Lincoln University

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PROMOTION, TENURE AND SABBATICAL GUIDELINES REVISED

Amended By
The Lincoln University Board of Trustees
February 8, 2020

Approved By
The Lincoln University Board of Trustees
February 15, 2003

Lincoln University Board of Trustees

RESOLUTION 627
February 8, 2020

PROPOSED AMENDMENTS TO THE FACULTY BYLAWS RES627_020820
ARTICLE VIII. SECTION 8.06 PLAN FOR TENURE

WHEREAS, the Faculty By-Laws of Lincoln University is the official document governing the policy directives of the Faculty; and

WHEREAS, the title of Article VIII. Section 8.06c is currently titled, ***Plan for Tenure***; and

WHEREAS, the current language of Article VIII. Section 8.06c states that a ***Plan for Tenure*** *shall be provided to tenure-track faculty at the time of initial appointment*; and

WHEREAS, a ***Plan for Tenure*** is no longer used and the reference to the document is irrelevant to the current tenure process; and

WHEREAS, the Faculty proposed an amendment to retitle Article VIII. Section 8.06c. to *Promotion and Tenure Guidelines*, as a clear reference to the document that is provided to tenure- track faculty at the time of initial appointment; and

WHEREAS, the proposed amendment to Article VIII. Section 8.06c was approved by the faculty at its meeting held April 3, 2018; therefore, be it

RESOLVED, that the Board of Trustees approves the proposed amendment to retitle Article VIII. Section 8.06c to ***Promotion, Tenure, and Sabbatical Guidelines*** as approved by the faculty at its meeting held April 3, 2018, to clearly reference, in the Bylaws, as amended, the document provided to tenure track faculty at the time of initial appointment.

Lincoln University Board of Trustees

RESOLUTION

February 15, 2003

PROMOTION, TENURE, SABBATICAL
OBJECTIVE CRITERIA

WHEREAS the Board of Trustees in its Annual Meeting of April 20, 2002 took note that it encourages faculty development and high achievement, annually reviews recommendations from the University's Promotion, Tenure, and Severance Committee, and takes appropriate action on candidates for promotion, tenure, and sabbaticals, and

WHEREAS the University's Promotion, Tenure, and Severance Committee was asked at that same meeting to develop, in concert with Faculty of Lincoln University, specific criteria for the evaluation of teaching, scholarship, and University and Community service for the purposes of faculty promotion and tenure, and

WHEREAS the Board required that the promotion, tenure, and sabbatical criteria include a formula, which clearly and consistently quantifies the relative weights of teaching, scholarship, and service that must be used in the recommendation for promotion and tenure, and

WHEREAS the criteria and evaluation system should take into consideration the mission and goals of Lincoln University, and

WHEREAS the criteria and evaluation system serving as the template for recommendations by the University's Promotion, Tenure, and Severance Committee should be reviewed and updated prior to the Committee's review of faculty candidates for promotions, tenure, and sabbaticals and the submission of those recommendations to the Trustees, and

WHEREAS the Board of Trustees RESOLVED THAT any future action on promotion, tenure, and sabbatical recommendations would be contingent on the successful completion of the review, and

WHEREAS the University's Promotion, Tenure, and Severance Committee led an extensive faculty dialogue and development of a proposed criteria and evaluation system for promotions, tenure, and sabbaticals that incorporates a formula that clearly and consistently quantifies the relative weights of teaching, scholarship, and service, and

WHEREAS the proposed criteria and evaluation system for promotions, tenure, and sabbaticals has been formally adopted by the Lincoln University Faculty at its meeting of January 30, 2003 and endorsed by the President and Academic Administration;

THEREFORE, BE IT RESOLVED THAT the proposed criteria and evaluation system, serving as the template for recommendations by the University's Promotion, Tenure, and Severance Committee for promotion, tenure, and sabbatical decisions, be approved by the Board of Trustees of Lincoln University AND BE IT FURTHER RESOLVED THAT the criteria and evaluation system be reviewed after a period of not greater than five years.

Promotion, Tenure, and Sabbatical Document Overview
Professional Standards for Faculty

FIRST SECTION: **DESCRIPTION OF EVALUATION PROCESS**

Introduction

The Evaluation of an applicant for Promotion, Tenure, or Sabbatical is based on:

- Teaching Effectiveness (50% weight)
- Scholarly Research and Creative Activity (30%)
- Service (20%)

I. Tenure Defined

- Defines "tenure" and which full-time faculty member classes are eligible to apply.
- Defines when time (spent in a previous position) toward tenure may be credited in the probation period of a full-time (FT) faculty member.

II. Professional Standards for Faculty Ranks Defined

A) Instructor - must hold at least a master's degree or its equivalent.

B) Assistant Professor- requires a terminal degree (generally the doctorate) in the subject field. Non-doctoral exceptions are specified.

C) Associate Professor - same as Assistant Professor plus evidence of teaching effectiveness, scholarly research, publications, grant writing, creative productions (e.g., juried exhibitions and performances). Must achieve a minimum weighted rating of 3.5 on a 5.0 scale.

D) Professor - Same as Associate Professor plus evidence of consistent excellence in teaching, scholarly research/ creative activity, and service. Must achieve a minimum 4.0 weighted rating on a 5.0 scale.

III. Criteria for Tenure and Promotion Defined

A) Applicant responsibilities for timely submission of applications is specified

B) General Criteria all applicants must meet - Specifies basic expectations of applicants for promotion, tenure, or Sabbatical Leave: From performing the nom1ally expected educational work of the Institution from teaching effectiveness, to academic advising attending faculty meetings, and adhering to professional ethical standards of conduct.

C) Specific Criteria defined with characteristics judged and examples of evidences.

