

Default Report

Fall 2018 Faculty/Staff Institute

August 22, 2018 6:46 AM MDT

Q2 - 1. What might Lincoln University do to use its distinctive legacy to create a national model for liberal arts education?

1. What might Lincoln University do to use its distinctive legacy to...

Utilize archives. Make archive resources available and accessible. Train our students to be well rounded.

We need to get it out there that we are the first and why does it matter Having a strong communication/marketing Take the initial leadership role to host national conversation with other HBCU Who are the new legacy Reach the outside community, bring them in

Lincoln commercial, marketing positive examples Highlighting distinctive aspects of curriculum (I.e. African American experience) Recruiting best faculty (faculty in residence), and incentivizing Meeting accreditation standards Reinforcing relationships w alumni and university - creating a strategy Leveraging international alumni

Lincoln University can use its distinctive legacy to create a national model for liberal arts education by emphasizing inclusion. By inclusion we mean ideas and viewpoints that are global and less popular as well as class, gender, and ethnicity, etc.

Create and develop programs that align with the demand of the incoming students (teaching, education, engineering), good marketing strategy so people know about us and to get lincolns legacy out there, robust creative marketing campaign, community

Restructure admission requirements Identify flagship program for recruitment Add general studies as degree option Provide more support programs for at risk groups (pre and post LU) Four year one credit orientation /seminar course Discovery learning course for campus leaders on leadership (Peer mentors, RAs, Mr. And Ms. Lincoln, SGA)

In order to prepare our students to go out into the 21st century world -- to bring peace - equity and innovation in their disciplines - to learn, liberate and lead - we could require a second major in a field of the liberal arts. Facilitate student teaching abroad i.e. Liberia for undergraduate or graduate credit.

Student success in jobs, graduation rate, graduate schools, and becoming world leaders.

Utilize distinctive Alumni for speaking engagements, mentoring, and advocating Lincoln University.

We can emphasize stories from our alumni that transcend generations. Tell the Lincoln has a story of perseverance in the face of oppression. We can tell Stories of students that come in with big hills to climb and have a transformation that changes the course of their lives. We can also publish our stories and work more widely so that our model of supporting and fostering students success can be heard beyond our gates. A strong Social media presence is imperative as well.

Completion in 4 years - be a model for preparing students with a rigorous academic education with high 4 yr graduation rates and intensive student support/advising

More advertising and collaborations with other schools within the community to bring more attention to Lincoln. How to get on school tours to bring more attention to Lincoln. High school week so that they know that Lincoln is an option. More promotion Reach out to guidance counsellors

Identifying important elements of the legacy. Communication more broadly and more nationally through media strategy to fill Lincoln's strong legacy achievement that already accomplished and add present day accomplishments Choir student Actors. Make Presentation to other colleges communities Reach down to Middle School Participate with special events such as Black History Month.

Culture... Using the history of LU along with the history of being family centered, and community focused which will embrace the strategic plan moving forward.

Faculty and staff need training in cross cultural differences and openness. Advising has to be broader than registration but educational and career planning and community service. So we need more staff and training. Focus on developing critical thinking on part of students. Need to have a focus on a narrative that addresses real social justice.

Use Lincoln's network to foster a well rounded student and legacy of leaders. Merging of curricular and co curricular.

Invest in information technology We need a niche to instill pride (ie Aggies pride) Rigor

- better communicate our historical relationship with Princeton. Lincoln used to be known as the black Princeton. - create programming that will distinguish as a strong liberal arts institution - telling the Lincoln history and story and explain to our students how we are here to serve the whole students to help them become more intentional about how they navigate their time here - be more innovative in the types of courses we offer our students (cyber security) ... Hip hop or spoken word type classes that are culturally relevant will help us connect with students

Bring back the undergraduate education degree Advertise notable alumni - both internationally, and domestically Strengthening our core liberal arts dept. invest resources in liberal arts edu Strengthen the writing programs. Abolish the WPP and require all students to take writing intensive courses More FT faculty

Capitalize Lincoln University alum and their contributions in curriculum. Showcase how we are the model. Center women leaders as part of the alumni force and included. Look at Bonds book Education for Freedom as an example of liberal arts curriculum and we worked painstakingly to maintain it. We fought to maintain the STEAM. Some of our weaknesses could be our strength—students from underserved districts could be served well here and we could encourage them to be leaders. Transformative nature of what we do now can be emphasized and taking urban students and nurturing them. Capitalize rural area could be a strength and how we help students work through cultural contact zone. Pulling from legacy to make sure it transformative. Not just using buzzwords. Social activism and social justice. Engagement that becomes transformative and is already there—creating opportunities for able to access their interests. Tell story from back to front to tell story –try to focus on women more – to include. Integrate community orientation that students already have. Concentrate on themes and what has Lincoln University has done and not just people including the themes of spirituality, etc. What do you do in your classes to encourage to allow for students to collaborative experience in order to engage or students so it is not just a list of illustrious first.

We need to get the Alumni more involved to promote the Lincoln Legacy. Some of the ways they can do it is for them to come back and explain to our current students the importance of "the Lincoln Legacy." The meaning of Liberal Arts was discussed.

Create a story and make it relevant to each department. Lincoln song that tells the history and Class banners to tell a part of the Lincoln story.

1. Create a promotional video/documentary that incorporates the entire Lincoln history and the legacy walk, involving both alumni and current students. This can be used as a tool to recruit and provide recognition. 2. We could donate to the National African American Smithsonian Museum so that we can be represented as the first HBCU. 3. We currently have the legacy walk; however, we need more people to be facilitators of the legacy walk and we need to have more representatives to go on the legacy walk. 4. An alumni mentee program that could be implemented with the freshmen.

Ask departments how do you evaluate critical thinking Allow each department to showcase itself Show how FYE facilities liberal arts Compare to gold std pedagogy for liberal arts and present our additional strategies at national conferences and publish Use the legacy, the biographies of the communities Lincoln was born out of, to study those biographies and apply the liberal arts to those. Examine and present those biographies in classes and in the community and at meetings. Look at the archives, examine from different viewpoints using the essential liberal arts skills that are universal to examine these histories

Add the scientific, technological, and quantitative literacy back into the target skill set. Use Lincoln's legacy of producing 20% of the nation's black scientists to promote these skills.

Clearly define "liberal arts" in its promotion and marketing so potential students understand the concept. then create a correlation between the liberal arts program to career opportunities or preparation for extended studies.

Incorporate critical thinking and communications in the classroom. Highlight our distinctive legacy in and out of the classroom. Increase professional development for students, faculty, and staff. Highlight educators and professors in ways that give our institution exposure. Create a way to engage faculty with other areas of the campus. This will help to create a better work environment and increase awareness of campus happenings to serve the students and continue the legacy.

Highlight success stories of current students and alumni on a consistent basis. For example, highlight a different Lincoln Lion for each day of Black History Month.

By taking a collective of all studies to open their minds to a futuristic model opposed to the traditional model (i.e. 1854) and taking a new approach for the 21st century to produce leaders.

The university must be clear and concise in their communication. We need to merge the alumni of the past with those of the present so that the history can be better understood.

Use the alumni international and national achievements as leverage to position Lincoln as a cornerstone and model for HBCUs academic excellence.

Q3 - 2. What are some of the ways that Lincoln University can be innovative in its graduate and professional programs?

