, evaluative materials are to be retained for one academic year to provide students the opportunity to review documents with the instructor. It is expected that examinations will be graded within a reasonable time as part of the student's learning experience.
- G. Faculty may be required to perform tasks such as faculty development activities, student advisement, and other appropriate responsibilities within and outside of the contract period.
- H. Grade books: All faculties leaving LMU must submit grade books to the registrar, who ensures they are kept for seven (7) years minimum.

#### **Academic Advisement of Students**

Full-time faculty members are to provide accurate, effective academic advisement of assigned students. This entails thorough familiarity with the LMU academic advisement process, core curricula and program requirements, academic policies, appropriate offices and lines of communications, and recording and reporting procedures. All faculties should plan to attend summer orientations to help advise students.

#### **Roster/Class Attendance Policy**

On the ninth class-day of the semester the instructor must print out a roster for each course from Web Advisor, check the roster's enrollment names against attendees, and sign the roster, noting the two lists are in agreement or note discrepancies. The signed roster must be submitted to the Department Chair. Extended site instructors may fax rosters (contact chair for fax number).

The Department Chair will ensure all departmental instructors, adjunct and full-time, have submitted rosters. The Department Chair is responsible for submitting all signed rosters at one time to the Registrar by the thirteenth class-day of the semester. All faculties are expected to maintain a documented record of class attendance.

### **Student Classroom/Instructional Conduct**

Children are not to be brought to class. Cell phones are to be turned off at all times while classes are in session so as not to interrupt the flow of instruction and learning. Students who violate this policy may be asked to leave. We apologize for any inconvenience this may cause but we must respect the rights of all students.

### **Student Criminal Background Check**

If a student is assigned for clinical experiences/practicum at a clinical affiliate, other affiliate agency, organization, or school requiring a criminal background check, the student will be required to provide the requested information. Students are allowed in the facility at the clinical affiliates, other affiliate agencies, organization, or school's discretion. If the agency denies the student's acceptance into the facility, the student will not be able to complete the clinical/practicum/field experience and will be withdrawn from the program.

In certain situations, investigative background reports are ongoing and may be conducted at any time. Access to the program may be denied at any time by the agency or Lincoln Memorial University.

### **Office/Conference Hours**

Full-time faculty members are to maintain a reasonable number of office/conference hours, but no fewer than six (6), for student consultation, distributed for maximum student benefit throughout each week of a term. Office/conference hours are to be posted prominently and otherwise publicized.

The number and distribution of office/conference hours are to be approved by the Chair of the respective academic department, the appropriate School/College Dean, and the Vice President for Academic Affairs. Adjunct faculty members are to be available for reasonable periods apart from class time for student consultation. Summer faculty members are required to maintain office/conference hours proportionate to those in the academic year, for advisement of students.

### **Textbook Requests**

All faculty members are to submit requests for ordering required textbooks for assigned courses. The instructor has basic responsibility for the selection/adoption of required texts, subject to approval of the chair of the respective academic department, the appropriate School/College Dean and the Vice President for Academic Affairs.

However, common texts should be selected by the collective faculty teaching for multiple sections of the same course. If texts cannot be returned and ample supplies remains in the University Bookstore, new faculty should use previously adopted texts. All faculty members are to consider existing textbook supplies prior to submitting requests for textbook orders.

### **Professional Development**

All faculty members are to continue development of professional skills and interests. Faculty members are to remain abreast of significant developments in their teaching discipline(s). Advanced study and attending professional development are urged. Faculty is to comply with all professional development stipulations detailed in the written, signed, appointment/reappointment agreement with the University.

### **Faculty Notification of Awards**

Faculty scholarship awards in the form of institutional funding or requiring faculty absence during the contract period must receive prior approval from the President for the assurance of ongoing institutional support and future employment. Requests must be made by February 1 for the subsequent academic year.

### **Committee Service**

Full-time faculty members are to serve effectively on standing or ad hoc committees (University, School/College, and department levels) as elected or appointed. Care must be taken, however, that the number of committee elections/appointments does not exceed equitable workload. Challenges regarding equitability are to be negotiated with the Vice President for Academic Affairs in consultation with the appropriate School/College Dean and the Chair of the respective academic department.

### **Faculty Meetings**

Full-time faculty must attend official meetings of the University Faculty, School/College Faculty, Academic Department Faculty, and special called meetings by the President or VPAA, and are encouraged to exercise the privilege of voting on appropriate pending issues. Adjunct faculty members are invited to attend and participate in discussion; however, the privilege of vote rests only with full-time faculty.

### **Mileage Reimbursement Guidelines**

Each faculty member will have an "office of record" at the main campus or extended site, designated by the appropriate Dean and approved by the VPAA. LMU will not reimburse faculty travel to the "office of record."

LMU will reimburse any full-time faculty member for travel from the employee's "office of record" to official required University meetings (e.g., faculty committee meetings, etc.), if that meeting is held at a location other than the faculty member's "office of record." If the distance from the employee's home to the meeting is shorter than travel from the "office of record" to the meeting, the shorter distance will be reimbursed.

LMU will reimburse adjunct and part-time faculty for travel to required University meetings, based on the shorter distance of home to destination or "office of record" to

destination. Detailed information on university travel policies are outlined in Section XI of this manual.

### **Commencement Activities**

Attendance at the University's Commencement ceremony is required by all faculty members as a condition of their employment. The scheduled day of Commencement is considered a regular faculty work day. Consequently, no additional compensation, additional workload, or travel reimbursement shall be granted for this day.

Faculty members who, due to extenuating circumstances, are unable to attend commencement should advise the Vice President for Academic Affairs in advance of their inability to attend, including marching in academic regalia. Adjunct faculty members are invited to participate and march. All faculty members are urged to participate in the total University life, attending extracurricular activities and social functions of the University as often as possible.

### ***Faculty Development Program***

The purpose of the Faculty Development Program is to enhance the quality of the faculty of Lincoln Memorial University by providing incentive, encouragement, and resources to individual graduate and undergraduate faculty for professional development.

Funds are budgeted annually for the Faculty Development Program, which is administered by the Faculty Development Committee. The committee reviews all requests for financial assistance from the Faculty Development Fund and makes recommendations to the Vice President for Academic Affairs on funding—fully or partially—such requests. Faculty members are also encouraged to seek other sources of funding, e.g., grants.

Funds received by the University from a donor and specifically restricted by that donor for use in faculty development activities within a particular academic program are administered by the chair of the department and/or dean of the school housing that academic program and are not the purview of the Faculty Development Committee. A faculty member in a department with such restricted funds should submit requests to the department chair/school dean prior to seeking support from the Faculty Development Fund.

### **Basic Responsibility and Accountability of Recipients**

Individual faculty members who are awarded financial assistance through the Faculty Development Program are responsible for using the assistance appropriately. Responsible professional behavior in the use of faculty development funds should be in keeping with the spirit in which awards are granted; that spirit includes the dedication to (a) helping the faculty develop and maintain skills and credentials which mark Lincoln Memorial University as an institution committed to academic excellence, and (b) conducting research consistent with the mission and purpose of the University. When financial assistance is provided through the Faculty

Development Program, the recipient must submit a full financial accounting to the Finance Office no later than two weeks after completion of the development activity or research for which the assistance was approved. Other statements regarding responsibility and accountability appear under the following sections.

**Areas of Potential Faculty Development:**

**A. Individuals Pursuing Terminal Degree Study, Non-Terminal Degree Study, And Post-Terminal Degree Study:**

1. All requests for financial assistance for graduate study must be recommended by the Vice President for Academic Affairs and approved by the President. In acting upon requests for financial assistance for graduate study, the following payment categories will be considered, and in this order of priority: tuition, other academic fees, textbooks, and travel expenses. Financial assistance from faculty development funds may be granted for formal advanced study only to individuals having completed two (2) years of full-time service to LMU immediately preceding the granting of the request; exceptions may be considered if such exceptions are related to the "greatest need" as described in item B of *Criteria for Awarding Faculty Professional Development Funds* below.
2. Applications for financial assistance for bona fide advanced study must be made to the Vice President for Academic Affairs no later than March 21 for summer and/or fall matriculation and November 1 for winter and/or spring matriculation. It is urged that the individual apply as far in advance as possible.
3. Each individual receiving financial assistance through the Faculty Development Program is responsible for properly and effectively using that assistance; it is, therefore, appropriate that he/she report and provide documentation regarding progress and completion of the terminal degree, non-terminal degree, or post-terminal degree study. Reportage and documentation are required within thirty (30) days after the end of each academic term for which the financial assistance is granted and received; reportage and documentation may take the form of official grade reports and/or written attestation from appropriate officials. Improper or ineffective use of faculty development funds by a faculty member will jeopardize approval of future requests for that individual for financial assistance through the Faculty Development Program.
4. Faculty development funds provided to assist faculty members pursuing terminal degree study, non-terminal degree study, and post-terminal degree study are in the form of a loan; repayment of such loan may be displaced through time and service to the University. The specific terms of the repayment or displacement are to be arranged in a written contract between the President and the individual involved.
  - a. For faculty members seeking only tuition, travel expenses and similar financial support, the University may award funds without obligation equal to the amount commonly awarded (i.e., an average amount) for attending professional meetings; for amounts above that level, tuition for a given number of credit hours of study

obligates the beneficiary to that same number of credit hours of teaching or comparable staff service at LMU, following the term for which the assistance was awarded; non-tuition expenses will be equated to the cost of credit hours of study.

b. For faculty members seeking only a leave-of-absence with a promise of employment upon their return, there is an obligation to return for the semesters agreed upon.

c. If the recipient of the assistance decides to leave the employ of the University prior to fulfilling the obligated service, he/she agrees to reimburse the institution for faculty development funds awarded and the base pay received during the leave period(s) plus a rate of interest specified in the contract, less a percentage of that amount equal to the percentage of obligated time that has been served.

**B. Individuals Presenting at or Attending Professional Meetings/Seminars/ Workshops:**

- ✦ Subject to the availability of funds, financial assistance may be available annually to full-time faculty members for presenting at or attending bona fide professional meetings, seminars, or workshops. To ensure consideration for such funds, the faculty members must submit applications to the Faculty Development Committee prior to the event, preferably 45 days prior to the event. High priority will be given to providing financial assistance where the applicant (a) seeks to disseminate research findings; (b) is to present a paper or other creative research at the professional meeting; (c) is to conduct a program at the seminar or workshop; or (d) if the applicant is an officer or board member of the national, regional, or state organization sponsoring the meeting, seminar, or workshop.

**C. Conducting On-Campus Professional Seminars, Workshops, Visiting Lecturers, and Performances:**

- ✦ Activities under this area may include, for example, workshops conducted by LMU faculty in areas of individual expertise and visiting professionals whose presentation, lecture, demonstration, or performance has, as a primary purpose, the support or improvement of the LMU faculty. Requests for on-campus seminars, workshops, visiting lecturers, or performances should be submitted as early as possible in the academic year (if not during the preceding year) and should include costs, contacts, and description of benefit to the institutions.
- ✦ Faculty members with questions or concerns at any stage of requesting faculty development funding should contact the Chair, Faculty Development Committee.

**Criteria for Awarding Faculty Professional Development Funds**

Applications for Faculty Professional Development Funds will be considered, in accordance with the following criteria:

- A. High priority is given to those faculty applicants (a) who serve as presenters/moderators at professional meetings/seminars/workshops and thereby enhance LMU's reputation as an institution committed to academic excellence; or (b) whose projects are connected to active research efforts intended for publication/presentation. The same consideration is given to faculty applicants who must present at or attend professional meetings/seminars/workshops in order to maintain credentials or update skills in their fields. However, faculty members with such requirement for licensure or certification must seek support from any existing departmental faculty development fund prior to submitting a request for the Faculty Development Committee's limited resources.
- B. Priority is given to applicants in bona fide pursuit of terminal degree study who are members of academic programs in greatest need of faculty with terminal degrees. Determination of "greatest need" is made by the President of the University in consultation with the Vice President for Academic Affairs, the deans of the schools, and the chairs of academic departments.
- C. Priority is given to all other requests according to the academic merit or pedagogical goals of the request in relation to the mission of the department or program and the University.

#### **Procedures for Requesting Faculty Professional Development Funds**

- A. Requests for faculty professional development funds must be submitted prior to the event.
- B. Faculty applicants should complete the *Request for Faculty Professional Development Funds* form ([http://www.lmunet.edu/academics/ac\\_affairs/bb/FPDF\\_Rq.dot](http://www.lmunet.edu/academics/ac_affairs/bb/FPDF_Rq.dot)) available on the Academic Affairs Bulletin Board webpage.
- C. Faculty applicants should carefully supply all the information requested on the form which must be submitted **45 days prior to the event**. This information is necessary for the Faculty Development Committee to make thoughtful decisions regarding reimbursement. Incomplete forms will be returned to the faculty member for completion, thereby delaying action on the request.
- D. Completed forms must be sent to the Chair, Faculty Development Committee, and may be submitted, electronically (via email, which is preferred), or in hardcopy (hand-delivered or via campus mail):
  - i. **Electronic Submission:** The faculty member should forward a completed *Request for Faculty Professional Development Funds* form as an attachment to an email note to the department chair requesting the department chair's approval. Upon approval of the request, the department chair should forward the requestor's note with the attached form to the school dean, who upon approval forwards the note and attached form to the Chair, Faculty Development Committee.
  - ii. **Hardcopy Submission:** The faculty member should forward a completed *Request for Faculty Professional Development Funds* form to the department chair requesting the department chair's approval. Upon approval of the request, the department chair should sign the form and forward it to the school dean; upon



approval, the school dean should sign the form and forward to the Chair, Faculty Development Committee via campus mail or hand delivery.

- E. The Faculty Development Committee considers requests on a timely basis according to the criteria previously listed. Requests, along with the committee's recommendations, are forwarded to the Vice President for Academic Affairs for a final decision.
- F. The Chair of the Faculty Development Committee will notify the faculty applicant and the applicable chair/dean as to the final decision.

***NOTE: Applications from faculty members who have not complied with prescribed accounting procedures for previously approved faculty development funds will not be considered until all accounting procedures have been completed (see "Procedures for Accounting for Faculty Professional Development Funds" below).***

#### **Procedures for Processing a Check Request and/or Travel Approval**

The following procedures must be followed to request a University check to prepay a fee and/or to obtain a travel advance (cash). Appropriate forms are available on the LMU Web Site (Faculty and Staff link to the Academic Affairs Bulletin Board and in the Forms section).

***NOTE: Neither the school/college dean nor Vice President for Academic Affairs will approve a check request or travel advance charged to the Faculty Development Fund without an approved Request for Faculty Professional Development Funds.***

- A. Complete the Lincoln Memorial University *Request for Travel Approval* form (<http://www.lmunet.edu/finance/Finfrms/TravAppr.doc>). If a travel advance is needed, you must indicate the amount on this form. Attach a copy of the approved *Request for Faculty Professional Development Funds* form.
- B. If a University check is needed for a fee (e.g., registration) that must be paid in advance, a *Check Request* ([http://www.lmunet.edu/Finfrms/ck\\_req.doc](http://www.lmunet.edu/Finfrms/ck_req.doc)) form must be completed. Attach a copy of the approved *Request for Faculty Professional Development Funds* form.

#### **Procedures for Accounting for Faculty Professional Development Funds**

- A. An *Expense Report* ([http://www.lmunet.edu/Finforms/Exp\\_Rep.doc](http://www.lmunet.edu/Finforms/Exp_Rep.doc)) detailing fees, travel, and subsistence expenditures must be submitted within two weeks after the travel. The following items must be submitted with the *Expense Report*:
  - 1. Appropriate receipts (registration fees but not personal membership fees, unless they are covered in the registration fee; transportation, lodging, meals).
  - 2. *Faculty Development Activity Report* ([http://www.lmunet.edu/academics/ac\\_affairs/bb/facdevfundrpt.doc](http://www.lmunet.edu/academics/ac_affairs/bb/facdevfundrpt.doc)).
  - 3. A copy of the approved *Request for Faculty Professional Development Funds*; and

4. A copy of the approved Lincoln Memorial University *Request for Travel Approval* form (see item A of *Procedures for Processing a Check Request and/or Travel Approval*).

**Expenses** exceeding the funds approved from the Faculty Development Fund must be paid for by the employee or other authorized budget, e.g., department budget. Approved funds not expended for the purpose requested will revert to the Faculty Development Fund.

- B. The *Expense Report* must be reviewed and approved by the faculty member's reporting chain (department chair, director), the appropriate school dean, and Vice President for Academic Affairs. Accounting policies and procedures as stated in the *Faculty-Staff Policy Manual* (<http://www.lmunet.edu/hr/handbook/index.htm>) and the *Financial Procedures Handbook* (<http://www.lmunet.edu/finance/FinProHdBk.pdf>) must be adhered to when submitting the *Expense Report*.

**NOTE:** *Neither the school dean nor Vice President for Academic Affairs will approve an Expense Report charged to the Faculty Development Fund without an approved Request for Faculty Professional Development Funds.*

#### **Procedures Guiding Reimbursement of Costs for Faculty enrolled in Graduate Study or Working on Degrees**

- A. A reimbursement request, including a plan of study and timeline, must be presented in detail on or before February 1 for the subsequent academic year to the VPAA.
- B. The coursework for degree must fulfill what the faculty member needs for LMU's greater purposes as determined by the VPAA and upon approval of the President.
- C. The number of credit hours and amount of reimbursement will be negotiated and must be approved by the President.
- D. Expenses to be reimbursed must be pre-approved by the President.
- E. The faculty member will pay the tuition and then be reimbursed upon presentation of satisfactory grade reports and proper receipts for approved expenses.
- F. The faculty member agrees to work one year beyond achievement of the degree (or ending of school work) for every 9 credits of tuition reimbursed.
- G. If this employment requirement is not met, the faculty member must repay the cost of reimbursed tuition plus 6% to LMU.

#### **Faculty Research Opportunity**

The University supports and strongly encourages faculty research and related grant and contract funding. In support of this opportunity, the University provides funding and proposal/application guidelines in the Research Grant Application Guidelines.

### ***Faculty Scholarship Expectation***

As a Level V institution, LMU's faculty duties, responsibilities and reward systems support the scholarship trilogy of teaching, research/creative achievement and service. Consequently, the University will consider faculty development, workload allocation, merit pay and promotion processes, which offer incentives for scholarly activities and achievements and promote faculty research productivity. Based on discipline, academic expertise, and institutional mission, elements of the evidentiary scholarly outcomes list should comprise the faculty member's professional portfolio.

#### **Scholarship Defined**

At Lincoln Memorial University scholarly activity is valued, both in itself and as it promotes student learning. Scholarship may embrace any or all of Dr. Ernest Boyer's taxonomy of scholarship emphases: the scholarship of discovery, of integration, of application, and of teaching (Scholarship Reconsidered, 1990).

Also, as indicated by the findings of the Carnegie Academy for the Scholarship of Teaching and Learning (Hutchings, Babb & Bjork, 2002), LMU believes that the scholarship of teaching and learning should be various, reflecting the wide variety of forms and methods and genres that emerge.

Whatever the emphasis, scholarship produces a record and a body of work marked by a rigor and responsiveness which seeks to understand and improve learning; it is marked also by a willingness to question and experiment. Such scholarship involves individual and collaborative inquiry and creativity as well as the exchange of ideas, research, and findings from within and beyond the University community.

#### ***Scholarly Outcomes List***

- ✓ Articles in a refereed journal (national, regional, or local; significance of journal)
- ✓ Papers presented at national, regional, or local scholarly conferences
- ✓ Grants to do sponsored research and development projects
- ✓ Scholarly books (individual author; first author; joint author)
- ✓ Edited volumes (editor and essayist; editor)
- ✓ Chapters or essays in an edited volume (individual author; first author; joint author)
- ✓ Unpublished reports of sponsored projects
- ✓ Citations (as documented in a Citations Index or other appropriate source)
- ✓ Reprints of one's writings in the publications of others
- ✓ External peer reviews of scholarly products
- ✓ Developing and implementing innovations which improve professional practice
- ✓ Program evaluations and assessments
- ✓ Serving as a reviewer for a national, regional or local grants program
- ✓ Serving as a reviewer for papers submitted for presentation at a conference

- ✓ Lectures or workshops for professional associations
- ✓ Editing a journal, or serving on its editorial board
- ✓ Textbooks (individual author; first author; joint author)
- ✓ Textbook revisions
- ✓ Curriculum materials in print or non-print formats, including instructional software
- ✓ Grants to develop/improve curriculum
- ✓ Grants to develop a program of credit or non-credit instruction
- ✓ Proposals for external approval of a new degree program
- ✓ Institutional research reports
- ✓ Opinion surveys, market research, environmental impact studies, archeological surveys, and other contract research
- ✓ Grants to provide technical assistance and the reports which result
- ✓ Public lectures, performances or exhibits
- ✓ Popular books
- ✓ Op-ed columns and other commentary in print and non-print media
- ✓ Software and other products with practical applications, including patents
- ✓ Targeting briefings for public and private agencies, and for business and industry
- ✓ Testimony before public agencies and elected officials
- ✓ Awards for scholarly work
- ✓ Creative works and achievements
- ✓ Dissertation research
- ✓ Professional consultation
- ✓ Serving as an accreditation reviewer

### ***Directed Study Courses***

Directed Study (D.S.) is the offering of certain courses from the established curriculum on a one-to-one basis between student and instructor. The offering of courses as Directed Study is subject to the following restrictions and guidelines:

- A. Courses that are offered as D.S. may not be conducted by any member of the student's family.
- B. Courses offered as D.S. are limited to required courses and prerequisites to required courses within the student's declared major/minor or associate degree program.
- C. A course may not be taken as D.S. if it will be available as an offering in the regular Schedule of Courses prior to the expected graduation date of the student.
- D. Courses to be taken as D.S. are available only to students with junior or senior classification in a Lincoln Memorial University baccalaureate degree program and students having completed one half the credit hour requirements in a Lincoln Memorial University associate degree program.
- E. A course offered as D.S. requires approval of the individual faculty member and the Chair of the academic department.

- F. A course offered as D.S. requires the written approval of the Chair (representing the collective faculty) of the academic department, the assigned instructor, and the appropriate School/College Dean.

**CAUTION: THE STUDENT MUST NOT BEGIN WORK ON THE D.S. COURSE UNTIL ALL OF THE ABOVE APPROVALS HAVE BEEN RECORDED.**

- G. For courses offered as D.S. the student and assigned instructor are required to meet 15 minutes per credit hour per week (prorated appropriately for any terms running less or more than the normal 15-week semester) to treat the course matter; specific schedule subject to mutual agreement of instructor and student.
- H. The student must meet with the assigned instructor within the first three (3) class days of the semester (within the first two (2) class days of summer term) to begin the D.S. course.
- I. The assigned instructor must retain for one (1) year all written work and completed examinations from the D.S. course, making such available for review by appropriate persons.
- J. No more than one (1) course per academic term per student may be taken as Directed Study.
- K. The student may apply for no more than six (6) semester courses of D.S. toward fulfillment of graduation requirements.
- L. Exceptions to these restrictions and guidelines may be approved only in extreme and unusual circumstances.
- M. Full-time faculties conducting D.S. courses during the full-time employment contract period (e.g., the academic year) do not receive special compensation.
- N. Directed study courses must be facilitated by full-time LMU faculty.

### *Independent Study Courses*

Independent Study (I.S.) is a format allowing the student to engage in structured, approved learning for course credit beyond the established curriculum. It is conducted on a one-to-one basis between the student and a faculty supervisor of the study.

The Independent Study course is designed by the student in conjunction with a proposed faculty supervisor of the study and is subject to the following restrictions and guidelines:

- A. Independent Study courses may not be supervised by any member of the student's family.
- B. Independent Study courses may not be applied toward fulfillment of baccalaureate core curricula requirements.
- C. Independent Study courses must be research-oriented.
- D. Independent Study courses are available only to students with junior or senior classification in a Lincoln Memorial University baccalaureate degree program and have a 3.0 or higher cumulative grade-point average.
- E. Independent Study courses require approval of the individual faculty member and the Chair of the academic department.

- F. All I.S. courses require the written approval of the Chair (representing the collective faculty) of the academic department, the assigned faculty supervisor, and the appropriate School/College Dean.

**CAUTION: THE STUDENT MUST NOT BEGIN WORK ON THE I.S. COURSE UNTIL ALL OF THE ABOVE APPROVALS HAVE BEEN RECORDED.**

- G. The I.S. course syllabus, designed by the student in consultation with the proposed faculty supervisor, must detail the study requirements, methodology, materials, evaluation procedures, and committed frequency of consultations between the student and assigned faculty supervisor.
- H. The student must meet with the assigned faculty supervisor within the first three (3) class days of the semester (within the first two (2) class days of summer term) to begin the I.S. course.
- I. The assigned faculty supervisor must retain for one year all written work and completed examinations from the I.S. course, making such available for review by appropriate persons.
- J. No more than one (1) Independent Study course per academic term per student is allowed.
- K. The student may apply for no more than six (6) semester hours of Independent Study toward fulfillment of graduation requirements.
- L. Exceptions to these restrictions and guidelines may be approved only in extreme and unusual circumstances.
- M. Full-time faculties conducting I.S. courses during the full-time employment contract period (e.g., the academic year) do not receive special compensation.
- N. Independent study courses must be facilitated by full-time LMU faculty.

### *Internship Courses*

Any internship for which LMU grants academic credit must comply with the following:

- A. Be a part of the approved curriculum of LMU.
- B. Entail a completed and approved syllabus or application/contract, with appropriate signatures, which includes:
1. Replication of the course description as it appears in the LMU Catalog or other authorized public document.
  2. Statement regarding minimum work hours required for each credit hour to be earned.
  3. Statement regarding any other specific requirements of the course (such as submitting a written journal or report on the learning experience).
  4. Statement regarding the nature of the work and duties to be performed by the student-intern.
  5. Statement ensuring the understanding of all parties involved that LMU retains ultimate control, supervision, and evaluation of the internship.

6. Statement regarding evaluation methods and responsibilities.
7. Statement regarding inclusive dates of the internship.
8. Signature of business/agency representative authorizing and agreeing to conduct the internship via said business/agency.
9. Signature of business/agency representative assigned and agreeing to provide direct supervision of student-intern and regular consultation-evaluation with LMU faculty sponsor.
10. Statement regarding specific number of credit hours approved for the internship.
11. Signature of the following, indicating approval of and agreement to all conditions appearing in the syllabus or application/contract:
  - a. The student-intern
  - b. The assigned LMU faculty sponsor
  - c. The business/agency representative

### ***ITV and Online Course Development Incentive***

- A. Start up for **ITV course**: One (1) additional credit hour given the first time the faculty member teaches the course; an additional 1.0 credit hour load available when course is taught in the future by the faculty member with a minimum enrollment of 20.
- B. **Online course**: One (1) additional credit hour given for the first time the faculty member teaches the course, with a minimum of 10 paying students in the class, and a \$1,000 stipend (only for initial offering of course); an additional one (1) credit hour load available when course is taught in the future by the faculty member with a minimum enrollment of 20. Faculty are limited to a one-time online stipend of \$1000.00.
- C. Faculty may request online course preparation funds from the VPAA through the Department Chair and School/Dean. Funds will be awarded when available.

***NOTE: Applies to a three (3) credit hour course. Courses other than three (3) credit hours must have prior approval from the appropriate Dean and the VPAA.***

### ***JFWA Faculty Responsibilities***

#### **Academic Awards**

JFWA teachers are responsible for recommending students who excel academically each year at the J. Frank White Academy Awards Program. Awards include:

- A. An award for the student obtaining the highest average in each subject excluding electives. Instructors name these in each subject.

- B. Commercial Bank Citizenship Award: Given to a student who is judged by the faculty to exhibit outstanding citizenship qualities.
  - C. DAR Good Citizenship Award: Given to the senior nominated by the faculty and selected by fellow seniors for dependability, service, leadership and patriotism to an outstanding degree.
  - D. Valedictorian Award: Given to the graduating senior who has completed the entire junior and senior years at the Academy and who has the highest cumulative grade point average.
  - E. Salutatorian Award: Given to the graduating senior who has completed the entire junior and senior years at the Academy and who has the second highest cumulative grade point average.
  - F. Honor Student Designation: Given to graduating seniors who have attended the Academy for at least four (4) full semesters and have maintained a cumulative grade point average at or above 93 percent.
- ❖ Valedictorian, Salutatorian, and Honor graduates are determined by cumulative averages up to the mid-term of the eighth semester.

### **Class Sponsors**

Each full-time faculty member will serve as a class sponsor and remain with the same group of students until that class graduates. Class sponsors are responsible for organizing and chaperoning all their class activities.

### **Course Syllabi**

Instructors at The J. Frank White Academy are required to have a syllabus for each course at the beginning of the semester. Year-long courses may be submitted in the fall for both semesters. Teachers hired during the summer will be asked to have their syllabus ready during the first in-service.

Syllabi should be aligned with state standards for the subject area(s) and follow the syllabus format. Teachers are expected to teach to the standards listed in their syllabi and to plan so that the goals and objectives as stated are met.

Current course syllabi for each class must be posted on Blackboard by the teacher before the end of the first full week of school each year.

### **Duties outside the Classroom**

Teachers at The J. Frank White Academy are to be familiar with the student conduct policies so that they can help maintain discipline outside the classroom. Teachers should deal with or report any infraction they may observe, even if it occurs outside the regular class period for which they are responsible for the students. The Academy wants to maintain the best learning environment possible, which requires a cooperative effort of all its employees. Teachers are responsible for hall duty before and after each class.



Teachers are to stand in the doorway before and after each class, including before and after teacher's planning period, and monitor the flow of students and to check the floor and hallway for unattended bags or backpacks.

### **Family Partnership Organization (FPO)**

The parent and teacher organization of JFWA is the Family Partnership Organization (FPO), which meets monthly, with special called meetings if necessary. Faculty and staff are expected to attend all meetings of FPO. Faculty members will also serve on committees established by the Family Partnership Organization to represent faculty issues and concerns.

### **Maintenance of Classrooms**

Each teacher is responsible for maintaining his/her classroom. Teachers should not allow students to throw paper on the floor or to leave books and other personal belongings in the classroom. Students are not to raise or lower windows or shades. Should the temperature in the classroom become uncomfortable, teachers may raise or lower shades and/or windows. Windows should be closed and locked, and lights should be turned off at the end of the day.

### **Reporting of Absences and Tardiness**

Teachers are expected to maintain proper records of student absences, tardies, and grades. The Principal may ask to inspect these records to verify attendance and/or grades. Attendance is taken in first period each morning, and an absentee list is prepared. Teachers receive the list before the end of first period, generally through e-mail. Teachers should immediately report the absence of any student whose name does not appear on the absentee list. Teachers will receive check-in and check-out forms, which will serve as notification of a student not reported as being absent.

### **Reporting of Grades**

Students receive grade reports at the end of each nine (9) weeks. Teachers are given ample time from the end of the grading period to the report card issue date to get grades averaged. Deadlines for grading reports must be adhered to so that parents can be sure of dates for the issuance of grade reports. Teachers must adhere to the due dates of submission of grades (a written reprimand will be placed in a faculty's personnel file if grade-reporting deadlines are not met).

Teachers are also to supply mid-term progress reports. Frequent reporting, positive or negative, is encouraged. The Academy strives to keep parents informed about students' progress, and this goal can only be met through cooperation of the faculty. Instructors and staff are required to attend open house and other parent/teacher conferences. Instructors are asked to comply with set appointments scheduled by parents or guardians. Weekly progress reports are completed for all students on academic probation.

Grade books are provided at the beginning of the year, and teachers should use these grade books to provide for consistency in reporting format. Teachers are also required to complete cumulative reports at the end of each semester. These should be done promptly, so that grades can be transferred to student's permanent records.

The grade book becomes the property of the Academy at the end of each school year.

#### **Sponsorship of Extracurricular Activities**

All full-time teachers are required to sponsor at least one extracurricular activity. Activities not directly related to academics will not be scheduled during school hours except in extremely unique situations. Teachers desiring to engage in fund-raising for clubs or other groups should consult the fund-raising section of this policy manual. All sponsors are required to submit constitutions and by-laws to the Principal each year.

#### **Steering Committee for School Improvement Plan (SIP)**

Three faculty members will be elected by the faculty to represent faculty on the School Improvement Plan Steering Committee, which oversees planning and implementation of the school improvement plan. All faculty members are involved in school improvement planning on a regular basis.

### ***JFWA Faculty Development***

#### **In-Service**

Part of JFWA's in-service and professional development program requires teachers to attend regular faculty meetings.