1. Effective Teaching
   - *a.* *Effectiveness in Communication*
   - *b.* *Fairness and Appropriateness of Expectations*
   - *c.* *Command of Subject*
   - *d.* *Effectiveness in Communicating the Methods and Content of One's Discipline to students: Effectiveness use of Technology*
   - *e.* *Effectiveness in Mentoring and Advising Students*
   - *f* *Effectiveness in Relating Professional Goals to the Needs and Goals of One's Own Students as Whole Persons*
   - *g.* *Demonstrated Concern for furthering the Academic Mission of the University*
2. Scholarly Research/Creative Activity and professional Achievement
   - *a.* *Extent and Quality of Scholarly Research/Creative Activity and Professional Achievement*

b. *Success in Relating Scholarly Research/Creative Activity and Technology to Effective Teaching*

c. *Success in Stimulating Intellectual Work in Colleagues through Scholarly Research and Creative Activity*

3. Service to the University and promotion of its Mission

a. *Service and/or Leadership on School or University Committees*

b. *Service and/or Leadership in One's Academic Department*

c. *Service and/or Leadership in Extending College Resources to the Wider Community*

D) Review Process -

1) Specifies deadline date of December 15 for submission by **Department Chairs** of applicant portfolio materials to the **PTS Committee.**

2) Using the same PTS template (applied by the PTS Committee), the applicants' **Deans** forward their recommendations to the **Vice President for Academic Affairs.**

3) The PTS committee submits its final recommendations to the **Vice President for Academic Affairs,** who, after applying the PTS guidelines to applicant documentation provided by the PTS Committee and the Deans, forwards his/her recommendations on all applicants to the **President.**

4) After reviewing all applicant documentation and adherence of recommendations to PTS guidelines, the **President,** will submit a final set of recommendations to the **Board of Trustees** for final action.

E) Rating Scale and Grids are shown for each of the three Evaluative Bases -Teaching, Scholarly Research/Creative Activity, and Service.

SECOND SECTION: **DESCRIPTION OF SOURCES OF EVIDENCE**

Listing of the Eight (8) Sources of Evidence:

A) Classroom Observation Report (Used by peer reviewers and department chair to assess applicant's classroom teaching effectiveness)

B) Documentation (Includes evidences of teaching, research, creative activity, and service effectiveness: syllabi, tests, certificates, transcripts, publications, conference and performance presentations, exhibits, etc.)

C) Department Chair Reference letter - Chairs must submit letter of reference for applicant following a rigorously specified format

D) Student Evaluations of Instructor and Course

E) Internal Peer Reference Letter - following a rigorously specified format

F) Committee Chair/Peer/Unit Head Letters of Reference (rigorous format)

G) External Peer letter of Reference (standard format)

H) Self-Evaluation (must address entire spectrum of applicant's work and educational philosophy)

THIRD SECTION: **SOURCES OF EVIDENCE "GRID"**

This 13-page, carefully constructed grid specifies the exact sources of evidence to be used for each attribute listed under Teaching Effectiveness, Scholarly Research/ Creative Activity, and Service. The attributes are rated on the rating sheets based on the quality and sufficiency of the sources of evidence in the applicant's portfolio.

FOURTH SECTION: **SABBATICAL LEAVE RATING FORM**

Professional Standards for Faculty:
Promotion, Tenure, and Sabbatical Leave

The University By-laws give the President the authority to recommend to the Trustees persons deemed to be qualified for promotion, tenure, or sabbatical. Evaluation for any of these personnel actions is based on teaching effectiveness. scholarly research and creative activity. and service.

1. *Teaching Effectiveness is evaluated on the basis of classroom instruction, demonstrated command of subject, student performance (e.g., mastery of subject matter and critical thinking), academic advising, special mentoring of students, and success in shaping curriculum in the major, school, and University.* ***Effective teaching is central to the mission of the University and is given a weight of 50% in the evaluation process.***

2. *Scholarly Research, Creative Activity, and Professional Achievement is evaluated on the basis of successful engagement in grant preparation, research and other knowledge development, scholarly writing, conference presentation, and publication, or other creative endeavor, such as in music and the fine arts activity, and disseminating that knowledge and creative work.* ***Scholarly research/creative activity is critical to the mission of the University and is given a weight of 30% in the evaluation process.***

3. *Service includes contributing to the mission of the University, school and department through participating in the deliberation, decision making and implementation processes that further that mission, and by extending that work to the community.* ***Service is also vital to the success of the University and is given a weight of 20% in the evaluation process.***

The PTS Committee will provide a comprehensive assessment of candidates for promotion, tenure, and sabbatical on the basis of these standards in accordance with the following weights: ***Teaching (50 percent), Scholarly Research (30 percent), and Service (20 percent).***

I. Definition of Tenure

Tenure is a status earned after demonstrating excellence in teaching, scholarly and creative activity, and service to the University, one's school, one's department, and the community at large. *Except as required by the Faculty By-laws,* ***tenure is not granted on the basis of length of service to the University.*** *The probationary period determined at the time of hire (referred to as the tenure clock) provides an opportunity to demonstrate one's commitment and capacity to work satisfactorily within the University's administrative structure and community.* According to the "Statement of Principles of the American Association of University Professors," published in 1940, tenure is defined as follows:

> Tenure is a means to certain ends, specifically: (1) freedom of teaching and research and of extramural activities and (2) a sufficient degree of economic security to make the profession attractive to men and women of ability.

The acquisition of tenure assures the faculty member that his/her contract will be continued from year to year, unless he/she fails to fulfill professional and contractual obligations or for reasons of professional incompetence, moral turpitude, or financial exigencies facing the University. The

attainment of tenure does not, in itself, insure later promotion. Employment situations which do not accumulate tenure time are as follows:

- When part-time teachers at the rank of Instructor or higher become full-time members of the faculty, their previous Lincoln service is not applicable toward tenure.