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Focus on Experiential programs. Students gaining hands on experience while taking their classes, making them more prepared for the work force. Initiate on-line graduate programs/obtions.

Innovation come from instability Promotion in non Profit management Social work programs - MSW programs Welcome lgbt community Take challenge of past turn into positive Graduate program should have service learning opportunities

Doctoral program Professional schools Offering online degree Establish thurgood Marshall law degree jd. Platform for inviting guest speakers

One way Lincoln University can be innovative in its graduate and professional programs is by developing internships or courses that will enable our students to create and implement business plans for themselves.

Online courses, revamp admissions process

1. Distant learning/online courses 2. Faculty engagement in the hall 3. Area of concentration built into major 4. Get rid of roadblocks to graduation

We could seek Fulbright or other international scholars to enhance our graduate programs. International graduate programs abroad - component for management or internships abroad

Reduce the brick and mortar footprint. More certification programs. Better marketing. Partnering with state and federal agency.

1. Partner with business leaders in identifying which skill sets are needed in today/tomorrow's business world.

We can collaborate and build relationships with local industries and businesses. We also need to foster internships that can lead to furthering education. To do this we need to have strong faculty that we support. Also supporting a Masters of Education degree since that is where the future lies.

Increase on-line programs at the graduate level Future long range planning for RN to BSN, BSN to Masters and a terminal degree with a nursing focus. Add other terminal degrees such as in education, business and counseling

Offering hybrid coursesfor working adults both online and classroom instruction. Using work experience for credit.

Reach back to their middle school and let them do deeper research in LU brand of Liberal Arts Education as expressed in The Three environments of Natural Science, Social sciences and Humanities. Bring students here in the summer to live the life

Build long-term partnerships with corporate companies and local businesses with students junior/senior year. Provide more career focused service learning or co op opportunities.

Development and implementing of adult education. Train staff in the concept and use cooperative models. Use all courses to create better critical thinking and clear writing.

Offer more dual degree programs. Undergraduate is linked to masters programs. Students not leaving school but trnsitioning to masters degree even in last semester of UG degree. Focus on specific programs of excellence/niche. Increase opportunities for online learning. For example, focus on Human Services merging of UG and GR level.

Masters in teaching Make the graduate program a five program and recruit with that in mind from the undergraduate programs

- location of programs - expand to online programs - build partnerships with schools down there such as the adult learners at CCP - develop a liberal arts degree that similar to our liberal studies degree but expand it to the 3020 site

Encourage non traditional students -- classes after 4pm More hybrid programs Articulation agreements -- BA to MA with other schools

Create a distinctive program that is unique that it is part of the graduate program --i.e. Interdisciplinary and creating a response to contemporary issues i.e. Pan-Africana Studies. Program has been in its existence in the 1970s. We're the model and need to advertise it.

More cross curriculum involvement with faculty.

Stay current in teaching methods and instruments used to teach. Guest speakers who work in the industry/field Instructors need to work in the field and teach to keep abreast of current trends Provide real world, practical experience

1. Do more online courses so that you don't have to physically be on campus 2. Have a degree program in entrepreneurship 3. Have graduate programs that are housed on main campus 4. Have programs that link the undergraduate degree with a graduate degree (e.g., a 3+2 program in business) 5. Allow faculty to get graduate degrees 6. Extend the graduate classes offered to more days than just Saturday to accommodate different schedules.

Partnerships with research universities and companies government. Team research, team grants. New faculty lines that have release time for research, grants, with the expectation that those grants pay a part of your salary after year 3.

Offer unique programs that relate to Lincoln's legacy, not programs available elsewhere in Philadelphia. Ex: Program in Health Disparities supported by a wide range of fields. Other fields support this unique program instead of trying to offer yet another generic "Data Science" program. This reinforces our liberal arts roots.

Offer professional certification programs, both online and in the classroom. Create partnerships with professional orgs that align with the degrees offered. SHRM, American institute of certified public accountants, MENC. Partner with companies to create job opportunities for LU graduates and offer courses to enhance the companies professional development program.

Incorporate online learning. Add certification programs. Industry partnerships and sponsorships. Find a niche for graduate programs.

Offer newer innovative completely online degrees such as: 1. Human Capital Development 2. Integrated Marketing Communications 3. Masters of Finance 4. Cyber Security 5. Predictive Analytics

The University can be innovative by adding online studies with virtual meetings (i.e., Skype, etc.).

Online courses/ hybrid courses

Outside learning opportunities - seminars, conventions with upcoming and established companies (ie. Fortune 500 companies.)

Q4 - 3. In what ways do you consider the mission to be worthwhile and important?

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Allows us to stay current and keep pace with changing times. It's important to have a mission/plan in place to follow. Creates priorities.

The thought of going back to your own community to have impact Constant reminder of tradition and legacy

Provide academic and cultural pathways to build character, inculcate values, and standards of excellence.

Community involvement and outreach -- the community and the university benefit each other, people who are students will graduate and become ambassador and represent the university (and can become the community)

1. Co-curricular is extremely important because employers value well-rounded employees with strong soft skills 2.

if we do not produce future leaders = decline of democracy and freedom aka fascism aka constitutional crisis/normalization of alternative facts

Set the tone of why we exist in the 21st century. The integration of academics and co-curriculum. Empowers student.

Having a Mission allows us to focus on common goals & strive towards achieving aligned organizational priorities.

The mission guides our program development and core teaching pedagogues. It anchors what we're doing as faculty. It spells out what we want our students to be. Strong leaders that can think critically and lead in a responsible manner. The mission statement also communicates what we are doing to the outside world.

The Mission is should be a template for educating all students.

Strong towards the community Incorporate character values education

Post the Missin and the vision statements in all classrooms.

Building leaders who recognize they are attending the 1st HBCU nationally. Moreover, help students understand the significance of being the first generation. College student who will graduate and change the trajectory of their lives and their family lives.

Use the legacy of leadership to empower students and provide opportunities to hone leadership skills. Educate students of global responsibilities and create persons of action and not re-action.

Due to the size of the institution the mission is whole. It liberates and is holistic.

- it's pivotal that we are the first degree granting HBCU - it's important because the co-curricular play a huge role in skill development and shaping the well rounded student - creating more informed and engaged citizens to reshape the mindset of students to be solution driven in their communities and put forth action -

The rigorous liberal arts standard should hold all stake holders accountable

It very important. To include and promote the Alumni.

Effectively communication skills, both verbal and written Collaboration Critical thinking Empathetic Produces more well rounded citizens

1. It confirms who we've always been but also makes us more intentional about ensuring that our students become leaders and are educated to change the world. 2. It is promoting ideas that can be translated into reality. Liberal arts education is important because professions are looking for transferable skills that students learn through the liberal arts. 3. It is important to state that we are an HBCU because it connects our mission to our culture and defines our campus culture. It also sets us apart in how we tie our legacy and history to our mission. 4. All of us can clearly see where we fall in the mission.

It gives the university direction, and ideal

Important to continue the legacy of the nation's first degree-granting HBCU. Show our students they have an important place in the world.

Lu can cultivate students' character, values etc with community service activities, curricular and co-curricular activities that build integrity and accountability.

It's succinct and keeps our options open, we are not confined to one specific area. It is relevant for the 21st century reality. It is open-ended.

The mission is important in fostering student success to enable them to become responsible citizens of a global community. It puts responsibility and accountability on the University Faculty and Staff to help prepare them for the road ahead.