In addition to these regular faculty meetings, teachers are to attend at least two (2) full days of in-service prior to the start of the school year and three (3) in-service days during the year. Teachers are also occasionally asked to attend called meetings with administration, fellow teachers or parents.

#### **Professional Development**

Teachers are expected to attend workshops and/or conferences pertinent to their teaching areas. All instructors are required to comply with the Southern Association of Colleges and Schools criteria for professional development. Faculty development courses may be counted toward this requirement.

With the approval of the University President, VPAA and the JFWA Principal, at least one (1) course, carrying graduate credit, may be offered to full-time faculty at no charge each year. In accordance with the *Lincoln Memorial University Faculty/Staff Policy Manual*, employees who request tuition benefits are required to file a Free Application for Federal Student Aid (FAFSA).

## ***JFWA Faculty Policies***

### **Attendance**

Consistent attendance by teachers is important to the success of a course. Teachers are expected to be at school on time for their classes. The JFWA school day for teachers begins at 7:45 a.m. and ends at 3:00 p.m. If teachers need to leave the building during their planning period, they must sign out in the office.

Teachers are allotted five (5) sick days and five (5) personal days per year. These days do not accrue from year to year. If a teacher's absence is not within the limited number of days, the pay for the substitute will be deducted from the teacher's pay. *Excessive absenteeism cannot be tolerated and will affect an instructor's standing with the Academy.* Teachers are required to complete an absence report on the next day worked after any absence and to file this report with the Principal.

### **Confidentiality of Records**

Teachers are reminded that students' records or any information therein are not to be shared with unauthorized persons. This does not include parents and/or legal guardians of students. The J. Frank White Academy complies with the provisions of the Family Educational Rights and Privacy Act, 1974, as amended. Under the provisions of this law, the parent (of a student 18 or under) may review student's education record and challenge the accuracy of such record. All employees of JFWA will sign a confidentiality agreement.

### **Dress**

Teachers are expected to dress professionally (at least in business casual). Jeans are not considered professional or business casual. We ask our instructors to refrain from wearing clothing or jewelry which may be distracting or which may cause students to fail to give faculty members the respect they deserve. Teachers should not wear hats or caps in the building or violate the dress length code stipulated for students. With the exception of physical education teachers, faculty should not wear athletic shorts to school.

### **Release of Class**

The Academy maintains a class schedule in compliance with accrediting agency requirements for actual contact time. Teachers are expected to observe starting and ending times for classes, even if the teacher finishes the lesson before release time.

Teachers should carefully monitor releasing of individual students from class. Students are given five (5) minutes to change classes each period and, therefore, have time to use the

restroom and/or get their materials from lockers. Teachers should not allow students to leave class except for emergencies.

### **School Field Trips**

The J. Frank White Academy encourages educational field trips. Should a teacher wish to take a class on a trip outside the building, appropriate advance notice must be given to the Principal, and a "Field Trip Request Form" must be filed and approved two (2) weeks prior to the trip. Field trips during the school day must be directly related to course content and must provide an educational experience or they will not be approved.

Teachers must notify the office if they are planning to take classes to the library, the gymnasium, the Abraham Lincoln Library and Museum, or other campus locations outside the Academy building. Faculty must pre-arrange visits to the LMU library and sign students in at the front desk of library.

### **School-Sponsored Trips**

Approved chaperones must accompany students on all school-sponsored trips (athletic contests, conventions, or spring break or senior trips). The number of chaperones and regulations to follow will be decided by the Principal in conjunction with the Faculty Advisor/Coach. If there are both male and female Academy students participating, both male and female chaperones must be in attendance.

Chaperones may be JFWA employees, parents, or relatives of participants aged 25 or older. Chaperones other than employees of the Academy must be approved by the Principal before the trip. Friends or family members of chaperones may not accompany chaperones on school-sponsored trips.

### **Substitutes**

Teachers are required to make arrangements with their own substitutes from the JFWA approved substitute list (if the Academy administration has to make the substitute arrangement for the teacher, a written reprimand may be placed in the teacher's personnel file). Under no circumstances are teachers to arrange for alternative substitutes or pay their own substitutes.

Teachers are also to notify the Principal concerning the absence. Teachers are required to keep a substitute packet on file with the Principal and in the classroom. The substitute packet must contain emergency lesson plans, classroom procedures, class rosters, and class handouts or materials for each class period.

### **Unattended Classes**

If a teacher needs to leave the classroom for an emergency, he or she should arrange for another teacher, staff member, or the Principal to monitor the students for the time the teacher is out of the classroom. Students should be escorted to and from other campus buildings when classes are held in alternative sites (labs, library, or Museum).

### **Vacation Time**

Occasionally Academy holidays do not correspond with University holidays or semesters. When this occurs, persons whose primary responsibilities are with the University are expected to meet Academy classes as usual and vice versa.

### **Visitors**

The J. Frank White Academy requires that all visitors must check in at the office prior to going on floors where classes are conducted or in other parts of the building. Teachers should ask any unknown visitor in the classroom or other parts of the building to produce a visitor's pass which indicates the administration's awareness that the visitor is in the building. Teachers should not allow unauthorized visitors to remain in the classroom or other parts of the building. Also, students are not to leave with a visitor. If students are being checked out, someone from the office will notify the teacher to release the student from class. Teachers should not allow students to leave with unauthorized persons nor to leave class to wait for someone.

## ***LMU-DCOM Faculty Responsibilities and Relationships***

### **A. Faculty Status**

#### **Full-time:**

- ↓ On-campus
- ↓ 12-month faculty contract with full-time benefits
- ↓ Voting privileges
- ↓ Promotion and faculty rank

#### **Part-time:**

- ↓ 12-month faculty contract on a part-time basis with no benefits
- ↓ Voting privileges
- ↓ Promotion and faculty rank

#### **Adjunct:**

- ↓ CV required and reviewed
- ↓ No benefits
- ↓ No voting privileges
- ↓ No promotion or faculty rank

- B. Faculty may be required to perform tasks such as faculty development activities, student advisement, research, grant-writing, and other appropriate responsibilities within the contract period.
- C. Personnel policies, promotion and rank policies, academic freedom policy, American Association of University Professors (AAUP) statements, harassment policy, faculty grievance and appeals procedure, faculty evaluations and student evaluation of faculty will follow the guidelines of the LMU Faculty/Staff Policy Manual.

#### **Student Evaluation and Advisement**

- A. Each faculty member will actively participate in the course(s)/system(s)/rotation(s) to which he/she is assigned. This includes, but is not limited to: contributing to the development of course/system/rotation outlines and syllabi; participating in formal instruction; assisting students experiencing difficulties with the discipline, advising students, and preparation and evaluation of examinations.
- B. Each course director is responsible for designing and providing to students a clear, concise and carefully defined course/system/rotation outline, objectives, and syllabus, which projects the anticipated content and progress of the course/system/rotation.
- C. Each year prior to the beginning of instruction, the course director shall submit to the appropriate Assistant/Associate Dean of Basic Medical Sciences or Clinical Sciences the course/system/rotation outline and objectives with a copy forwarded to the Dean and Executive Director of Academic Services. Directives concerning the format and style of these outlines will be handled through the respective Assistant/Associate Dean and Executive Director of Academic Services.
- D. Academic Schedule:
  - 1. The final schedule is approved by the Dean, after advice and consideration by the faculty, and the appropriate Assistant/Associate Dean of Basic Medical Science or Clinical Sciences and Executive Director of Academic Services.
  - 2. The schedule will be reviewed annually by the Curriculum Committee and forwarded to the LMU Academic Council.
- E. Student Remediation: The Student Progress Committee will determine the level of student remediation and will work with faculty to design the specific course of action.
- F. Grading:
  - 1. For both preclinical and clinical courses, within seven (7) working days after the final course/system/rotation exam the course/system/rotation director submits a final grade report.
  - 2. The grade report includes the percentage grade achieved in the class and a letter grade of A, B, C or F. Pluses and minuses are not used. At the end of each semester the students will receive an unofficial copy of their transcript. A = 90-100%, B = 80-89%, C = 70-79%, F = < 70%.

3. The Grade Point Average (GPA) on the transcript is calculated based on the letter grades (A, B, C, or F) for each course.
4. Class rank is determined at the end of every academic year. For the purposes of determining class rank the calculation will use the actual percentage grade.
5. All final grades are reported to the LMU Registrars office.

#### G. Academic Due Process – Grade Appeal

If a student has a grievance about an academic issue, and the matter has not already been referred to the SPC, and the student has already discussed the matter with the course director, then the student may enter the appeals process. When making an appeal the student should first consult the respective Basic Medical Science or Clinical Dean.

At the meeting between the student and the Basic Medical Science or Clinical Dean, the student should present a written summary of the grievance. The Basic Medical Science or Clinical Dean will make a determination that day or soon thereafter. If the student is not satisfied with the decision the next appeal source is the Senior Associate Academic Dean who will make a final decision regarding the grievance.

### ***Student Obligation Regarding Tardy Instructors***

If a faculty member does not arrive for class within 15 minutes of the scheduled starting time, the student is authorized to leave, unless a same-day communication from the instructor to the class requests a longer, specified waiting period.

### ***Field Trips Policy***

All field trips conducted outside the regularly scheduled class period should be tentatively scheduled at the beginning of each semester and finalized with the approval of the School/Dean as soon as possible prior to the activity. In all cases, it is the responsibility of the individual instructor to determine the effect of a field trip on other scheduled classes and to act accordingly.

The professional courtesy of notifying and receiving approval of all instructors affected prior to finalizing plans for the trip is encouraged. Safety must be emphasized at all times during field trips to and from facilities. Proper instruction should be given to the group prior to departure and enforced throughout the activity.

## SECTION VIII - DISCIPLINE POLICY

### *Employee Conduct and Work Rules*

To help ensure fair and consistent treatment, to facilitate orderly operations, and to provide the best possible work environment, LMU expects employees to comply with standards of behavior and performance and follow rules of conduct, which will protect the interests and safety of all employees and the University. Noncompliance is subject to disciplinary action, up to and including termination of employment.

While it is not possible to list all forms of behavior that are considered unacceptable in the workplace, the following are examples of infractions that may result in such disciplinary action:

- ✚ Intoxication or use of illegal drugs
- ✚ Fighting
- ✚ Refusal to work
- ✚ Theft
- ✚ Willful destruction of property
- ✚ Gross insubordination
- ✚ Gross misconduct unbecoming an employee
- ✚ Conviction of a felony charge by a court of proper jurisdiction, provided the felony is relevant to the position
- ✚ Falsification of work records
- ✚ Use of undue influence to gain or attempt to gain promotions, leaves, favorable assignment, or other individual benefits
- ✚ Falsification, fraud, or omission of relevant information in applying for a position
- ✚ Failure to obtain or maintain a current license or certificate required by law or University standards as a condition of employment
- ✚ Acts which endanger the safety, health, or well being of another person, or which are of sufficient magnitude that the consequence causes, or acts to cause, disruption of the work or gross discredit to the University
- ✚ Gambling
- ✚ Careless, negligent, or improper use of property
- ✚ Failure to report to work, without notification as required by University policy
- ✚ Unauthorized or improper use of any type of leave
- ✚ Releasing confidential information without proper authority
- ✚ Sleeping on the job



- ✦ Violation of, or failure to comply with, a managerial order or published rule or regulation of the University
- ✦ Uncivil conduct
- ✦ Tardiness
- ✦ Unauthorized absence from the job
- ✦ Failure to maintain satisfactory and harmonious working relationships with the public or other employee
- ✦ Smoking in unauthorized areas
- ✦ Foul or abusive language, including profanity
- ✦ Inefficiency, incompetence, or negligence in the performance of duties
- ✦ Violation of HIPAA Privacy Policy and Procedures implemented April 14, 2004
- ✦ Failure to follow appropriate University policies and processes according to the approved organizational chart.

As noted above, this list of rules is not intended to be all inclusive. Any conduct which is detrimental to the University, other employees, or students will be responded to with appropriate disciplinary action, up to and including termination. Furthermore, employment with LMU is at will, meaning either the University or the employee may terminate the relationship at any time, with or without cause and with or without prior notice.

### ***Employee Progressive Discipline Policy***

LMU's disciplinary procedures are designed to help you improve and succeed in your job by working together with your supervisor. The process, which consists of verbal discussions and written warnings, is used to help employees succeed by having a standardized way to discuss and resolve performance and disciplinary issues. LMU will generally strive to follow a progressive disciplinary policy.

#### **Verbal Discussions**

In order to give the employee the opportunity to improve his/her performance or to correct a disciplinary problem, a supervisor may initiate a discussion with the employee, explain the degree of seriousness of his/her behavior, explore options for correcting the behavior and agree on actions to be taken, and the consequences of failure to take action. A memorandum outlining the discussion may be placed in the employees' personnel file by the supervisor. It is the employee's responsibility to carry out what is agreed to during this session.

#### **Written Warnings**

A corrective action meeting may be initiated by the employee's supervisor or other LMU official for the purpose of discussing a performance problem or policy/work related violation. In this discussion the employee's supervisor will identify the problem, discuss ways to solve it and inform the employee of the consequences if the situation does not improve. To ensure proper communication has taken place, the employee's supervisor will make a written report of the meeting, which will be placed in the employees' personnel file. Both the employee and his/her

supervisor will sign the written report detailing what was discussed and what action must be taken.

#### **Additional Action**

If the goals outlined during the discussion are not met by the employee, there may be additional disciplinary action up to and including termination of employment. The foregoing disciplinary procedures will be followed in most cases. However, discipline may, in LMU's sole discretion, consist of suspension without pay, demotion, transfer or termination, even for a first offense or without any verbal discussion or written warning. Discipline does not have to be progressive. LMU may forego the above disciplinary procedures when it deems it appropriate to terminate an employee, and nothing in the previously described procedures alters the employment at will relationship.

### ***Termination Policy***

Termination is the discharge of an employee, initiated by Lincoln Memorial University or by an employee resignation. Guidelines for terminations are established to ensure that Lincoln Memorial University is in compliance with legal requirements. All terminated employees are provided with prompt and accurate information concerning benefit plan rights and options.

1. All employees are expected to give written notice of their intent to resign. The notice of resignation must be submitted with a date and signature to the President. Supervisory and managerial employees are requested to give at least four (4) weeks notice. Clerical and administrative staffs are requested to give at least two (2) weeks notice. Such notice generally allows sufficient time to calculate all accrued benefits, if applicable, and to bring the job to a satisfactory conclusion.
2. Lincoln Memorial University retains the right to determine if the employee who resigned will be allowed to work the full notice period.
3. Any employee who is absent from work without having notified his/her immediate supervisor of the absence or the reason for it will be considered as having resigned after the third consecutive day of absence.
4. The Office of Human Resources will conduct an exit interview prior to the employee's last day of work. The purpose of the interview is to:
  - a. Explain any conversion or continuation benefits under Lincoln Memorial University's group insurance plans and any other vested benefits available to the employee under Lincoln Memorial University's benefits plans.
  - b. Determine if all accounts, keys, and Lincoln Memorial University property (computer, cell phones, credit cards, etc.) have been returned.
  - c. Obtain the employee's correct address for mailing of follow-up information, e.g., W-2 Form.

5. Former employees who leave Lincoln Memorial University in good standing may be re-employed.

### ***Non-Reappointment***

The University is not required or obliged to continue the employment of any faculty member beyond the appointment period. A decision not to offer an appointment proposal to follow the current appointment period constitutes non-reappointment, and written notification of such decision is to be given by March 15 (May 15 for JFWA Faculty) of the current appointment period. ("Non-reappointment" is not to be confused with "dismissal").

### ***Dismissal-for-Cause: Definitions and Due Process***

Dismissal is the involuntary termination of a faculty member's employment during the term of his or her appointment period. Any faculty member may be dismissed for cause, including but not limited to one or more of the following:

1. Incompetence (failure to maintain the level of professional competence and ability demonstrated by other faculty members in comparable positions within the academic department)
2. Significant neglect of duty (failure to carry out assigned University responsibilities)
3. Persistent refusal to comply with University policies
4. Serious violation of the University's standard of professional responsibility in teaching and research, or in civil and respectful personal relations with students, colleagues, or the community
5. Dishonesty in teaching or research, or falsification of information concerning qualifications for a position or promotion
6. Behavior which contributes to a hostile or offensive learning environment
7. Any other just cause including the infractions listed under "Employee Conduct and Work Rules" in this Section.

The University reserves the right to dismiss at any time any faculty member for cause. In such cases, charges would be presented to the President by the Vice President for Academic Affairs after consultation with the faculty member, the appropriate School/College Dean and the Chair of the academic department. If termination is deemed necessary, the President shall give written notification to the faculty member of intent to terminate, detailing the effective date thereof. The dismissed faculty member shall be privy to due process, as follows:

1. The faculty member shall have seven (7) calendar days to submit a written request for a hearing before the Promotions, Multi-year Appointments, and Appeals Committee.
2. Following the hearing, that Committee shall make a written recommendation to the President, who will give a written response to both the faculty member and the

Committee; the President's decision or action is not bound to the recommendations of the Vice President for Academic Affairs or the Promotions, Multi-year Appointments, and Appeals Committee.

3. If the recommendation of that Committee or the President's written response to that recommendation is not acceptable to the faculty member, he or she may, within fourteen (14) calendar days following the President's written response, submit a written request for a hearing, if, at the discretion of the President of the University, an acceptable resolution to the matter cannot be reached, a hearing may be held with selected members of the Board of Trustees; such a hearing may only occur upon the recommendation of the President of the University and the Chairman of the Board of Trustees; the President and Chairman of the Board of Trustees reserve the right to limit the amount of time allowed for the hearing. In case of emergency, the President has the authority to suspend a faculty member immediately; if reinstated following the suspension, the faculty or staff member shall be compensated for the suspended period.

### ***Financial Exigency Termination of Appointments***

In the event of loss of enrollment, lack of sufficient funds or substantial change in curriculum, termination of appointments may be necessary. If such action is required the following guidelines shall be applied:

1. Within a given discipline or teaching field, only after careful study and deliberation shall the employment of any faculty member be terminated; recommendations from the Chair of the respective academic department, the appropriate School/College Dean, and the Vice President for Academic Affairs will be considered; careful attention will be given to seniority, but the decision regarding termination of appointment will rest with the President.
2. When such action is required, the affected faculty member shall be notified in writing
3. Affected faculty members, where qualified, may be given consideration for position openings elsewhere in the University.

## SECTION IX – GRIEVANCE PROCEDURES POLICY

### *Grievance Procedures Policy*

Employees are encouraged to bring their grievances about work related issues to the attention of management. Therefore, employees will be provided an opportunity to present their complaints and appeal management decisions through formal grievance procedures.

**NOTE:** *Please refer to the Sexual and other Discriminatory Harassment Policy and Complaint and Reporting Procedures and the Americans with Disabilities Act (ADA) policy, which are found in Section 2.*

A grievance is defined as an employee's expressed feeling of dissatisfaction concerning conditions of employment or treatment by management, or other employees. Examples of actions that may be causes of grievances include:

1. Application of Lincoln Memorial University policies, practices, rules, regulations, and procedures believed to be to the detriment of an employee;
2. Improper or unfair administration of employee benefits or conditions of employment such as benefits, promotions, retirement, performance reviews, or salary.

Employees are encouraged to use this Grievance Procedure and are not to be penalized for doing so. The supervisor is responsible for processing the grievance until the employee is satisfied with the level of review or until the employee's right of appeal is exhausted.

The following steps outline the Grievance Procedures:

1. The employee brings a work-related problem to the attention of his/her supervisor preferably in writing. The supervisor is responsible for investigating the grievance, attempting to resolve the grievance and communicating a decision to the employee within a reasonable time. If the employee's problem is with the immediate supervisor, the employee is encouraged to talk to the supervisor, but the employee may feel free to talk with another manager with whom the employee feels comfortable.
2. If the aggrieved employee is not satisfied with the supervisor's decision, he/she is permitted to appeal to the next level of management. The supervisor documents the employee's grievance and the decision to review by the next level of management.
3. If the appeal to the next management level(s) fails to satisfy the employee, he or she is permitted to appeal to the Director of Human Resources, who will discuss the matter with the employee and the supervisor and will make a decision concerning the grievance

within a reasonable time. The Director of Human Resources decision and explanation of the decision will be documented.

As used in this policy, the term “reasonable time” for reaching a decision concerning a grievance at any organizational level is five (5) working days.

Information concerning an employee grievance will be received in confidence.

Time spent by aggrieved employees in grievance discussions with management during their normal working hours will be considered hours worked for pay.

Management decisions on grievances will not be precedent-setting or binding on future grievances unless the decisions are officially stated as Lincoln Memorial University policy. Whenever possible, the decision will be retroactive to the date of the employee’s official complaint.

Not all complaints can be resolved to everyone’s satisfaction. However, in each case the reason for the decision will be clearly explained to the employee. Also, Human Resources personnel are available, at any time, to discuss and/or provide assistance on any complaint, problem, or concern that an employee may have.

No one may criticize, penalize, or treat an employee differently in any way for using the grievance procedure

## SECTION X – CONFLICT OF INTEREST POLICY

### *Conflict of Interest Policy*

#### **General Policy**

**Purpose:** Objectivity and integrity are essential qualities for employees of any organization, and particularly for those who are engaged in the service of a comprehensive university. If a university is to carry out its missions in the areas of instruction, research, and public service with unquestioned credibility, its employees must maintain the highest levels of integrity and objectivity as they perform their duties. The purpose of this policy is to provide guidelines to help the faculty/staff of LMU maintain these qualities in situations that may involve a conflict of interest.

**Definitions:** For the purpose of this policy, an employee's financial interest includes the interest of the employee's spouse and employee's dependent child (ren) (including step and foster children). In any given circumstance, an employee's financial interest also may include the interest of nondependent child (ren) and parents.

**NOTE:** *A dependent child is 24 or under, as defined in IRS regulations.*

**General Principles:** Faculty and staff of LMU are expected to take all reasonable precautions to ensure that their outside financial interests do not place them in conflict with carrying out their duties and responsibilities as employees of the University.

Generally, a conflict of interest exists when an employee:

1. Allows outside financial interests to interfere with or compromise judgment and objectivity with respect to duties and responsibility to the University and sponsoring organizations.
2. Makes University decisions or uses University resources in a manner that results in or is expected to result in:
  - i. Personal financial gain or financial gain for his or her relatives; or
  - ii. An unfair advantage to or favored treatment for a third party outside the University.
3. Allows outside financial interests to affect the design, conduct, or reporting of research.

4. Uses confidential or official University information in any manner that results in or is expected to result in personal financial gain, financial gain for the employee's relatives or that provides financial gain or an unfair advantage to a third party.

**This prohibition applies to transactions between the University and the employee:**

- ✦ A business in which the employee is the sole proprietor,
- ✦ A business in which the employee is a partner, or
- ✦ A business in which the employee has a controlling interest (owns or controls the largest number of outstanding shares owned by any single individual or business).

**This prohibition does not apply to:**

- ✦ The purchase of textbooks, stage plays, and other copyrighted literary property for which the employee receives royalties from a distributor in which the employee does not own a controlling interest.
- ✦ Sole-source suppliers, unless the employee-supplier also procures or influences the procurement of the particular product or service for the University.

***NOTE: If the sole-source exception allows an employee to sell products or services to the University, the employee's interest must be publicly acknowledged at the time of the sale.***

### ***Employee Reporting Requirements***

All employees are required to take the initiative and report in writing to their immediate supervisor any conflict of interests between their university duties and responsibilities and their outside interests. The supervisor will then approve or sign-off on the conflict of interest and forward a recommendation to the President of the University. A copy of such notification will be placed in the Office of Human Resources.



## SECTION XI – FINANCIAL POLICIES

### *Budget Preparation and Allocations Policy*

The University budget is prepared annually, under the supervision of the President and Vice President for Finance, involving all levels of administrative responsibility and submitted to the Board of Trustees for approval. The budget attempts to project income realistically and to allocate funds appropriately according to institutional needs and priorities. Allocations indicate upper-limit figures and are subject to revision at all times based on actual income and emerging priority of expenditures. Therefore, it must not be assumed that allocations are guaranteed amounts that must or may be spent during the fiscal year. The fiscal year is July 1 through June 30.

### *Institutional Purchasing Policy*

All institutional purchases or expenditures must be made only through University purchase orders or other direct authorization of the Vice President for Finance. The University is not obligated to honor any purchase or expenditure not in compliance with this procedure.

All purchase requisitions from faculty and staff personnel must carry approval of the department head and/or the appropriate Officer of the University prior to submission to the Director of Purchasing and Accounts Payable. The University will adopt policies regarding the use of the procurement card, and those policies are incorporated into this manual by reference.

Purchase Requisition forms are available from the Finance Office and online. Prior to submitting purchase requisitions to the Finance Office, it is essential that complete information be provided, including name and address of proposed vendor, approximate cost, accurate budget code(s), and appropriate signatures of approval.

### *Policy on Safeguarding Cash*

Since the cash asset is the most subject to loss or misappropriation, stringent policies must be established to protect and maintain cash, as well as to account for it appropriately.

All University employees whose responsibilities include handling, transferring, transmitting, or acting as a courier of cash must be covered by name under the portion of the

University's insurance coverage which insures against employee theft. Any employee not so named is not authorized to handle, transfer, transmit, or act as a cash courier:

➤ **Inter-fund Transfers:**

All transfers of funds among accounts must be approved by the Vice President for Finance in advance of online execution. The Vice President for Finance must review the supporting documentation, and initial and date the transfer summary prior to the actual entry being made online.

➤ **Transfers by Wire:**

All wire transfers out of University accounts must be specifically authorized by the Vice President for Finance in advance of the wire request to the bank. A wire transfer request form must be reviewed, signed and dated by the Vice President for Finance before the transfer may be initiated.

➤ **Cash Account Reconciliations:**

The Vice President for Finance will designate a person to prepare the monthly reconciliations of University accounts. This reconciliation must be forwarded to the Vice President for Finance for review upon completion. The Vice President for Finance will indicate completion of the review by initialing the reconciliation prior to filing.

### ***Policy on use of Agency Funds***

An Agency Fund may be established to capture and account for funds received from "exclusive" sources with the intention of using those funds for "exclusive" purposes.

Agency Funds are authorized by the University's Administration. They are a part of the overall financial administration of the University, and fall under the audit umbrella of the University as a whole. Consequently, their use is governed by the financial procedures of the University as amended from time to time. These procedures include the requirement to obtain the appropriate series of approvals as outlined for any other University purchase.

The use of Agency Funds is **NOT** a means of funding activities that otherwise would be outside approved University guidelines, nor is it a means of circumventing established purchasing policy. It also is not an alternative source of funds available to be dispensed for other than the "exclusive" purpose for which the Agency was established. All managers on campus are expected to maintain a level of control adequate to avoid the use of Agency Funds for other than the "exclusive" purpose.

Specific policies regarding agency funds include:

- ↓ All funds received through the effort or use of University property, facilities, or employees (except bona fide charitable work approved as prescribed) are the property of Lincoln Memorial University, and must be accounted for in either a General, Restricted, or Agency Fund.
- ↓ No account may be opened in any bank or other institution with any funds so received, unless such account is opened in the name of the University, using the University's Taxpayer Identification Number, by an employee authorized by the Board to open such an account.
- ↓ Agency Funds, which are a subpart of the University's overall system of internal control, are subject to internal or external audit in the normal course of business. Consequently, each Fund must have assigned to it a key individual, who is responsible to clarify any questioned transactions and provide additional information as necessary.
- ↓ New Agency Funds may only be established after justification of the "exclusive" purpose, endorsement by the cognizant Vice President, and approval by the Vice President for Finance.
- ↓ Requests for payments from Agency Accounts must be made in the format prescribed for purchases from any regularly-budgeted line item, and are subject to the same institutional guidelines and restrictions.
- ↓ When the "exclusive" purpose for which the Agency was established is no longer appropriate or germane to University operations, the Agency Fund will be terminated, and any residual assets in the Fund will be subject to absorption into the general operations of the University, or redistribution to those from whom the funds were received.
- ↓ Any uses of Agency Funds outside the "exclusive" purpose for which the Agency was established, will subject the Agency to dissolution and recapture of Agency assets to the University, or distribution back to those from whom the funds were received.
- ↓ Questions or clarifications of these policies should be directed to the Finance Office.

### ***Travel Expense Policy***

Lincoln Memorial University recognizes that many of its employees, in the normal course of carrying out their assigned responsibilities, will find it necessary to travel away from their ordinary work location. In order to reduce the potential negative financial impact of such necessary travel, the Board has authorized the Administration to adopt and enforce a uniform set of travel policies.

#### **General Policy**

Lincoln Memorial University will reimburse reasonable expenses incurred by an employee while traveling on properly authorized University business, when those expenses are fully documented, submitted in a timely manner, and approved at the appropriate institutional level as established from time to time by the University's Administration.

All employees traveling on University business are expected to exercise sound judgment in selecting destinations, modes of travel, and lodging and in controlling expenses while traveling.

### Specific Provisions

**Ordinary Place of Employment or Office of Record:** Every University employee has an ordinary place of employment or office of record. Generally, this location is the place where the employee performs more than one-half of the services for which the employee is engaged by the University. In accordance with federal tax guidelines, all travel from the employee's home to this location is commuting travel, and is not reimbursed under the University's travel policy. This provision is not impacted by the distance between the employee's home and this location.

If no single location qualifies as the ordinary place of employment by virtue of the volume of services provided by the employee in any one place, then the location will be designated by the University's division administrator responsible for the department to which the employee is assigned. If the employee provides services in more than one division, then the division administrators responsible for all divisions in which the employee provides services will collaboratively agree to the appropriate location for the employee's ordinary place of employment.

Lincoln Memorial University will not reimburse lodging and meal expenses related to meeting attendance at the Harrogate campus or extended sites.

**Requirements for Documentation:** The University will adopt and, from time to time, revise the documentation required to qualify for reimbursement of business related expenditures. Prior to reimbursement, however, all employees must submit the appropriate documentation, including complete supporting documentation for every expense claimed for reimbursement. This documentation must be submitted within the time frames described in this policy, and must be reviewed and approved by the employee's department and division head prior to issuance of any reimbursement.

The University reserves the right to make reimbursements of less than the full amount claimed should any amount be disputed or inadequately documented, with any balance reimbursed upon the resolution of the dispute and/or the provision by the employee of adequate documentation supporting the amounts claimed for reimbursement.

**Requirements for Timely Submission:** All requests for reimbursement of travel expenses must be received in the University's Finance Office not later than forty-five (45) days after the date of the earliest expense for which the employee is requesting reimbursement. Consequently, employees are responsible to complete and submit documentation sufficiently early for the reimbursement to be approved at all required levels prior to its submission to the Finance Office.

**NOTE:** Any items older than 45 days will not be reimbursed.

All requests for travel advance must be received in the University's Finance Office not later than ten (10) days prior to the date upon which the advance is required. An employee receiving an advance must submit adequate documentation supporting the use of the advance and refund any balance not later than ten (10) days following the completion of the travel for which the advance was made.

**NOTE:** Any advances not cleared within 10 days of the completion of travel will be assessed to the employee personally and deducted from the employee's next regular payroll.

**Requirements and Limitations for Specific Reimbursement Types:** LMU has adopted the Internal Revenue Service Per Diem Rates as the reimbursable daily maximum for lodging, meals and incidental expenses for all travel within the United States. These rates, as amended from time to time, can be found online at <http://www.gsa.gov>. All requests for reimbursement of University travel will be limited to these maximums, unless special circumstances make a higher reimbursement necessary:

**1. Lodging:** Employees will be reimbursed the actual cost of lodging, including applicable taxes but excluding items like mini-bars, in-room movies, etc. up to the daily maximum for the city in which the accommodations are located. An itemized receipt on hotel stationery or bill stock must be submitted.

When attending a conference or seminar which is held in a hotel setting, the maximum lodging reimbursement will not exceed the host hotel's conference rate, unless the employee demonstrates that no rooms were available at that rate.

When reimbursable travel includes a departing flight which debarks from the local airport at a time which would require the employee to commence travel from home more than two hours prior to that employee's normal work start time, the employee will be eligible for reimbursement for the actual cost of lodging at a hotel near the local airport for the night preceding the day of departure.

**2. Meals:** Employees will be reimbursed the actual cost of meals (breakfast, lunch, and dinner), up to the daily maximum for the city in which the employee is dining, upon submission of an **itemized** receipt. The receipt must be printed with the restaurant name and the total meal cost. The employee may write in the amount of the tip. If the request includes meals purchased for guests, the receipt should be accompanied with a brief explanation listing the names of those guests and the rationale for approval of the reimbursement for the guests.