- **Unless agreed to in writing by the President (or designee) at the time of tenure-track hire,** time spent by Lecturers, Senior Lecturers, Assistants, Consultants, Visiting Faculty, and Adjunct Research Appointees is not credited in the probationary period leading to possible tenure.

Full-time faculty members may be granted release time in order to do research or perform administrative duties delegated by the administration. As long as these duties are performed at Lincoln and as long as the faculty member's primary function is teaching, the time spent will be counted as part of the probationary period. Any question concerning whether or not the faculty member's primary function is teaching, will be resolved in writing at the time of appointment by the dean of the respective school in consultation with the respective department chair.

II. Professional Standards for Rank: Faculty

Advancement in academic rank is not based on years of service, but involves achievement of gradations of higher levels of excellence in teaching effectiveness, scholarly research I creative activity, and service, with the highest level of achievement at the rank of professor. The following specify these standards as they apply to rank:

A. Instructor

An Instructor shall hold a master's degree or its equivalent. Reappointment depends on satisfactory progress towards completion of the terminal degree, and satisfactory teaching and advising, and service to the University, school, and academic department.

B. Assistant Professor

An Assistant Professor is expected to have an earned doctorate or its equivalent, or the accepted terminal degree in one's discipline **(MFA, MLS, JD, or others as certified by the department in question).** To be promoted from Instructor to Assistant Professor, the person shall have an earned doctorate or the accepted terminal degree in one's discipline. Reappointment depends on satisfactory teaching and advising, service to the academic department, school, University and community, and evidence of scholarly research/ creative activity/ professional achievement.

C. Associate Professor and/or Tenure

The applicant for Associate Professor and/or becoming a tenured faculty member shall have an earned doctorate or the accepted tern1inal degree in his/her respective discipline and shall give evidence of teaching effectiveness and service which *meets the accepted standard for associate professor* and, likewise, a high level of competence in his/her respective field as shown by such activities as scholarly research and publications, grant proposals, presentations at scholarly conferences, and exhibitions and juried performances, *as attested to or validated by peers, both*

within and outside the University, through documented peer review or critique. The successful applicant must achieve at least a 3.5 weighted rating (out of a possible 5.0) on the Rating Scale (Step 2). Those applicants not already at the rank of associate professor or higher and who are successful in receiving tenure, shall automatically be awarded promotion to associate professor.

D. Professor

A Professor shall meet all the standards of Associate Professor and, in addition, *show evidence of consistent excellence* in teaching and service, and in scholarly research /creative activity exceeding the level expected of Associate Professor, *both in extent and quality – as attested to or validated by peers within the University and qualified outside referees. Such evidence must demonstrate excellence in the level of competence in one's discipline.* The successful applicant must achieve at least a 4.0 weighted rating (out of a possible 5.0) on the Rating Scale (Step 2).

III. Criteria for Tenure and Promotion: Faculty

A. Applicant Responsibility

It is the responsibility of the applicant to develop and provide a complete portfolio of documentation that unequivocally demonstrates the applicant's conformance with the standards for the personnel action being requested. It is also the applicant's responsibility to be thoroughly informed about and in compliance with required deadlines for submission of materials.

B. General Criteria

Each tenure-track faculty member applying for tenure and/or promotion will be expected to have fulfilled all contractual requirements as stated below:

1. perform the educational work of the University in a manner appropriate to his/her profession in accordance with his/her role at the University;
2. meet classes as assigned;
3. advise students;
4. maintain regularly scheduled office hours, i.e.,, six hours per week;
5. attend departmental, school, and faculty meetings;
6. serve on faculty committees;
7. attend all formal academic occasions scheduled by the University-unless relieved by the Vice President for Academic Affairs;
8. adhere to professional ethics; and
9. refrain from outside remunerative activity, which interferes with the acceptable performance of his/her duties as a faculty member.

C. Specific Criteria

Each applicant for tenure and/or promotion must show evidence of teaching effectiveness; scholarly research/creative activity, and professional achievement; and service to one's respective department, school, and to the University, as well as to the community at large.

1. Teaching Effectiveness

a. *Effectiveness in Communication*

1. *Characteristics Judged*

Organization and preparation for classes; Effective and varied teaching strategies; Effective use of instructional technologies; Comprehensive and clearly organized syllabi; Clarity of presentations and answers to questions; Sensitivity to student questions and frustrations; Understandable oral delivery; Engagement of students in higher order thinking; Clarity of corrective feedback to students; Effective and organized use of class time

2. *Examples of Evidence*

Student course evaluations; Classroom observation reports by department chairperson; Classroom observation reports by peer evaluators; Department chairperson reference letter; Other letters of reference; Self-evaluation; Assessment of syllabi and textbook selection

b. *Fairness and Appropriateness of Expectations*

1. *Characteristics Judged*

Syllabus reflects criteria and weightings for grades; Syllabi reflects course expectations and assignments; Tests and evaluations engage higher order thinking; Feedback is fair, timely, and adequate; Tests, exams, and assignments reflect course goals; Textbooks and reading materials are appropriate; Classes held regularly and begin and end on time; Clarity of what students are expected to learn

2. *Examples of Evidence*

Examples of syllabi; Examples of exams and assignments; Student course evaluations; Classroom observation reports by department chairperson; Classroom observation reports by peer evaluators; Department chairperson reference letter; Other letters of reference; Self-evaluation; Assessment of syllabi and textbook selection

c. *Command of Subject*

1. *Characteristics Judged*

Ability to relate one's subject to other areas of the discipline and other disciplines; Knowledge of relevant developments in applicant subject field; Clear inte1pretation of abstract ideas; Clearly identifies core principles of subject