The mission is important because it is what Lincoln stands on, leading the direction of the institution by focusing our integrity, and allowing students to be a well-rounded person (i.e., leadership development, contributing to society).

The mission gives the entire university a sense of purpose and more importantly it gives us an identity.

Due to the current political climate opportunities to enroll & engage African Americans in higher education may be as vulnerable and precarious as 1854. You can look back and see where we were and how the culture may repeat itself and use it as a tool going forward.

Q5 - 4. How can the vision and mission statements be used to inspire our students?

4. How can the vision and mission statements be used to inspire our student...

Infusing our vision/mission throughout the campus. Regular fine tuning and reflection.

Incorporate it in messages to students Communicate to students that they are already change agents

As we continuously tell our story the vision and mission statements can be used as part of the Lincoln brand to inspire our students

Transparency of what they are so can be incorporated into orientation to get the message out there....not just buried in handbook.

National model shows Lincoln is in the fore front of higher Ed advancement Opportunities for recognition (Hona All Star)

We can use it to empower our students to believe in themselves as agents of change.

Awareness. Gives a goal and hope. Add to shared conscienceness of campus.

The mission/vision statements motivates our students for success & maintains pride in their alma mater. It also differentiates us from other institutions of higher learning.

If the faculty knows and invests in the mission statement it can be reinforced consistently in the classroom and throughout campus over the time students are here.

Students must first understand the Mission/Vission The problem is to assist the students to internalize the LU Mission/ vision.

personalizing the mission statement to the students success.

Integrate the concepts of Learning, liberating and leading into the currili Um

Strategically connect current students to alumni and most recent alumni as early as 2010 to inspire them to preservere as students encourage students to embrace fellow peers to build a community. ?

Have the mission and vision be a part of the conversation. All persons are responsible to promote the content of the mission and vision. Integrative conversations of expectations and potential for greatness and to continue the legacy of excellence. All are stakeholders in maintaining the legacy of Lincoln and upholding the vision and mission.

Make sure that we use learn liberate and lead Faulty and staff needs to know they are also learners

- we can engage them in things that are of interest to them. Bring the curriculum to the present time. - we are communicating that we want to serve the whole student. Inside and outside the classroom.

Take more pride in the university Put more responsibility on the students - encourage 4 year degrees. Have student

It would help to Liberate the faculty to teach and Liberate the students to learn a lead.

Broaden their horizons and perspective Make the mission statement a decree/pledge for students: I am educated and empowered to lead my community and change the world. I am called to learn, liberate, and lead.

1. Incorporate the mission into what you are teaching the students so that it becomes tangible. 2. Have academic and co curricular units to reach out to each other to form intentional collaborations. 3. Let students participate more in the classroom. Use more engaging pedagogies than lectures alone. 4. Make the mission and vision statements visible on banners in each building for students to see. 5. Change the approach to testing that we have. Make testing less punitive than transformative.

It gives the students goals , something to aspire to.

Use the Lincoln legacy to inspire pride and community in our students. Emphasize that students build on the hard work of those who came before them, and lay the foundation for those who come after. Inspire a sense of community to encourage our students to become better citizens.

Inspire students to engage in community outreach and work collaboratively to create solutions to local, national, and global concerns.

If the students have a clear understanding of the mission they will be more apt to live it and apply it in their lives outside of Lincoln.

This inspires students by knowing that they are apart of the changes that are occurring at the University. They must know that they are helping cultivate the cultural changes of the University.

By getting the students ready for the opportunities in the 21th century and beyond. It's not just getting an education but giving their talents and contributions to the world.

It can be used to allow students to meet the end goal, the mission is very student centered. It allows students to become aware of the direction that the institution is headed and carry out the vision of the institution.

Learn. Liberate. Lead. Students Learn & master theory, and are liberated to be forward thinking and will eventually lead - even if only by example.

Q13 - 1. How do we define student success at Lincoln University?

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Doing well in their courses, being involved on campus and off, being well rounded in their skills, and become productive alumni. Strong citizens in their communities; including service. Progress in their independence and acquiring the wisdom to know when they need help and when they don't—empowering them to search out answers both in the classroom and in life.

Biggest goal is graduation Getting to graduation: healthy mind, body, spirit. Co-curricular. Dependent on academic advising and mentors help. Student engagement over time. Taking on leadership roles in community After graduation: students who give back to the institution, eventually send their children here.

Graduating on time and increase number of students retained. Supporting mental health and by having services by cultivating wholeness and wellness. Insist on academic achievement and career development Tying classroom requirements to outside student involvement in organization, etc. Encouraging students to develop their interests and create academic activities For themselves.

Students realizing their potential Academic success Character development Global citizens

We define student success at Lincoln University when the student understands the need for civic engagement, graduation, graduation with employment, graduation and on to graduate school.

Accomplishment and accolades, retention, graduation rate, seamless integration into the community

1. Job placement 2. Graduation on time 3. Critical thinkers 4. Civicly engaged

We will define student success to include a broader economic, political, cultural and social understanding of their chosen majors/career paths. We will define it by students' ability to READ critically THINK and COMMUNICATE critically. Adopting an attitude of intellectual curiosity not results only driven "training" but focus on EDUCATION as a way of behaving/becoming global citizens. willingness to BELIEVE in the power of individual worth and elevation through liberal arts education

Combination of life skills and academics. Graduation rate. Retention rate. Job placements. Graduate schools.

By educating & producing leaders in their communities as well as leaders in their respective fields of study with a commitment to lifelong education and well developed critical thinking skills.

One way we can judge success is whether students grow over their time here. Did they overcome obstacles to get to where they are and move forward, and learn to do this in the future. These may be small successes that build character. Also do they continue to move forward and grow after Lincoln. To lead after they leave. This may not necessarily mean getting a degree in their field or going on to higher degree as we are educating for the future that we may not even know yet, but they are moving forward.

Student success includes Timely Completion Academic success Acceptance to Graduate school or employment post graduation Positive exit interview indication of personal satisfaction For Nursing - passing NCLEX licensure exam

Insuring that students graduate in four years with minimal debt with study abroad and internship opportunity.

When the student learns, knows how to learn then they become liberated and then become the leaders.

Student success looks like students being disciplined and equipped holistically (academically, emotionally and socially) Students engaging in discussion and introspection of current worldly events. Students successfully mastering requisite skills for the completion of degrees to obtain undergraduate and graduate degrees.

Graduate in timely manner (optimum 4 - 6 years). Prepared for workforce or graduate degree and certification. Use of internships for future and social commitment. Commitment to community service. Undergraduate degree and a plan for future next step(s) focus on gap Students need mentors maybe use alumni Use internships as motivators of integrating learning Develop contacts outside of university in appropriate fields. 21st century students need to be digitally proficient.

Graduate in four years: "finish in four". Competent in all ILOs. Able to network and present themselves professionally both locally and globally.

Not only academics but are the students being fulfilled. Are the students understanding what they are learning and they are ready to face the next level and are prepared (graduated school, employment) for the next level.

- student satisfaction and engagement - personal accomplishment - ability to function in any setting - ability to learn, liberate, and lead. Also, to put into practice the information they have gathered - leave the university prepared to go into field or profession that they choose - retention, persistence, and graduation - cultivating a student that will change the world

Retention/graduation rate - which we don't think is the best measure

By continued retention and graduation. Some students have walked but have not come back to complete their work. Creating more internships and scholarship opportunities.