No meal reimbursement will be made for any trip which is completed without an overnight stay.

For those trips involving an overnight stay, the following reimbursement limitations will apply to day of departure and day of return:

↓ No breakfast reimbursement will be made unless the required departure time for the travel is two hours or more prior to the employee's normal daily start time.

- ✚ No dinner reimbursement will be made unless the required return time from the travel is more than two hours beyond the normal completion of the employee's workday.

No reimbursement will be made for any meals while attending conferences or seminars where the conference or seminar provider supplies the meal, whether or not the employee actually eats the provided meal.

**3. Alcoholic beverages:** The University does not reimburse purchases of alcoholic beverages, whether as part of a meal reimbursement or as a stand-alone expense. Since an itemized receipt is required for reimbursement, the employee should deduct all alcoholic beverages which appear on the receipt prior to submission of a request for reimbursement. For the convenience of the traveling employee, payment for alcoholic beverages may be processed on a University-issued credit card, given that the employee reimburses the University for such purchases immediately upon the completion of the travel. This policy may be waived for guests only, upon advance approval of the President.

**4. Tips:** The University will reimburse the cost of reasonable tips both for food and concierge services. Receipts are not required for tips. Generally, tips for meals should not exceed 20% of the cost of the meal, and concierge tips should not exceed \$1.00 per bag.

**5. Air Transportation:** The University will reimburse the actual cost of coach or economy class airline transportation where air travel is the most reasonable and efficient means of transportation to the employee's destination. Where significant savings can be realized by purchasing tickets significantly in advance of the planned travel, the University may reimburse the cost of that travel separately for the convenience of the employee. An employee planning to travel by air is responsible for his or her own arrangements, and should select the most time- and cost-effective routes and times possible. The reimbursement request must be supported by a detailed receipt or ticket stub.

**6. Ground Transportation:**

- **Local Travel:** The University will reimburse employees for the use of their personal vehicles for University business. Commuting travel, as defined by IRS guidelines, is not compensated. Mileage will be reimbursed for the distance to the destination from either the employee's home or primary employment location, whichever is the shorter distance. Reimbursement will be made on a per mile basis at the rate established and amended from time to time by University Administration. No other incidental expenses (i.e.; oil, fluids, depreciation) will be reimbursed. No receipt is required for mileage reimbursement, but the employee must indicate the departure and destination locations on the travel expense form, as well as a brief justification for the travel.
- **Ground Transportation while Out of Town:** The University will reimburse the actual cost for taxi, van or limousine service to and from the airport and hotel in the destination city. The University will also reimburse actual costs for taxi service from place to place

in the destination city, if such transportation is necessary to the employee's conduct of University business while out of town. Receipts are required for all ground transportation reimbursement claimed.

➤ **Use of Rental Cars:**

*For travel:* The University maintains an agreement with a local vendor to provide rental vehicles at reduced rates for business travel. Employees should consider the use of such a rental vehicle when it is more cost effective than the use of the employee's personal vehicle. In making this determination, the employee must consider:

- ↓ Rental vehicles are charged on a per-day or per week basis, plus actual cost of fuel, rather than per mile. Consequently, the cost to drive and park a rental vehicle may be significantly higher than the cost to drive and park a personal vehicle.
- ↓ When multiple employees are traveling to the same destination, the use of a rental vehicle to accommodate several employees may be more cost effective than reimbursing several individuals for the separate use of a personal vehicle.

*While traveling:* The University will reimburse the actual cost for an employee to rent an automobile while out of town on business, **if and only if** the employee can demonstrate both that regular ground transportation was necessary to the employee's conduct of University business while out of town, and that a rental car is more cost-effective than the use of a taxi service for that transportation. In no instance will the University reimburse more than the cost for an "economy class" car or its equivalent, plus fuel charges. No reimbursement will be made for collision damage waivers or other such temporary insurance products. A contract and receipt for the rental vehicle are required for reimbursement.

Because of the potential risk exposure represented by the operation of motor vehicles by University employees, it is the employee's responsibility in all cases to assure that any driver of any rental car being reimbursed or provided under University guidelines has met all minimum standards required by the rental agency to operate the rental vehicle.

**7. Parking:** The University will reimburse the actual cost of parking either for an employee's personal vehicle or University-supplied vehicle while the employee is traveling on business. This reimbursement is limited to the full cost to self-park the vehicle in the closest available parking lot or parking structure to the venue being visited. Should the employee opt for valet or other assisted parking, or another more expensive option, the employee will be responsible for the difference in cost between such assisted parking and the self-park rate.

**8. Multiple Travelers:** Whenever multiple employees are traveling to the same destination, every effort should be exercised to coordinate the travel to minimize the cost to the University.

### ***Travel Advances and Approvals***

Employees preparing to travel on University business are eligible to receive a travel advance of up to 100% of the projected cost of the reimbursable expenses for the travel. A complete, approved Travel/Advance Request form must be received in the Finance Office not later than ten (10) days prior to the date upon which the traveler is requesting to receive the advance.

When an employee receives a travel advance, that employee's individual account is charged for the amount of the advance, pending receipt of a properly documented expense report. Employees are required to submit the expense report not later than **10 days following completion of the travel** for which the advance was received. Outstanding advances which are not timely resolved will be charged in full to the employee, and the employee may be disqualified from future advances.

### ***Use of University-Issued Credit Cards***

The University has opted to participate in a consortium of colleges and universities nationwide to offer purchasing cards for eligible employees. The policies and requirements for the use of these cards are issued to each employee upon the issue of the card assigned to the employee. All employees are required to agree to the policies prior to the issue of the card.

Because purchasing card activity is directly linked to expense accounts for each cardholder, employees **MAY NOT** use the purchasing card for any expenditures not eligible for reimbursement under the provisions of these travel policies. For example, since the university does not reimburse for alcoholic beverages, no alcoholic beverages may be purchased with a purchasing card. Similarly, the purchasing card may not be used for "convenience" purposes, whether or not the employee/cardholder intends to issue a reimbursement to the university.

### ***Use of the University-Owned Vehicles***

The University maintains a limited fleet of vehicles which are available for use by approved drivers on University business. The University also owns some special-purpose watercraft.

Employees wishing to reserve a University vehicle should schedule that use at least 10 days in advance of need, except in emergency situations. Vehicle scheduling is maintained by the **Coordinator of University Scheduling**, whose office is located in the Athletic Office of the Tex Turner Arena, extension 6285.

Requests to schedule a vehicle must include the date(s) needed, departure time, destination, projected return time, number of passengers expected, designated driver and contact person. Keys, fuel cards, and maintenance/mileage record sheets can be picked up in the Athletic Office Monday thru Friday between the hours of 8:00 a.m. and 4:30 p.m. If the trip is scheduled



for a weekend, these items must be picked up on the preceding Friday before 4:30 p.m., except in emergency situations.

The employee reserving the vehicle(s), or his or her designee, will be responsible for picking up these items. The Coordinator of University Scheduling is not responsible or required to provide a reminder. If the projected trip is cancelled, it is the responsibility of the employee making the reservation to cancel the reservation in advance of the scheduled pick-up time. Failure to properly cancel a vehicle reservation may result in a revocation of vehicle privileges.

Vehicles may be picked up in the Tex Turner Arena parking lot at the indicated time of departure. Because vehicles are regularly scheduled, there is no guarantee that the designated vehicle will be available for an early pick-up. Vehicles must be returned to the Tex Turner Arena parking lot immediately upon return from travel.

Users must return the vehicle at the designated time, unless an emergency prevents it. All vehicles must be returned with a full tank of fuel. If the vehicle is returned after normal business hours, the user must return the vehicle to the designated area and deposit the key, fuel card, and completed maintenance/mileage record sheet in the mailbox located at the rear entrance of the Tex Turner Arena. Place any fuel receipts in the fuel card holder. Departments are charged based on miles traveled, not actual cost of fuel. Fuel cards may not be used for non-fuel purchases.

Vehicle(s) will be inspected before departure and upon return. Users are responsible to check the vehicle for trash and other items that need to be removed, to close all windows, and to lock all doors.

Any maintenance or repair needs noted by the user (ie; service items, mechanical problems, nicks, dents, scratches, tire problems, etc) should be listed in the proper place on the maintenance/mileage record sheet. Maintenance/mileage record sheets must be filled out completely, signed by the designated person, and returned with the vehicle.

Only approved drivers are covered under the University's insurance policy while operating a University vehicle. To be designated as an approved driver, an individual must apply at and be approved through the Finance Office. Application to be designated must include the individual's Driver's License number (a photocopy will be made and filed), Social Security number, and date of birth. This application must be made not less than five (5) business days prior to the earliest date upon which the applicant will be driving a University vehicle.

To be designated as an approved driver for other than passenger cars, the individual must have a Class "C" code and a "P" endorsement on their driver's license. Only University employees aged 21 or older may be designated to drive this type of vehicle.

To be designated as an approved driver for the purpose of operating a 15-passenger (extended-chassis) van, the employee must be 25 years of age or older, and must have completed the "defensive driver" training course offered from time to time on campus.

- **Student drivers:** If the designated driver is a student, that student must be under faculty/staff supervision at all times during the operation of the University vehicle. Only students 21 years of age or older (25 or older and defensive-driver trained for extended-chassis vans) may be designated.
- **Use for scheduled events:** Users that travel on a predictable scheduled basis over a regular period, such as athletic teams, should submit a usage plan as soon as possible

after the schedule is set. This will allow better coordination among users, especially in those periods where there is more than one team traveling at a time.

### *Purchasing Policies and Procedures*

Lincoln Memorial University has established relationships with a large number of vendors to allow it to purchase items needed in the regular course of business at competitive prices and with volume discounts. It is the policy of the University to purchase primarily from this list of approved vendors.

When a department determines a need to make a purchase, the appropriate party should prepare a Purchase Requisition in full, secure the appropriate signatures for the division, and forward the Requisition to the Director of Purchasing and Accounts Payable. This form serves as a request for permission to purchase items for your department based on the availability of budget funds and a determination of necessity, timing, etc. The Purchase Requisition must be submitted not later than one week prior to the proposed order date. If the department has a preferred vendor for the items to be ordered, that vendor name and address should be indicated on the Purchase Requisition. However, final determination of the most appropriate vendor will be made by the Director of Purchasing and Accounts Payable.

Upon approval of the Purchase Requisition, a Purchase Order will be produced. The Purchase Order number then becomes the tracking number for all purchases made by the University. Only items for which a Purchase Order has been produced are authorized for purchase using University funds. Any items purchased without a Purchase Order are the sole responsibility of the individual making the purchase.

Following are general guidelines regarding purchasing at LMU:

- **Receiving:** All orders are to be delivered to the University's Receiving Department, which is located in the basement of the Tex Turner Arena. Items not received at this location cannot be processed for payment.
- **Billing:** Vendors must be instructed to forward bills to the Director of Purchasing and Accounts Payable. All billings should indicate the Purchase Order.
- **Budget:** All purchases are subject to restrictions which can arise in the course of the normal budget cycle. Annual expenditure budgets are contingent on the production of the projected revenue upon which they were based.
- **Payment:** It is the policy of the University to take advantage whenever possible of all prompt payment discounts offered by vendors. Consequently, any calls or other inquiries received regarding payment on an invoice must be directed to the Director of Purchasing and Accounts Payable for disposition.

### ***Check Requests***

In those limited instances when a vendor will not accept a purchase order or by custom does not issue an invoice, and the use of the university's purchasing card is not possible, payment may be requested on a Check Request form. The request must be completed and submitted to the Director of Purchasing and Accounts Payable not later than ten (10) days prior to the date that the payment is required.

The Check Request must include a complete explanation of the expenditure, along with any documentation supporting the expenditure. The vendor's address and social security number (if applicable) must be provided. The request must also indicate the date needed.

Check Requests may not be used to request travel advances or reimbursements. It may also not be used to request payments to employees of the University. Payments to employees must be processed through Human Resources.

### ***Intra-Campus Expense Authorization***

When a campus department is requesting services or supplies purchases from the LMU Bookstore or Abraham Lincoln Museum, those requests must be made on an Intra-Campus Expense Authorization form. The form must be completed with the appropriate budget code and the signature of the appropriate Dean or Vice President. Budget account balances will be verified before intra-department charges will be approved.

### ***Budget Adjustments***

Budget managers are empowered to make inter-fund adjustments of budget authority in all non-personnel lines within their department. All budget managers will have real-time access to their budgeted balances via Web Advisor. This data may be used by the budget manager as a tool to make any needed adjustments to budgets.

No charge will be made against any budget if that charge will exceed the remaining budget authority for that account. A budget adjustment must be processed before that charge will be allowed.

### ***Inventory***

For purposes of appropriate control and orderly replacement, the University maintains an inventory of all of its capital property. Any department which acquires property which, by its

nature and value, classifies as capital property must report the acquisition to the Director of Purchasing and Accounts Payable by completing an inventory report.

The Finance Office establishes and maintains policies with regard to capital property. Any questions regarding the appropriate classification of any item should be directed to the Finance Office.

### ***University Press***

A fully approved Purchase Requisition must be prepared for all printing jobs being produced by the University Press. The price of the printing must be included on the Purchase Requisition. The requisition must be forwarded to the Director of Purchasing and Accounts Payable. Based on the same criteria as other purchases, the request will be forwarded to the Director of the University Press or, after approval; the print job may be e-mailed to the Director of University Press.

## SECTION XII - SAFETY POLICIES

### *Employee Safety Policy*

Lincoln Memorial University provides a work environment as free as possible from recognized hazards. Employees are expected to comply with all safety and health requirements whether established by management or by federal, state, or local law.

- A. A Health and Safety Standards Committee has been appointed by the President with the task of developing a comprehensive safety program suited for Lincoln Memorial University's particular needs. The Committee's responsibilities include:
- ✚ Monitoring compliance with LMU safety rules and regulations and the applicable safety and health standards established by the Occupational Safety and Health Administration (OSHA).
  - ✚ Investigate, correct, and eliminate recognized unsafe working conditions or potential hazards.
  - ✚ Represent LMU during investigations conducted by OSHA.
  - ✚ Organize training of employees as required by OSHA.
  - ✚ Establish fire prevention and fire fighting programs.
  - ✚ Investigate all accidents and fires involving LMU employees, or which occur on LMU premises, and prepare all reports.
  - ✚ Developing a Crisis Response Plan, this will be reviewed annually.
- B. All employees are to:
- ✚ Inspect their work areas periodically.
  - ✚ Receive safety training.
  - ✚ Identify and report conditions that are recognized as being unsafe to the immediate supervisor or Chair of the Committee.
  - ✚ Report accidents as required by law.

### *On-the-Job Injuries and Accidents*

It is the policy of LMU to comply with all obligations under the Workers' Compensation laws of the State of Tennessee, including the required posting of the "Tennessee Workers' Compensation Insurance" notice, the provision of a panel of three physicians not associated together in practice for selection by the injured employee, and the timely notification of claims and wage histories to its insurance provider. LMU forbids any form of retaliation against an employee for asserting rights under the Workers' Compensation laws of Tennessee.

- ✦ A copy of the “Tennessee Workers’ Compensation Insurance” notice shall be posted in a conspicuous place at all branches of LMU and shall be provided to any party upon request.
- ✦ LMU maintains, in consultation with its insurance carrier, a list of approved physicians, at least three in number and not associated in practice together, from which employees injured in the course and scope of employment may choose.
- ✦ All employees have an immediate duty to report any workplace injury or work-related illness, no matter how seemingly small, to their supervisors. Failing to timely report an injury or illness may result in a determination that the injury or illness is not job related. Under normal circumstances, employees should report the injury or illness within 24 hours. Supervisors shall immediately notify the Department of Human Resources which shall, within 24 hours of receiving knowledge of any injury which results in the employee seeking medical attention, complete Form C-20, Employers’ First Report of Work Injury. This form shall be provided to the workers’ compensation insurance carrier within one working day of the injury or illness, regardless of whether the claim is clearly valid or not.
- ✦ Prior to submission to the carrier, the employee (unless unable to do so) shall sign Form C-20 and the Physician Selection form. All employees being treated for work-related injuries must submit to drug and alcohol testing. Non-LMU workers (graduate assistants, Federal work study students, student workers, contract workers, consultants) may be subject to drug and alcohol testing to claim Workers’ Compensation under LMU’s Workers’ Compensation Insurance.
- ✦ A wage statement shall be submitted to the insurance carrier reflecting gross earnings for the past 52 weeks prior to the date of the injury. The statement shall include all earnings, including overtime, for the period. If the employee has been employed for less than 52 weeks, the average gross earnings over the period of employment shall be reported to the carrier; alternatively, LMU may provide the average weekly wage for a person employed in the same position as the injured employee.
- ✦ Employees who are absent from work due to a workplace injury or illness will be required to submit a physician’s statement excusing their absence. During the first (7) seven days of any such Occupational Leave (which does not include the date upon which treatment is first sought), employees are required to use accrued paid leave. After benefits begin, employees may, but are not required to, use accrued paid leave to supplement workers’ compensation benefits.
- ✦ All Occupational Leave days count toward an employee’s Family and Medical Leave Act entitlement. If an employee is unable to return to work upon exhaustion of FMLA Leave, an extension of medical leave for a period of not more than 12 months (inclusive of the original leave period) may be requested.
- ✦ If an employee is offered appropriate “light duty” work during a period of occupational leave and refuses to accept such an assignment, benefits shall cease. However, provided that the treating physician’s statement supports the fact that the employee is still unable to perform one or more of the essential functions of his or her permanent position, the employee may remain absent from work during any period of such incapacity falling within any 12-week FMLA entitlement.

- ✚ While on Occupational Leave, employees may be required to report periodically on their status and intent to return to work, must report to the appropriate designated physician(s) for care, and must cooperate in any required independent medical examinations.
- ✚ Employees must present a physician's release to return to work before resuming job duties, and are required to report to work within three (3) days of being released to return to work.

### ***Loss/Injury Procedures***

In the unfortunate occurrence that you are involved in an accident, whether in a university owned or rental vehicle, or any type of on/off campus accident, the following steps should be observed:

#### **Auto Loss or General Liability Loss:**

- ✚ Seek medical assistance for any injured persons if necessary
- ✚ Report the loss as soon as possible to the Risk Management office at ext. 6390 or campus security at ext. 6338 or 423-526-7911
- ✚ **DO NOT ADMIT FAULT or OFFER PAYMENT**
- ✚ **DO NOT DISCUSS** the occurrence with anyone except the Risk Management office, a campus security officer, the police, or our insurance carrier
- ✚ Discussion regarding university insurance policies should be directed to the Risk Management office
- ✚ Preserve any evidence. Take a photo if possible
- ✚ As soon as possible, in your own words, write down a description of the event and forward to the Risk Management office
- ✚ Obtain witness names, addresses, and phone numbers
- ✚ Should anyone receive notice of a lawsuit relating to the accident, contact the Risk Management office

***NOTE: Vehicles are university property. Only university employees or persons who have been approved by the university and added to the insurance policy are allowed to operate a vehicle. If a vehicle requires a special license for operation; only those employees who possess such license will be permitted to operate that vehicle.***

#### **Property Loss:**

- ✚ If injured, seek medical assistance as soon as possible
- ✚ Report the loss as soon as possible to the Risk Management office at ext. 6390 or campus security at 423-526-7911 or ext. 6338
- ✚ Do not discard any damaged property. The insurance company may need to inspect the scene and any damaged property
- ✚ Take pictures of loss site if possible

- ✚ Take all reasonable steps to protect the property from further damage
- ✚ Preserve any evidence relating to the cause of the loss
- ✚ As soon as possible, in your own words, write down a description of the event and forward to the Risk Management office
- ✚ Notify campus security or the police if a law has been broken

**Work Related Injury:**

- ✚ Seek medical assistance for serious injury as soon as possible
- ✚ Notify immediate supervisor as soon as possible
- ✚ Preserve any evidence that may be applicable to the occurrence
- ✚ Obtain witness names, addresses and phone numbers
- ✚ Notify Human Resources at ext. 7157 and the Risk Management Office at 6390, or campus security at ext. 6338 or 423-526-7911
- ✚ As soon as possible, in your own words, write down a description of the event and forward to the Human Resource and Risk Management offices
- ✚ **DO NOT DISCUSS** the occurrence with anyone except the Human Resource office or Risk Management office

**NOTE:** All media questions and inquiries are to be directed to the Director of Public Relations at ext. 6389

### ***Campus Wide Emergency Policy***

It is the employee's responsibility to familiarize him/herself with emergency exits, locations of the emergency alarm pull stations, and how to alert security in the event of an emergency.

#### **Hostage Situation Emergency Response Procedure**

Follow these steps when encountered with a hostage situation:

1. Immediately notify the Claiborne County Sheriff's Department (CCSD) by dialing 911. Tell the Sheriff's Department that you have a hostage situation on campus. State the exact location by building number and street name, then tell the exact location within the building itself.

***Example: "I have a hostage situation at Kresge Hall, building 155, Concannon Way at Lincoln Memorial University. The hostage is in the first floor northwest corner office."***

2. State any further facts that you have, such as any weapons involved, and how many persons are involved. Arrange to meet responding CCSD officers at a predetermined location before hanging up the phone.



3. The Dean of Students (ext. 7088) should be notified and given the same information as the CCSD. She/he will notify the other campus administration officials and activate the campus emergency response plan.
4. Notify the security supervisor by phone (423) 526-7911, pager (423) 526-6526, or radio once all of the authorities have been notified.
5. Follow any specific instructions obtained from the University administration and CCSD.
6. If it appears that help will be needed for crowd control or asset protection, notify the Dean of Students (ext. 7088).

### **Fire/Bomb Threat Procedures**

Follow these steps when encountered with a fire/bomb threat situation:

Fire evacuation is an important factor in campus safety. When an alarm is sounded - either through mechanical indication or by voice:

1. Evacuate the building immediately. Occupants must evacuate the building immediately and stay at least 200 feet away to ensure personal safety and emergency equipment access.
2. Bomb threat evacuation will follow the same procedures as fire evacuation:
  - a. Occupants must vacate the building quickly, being prepared to remain outside for the amount of time necessary to ensure the building is safe.
  - b. Occupants will not re-enter the building until instructed to return by University officials.

### ***Medical Emergencies***

First aid kits are maintained by each department. If an employee's condition appears critical, or the employee is not ambulatory, call 911 for transport to the nearest hospital. Do not move the injured person.

### ***Employee Identification Badges***

To promote safety and security of faculty/staff and students, each employee is strongly encouraged to keep LMU identification on his/her person when representing the University during the workday and at LMU functions.

### ***Visitors in the Work Area***

Because of potential safety and other problems, LMU cannot allow non-business visitors (including family members and, particularly, children), in any working areas at any time without

advance permission of the supervisor. If you observe any unauthorized non-business visitor in any working area at any time, please immediately notify the supervisor or the University personnel in charge of the work area at that time.

### ***Maintenance of Work Areas Policy***

For reason of public image, safety, health, privacy, and security, all employees are expected to keep their work areas organized, clean, and orderly at all times. Documents containing confidential information must always be kept secure.

- ✦ Before departing at the end of the workday, employees are expected to lock all files and cabinets, turn off designated lights and equipment, log off computers, and clear all work materials from desk surfaces, especially materials of sensitive or confidential nature.
- ✦ Dispose of all food and beverage particles consumed in the office during the day.
- ✦ Log out of the computer network or lock the desktop when away from the work station.

### ***Personal Property Security Policy***

Reasonable effort is made to provide security for LMU employees and their personal property, LMU property, and visitors to the campus.

- ✦ Employees are responsible for safeguarding their own personal property while at work.
- ✦ LMU does not assume responsibility for the loss or theft of personal belongings, and employees are advised not to carry unnecessary amounts of cash or other valuables with them when they come to work.
- ✦ Employees use the parking lot at their own risk and should keep their cars locked while on the lot. LMU assumes no responsibility for any damage to, or theft of, any vehicle or personal property left in the vehicle while on the parking lot.

### ***Leash Law Policy***

For the safety of faculty, staff, students, parents, and visitors to the Lincoln Memorial University campus, all pets must be on a leash or lead. Those in violation of this rule will be asked to leave campus by Security or by individual members of the LMU community.

### ***Firearms and Weapons***

LMU is committed to providing a safe, healthy learning and working environment, and to making adequate provisions for the safety and health of its students, staff, faculty and the public,

and will not permit its students or employees, as well as visitors, to act in ways that may endanger themselves or others.

All visitors, students and employees are prohibited from possessing, carrying, trading or showing weapons of any kind, including firearms, fireworks, guns, explosives, bows and arrows, knives, etc. while on LMU premises, while on duty, while operating LMU vehicles or equipment, or while operating personal vehicles for LMU purposes. Visitors, students and employees are also prohibited from keeping weapons in their personal vehicles parked on LMU's premises. LMU premises include any property owned, operated, controlled or managed by it. Individuals are permitted to carry mace, pepper spray and pocket knives with blades no longer than four (4) inches as long as they are stored in a pocket, purse, briefcase or other personal belongings. Also permitted are paintball weapons to be used for organized recreational purposes on LMU premises.

This policy does not apply to those who are expressly authorized by LMU to use explosives and other authorized tools that could be viewed as weapons in the performance of their jobs.

LMU reserves the right, based upon reasonable suspicion of a violation of this policy, to search an office desk, and other property under the control of the visitor, student or employee, as well as the packages, purses, lunch boxes, briefcases, and students' or employees' vehicles parked on its premises. Individuals may also be required to remove a jacket or sweater and to turn out their pockets. Reasonable suspicion sufficient to justify a search may be based on a clear and reasonable belief, through observation or information provided by a reliable and credible source, that an employee is in violation of this policy. Searches of LMU property under the control of the visitor, student or employee are subject to being conducted without notice, once the reasonable suspicion standard has been met.

Violation of this policy may result in disciplinary action, up to and including expulsion or termination.

### **Violence**

LMU expects and requires all students and employees to display common courtesy and respect for others, and to engage in safe and appropriate behavior at all times. Visitors are also held to this standard.

Any involvement in incidents of physical violence is considered unacceptable behavior which violates this policy. "Physical violence" means any unwanted or hostile contact such as hitting, fighting, pushing, shoving, slapping or throwing objects.

Racial or ethnic slurs, sexually harassing remarks, threats of violence, and any other provocative comments, language, or actions also violate this policy and will not be tolerated. A "threat of violence" means an expression (verbal or otherwise) of a present or future intention to cause physical harm. Individuals who threaten violence or otherwise engage in provocative conduct towards co-workers, students, visitors or other individuals ordinarily are held at least equally at fault for an ensuing physical altercation, even if they do not strike the first blow or otherwise initiate a physical confrontation.

Prohibited conduct includes, but is not limited to:

1. Striking and/or injuring another person physically;
2. Engaging in behavior that creates a reasonable fear of injury in another person;
3. Possession, brandishing, or using a weapon while on the University's premises or engaged in its business;
4. Intentionally damaging office property, property of students, employees, visitors or the general public;
5. Threatening to injure an individual or to damage property;
6. Verbally threatening behavior, such as direct or veiled threats of violence;
7. Harassment or sexual harassment that blurs into conduct threatening an individual's safety, including unwanted and offensive physical touching and stalking;
8. Threats or intimidation that creates fear or extreme emotional distress;
9. Obscene telephone calls.

This policy applies to visitors, students and employees while on LMU premises, to students and employees traveling on business or representing the University; to students and employees off the premises but working or representing the University; and to employees while off duty and students away from the University where the violence, threats of violence or other violations of this policy are directed toward a fellow employee, student, or other individual and the behavior has an actual or potential negative impact upon the University community or its interests.

LMU will promptly investigate any physical or verbal altercation, threats of violence, or other conduct by visitors, students and employees that threatens the health or safety of other visitors, employees, students, or the public or otherwise might involve a violation of this policy. All complaints will be investigated in a timely manner. Information will be released only to those persons directly involved in the investigation, to law enforcement as necessary, and confidentiality will be maintained to the extent practicable. LMU will make every effort to guard the reputations of the complainant and the accused.

All employees have a duty to warn Security, the President, or Vice President for Academic Affairs of any workplace activity, situations or incidents that they observe or are aware of involving other students, employees, and visitors and which appear to violate this policy. This includes, for example, threats or acts of violence, aggressive behavior, offensive acts, threatening or offensive comments or remarks, and the like. Reports pursuant to this policy will be held in confidence to the maximum extent possible under the circumstances. The University will not condone any form of retaliation against any employee for making a report under this policy, and individuals have an immediate duty to report any retaliation they experience or observe to one of the above named individuals.

Students likewise have a duty to warn the Security, the Dean of Students or the Vice President of Enrollment Management and Student Services of any activity, situation or incident they observe or are aware of involving other students, employees, and visitors and which appear to violate this policy. Reports will be held in confidence to the maximum extent possible under the circumstances, and the University will not condone any retaliation against a student for making a report under this policy. Students should immediately report any retaliation they experience or observe to Dean of Students or the Vice President of Enrollment Management and Student Services.

All individuals who commit violent acts or who otherwise violate this policy are subject to appropriate disciplinary action, up to and including expulsion or termination. The University may seek prosecution of those who engage in violence on its premises or against its students or employees.

### ***Alcohol, Tobacco, Drug Free Campus and Workplace Policy***

In support of the Drug-Free Workplace Act of 1988 (Public Law 100-690), the Drug-Free Schools and Communities Act of 1989 and the "Non-Smoker Protection Act" of the State of Tennessee (T.C.A. 39-17-1801), Lincoln Memorial University is notifying all faculty, staff and students of the following University policy.

It is the policy of Lincoln Memorial University to maintain a safe and healthful environment for its students and employees. Therefore, University policy prohibits the unlawful use, manufacture; possession, distribution, or dispensing of drugs ("controlled substances" as defined in the Controlled Substance Act, 21 U.S.C. 812) alcohol and tobacco on University property or during University activities.

Violation of this policy constitutes grounds for disciplinary action up to and including immediate discharge of an employee. Federal and State Laws provide additional penalties for such unlawful activities, including fines and imprisonment (21 U.S.C., 84 et seq; T.C.A. 39-6-401 et seq.). Local ordinances also provide various penalties for drug and alcohol related offenses. The University is bound to take all appropriate actions against violations, which may include referral for legal prosecution or requiring the individual to participate satisfactorily in an approved alcohol, tobacco or drug abuse assistance or rehabilitation program.

Individuals who are paid by Lincoln Memorial University from federal grants or contracts must notify the University of any criminal drug statute conviction for a violation occurring in the workplace within five (5) days after such conviction. The University is, in turn, required to inform the granting or contracting agency of such violation within 10 days of the University's receipt of notification.

Violations of this policy should be immediately reported to the employee's direct supervisor.

Employees and their families needing treatment information should call the Lincoln Memorial University Office of Enrollment Management and Student Services at (423) 869-6251.

### ***Response to Inclement Weather Policy***

Depending on the seriousness of weather conditions and in the interest of employee safety, a determination to close the office will be made by the President of the University or his/her designee. The official source of closing information is the updated recording at (800) 325-0900 or (423) 869-3611.

- ✚ The University will try to keep essential operations going in all but the most impossible weather conditions. The University will close only rarely and **only** in the most unusual of conditions. Employees are not expected to report to work, if the office is officially closed. Employees will be paid for any working day that the office is officially closed.
- ✚ Every employee of the University must exercise personal judgment about the travel conditions to and from home to our workplace. Since conditions may vary greatly among the areas where we live some may comfortably travel to work, others may not. Safety should be a key factor in the employee's decision. If the employee is unable to report to work, he/she should call his/her supervisor and describe his/her situation. In these instances, the employee will have the option of taking the day as vacation or personal time.
- ✚ Employees should watch and listen to the local radio and television stations for notification of class or office closing; no announcement means adherence to normal schedules. Announcements will also be posted on the LMU main campus telephone line at 800.325.0900 or 423.869.3611. Extended learning sites using school/college facilities will follow the lead of those facilities in determining closure; classes at other extended campus sites should be notified of cancellation by the instructors. Instructors should have informed their classes about the special telephone extensions numbers to call for information about particular class closings. Another source of information is the LMU website.
- ✚ If an employee is granted permission by his/her supervisor to leave earlier than an official closing, the time will be charged as personal time, vacation, or unpaid leave.

### ***Cancellation Notification Due to Weather or Other Emergencies***

LMU offices will remain open during periods of inclement weather, even though classes may be cancelled.