2. *Examples of Evidence*

Classroom observation by department chairperson; Peer evaluation; Letters of reference including external letters of reference; Self-evaluation; Course syllabi; Publications and written work; Plan for professional

advancement; Student course evaluations

d. *Effectiveness in Communicating the Methods and Content of One's Discipline to Students and Effective Use of Technology*

1. Characteristics Judged

Impact on student learning; Student learning from applicant's courses; Stimulation of intellectual development of students; Students understand the characteristics of excellent work Stimulation of active student engagement in higher order thinking (analysis, synthesis, evaluation); Stimulation of student application of knowledge to real-world problems; Grasp of and use of technologies in classes, including computer based technologies; Effective and varied teaching strategies; Effective use of instructional technologies

2. Examples of Evidence

Chairperson's letter of reference; Interviews with student majors; Peer letters of reference; Documentation of student learning; Self-evaluation; Student course evaluations; Verification of instructional use of technologies in the classroom (eg.,WebCT, PowerPoint); Classroom observation reports; Department chairperson reference letter; Peer reference letter; Documentation from IMC

e. *Effectiveness in Mentoring and Advising Students*

Characteristics Judged

Mentoring students in applicant's discipline in formal and informal contexts; Effective advising on course selection, career choice, and retention; Availability to students during office hours and informal contact; Grasp of University and major requirements and programs

2. *Examples of Evidence*

Department chairperson's reference letter; Peer letters of reference; Letters/interviews with student advisees; Letters from, and interviews with, applicant's major students; Formal surveys through Advising Center; Applicant's self-evaluation

g. *Effectiveness in Relating Professional Goals to the Needs and Goals of One's Own Students as Whole Persons*

1. Characteristics Judged

Student-centeredness; Commitment to the overall wellbeing of one's students; Demonstrated concern for student learning; Encouragement of student questions and expressions of opinions; Presence and accessibility to students outside of class; Treatment of students with courtesy and respect; Expectation of student success in learning; Enthusiasm for subject matter and teaching in general; Ability to hold student interest and attention

2. *Examples of Evidence*
Student course evaluations; Classroom observation reports by Department chairperson; Classroom observation reports by peer evaluators; Department chairperson reference letter; Other letters of reference; Self-evaluation; Assessment of syllabi and textbook selection

h. *Demonstrated Concern for Furthering the Academic Mission of the University*

1. *Characteristics Judged*
Contributions to curriculum development; Applicant's contributions to the subject discipline and its role in the University's Academic Mission; Awareness of how applicant's discipline relates to other disciplines within the applicant's school and the University; Participation in interdisciplinary projects and programs

2. *Examples of Evidence*
Self-evaluation; Department chairperson letter; Peer letters of reference; Documentation

2. Scholarly Research I Creative Activity and Professional Achievement

a. *Extent and Quality of Scholarly Research/Creative Activity and Professional Achievement*

1. Characteristics Judged

Professional competence and achievement; Staying current on developments in applicant's relevant subject fields; Commitment to applicant's own professional subject discipline

2. Examples of Evidence

Samples of publications; Samples of reviews of creative works; Documentation of externally funded grants and inventions and patents; Documentation of presentations at scholarly conferences; Documentation of juried performances and artistic works; Certification in field specialties; Post-doctoral education; Documentation of Peer Review; Chairperson's letter of reference; Letters of reference from peers in one's discipline; Self-evaluation;

b. *Success in Relating Scholarly Research/Creative Activity and Technology to Effective Teaching*

1. Characteristics Judged

Use of new subject field developments with students in classrooms, tutorials and public lectures, performances, and exhibitions; Inclusion of students in research projects; Use of technologies in development of materials and systems

2. Examples of Evidence

Course syllabi; Student interviews/letters; Department Chairperson letter of reference; Peer letters of reference; Self-evaluation; Documentation of collaboration with students on scholarly projects; Documentation of development of materials and systems with technology

c. *Success in Stimulating Intellectual Work in Colleagues through Scholarly Research and Intellectual I Creative Activity*

1. Characteristics Judged

Stimulation of colleagues to further scholarly research, intellectual, and creative work

2. Examples of Evidence

Documentation of scholarly presentations to the University community, school or department; Documentation of collaboration with other colleagues in research projects, publications, performances, exhibitions, grants; Documentation of curricula and other changes resulting from scholarly research I creative activity; Chairperson's letter of reference, peer letters of reference

3. Service to the University and Promotion of its Mission

a. Service and/or Leadership on School or University Committees

1. Characteristics Judged

Active participation on school and University standing and ad hoc committees; Participation in the business of the general faculty; Participation in curriculum development processes; Fulfillment of special assignments (e.g., administrative assignments such as recruitment, research for the college, and consultation); Service as Dean, Program Director, Department Chairperson; Service on special committees (e.g. Middle States Self-Study, Curriculum Review, etc.); Assisting with Internet-based activity such as developing course and departmental web sites and offering formal and informal training in academic technology

2. Examples of Evidence

Department Chairperson letter of reference, Letters from committee chairpersons; Documentation of participation in committee work; Self-evaluation

b. Service and/or Leadership in One's Academic Department

I. Characteristics Judged

Participation in department meetings and on departmental committees; Directorship of department programs; Curriculum development in one's department (e.g., designing new courses); Sponsorship/advisor to majors clubs; Effective advising and mentoring of departmental majors; fund-raising initiative.