Triangle of success: academics, social connections, and personal integrity
Academics: retaining and practicing information learned in the classroom
Social connections: Students involved on campus outside of the classroom, networking, involved in co-curricular activities
Personal integrity:

1. A student who can demonstrate mastery of the ILOs as a result of participation in academic and co-curricular activities
2. Retention and Graduation
3. Matriculating into graduate or professional programs directly upon graduation.

Students accomplishing their goals for after graduation and the rest of their life's, but beyond that challenging them to reach beyond their goals to strive for greater success They become lifelong learners to uplift the human civilization The students define if they are successful or not. We can show them new opportunities that they may not have thought of, but they might define success differently, traditional or outside the box success is still success

Graduating within 4-6 years (ideally 4), then finding employment or getting through a full graduate program.

Avg matriculation in 5 yrs Increase grad rate at the 4th and 5 year Retain students from freshman to senior Track graduate employment for job placement and achievement Track annual giving of graduates

Leaving here being a well rounded / well prepared individual meaning 1. they can communicate effectively with a diverse group of people, being able to express the university's mission and vision. 2. Participate in co curricular activities ex. Internships, study abroad, etc.

A successful student can be defined as one who is engaged with the campus community, acts as leader to their peers, is a team player and focuses on academic success.

Student success can be defined by retention rate, plans post matriculation (professional school and/or career choice). By using their time on campus encouraging and uplifting each other. By developing confidence and leadership skills in their abilities.

The ability to be adaptive to the ever-changing world with respects to their personal goals and ambitions in life.

Ensuring that Students are equipped to stand up to challenges so they can perform successfully/professionally in the outside world.

Q15 - 2. What are some of the ways that Lincoln integrates academic and co-curricular learning? And what else would we like to be doing in this regard in the next 5 years?

2. What are some of the ways that Lincoln integrates academic and co-...

Service learning, internships, study abroad. Fostering greater awareness across campus of opportunities. Being on the lookout for opportunities that might not be obvious. Service learning should be mandatory for every student. Increasing financial options for students to be able to study abroad.

Internships for credit Clubs and activities, leadership roles Study abroad/study away Dual and double majors/ sequence sheets Better connections to actual jobs, example human services

Have service learning fully integrated Have students incorporate their outside interests into their classes Giving students an opportunity to create their own design their own courses

High impact pedagogies Clubs and orgs ----- Connect offices w academic areas (pub safety w criminal justice major to collaborate on a lecture) Looking at ways to contribute research

Lincoln university must enhance the integration of academic and co-curricular learning by helping people understand very serious social issues like human trafficking, police brutality, and the opioid epidemic, and many others.

Undergraduate research programs and affiliations with upenn (SUIP, a day in the life of...), research labs on campus where students can get real world research experience and see how many disciplines are involved to work towards one goal Network and establish collaboration to give students more career experiences

1.FYE 2. Expanding opportunities for freshmen to hold leadership early one 3. Skills training workshops 4. Incorporating specific areas on campus into the FYE curriculum (i.e. Hosanna Church Cohort, Mary Dod Chapel, Hinsonville, etc.)

Chester county partnerships for service learning - poetry in the community - arts and music performance --- promote community partnerships within curriculum - i.e. Chestcounty health centers - clubs to fundraise philanthropy greater community involvement - student internships in all depts - greater role and training for student ambassadors -

Internship. Undergrad research. Study abroad. Community service. Recreational services.

Through internship & community involvement Lincoln immerses its students in real life learning experiences and/or activities. Develop more impactful relationships with local communities and governments, business leaders, alumni.

Encourage internships and involvement beyond the classroom. Students should also do research with faculty. We should encourage co-curricular activities between student organizations and academics. A better integration.

Currently Lincoln has study abroad programs, the honor and the Greek societies include service projects In 5 years Increase service learning and community outreach as opportunities for students to apply the knowledge they acquire here at Lincoln

Teamwork and collaborations with all the departments to insure student success. Creating ways for different depts. to work together. Also take on the mindset of mentoring and helping everyone.

Through student success units include internship under graduate research, service learning and bring in theory to practice

Provide Collaboration and shadowing experiences with professionals qon and off campus. Encouraging students utilize Counseling Services for mental health for social and emotional support as they pursue professional careers. Provide students with counseling and coaching for support.(time management, trauma, anxiety)

Stem internships Programs that require mentors More concentration in major Combine disciplines across topics Interdisciplinary perspective on topicsm Intership programs.

Students have Leadership opportunities in clubs and organizations. Provide Documented evidence of co-curricular activities: "co-curricular transcript". Digitally badging to include in student portfolio. Increase career and grad fair attendance and opportunities.

Each department needs to address this individually. Guest speakers, outings, student organizations (academic) Conferences Seminar series in every department Radio and tv activities Each department should project co curricular activities for the year Each department should have a digital format newsletter to stay up to date on new advances The travels should be widely publicized Each department has a niche and market the niche and be consistent and have stability Make sure we develop and retain excellent faculty

- the development of the CP3 program is a direct example of how we integrate academic and co-curricular learning - convocation - more service learning incorporated into course - more internships and community engagement opportunities

We believe we are lacking in this area. Lack of stability has hurt. We would need more faculty and consistent leadership

Visual and Performing Arts do this all the time through collaboration with other departments, the community (through concerts, community performances, art exhibits, and regular visits to the Barnes Foundation) and active recruitment in K-12schools. Continue to expand on our community outreach through performing and exhibiting the success of our students. Contains to think of innovative ways to work cross-curricular with our colleagues.

Access to opportunities to practice what is learned in their classroom, e.g. being the captain of the football team but also showing captain and leadership skills in the classroom. 5 year plan: team teaching

1. We have had work-study, internships, service learning activities, athletics, and study abroad activities but would like to centralize these activities and improve communication about the integration academic and co-curricular activities. 2. Include in the graduation requirements that every student should have already done undergrad research, an internship opportunity, and service learning.. And also require that each student will do a capstone and defend a thesis before graduation.

Clubs that reflect and supplement academics, eg pre med club,, more of these in the future for every field, provide money to fund student membership in professional organizations and or presentations So many opportunities for leadership, every club has 10 leaders But more equity in this, so all students can bein a leadership role , not one student leading 10 organizations Displine specific external accreditation

Seminar speakers, clubs, summer internships, peer tutoring, and off-campus trips. To do: Infuse community service into the classroom. Expand on-campus research opportunities for undergraduates. Formal seminar programs integrated into the disciplines.

Host invitational conferences, conventions, and competitions to include other universities and community groups. Field day, collaborative choir/band concerts, track meets, debates, spelling bee, Online courses, certification programs, Eliminate paper process for more efficient electronic processes

Faculty lead study abroad Counseling center teaches suicide prevention in the classroom Health science majors working along side athletic training and athletics Faculty coming to residence halls about major offering departmental resources etc via the March major mixer

Currently Lincoln integrates academic and co-curricular learning through opportunities such as the University radio station, the use of the media center, theater/plays, SGA, Male Initiative, etc. In the next five years the University should offer co-curricular opportunities that foster entrepreneurship, and keys to success necessary for "adulging" in the 21st century such as home ec, personal finance resume building, interview skills, and more.