#### **Notification of Cancellation of Harrogate Campus Site:**

##### **✚ Morning, Daytime and Evening Classes**

Radio and television stations\* will be contacted and every effort made to have morning or daytime cancellations posted/announced by 6:00 a.m., along with a recorded announcement on the LMU main campus telephone number: 423.869.3611. Cancellation of Harrogate campus site evening classes (those beginning at 6:00 p.m. or later) will be announced by 4:30 p.m. using the same venue.

##### **✚ Cancellation of Extended Learning Site Classes**

Extended learning site undergraduate classes utilizing local school facilities are cancelled when that facility closes due to weather conditions. The Department of Graduate Education provides information to students for extended learning site graduate education classes utilizing

local school facilities. Extensions have been assigned for extended site cancellation information. Students attending the following sites should call the appropriate extension for cancellation information:

Knoxville, West Knoxville and Blunt County sites: 800.325.0900, extension 7016.

Corbin, Kentucky site: 800.325.0900, extension 7017.

Graduate education courses at extended site are also announced on an information line: 800.325.0900, extension 7018.

#### ✦ Radio and Television Stations

Campus – WLMU, WRWB, LMU-TV

Corbin, KY – WCTT, WKDP, WYMT-TV

Harlan, KY – WHLN, WFSR, WTUK, WYMT-TV

Harrogate – WRWB/WLMU, WANO-TV18

Jonesville, VA – WSWV

LaFollette – WLAF, WQLA

Middlesboro, KY – WXJB, WFXV, WMIK

Morristown – WMTN, WCRK

Pennington Gap, VA – WSWV

Pineville, KY – WRIL, WYMT-TV

Regional – WOKI, WIVK, WATE-TV, WBIR-TV, WVLT-TV

Rose Hill, VA – WSWV

Tazewell – WNTT, WCTU

## SECTION XIII – MISCELLANEOUS POLICIES

### *Personnel Files*

The Office of Human Resources, in cooperation with the Office of the President, establishes and carefully maintains personnel records, for applicants and employees of Lincoln Memorial University meeting legal requirements. Safeguards are established to ensure security and confidentiality.

All personnel records are maintained by the Office of Human Resources. The personnel file of each employee shall include:

- ✦ Application form and a letter of interest in employment,
- ✦ Credentials (official transcripts, certificates, etc.), when necessary,
- ✦ Contracts and/or personnel change notices,
- ✦ Employment history at LMU,
- ✦ Absence forms, records, and reports,
- ✦ Evaluation records.

The only personnel outside the Office of Human Resources with unrestricted access to the personnel file of an employee shall be:

- ✦ The President,
- ✦ The employee's division head, and
- ✦ The employee's supervisor.

Benefit files with protected health information will be maintained separate from personnel files, with access limited to persons designated as Health Insurance Portability and Accountability Act (HIPAA) compliance officers of the University. Records related to requests for accommodation, workers' compensation claims and leave, and Family and Medical Leave or Parental leave will be maintained in separate files; and access to that information shall be strictly limited to those with a "need to know" under the applicable laws.

With reasonable notice and during regular business hours, an employee may review the contents of his/her personnel file, subsequent to his or her employment. Request for such review must be made in writing, stating the purpose of the request and the list of documents he or she wishes to review. The employee's review of his or her file will be in the presence of a representative of the Office of Human Resources.

The employee may take notes regarding information in the file, but documents contained in the file may not be reproduced, except as provided by a representative for the Office of Human Resources. Lincoln Memorial University reserves the right to charge for reproductions. If an employee disagrees with any of the information in his or her file or records, and the University does not agree to remove or correct the item in dispute, then the employee may



explain his or her position by submitting a written, signed statement to the Director of Human Resources. That statement will become a permanent part of the employee's personnel file.

All requests for references and/or employment verification must be directed to the Department of Human Resources. No other director, supervisor or employee is authorized to release references or employment information for current or former employees.

The following information regarding current or former employees is considered **unrestricted** and will be released for confirmation requests, routine employment reference checks, and business credit checks:

- ✦ Date(s) of employment,
- ✦ Full-time or part-time employment status, and
- ✦ Last position title.

Information released for confirmation requests and routine employment checks must be in writing, with a copy placed in the personnel file. Information released for business credit checks may be released by phone by the Office of Human Resources.

Upon providing his or her signed authorization, the employee may expand the list of information for release by the Office of Human Resources; the expanded list may include:

- ✦ Telephone number,
- ✦ Address, and/or
- ✦ Rate of pay.

Upon termination of employment with the University, files related to the former employee maintained by supervisors and/or others outside the Office of Human Resources shall be forwarded immediately to the Office of Human Resources and contents integrated into the appropriate files in that office, or destroyed in accordance with Federal and State Law.

Benefit files with protected health information will be maintained separate from personnel files in accordance to HIPAA Privacy Guidelines. The files shall retain:

- ✦ Documents used in employment determination.
- ✦ Employment history at LMU, including basic data records.
- ✦ Evaluations and recommendations, when applicable.
- ✦ Letter of resignation and/or termination.
- ✦ Other documents as required in unusual situations.

### ***Performance Evaluations***

All LMU full time faculty and regular full time employees will receive periodic performance evaluations.

The performance evaluation for regular full time employees will be conducted by their supervisor. The first performance evaluation will be after the employee has completed their introductory period. After that initial review, performance evaluations will be conducted periodically, but not less frequently than annually. The frequency of performance evaluations

may vary depending upon length, job position, past performance, changes in job duties, or recurring performance problems.

The performance evaluation for full time faculty members includes student appraisals of course and instructor, faculty self-evaluation, and appropriate supervisory evaluations – all leading to improvement of teaching and fulfilling all of the responsibilities associated with being a member of the faculty. Criteria for evaluation of faculty are based on the faculty expectations and responsibilities described in Section 7.

Performance evaluations will include factors such as quality and quantity of work, attendance, job knowledge, initiative, work attitude and attitude toward others.

The performance evaluation should help the employee to become aware of his or her progress, areas of needed improvement, and objectives or goals for future work performance. Positive performance evaluations do not guarantee increases in compensation or promotions. After the review, the employee will be asked to sign the evaluation report simply to acknowledge that it has been presented to him or her and discussed with him or her by their supervisor and that the employee is aware of its contents.

### ***Computer/Software Use Policy***

Lincoln Memorial University relies on its computer network to conduct its business. To ensure that its computer resources are used properly by its employees, independent contractors, agents, and other authorized users, LMU has created a Computer Use Policy (the "Policy").

The rules and obligations described in the policy apply to all users (the "Users") of LMU's computer network, wherever they may be located. Violations will be taken very seriously and may result in disciplinary action, including possible termination, and civil and criminal liability.

#### **Definitions**

From time to time in this policy, we refer to terms that require definitions:

The term ***Computer Resources*** refers to LMU's entire computer network. Specifically, Computer Resources include, but are not limited to: host computers, file servers, application servers, communication servers, mail servers, fax servers, web servers, workstations, stand-alone computers, laptops, software, data files, and all internal and external computer and communications networks (e.g., Internet, commercial online services, value-added networks, and email systems) that may be accessed directly or indirectly from our computer network.

The term ***Users*** refers to all employees, independent contractors, consultants, temporary workers, students, and other persons or entities that use LMU's Computer Resources.

#### **Policy**

The computer system belongs to the University and may only be used for approved purposes. Users are permitted access to the computer system to assist them in the performance of their jobs. Occasional, limited appropriate personal use of the computer system is permitted

when the use does not (1) interfere with the User's work performance; (2) interfere with any other User's work performance; (3) have undue impact on the operation of the computer system; or (4) violate any other provision of this policy or any other policies, guidelines, or standards of LMU. At all times, Users have the responsibility to use computer resources in a professional, ethical, and lawful manner. Personal use of the computer system is a privilege that may be revoked at any time. All employees are expected to read and adhere to the Computer/Software Use Policy and the Email and Internet Use Policy located on the Internet at <http://www.lmunet.edu/factools/computer01.html>

### ***Email Policy***

All LMU faculty and staff are provided with an electronic mail address and access to the electronic mail service upon employment. The standard address protocol for the University's system is firstname.lastname@lmunet.edu. For purposes of efficient communication, and in the interest of reducing paperwork, Lincoln Memorial University uses electronic mail as its official means of communication with and among its faculty and staff.

Consequently, all official correspondence will be directed to the LMU electronic mail addresses assigned to employees, or to the established group lists containing those addresses. It is the responsibility of each employee to check his or her electronic mail box regularly for important communications from and with other faculty, staff, students, or administrative offices.

The LMU electronic mail system is to be used for business purposes only not for private communications, outside commercial enterprises, distribution of "chain" or similar electronic mail, or other such non-University purposes.

All campus-wide "listserv" emails to "LMU faculty", "LMU staff" or "LMU students" must receive prior approval of the divisional Vice President.

Access to each employee's electronic mail account is controlled by use of a password. As with any computer password, each employee is responsible to take appropriate action to safeguard this password and to change it on a regular basis.

The University's electronic mail system may be accessed from anywhere via the World Wide Web. Instructions for remote access are available at the University's website (<http://www.lmunet.edu>).

### ***External Communications Policy***

To ensure effective dissemination of information concerning the University, the following practices govern external communications:

1. All news releases to the medical or general public shall be cleared through the Director of Public Relations.

2. The engagement of guest speakers (external to the University) by student organizations requires prior approval from the Vice President for Enrollment Management and Student Services.
3. The Director of Public Relations shall receive the request from outside groups who desire programs by University personnel and shall schedule such speakers upon approval by the Vice President for University Advancement.
4. All promotional materials, including program bulletins and financial aid brochures, shall be compiled, printed, and distributed through marketing, publications, and the Publications Board, with the cooperation of departments involved.
5. All student newspapers, bulletins, yearbooks, and other university sanctioned organizations, although primarily for internal communication, shall be approved by the Office of Enrollment Management and Student Services prior to publication.
6. All material must include appropriate reference to accreditation information; the SACS accreditation statement must be utilized when appropriate: Lincoln Memorial University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools to award associate, baccalaureate, masters, educational specialist and doctoral degrees. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgie 30033-4097 or call 404-679-4500 for questions about the accreditation of Lincoln Memorial University.

Material must also include either of the following:

- ✚ Lincoln Memorial University: Values, Education and Service or
- ✚ Lincoln Memorial University: is a values-based learning community dedicated to providing educational experiences in the liberal arts and professional studies.

### ***LMU Publications***

Listed below are the major official publications of Lincoln Memorial University:

1. The *LMU University Catalog*, along with other necessary supplemental Academic Catalogs; varied necessary programs, catalogs and handbooks, *Residential Handbook*; and the *Student Handbook*, published annually for distribution to students, prospective students, faculty, staff, and other interested parties, are comprehensive publications describing campus life and detailing admission, costs, financial aid, academic policies, curricula, and other pertinent information as well as rules and regulations governing student responsibilities and conduct, housing, and other details of student life;
2. The *Faculty-Staff Policy Manual* serves as the official manual for all university personnel. The manual provides operational information, policies, and procedures. It is periodically revised by the President's Cabinet and is subject to approval of the President and Board of Trustees. Revisions are made whenever necessary and addendums made available accordingly.

3. The *Lincoln Herald* is a scholarly journal published by the University with editorship drawn from faculty, staff, and an editorial board. Its articles address President Abraham Lincoln and the Civil War era. A complimentary copy is available to faculty and staff through The Abraham Lincoln Library and Museum.
4. The *Alumnus*, published once each year, is a magazine for alumni, friends and staff. The Director of Publications is the editor. Noteworthy accomplishments or events relevant to alumni should be submitted to the editor.
5. The *Blue and Gray newsletter*, published twice each year, is for alumni, friends, faculty, staff and students. The Director of Publications is the editor.
6. The *President's Annual Report* is published once each year. It is sent to alumni, friends, faculty, staff, parents of J. Frank White Academy students and students enrolled in graduate programs. The Director of Publications is the editor. This publication highlights significant accomplishments and events for the most recent fiscal year. It also includes a financial report and giving-clubs report.

Divisions, departments, and units of the University prepare various other documents for campus and/or public dissemination. Consult the appropriate office for details.

### ***Fund Raising by Allied Groups or Employees***

#### **Accounting of Funds by Allied Groups/Persons**

Any person employed by Lincoln Memorial University who supervises, directs, or counsels an organization, group, or person which performs for pay, gifts, and/or other gratuities or solicits for funds in any way must have official approval of the Vice President for University Advancement prior to fund raising. All funds collected through any or all of the processes defined, with the exception of student organizations, shall be deposited in a duly established account through the Vice President for University Advancement; and each deposit must be duly receipted, with the receipt sent to the donor for tax purposes.

Student organizations must maintain their accounts under the umbrella of the University. No organization may maintain an account independent of the University. Annual audits should be conducted for student organizations.

All bills to be paid from these accounts must be duly documented and sent to the Vice President for Finance through the authorized person or persons designated to control said account. The Vice President for Finance and the Vice President for University Advancement shall establish such other procedures as may be needed to:

- A. Maintain proper accounting procedures.
- B. Protect the University from possible illegal acts by its agents.

- C. Protect the donor or others by ensuring it is a tax-deductible gift.
- D. Protect the University's tax-exempt status.

### **Clearance Procedures: Fund Raising for the University**

Efforts of any employee to procure funds for the University are welcomed. However, any employee wishing to solicit funds for the University must consult the Division of University Advancement for detailed gift acceptance policies and procedures and receive clearance/approval from the Vice President for University Advancement prior to the solicitation.

The purpose of the solicitation management procedures is to enhance the efficiency, equitability, and effectiveness of the University's total fund raising effort. Specifically, the procedures are designed to ensure that the most productive solicitations are conducted in the most appropriate manner, at the optimum time. As a management device for the resolution of propriety questions, these procedures remain as flexible as possible in the complex environment of the University.

The above clearance/approval policy does not affect application for individual faculty research grants. However, faculty is invited to seek assistance from the Division of University Advancement, Office of Grants/Foundation Research in the preparation of such applications.

### ***Solicitation Policy***

Solicitation of any kind, selling goods or distribution of literature or other matters is generally not permitted by any person or group on LMU property. Questions concerning this policy should be directed to the Director of Human Resources.

### ***Use of the Lincoln Memorial University Name Policy***

Employees are permitted to use the letterhead and name of Lincoln Memorial University in the identification of professional affiliation in conduct of official University business and in scholarly and professional research activities.

Employees are not authorized to use the Lincoln Memorial University letterhead or name and are not to imply University endorsement when engaged in private or public activities or personal business.

Faculty and staff personnel are not authorized to use University postage or bulk mailing permits for private or personal documents or to use University employees or work-study students in the preparation of such documents.

### ***Use of the Lincoln Memorial University Facilities Priorities Policy***

All requests for use of University facilities for LMU classes must be made through the Office of the Registrar; requests for use of the Tex Turner Arena for special events should be made through the Tex Turner Arena Manager; requests for use of facilities at the University Apartments, should be made directly to the management at the University Apartments. Other requests for use of the University facilities must be made through the Administrative Assistant, Director of Properties and Physical Plant.

Priorities of assignments are:

- A. Degree Program Classes: Regularly scheduled classes, both day and evening, which are part of a degree program offered by the University.
- B. Certificate Program Classes: Regularly scheduled classes, both day and evening, which are part of a certificate program for adults offered by the University.
- C. Continuing education courses for adults for occupational advancement, refresher, and retraining purposes, offered by the University; donor recognition events/activities.
- D. Workshops, Seminars, Academic Events and Meetings: Organized and conducted by the University.
- E. Student Activities: Social and recreational activities for the students of the University.
- F. Courses for Businesses or Non-Profit Organizations: Special courses, workshops, seminars, and meetings for adults organized and conducted by business and non-profit organizations.
- G. Related Activities: Other educational, social, civic, and recreational activities.

#### **Use by External Organizations**

External organizations may request use of facilities if their function falls within the scope previously defined above. All organizations requesting use of facilities shall provide the following information:

- ✚ Date(s) requested
- ✚ Time(s) requested
- ✚ Name of organization
- ✚ Purpose of meeting
- ✚ Equipment and manpower requested
- ✚ Estimated number attending
- ✚ Certificate of Insurance (if applicable)

#### **Rental/Labor Charges and Liability**

When available, and under the priority provisions, the University will rent space and the following:

- ✚ Podium
- ✚ Chairs

- ✚ Tables
- ✚ P.A. System and operator
- ✚ Spotlight and operator
- ✚ Portable stage (by sections)
- ✚ Piano
- ✚ Athletic equipment

All organizations must pay labor charge for housekeeping, maintenance, security, lifeguards, and technicians who are required to work because of the rental of facilities. The number of housekeepers, the number and type of security officers, and the need for a technician will be included in the rental invoice.

Rental information and equipment and labor costs are available from the Administrative Assistant, Director of Properties and Physical Plant.

The individual signing the *Facilities Reservation Request* form shall be held responsible for financial loss and physical damage sustained. The University shall not be responsible for loss, damage, or theft of any personal or other property.

#### **Use by University-Related Groups or Individuals:**

The President's office may make exceptions to fee schedules for co-curricular organizations or persons or groups sanctioned by the Board of Trustees as being an integral part of the University.

Members of the faculty and staff may use some of the facilities free-of-charge for personal activities (weddings, birthday parties, etc.). Faculty and staff members may also use the facilities for outside groups at a predetermined rate.

#### **Rules for Use of Facilities**

The following are applicable to users of Lincoln Memorial University facilities:

- ✚ Organizations using the facilities of the University shall be responsible for all damage resulting from their use of the facilities.
- ✚ Organizations using University space shall assume all responsibility for personal accident or injury to participants.
- ✚ Arrangements for decorations requiring attachment to the building or its fixtures must be approved in advance and must not present a safety or health hazard (all decorations must be removed immediately following the event.).
- ✚ Serving food or drinks will be restricted to Democrat Hollow, Tex Turner Room, the LMU Dining Hall and Splitters.
- ✚ Organizations using facilities of the University must be responsible for cleaning up after use; materials left at the University must be removed within three (3) days, or prior to beginning of classes, whichever comes first.
- ✚ No keys shall be given to external organizations.



- ✚ Violations of any of the regulations covering facilities use shall cause denial of future use of the facilities to an external organization.

### ***Use of Protected Property***

Unauthorized use of copyrighted or trademarked property includes, but is not limited to:

- ✚ Books, articles, manuscripts
  - ✚ Musical, oral presentations or recordings
  - ✚ Movies, plays, other recorded performances
  - ✚ Software, programming, other such electronic productions
- Such conduct may subject the employee to civil and criminal penalties and may also subject the employee to disciplinary actions up to and including termination.

### ***Grants and Contracts Policies***

Faculty and staff are to be commended for their efforts to seek funding from outside sources for their programs. It is the mission of the Office of Grants/Foundation Research, to support these efforts by serving as a liaison between the funding sources and the University and by acting as a clearinghouse for all grant and contract solicitation. In order to ensure that the grant seeking process at LMU is productive, the University has procedures in place to facilitate the proposal submission procedure.

The Office of Grants/Foundation Research also offers the following services:

- ✚ Individual workshops for departments and other on-campus groups on proposal writing and identifying funders.
- ✚ Proposal writing assistance.
- ✚ Research assistance with locating funders for projects and/or initiatives.
- ✚ Workshops for community groups.
- ✚ Resources for research on foundations and other granting agencies.
- ✚ Assistance with completion of forms for proposal submission and signatory approval.

***NOTE: All faculty and staff are expected to read and adhere to the Policies for Externally Funded Grants and Contracts. [www.lmunet.edu/alumni/grants/index.html](http://www.lmunet.edu/alumni/grants/index.html).***

### ***Research Grant Application Guidelines***

The Research Grants Fund is intended to support and encourage research. The Fund is administered by the Grants and Contracts Committee and monitored by the Director of Risk Management, Grants and Contracts.

The Committee evaluates research proposals and recommends to the Vice President for Academic Affairs for approval. Grants are awarded for a specific time period; funds allocated from the Research Grants Fund must be spent within the time period as specified in the grant application and approved by the Grants and Contracts Committee.

Funds allocated for a research project may not be transferred to another project or used for any other purpose without re-application to the Committee. Any unused funds will revert to the Research Grants Fund.

Grants and Contracts Committee members, the Director of Foundation Research, and the Director of Risk Management, Grants and Contracts, are available for consultation to assist applicants in the preparation of the application form, budget, budget justification and proposal. The Director of Foundation Research reviews all grant proposals and provide comments to the Committee with regard to, but not limited to, (a) consistency with the University's mission and purpose, and (b) the potential for external funding. The Director of Foundation Research also maintains a database on grants funded from the Research Grants Fund and can provide examples of funded proposals.

Research grants are awarded to assist faculty in the pursuit of research, writing, publishing and other appropriate endeavors that contribute to the body of knowledge in their field of study. Applications will be invited for projects requesting up to \$5,000 in support from the committee.

The number of awards made is dependent upon the amount of funding available and the evaluation of applications made by the committee. Information regarding the number of and size of grants available will be answered at the beginning of each academic year.

A faculty member may receive no more than one award per fiscal year. Recipients will make every reasonable effort to fulfill the expectations under which the award is made. Research must be completed within the time period for which it was funded. Any significant deviation from the funded proposal must be approved in advance by request to the Committee who will make a recommendation to the Vice President for Academic Affairs.

Any exception to the funding levels listed above must receive prior approval from the Vice President for Academic Affairs and the President. The allocation and awarding of funds is contingent on the number of grant applications and available funds.

Research grants may be requested to support library research for faculty and modest costs of supplies and travel to collect or analyze data. Research grants also may be used to defray the costs of computer software.

Research Grants Fund will not support individual journal subscriptions and/or membership fees, travel to conferences, faculty stipends, clerical support for manuscript preparation, and support for advanced degrees, preparation/publication of theses or dissertations, or computer hardware.

### **Eligibility**

Only full-time employees of the University who hold faculty rank are eligible to apply for funding (i.e., adjunct faculty are not eligible). Faculty must be full-time and have completed at least one academic year of service at the University by the time funding is received in order to be eligible.

Special consideration will be given to those projects that are collaborative, continue/initiate an ongoing program of research, and/or have the potential to lead to external funding.

### Application Deadline

- ✓ September 15

### Proposal Preparation

The research grant application/budget form is available on the Academic Affairs Bulletin Board ([http://www.lmunet.edu/academics/ac\\_affairs/bb/](http://www.lmunet.edu/academics/ac_affairs/bb/)).

**A. Application/Budget Form:** Fill out the form completely. Describe every item in the budget in detail. Sign and date the form and obtain the signatures of the appropriate department chair(s)/program director(s) and dean(s).

### B. Budget Preparation Guidance

1. **Supplies** - Supplies (operating expenses) are individual items that cost less than \$100. Provide a written explanation for items that are not self-explanatory and cost \$100 or more.
2. **Travel** - Only travel to collect or analyze data, or obtain information pertinent to an existing research project will be considered. An itemized list of expected expenses must be included. Current guidelines for meals, mileage, and hotel charges are available in the Financial Procedures Handbook at <http://www.lmunet.edu/finance/>.

**C. Proposal Narrative:** The narrative should be a maximum of 2 pages typed, single-spaced (use font size of 12), using non-technical language (non-technical language is defined as terms found in an abridged dictionary) and must include:

1. An informative description of the project (including a description of the project's prior history in the case of a continuation grant);
2. Specific objectives;
3. Significance of the project;
4. Evidence that appropriate facilities are available and that the faculty has the capability to do the work; and
5. Expected use of the data obtained from the research.

**NOTE:** Grant proposals that do not follow established guidelines will not be reviewed (applicant will be notified).

### **Proposal Submission:**

Following are the steps required for submitting proposals:

The application/budget form and proposal must be routed for review and signatures through the appropriate reporting chain (i.e., department chair/program director, school/college dean, etc.) before it will be considered for review by the Committee. Inclusion of a detailed letter of support from the appropriate school/college dean stipulating the value of the project to institutional mission attainment is strongly encouraged.

The application/budget form and proposal must be sent via email as a **single Microsoft Word document file** to the Chair of the Grants and Contracts Committee.

The signed original (paper) application form must be sent to the Chair of the Grants and Contracts Committee.

***NOTE: The proposal will be scheduled for review by the Committee only after all of the above steps have been completed.***

### **Review Criteria**

Research Grants will be reviewed and awards made on the following bases:

- ✦ Availability of funds;
- ✦ Research merit (originality, research significance, research design, predicted outcome, previous research achievements of the applicant, etc.); and
- ✦ Broader impact (the likelihood that the project will either produce or be incorporated within published material; the potential for external funding, etc.).
- ✦ Inclusion of students, as participants, in the research process.

Research projects involving human subjects, animals, or hazardous materials may be submitted to the Committee without the relevant approvals in place. However, if the project is funded, approvals must be obtained by the Human Subjects Research Committee **before** funds will be released.

### **Notification of Funding Awards**

The Committee will make every effort to complete the review process within one month after the proposal deadlines. All applicants will be notified in writing by the Chair of the Grants and Contracts Committee as to the funding decision on their proposals.

### **Accountability**

A written report must be submitted electronically to the Chair of the Grants and Contracts Committee and Vice President for Academic Affairs within one month of completion of any research funded by the Research Grants Fund.

The report will be made available electronically to University faculty and others as appropriate. In addition, the recipient(s) must present the results of the research effort to peer faculty at a mutually convenient date or at a 'research day' scheduled to highlight research efforts of University faculty.

All charges against the Research Grants Fund must be consistent with policies of the University. The recipient(s) must submit a full financial accounting to the Director of Risk Management, Grants and Contracts within one month of completion of the research. Questions regarding financial accounting should be addressed to the Director of Risk Management, Grants and Contracts.

### ***Student and Public Relations Policy***

Employees of Lincoln Memorial University are expected to deal with other faculty, staff, students, and the outside public in a helpful, respectful, and business-like manner, because persons outside the organization form their opinions of Lincoln Memorial University based on the attitudes and actions of its employees:

- ✚ Employees are expected to listen carefully to student inquiries and complaints, and deal with them in a responsive, caring manner. Employees are expected to build student goodwill.
- ✚ Employees are to exercise courtesy and thoughtfulness when using the telephone. A positive telephone contact with anyone who calls Lincoln Memorial University builds goodwill, while a negative experience can destroy a valuable relationship.
- ✚ Calls from the media **must** be referred to the Director of Public Relations.

### ***Student Recruitment Policy***

In the recruitment of students the following regulations are to be applied rigorously:

1. All promotional literature, news releases, and other materials distributed in either oral or written form shall be truthful, informative, and constructive, and shall avoid conveying any false, misleading, or exaggerated impressions with respect to the University, its personnel, its courses and services, or the opportunities for its graduates.
2. Printed materials and oral remarks shall emphasize the University in a manner that shall not cast disreputable or false implications upon or discredits any other educational institution, their activities, or their students; the University will not encourage a student to leave another educational institution nor to change his/her plans after he/she has enrolled or reached a decision to enroll in another institution.
3. An affirmative claim shall not be used unless there is a reasonable basis for making such a claim; when claims are made in promotional releases, they shall be verifiable by

documented factual data, or research, which is available at the University for Review by interested persons.

4. A testimonial or endorsement must be dated and shall be current and factual; moreover, it shall contain no misleading or exaggerated claims; segments shall not be taken out of context or combined so as to alter a meaning of an original statement; individual names and photographs may be used only when such endorsements are authorized by the individual person in writing.
5. Illustrations and other copies shall be accurately prepared and shall pertain directly to the institution and to its typical students and graduates; illustrations from any source which might distort or otherwise misrepresent the facilities, equipment, or other conditions of the University should not be used unless noted with limited caption or other clear-cut notation to avoid an exaggerated or false impression in the mind of a reader.

### ***Academic Freedom***

Lincoln Memorial University supports the principles of academic freedom within the University mission and as articulated by the American Association of University Professors (1992), paraphrased below:

1. The teacher is entitled to full freedom in research and in publication of the results, subject to the adequate performance of other academic duties, but research for pecuniary return should be based upon an understanding with the authorities of the institution.
2. The teacher is entitled to freedom in the classroom in discussing the subject but should be careful not to introduce into the teaching controversial matters that have no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.
3. The college or University teacher is a citizen, a member of a learned profession, and a member of the faculty of an educational institution. When he or she speaks or writes as a citizen, he or she should be free from institutional censorship or discipline; however, his or her special position in the community imposes special obligations. As a person of learning and a member of the faculty of the educational institution, the professor is to remember that the public may judge the profession and institution by his or her utterances. Hence, he or she should at all times be accurate, exercise appropriate restraint, show respect for the opinions of others, and make every effort to clarify that he or she is not a spokesperson of the institution.

### ***Student Academic Freedom***

College and University students are both citizens and members of the academic community. As citizens, students should enjoy the same freedom of speech, peaceful assembly, and right of petition that other citizens, within the University mission, enjoy; and as members of

the academic community, students are subject to the obligations which accrue to them by virtue of this membership.

Faculty members and administration officials should ensure that institutional powers are not employed to inhibit such intellectual and personal development of students as is often promoted by their exercise of the rights of citizenship both on and off campus. (Adapted from the 1992 - American Association of University Professor's Statement on Student Rights and Freedom).

### ***Academic Program and Curriculum Approval***

Lincoln Memorial University's academic program and curriculum approval process is centered on a comprehensive review of the following quality assurance parameters:

- ✦ Mission attainment
- ✦ Disciplinary expertise
- ✦ Faculty review
- ✦ Academic rigor
- ✦ Outcomes assessment and evaluation
- ✦ Cyclical improvement
- ✦ Strategic planning
- ✦ Resource allocation
- ✦ Facilities and equipment
- ✦ Library and learning support
- ✦ Technology provision
- ✦ Program coherence
- ✦ Enrollment potential
- ✦ Accreditation standards, including substantive change requirements

In order to promote and assure academic quality, all academic program and curricular proposals follow a step-by-step progression to implementation:

1. Faculty with disciplinary expertise develops the proposal (new academic programs and new courses).
2. Faculty within the appropriate academic department recommends the proposal.
3. The department chair sends the recommended proposal to the school/college curriculum committee or to the respective school/college faculty (in the absence of a school/college curriculum committee).
4. The school/college curriculum committee (where appropriate) and school/college faculty review the proposal and recommend approval.
5. The school/college dean reviews and approves the recommended curriculum.
6. Representing the school/college, the dean presents the approved proposal to the academic council for review and endorsement. Approved new courses are recorded by the university registrar.

7. Faculty review and approve the general education program of the University.
8. New degrees, majors, and academic programs must receive final approval from the VPAA, University President and the Board of Trustees.

### ***Artifacts Found on Campus Policy***

In the event that a University employee and/or outside contractor, in the performance of their duties, uncover items which may be artifacts of an historical nature or significance, work should cease immediately and the Director of Properties and Physical Plant, his/ her designee, or Security should be notified immediately.

- ✚ Workers should await instruction from the Director of Properties and Physical Plant before resuming work on the site and any item or items in question should not be touched, disposed of, or removed from the location of the find.
- ✚ The Director of Properties and Physical Plant will examine the site and after an evaluation of the find, notify the President, or in his or her absence, notify the Chairman of the Properties Committee of the Board of Trustees. A designee of the Abraham Lincoln Library and Museum will also be notified of the discovery. The museum designee will visit the site and aid in the evaluation, removal and/or disposition of the item(s). After an evaluation of the find and the safety and security of the site has been established, a determination will be made as to what outside source, if any, will be required in the removal, appraisal, disposal and final placement of the item or items.
- ✚ Any employee who removes, sells, or gives away artifacts found on University property and willingly ignores the aforementioned policy will be subject to immediate dismissal from the University. Any outside individual who knowingly removes, sells, or gives away any artifact found on University property will be subject to arrest and prosecution.

### ***Campus Parking Policy***

Parking areas for students, faculty, and staff are specifically identified. Any person using campus parking facilities must register the vehicle with the Office of Enrollment Management and Student Services and receive a parking permit sticker to be placed on the registered vehicle.

All students, faculty, and staff are subject to the regulations governing the operation and parking of motor vehicles on campus as provided in the Student Handbook. All fines must be paid promptly at the Office of Enrollment Management and Student Services



### ***Duplication Services Policy***

The University Press provides duplication service according to the following guidelines:

- ✚ Duplication must be in compliance with copyright regulations,
- ✚ All requests for duplication must be submitted via a Purchase Requisition form, available from the Finance Office,
- ✚ Requests for large amounts of duplication must afford sufficient time for fulfillment by date needed,
- ✚ Charges for duplication of personal documents must be paid at the time of duplication, and
- ✚ Only authorized personnel may operate duplicating equipment.