2. Examples of Evidence

Chairperson's letter of reference; Departmental peer letters of reference; letters from and interviews with student majors; Documentation of leadership on such efforts as special projects, assessment, Middles States Reports, curriculum authorship, and grant writing

c. Service and/or Leadership in Extending College Resources to the Wider Community

1. Characteristics Judged

Use of professional expertise in service to the community; Consulting or serving as a resource person; Presentations to community groups; Serving on community or program boards; Appointment in a scholarly capacity to a state or national post; Active participation in professional organizations {e.g., attendance at annual meetings, elections or appointments to offices or committees)

2. Examples of Evidence

Documentation; External letters of reference; Self-evaluation

D. Review Process

The current Promotion, Tenure, and Sabbatical Application Timeline as noted in the Faculty Collective Bargaining Agreement (CBA) must be followed. After receipt of applications, the PTS Committee carefully engages a comprehensive, three-step review of each candidate:

Step 1. *The PTS Committee determines whether the application qualifies to go forward to the comprehensive, in-depth review in accordance with the following guidelines. Failure to meet any one of these three guidelines disqualifies a candidate from further consideration.*

1. *The letter of "intent to apply" and application materials were submitted by the required deadlines (except for the 2002-03 academic year).*

2. *17ie application is complete and contains all required supporting materials, including but not limited to, course evaluations, letters of reference, or documentation of scholarship.*

3. *The applicant possesses the accepted terminal degree in his/her discipline.*

Step *2. The comprehensive rating process. The PTS Committee proceeds with an in-depth review of the application. The PTS Committee makes a thorough examination of the evidence from the applicant's dossier. Step 2 is based on the University's overall commitment to academic excellence, and requires that the applicant demonstrate excellence in teaching, scholarly research I creative activity, and service.*

The evaluation of the applicant is weighted as follows: Teaching (50%). Scholarly Research (30%). and Service (20 %). This weighting is built into a point system accompanying the table entitled "Rating Scale for Applicants for Promotion and/or Tenure. " This rating scale contains the specific performance criteria by which applicants are to be judged (See Section VII: Criteria for Promotion and/or Tenure) and specifies how the calculations are done. It is the responsibility of the applicant to submit evidence of performance in each of these specific areas.

The PTS Committee will make a final decision and include a brief, written justification in its final recommendation.

Step *3. The PTS Committee's written recommendation is submitted (by March 15) to the Vice President for Academic Affairs for administrative review. Each school dean will forward reference letters on the applicants in their schools to the Vice President for Academic Affairs. After reviewing the PTS Committee recommendations and the Deans' reference letters, the Vice President forwards a list of recommendations to the President, who forwards a finalized set of recommended actions to the Board of Trustees for ratification (at its April meeting). The President will inform the PTS Committee of the Board's decision on each applicant.*

Rating Scale for Faculty Applicants

5 - substantially exceeds standard	4 - exceeds the acceptable standard
3 - meets the acceptable standard	2 - below the acceptable standard
1 - substantially below the acceptable standard	0 - no basis for evaluation

I. Teaching Effectiveness	Circle one number and multiply	Score
1. *Effectiveness in Communication* *(Characteristics Judged: Organization and preparation for classes; Comprehensive and clearly organized syllabi; Clarity of presentations and answers to questions; Sensitivity to student questions and frustrations; Good speaking (audible, understandable); Engages students in higher order thinking; Effective and varied teaching strategies; Clarity of written feedback to students; Effective use of class time; Selection of texts)*	012345 x1=	
2. *Fairness and Appropriateness of Expectations* *(Characteristics Judged: Syllabus reflects criteria and weightings for grades; Syllabi reflects course expectations and assignments; testes and evaluations engage higher order thinking; feedback is fair, timely, and adequate; Tests, exams, and assignments reflect course goals; Textbooks and reading materials are appropriate; classes held regularly and begin and end on time; Clarity of what students are expected to learn)*	012345 x1=	
3. *Command of Subject* *(Characteristics Judged: Ability to relate one's subject to other areas of the discipline; knowledge of relevant developments in one's field; Clear interpretation of abstract ideas; Clearly identifies core principles of subject)*	012345 x1=	
4. *Effectiveness in Communicating the Methods and Content of One's Discipline to Students; Effective Use of Technology* *(Characteristics Judged: Impact 011 stude11t learni11g; Student learning from applicant's courses; Stimulation of intellectual development of students; Stimulation of active student engagement in higher order thinking (analysis, synthesis, evaluation); Stimulation of student application of knowledge to real-world problems; Students understand the characteristics of excellent work); Grasp of and use of technologies in classes, including computer based technologies; Effective and varied teaching strategies; Effective use of instn1ctional technologies)*	012345 x1=	
5. *Effectiveness in Relating Professional Goals to the Needs and Goals Of One's Own Students as Whole Persons* *(Characteristics Judged: Student-centeredness; Commitment to the overall wellbeing of one's students; Demonstrated concern for student learning; Encouragement of student questions and expressions of opinions; Presence and accessibility to students outside of class; Treatment of students with courtesy and respect; Expectation of student success in learning; Enthusiasm for subject matter and teaching in general; Ability to hold student interest and attention)*	012345 x1=	
6. *Effectiveness in Mentoring and Advising Students* *(Characteristics Judged: Effective advising on course selection, career choice, and retention; Mentoring students in applicant's discipline informal and informal contexts; Availability to students during office hours and informal contact; Grasp of University and major requirements and programs)*	012345 x1=	
7. *Demonstrated Commitment to the Academic Mission of the University* *(Characteristics Judged: Contributions to curricula development in department, school, and University; Concern for one's discipline and its role in the University Academic Mission; Awareness of how one's discipline relates to other disciplines within one's school and the University)*	012345 x1=	

Teaching Effectiveness - Total Raw Score	Add Column 3 Ratings	
Average Rating	Divide Total by 7	
50% Weighted Rating	0.5 x Average Rating	