The faculty and staff can support and guide the co-curricular activities. The faculty and staff can utilize the Daily Bulletin and Student Wire more to promote their departmental activities and programs to garner support from staff and faculty.

Student organization have developed programs that coincide with different major which allows them to pratice their skills outside the classroom. Within the community of the university, students are able to participate in programs that are sociable but stimulate their minds to think critically while centralizing essential skills.

Faculty student collaborating amongst different academic disciplines for a higher education learning experience Provide funding to faculty to seek opportunities for academic discipline collaboration

Showing Records: 1 - 31 Of 31

Q16 - 3. How do we cultivate character, values and standards of excellence in the Lincoln experience? And what else would we like to be doing in the next 5 years?

3. How do we cultivate character, values and standards of excellence...

Lead by example. It's something we do now; but something we need to reflect on and continue to improve. Allowing the students to self govern within clubs, student orgs, again something we do now but should continue to implement. Rewarding the behaviors that exemplify our values and standards with recognition. Having service learning and internships increased so they practice those skills outside of class. Focusing on standards of excellence on the campus by improving and updating technology and living environment on campus to allow students to focus on their studies and future plans.

The doing builds character: community service and service learning requirements as part of curriculum Mentorship helps to build character and standards. Leadership, has to model the standards and set expectations. Come to class on time/come to work on time. Provide more opportunities for leadership. Talk about Character, values and standards of excellence: at orientation, in handbook. Every year, have the same conversation. Follow alumni five years out to see what they are doing. First five years after graduation is important.

Role model Faculty and staff lead by example Apply values to daily conversations More study abroad opportunities Intentional workshops and experiences Structured Greek life More professional schools Bring to life history and impactful alum

Hold students accountable! This pinclude campus wide rules and strick guidelines about acquiring text books. Respect for classroom decorum and authority is extremely important.

Accountability - student and staff, incorporating team player mentality, respect, develop a more competitive curriculum , classes for soft skills (resume building, time management etc) Technology advancement everywhere (web advisor, portal, noodle, website), in 5 years working in a more technology advanced environment

1. More alumni mentoring with students 2. Rewrite tenants of lu man and woman 3. Engaged in process of responsibilities of LU 4. School pride from employees

FYE every year - university wide INSTITUTE on excellence character values THINK TANKS - more speakers - convocation a - sga charged w active role in cultivating values etc - stipends to encourage faculty to host students off campus like going out to eat or a concert or sporting event -- faculty - student mentoring programs or partnerships --- promote voter registration and civic responsibility

Engage alumni. Faculty and staff setting example. Develop new community partnerships. Partner with the farmers. Create an innovative space on campus.

As a leader, by setting the example and then holding everyone to a higher standard of accountability in order to ultimately achieve the highest success possible. Expand opportunities to engage in community service and work with local business/government. Also establish organizational commitment to regularly monitor and re-evaluate standards of excellence.

We cultivate persistence and honest self examination, as well as respectful feedback. We expect punctuality and good grammar. We invite students back that have excelled and tell their stories. In the next five years we need to see investment in Sustainability of our campus and in the Health of our students. We also need to see a revamp of our core curriculum to be stronger and better prepare our students for the future beyond Lincoln and make them competitive.

All faculty, staff and administrators must be mentors In 5 years Support faculty in the persuit of advanced education and research Continue to mentor students Continue to set high standards for student behavior, commitment, persistence and resilience

Recognize that educators and administrators all the same no one group is better than the other. Humble and cultivating the characteristics we want to see in others. Intentional about working together and be collaborative on campus.

Engage community leaders, political and business leaders and let them know what LU can offer them through their research, intellectual products and processes. We can help cultivate character by structuring the LU environment to pzovide good examples in governance at all levels, Departments, Schools, Student Union, Community. In addition,

Students must be held to high standards of accountability. All staff must role models who are on the same page and speak the same language when holding students accountable for excellence. More study abroad opportunities.

Through internship. Discuss real issues in classroom using liberal arts principles

Instilling pride and self respect in all interactions. Hold the students accountable at all times and in all interactions. Encourage professional and social behaviors and etiquette in all interactions. Model expected behaviors. Educate faculty and staff regarding facilitating social and professional behaviors in students. Students need to be mindful of the attitudes they are presenting. Student life needs to do more to constantly bring to students attention the Need for professional etiquette.

Clear developmental rules can help develop character. Reward excellent behavior. Propagate a message that can be understood Offer new courses remain dynamic Celebrate

- faculty and staff modeling the behavior. We have to demonstrate to the students. This includes our processes, policies, and daily interactions with students. - develop a values statement and communicate it constantly to all incoming students

We need more writing courses - required for students. Rethink FYE to focus on writing. Require public speaking. Streamlining grades first, web advisor etc. Keep a database for internships More faculty- peer mentoring. Class sizes can help with this.

To expand student support both academically and socially through advisement and mentorship. Faculty and staff need to provide a safety net and serve as examples to our students in helping them to be successful students and well rounded contributors and leaders in their community. We need to recognize those students that are struggling to be more engaged in their success at Lincoln.

Consistent message across campus Faculty and staff have to model the behavior that we want the students to exhibit

There must be constant and consistent communication to the students about what our values and ILOs are, pointing back to the mission that we want them to be responsible citizens. Be efficient in collecting feedback data from students to assess whether we are meeting our benchmarks pertaining to the character and values of the students. This may require an incentive for students to participate in completing assessments. Ensuring that we are mirroring excellence for them so that they see role models in us. If we demonstrate excellence, it helps the students know how to follow our example. Regularly highlight students who are achieving excellence in each department and feature them on each respective department webpage.

Faculty have to be a model, showcase the Behavior , and showcase student and fac staff interests and skills Next 5 years . Need a source of independent funding, where does it come from Need stability in goals, in personal

We are modeling and enforcing classroom behavior standards, but not enough. To do: Model and enforce clear standards for classroom behavior. Enforce academic standards and resist grade inflation. Keep class sizes at 25 or less so faculty can help students individually. Discuss successful strategies among the faculty. Decrease student-faculty ratio by insuring correct number of faculty in all departments.

Accountability in the classroom-time management, respect, completion Opportunity in extracurricular activities-SGA, student leaders, social groups, athletics Onsite community engagement-bring community groups onto campus for events like move in day, food drives, farmers market

Faculty, administration and staff Leading by example

By setting an example and holding the students accountable for themselves and their actions. Create the Lincoln culture (Learn. Liberate. Lead), establish the standards, adopt them across departments and guide the students through the learning process with a focus on mentorship regardless of job title or department.

We can cultivate character, values, and standards by developing self-accountability for the student by teaching life skills in addition to academics. The University can add a character building course within the first year experience class. The faculty and staff can promote standards of excellence by developing a relationship with the student and returning back to the family atmosphere. This will allow the students to know we are here to support them through their academic career.

We must provide proper expectations and hold individuals accountable for their part of the proces. We need to show the students a sense of pride and belonging to the community they live in.

Lead by example and continuous training and mentoring. Recognize, award and acknowledge faculty and staff members that reflect and espouse the values of excellence that we have established

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Q20 - 1. Is Lincoln University still committed to realizing the values adopted in the 2013-18 strategic plan?

1. Is Lincoln University still committed to realizing the values adopted in...

Yes

Yes, but perhaps need to reorder or slightly reword to better align with the strategic plan

Yes, there is always room for improvement.