University Press office hours are 8:00 a.m. to 3:30 p.m., Monday through Friday, except University holidays.

### ***Faculty and Staff Awards***

#### **President's Award for Excellence in Performance**

The President's Award is a monetary reward (\$500) and public recognition for excellence in performance, whether for normal or extra duties, assigned or pursued of one's own volition. It is reserved for those who clearly "go the extra mile" to enhance the professional and collegial environment and image of Lincoln Memorial University. The award may be presented annually, both to a member of the faculty and a member of the staff. The President selects recipients.

### ***Faculty Awards***

#### **The Houston Award**

The Houston Award is a monetary reward (\$500) and public recognition for exemplary professional teaching achievement, to be presented during Spring Commencement activities, to a full-time faculty member of LMU. Recipients will also receive a plaque.

- ✚ It is intended that this award be presented annually; however, for any given academic year it may be set aside if in the judgment of the Faculty Development Committee there is no nominee whose professional teaching achievement meets the standards relative to the award.
- ✚ Exemplary professional teaching achievement is characterized by clear, abundant, persistent demonstration of truly high standards of teaching and/or research (including

“creative” research, as in the Fine Arts and/or other professional services) that contribute to the development of the individual faculty member and the LMU community.

- ✚ Nominations for the Houston Award may be received from any member of the LMU community; self-nominations are not only accepted, but encouraged; nominations must be received by the Chair, Faculty Development Committee, by February 21 of the given academic year. All nominations must be accompanied by detailed supporting information as described in “Procedures for Houston and Lincoln Award Nominations,” available ([http://www.lmunet.edu/academics/ac affairs/bb/HL AwdNmntn.doc](http://www.lmunet.edu/academics/ac%20affairs/bb/HL%20AwdNmntn.doc)) on the Academic Affairs Bulletin Board.
- ✚ The committee evaluates all nominees and makes a recommendation to the Vice President for Academic Affairs.

### **The Lincoln Award**

The Lincoln Award is a monetary reward (\$500) and public recognition for outstanding scholarship and professional achievement, to be presented during spring commencement activities, to a full-time faculty member of LMU. Recipients will also receive a plaque.

- ✚ Although this award may be granted in consecutive years, it is not intended nor assumed that it be presented annually; rather it is intended as recognition and reward for the highest professional achievement and the naming of a recipient may indeed be rare.
- ✚ Outstanding professional achievement may occur in the following (and comparable) ways:
  - ✓ Major publication (e.g., a textbook or other extensive written work resulting from research or professional thought, or grant development).
  - ✓ Election to high office in a national professional organization of major standing within the field.
- ✚ Procedures of nomination, evaluation, and selection of recipients of this award are the same as those for the Houston Award.

## ***Intellectual Property Policy***

### **I. Purpose and Definitions:**

1. The intent of this policy is to preserve and protect the University’s rights in intellectual property where appropriate and to define and respect the rights of others in works developed without the use of appreciable University support, particularly those works used solely to assist or enhance a faculty member’s educational assignments. The University expects all members of the community to be mindful of how intellectual property laws, regulations, and policies apply to their work and to respect the intellectual property rights of others.

2. This policy applies to all students, faculty, and staff of the University and is intended to protect the interests of all concerned parties, including the University itself; members of the University community (faculty, staff, and students); external sponsors of research; and the public.

3. The University defines intellectual property as encompassing all works or things which result in any copyrightable material, and all inventions or things created and produced by faculty, staff, and students, regardless of whether they are, in whole or in part, protectable under patent, trademark, copyright or other applicable laws.

4. Intellectual property may be broadly divided into two categories: (a) the result of University-sponsored or supported efforts, or (b) the result of an individual's independent efforts. University students, faculty, and staff are encouraged to develop intellectual property relating to educational endeavors that include but are not limited to inventions, educational materials, works of art, literary works, teaching aids, textual materials, computer software, databases, audiovisual materials, drawings, lectures, musical/dramatic compositions, pictures, graphics, other copyrightable materials, and any other products or things that are designed to enhance or supplement the educational process at Lincoln Memorial University. The University also encourages the use of intellectual property and/or products resulting from the application of intellectual property for the good of the community and the general public.

5. The University may, in its own name, secure foreign and domestic letters of patent, copyrights, and trademarks on intellectual property produced or developed on behalf of the institution, or produced as a result of University-sponsored or supported efforts, in a manner consistent with this policy and any other applicable University policies

6. University-sponsored or supported efforts include those efforts that involve the use of significant University funds, personnel, facilities, equipment, materials or technological information, which may include support by another private or public organization if LMU administers or arranges for such support. University-sponsored or supported work further means work in which the creator was either engaged or commissioned by the University or made use of the University's support in developing the intellectual property, or that was not made in the course of independent efforts.

7. Funds and facilities provided by government, commercial, industrial, or other public or private organizations and administered and controlled by the University shall be considered to be funds and facilities provided by the University.

8. This policy as amended from time to time shall be part of the conditions of employment of every faculty, staff and student employee of the University. All employees are subject to any changes to this policy made subsequent to employment.

## **II. Rights Secured:**

1. Generally, Lincoln Memorial University retains all ownership rights, foreign and domestic, in any intellectual property created through University-sponsored or supported efforts of its faculty, staff, and/or students. The proceeds of any use, sale, licensing, or other monetization of such intellectual property shall inure solely to the University. The individual creator(s) of such intellectual property may only share in the proceeds arising from the property's use, sale, licensing, or other monetization if they have entered an appropriate agreement with the University.

2. Specifically, it is University policy that intellectual property developed by faculty, staff, and/or students shall be and become the sole and exclusive property of Lincoln Memorial University if the intellectual property is (a) developed within the person's scope of employment with the University, (b) developed in the course of a project sponsored by the University, (c) developed with the significant use of the University's funds, facilities, services, or equipment, or (d) developed in the course of a project arranged, administered or controlled by the University and sponsored in whole or in part by persons, agencies, or organizations external to the University, absent prior written agreement to the contrary.

3. With respect to students, the use of resources or facilities typically available to students in their educational activities shall not be considered "significant."

4. The University recognizes and reaffirms the traditional academic freedom of its faculty to engage in scholarly activity and to publish freely without restriction. In keeping with this philosophy, the University will not construe the payment of salary from unrestricted funds, or the provision of office or library facilities, as constituting significant use of University facilities or funds, except for those situations where the funds were paid or the facilities provided specifically to support the development of an invention(s) and/or creation(s).

## **III. Independent efforts:**

1. Students, faculty, and staff may through independent efforts produce educational endeavors, works or other things that are subject to copyright, trademark or patent protection. In such cases, each creator has the right to determine the disposition of the materials' property rights and to receive revenue derived from such works.

2. Independent efforts include (a) ideas and works that originated from the individual faculty member, staff member, and/or student; and (b) works not made with the use of significant University support.

3. The University is not responsible for any opinions expressed in works that are created through the independent efforts of students, faculty and/or staff, which opinions shall be the sole responsibility of each individual creator. The University reserves the right to require an appropriately worded and displayed disclaimer to that effect to accompany any publication of a

work that arises from the independent efforts of its students, faculty and/or staff. Further, the name of the University or reference to the University shall not be used in any form of publicity without prior written approval from the University.

4. Faculty members' textbooks, scholarly articles published in independent publications, and similar works intended to disseminate the results of study or research are generally considered independent efforts unless the University commissioned them, the projects that gave rise to them were specifically University-sponsored or supported, or an external sponsor commissioned them pursuant to a separate agreement with the faculty member and/or the University.

#### **IV. Procedures:**

1. Once University-sponsored or supported intellectual property is created, and before its publication, the faculty member, staff member, and/or student creator is required to disclose the work or thing in its entirety to the Vice President for Academic Affairs. For all intellectual property created during an employee's approved employment outside the University, the employee may only delay disclosure to the University to protect the outside employer's interest until a decision has been made whether to seek a patent, copyright, or trademark.

2. All disclosures shall include (a) the name(s), address(es) and telephone number(s) of all creators or other participants in the creative process; (b) a descriptive title of the work or thing; and (c) a concise description of the work or thing, including an explanation of its nature, purpose and operation; a summary of results achieved; features believed to be novel; further experimental work planned; and any additional information which the creator believes might be helpful in deciding whether a patent application should be filed. The disclosure must be signed and witnessed.

3. The Vice President for Academic Affairs will have sixty (60) days after actual receipt of the disclosure to determine whether Lincoln Memorial University will assert an interest in the particular intellectual property and to develop a written agreement reflecting the interests of all parties, including how any proceeds from the monetization of the intellectual property will be distributed. Both the University and the individual will make every effort to protect both the individual's and the institution's interests.

4. Any agreement between an individual creator and the University will consider the relative contribution by such individual and may establish the percentage of ownership of the trademark, copyright or patent rights and compensation terms for development. All such agreements must satisfy any pre-existing commitments to outside sponsoring agencies.

5. All revenue derived from the monetization of such intellectual property by the University shall be used to support its academic purposes and programs.

6. All discoveries or inventions made outside the field in which the employee is hired by the University, and where the University has not provided any support, are and shall be the individual's property and invention. However, the employee and the University may agree that a patent for any such discovery and invention may be pursued by the University, with the proceeds of any monetization thereof to be shared in accordance with the agreement.

7. The development of intellectual property shall not interfere with an employee's effective performance of his/her assigned duties at the University. Unless otherwise determined by an agreement between the University and the employee, the employee's immediate administrative supervisor shall determine whether development of the intellectual property has a detrimental effect upon the employee's performance of his/her regular assignments. Standard University policies may be applied regarding employee performance in cases where it is determined that effective performance of work duties is negatively impacted by development of intellectual property.

8. All University personnel and students are obligated to refrain from any act that would defeat the University's rights in any University-sponsored or supported intellectual property, and to cooperate in the documentation and demonstration of the University's rights therein, including without limitation executing assignments of rights and providing sworn testimony or other support for the University in the event of litigation without necessity of a subpoena.

9. Lincoln Memorial University requires that agreements concerning work products including or contemplating any intellectual property development must address, at a minimum, the following issues:

- ✦ Ownership;
- ✦ Compensation;
- ✦ Copyright issues;
- ✦ How the intellectual work product can be utilized by LMU students, faculty, and staff;
- ✦ How revenues are to be allocated and used by LMU;
- ✦ Disclosure of requirements prior to publicizing a project;
- ✦ Reference to any documents needed to provide for intellectual property protection; and
- ✦ Other terms agreed to by the parties.

10. With respect to theses and dissertations, a University student must, as a condition of a degree award, grants royalty-free permission to the University to reproduce and publicly distribute, including by technologies now known or developed in the future, on a non-commercial basis, copies of the thesis or dissertation.

#### **V. Copyright:**

1. Copyright is the right of an author, artist, composer or other creator of a work of authorship to control the use of his or her work by others. Generally speaking, you may not reproduce a copyrighted work (including computer software) without the copyright owner's permission. The term of copyright protection is usually defined as the life of the creator plus 70 years, but there are some complicated exceptions and it is best to assume that any work published after 1922 is still protected by copyright. In certain instances, the "fair use" doctrine may allow the use of a copyrighted work for purposes such as scholarship or criticism. Generally, though, the unauthorized reproduction of a copyrighted work is copyright infringement and may subject the infringer to civil and criminal penalties.

2. Despite court rulings holding such activity illegal, some individuals continue to engage in so-called peer-to-peer file sharing of commercially copyrighted music, movies, and software. The law allows copyright owners who have detected illegal file sharing over a campus network to subpoena the name of the individual(s) involved. The copyright owner may then sue the individual for up to \$150,000 for each act of infringement. Since 2003, the recording and movie industries have filed more than 6,000 such lawsuits, including hundreds against college students and staff members nationwide.

3. The University and its faculty, students, and employees must comply with the copyright law, including without limitation by refraining from unauthorized file sharing. In addition, such conduct violates the University's technology use policies and can cause the University to subject an employee to disciplinary action up to and including termination. Questions regarding copyright law compliance should be directed to the University librarian or the President's office.

#### ***Mail Service Policy***

The University Post Office is the central point for posting, receiving, and distributing United States mail and intercampus correspondence. Franking privilege is permitted only for official University correspondence.

Intercampus correspondence and the United States mail are delivered by the University Post Office to the Harold M. Finley Learning Resources Center, Duke Hall, The Abraham Lincoln Library and Museum, Kresge Hall, Schenck Center, Tex Turner Arena, J. Frank White Academy, the Office of the President, DeBusk College of Osteopathic Medicine, Paul V. Hamilton School of Arts and Science, Avery Hall, School of Business and the Carter and Moyers School of Education.

Offices or personnel not listed above should present and receive mail at the University Post Office. A limited number of University Post Office boxes are available to faculty and staff. United States mail, International mail, and intercampus correspondence should be clearly distinguished and presented separately.

Official University correspondence to be franked U.S. mail must bear the name of the sender or department as part of the return address. Departments are charged postage monthly.

University Post Office hours of operation are noted at the collection/distribution window. The University Post Office observes United States and University holidays.

### ***Whistleblower Policy***

Lincoln Memorial University is committed to providing all members of the University community, including students, faculty, staff, alumni, vendors and guests, with a safe and productive environment.

If any member of the University community has reason to believe or reasonably suspect that the University or any of its agents is acting contrary to any applicable federal, state or local laws or regulations, or contrary to any established University policy, that person may report such action or activity without fear of reprisal or retaliation.

Examples of the kinds of acts and improprieties that should be reported include, but are not limited to:

- ✚ Supplying false or misleading information on LMU's financial or other public documents, including its Form 990.
- ✚ Providing false information to or withholding material information from LMU's board or auditors, or from representatives of a duly-authorized accreditation body.
- ✚ Destroying, altering, mutilating, concealing, covering up, falsifying, or making a false entry in any records that may be connected to an official proceeding, in violation of federal or state law or regulations.
- ✚ Altering, destroying, or concealing a document, or attempting to do so, with the intent to impair the document's availability for use in an official proceeding or otherwise obstructing, influencing, or impeding any official proceeding, in violation of federal or state law or regulations.
- ✚ Embezzling, self-dealing, private inurement (i.e., LMU earnings inuring to the benefit of a director, officer, or senior management) and private benefit (i.e., LMU assets being used by anyone in the organization for personal gain or benefit)
- ✚ Paying for services or goods that are not rendered or delivered.
- ✚ Using remarks or actions of a sexual nature that are not welcome and are likely to be viewed as personally offensive, including sexual flirtations; unwelcome physical or verbal advances; sexual propositions; verbal abuse of a sexual nature; the display of sexually suggestive objects, cartoons, or pictures; and physical contact of a sexual or particularly personal nature.
- ✚ Using epithets, slurs, negative stereotyping, and threatening, intimidating, or hostile acts that relate to race, color, religion, gender, national origin, age, or disability.
- ✚ Circulating or posting written or graphic material in the workplace that denigrates or shows hostility or aversion toward an individual or group because of race, color, religion, gender, nationality, age, or disability.



- ✦ Discriminating against an employee or potential employee due to a person's race, color, religion, sex, sexual orientation, national origin, age, physical or mental impairment, or veteran status.
- ✦ Violating any of LMU's employee policies as outlined in the Employee Manual.
- ✦ Facilitating or concealing any of the above or similar actions.

Any University employee with reasonable suspicion of such illegal or improper activity should notify his/her immediate supervisor. If the complaint involves the immediate supervisor, the employee should contact his/her next higher level of supervisor and/or the Administrator having authority over the employee's area. In lieu of or in addition to notification of supervisory personnel, any University employee with such a complaint may contact the University General Counsel to register a complaint.

Any University student with reasonable suspicion of such illegal or improper activity should notify the Dean of Students. In lieu of or in addition to notification of the Dean, any University student with such a complaint may contact the University General Counsel to register a complaint.

Any vendor, guest or alumnus of the University, or any other interested person with reasonable suspicion of such illegal or improper activity should notify the University General Counsel to register a complaint.

After notification of alleged illegal or improper activity, the General Counsel will conduct a thorough investigation and recommend appropriate action to the University President or Board Chair. All such allegations shall be logged and kept under seal in the Office of General Counsel.

Should retaliation actually occur, such act shall be considered a serious violation of University policy and will be dealt with accordingly. Encouraging others to retaliate is also a violation of this policy. Those who file fraudulent or bad faith complaints pursuant to this policy will be subject to disciplinary and/or legal action as well.

### ***Policy on Document Retention and Destruction***

Lincoln Memorial University is committed to the concept of maintaining all records adequate to demonstrate prudent fiscal management, compliance with laws and regulations, and appropriate control and protection of all rights in university assets.

Pursuant to this broad objective, the institution has adopted this policy to define required retention times for a variety of institutional records. While the below table is not exhaustive, it is intended to be illustrative and relative to other types of documents not listed. The table refers to **paper records only**. Retention of electronic records is guided by separate policy.

The following table provides the **minimum** required retention time for the document types listed. Consequently, the listed documents may be destroyed at any time after, but at no time before, the time period listed.

Type of Document	Minimum Requirement
Accounts payable ledgers and schedules	7 years
Audit reports	Permanently
Bank Reconciliations	2 years
Bank statements	3 years
Checks (for important payments and purchases)	Permanently
Contracts, mortgages, notes and leases (expired)	7 years
Contracts (still in effect)	Permanently
Correspondence (general)	2 years
Correspondence (legal and important matters)	Permanently
Correspondence (with customers and vendors)	2 years
Deeds, mortgages, and bills of sale	Permanently
Depreciation Schedules	Permanently
Duplicate deposit slips	2 years
Employment applications	3 years
Expense Analyses/expense distribution schedules	7 years
Year End Financial Statements	Permanently
Insurance Policies (expired)	3 years
Insurance records, current accident reports, claims, policies, etc.	Permanently
Internal audit reports	3 years
Inventories of products, materials, and supplies	7 years
Invoices (to customers, from vendors)	7 years
Minute books, bylaws and charter	Permanently
Patents and related Papers	Permanently
Payroll records and summaries	7 years
Personnel files (terminated employees)	7 years
Retirement and pension records	Permanently
Tax returns and worksheets	Permanently
Timesheets	7 years
Trademark registrations and copyrights	Permanently
Withholding tax statements	7 years

### ***DCOM Miscellaneous Policies***

#### **Ethical Standards Established by the American Osteopathic Association**

All physicians must adhere to the following, listed standards established by the American Osteopathic Association. Further, the American Osteopathic Association has adopted the position that actively practicing physicians should play the major role in the development and instruction of medical ethics.

**Section I:**

The physician shall keep in confidence whatever he may learn about a patient in the discharge of professional duties. The physician shall divulge information when required by law or when authorized by the patient.

**Section II:**

The physician shall give a candid account of the patient's condition to the patient or to those responsible for the patient's care.

**Section III:**

A physician-patient relationship must be founded on mutual trust, cooperation, and respect. The patient, therefore, must have complete freedom to choose his physician.

The physician must have complete freedom to choose patients whom he/she will serve. However, the physician should not refuse to accept patients because of the patient's race, creed, gender, national origin, or handicap. In emergencies, a physician should make his services available.

**Section IV:**

A physician is never justified in abandoning a patient. The physician shall give due notice to a patient or to those responsible for the patient's care when he withdraws from the case so that another physician should make his services available.

**Section V:**

A physician shall practice in accordance with the body of systematized and scientific knowledge related to the healing arts. A physician shall maintain competence in such systematized and scientific knowledge through study and clinical applications.

**Section VI:**

The osteopathic profession has an obligation to society to maintain its high standards and, therefore, to continuously regulate itself. A substantial part of such regulation is due to the efforts and influence of the recognized local, state, and national associations representing the osteopathic profession. A physician should maintain membership in and actively support such associations and abide by their rules and regulations.

**Section VII:**

Under the law, a physician may advertise, but no physician shall advertise or solicit patients directly or indirectly through the use of matters or activities, which are false or misleading.

**Section VIII:**

A physician shall not hold forth or indicate possession of any degree recognized as the basis for licensure to practice the healing arts unless he is actually licensed on the basis of that degree in the state in which he practices.

A physician shall designate his osteopathic school of practice in all professional uses of his name. Indications of specialty practice, membership in professional societies, and related matters shall be governed by rules promulgated by the American Osteopathic Association.

**Section IX:**

A physician shall obtain consultation whenever requested to do so by the patient. A physician should not hesitate to seek consultation whenever he/she believes it advisable.

**Section X:**

In any dispute between or among physicians involving ethical or organizational matters, the matter in controversy should first be referred to the appropriate arbitrating bodies of the profession.

**Section XI:**

In any dispute between or among physicians regarding the diagnosis and treatment of a patient, the attending physician has the responsibility for final decisions, consistent with any applicable osteopathic hospital rules or regulations.

**Section XII:**

Any fee charged by a physician shall compensate the physician for services actually rendered. There shall be no division of professional fees for referrals of patients.

**Section XIII:**

A physician shall respect the law. When necessary, a physician shall attempt to help to formulate the law by all proper means in order to improve patient care and public health.

**Section XIV:**

In addition to adhering to the foregoing ethical standards, a physician should, whenever possible, participate in community activities and services.

**Section XV:**

It is considered sexual misconduct for a physician to have sexual contact with any current patient whom the physician has interviewed and/or upon whom a medical or surgical procedure has been performed.

**Section XVI:**

Sexual harassment by a physician is considered unethical. Sexual harassment is defined as physical or verbal intimidation of a sexual nature involving a colleague or subordinate in the workplace or academic setting, when such conduct creates an unreasonable, intimidating, hostile, or offensive workplace or academic setting.

### *JFWA Services*

#### **Duplicating Services**

Teachers can use the copy machine at the Academy. Teachers must complete copy order forms when requesting copies from the University print shop. Faculty members are encouraged to use transparencies, etc., as an alternate source. Allow one to two (2) days for University print shop jobs.

#### **Email**

Teachers are responsible for informing disseminated through email and are required to check their email frequently.

### *JFWA Technology*

#### **Technology Policies and Procedures**

1. Instructional CDs can only be checked out by a faculty member for use.
2. Faculty can check out equipment for instructional purposes only. Students cannot check out equipment. Faculty will be required to demonstrate equipment knowledge before utilizing the equipment. Computers and equipment will not be utilized for personal purposes. The Technology Center has been funded through The J. Frank White Academy, Lincoln Memorial University, and parent donations for the purpose of instruction and increasing student achievement.
3. If a faculty member is using the James Rose Media Center, with or without a class, technology center acceptable use policies must be maintained. The staff member must turn off the lights, report to the coordinator or assistant coordinator the names of students who did not log off properly, and be the last one to leave the room. A sign-up sheet for class lab use is located in the office. A first come, first serve policy will initially be used. Please keep in mind that your class will not be able to utilize the Technology Center on a daily basis (with the exception of computer classes).
4. The staff member must monitor students' usage at all times.
5. All parents and students must sign a "Technology Use Policy" stating agreement to terms for use of computers in the JFWA James Rose Media Center. These computers are filtered, unlike those at the LMU library or other LMU labs. Students are allowed to only use his/her LMU-issued e-mail account. These accounts will be used to distribute announcements, etc.

### ***JFWA University Fund-Raising Policies***

All fundraising must be approved by the Principal and the Vice President for University Advancement. Fundraising proposal forms with guidelines and procedures are available from the Principal. The Academy does not allow door to door selling of any kind.

#### **Collection of Money Policies and Procedures**

1. All cash or checks collected will be recorded on the appropriate form (available in the office). The student's name will be recorded along with the amount of money collected and its designation (cash or check). This record along with all money received will be taken to the Academy office to be deposited at the Finance Office. Designate what account the money should be deposited in the space on the bottom of the form. You will receive a copy of the form and the Finance Office receipt after the money has been deposited. No money should be kept in classrooms.
2. No organization or individual can operate an account outside of LMU and must deposit any money received in an LMU account at the Finance Office.
3. Petty cash is for the purpose of payments that were unforeseen until the time of the event. A petty cash form must be completed and signed by the Principal before the money can be received. A receipt and money remaining must be turned back in to Bursar in the Finance Office and the petty cash form (voided) brought back to the Principal, showing that you have cleared that account. A line item for which the charge is being made should always be included on the petty cash form.
4. Avoid collecting cash where possible; checks are usually easier to deal with and the cancelled check is documentation that the Academy or a vendor received the money. **Never have a check made out to your name.**
5. If collecting money for uniforms, for example, find out what the exact amount a student will owe and have the parent write a check for that amount to the Academy. Do not order the uniforms until all money has been collected. Then complete a purchase requisition and wait for its approval before ordering the uniforms. Even though students are paying for the uniforms out of their own money, the total amount needs to be in the Finance Office account so the proper amount can be paid.

#### ***Amendments and Revisions***

These policies may be amended or revised at any time, with or without notice, and may deviate from any provisions of this policy manual at the University's sole discretion.

# CURRICULUM VITA

Alan J. Biel

## Employment:

- Aug. 2009-present: Dean for Research and STEM Initiatives, Lincoln Memorial University & Professor of Microbiology, DeBusk College of Osteopathic Medicine, Lincoln Memorial University.
- Aug. 2006-July 2009: Professor of Microbiology & Chair of the Dept. of Molecular Sciences, DeBusk College of Osteopathic Medicine, Lincoln Memorial University.
- Dec.2003- June 2006: Professor of Medical Microbiology and Immunology, Ross University School of Medicine.
- 1997- Dec.2003: Owner, Cardinal House Publications, LLC (A publishing company devoted to producing custom lecture manuals for use in college classrooms.)
- 1997- Dec.2003: Associate Professor of Biological Sciences, Louisiana State University, (Biochemistry, Microbiology, Plant Biology and Zoology merged in 1997)
- Jan.1991-1997: Associate Professor of Microbiology, Louisiana State University,
- Jan.1986- Jan.1991: Assistant Professor of Microbiology, Louisiana State University,
- Aug.1983- Dec.1985: Assistant Professor of Biology, Tulane University,

## Education:

- Postdoctoral student with Dr. Barry Marrs, Department of Biochemistry, St. Louis University, Jan. 1982-Aug. 1983.
- Ph.D. in Biology, Purdue University, 1981. Ph.D. Thesis: In vivo and In vitro Regulation of the ilvC and ilvY Genes of E. coli K-12. (H. E. Umbarger, Major Professor)
- B.S. in Microbiology, University of Iowa, 1977.

## Publications

### A. Book Chapters and Refereed Articles

1. Biel, A. K., J. M. Brand, A. J. Markovitz, and J. R. Bridges. Dimorphism in Ceratocystis minor var. barrasii. Mycopathologia. 62: 179-182. 1979.
2. Biel, A. J. and H. E. Umbarger. Mutations in the ilvY gene of Escherichia coli K-12 that cause constitutive expression of ilvC. J. Bacteriol. 146: 718-724. 1981.
3. Biel, A. J. and B. L. Marrs. Transcriptional regulation of several genes for bacteriochlorophyll biosynthesis in Rhodopseudomonas capsulata in response to oxygen. J. Bacteriol. 156: 686-694. 1983.
4. Biel, A. J. and B. L. Marrs. Oxygen does not directly regulate carotenoid biosynthesis in Rhodopseudomonas capsulata. J. Bacteriol. 162: 1320-1321. 1985.
5. Biel, A. J. Control of bacteriochlorophyll accumulation by light in Rhodobacter capsulatus. J. Bacteriol. 168: 655-659. 1986.
6. Wright, M. S., R. D. Cardin, and A. J. Biel. Isolation and characterization of an aminolevulinate-requiring Rhodobacter capsulatus mutant. J. Bacteriol. 169: 961-966. 1987.
7. Biel, S. W., M. S. Wright, and A. J. Biel. Cloning of the Rhodobacter capsulatus hemA gene. J. Bacteriol. 170:4382-4384. 1988.
8. Biel, S. W. and A. J. Biel. Isolation of a Rhodobacter capsulatus mutant that lacks c-type cytochromes and excretes porphyrins. J. Bacteriol. 172: 1321-1326. 1990.
9. Cardin, R. D. and A. J. Biel. Isolation of a Rhodobacter capsulatus bioB mutant and cloning of the bioB gene. J. Bacteriol. 172:2181-2183. 1990.
10. Wright, M. S., J. J. Eckert, S. W. Biel, and A. J. Biel. Use of a lacZ fusion to study transcriptional regulation of the Rhodobacter capsulatus hemA gene. FEMS Micro. Letts. 78: 339-342. 1991.
11. Biel, A. J. Characterization of a coproporphyrin-protein complex from Rhodobacter capsulatus. FEMS Micro. Letts. 81: 43-48. 1991.
12. Biel, A.J. Oxygen-regulated steps in the Rhodobacter capsulatus tetrapyrrole biosynthetic pathway. J. Bacteriol. 174: 5272-5274. 1992.
13. Ineichen, G. and A.J. Biel. Location of the hemE gene on the physical map of Escherichia coli. J. Bacteriol. 175: 7749-7750. 1993.



14. Indest, K. and A.J. Biel. Nucleotide sequence of the Rhodobacter capsulatus hemB gene. *Plant Physiol.* **108**: 421. 1995.
15. Ineichen, G. and A.J. Biel. Nucleotide sequence of the Rhodobacter capsulatus hemB gene. *Plant Physiol.* **108**: 423. 1995.
16. Kanazireva, E. and A.J. Biel. Cloning and overexpression of the Rhodobacter capsulatus hemH gene. *J. Bacteriol.* **177**: 6693-6694. 1995.
17. Biel, A.J. Genetic analysis and regulation of bacteriochlorophyll biosynthesis. *In: Anoxygenic Photosynthetic Bacteria.* Blankenship et al., eds. pp. 1125-1134. Kluwer Academic Publishers. 1995.
18. Kanazireva, E. and A.J. Biel. Nucleotide sequence of the Rhodobacter capsulatus hemH gene. *Gene* **170**: 149-150. 1996.
19. Biel, A.J., K. Canada, D. Huang, K. Indest and K. Sullivan. Oxygen-mediated regulation of porphobilinogen formation in Rhodobacter capsulatus. *J. Bacteriol.* **184**:1685-1692. 2002.
20. Biel, A.J. Technology Enhanced Scripted Scenario: A Method for Running Multiple Small Groups Simultaneously. *J. Int. Association of Med. Sci. Educator.* In press.

B. Abstracts:

1. Biel, A. J. and H. E. Umbarger. Isolation and genetic characterization of ilvC constitutive mutants. *Abstr. Ann. Mtg. American Society for Microbiology, Los Angeles, CA.* 1979.
2. Biel, A. J. and H. E. Umbarger. Cloning of mutated ilvY genes and purification of altered epsilon protein. *Abstr. Ann. Mtg. American Society for Microbiology, Miami, FL.* 1980.
3. Biel, A. J. and H. E. Umbarger. In vitro production of the ilvY protein epsilon. *Abstr. Ann. Mtg. Genetics Society of America. Raleigh, NC.* 1981.
4. Biel, A. J. and B. L. Marrs. Regulation of the genes for bacteriochlorophyll synthesis in Rhodospseudomonas capsulata. *Abstr. Ann. Mtg. Genetics Society of America. St. Louis, MO.* 1983.
5. Biel, A. J. and B. L. Marrs. Regulation of R. capsulata bacteriochlorophyll biosynthesis by oxygen. *Abstr. Ann. Mtg. American Society for Photobiology. Madison, WI* 1983.

6. Marrs, B. L., A. J. Biel, and W. G. Clark. Transcriptional control of genes for the photosynthetic apparatus of Rhodopseudomonas capsulata. Abstr. Ann. Mtg. American Society for Photobiology. Madison, WI 1983.
7. Biel, A. J. and B. L. Marrs. Control of carotenoid synthesis in Rhodopseudomonas capsulata bch mutants. Abstr. Ann. Mtg. American Society for Microbiology. Las Vegas, NV. 1985.
8. Biel, A. J. Regulation of bacteriochlorophyll synthesis by light in Rhodopseudomonas capsulata. American Society for Microbiology, Washington, D.C. 1986.
9. Cardin, R. D. and A. J. Biel. Characterization of protoporphyrinogen oxidase from Rhodopseudomonas capsulata. American Society for Microbiology, Washington, D.C. 1986.
10. Smith, M. M. and A. J. Biel. Isolation and characterization of an aminolevulinate requiring mutant of Rhodopseudomonas capsulata. American Society for Microbiology, Washington, D.C. 1986.
11. Biel, S. W. and A. J. Biel. Cloning of a mutant hemA gene from Rhodobacter capsulatus. American Society for Microbiology, Atlanta, GA. 1987.
12. Biel, A. J. and S. W. Biel. Transcriptional regulation of the Rhodobacter capsulatus hemA gene by oxygen. Molecular Biology of Photosynthetic Prokaryotes, Madison, WI. 1987.
13. Wright, M. S., S. W. Biel, and A. J. Biel. Isolation of the hemA gene of Rhodobacter capsulatus by complementation of a hemA mutant. American Society for Microbiology, Hammond, LA. 1987.
14. Cardin, R. D. and A. J. Biel. Isolation and characterization of a coproporphyrin accumulating mutant of Rhodobacter capsulatus. American Society for Microbiology, Miami Beach, FL. 1988.
15. Wright, M. S., S. W. Biel and A. J. Biel. Isolation of the hemA gene of Rhodobacter capsulatus by complementation of a hemA mutant. American Society for Microbiology, Miami Beach, FL. 1988.
16. Cardin, R. D. and A. J. Biel. Isolation of the bioB gene of Rhodobacter capsulatus by complementation of a bioB mutant. American Society for Microbiology, Baton Rouge, LA. 1988.
17. Biel, A. J. Effects of iron limitation on tetrapyrrole production in Rhodobacter capsulatus. Abstr. Ann. Mtg. American Society for Microbiology. New Orleans, LA. 1989.