II. Scholarly Research / Creative Activity and Professional Achievement		
9. *Extent and Quality of Scholarly Research / Creative Activity, and Professional Achievement* *(Characteristics Judged: Professional competence and achievement; Keeping abreast of developments in the appropriate field; Commitment to one's professional discipline)*	012345 x2=	
10. *Success in Relating Scholarly Research / Creative Activity and Technology to Teaching Effectiveness* *(Characteristics Judged: Use of new subject field developments with students in classrooms, tutorials, and public lectures, performances, and exhibitions; Inclusion of students in research projects; Use of technologies in development of materials and systems)*	012345 x1=	
11. *Success in Stimulating Intellectual Work in Colleagues through Scholarly Research / Creative Activity* *(Characteristics Judged: Stimulation of colleagues to further scholarly research, intellectual, and creative activity)*	012345 x1=	
Total Raw Score	Add Column 3 Ratings	
Average Rating	Divide Total by 4	
30% Weighted Rating	0.3 x Average Rating	

III. Service to the University and its Mission *12.* *Service and/or Leadership on School or University Committees* *(Characteristics Judged: Active participation in school and university standing and ad hoc committees; Participation in the business of the genera/faculty; Participation in curriculum development processes; Fulfillment of special assignments* ***(e.g.,*** *administrative assignments such as recruitment, research for the college, and consultation); Service as Dean, Program Director, Department Chairperson; Service on special committees (e.g. Middle States Self-Study, Curriculum Review, etc.); Assisting with Internet-based activity such as developing course and departmental web sites and offering formal and informal training in academic technology)* *13.* *Service and/or Leadership in One's Academic Development* *(Characteristics Judged: Participation in department meetings and on departmental committees; Directorship of department programs; Curriculum development in one's department (e.g., designing new courses); Sponsorship/advisor to majors clubs; Effective advising of departmental majors; fund-raising initiatives)* *14.* *Service and/or Leadership in Extending College Resources to the Wider Community* *(Characteristics Judged: Use of professional expertise in service to the community; Co11sulti11g or serving as a resource person; Presentations to community groups; Serving on community or program boards; Appointment in a scholarly capacity to a state or national post; Active participation in professional organizations (e.g., attendance at annual meetings, elections or appointments to offices or committees)*	012345 x1= 012345 x1= 012345 x1=	
Total Raw Score	Add Column 3 Ratings	
Average Rating	Divide Total by 3	
20% Weighted Rating	0.2 x Average Rating	
Combined Rating in the three categories	Add the three weighted ratings	

3.5= Minimum required for Tenure (when applicant is an untenured associate professor or professor)

3.5= Minimum required for promotion to Associate Professor (if already tenured) or for Tenure of an Assistant Professor with automatic promotion to Associate Professor)

4.0= Minimum required for promotion to Professor

(1/31/2003 version)

Description of
Sources of Evidence

In order that the *PTS* Committee may have adequate information upon which to base its recommendations, it is empowered to accept evaluative material of the following nature: Applicants are responsible for ensuring that the materials are included in their dossier file:

A. Classroom Observation Report - This report is used by peers and the department chairperson immediately after visiting applicant's class and included with their letters of reference. It includes assessment of the following:

1. Organization of subject matter and course
2. Effectiveness in communication
3. Command of subject
4. Fairness and appropriateness of expectations of students
5. Commitment to student wellbeing; student centeredness
6. Variety of instructional techniques and use of technologies

B. Documentation - Includes materials which show evidence that certifies or verifies claims to various activities or achievements listed in support of application; including syllabi, tests, certificates, transcripts, evidence of publications, presentations, exhibits, and Web- based documents.

C. Department Chairperson Reference Letter - Department chairpersons must submit a letter of reference on behalf of their applicant. Department chairpersons are expected to make at least two classroom observations for each tenure track candidate on an annual basis. The letter of reference should include an overall assessment of all classroom visitations. It must include the following:

1. Overall assessment from all classroom observation reports
2. Comment on fairness and appropriateness of applicant' s expectations as exhibited in syllabus, feedback on exams and papers, and course expectations
3. Style of applicant's pedagogy: inductive/deductive, expository/discovery, analogical/synthesis, problem-solving etc.
4. Availability to students, including maintenance of office hours and informal contact with students
5. Commitment to the wellbeing of students, level of involvement with students, and enthusiasm for Lincoln and its mission
6. Assessment of student course evaluations and written comments
7. Capacity to work satisfactorily within the department and with colleagues in the department
8. Role in departmental activities including: department meetings, service on department projects and committees, directorship of department programs, course and curriculum development in department, sponsorship of student clubs in

department, effective advising and mentoring students, and fund-raising activities
9. Engagement in professional and ethical conduct
10. Incorporation of scholarly and creative activity in classroom, lectures, course materials, curriculum development, and stimulation of colleagues
11. Recommendation for the persoIU1el action

D. Student Course Evaluations - Candidates should submit all student course evaluations and, whenever possible, should include the two years prior to the time of consideration. Student evaluations should follow the standard fom1at and procedure used throughout the University, in order to provide a uniform basis of consideration: Exceptions include student evaluations from prior employment at other institutions.

E. Internal Peer Reference Letter - The applicant may solicit two peer letters of reference from peers who are not the department chair and who are at equal or higher rank. Peer evaluators should be knowledgeable of the applicant's subject and should make a minimum of one classroom visit prior to writing their letters as well as to review the syllabi of the applicant. Peer letters of reference should include:
1. Classroom observation report
2. Comments on classroom observation report
3. Extent and quality of scholarly, creative activity, and professional achievement
4. Intellectual stimulus provided by applicant
5. Capacity to work satisfactorily with colleagues

F. Committee Chair/Peer/Unit Heads Letters of Reference - Applicant will list all committees (ad hoc, standing, department, school, and University)/programs/activities, and solicit letters from committee chairs/peers/unit heads to comment on the following:
1. Applicant' s timeliness, attendance, and presence on committee, participation in program, or activity
2. Applicant' s level of participation on committee/program/activity including special initiatives and work done by applicant
3. Applicant' s capacity to work satisfactorily with colleagues on committees