Yes. We are committed to a lot of these, at least working towards them.

Continue the pursuit of student integrity With the goal of academic excellence. Transparency Communication

Yes

These values are reasonable but we can be more intentional about incorporating these in every day interactions.

Yes.

Yes - the reorganization focused on student success by renaming and redesigning student affairs

Some of them

Are we addressing students needs with respect to financial aid? Are all offices responsive to communication attempts and customer service oriented? Are we advocating for students when they have issues with finances or otherwise?

YES. The values are universal and still relevant

Yes.

The University has recommitted to its values from the previous strategic plan. Changes in the administration have previously allowed for the faculty and staff to lose sight of that commitment.

Yes

Q21 - 2. Are there any key values missing from this list?

2. Are there any key values missing from this list?

No

Add resilience. Fits well with the liberal arts. Efficiency (human resources, fiscal responsibility, capital resources). Use our time, talent and treasure wisely. Example, let's use the planetarium, the rock wall, the bowling alley

Accountability. Integrity. Sustainability and Social Justice. We need to ensure follow through as well.

Would include increased transparency across the board

Teamwork, campus unity and respect. Mutual respect amongst one another.

Leadership. Lifelong learning. Collaboration. Community. Innovation

If number three is achieved it will encompass the other values. Excellence is inclusive of all things

- equity -

NO

No.

Fostering a platform for innovation and growth.

Community

Innovation and adaptability

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Q23 - How do we behave to demonstrate that we are:

1. Student-Centered – focused on student success	2. Committed to Excellence – in all pursuits	3. Reflecting Caring and Service – in our culture and daily engagement with...	4. Showing Understanding and Appreciation for Diverse Perspectives	5. Showing Respect for Traditions and the Lincoln Legacy	6. Guided by Integrity and sound Ethical Practices
Provide transportation for students off campus. Better training for student advisors and an extra dedicated position for advising.	Purchasing software site licenses so any member of the Lincoln community can learn and use standard professional software.	Better communication and advertising about mental and physical health help and support. Food options, hours open for meal options and coffee.	More multicultural events.	Teach the history of Lincoln.	
When a student walks in the door, you speak to them, stop, listen. We answer our phones and respond to emails. Never turn away a student asking for help. Get them the resources.	Being responsible. Follow up Going the extra mile. If they call and they called the wrong office, don't just give them the correct number, transfer them and make sure they are connected.	How we greet students sets the tone. Using evaluation and survey forms to continually improve			
By making a personal commitment to focus on student success; by asking the question how does this contribute to student success; students should be in engaged in the planning and development of all aspects	Having a personal and organizational commitment to excellence; should question self if up to date in latest teaching methods and technology; high expectations of students and colleagues	Faculty be compassionate and sensitive to issues students may be experiencing, meet them where they are,	Open to different opinions and perspectives; try to see from the other persons point of view	By honoring those before us, programming that remind us, commitment to embody the values of Lincoln U.	Lead by example, walk the talk, constantly talk about integrity and ethics
Approachable, accessible, social media communications	Consistent in policy enforcement. Enhance technology to promote better student and parent experience which will increase of retention.	Customer service training and professional development.			
1. Extended availability/accessibility (group chats/advising clubs) 2. Hold focus groups to gain perspective and give them an opportunity to be heard 3. Redesigned titles and office names to fit current needs and trends in higher Ed	Infusing academics and residence life Advising clubs Supporting them personally	Assisting departments with function (I.e. Career fair, proctoring, advising, phone a thin, driving vans, helping with sporting events, chaperoning events)	1. Brother/sister circles in the halls		

<p>Make assignments relevant to your students's interests aka GET TO KNOW YOUR STUDENTS AND WHAT THEY ARE INTO - no 8am classes - more fitness and group exercise - extended hours of awesome campus spaces like library - wellness center - Union -</p>	<p>Basics.... Punctuality - implementation of standards across curriculum, assessment of ILOs rubrics etc. --- accountability for honest assessment --- QUALITY AND CRITICAL readings - replace outdated textbooks- find new ways and texts (tech and other) for students to use, analyze and engage with</p>	<p>YOU CARE AND YOU SHOW IT - realistic and up front with students about what class and learning goals are -</p>	<p>Including diverse voices, perspectives and texts, speakers in our classes - not just professor's - diversify and include different types of assessment</p>	<p>Recognize and return to how each class can relate to and help students acquire the tools to learn - liberate and lead</p>	<p>Evaluate course materials - add service learning component as required activity in each course</p>
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<p>Know student names. Care about wellbeing. Class availability. Extended office hours. Recruit and hire that are a good fit for Lincoln. Follow up.</p>	<p>Avoid pressure to lower standards. Adhere to deadlines.</p>	<p>Email. Customer service.</p>	<p>Allow and invite different voices in classrooms. Empathy.</p>	<p>Know the Alma mater. Language in class.</p>	
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<p>Faculty and staff mentoring. Supporting student events such as Homecoming, football & baseball games, spring fling, Convocations, etc.</p>	<p>Always behaving in a professional way. Providing a link between classroom activities and real world experiences.</p>	<p>Being compassionate and respectful in our daily interactions with our Lincoln family as well as interactions outside of Lincoln.</p>	<p>Respecting others as we would want to be respected.</p>	<p>Knowledge and understanding of Lincoln's Legacy by sharing with others</p>	
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<p>We treat students as individuals. We get to know them. Have classes and office hours when they can come. Follow through with students that are struggling. Listen to students and continually incorporate constructive criticism.</p>	<p>We walk the walk. Lead by example. We show up prepared to teach. Model critical thinking and academic curiosity and integrity. Thoughtful, precise communication.</p>	<p>Be supportive and positive about the institution. Practice honest, yet constructive criticism. Engage in students' life beyond the classroom in a caring way. Serving the university beyond the gates. Engage with the students outside the classroom.</p>	<p>Telling our stories and bringing other perspectives into the classroom. Taking feedback from students and really hearing them. Model acceptance for varied approaches to a common problem. Creating a safe environment for recognizing and discussing diverse views.</p>	<p>We go to commencements and convocation. Incorporate the legacy in teaching.</p>	<p>We need more emphasis on this. Be fair to students in grading and how you talk to them.</p>
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Advising within the discipline.	Increased academic rigor	Faculty availability to students is much greater here	This area needs improvement Respect
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Committed to student success. Processes and procedures put in place to ensure all areas are functioning effeciently and effectively.	Ensure we have enough support and development opportunity for the student, faculty and staff.	Practice humility and ensure mutual respect to everyone on campus on a daily basis.	Being willing to listen and being open to other departments ideas.	In order to do this we must know about Lincoln traditions and its legacy.
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Being sensitive to who the students are in their x and recognizing that. Flexibility with assessment to meet the needs of students. Listen to students to see where they are when it applies to assessment. Testing accommodations. Broader spectrum of assessment. Sensitivity to our students and be willing to engage with them. Delivering instruction based on different teaching modalities. Help our students find their passion, pursue that and find a way to make a career utilizing that passion.