18. Cardin, R. D. and A. J. Biel. Cloning of the Rhodobacter capsulatus bioB gene. Abstr. Ann. Mtg. American Society for Microbiology, New Orleans, LA. 1989.
19. Wright, M. S., S. W. Biel, and A. J. Biel. Oxygen regulation of a Rhodobacter capsulatus hemA-lacZ fusion. Abstr. Ann. Mtg. American Society for Microbiology Southeastern and South Central Branches. Orange Beach, AL. 1989.
20. Biel, A.J., Characterization of the pigment-protein complex from a Rhodobacter capsulatus strain that excretes coproporphyrin. Abstr. Ann. Mtg. American Society for Microbiology. Anaheim, CA. 1990.
21. Eckert, J. J., M. S. Wright, and A. J. Biel. Nucleotide Determination of the Region Downstream of the Rhodobacter capsulatus hemA gene. Abstr. Ann. Mtg. American Society for Microbiology. Dallas, TX. 1991.
22. Biel, A. J. Oxygen regulated steps in the Rhodobacter capsulatus tetrapyrrole biosynthetic pathway. Abstr. Ann. Mtg. American Society for Microbiology. New Orleans, LA. 1992.
23. Indest, K.J. and A.J. Biel. Cloning and characterization of the Rhodobacter capsulatus hemB gene. Abstr. Ann. Mtg. American Society for Microbiology. Atlanta, GA. 1993.
24. Ineichen, G. and A.J. Biel. Isolation and characterization of hem::Tn5 mutants of Escherichia coli K-12. Abstr. Ann. Mtg. American Society for Microbiology. Las Vegas, NV. 1994.
25. Indest, K. and A.J. Biel. Transcriptional regulation of the Rhodobacter capsulatus hemB gene. Abstr. Ann. Mtg. American Society for Microbiology. Las Vegas, NV. 1994.
26. Indest, K., G. Ineichen, E. Kanazireva and A.J. Biel. Cloning and sequencing of several R. capsulatus hem genes. Abstr. Ann. Mtg. American Society for Microbiology. Washington, D.C. 1995.
27. Canada, K.A. and A.J. Biel. Purification and properties of porphobilinogen deaminase from Rhodobacter capsulatus. Abstr. Ann. Mtg. American Society for Microbiology. New Orleans, LA 1996.
28. Sullivan, K. and A.J. Biel. Growth of Escherichia coli and Rhodobacter capsulatus hem mutants on protoporphyrin IX or hemin. Abstr. Ann. Mtg. American Society for Microbiology South Central Branch. Jackson, MS 1997.
29. Khanna, A. and A.J. Biel. Partial purification and characterization of aminolevulinate dehydrogenase from Rhodobacter capsulatus. Abstr. Ann. Mtg. American Society for Microbiology South Central Branch. Jackson, MS 1997.

30. Canada, K.A. and A.J. Biel. Cloning and sequencing of the hemC gene from Rhodobacter capsulatus. Abstr. Ann. Mtg. American Society for Microbiology. Atlanta, GA 1998.
31. Baldwin, E. and A.J. Biel. Effects of overexpression of aminolevulinate synthase on tetrapyrrole biosynthesis in Rhodobacter capsulatus. Abstr. LSU-HHMI Summer Undergraduate Research Program. Baton Rouge, LA 2002.
32. Biel, A.J. Development of a Self-assessment Website as an Aid to Teaching Basic Science. Abstr. Ann. Mtg. International Association of Medical Science Educators. Los Angeles, CA 2005.
33. Biel, A.J. and Stefan, C. Developing Effective Handouts in the Age of PowerPoint Presentations. Ann. Mtg. International Association of Medical Science Educators. San Juan, PR. 2006.
34. Biel, A.J. Use of Technology to Enhance Small Group Learning. Ann. Mtg. International Association of Medical Science Educators. Leiden, The Netherlands. 2009.

**Invited talks:**

Microbiology in a New Environment. Association of Medical School Microbiology and Immunology Chairs Educational Strategies Workshop. Myrtle Beach, SC. 2008.

**Participation at professional meetings:**

1. American Society for Microbiology, Los Angeles, CA. 1979.
2. American Society for Microbiology, Miami, FL. 1980.
3. Genetics Society of America. Raleigh, NC. 1981.
4. Genetics Society of America. St. Louis, MO. 1983.
5. American Society for Photobiology. Madison, WI. 1983.
6. American Society for Microbiology. Las Vegas, NV. 1985.
7. American Society for Microbiology. Washington, D.C. 1986.
8. American Society for Microbiology. Atlanta, GA. 1987.
9. Molecular Biology of Photosynthetic Prokaryotes, Madison, WI. 1987.
10. American Society for Microbiology South Central Branch. Hammond, LA. 1987.

11. American Society for Microbiology. Miami Beach, FL. 1988.
12. American Society for Microbiology South Central Branch. Baton Rouge, LA. 1988.
13. American Society for Microbiology. New Orleans, LA. 1989.
14. American Society for Microbiology Southeastern and South Central Branches. Orange Beach, AL. 1989.
15. American Society for Microbiology. Anaheim, CA. 1990.
16. American Society for Microbiology. Dallas, TX. 1991.
17. American Society for Microbiology. New Orleans, LA. 1992.
18. American Society for Microbiology. Atlanta, GA. 1993.
19. American Society for Microbiology South Central Branch. Baton Rouge, LA. 1993.
20. American Society for Microbiology. Las Vegas, NV. 1994.
21. American Society for Microbiology. Washington, D.C. 1995.
22. American Society for Microbiology. New Orleans, LA. 1996.
23. American Society for Microbiology South Central Branch. Jackson, MS. 1997.
24. American Society for Microbiology. Atlanta, GA. 1998.
25. American Society for Microbiology South Central Branch. Baton Rouge, LA. 2001.
26. International Association of Medical Science Educators. Los Angeles, CA. 2005.
27. International Association of Medical Science Educators. San Juan, PR. 2006.
28. American Society for Microbiology. Toronto, Canada. 2007.
29. International Association of Medical Science Educators. Cleveland, OH. 2007.
30. Association of Medical School Microbiology and Immunology Chairs Educational Strategies Workshop. Myrtle Beach, SC. 2008.
31. International Association of Medical Science Educators. Salt Lake City, UT. 2008.
32. International Association of Medical Science Educators. Leiden, The Netherlands. 2009.

**Other scholarly activities:**

- A. Current Member of the International Association of Medical Science Educators.  
Past Member of Association of Medical School Microbiology and Immunology Chairs  
Past Member of the American Society for Microbiology
- B. Ad Hoc reviewer of papers for:  
Journal of Bacteriology  
Plant Physiology  
Plasmid
- C. Outside reviewer for NSF, DOE, USDA, City University of New York. Special reviewer for NIH.
- D. Teaching

**Courses Taught at LSU:**

- BIOL 2051 General Microbiology
- BIOL 3999 Microbial Physiology Laboratory
- MBIO 4110 Microbial Physiology
- MBIO 4146 Microbial Genetics
- MBIO 7150 Mechanisms of Global Regulation in Prokaryotes
- MBIO 7150 Molecular Biology of Photosynthetic Bacteria
- MBIO 7919 Graduate Seminar
- MBIO 7920 Graduate Seminar
- Organized Molecular Biology Journal Club

**Lectures Taught at Ross University:**

- Characteristics of Microorganisms
- Prokaryotic Cell Structure
- Microbial Growth
- Bacterial Metabolism
- Chromosome Replication, Transcription & Translation
- Regulation of Gene Expression
- Genetic Exchange of Information
- Normal Flora; Opportunistic Pathogens; Virulence
- Antibiotics & Resistance
- Sterilization & Disinfection
- HIV/AIDS
- Exotoxins
- Anaerobes Other Than *Clostridia*
- Gastrointestinal Tract Infections

### **Courses Taught at LMU**

Bio230 Microbiology

Bio230Lab Microbiology Lab

DO SYS 712 Molecular Fundamentals of Medicine II (27 microbiology lectures)

TESS Cases for Neuromusculoskeletal system, EPC III, EPC IV

### **Administrative Duties at LSU**

Served on the Assistant Professor Search Committees of Spring 1986 and Fall 1986.

Served on the Chairman Search Committee, 1987.

Served on the Graduate Advisory Committee in 1989 and 1990.

Served as Chairman of the Graduate Advisory Committee, 1991-1995.

Served as Chairman of the Chair Search Committee, 1994.

Served as Chairman of Jarosik Mentoring Committee, 1995-2000

Served on the Program Assessment Committee, 2001-2003

Served on the College Policy Committee, 1986-1988.

Served on the Ad Hoc Committee to develop a General Biology course in 1987.

Served on the Distinguished Dissertation Committee, 1989-1994.

Served on the Basic Science Teaching Awards Committee in 1990.

Served on the Pre-Medical/Pre-Dental Committee 1996-2003.

Served as the outside member of several Graduate Student Committees.

Served on the organizing committees for the South Central Branch of the American Society for Microbiology meeting in Baton Rouge in 1988 and 1993.

### **Administration Duties at Ross University**

Served on the Admissions Committee

Served on the Exam Question Review Committee

Served on the Faculty Development Committee

Served on the University Technology Committee

Performed statistical analysis on USMLE Step 1 performance and attrition for entering and graduating classes from May 1999 to present.

Developed a mathematical model to predict USMLE Step 1 performance based on grading and promotions policies.

Presented the keynote address "Current USMLE Step 1 Performance and the Development of Models to Predict Future Performance by Ross University Medical Students" to the Fall 2004 Ross University Leadership Conference.

Worked with the Ross University Tiger Team, headed by Ross University President Dr. Thomas Shepherd, on matters related to admissions, promotions, attrition and marketing.

Provided statistical analysis and guidance to the admissions, curriculum and promotions committees.

Provided statistical analysis and guidance to the faculty as a whole on questions relating to grading policy, promotion standards for finishing the basic science component, and exit requirements.

Provided statistical analysis and guidance for the Basic Medical Science Integration curriculum.  
Organized and implemented a student recruiting trip at nine universities in south Louisiana.

**Administrative Duties at LMU:**

Chair of the Department of Molecular Sciences  
Course Director for Molecular Fundamentals of Medicine I  
Course Director for Molecular Fundamentals of Medicine II  
Secondary System Director for Respiratory System  
Secondary System Director for Gastrointestinal System  
Chair of the DCOM Learning Resources Committee  
Chair of the DCOM Rank Advancement Committee  
Served on the DCOM Faculty Executive Committee  
Served on the DCOM Handbook Committee  
Served on the DCOM Admissions Committee  
Served on the DCOM Curriculum Committee  
Served on the LMU Learning Resources Committee  
Served on the LMU Faculty Development Committee  
Served on the LMU Research Grants Subcommittee  
Involved in COCA accreditation visit to LMU-DCOM as Chair of Molecular Sciences and as  
Chair of DCOM Learning Resources Committee  
Involved in SACS accreditation visit to LMU-DCOM as Chair of DCOM Learning Resources  
Committee and as a member of the Curriculum Committee  
Involved in DCOM Strategic Plan as Chair of Molecular Sciences  
Dean for Research & STEM Initiatives

**Administrative Duties for the International Association of Medical Science Educators:**

Served on Nominating Committee 2008 and 2009  
Served on Program Review Committee 2009

**Service for the National Board of Osteopathic Medical Education**

Item writer for NBOME Licensure Exam (COMLEX I) 2007, 2008, 2009



## Grants and contracts:

Biomedical Research Support Grant. Regulation of bacteriochlorophyll biosynthesis by light in Rhodospseudomonas capsulata. Nov. 1983 to March 1984. \$6019.

Tulane Committee on Research Grant. Regulation of R. capsulata tetrapyrrole biosynthetic genes by oxygen. May 1984 to August 1984. \$3000.

Biomedical Research Support Grant. A proposal for the purchase of an ultracentrifuge rotor. May 1984 to March 1985. \$4500.

United States Department of Agriculture Cooperative Agreement. Bioregulation of peptide synthesis associated with enzyme production in bacterial cells. Oct. 1984 to Sept. 1985. \$10,000.

National Institutes of Health (General Medical Sciences). Regulation of tetrapyrrole biosynthetic genes by oxygen. R01 GM34335. Dec. 1984 to Dec. 1988. \$94,210.

National Science Foundation Biological Instrumentation Program. (Co-PI). Purchase of Transmission Electron Microscope. Jan. 1985. \$174,031.

National Institutes of Health (General Medical Sciences). Regulation of tetrapyrrole biosynthetic genes by oxygen. R01 GM37306. Jan. 1986 thru Dec. 1988. \$184,620.

Louisiana State University Committee on Research Grant. Regulation of tetrapyrrole synthesis by heme. May, 1989 to August, 1989. \$4000.

National Science Foundation. Regulation of tetrapyrrole synthesis in Rhodobacter capsulatus. July 1990 thru June 1992. \$100,000.

National Science Foundation. Oxygen-mediated regulation of tetrapyrrole synthesis in Rhodobacter capsulatus. Sept. 1, 1993 thru Feb. 28, 1997. \$240,000.

## **Theses/Dissertations Directed:**

### **PhD Students:**

Rhonda Cardin	1989
Maureen Wright	1990
John Eckert	1991
Karl Indest	1995
Georgia Ineichen	1996
Ekaterina Kanazireva	1997
Keith Canada	1998
Karen Sullivan	2001

### **MS Students:**

David Huang	1996
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## **Awards/Honors at Louisiana State University**

Most recommended upper division course (Microbial Physiology, BIOL 4110)	2002
Most recommended upper division course (Microbial Physiology, BIOL 4110)	2003

## **Awards/Honors at Ross University**

Ross University Best Professor Award-Third Semester	May 2004
Ross University Best Professor Award-Third Semester	Sept 2004
Ross University Best Professor Award-Third Semester	Jan 2005
Ross University Best Professor Award-Third Semester	May 2005
Ross University Best Professor Award-Third Semester	Sept 2005
Ross University Best Professor Award-Third Semester	Jan 2006

## **Awards/Honors at Lincoln Memorial University**

Best Presentation, International Association of Medical Science Educators. Leiden, The Netherlands, 2009.

Revised: Sept. 8, 2009

2008 -2009 LMU Minigrant Recipients

Dr. Joanna Badara	"An Examination of Bacterial Contamination in Norris Lake, Tennessee: A Research Partnership With Tennessee Valley Authority"
Dr. Ann Callahan	"Exploring Relational Spirituality in Hospice Care"
Elissa Graff	"Documentation of the Cumberland Gap Landscape in Enamel"
Dr. Agnes Vanderpool	"Determining the Impact of Shoreline Development on Water Quality in Norris Lake, Tennessee"

## 2009-2010 LMU Minigrant Recipients

Dr. Joanna Badara	"A Study of Genetic Divergence and Associated Morphological Differentiation of the Magazine Mountain Shagreen ( <i>Inflectarius Magazinensis</i> ). "
Dr. Ron Caldwell	"Terrestrial Mollusca (Land Snail) Diversity of the Bladen Nature Reserve in Southern Belize (Toledo District)."
Dr. Adam Rollins	"Biodiversity and Ecological Associations of Eumycetozoans (slime molds) of the Bladen Nature Reserve in Southern Belize (Toledo District).
*Ann Callahan	"A Qualitative Exploration of Spiritual Care at the End-of-Life"

## 2007 – 2008 Funded Student Research

Appalachian College Association	ITA'S- Elizabeth Gratz	5/14/2007	5/31/2008	Connie Wright
Appalachian College Association	ITA'S-Jennifer Smith	10/23/2007	10/23/2008	Connie Wright
Appalachian College Association	ITA'S-Kim England	5/7/2007	5/31/2008	Susan Gratz
Appalachian College Association	ITA'S-Miranda Miller	10/23/2007	10/23/2008	Susan Gratz
Appalachian College Association	ITA'S-Natalie Sweet	9/11/2007	9/11/2008	Evelyn Smith
Appalachian College Association	ITA's Miranda Miller	10/16/2007	10/31/2008	
Appalachian College Association	ITA'S-Elizabeth Gratz	10/23/2007	10/23/2008	Flo Shell
Appalachian College Association	ITA'S-Kim England	10/23/2007	10/23/2008	Susan Gratz
Appalachian College Association	ITA'S-Sabrina Hester	8/15/2007	9/1/2008	Okie Wolfe
Appalachian College Association	ITA'S-Sue England	7/27/2007	9/1/2008	Flo Shell

Ledford Scholar RE: Matthew Brock / Tom Mackie	5/19/2008	9/5/2008	Tom Mackie / Matthew Brock
Ledford Scholar RE: Rebekah Haynes / Steven Wilson	5/19/2008	9/5/2008	Steven Wilson / Rebekah Haynes
Ledford Scholar RE: Sabrina Hester / Okie Wolfe	4/1/2008	9/15/2008	Okie Wolfe / Sabrina Hester
Ledford Scholar RE: Katie Zion / Kay Paris	5/15/2008	8/15/2008	Kay Paris / Katie Zion

## 2008-2009 Funded Student Research

The following LMU students were recently named recipients of the FY 08-09 Appalachian College Association Ledford Scholar Awards:

- Matthew Brock  
*The Land that Shaped a Legend: American Geographies Impact on Abraham Lincoln*  
Advisors for the project are Dr. Barry Vann, and Tom Mackie.
- Rebekah Haynes  
*"We Are Coming Father Abraham": Contemporary Sheet Music of the Civil War*  
Advisors for the project are Steven Wilson and Michelle Ganz.
- Sabrina Hester  
*A Needs Assessment for the Middlesboro Independent School District Projects the Certified Personnel Openings Due to Retirement*  
Advisor for the project is Dr. Okie Wolfe.
- Katie Zion  
*Pharmacy Employee Perceptions of the Cost Impact of Medication for Senior Patients in Rural Appalachian Communities*  
Advisor for the project is Dr. Kay Paris.

LMU-DCOM instituted the DeBusk Summer Research Fellowship Program in 2008. The first recipients the Summer Research fellowships were:

- Leroy Butler and Stephanie Kang, for their proposal "Chagas Disease in Ecuador; the effect of osteopathic manipulation therapy on perceived pain;"
- Dena Krishnan, for her proposal "Alteration of Vasopressin V1b receptor mRNA expression in rat brain following perinatal PCB exposure;"
- Katherine Sage, for her proposal "Genetic analysis of sibling pairs discordant for age-related macular degeneration;" and
- Amar Talati, for his proposal "The impact of neoadjuvant chemoradiotherapy on pulmonary function tests."

**Lincoln Memorial University**  
**FACULTY CURRENT INFORMATION**

**NAME:**

**CURRENT DATE:**

**1. CURRENT UNIVERSITY STATUS**

**RANK or TITLE:**

School of:     Nursing                       Arts and Sciences             Business             Education  
                   Allied Health Sciences     Osteopathic Medicine     Law

**Department:**

**OFFICE LOCATION:**

**OFFICE PHONE:**

**OFFICE FAX:**

**e-mail:**

**Start Date at Lincoln Memorial University (Semester and Year):**

**2. EDUCATION**

**Most Advanced Degree:**

**Date Degree Granted:**

**Name and Location of Institution:**

**Discipline (concentration or major):**

**Other Education Beyond High School:**

**3. HONORS, AWARDS, OTHER ACHIEVEMENTS**

*Please list special recognitions you have received which indicate your professional expertise and/or your effectiveness as an educator.*

**4. OTHER TEACHING EXPERIENCE**

*List the name of each institution, along with courses taught and the corresponding academic years, where you gained teaching experience prior to joining the faculty of Lincoln Memorial University.*

**5. CONSULTING / OUTSIDE TRAINING**

*List any professional consulting or business/industrial training you have conducted within your field of expertise during the last three to five years which might add to your credibility as an educator.*

## **6. PROFESSIONAL PRESENTATIONS / SPEECHES**

*List any outside presentations you have made within your field of expertise during the last three to five years (in a non-academic setting) which might add to your credibility as an educator.*

## **7. RESEARCH**

*- List research you have conducted at Lincoln Memorial University during the past three to five years.*

*- List any earlier research you have completed at Lincoln Memorial University.*

*- List research you have completed at other educational institutions.*

*- Summarize your plans for new research you wish to pursue during the next 12 months.*

## **8. PUBLICATIONS**

*Cite your academic publications in the following categories produced during the last three to five years.*

- **books / chapters**
- **refereed journal articles**
- **refereed proceedings articles**
- **conference presentations / papers**
- **published reports**
- **publications in progress**
- **other**

## **9. PROFESSIONAL and SCHOLARLY AFFILIATIONS**

*List all professional and/or scholarly associations of which you are currently a member. Include past or present offices and/or committee assignments held for each organization.*

## **10. MEETINGS ATTENDED**

*List association meetings and academic conferences you have attended during the past three to five years.*

*List other meetings and academic conferences you plan to attend during the current academic year.*

## **11. PROFESSIONAL GROWTH ACTIVITIES**



List, by year, any other developmental activities in which you have taken part during the past three to five years.

**12. SPECIAL ACADEMIC ASSIGNMENTS**

List, by year, your non-classroom, non-committee campus assignments during the past three to five years.

**13. UNIVERSITY COMMITTEE ASSIGNMENTS**

**14. COMMUNITY ACTIVITIES** – List current local memberships and areas of involvement. Include offices held.

Professionally-Related Community Activities:

**15. PROFESSIONAL LICENSES or CERTIFICATIONS**

Please list all professional licenses and/or certifications which qualify you to teach the course or courses for Lincoln Memorial University. Include the name of the granting agency and the date of your most recent renewal for each. If professional licenses or certifications are not part of your teaching credentials, please answer "n/a."

(Please note that all official documentation of current renewals for your licenses and/or certifications should be forwarded to the Office of Academic Affairs.)

16. I affirm that the information provided in this document is complete and accurate to the best of my knowledge.

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

17. Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_

Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_

**Lincoln Memorial University**  
**FACULTY CURRENT INFORMATION**

**NAME: Jacques Debrot**

**CURRENT DATE:** March 25, 2008

**1. CURRENT UNIVERSITY STATUS**

**RANK or TITLE:** Assistant Professor of English

**School of:**  Nursing     Arts and Sciences     Business     Education  
 Allied Health Sciences     Osteopathic Medicine

**Department:** English

**OFFICE LOCATION:** Avery 115

**OFFICE PHONE:** 423-869-6339

**OFFICE FAX:** - -

**e-mail:** jacques.debrot@lmunet.edu

**Start Date at Lincoln Memorial University (Semester and Year):** Fall 2004

**2. EDUCATION**

**Most Advanced Degree:** Ph.D.

**Date Degree Granted:** 2001

**Name and Location of Institution:** Harvard University

**Discipline (concentration or major):** English and American Literature and Language

**Other Education Beyond High School:** *Please provide information in the format used above.*

A.M. Harvard University. English and American Literature and Language

B.A. (summa cum laude) City College of New York. English and American Literature and Language

**3. HONORS, AWARDS, OTHER ACHIEVEMENTS**

*Please list special recognitions you have received which indicate your professional expertise and/or your effectiveness as an educator.*

Phi Beta Kappa

Harvard Prize Fellow

First place story in the Tusculum Review Short Story Competition, 2007.

**4. OTHER TEACHING EXPERIENCE**

*List the name of each institution, along with courses taught and the corresponding academic years, where you gained teaching experience prior to joining the faculty of Lincoln Memorial University.*

THE RHODE ISLAND SCHOOL OF DESIGN, Adjunct Faculty Member, 2001-2004

BRIDGEWATER STATE COLLEGE, Adjunct Faculty Member, 2001-2004

QUINCY COLLEGE, Adjunct Faculty Member, 2000

HARVARD UNIVERSITY, Teaching Fellow, 1993-1999

## 5. CONSULTING / OUTSIDE TRAINING

List any professional consulting or business/industrial training you have conducted within your field of expertise during the last three to five years which might add to your credibility as an educator.

## 6. PROFESSIONAL PRESENTATIONS / SPEECHES

List any outside presentations you have made within your field of expertise during the last three to five years (in a non-academic setting) which might add to your credibility as an educator.

## 7. RESEARCH

- List research you have conducted at Lincoln Memorial University during the past three to five years.

I am currently compiling a book of short stories.

- List any earlier research you have completed at Lincoln Memorial University.

- List research you have completed at other educational institutions.

- Summarize your plans for new research you wish to pursue during the next 12 months.

## 8. PUBLICATIONS

Cite your academic publications in the following categories produced during the last three to five years.

- **books / chapters**

Dear Jacques Lacan: An Analysis in Correspondence. New edition forthcoming from Bad Press, London, U.K. in 2008 (in collaboration with Kent Johnson). Previously published by Cambridge Conference of Contemporary Poetry Books, Cambridge, U.K., 2005

An Apparent Event: A Second Story Books Anthology. San Francisco, CA: 2nd Story Books, 2006

- **refereed journal articles**
- **refereed proceedings articles**
- **conference presentations / papers**
- **published reports**
- **publications in progress**  
"Ghosts," under submission. The second story in a projected book-length collection.
- **other**

### Criticism

"Narrative Is Boring," Narrativity 1 (2003) archived at <[http://www.sfsu.edu/~poetry/narrativity/issue\\_one/debrot.html](http://www.sfsu.edu/~poetry/narrativity/issue_one/debrot.html)>.

"Descalped, Badgering, Mercurial Interdisciplining: Brian Kim Stefan's Free Space Comix." Shark 3 (Winter 2001): 112-116.

## Fiction

"Death Duel above Gotham," The Tusculum Review, 2007.

"Goodbye," The Main Street Mag (forthcoming) and Miranda, archived at < <http://www.mirandamagazine.com/joomla/index.php?id=1>>.

"The Transcriptionist," The Pittsburgh Quarterly (2006).

"From an Unsent Letter" EOTU (2005) archived at <<http://www.clamcity.com/archivepage.html>>.

## Poetry

"3 Dialectical Poems," Mudlark (2006) archived at <<http://www.unf.edu/mudlark>>. Poems also appear in the online anthology SoleScene <[http://209.85.165.104/search?q=cache:Csq\\_LL\\_RX40J:www.webdelsol.com/eSCENE/series26.html+%22jacques+debrot%22&hl=en&ct=clnk&cd=52&gl=us](http://209.85.165.104/search?q=cache:Csq_LL_RX40J:www.webdelsol.com/eSCENE/series26.html+%22jacques+debrot%22&hl=en&ct=clnk&cd=52&gl=us)>

www.webdelsol.com/eSCENE/series26.html+%22jacques+debrot%22&hl=en&ct=clnk&cd=52&gl=us

"The Thinking Man's John Ashbery," "Les Desmoiselles d'Alabama," "Je m'appelle Jacques," "Dumb Haiku," "Creation Science," "Get Adult Help," "Night Roof Farm," The Germ (2006) archived at < <http://germspot.blogspot.com/2005/04/germ-67.html#table>>.

"Dear Jacques Lacan: An Analysis in Correspondence," published in excerpted form in the Oasis Broadside Series 100 (2003); also in BathHouse 1 archived at <<http://www.emich.edu/studentorgs/bhouse/oldbhouse/v1n1/contents.html>>; and in VeRT archived at < <http://www.litvert.com/issue%20%233/jacques.html>> (in collaboration with Kent Johnson).

## 9. PROFESSIONAL and SCHOLARLY AFFILIATIONS

*List all professional and/or scholarly associations of which you are currently a member. Include past or present offices and/or committee assignments held for each organization.*

Modern Language Association

Knoxville Writers Association

## 10. MEETINGS ATTENDED

*List association meetings and academic conferences you have attended during the past three to five years.*

Knoxville Writers Association 2007

*List other meetings and academic conferences you plan to attend during the current academic year.*

## 11. PROFESSIONAL GROWTH ACTIVITIES

*List, by year, any other developmental activities in which you have taken part during the past three to five years.*

Appalachian College Teaching & Learning institute, Brevard, NC, 2007

SACS Institute on Quality Enhancement and Accreditation, Louisville KY, 2007

SACS-COC Annual Meeting, Atlanta, GA, 2007

SACS Institute on Quality Enhancement and Accreditation, Orlando, FL, 2006

CIC Department/Division Chair Workshops, St Louis, MO, 2006

## 12. SPECIAL ACADEMIC ASSIGNMENTS

*List, by year, your non-classroom, non-committee campus assignments during the past three to five years.*

English Department Chair 2006-present

KISSES focus group member 2007-present

**13. UNIVERSITY COMMITTEE ASSIGNMENTS**

List, by year, all committee assignments you have held during the past three to five years.

Faculty Senate 2004-06  
Promotions, Multi-Year Appointments and Appeals Committee 2006  
SACS Leadership Team 2006-present  
Academic Council 2006-present  
QEP Committee Chair 2006-present;

**14. COMMUNITY ACTIVITIES – List current local memberships and areas of involvement. Include offices held.**

Civic:

Professionally-Related Community Activities:

**15. PROFESSIONAL LICENSES or CERTIFICATIONS**

Please list all professional licenses and/or certifications which qualify you to teach the course or courses for Lincoln Memorial University. Include the name of the granting agency and the date of your most recent renewal for each. If professional licenses or certifications are not part of your teaching credentials, please answer "n/a."

(Please note that all official documentation of current renewals for your licenses and/or certifications should be forwarded to the Office of Academic Affairs.)

**16. I affirm that the information provided in this document is complete and accurate to the best of my knowledge.**

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

17. Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_  
Dean, School of

Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_  
Vice President for Academic Affairs

**Lincoln Memorial University**  
**FACULTY CURRENT INFORMATION**

**NAME:** *Charles M Hubbard*

**CURRENT DATE:** 03/10/2008

**1. CURRENT UNIVERSITY STATUS**

**RANK or TITLE:** Professor

**School of:**  Nursing     Arts and Sciences     Business     Education  
 Allied Health Sciences     Osteopathic Medicine

**Department:** history

**OFFICE LOCATION:** Library

**OFFICE PHONE:** 423-869-6354

**OFFICE FAX:** - -

**e-mail:** charles.hubbard@lmunet

**Start Date at Lincoln Memorial University (Semester and Year):** fall 1995

**2. EDUCATION**

**Most Advanced Degree:** PhD

**Date Degree Granted:** 1994

**Name and Location of Institution:** Univ. of TN Knoxville

**Discipline (concentration or major):** History

**Other Education Beyond High School:** *Please provide information in the format used above.*

M.A. 1989, Middle TN State, History

B.A. 1962, Mercer University, History and Philosophy

**3. HONORS, AWARDS, OTHER ACHIEVEMENTS**

*Please list special recognitions you have received which indicate your professional expertise and/or your effectiveness as an educator.*

John N Brown Fellow at Brown Univ; Mellon/ACA fellowship; Two Fulbrights to SE Asia; Sr. Fulbright 2006 summer; Peer Review Committee; Lincoln Diploma of Honor; Board of Directors, Lincoln Institute; Board of Advisors, Lincoln Bicentennial Comm.; TN Historical Comm.; Board of Trustees, Humanities TN; Manuscript Editor for three University Presses; Literary Hall of Fame, LMU

**4. OTHER TEACHING EXPERIENCE**

*List the name of each institution, along with courses taught and the corresponding academic years, where you gained teaching experience prior to joining the faculty of Lincoln Memorial University.*

Middle TN State - History 1987-1989

Cleveland State Community College - History 1993/94

Univ. of TN at Knoxville - History 1994

**5. CONSULTING / OUTSIDE TRAINING**

List any professional consulting or business/industrial training you have conducted within your field of expertise during the last three to five years which might add to your credibility as an educator.