G. External Peer Letters of Reference - Applicants will solicit two external peer letters of reference which minimally address the following issues:
1. Applicant' s contribution to his/her professional community
2. Applicant' s level of scholarly competence and achievement
3. Other characteristics of applicant on which the reviewer is in a special position to comment

H. **Self-Evaluation** - The applicant' s self-evaluation should include the following:

1. Updated curriculum vitae
2. Copy of letter requesting chairperson's letter of reference
3. Portfolio of publications including documentation
   a. Includes titles, dates, and journal/publisher
   b. Photo copies of book covers, copyright information, and articles or copies of articles or books
4. Titles and dates of presentations including documentation
   a. Copies of organization' s program schedule which references applicant
5. List of committees including
   a. Indication of role on committee
   b. List of achievements on committee
6. List of off-campus organizations in which one' s professional competence is donated to community service
   a. Indication of role on committee/organization
   b. List of achievements on committee/organization
7. Strength and Weaknesses. Applicant comments on *strengths* and *weaknesses* of their progress in meeting the following goals as outlined in their Plan for Professional Development:
   a. Goals set for teaching effectiveness and methodology
   b. Goals set in the areas of scholarly research, publications, presentations, and professional achievement
   c. Goals set for ways to perform valuable service to one' s department, school, University, and community
8. Documentation. Documentation of any items requiring certification or verification

Sources of Evidence Grid

Evidence Code
A. Classroom Observation Report B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation

I. Teaching Effectiveness

a. Effectiveness in Communication	
Organization and preparation for classes	A. Classroom Observation Report B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Clarity of presentations and answers to questions	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Sensitivity to student questions and frustrations	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Understandable oral delivery	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters

a. Effectiveness in Communication	
Engagement of students in higher order thinking	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Clarity of corrective feedback to students	A. Classroom Observation Report B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Effective and organized use of class time	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters

b. Fairness and Appropriateness of Expectations	
Syllabi reflect criteria and weightings for grades	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations
Syllabi reflect course expectations and assignments	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations
Comprehensive and clearly organized syllabi	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Tests and evaluations engage higher order thinking	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters

b. Fairness and Appropriateness of Expectations	
Feedback is fair, timely, and adequate	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Tests, exams, and assignments reflect course goals; Textbooks and reading materials are appropriate	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Classes held regularly and begin and end on time	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Clarity of what students are expected to learn	A. Classroom Observation Report B. Documentation (Publications and more) **C.** Department Chairperson Reference **Letter** D. Student Course Evaluations E. Internal Peer Reference Letters

c. Command of Subject	
Ability to relate one's subject to other areas of the discipline and other disciplines	C. Department Chairperson Reference Letter E. Internal Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Knowledge of relevant developments in applicant subject field	C. Department Chairperson Reference Letter E. Internal Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Clear interpretation of abstract ideas	A. Classroom Observation Report C. Department Chairperson Reference Letter E. Internal Peer Reference Letters H. Self-evaluation

c. Command of Subject	
Clearly identifies core principles of subject	A. Classroom Observation Report C. Department Chairperson Reference Letter E. Internal Peer Reference Letters H. Self-evaluation

d. Effectiveness in Communicating the Methods and Content of One's Discipline to Students, Effective Use of Technology	
Student learning from applicant's courses	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Stimulation of intellectual development of students	B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Stimulation of active student engagement in higher order thinking (analysis, synthesis, evaluation)	A. Classroom Observation Report B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Stimulation of student application knowledge to real-world problems	A. Classroom Observation Report B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Students understand the characteristics of excellent work	A. Classroom Observation Report B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters

d. Effectiveness in Communicating the Methods and Content of One's Discipline to Students, Effective Use of Technology	
Grasp of and use of technologies in classes, including computer based technologies	A. Classroom Observation Report B. Documentation (Publications and more) F. Committee Chair or Peer Reference Letters H. Self-evaluation
Effective and varied teaching strategies	A. Classroom Observation Report B. Documentation (Publications and more) C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters
Effective use of instructional technologies	A. Classroom Observation Report B. Documentation (Publications and more) F. Committee Chair or Peer Reference Letters H. Self-evaluation

e. Effectiveness in Mentoring and Advising Students	
Effective advising on course selection, careerchoice, and retention	B. Documentation (Publications and more) C. Department Chairperson Reference Letter E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters
Mentoring students in applicant's discipline in formal and infonnal contexts	B. Documentation (Publications and more) C. Department Chairperson Reference Letter B. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters
Availability to students during office hours and informal conversation	B. Documentation (Publications and more) C. Department Chairperson Reference Letter E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters

e. Effectiveness in Mentoring and Advising Students	
Grasp of University and major requirements and programs	B. Documentation (Publications and more) C. Department Chairperson Reference Letter E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters

f. Effectiveness in relating professional goals to the needs and goals of one's own students as whole persons	
Commitment to the overall wellbeing of one's students	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Demonstrated concern for student learning	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Encouragement of student questions and expressions of opinions	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Presence and accessibility tostudents outside of class	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Treatment of students with courtesy and respect	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation

f. Effectiveness in relating professional goals to the needs and goals of one's own students as whole persons	
Expectation of student success in learning	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Enthusiasm for subject matter and teaching in general	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation
Instructor holds student interest and attention	A. Classroom Observation Report C. Department Chairperson Reference Letter D. Student Course Evaluations E. Internal Peer Reference Letters H. Self-evaluation

g. Demonstrated concern for furthering the academic mission of the University	
Contributions to curriculum development	C. Department Chairperson Reference Letter E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation
Applicant's contribution to the discipline and its role in the University's academic mission	C. Department Chairperson Reference Letter E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation
Awareness of how applicant's discipline relates to other disciplines within the applicant's school and the University	C. Department Chairperson Reference Letter E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation

g. Demonstrated concern for furthering the academic mission of the University	
Participation in interdisciplinary projects and programs	C. Department Chairperson Reference Letter E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation

II. Scholarly Activity, Creative Work, and Professional Achievement

a. Extent and Quality of Scholarly, Creative Activity, and Professional Achievement	
Professional competence and achievement	B. Documentation (Publications and more) C. Department Chairperson Reference Letter E. Internal Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Staying current on developments in applicant's relevant subject fields	B. Documentation (Publications and more) C. Department Chairperson Reference Letter E. Internal Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Commitment to applicant's own professional subject discipline	B. Documentation (Publications and more) C. Department Chairperson Reference Letter E. Internal Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation

b. Success in Relating Scholarship, Research, and Technology to Effective Teaching	
Use of new subject field developments with students in classrooms, tutorials, and public lectures, performances, and exhibitions	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation

b. Success in Relating Scholarship, Research, and Technology to Effective Teaching	
Inclusion of students in research projects	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation
Use of technologies in development of materials and systems	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation

c. Success in Stimulating Intellectual Work in Colleagues through Scholarship, Creative Work, and Research	
Stimulation of colleagues to further scholarly, intellectual, and creative work	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters

III. Service to the University and Promotion of its Mission

a. Service and/or Leadership on school or University Committees	
Active participation on school and University standing and ad hoc committees	B. Documentation (Publications and more) E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation
Participation in the business of the general faculty; participation in curriculum development processes	B. Documentation (Publications and more) E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation
Fulfillment of special assignments (e.g., administrative assignments such as recruitment, research for the University, and consultation)	B. Documentation (Publications and more) E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation
Service as Dean, Program Director, Department Chairperson; service on special committees (e.g. Middle States Self-Study, Curriculum Review, etc.)	B. Documentation (Publications and inore) E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation
Assisting with Internet-based activity such as developing course and departmental web sites and offering formal and informal training in academic technology	B. Documentation (Publications and more) E. Internal Peer Reference Letters F. Committee Chair or Peer Reference Letters H. Self-evaluation

b. Service and/or Leadership in one's Academic Department	
Participation in department meetings and on departmental committees	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation
Directorship of department programs	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation
Curriculum development in one's department (e.g., designing new courses)	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation
Sponsorship/advisor to majors clubs	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation
Effective advising and 1nentoring of departmental majors	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation
Fundraising initiatives	B. Documentation (Publications and more) C. Department Chairperson Reference Letter F. Committee Chair or Peer Reference Letters H. Self-evaluation

c. Service and/or Leadership in Extending College Resources to the Wider Community	
Use of professional expertise in service to the Community	F. Committee Chair or Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Consulting or serving as a resource person	F. Committee Chair or Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Presentations to community groups	F. Committee Chair or Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Serving on community or program boards	F. Committee Chair or Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Appointment in a scholarly capacity to a state or national post	F. Committee Chair or Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation
Active participation in professional organizations (e.g., attendance at annual meetings, elections or appointments to offices or committees)	F. Committee Chair or Peer Reference Letters G. External Peer Reference Letters H. Self-evaluation

THE LINCOLN UNIVERSITY
PROMOTION, TENURE, SABBATICAL AND SEVERANCE (PTS) COMMITTEE
- SABBATICAL LEAVE RATING FORM -

APPLICANT INFORMATION

Name_____

Faculty rank_____ Start date in current rank_____

Length of time in rank_____ Length of time of full-time employment_____

Semester and academic year of last sabbatical_____

Length of time since last sabbatical _____

Qualification to Apply

(A "no" for either of these questions disqualifies the applicant)

1. Is applicant tenured? ( ) Yes ( ) No
   (Characteristic Judged: Applicant must be tenured to receive sabbatical leave.)

2. Has applicant had a minimum of six years full-time appointment? ( ) Yes ( ) No
   (Characteristics Judged: Applicant must have served a minimum of six years full-time appointment and six years since last sabbatical leave.)

5=highest priority 1=lowest priority (0=no basis for evaluation)		
	Circle One	**Score**
1. **Merit of proposed project** (Characteristics Judged: Applicant has a reasonable plan for completion of the project; project has merit)	5 4 3 2 1 0 x1=	
2. **Publication and research/post-doctoral study** (Characteristics Judged: Publication and research gets higher priority than study or research without publication.)	5 4 3 2 1 0 x1=	
3. **Project will benefit the University** (Characteristics Judged: Project will improve the value of applicant to the University ; project will increase applicant's professional competence and achievement; applicant will return to the University for at least one full year of service.)	5 4 3 2 1 0 x1=	
4. **Faculty Rank** (Characteristic Judged: Higher faculty rank receives higher priority; 5 Professor; 4 Associate; 3 Assistant; and 2 Instructor.)	5 4 3 2 1 0 x1=	
5. **Seniority** (Characteristic judged: Length of full-time service receives higher rank compared to other applicants for year of application.)	5 4 3 2 1 0 x1=	
	TOTAL SCORE	

(over please)

SABBATICAL REQUEST CHECKLIST

Proposal

☐ The proposal should be a detailed description of the planned work including a list of objectives to be achieved, a rationale, and an explanation of how the objectives will be achieved.

Background Information

☐ Name and present title/rank

☐ Years of full-time service at The Lincoln University

☐ Dates of any previous Sabbatical Leaves

☐ Dates of any previous leaves of absence

☐ Updated Curriculum Vitae

☐ Titles and dates of publications

☐ Titles and dates of presentations

☐ Self-evaluation

☐ Copy of letter requesting your Chair's evaluation of your Sabbatical plans

☐ Chairperson's evaluation

☐ Dean's evaluation

☐ Two peer evaluations

☐ Actual or outside funding source(s)

Please include this form with your written recommendation to the Vice President for Academic Affairs by March 15.