Active listening to the students. Showing compassion. Mindful of best practices in customer service	By committing to professional development and best practices in our field. Assessing our processes and using this assessment to improve practices.	Active listening. Helping even if it is not within our area.	Exhibiting patience and appreciation for other perspectives. Respect of diversity.	We try to tell the Lincoln story and continue the traditions and legacy of excellence	Holding everyone accountable to best practices in their field.
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Remember that the students are our customers and without them we would not be here.		Greeting each other. A simple hello goes a long way	Putting a diverse place and an intentional multicultural perspective	Getting the story out. I e the arts alliance in Oxford. And serving on boards. Update the legacy of Lincoln.	Adhering to the policies
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<p>Reorganization of student affairs to create the student success division</p>	<p>Hired CETL director; we could update academic programs; we are in the beginning stages of updating the general education curriculum</p>	<p>Faculty and staff institute; staff appreciation day; daily practices with how we engage with each other sets an example for students; move in day activities for freshman students; developing class deans</p>	<p>Enhancing marketing publications to better represent how the university is diverse and inclusive</p>	<p>Legacy tour; FYE 2.0 updated program and curriculum</p>	<p>Formal Judicial procedures for faculty and student; employee handbook</p>
<p>Creative in the ways we help students graduate - tutorials and independent studies</p>	<p>Good efforts in the writing center</p>		<p>People are extremely accepting -- both</p>		<p>Not sure</p>
<p>Make ourselves available to the students and keep our office door open. We shouldn't be afraid to share our success and our failures with our students. Need policies to support LGBT students, faculty, and staff and reinforce that we are an affirming and welcoming campus. Listen to students and help students cultivate their ideas.</p>	<p>Excellence should be conversation between professors and students Opening up other lines of communications i.e. text, email, etc.</p>	<p>Having more physical space to socialize, photos, books, etc. LGBTQ, geographic, socioeconomic, etc. diversity. Scheduled courses for religious traditions in ways that are sensitive to different religious traditions.</p>			
<p>Student input on curriculum and policy We are are and should be skilled at listening We need to stay updated with current trends in education and how today's students learn. Instructors should know how to use current technology</p>	<p>By Celebrating and understanding the statistic vision. By defining what excellence is and staying firm to the standard set</p>	<p>We have to listen and learn across the campus and curriculum to our colleagues in all disciplines. We need to engage in thinking "outside the box" in working with each other to strengthen and support</p>	<p>We need to have ongoing training on awareness and promote existing programs We need to continue to provide for students and campus community convocations on cultural diversity and we need to be intentional about inter-department collaboration.</p>	<p>We promote the Lincoln story (faculty and staff) to our campus and outside community</p>	<p>We must stand firm in our standard of excellence.</p>

<p>Be more present on campus, respond and work with the students</p>	<p>Model excellence for the students, hold students accountable, be plugged into the students</p>	<p>Listen to your students, pay attention to the students</p>	<p>"Keep the respect level here." This helps maintain a respectful atmosphere.</p>	<p>Change the culture of the negative traditions</p>
<p>Have numerous student organizations in campus, Have tutoring, academic skills workshops. We changed student affairs to the student success division, which shows that we are student focused; having an 11 day NSO shows a focus on students success. How we redesigned our institutional development will also better help us to promote student financial needs, which shows a focus on student success.</p> <p>As an instructor, having clear assessments/rubrics, and establishing benchmarks for students and then holding them accountable; deciding to be committed to the strategic plan, the mission, and ILOs; conducting surveys, collecting data and utilizing the data for future planning. Explicitly teaching students not to speak negatively about the university.</p>				
<p>Transparency and honesty</p>	<p>Proficiency, going beyond in academic pursuits.</p>	<p>Expand internships and student opportunities.</p>	<p>Understanding Lincon legacy. Celebrating student diversity.</p>	
<p>Engage students with multiple modes of learning in the classroom. Recognize and respond to students' individual needs. Develop interactive resources for students to use.</p> <p>Establish high standards and challenge students. Behave professionally both on and off campus.</p> <p>Get to know your students - learn their names and engage with them outside of class. Show students that you care about them - listen to their challenges in a professional manner. Engage with the university's extracurricular activities.</p> <p>Listen to what people have to say. Appreciate any effort shown. Show students multiple methods for solving the same problems. Welcome student ideas and input. By inviting students to submit their ideas, we can clear their misconceptions.</p> <p>Engage with the broader university culture. Pump handle tradition, founders day, etc. must be explained and showcased to new faculty, staff, and students. Present prominently online and in newsletters. Continue to embrace underprepared students. Highlight more recent graduates' accomplishments.</p> <p>Behave professionally and honorably in all aspects of life. Hold individuals accountable for their transgressions, such as academic dishonesty.</p>				

<p>Hire competent faculty and provide professional development activities. Partner with external orgs to foster internships and employment opportunities. Streamline non-curricular activities (housing, fin aid) to alleviate stress on student.</p>	<p>Establish and maintain standard operating procedures for regular campus activities (commencement, move in day, registering for classes). This way students, employees, alumni, and the community know what to expect from Lincoln.</p>	<p>Volunteer in other areas on campus to provide personal expertise or interest.</p>	<p>Recruit international students and send LU students abroad to gain new perspectives. Hire diverse faculty to interact with students.</p>	<p>Know and share Lincolns history and infuse it into new programs and activities.</p>	<p>It all begins with leadership that is able to make difficult decisions to keep the university on track with the mission. Consistent and fair policy and enforcement of these policies.</p>
<p>Putting the students needs first. Guiding them through life via each of our prospective departments.</p>	<p>Providing excellent customer service in all interactions both internal and external.</p>	<p>Mentorship Social Nurturing</p>	<p>Cultivating an atmosphere where students can express themselves freely through different avenues and student groups.</p>	<p>Setting an example for students by participating in campus events and seminars and encouraging their involvement.</p>	<p>Checks and balances with performance reviews and Title IX training.</p>
<p>By assisting students when they need help even if it's not your job (i.e., helping them find areas instead of saying it's not this department).</p>	<p>By showing by example and putting your best foot forward. By doing the best that you can with the services provided.</p>	<p>By being kind and greeting one another.</p>	<p>By learning about others so that you can get along better.</p>	<p>By having the students engage with the alumni and learning the traditions so that they can be continued.</p>	<p>By holding them students accountable.</p>
<p>We need to ensure that student are more involved in key decision making process so that can have a sense of belonging to the community we are creating.</p>	<p>We must lead by example and should the standard we want student to perform and hold them to that standard. Accountability is key to excellence across the board.</p>	<p>We need to ensure the passion is restored in those who represent the university and service the students/families. We don't need people who are hear just for a paycheck alone.</p>	<p>We must realize that as your environment change you have to change and</p>	<p>Students need to understand that institution does not make the student, the student makes the institution. So they should take pride that upon graduation Lincoln University will be beared on their degree</p>	
<p>Prepare students for life after Lincoln. Council students as needed. Ensure that we provide adequate wrap around services that cater to students mental , emotional well being.</p>	<p>Consistent award and acknowledgement of those who are committed to our values and demonstrate this commitment in an objective and demonstrable manner.</p>	<p>Ask students who appear upset what's wrong? Engage and direct them to the correct resources. Smile and say hello, how is or was your day.</p>	<p>Fund and encourage participation of marginalized students such as the African and Hispanic population, Muslim, and international students.</p>	<p>The alma mater should be sung at the conclusion of all if not most ceremonial events and student centered programming.</p>	<p>Annually ethics training.</p>

Q25 - Theme One: Build a Culture that Supports Student Success – Scenario: Senior

Seminar

1. How might this issue have been handled differently?

2. Who needs to be involved and what approach should the team take?

1. verify credibility of student complaints, was the environment what we think it is 2. Nobody should be excused from their teaching duties. Instead, Team teach seminar whereby 3 faculty would cover one five week portion 3. Provide resources for faculty member to improve targeted area via CETL or Academic Technology assistance 3.