Orientation of Fulbright students (Sponsored by the Public Affairs Office of the U.S. Embassy in Manila)

"Collection and Archival Management Project," Big South Fork National Park, 2006

"Archival Project," Cumberland Gap National Historical Park, 2005

Fulbrights; a number of speeches and lectures to both academic and general public; three or four book reviews a year for journals and publications.

## 6. PROFESSIONAL PRESENTATIONS / SPEECHES

List any outside presentations you have made within your field of expertise during the last three to five years (in a non-academic setting) which might add to your credibility as an educator.

"The US Presidential Election Process" Ministry of Foreign Affairs, Malaysia, August 2007

"Anglo-Confederate Issues and the Trent Affair," Civil War Roundtable, Lynchburg, Virginia, February 2006

"Lincoln and the Power of the Presidency" Lincoln Memorial Birthday, Washington, D.C., February 2005

## 7. RESEARCH

- List research you have conducted at Lincoln Memorial University during the past three to five years.

LMU Archives: LMU's Greatest Generation; Bernhardt Wall research for article; Research for *Lincoln and the Struggle For Command*

- List any earlier research you have completed at Lincoln Memorial University.

Cataloging and editing Lincoln pamphlets

- List research you have completed at other educational institutions.

Brown University; De LaSalle University; National Archives; Library of Congress; Lincoln Collection, Springfield, Illinois; US Army History Center, Carlisle, PA; US Navy Institute, Norfolk, VA

- Summarize your plans for new research you wish to pursue during the next 12 months.

I want to complete research and writing for *Lincoln and the Struggle for Command* and *Lincoln's Diplomats* and edit and write introduction for a reprint of *Lincoln Under Enemy Fire*

## 8. PUBLICATIONS

Cite your academic publications in the following categories produced during the last three to five years.

### • books / chapters

#### Book Published

*Corregidor in Peace and War*, University of Missouri Press, 2007

*Lincoln Reshapes the Presidency*, Mercer University Press, 2002

*Historic Reflections on U.S. Governance & Civil Society*, De La Salle University Press, 2001

*The Burden of Confederate Diplomacy*, University of TN Press, January 1998

### • refereed journal articles

"Vietnam and Iraq: A Comparison," June 2007

"The International Political Outlook for 2007," *The Institute of Diplomacy and Foreign Relations*, January 2007

"The Contributions of Bernhardt Wall and Edwin Markham to the Legacy of Abraham Lincoln," *Lincoln Herald*, summer 2004

"LMU Alums: At War in the Pacific," *the Alumnus*, winter 2003

"A Biographical Sketch of William Lewis Dayton," *Encyclopedia of New Jersey*, Rutgers University Press, 2002

"Picturing Santo Tomas Internment: An American Experience," *Journal of Asian-American Studies*, December 2002

- **refereed proceedings articles**

- **conference presentations / papers**

"Religion in a Multicultural Society" International Islamic University, Kuala Lumpur, Malaysia, September 2007

"The Cuban Missile Crisis: Study in Conflict Resolution," The Institute of Diplomacy and Foreign Relations, Malaysia, April 2007

"Lincoln Reshapes the Presidency" Brevard College, North Carolina, February 2006

"Lincoln and Presidential Leadership" Civil War Symposium, Lynchburg, Virginia, March 2005

- **published reports**

- Book Reviews

- *Lincoln's Legends and Myths* *Journal of Illinois History*, winter 2007

- *Lincoln's Avengers* By Elizabeth Leonard, *Journal of Southern History*, June 2006

- *English Public Opinion and the American Civil War*, By Duncan Andrew Campbell, *Journal of British Studies*, January 2005

- **publications in progress**

- Book

- *Lincoln and the Struggle for Command* Greenwood Praeger Press, in the Commander in Chief series, 2008

- **other**

## 9. PROFESSIONAL and SCHOLARLY AFFILIATIONS

*List all professional and/or scholarly associations of which you are currently a member. Include past or present offices and/or committee assignments held for each organization.*

Present (since 1998), Director of Lincoln Institute of the Mid-Atlantic

Present (since 1997), Board member of the Lincoln Forum

## 10. MEETINGS ATTENDED

*List association meetings and academic conferences you have attended during the past three to five years.*

Lincoln Institute, March 2005 & 2006; Lincoln Colloquium, November 2005; Lincoln Bicentennial Commission, February 2006; Lincoln Scholars Association, Washington DC, March 2006

*List other meetings and academic conferences you plan to attend during the current academic year.*

Lincoln Institute, March 2008; Board of Directors meeting for Lincoln Institute, Library of Congress, March 2008; Lincoln Symposium, Boyhood Home National Park Service, April 2008

## 11. PROFESSIONAL GROWTH ACTIVITIES

*List, by year, any other developmental activities in which you have taken part during the past three to five years.*

2007, Sr. Fulbright Scholar, Kuala Lumpur, Malaysia

2006 (July), Sr. Fulbright Specialist Grant in U.S. Studies to Addis Ababa

2006 (June), Salzburg Seminar entitled "The Transatlantic Divide: Myths, Realities, and Business as Usual" to Salzburg, Austria (Funded by a grant from the ACA)

## 12. SPECIAL ACADEMIC ASSIGNMENTS

*List, by year, your non-classroom, non-committee campus assignments during the past three to five years.*

Present (since 2003), Abraham Lincoln Bicentennial Advisory Board (Appointed by President of US)



Present (since 1997), Member of Tennessee Historical Commission (Appointed by TN Governor)  
2006–2007, Fulbright Scholar Peer Review Committee  
2003, Guest Editor for American Studies Asia

**13. UNIVERSITY COMMITTEE ASSIGNMENTS**

*List, by year, all committee assignments you have held during the past three to five years.*

2005 (since 2000), Scholarship Awards Committee  
2004 (since 2002), Credentials Committee on Accreditation  
2003 (since 2001), Institutional Effectiveness Committee  
2003 (since 1999), University's President's Cabinet

**14. COMMUNITY ACTIVITIES** – *List current local memberships and areas of involvement. Include offices held.*

Civic:

Professionally-Related Community Activities:

**15. PROFESSIONAL LICENSES or CERTIFICATIONS**

*Please list all professional licenses and/or certifications which qualify you to teach the course or courses for Lincoln Memorial University. Include the name of the granting agency and the date of your most recent renewal for each. If professional licenses or certifications are not part of your teaching credentials, please answer "n/a."*

(Please note that all official documentation of current renewals for your licenses and/or certifications should be forwarded to the Office of Academic Affairs.)

**16. I affirm that the information provided in this document is complete and accurate to the best of my knowledge.**

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

**17. Reviewed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Dean, School of*

**Reviewed:** \_\_\_\_\_ **Date:** \_\_\_\_\_  
*Vice President for Academic Affairs*

**Lincoln Memorial University**  
**FACULTY CURRENT INFORMATION**

**NAME:** *Connie T. England*

**CURRENT DATE:** March 13, 2008

**1. CURRENT UNIVERSITY STATUS**

**RANK or TITLE:** Associate Professor, Graduate Education

**School of:** Nursing                      Arts and Sciences                      Business                      \*Education  
Allied Health Sciences                      Osteopathic Medicine

**Department:** Counseling and Guidance

**OFFICE LOCATION:** BSED

**OFFICE PHONE:** 423-869-6374

**OFFICE FAX:** 423-869-6261

**e-mail:** connie.england@lmunet.edu

**Start Date at Lincoln Memorial University (Semester and Year):** Fall, 1997

**2. EDUCATION**

**Most Advanced Degree:** PhD

**Date Degree Granted:** August, 1997

**Name and Location of Institution:** University of Tennessee, Knoxville, Tennessee

**Discipline (concentration or major):** School Psychology(major), Supervision of Instruction (cognate)

**Other Education Beyond High School:** *Please provide information in the format used above.*

University of Tennessee, Knoxville, Tennessee

Ph.D., School Psychology, Cognate: Administration and Supervision, 1997

University of New Orleans, New Orleans, Louisiana

M.S. + 45 Hours Administration/Supervision, 1990

University of Tennessee, Knoxville, Tennessee

M.S., Special Education, Cognate: Deaf Education/School Psychology 1979

University of Southwestern Louisiana

University of Tennessee, Knoxville, Tennessee

Ph.D., School Psychology, Cognate: Administration and Supervision, 1997

University of New Orleans, New Orleans, Louisiana

M.S. + 45 Hours Administration/Supervision, 1990

University of Tennessee, Knoxville, Tennessee

M.S., Special Education, Cognate: Deaf Education/School Psychology 1979

University of Southwestern Louisiana

B.A., Speech/Hearing Therapy, Deaf Education, English Education, 1976

**3. HONORS, AWARDS, OTHER ACHIEVEMENTS**

*Please list special recognitions you have received which indicate your professional expertise and/or your effectiveness as an educator.*

Lincoln Memorial University's Houston Award  
Magna Cum Laude  
Who's Who in American Education-2004, 2005, 2006, 2007

**4. OTHER TEACHING EXPERIENCE**

*List the name of each institution, along with courses taught and the corresponding academic years, where you gained teaching experience prior to joining the faculty of Lincoln Memorial University.*

Knox County Schools, deaf educator and school psychologist  
Lafayette Parish Schools, deaf educator  
St. Martin Parish Schools, speech/language pathologist

**5. CONSULTING / OUTSIDE TRAINING**

*List any professional consulting or business/industrial training you have conducted within your field of expertise during the last three to five years which might add to your credibility as an educator.*

Consultation with cooperating schools in KY, VA, GA, NC & TN in practicum & internship placements.

**6. PROFESSIONAL PRESENTATIONS / SPEECHES**

*List any outside presentations you have made within your field of expertise during the last three to five years (in a non-academic setting) which might add to your credibility as an educator.*

National Association of School Psychologists 2008, 2005

**7. RESEARCH**

*- List research you have conducted at Lincoln Memorial University during the past three to five years.*

Case studies of consultee-centered consultation

*- List any earlier research you have completed at Lincoln Memorial University.*

Consultative services in TN, KY, VA

*- List research you have completed at other educational institutions.*

Currcurrent and predictive validity of the Universal Nonverbal Intelligence Test, Test of Noverbal Intelligence with the PIAT and the SATHI.

*- Summarize your plans for new research you wish to pursue during the next 12 months.*

Consultee-centered consultation

**8. PUBLICATIONS**

*Cite your academic publications in the following categories produced during the last three to five years.*

- **books / chapters**

England, C. (2007). "Children's Speech Intelligibility Measure Test Critique" in the

Seventeenth Mental Measurements Yearbook, Plake, Impara, Spies (Eds.) Brown Institute of Mental Measurements, Lincoln, NE.

England, C. (2007). "WJ III Diagnostic Reading Battery Test Critique" in The Seventeenth Mental Measurements Yearbook, Plake, Impara, Spies (Eds.) Brown Institute of Mental Measurements, Lincoln, NE.

England, C. (2005). "Naglieri Nonverbal Ability Test – Individual Administration. Test Critique" in The Sixteenth Mental Measurements Yearbook, Plake, Impara, Spies (Eds.) Brown Institute of Mental Measurements, Lincoln, NE.

England, C. (2005). "Gilliam Asperger's Disorder Scale (2003 Update) Test Critique" in The Sixteenth Mental Measurements Yearbook, Plake, Impara, Spies (Eds.) Brown Institute of Mental Measurements, Lincoln, NE.

England, C. (2003). "Transition Competence Battery for Deaf and Hard of Hearing Adolescents and Young Adults Test Critique." in The Fifteenth Mental Measurements Yearbook, Plake, Impara, Spies (Eds.) Brown Institute of Mental Measurements, Lincoln, NE.

England, C. (2003). "Spatial Awareness Skills Program Test Critique," in The Fifteenth Mental Measurements Yearbook, Plake, Impara, Spies (Eds.) Brown Institute of Mental Measurements, Lincoln, NE.

England, C. (2000) "Consultative/Collaborative Services: A Survey of Counties in Tennessee, Virginia, and Kentucky", ERIC Publishing House, Tennessee Counseling Association's annual publication: *Global Visions*

England, C. (1997). *The Predictive and Concurrent Validity of the Toni-II and The Universal Non Verbal Intelligence Test with Achievement with Hearing Impaired Individuals*. Doctoral dissertation.

- **refereed journal articles**  
Eric
- **refereed proceedings articles**
- **conference presentations / papers**  
National Association of School Psychologists
- **published reports**  
**critiques of texts**
- **publications in progress**  
text book on consultee-centered consultation
- **other**  
critiques of standardized measurements for the MMY

#### **9. PROFESSIONAL and SCHOLARLY AFFILIATIONS**

*List all professional and/or scholarly associations of which you are currently a member. Include past or present offices and/or committee assignments held for each organization.*

National Association of School Psychologists  
American Counseling Association

**10. MEETINGS ATTENDED**

*List association meetings and academic conferences you have attended during the past three to five years.*

National Association of School Psychologists annual conventions  
American Counseling Association annual conventions

*List other meetings and academic conferences you plan to attend during the current academic year.*

Parenting, information literacy

**11. PROFESSIONAL GROWTH ACTIVITIES**

*List, by year, any other developmental activities in which you have taken part during the past three to five years.*

1997-2007 Chairperson of department – CACREP accreditation exploration  
2008 Committee chair of assessment sub-committee of QEP  
2008 Collaboration with potential co-authors of my in progress text

**12. SPECIAL ACADEMIC ASSIGNMENTS**

*List, by year, your non-classroom, non-committee campus assignments during the past three to five years.*

1997-present –new student orientations, 1997-2007-book adoptions for counseling, 1997-2007 department chair, 1997-2007-transcript evaluation for transferring students, contact person for job openings for counseling students, class scheduling and assignments 1997-2007

**13. UNIVERSITY COMMITTEE ASSIGNMENTS**

*List, by year, all committee assignments you have held during the past three to five years.*

Research committee, Human subjects review board, Graduate admissions, Academic council, QEP assessment sub-committee chairperson

**14. COMMUNITY ACTIVITIES – List current local memberships and areas of involvement. Include offices held.**

Civic: volunteer for the pregnancy help center

Professionally-Related Community Activities: volunteer for crisis hotline

**15. PROFESSIONAL LICENSES or CERTIFICATIONS**

*Please list all professional licenses and/or certifications which qualify you to teach the course or courses for Lincoln Memorial University. Include the name of the granting agency and the date of your most recent renewal for each. If professional licenses or certifications are not part of your teaching credentials, please answer "n/a."*

School Psychologist Doctorate 7/1/98-8/31/08 State of Tennessee, English Educator and, Speech/Hearing/Language Pathologist Professional 10/20/78-8/31/2011

**(Please note that all official documentation of current renewals for your licenses and/or certifications should be forwarded to the Office of Academic Affairs.)**

**16. I affirm that the information provided in this document is complete and accurate to the best of my knowledge.**

Faculty Signature \_\_\_\_\_ Date: \_\_\_\_\_

17. Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_  
*Dean, School of*

Reviewed: \_\_\_\_\_ Date: \_\_\_\_\_  
*Vice President for Academic Affairs*

The Lincoln Memorial University Duncan School of Law builds upon a foundation that upholds 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. Through teaching, research and service, the LMU School of Law will prepare graduates:

- who are committed to the premise that the cornerstone of meaningful existence is service to humanity;
- who understand their professional responsibilities as representatives of clients, officers of the courts, and public citizens responsible for the quality and availability of justice under the law; and
- who have an understanding of the fundamental principles of public and private law, an understanding of the nature, basis and role of the law and its institutions, and the skills of legal analysis and writing, issue recognition, reasoning, problem solving, organization, and oral and written communication necessary to participate effectively in the legal profession.

The Lincoln Memorial University Duncan School of Law will:

- graduate Doctors of Jurisprudence;
- provide a values-based learning community as the context for teaching, research, and service, that supports student achievement;
- provide an educational program that prepares graduates for admission to the bar, and for effective and responsible participation in the legal profession; and
- enhance access to quality legal counsel for the underserved rural communities of Appalachia.

# DUNCAN SCHOOL OF LAW

# Faculty Evaluation

Faculty Member: \_\_\_\_\_ Term:  Fall  Spring  Maymester  Summer  
Year: \_\_\_\_\_

This form is to be used to provide faculty with feedback on their performance. Section II should be used to provide comments about the faculty interview and each measurement category below.

The rating scale for each of the areas of evaluation is:

- ⑤ = Exceeds Expectations      ④ = Meets Expectations High Level      ③ = Meets Expectations Average Level      ② = Partially Meets Expectations      ① = Does Not Meet Expectations

## Section I - Measurement Categories

Rating

- |                                                                                                                                                                   |                      |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 1. Dean's assessment of the faculty member's progress toward reaching the goals set last year for teaching effectiveness.....                                     | <input type="text"/> |
| 2. Dean's assessment of the faculty member's progress toward reaching the professional and scholarly goals set last year.....                                     | <input type="text"/> |
| 3. Dean's assessment of the faculty member's service to the law school .....                                                                                      | <input type="text"/> |
| 4. Dean's assessment of the faculty member's service to the University .....                                                                                      | <input type="text"/> |
| 5. Dean's assessment of the faculty member's service to the community.....                                                                                        | <input type="text"/> |
| 6. Measure of student evaluations (Indicate where professor is—as compared to peers)<br>[ 5 indicates far above average and 1 indicates far below average ] ..... | <input type="text"/> |
| 7. Effective utilization of the available classroom technology.....                                                                                               | <input type="text"/> |

## Section II - Additional Comments

Dean's additional comments related to the faculty member's performance during the previous academic year and additional suggestions for the current academic year.

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Dean's additional comments related to the faculty member's performance during the previous academic year and additional suggestions for the current academic year.

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Interview Comments:

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**Section II - Comments as applied to Measurement Categories**

1) Progress toward reaching the goals set last year for teaching effectiveness

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2) Progress toward reaching professional and scholarly goals

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3) Service to the law school

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4) Service to the University

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5) Service to the community

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6) Student evaluations

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7) Utilization of classroom technology

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Faculty Member's Signature _____ / /	Dean's Signature _____ / /	Rev. 01.15.10
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Date of Birth	Male	Female	State of Residence	Non-Resident Alien	Race/Ethnicity Unknown	Hispanics of Any Race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Citizen of the United States of America	U.S. Permanent Resident Alien	Non-Resident Alien
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8/17/1982	1		TN								1	1		
9/26/1979		1	TN								1	1		
9/26/1983		1	TN								1	1		
10/1/1973		1	KY			1						1		
8/27/1983		1	TN								1	1		
2/8/1986	1		TN		1							1		
10/31/1965	1		TN								1	1		
3/31/1986	1		TN								1	1		
6/19/1986	1		TN								1	1		
12/14/1856	1		TN								1	1		
10/7/1978	1		TN								1	1		
5/22/1978		1	VA								1	1		
7/11/1968	1		TN								1	1		
9/15/1983	1		TN								1	1		
4/3/1969	1		TN		1							1		
10/26/1977		1	TN								1	1		
3/8/1982		1	TN								1	1		
7/14/1987	1		TN								1	1		
8/13/1983		1	TN								1	1		
2/25/1977		1	TN								1	1		
3/2/1984	1		TN								1	1		
2/27/1970	1		TN								1	1		
6/2/1977		1	TN								1	1		
1/27/1982	1		TN								1	1		
12/10/1982		1	TN								1	1		
1/8/1970		1	TN								1	1		
7/16/1964		1	TN								1	1		
2/8/1973	1		TN								1	1		
8/6/1970	1		TN						1			1		
5/21/1986	1		TN								1	1		
12/5/1974	1		TN								1	1		
1/22/1980		1	TN								1	1		
8/19/1981	1		TN								1	1		
2/11/1985		1	TN						1			1		
2/19/1987	1		TN						1			1		

Date of Birth	Male	Female	State of Residence	Non-Resident Alien	Race/Ethnicity Unknown	Hispanics of Any Race	American Indian or Alaska Native	Asian	Black or African American	Native Hawaiian or Other Pacific Islander	White	Citizen of the United States of America	U.S. Permanent Resident Alien	Non-Resident Alien
5/23/1985		1	TN								1	1		
5/18/1980	1		TN								1	1		
5/4/1981	1		TN								1	1		
2/18/1978	1		TN								1	1		
2/18/1982	1		TN								1	1		
6/5/1973		1	TN								1	1		
9/25/1970	1		TN								1	1		
6/28/1984		1	TN			1						1		
5/5/1977	1		TN								1	1		
3/3/1978	1		TN								1	1		
4/10/1970	1		TN								1	1		
6/8/1986	1		TN								1	1		
9/1/1983		1	TN								1	1		
2/9/1974		1	TN								1	1		
10/31/1974		1	TN								1	1		
8/22/1980		1	TN								1	1		
3/3/1979		1	TN								1	1		
10/21/1975	1		TN								1	1		
10/2/1986	1		TN								1	1		
3/5/1965	1		TN								1	1		
7/29/1986	1		TN								1	1		
4/21/1984	1		TN								1	1		
1/26/1980	1		TN								1	1		
4/19/1969		1	TN								1	1		
10/5/1967		1	TN								1	1		
12/13/1983		1	TN								1	1		
2/7/1986		1	TN								1	1		
5/12/1986	1		TN		1							1		
8/15/1970	1		TN								1	1		
4/20/1986	1		TN								1	1		
8/8/1962		1	TN								1	1		
4/12/1984	1		TN								1	1		
12/1/1986		1	TN								1	1		
2/3/1985		1	TN						1			1		
7/31/1967		1	TN						1			1		
10/20/1986		1	TN								1	1		
1/25/1975		1	TN								1	1		
5/10/1967	1		TN								1	1		
10/7/1977		1	TN								1	1		
5/31/1974		1	TN								1	1		

## Course Evaluation - Fall 09

Please rate each of the following on a 1-5 scale, where (1) is "Strongly Disagree," (2) is "Disagree," (3) is "No Opinion/Neutral," (4) is "Agree," and (5) is "Strongly Agree."

### 1 THE COURSE:

	1	2	3	4	5
	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
Syllabus accurately described course content and objectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Assignments were reasonable and appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Course pace was appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Required students to think analytically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improved my problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In-class quizzes reflected relevant material	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size was appropriate for the subject and format	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 2 TEXTBOOK/RESOURCES:

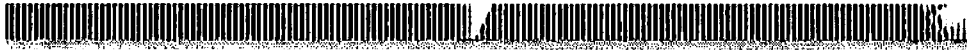
	1	2	3	4	5
	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
The required textbooks and other instructional material adequately covered the subject	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The textbooks and other instructional material were clear and well-written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I would recommend that current textbooks and other instructional materials continue to be used	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

### 3 THE PROFESSOR:

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
<b>Encouraged students to ask questions</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Used visual aids in the classroom or course materials (e.g., PowerPoint, handouts)</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Followed a course syllabus</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Was knowledgeable in the subject matter</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Encouraged participation in class</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Was interested in the course material</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Had high expectations for students</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Spent class time on problems or other activities requiring student involvement</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Made students welcome to express their opinions</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Provided continuity from one class to another</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Treated students with respect</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Was available to students outside of class</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Was well-prepared for each class</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Related components of the class to practical situations</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Varied classroom activities and methods</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The professor's overall teaching performance in this course was excellent</b>				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



4 What did the instructor do well that contributed to your learning?



5 What improvements could the instructor have made to enhance your learning?



6 MID-TERM EXAMS:

1	2	3	4	5
Strongly Disagree	Disagree	No Opinion/ Not Applicable	Agree	Strongly Agree

The accommodations were conducive to test-taking

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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This test was administered properly

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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The mid-term exam schedule was satisfactory

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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The instructions for accessing Exam4 were clear

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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Exam4 was easy to use

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

The special accommodations I needed were met

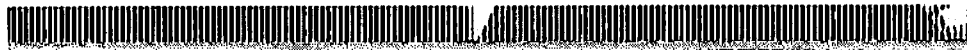
<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
-------------------------	-------------------------	-------------------------	-------------------------	-------------------------

The exam review immediately following the exam was beneficial

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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The mid-term exam was a good assessment of what I have learned thus far

<input type="radio"/> 1	<input type="radio"/> 2	<input type="radio"/> 3	<input type="radio"/> 4	<input type="radio"/> 5
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7 Please list then describe any positive and/or negative factors about the course.



8 General comments:



Survey Page 1

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# Course Evaluation - ██████████

## Torts Fall 09

### Results Overview



Date: 1/13/2010 2:33 PM PST  
 Responses: Completes  
 Filter: No filter applied

Please rate each of the following on a 1-5 scale, where (1) is "Strongly Disagree," (2) is "Disagree," (3) is "No Opinion/Neutral," (4) is "Agree," and (5) is "Strongly Agree."

#### 1. THE COURSE:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
Syllabus accurately described course content and objectives	0 0%	2 5%	2 5%	7 19%	26 70%
Assignments were reasonable and appropriate	0 0%	0 0%	0 0%	16 43%	21 57%
Course pace was appropriate	0 0%	0 0%	0 0%	17 46%	20 54%
Required students to think analytically	0 0%	0 0%	0 0%	5 14%	32 86%
Improved my problem-solving skills	0 0%	0 0%	0 0%	9 24%	28 76%
In-class quizzes reflected relevant material	0 0%	0 0%	0 0%	8 22%	29 78%
Class size was appropriate for the subject and format	0 0%	0 0%	0 0%	13 35%	24 65%

#### 2. TEXTBOOK/RESOURCES:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
The required textbooks and other instructional material adequately covered the subject	0 0%	5 14%	2 5%	17 46%	13 35%
The textbooks and other instructional material were	3 8%	10 27%	4 11%	11 30%	9 24%



clear and well-written  
I would recommend that current textbooks and other instructional materials continue to be used

2 5%	8 22%	4 11%	14 38%	9 24%
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### 3. THE PROFESSOR:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.

	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
Encouraged students to ask questions	0 0%	0 0%	0 0%	6 16%	31 84%
Used visual aids in the classroom or course materials (e.g., PowerPoint, handouts)	4 11%	7 19%	13 35%	8 22%	5 14%
Followed a course syllabus	0 0%	0 0%	1 3%	7 19%	29 78%
Was knowledgeable in the subject matter	0 0%	0 0%	0 0%	1 3%	36 97%
Encouraged participation in class	0 0%	0 0%	0 0%	4 11%	33 89%
Was interested in the course material	0 0%	0 0%	0 0%	3 8%	34 92%
Had high expectations for students	0 0%	1 3%	0 0%	4 11%	32 86%
Spent class time on problems or other activities requiring student involvement	0 0%	0 0%	2 5%	11 30%	24 65%
Made students welcome to express their opinions	0 0%	0 0%	0 0%	10 27%	27 73%
Provided continuity from one class to another	0 0%	1 3%	1 3%	13 35%	22 59%
Treated students with respect	0 0%	0 0%	1 3%	8 22%	28 76%
Was available to students outside of class	0 0%	0 0%	3 8%	10 27%	24 65%
Was well-prepared for each class	0 0%	0 0%	0 0%	5 14%	32 86%
Related components of the	0 0%	1 3%	0 0%	8 22%	28 76%

class to practical situations					
Varied classroom activities and methods	0 0%	4 11%	10 27%	13 35%	10 27%
The professor's overall teaching performance in this course was excellent	0 0%	0 0%	0 0%	9 24%	28 76%

**6. MID-TERM EXAMS:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	No Opinion/ Not Applicable	Agree	Strongly Agree
The accommodations were conducive to test-taking	0 0%	0 0%	1 3%	18 49%	18 49%
This test was administered properly	0 0%	0 0%	1 3%	16 43%	20 54%
The mid-term exam schedule was satisfactory	2 5%	4 11%	5 14%	14 38%	12 32%
The instructions for accessing Exam4 were clear	0 0%	3 8%	1 3%	14 38%	19 51%
Exam4 was easy to use	0 0%	2 5%	2 5%	16 43%	17 46%
The special accommodations I needed were met	0 0%	0 0%	19 51%	7 19%	11 30%
The exam review immediately following the exam was beneficial	1 3%	4 11%	5 14%	15 41%	12 32%
The mid-term exam was a good assessment of what I have learned thus far	0 0%	1 3%	3 8%	18 49%	15 41%

# Course Evaluation - ██████████

## PROF Fall 09

### Results Overview



Date: 1/13/2010 2:34 PM PST  
 Responses: Completes  
 Filter: No filter applied

Please rate each of the following on a 1-5 scale, where (1) is "Strongly Disagree," (2) is "Disagree," (3) is "No Opinion/Neutral," (4) is "Agree," and (5) is "Strongly Agree."

#### 1. THE COURSE:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
Syllabus accurately described course content and objectives	1 3%	0 0%	0 0%	14 38%	22 59%
Assignments were reasonable and appropriate	1 3%	0 0%	1 3%	17 46%	18 49%
Course pace was appropriate	1 3%	2 5%	6 16%	18 49%	10 27%
Required students to think analytically	0 0%	1 3%	2 5%	13 35%	21 57%
Improved my problem-solving skills	0 0%	2 5%	5 14%	18 49%	12 32%
In-class quizzes reflected relevant material	1 3%	0 0%	1 3%	11 30%	24 65%
Class size was appropriate for the subject and format	0 0%	1 3%	0 0%	14 38%	22 59%

#### 2. TEXTBOOK/RESOURCES:

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
The required textbooks and other instructional material adequately covered the subject	0 0%	2 5%	6 16%	11 30%	18 49%
The textbooks and other instructional material were	0 0%	3 8%	7 19%	13 35%	14 38%

clear and well-written I would recommend that current textbooks and other instructional materials continue to be used	0 0%	5 14%	7 19%	9 24%	16 43%
--------------------------------------------------------------------------------------------------------------------------	---------	----------	----------	----------	-----------

**3. THE PROFESSOR:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	No Opinion/ Neutral	Agree	Strongly Agree
Encouraged students to ask questions	0 0%	1 3%	2 5%	12 32%	22 59%
Used visual aids in the classroom or course materials (e.g., PowerPoint, handouts)	1 3%	0 0%	0 0%	3 8%	33 89%
Followed a course syllabus	1 3%	0 0%	0 0%	13 35%	23 62%
Was knowledgeable in the subject matter	1 3%	0 0%	0 0%	12 32%	24 65%
Encouraged participation in class	0 0%	1 3%	1 3%	15 41%	20 54%
Was interested in the course material	0 0%	1 3%	0 0%	12 32%	24 65%
Had high expectations for students	0 0%	1 3%	2 5%	13 35%	21 57%
Spent class time on problems or other activities requiring student involvement	1 3%	1 3%	2 5%	15 41%	18 49%
Made students welcome to express their opinions	0 0%	1 3%	2 5%	10 27%	24 65%
Provided continuity from one class to another	1 3%	0 0%	2 5%	12 32%	22 59%
Treated students with respect	1 3%	0 0%	0 0%	6 16%	30 81%
Was available to students outside of class	1 3%	0 0%	3 8%	9 24%	24 65%
Was well-prepared for each class	1 3%	0 0%	0 0%	6 16%	30 81%
Related components of the	0 0%	2 5%	4 11%	15 41%	16 43%

class to practical situations					
Varied classroom activities and methods	2 5%	6 16%	16 43%	7 19%	6 16%
The professor's overall teaching performance in this course was excellent	0 0%	1 3%	2 5%	17 46%	17 46%

**6. MID-TERM EXAMS:**

Top number is the count of respondents selecting the option. Bottom % is percent of the total respondents selecting the option.	Strongly Disagree	Disagree	No Opinion/ Not Applicable	Agree	Strongly Agree
The accommodations were conducive to test-taking	0 0%	2 5%	1 3%	17 46%	17 46%
This test was administered properly	0 0%	2 5%	1 3%	10 27%	24 65%
The mid-term exam schedule was satisfactory	1 3%	4 11%	4 11%	16 43%	12 32%
The Instructions for accessing Exam4 were clear	0 0%	2 5%	1 3%	14 38%	20 54%
Exam4 was easy to use	0 0%	1 3%	1 3%	22 59%	13 35%
The special accommodations I needed were met	0 0%	0 0%	23 62%	6 16%	8 22%
The exam review immediately following the exam was beneficial	1 3%	5 14%	9 24%	13 35%	9 24%
The mid-term exam was a good assessment of what I have learned thus far	0 0%	2 5%	4 11%	16 43%	15 41%

# Course Evaluation - [REDACTED] LAWYERING SKILLS Fall 09 Results Overview



Date: 1/13/2010 2:39 PM PST  
Responses: Completes  
Filter: No filter applied

## 4. What did the instructor do well that contributed to your learning?

### # Response

- 1 The instructor was available during school hours and outside of traditional class times, which allowed more access to him so that I could ask questions whenever they arose.
- 2 Knew the material very well.
- 3 He was easy to reach by instant message and email.
- 4 N/A
- 5 helped with research
- 6 He explains the criteria that we have to learn very well
- 7 Adequately demonstrated online research techniques, processes, and pieces
- 8 .
- 9 Good use of powerpoint slides - Good in-class research work  
Allowed questions liberally.
- 10 Gave more than ample time, and made more than ample effort, to assist students in understanding the material.
- 11 Provided in class exercises.
- 12 available outside of class for problems with assignments
- 13 He attempted expression of his wealth of knowledge.
- 14 Information will be useful later on but it is useless now, we need to know the law and we need to be able to reflect our knowledge of the law in our writing.
- 15 I enjoyed learning what sources were used before being able to use the Internet for research.
- 16 Researching practice in class was extremely helpful
- 17 assignments followed lectures pretty well.
- 18 E
- 19 Knew every database ever created for research.