Chair should first introduce the general idea of assigning faculty to their strengths. Then with the faculty bring in the data on the senior seminar course. Also consider having successful faculty mentor other faculty on how to teach senior seminar. Chair should also talk privately with the subject of the student complaints to see if the issue could be resolved more narrowly. A single poor semester may not indicate any long-term problems. Additionally, the university should provide objective measures of success in order to circumvent issues of departmental politics.

All faculty should be involved. University administrators should also be involved in measuring and defining success. Faculty across the university must be involved in ensuring that the university's standards are appropriate.

The department chair could have handled the situation differently by providing additional training for the faculty, a standard course syllabus could be developed, the department chair could have discussed the issues with the faculty as a group to come up with a resolution, the department must work as a team to ensure the students have a good experience.

The department chair, all faculty, the students, the dean of students,

One on one with that professor to address the issue reported, develop a progressive plan to improve in the areas that are weak and maintain those that are strong. The chair should set in on a few of the sessions and at the end of the evaluation period review the plan for completion and maintain the development across the board.

All of the professor who teach the course Former students to receive direct feedback

Showing Records: 1 - 5 Of 5

Q26 - Theme Two: Enhance Academic Quality and Achieve Operational Excellence –

Scenario: Student Organizations

1. How should the department chairs proceed?

To begin the dept chair should be the faculty liaison for the club and be involved from the beginning to ensure there is no redundancy from the beginning. To go forward keep the frustrations to yourself and act in a respectful way. Move forward by merging clubs so that the resources can be consolidated.

Begin with looking at formal system. The department chair and the dean should be on same page The chairs needs to be consulted The chair should assume lead and bring students together to devise a strategy for their dept input The dean should be consulted to determine an assessment of what is already in place Evaluate internal resources before reaching out to consultants Match students with clubs of their interest which will enhance success and reduce conflict

Work collaboratively with the dean of students and the upper class dean to learn what has historically been done at the institution and then devise a forward looking plan of action for academic student organizations.

2. Who needs to be involved and what approach should the team take?

The chair should be involved from the beginning. As should any existing clubs.

Adm staff students and support staff in and outside of university.

The dean of students, the upper class dean, student representatives should be involved. A historical report should be given A discussion of the report A survey developed to share with the student body Review of the survey results A robust new program is developed in collaboration with all stakeholder representatives

Q27 - Theme Three: Develop Strategic Partnerships to Leverage Resources and Assets –

Scenario: Housing

1. How should the President proceed?

2. Who needs to be involved and what approach should the team take?

Maximize current resources to match the growth of enrollment. Renovate abandoned resident halls to provide more rooms for our growing student population as well as do away with studio green and bring the revenue and students back to Lincoln

President needs support from IT, institutional advancement, fiscal affairs and physical plant.

Form an advisory committee w members of staff, students, faculty and administrators to engage in discussions about this project and how it will impact student life, Lincoln's financial health and how it will contribute to operational and institutional excellence in the long term.

Weigh ALL the options - consider all of the legal and financial implications - be transparent about all of the dealings and stipulations involved with the corporation -

Financial analysis then involve the stakeholders in question two. Renewal of the lease option.

Public safety, parking, physical plant, community partners, trustees dean of students, residence life, communications, finance, faculty Organization chart Financial analysis

The President should meet with the stakeholders. Talk to current student to get their opinion on the proposed change to housing and how it will be run, as it affects them directly. Ask them if they feel this model fits their campus especially if it is a smaller campus such as Lincoln. Pull together a group of staff, faculty alumni and parents that would be the first line of student contact in the new housing plan. Discussion should center around what roles/positions would need to be in place. What support from the campus is needed, i.e. Resources, staff, etc. can it be accomplished with existing personnel. President needs to hear and agree with the stakeholders that this plan is the right one for the campus and it becomes a collaborative decision by all.

Students Faculty and Staff Alumni Major Donors

Q28 - Theme Four: Strategically Align Resources to Support Institutional Priorities –

Scenario: Major Gift

1. How should the President introduce the possibility of this gift to the c...

2. Who needs to be involved and what approach should the team take?

Research and survey about expanding athletics before talking to all stakeholders.

Initially everyone would get the survey, department heads in the middle meeting phase , eventually everyone.

Reach out to a diverse group of internal and external stakeholders for their perspective on what direction the Lincoln story.

the president must cultivate trust and buy in from all stakeholders. Be transparent in communications and provide opportunities for research of best practices when or if implementing this idea. Be persistent in looking for partners and/or making sure To explore other options or looking outside the box. Make sure whatever path is chosen is re examined and is sustainable.

At least one member from All stakeholder groups need to work together as a team. Incorporate research in deciding in which direction the institution will take.

Don't introduce the possibility until a plan has been formulated to make the possibility into a reality.

Athletics-how would they accommodate the additional teams. Which sports generat Adequate revenue and university exposure to sustain the new sports teams Physical plant-expand staff to support new facility. Will new practice/performance fields be needed. Students-what sports do current and potential students want to play. Once a plan has been established

- Letter from the President - Hold an "Institute" to share the information
- Lions Learn Session with Students

- Communications & PR - Athletics - Advancement - Physical Plant
Team should take a collaborative approach and share information so everyone is on the same page. Team needs to agree and establish a consistent message that will be shared that will generate excitement amongst internal and external colleagues.

Not until the projected plan is finalized.

VP of Fiscal affairs, VP of Enrollment, president, head of the board of trustees, athletic director, and maybe a representative from gov entity if state relate such as the dept. of general services.

Q29 - Theme Five: Tell the Lincoln Story – Scenario: Writing a Communication Plan for

Alumni

1. How should the President respond?

2. Who needs to be involved and what approach should the team take?

Reach out to a diverse group of internal and external stakeholders for their perspective. Also reach out to various functional areas for a more focused perspective. Draft a revised communication plan. Solicit a final review with all involved stakeholders. Then revise and release a final plan.

Internal and external stakeholders.

Advise the public relations director and alumni director to involve more institutional stakeholders

The public relations director and alumni director need to bring more people to the table such as students, their whole division, staff across other divisions, faculty, internal and external alumni, alumni association chapters, alumni donors, board of trustees, cabinet. The same approach we took for the strategic plan by developing a council and task forces to oversee certain aspects of developing the story. Make sure we use words that will get alumni engaged by getting input from active alumni. The finance office needs to be involved in helping to determine the gaps to help us develop a targeted message to communicate to alumni to ensure giving is in the area of need.

He/she should first inquire who the participants were in creating the plan, "who had a buy-in"? Challenge the public relations director and the alumni director to engage outside of their organizations.

Take it both current students and alumni across regions. Engaging faculty and the outside community to foster a mutually beneficial reliance to grow strong and successful students. Create a unique "Lincoln" brand to draw students in and retain talent.

Should ask, are you addressing the needs of the alumni? And ask whether there are enough alumni involved in the process? Determine whether the communication plan developed is consistent with the strategic plan.

Showing Records: 1 - 4 Of 4

End of Report