## Course Evaluation - ██████████ LAWYERING SKILLS Fall 09 Results Overview



Date: 1/13/2010 2:39 PM PST  
Responses: Completes  
Filter: No filter applied

5. What improvements could the instructor have made to enhance your learning?

**# Response**

- 1 A review would have been beneficial for the midterm and final.
- 2 When we were all meeting together, we would get different answers from the various professors.
- 3 Don't rely on technology as much. It is no replacement for classroom instruction.
- 4 N/A
- 5 na
- 6 nothing
- 7 Take more time explaining Casemap.
- 8 .
- 9 More structure as to what is required  
Give students time to take notes from the PowerPoints.
- 10 Give students time to follow along when you go web surfing in class.
- 11 Introducing different programs further apart.
- 12 Introducing material with assignment...for example casemap tutorial and then assignment instead of the two month gap in between.
- 13 The pace did not allow full comprehension for me.
- 14 We should not have this our first year.
- 15 I think a textbook would have been really effective.
- 16 Stronger overall direction of where class is proceeding  
Instead of having everyone follow on their computers and just having a major crash, print the material out
- 17 (all the steps) - hand it out before class, and then make everyone turn their computers off so that the instructor's computer can pull up the proper web sites.
- 18 Give back memo's before midterms.
- 19 Had more time to learn the databases introduced.

# Course Evaluation - [REDACTED] LAWYERING SKILLS Fall 09 Results Overview



Date: 1/13/2010 2:40 PM PST  
Responses: Completes  
Filter: No filter applied

7. Please list then describe any positive and/or negative factors about the course.

**# Response**

- 1 This course taught practical skills that will continuously be beneficial in our careers as lawyers. The only negative feedback for this course is that we could have accomplished all the course's goals on a two-class-a-week schedule, rather than 4.
- 2 We needed more time between the mid-term tests. It was rapid fire, and you can see the result.
- 3 na
- 4 Prof. Russell has a very busy mind, but sometimes does not answer a question before zoning into something else.
- 5 Liked the slides and the instructor's enthusiasm for the subject matter.  
Hated when the instructor was trying to pull up web site and there was a lot of down time while waiting.



## Course Evaluation - [REDACTED] LAWYERING SKILLS Fall 09 Results Overview



Date: 1/13/2010 2:40 PM PST  
Responses: Completes  
Filter: No filter applied

### 8. General comments:

#### # Response

- 1 He is very nice and willing to explain the material. My complaint is that if we would have had time in between the mid-term exams, all of us would have performed better.
- 2 good class
- 3 Technology! Wow, but it was overwhelming.
- 4 Too many places to have to look for assignments and too many places to have to look for answers to the assignments. Perhaps research assignments should have been a bit more structured - just because we are new to this.

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# DUNCAN SCHOOL OF LAW

# Faculty Development

Term:  Fall  Spring  Summer

Faculty Member: \_\_\_\_\_ Year: \_\_\_\_\_

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## Faculty Development Programs Attended

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Program: \_\_\_\_\_ Date Attended: \_\_\_ / \_\_\_ / \_\_\_

Form of Presentation:  Live (local)  Live (away)  Via ITV  Via Recording

Description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Program: \_\_\_\_\_ Date Attended: \_\_\_ / \_\_\_ / \_\_\_

Form of Presentation:  Live (local)  Live (away)  Via ITV  Via Recording

Description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Program: \_\_\_\_\_ Date Attended: \_\_\_ / \_\_\_ / \_\_\_

Form of Presentation:  Live (local)  Live (away)  Via ITV  Via Recording

Description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Program: \_\_\_\_\_ Date Attended: \_\_\_ / \_\_\_ / \_\_\_

Form of Presentation:  Live (local)  Live (away)  Via ITV  Via Recording

Description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

Program: \_\_\_\_\_ Date Attended: \_\_\_ / \_\_\_ / \_\_\_

Form of Presentation:  Live (local)  Live (away)  Via ITV  Via Recording

Description: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_

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Signature: \_\_\_\_\_

Faculty Member: \_\_\_\_\_ Academic Year: \_\_\_\_\_ - \_\_\_\_\_

**PART I: COURSE LOAD FOR THIS ACADEMIC YEAR**

Teaching: (List each section as a separate course)

Course Name: _____	# of students: _____	Term: <input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Maymester	<input type="radio"/> Summer
Course Name: _____	# of students: _____	Term: <input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Maymester	<input type="radio"/> Summer
Course Name: _____	# of students: _____	Term: <input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Maymester	<input type="radio"/> Summer
Course Name: _____	# of students: _____	Term: <input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Maymester	<input type="radio"/> Summer
Course Name: _____	# of students: _____	Term: <input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Maymester	<input type="radio"/> Summer
Course Name: _____	# of students: _____	Term: <input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Maymester	<input type="radio"/> Summer
Course Name: _____	# of students: _____	Term: <input type="radio"/> Fall	<input type="radio"/> Spring	<input type="radio"/> Maymester	<input type="radio"/> Summer

**PART II: SELF-EVALUATION**

The rating scale for each of the areas of evaluation is:

- 5 = Exceeds Expectations
- 4 = Meets Expectations High Level
- 3 = Meets Expectations Average Level
- 2 = Partially Meets Expectations
- 1 = Does Not Meet Expectations

Teaching Effectiveness .....  Explain, taking into account teaching evaluations and availability to students.

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Scholarly Productivity .....  Explain, taking into account publications and other scholarly activities.

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Service to the School.....  Explain, taking into account law school service.

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Service to the Community .....  Explain, taking into account professional and community service.

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**PART II: SELF-EVALUATION (CONTINUED)**

**Allocation of Time.** Please explain approximate time spent (in hours) in a typical week in the following activities:

- 1. Office Hours .....
- 2. Classroom Teaching .....
- 3. Preparing for class at the law school .....
- 4. Preparing for class at home .....
- 5. Research and writing at the law school .....
- 6. Research and writing at home .....
- 7. Law school committee work .....
- 8. Professional activities (bar meetings, bar committee work, etc.) .....
- 9. Other: \_\_\_\_\_

**PART III: REPORT FOR THIS ACADEMIC YEAR**

**Professional Development and Scholarly Productivity**

*Please list any papers or presentations made during the past year.*

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*Please list any seminars, symposia, or conferences in which you have participated during the past year.*

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**Service to the Law School**

*Please list law school committees on which you serve (designate if chairperson).*

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*Significant law school service, other than committee work.*

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*Other significant activities in the past year.*

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**Service to the Community**

*Please list presentations and/or speeches made to community organizations and/or churches this year.*

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*Please list community organizations on which you serve and offices held.*

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**PART IV: GOALS AND ACTIVITIES FOR NEXT YEAR**

**Teaching Effectiveness:**

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**Courses You Would Like to Teach During the Next Academic Year (List in order of priority):**

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**Professional Development and Scholarly Productivity:**

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**Service to the Law School (Please list the committees you would like to serve on in the next academic year):**

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**Service to the Community:**

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**SIGNATURE**

\_\_\_\_\_ Date: \_\_\_ / \_\_\_ / \_\_\_  
Signature of Faculty Member

**FOR DEAN'S USE ONLY**

Dean's Comments

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# STRATEGIC PLANNING BRAINSTORMING

## INSTITUTIONALLY

1. I think we need to decide and focus on those specific and limited areas upon which we are going to focus and concentrate. Obviously, we cannot be a law school with equally strong programs in every discipline. So, within the context of the mission statement of the school, and as far as possible, the mission desires of the faculty and administration, I think we need to focus. This may be premature at this level however, until we establish the core faculty who will be here to teach these disciplines – at which time we can then make the appropriate decision as to whether they are strong enough to build and be built upon, strong programs in, for example, environmental law, or government or corporate.
2. If we are to try to implement the mission statement of this school, one which, though vague, has lofty, and in my opinion, worthy and non-discriminatory goals – then it would appear that the more pedestrian, but no less important, fields of law would or should be our strengths – e.g., family law, criminal law, common real estate, estate planning and probate, consumer taxation, and so on. I think that if we were to focus on these goals, if everyone is in consensus on what those goals are – given community needs and focus of our students – we could then narrow, or at least define better, our candidate searches, and our core beliefs and goals for the next five years.
3. Discuss the development of teaching and teaching loads
4. To consider each professor teaching two sections of the same course and one elective.
5. Policies that all faculty be required to teach in the evening program
6. Development of 2 -1 -3 program to attract more students
7. Development of third year specialized curriculum according to career interest.
8. Marketing the unique attributes of our school (Nova for years was the most wired law school)
9. We need a mantra and then need to promote it.
10. Perhaps the climate conference has unduly influenced my point of view but I think it's relatively clear that we are going to see an intensification of the regulatory state over the next 25 years; therefore I think that we should consider preparing our students to function effectively in this arena at the local, state and federal levels—a kind of public service bent. This approach can complement, or at least inform, the way we prepare our students to engage in the more “pedestrian” areas of legal practice.
11. I think environmental/energy issues are driving the economy and therefore the national agenda. These issues are of particular concern to Tennessee and its future. The shift

from carbon-based fuels to alternative energy sources will have a particular impact on Tennessee. Tennessee's identity as a "nature destination" can be a defining point (and an attraction) for the establishment of clinics, institutes and recurring symposia.

## **FACULTY**

1. Attract and retain a diverse faculty both in gender and ethnicity without compromising our rigorous standards.
2. Have each faculty member publish one article or other piece of scholarship per year.
3. Provide funding for each faculty member's CLE requirements and bar licensure fees.
4. Increase funding for faculty development to 2500 per year.
5. Tenure
6. Create a system for faculty peer reviews
7. Create a system for junior faculty mentoring
8. Complete and publish a Faculty Handbook
9. Move legal writing to an all full-time instructor model
10. Have all first-year courses taught by full-time professors.
11. Although the content for academic teaching relies heavily on technological advances, it is important to maintain and/or pursue personable and approachable faculty and staff interaction with students. Remembering that no two people learn alike, and some prefer and learn better from face to face interaction and discussion.
12. I really think we need to work on getting the gym memberships online, and force people to go (including me); if we believe in balance being the singular most important state for our students and we as teachers, then we need to promote physical as well as mental health and make it part of the basic culture here at DSoL. The administration would find healthier faculty happier, more energetic, and better able to withstand the rigors of a long day. Even if LMU only subsidized a part of the Y cost, I know that I would certainly subsidize the rest – and we could plan groups to go over and make it an appointment just like a faculty development meeting. I think we would all be surprised how far that would go.
13. Training of faculty
14. Learning outcomes

15. Rubrics

16. Attend the ACA Teaching & Learning Institute as a faculty to work on rubrics and learning outcomes as a faculty group

17. Providing training and development

18. Mentoring

19. Support staff – What is our staffing agenda?

## **CURRICULUM**

1. Investigate efficacy of W&L third-year model.
2. Develop an academic support program
3. Develop a Bar Review course
4. Lockstep required courses in the curriculum
5. Develop writing across the curriculum
6. Develop research across the curriculum
7. It's important that we address the academic support program as an immediate need. Effective assessment and targeted support is needed. Basic skill development (writing in particular) must be addressed *in tandem* with traditional legal academic support.
8. Bar preparation must be integrated now to insure a strong performance by our first graduating class.

## **TEACHING**

1. I want/ need more instruction on the technology – I have been to Turning Point and taken some of their tutorials, but I am still not proficient in the synergy that I could have with the other pieces of technology that we possess, and we have already admitted that we are only just scratching the surface of the abilities which we possess here. I would like not only the faculty development on the technology, but different teaching methods, methods of student engagement, pros and cons of personal interaction with students both inside and outside of school, etc. I would like some guidance on being a mentor, both in dealing with the psychological stressors students face, and how best to guide toward people who can help.



2. I further want some guidance as to the production of scholarship; I believe that I can produce quality work, but I do not even know where to begin, and this is a problem – I cannot be a scholar without knowing what button to push, or how to use the resources I have been given.
3. Process to become a better teacher
4. Ongoing training

## **LIBRARY**

1. Needs of the faculty

## **PHYSICAL RESOURCES**

1. Locks on the faculty doors
2. Hours that the building is open and available
3. Security and coverage
4. Locks on office doors and hooks on doors for hanging coats.
5. I think parking has to be addressed with additional faculty and staff coming on board.
6. Coffee/tea in the faculty suite area
7. Copy/fax/scanning machine

## **STUDENTS**

1. Attract and retain a diverse student body both in gender and ethnicity without compromising our rigorous standards.
2. Elevate our entry medians to the following: LSAT: 152 GPA: 3.2
3. Maintain consistent entry requirements between the full and part-time classes. To the extent this isn't possible, eliminate the part-time program.
4. Develop an externship program
5. Develop a clinical program
6. Develop a mock trial program

7. Develop a moot court program
8. Develop a Law Review
9. Provide ample opportunities for students to learn by serving the community and local business through externships and developing legally staffed clinics in surrounding areas.
10. Develop access to fitness facility for our students

## **CONNECTIONS**

1. Have faculty and administration make substantial, enduring connections with the TN and local bar associations.
2. Have LMU purchase Bar memberships for the Knox Bar for all full-time professors.
3. Develop a policy requiring students to engage in pro bono activities
4. Develop a seminar program whereby members of the legal community come in to talk about some subject -this is good for getting those people interested in the school.
5. Recruit, develop and retain relationships outside the legal academic world to enhance and keep current on the actual practice of Law. This would include forming international alliances with international law firms to obtain global concepts and Legal opportunities. (Guest lecturers or faculty)
6. Increase Public Awareness and support of Duncan School of Law in an effort to seek and increase endowment or scholarships from outside sources to lure and retain qualified and successful students without creating heavy graduate Debt load.

## **LAW SCHOOL COMMUNITY**

1. In order to fully implement a strategic plan we need a faculty and staff that have a synergy with one another. That is, we recruit energetic individuals who are team players and want to adhere to our strategic plan and change it when necessary. We seek to make this place better tomorrow than it is today.
2. I believe that DSoL needs to be a community sponsor of teams of students who are willing to go into the community to help the food lines and kitchens, to help with not necessarily legal endeavors, just to create good feeling in the community – as I believe such selfless and community oriented acts would render enormous dividends in good will, and ultimately to our clinical programs and good feeling in the bar – perhaps if the local bar promotes clean-up days or charitable events, we should be right in the thick of

things with cadres of students willing to pitch in to help, creating a sense within the local and state bar, that LMU students are willing to invest in the communities in which they hope to serve, rendering DSoL a “household” name.

3. I think in the interest of **\*our\*** community, we need to sponsor trips to the courthouse, and not later but now. I think we need to have tours by local bar members of the various courts, both state and federal – so that we are around, and get noticed by the local practitioners and judges. I think we need to have inter-school competitions, running, Frisbee, tag football, whatever – in order to promote that collegial atmosphere with the students and faculty; I don’t just want law school to be a drain and drag, but to be fun and engaging – it can be, but it is going to take some time and planning.

**Academic Council Meeting Minutes**  
**February 26, 2009 BE114**

Present: Evelyn Smith, Rhonda Armstrong, Fred Bedelle, Joanna Neilson, Jack McCann, Katherine Pebworth, Sydney Beckman, Kay Paris, Jacques Debrot, Randy Evans, Mary Anne Modrcin, Lisa Pullen, Conrad Daniels, Aggy Vanderpool, Vina Diderrich, Michelle Heinan, Dan DeBord, Gary Dutton, Helen Cole, John O'Dell, Clayton Hess, Dennis Kiick, Roger Vannoy, Wayne Wells, Jack Mansfield, Dennis Kiick

**Information Items**

Dr. Sherilyn Emberton (Academic Affairs) opened the meeting with a welcome to everyone. Dr. Emberton provided a short post-SACS visit update and reminded members of the March 7<sup>th</sup> faculty reception hosted by the School of Allied Health Sciences and the March 10<sup>th</sup> lecture in ALLM Auditorium by Churchill scholar, Alan Packwood. Dr. Emberton issued current retention data and an enrollment chart featuring goals for next year.

Dr. Emberton discussed a recent trip to Oak Ridge to continue discussion in reference to partnering for an engineering program, as well as an ongoing focus in Knoxville for our nursing program. She reminded the group of our future expansion at Kingsport and commended Dr. Jacques Debrot (English) and the QEP team on their wonderful contributions to the success of the recent SACS visit.

Dr. Clayton Hess spoke about the SACS Reaffirmation review, and detailed the SACS onsite committee comments on the quality and openness of the campus community, faculty, and staff. Although the team was very impressed and the initial report, favorable, the University will not know the final decision until December. We continue to have upcoming program accreditations, and it is important that we maintain our monitoring of student outcomes. Dr. Hess and school deans are currently working on SACS substantive change documents and notifications for MLP, Nursing, Ed.D., and Law.

Mrs. Evelyn Smith, Assistant Vice President for Academic Affairs reviewed faculty development efforts for spring 2009. The CTLE has a lot of learning opportunities listed on calendar, please encourage enrollment. She reminded the academic leaders that ACA student proposals are due tomorrow. Faculty development funds are still available. The Faculty Development Committee has had 53 applications this year and 48 efforts have been all or partially funded. Ms. Smith reminded the group about the need to nominate for our ACA summer teaching and learning workshop on classroom assessment that is scheduled for June 1<sup>st</sup> – 5<sup>th</sup>.

## Action Items

Dr. Jack Mansfield (Athletic Training) talked about curriculum changes for ATTR 395 CPR for the professional Rescuer corrected title would be Professional Sports Emergency care Rescuer. We would incorporate higher level care into CPR 395 this would be special course not part of Curriculum course. A motion to approve was made by Dr. Hess and a second was given by Dr. Mary Anne Modrcin (Nursing). Motion was approved.

Dr. Mansfield also discussed freshman student admission status. Increasing the high school grade point average to 3.2, minimum composite ACT of 18 or SAT of 850. Provisional admittance would be at a GPA 3.0, ACT 17, and SAT 820. This would also apply to transfer students. After further discussion, a motion was made by Dr. Dan DeBord (English), and a second by Dr. Modrcin to take this item back to the academic schools for further discussion. Motion was approved.

Dr. Fred Bedelle (Education) discussed title changes for courses in the education department. These changes were brought about by the recent SACS review and will be for clarification purposes. The following courses need title changes: EDUC 350, EDUC 355, EDUC 410, EDUC 430, EDUC 450, and EDUC 460. These changes will more closely reflect the course content. A motion to approve these title changes was made by Dr. Modrcin, and a second was made by Dr. Okie Wolfe (Education). Motion was approved.

Dr. Aggy Vanderpool (Arts and Sciences) discussed the postbaccalaureate program in pre-medical science. The plan includes three options and curriculum advisement will be handled through a cooperative effort between DCOM and Science faculty. The University will need to determine appropriate pricing for this program and whether a certificate will need to be awarded. A motion to move was made by Dr. Bedelle, and a second was made by Dr. Dennis Kiick (DCOM). Motion was approved.

Dr. Dan DeBord (English) talked about three courses added as options to meet the Lincoln Liberal Arts general core curriculum. A motion to move was made by Dr. Vanderpool, and a second was made by Dr. Bedelle. Motion was approved.

Mr. Wayne Wells (Communication Arts) talked about a curriculum revision of ten new courses that will be added to the major, nine courses will be deleted from the electives, and eight courses will be deleted from communications major. Prefixes will change from COMM to BCOM. The degree will be renamed from Communication Arts to Broadcast Communications. Mr. Wells reviewed his survey of local radio and television stations to see what they are looking for in students when they finish this program. The survey indicated that there were definite skills needed for graduates to be competitive in the Broadcast

world. This proposal will also create a minor in theatre. No additional hours were proposed for the degree change. A motion to move was made by Dr. Kiick, and a second was made by Dr. Jack McCann (Business). Motion was approved.

Dean Sydney Beckman (Law School) announced that the proposed law school has been approved by the Tennessee Board of Law Examiners (TBLE). This approval would allow all program graduates of the proposed program to sit for the Tennessee Bar Examination. Dean Beckman reminded the group that following SACS approval, the University will continue to seek approval by the American Bar Association (ABA). Dean Beckman presented the 88 credit hour curriculum with courses focusing on topics from the Tennessee Bar Exam and outlined by both Tennessee statute and the ABA. The curriculum will be enhanced with specific courses on lawyering skills (oral and writing). A part-time program is proposed for initiation in the fall of 2009, and full-time students admitted in fall of 2010. Curriculum, staffing models, a five-year budget, learning resources, facility and technology implementation have all been reviewed by ABA-approved consultants hired by the TBLE. After receiving the consultants' report, the TBLE unanimously approved the proposed LMU School of Law. Motion to approve the proposed law school curriculum and program requirements was made by Dr. Bedelle, with a second by Dr. Wolfe. Motion was approved.

Mr. Roger Vannoy (Athletics) discussed the prefix changes for development courses, and asked if there was some way to designate them numerically more clearly to indicate that there is not credit awarded for these courses. It is very confusing to students and advisors. After further discussion, the request will be forwarded to Mrs. Helen Bailey (Registrar) to inquire if this can be done. No further action was taken on this item.

Dr. Emberton asked for the group to review the minutes from the earlier meeting, and asked for any amendments or corrections to the minutes. Dr. Modrcin suggested that there needed to be consistency with titles. A motion to approve the minutes was made by Dr. Bedelle, and a second by Dr. Modrcin. Motion was approved.

The meeting was adjourned.

Respectfully submitted,

Aprile Mason  
Executive Administrative Assistant for Academic Affairs

**Academic Council Meeting Agenda**

**Thursday, October 22, 2008**

**Business/Education Building, Room 116**

**2:30-4:00 p.m.**

**Information Items:**

- **Welcome and University Updates—Sherilyn Emberton, VPAA**
  
- **Faculty Development Updates—Evelyn Smith, AVPAA**
  
- **Dean and Chairs' Signature Role in External Funding and Research--- Pauline Lipscomb, ORGSP Director**
  
- **New Program Updates**
  - **Proposed JD Program---Syd Beckman, Dean of the Law School**
  
  - **Proposed Ed.D. Program---Cynthia Norris, Ed.D. Program Director**
  
  - **PA Program---Dennis Kiick, DCOM Asst. Dean for Basic Sciences**

**Action Items:**

- **Review of Meeting Minutes**
  
- **Proposal for Teacher Education Admissions GPA Change--- Teresa Bicknell, Asst. Dean, School of Education**
  
- **Proposal for Change in Undergraduate Business Core Course Requirements---Jack McCann, Interim chair, School of Business**
  
- **Proposal for Change in MBA Prerequisites Requirement---Jack McCann**

## **ACA Summit Presentations**

**Library Discipline Forum (Continued) -- Information Literacy: A Review of the Literature** Bruce Kocour (Carson-Newman College), Joshua Dodson (Lincoln Memorial University), Janice McDonnell (Lincoln Memorial University) -- This session, led by Joshua Dodson and Janice McDonnell, will review the literature about Information Literacy.

**Library Discipline Forum (Continued) -- Open Source Software / Library Promotion** Bruce Kocour (Carson-Newman College), Laura Slavin (Lincoln Memorial University), Joshua Dodson (Lincoln Memorial University), Kelli Williams (Carson-Newman College) -- Laura Slavin and Joshua Dodson will present iOpen Source Software Applications for Libraries. Kelli Williams will present iCome to the Library: The Dynamics of Creative Promotion.

**Recreating History: Walking in Their Footsteps** Kathy Hulley (Lincoln Memorial University), Carol Campbell (Lincoln Memorial University) -- The Abraham Lincoln Library and Museum of Lincoln Memorial University continues to expand its educational programs and have included students enrolled in undergraduate and Post Baccalaureate courses in the development process. The museum's mission is to provide resources for regional schools, teachers, and the public through iworkshops, seminars, forums, courses, outreach programs, and research opportunities. Presentation will cover programs available in addition to the future development of web-based sources for teachers and the public. Two program examples will be discussed including iHistory In A Box which uses primary source documents to teach students about the Civil War.

**Basic Training: A Multimedia Primer** Ann Callahan (Lincoln Memorial University), Anthonette McDaniel (Pellissippi State Technical Community College) -- This session provides simple yet powerful ways to use multimedia resources for teaching courses online and in class. Examples of multimedia resources to be discussed include audio, video, animation, photography, graphs/tables/charts, artwork, and websites. Participants will learn how to record, manipulate, and insert multimedia resources into a PowerPoint presentation. Free and low-cost software will be identified along with suggestions for software specific to participant needs. Hence, the goal of this session is for participants to learn how to use multimedia resources to enhance delivery of their course material. Participants are encouraged to bring a laptop to this session.

**Teaching Science through Multidisciplinary Research** Eugene de Silva (Lincoln Memorial University), Chasity Long (Lincoln Memorial University), Mary Gibbs (Lincoln Memorial University) -- This session will prepare science educators to conduct class teaching through research. Ten topics under research module will be discussed to show how science education can be more interesting when taught via multidisciplinary research.



**The ABCs of Mapping the Medical Application Minefields** Randy Evans (Lincoln Memorial University) -- As pre-professional students prepare to successfully apply to enter a graduate program in medical disciplines such as human medicine, pharmacy, dentistry, optometry, and veterinary medicine our role of faculty advisor is critical. This session will cover such topics as: "A"s: Advisement (Of Students) Attributes (Desired By Professional Schools) Application (The Process) "B"s: Benefits (To Colleges Offering Pre-professional Programs) Bias (Overcoming Perceived Bias Against Appalachian Students) Bifocals: (Student Short- and Long-term Goals) "C"s: Curriculum (Sample Curricula) Character (Applicant Integrity) Candidate (Capable of Graduating From A Professional School).

**A study of bacterial contamination of Norris Lake, TN** Joanna Badara (Lincoln Memorial University), Brandon Brooks (Lincoln Memorial University), Shelby Kirkpatrick (Lincoln Memorial University) -- Boat usage on Norris Lake has increased to over 650% since 1962. Several marinas take part in the Tennessee Valley Clean Marina Initiative. This program is targeted to reducing contamination of reservoir waters that associate with recreational activities. Our research focuses on comparing levels of bacterial contaminants during summer holidays, in water samples collected from participant and non-participant marinas. participant and non-participant marinas. The second component of this study includes identification of sources of contamination. Antibiotic resistance profiles obtained for water contaminants will be compared to antibiotic resistance spectra of fecal bacteria from known sources, which would allow the identification of sources of contamination.

**Ledford Scholars Meeting** Joe Whittaker (Pikeville College), Vanessa Fitsanakis (King College), Michael Freake (Lee University), Okie Wolfe (Lincoln Memorial University) - - This will be the first meeting of the Ledford Scholars Program participants. After introductions, the group will learn how to do a poster presentation and prepare for the big poster exposition at 5:00 PM later in the day.

**Ledford Scholars Meeting (continued)** Joe Whittaker (Pikeville College), Vanessa Fitsanakis (King College), Michael Freake (Lee University), Okie Wolfe (Lincoln Memorial University) -- The group will discuss their poster presentation experience, evaluate what worked well and what could be improved, and then prepare for the big poster exposition to follow.

**A Needs Assessment for the Middlesboro Independent School District, Middlesboro, KY that Projects the Certified Personnel Openings Due to Retirement** Sabrina Hester (Lincoln Memorial University) -- This project was designed to provide data to the Superintendent and the School Board of the Middlesboro Independent School System, regarding the proposed retirement of staff in K-12 and support personnel. With this information, the Superintendent and the School Board of the Middlesboro Independent School System can develop a vision plan for the needs of K-12 teachers and support personnel for the next five years. Information regarding retirement will impact decisions that will be made regarding hiring new personnel, as well as budget consideration.

**Pharmacy Employee Perceptions of the Cost Impact of Medication for Senior Patients in Rural Appalachian Communities** Katie Zion (Lincoln Memorial University) -- This exploratory study examined the impact of rising medication costs for senior patients from the point of view of pharmacy employees (registered pharmacists and pharmacy technicians). Independent, hospital, and chain pharmacies in three rural Appalachian counties were surveyed. Respondents were registered pharmacists (93%) who reported an increase in the number of prescriptions for 60/90 day supplies, generic medications, and larger doses suitable for pill splitting. Respondents reported that patients were going without needed medications due to rising costs and were cutting back on other basic needs. Area pharmacies are offering discount cards and low cost (\$4.00) generic medications.

**The Land That Shaped a Legend** Matthew Brock (Lincoln Memorial University) -- Pictures of the exhibit, details of the exhibit, details of the project, and etc...

**We Are Coming Father Abraham** Rebekah Haynes (Lincoln Memorial University) -- The project involves sheet music and other related materials of the 19th century and early 20th century. There will be several things on display. There will be pictures and biographies of 4 popular composers which are Christy Minstrels, Stephen Foster, George Root and Henry Work. Also there will be pictures and description of each audio file. There will be examples of each data base. I will have scanned examples of the sheet, broadsides, songsters and other materials.

**Ledford Scholars Presentations -- Interpreting Our History and Our World** Okie Wolfe (Lincoln Memorial University) -- This session will include presentations by Ledford Scholars of their projects during the past year in the areas of community service, history, and globalization.

**Knowledge Incorporates Source Selection, Evaluation, & Synthesis (KISSES): Integrating Information Literacy Across the Curriculum** Christy Cowan (Lincoln Memorial University), Jacques Debrot (Lincoln Memorial University), Janice McDonnell (Lincoln Memorial University), Philip Smith (Lincoln Memorial University) -- Up to this point, the KISSES project has conducted analyses on past written papers to assess need for an information literacy program at LMU. Future plans include hosting a workshop this summer to help LMU faculty develop information literacy rubrics and curriculum plans for a sophomore level English course and a senior level Psychology course. This workshop and the integration of information literacy in these two courses for fall 2008 will serve as a pilot study for the Quality Enhancement Plan for the entire university. This project is supported by Appalachian College Association and the Andrew W. Mellon Foundation.

**Science Discipline Forum (Continued) -- Assessment in the Sciences / Innovations in Science Pedagogy** Jason Powell (Ferrum College), Aggy Vanderpool (Lincoln Memorial University), Joana Badara (Lincoln Memorial University) Mary Ball (Carson-Newman College), Ray Bloomer (King College) -- Aggy Vanderpool Joana Badara will discuss *Field Work is only Half the Battle: Assessing Speaking and Writing Skills for Undergraduate Science Majors*. Mary Ball will discuss *What are Scoring Rubrics and What Place Do they Have in Science Courses?* This will be followed by a general discussion, moderated by Jason Powell, about assessment in the sciences. Following this, Ray Bloomer will discuss *Teaching Science Lab Courses Online?*

**The Use of a Unifying Concept in Psychology Courses** Kevin Reily (Ferrum College), Christy Cowan (Lincoln Memorial University), Rita Creason (Campbellsville University) - - During the 2007 ACA Teaching and Learning Institute, we discussed ways to improve student engagement and learning in various psychology classes. We decided to use a unifying concept (e.g., stress, health) to give the class a sense of how the individual class topics can tie together. The goals of the project were to enhance student engagement and learning by incorporating a unifying concept into an individual course, to assess the results, and to present our findings at the 2008 ACA Summit. The results indicate that using a unifying concept in class is beneficial.

## **School of Education-Undergraduate Admission Requirements Change**

The Department of Undergraduate Education proposes that the Undergraduate Teacher Education Program admission requirement be changed from a GPA of 2.7 to 2.5. The Tennessee Board of Education minimum requirement is 2.5. The rationale behind this is that many surrounding IHE teacher education programs are at 2.5, and to be competitive, we must move to the state requirement. This will go into effect immediately and all publications concerning Teacher Education Program admission requirements will be changed at the next printing.