

FACULTY REFERENCE GUIDE REVISED 2018



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University

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Office of Faculty Affairs
484-365-7136
Vail Hall, Room 105
facultyaffairs@lincoln.edu

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About the Reference Guide

It is designed to serve as a one-stop-shop reference for all faculty members, both new and experienced, pointing them to the university policies, procedures, and structures that govern academic life at Lincoln. If there is a discrepancy between anything in this guide and the Collective Bargaining Agreement or Faculty Bylaws, the CBA and the Bylaws take precedence.

About the University

Mission

Lincoln University, the nation's first degree-granting Historically Black College and University (HBCU), educates and empowers students to lead their communities and change the world.

It does so by:

- Providing a rigorous liberal arts education featuring active and collaborative learning;
- Integrating academic and co-curricular programs with the University's distinctive legacy of global engagement, social responsibility and leadership development; and
- Cultivating the character, values and standards of excellence needed to enable students to become responsible citizens of a global community.

Vision

Lincoln University will be a national model for both 21st century liberal arts undergraduate education and innovative graduate and professional programs.

Strategic Themes

1. **Build a culture that supports student success:** Graduates will leave Lincoln University with the knowledge, attitudes and competencies needed to be competitive in a global economy and to have a positive impact on their families, their communities, the nation and the world.
 - 1.1. Using an inclusive process, develop a values statement for the University that describes values in behavioral terms.
 - 1.2. Connect culture and accountability by defining expectations for both performance and values (behaviors) for everyone associated with the University, including vendors and partners, and holding everyone accountable, every day.
 - 1.3. Design and deliver or procure training and professional development programs that support employees in developing skills that reflect institutional values and behavior (e.g., customer service, communication and collaboration, team building).
 - 1.4. Design Reward and Recognition programs to bring favorable attention to faculty, staff, students, and administrators whose behavior and performance support student success.
2. **Enhance Academic Quality and Achieve Operational Excellence:** We strive to ensure that every program is of the highest quality, innovative, engaging, and provides the skills required in the 21st Century.
 - 2.1. Develop a strategic enrollment management plan that incorporates both recruitment and retention goals, clarifies the target undergraduate and graduate populations, and identifies the optimal enrollment size to achieve the University's academic and financial goals.
 - 2.2. Develop a plan for the University City site in Philadelphia that integrates the University's strategic and enrollment goals.
 - 2.3. Review curricula and syllabi to ensure that general education and major program courses are tied to institutional learning outcomes and include high impact pedagogies.

- 2.4. Review and revise, if necessary, academic personnel policies to ensure that faculty hiring, orientation, tenure and promotion practices support institutional priorities.
- 2.5. Invest in faculty development and research opportunities.
- 2.6. Continue to enhance faculty governance and develop leadership potential within the faculty and academic administration.
- 2.7. Review and revise the performance management system, if necessary, to ensure that employees receive effective and timely feedback on performance.
- 2.8. Identify operational issues that most hinder progress in achieving the vision, and work collaboratively to resolve these issues using task forces, process redesign, administrative action, policy change or other tactics, as necessary.
3. **Develop Strategic Partnerships to Leverage Resources and Assets:** We will enhance opportunities for research and scholarship particularly as it enhances our collaborations and provides funding with local industries and global partners.
 - 3.1. Identify expertise (internally or externally) in designing and implementing public-private partnerships and develop a project plan.
 - 3.2. Develop an institutional structure and process for identifying and evaluating potential partnership opportunities.
 - 3.3. Identify three or more partners to enhance professional school options for Lincoln University students.
4. **Strategically Align Resources to Support Institutional Priorities:** Organizational structure, policies, procedures, decision-making processes converge to allocate people, money and infrastructure toward projects and initiatives that support the vision.
 - 4.1. Review and revise the organizational structure to facilitate communication, collaboration and accountability within and among units.
 - 4.2. Design and implement a process that integrates planning, budgeting and assessment.
 - 4.3. Enhance the Institutional Research function and provide professional development to support faculty, staff, students and administrators using data to inform decisions.
 - 4.4. Complete a Campus Master Plan that aligns priorities for new construction, facilities renovations, deferred maintenance and space utilization with academic and strategic goals.
5. **Tell The Lincoln University Story:** We will eliminate unnecessary bureaucracy, increase the efficiency of our academic and operational processes to enhance the quality of every stakeholder's on-campus experience.
 - 5.1. Develop and implement a strategic marketing and communication plan that is designed to reach and influence all major stakeholder groups, provide greater coherence for the Lincoln University brand and position the University to compete for students, talent and financial resources.
 - 5.2. Develop strategies for educating and engaging Lincoln students and alumni in telling the story.

University Fact Book

The latest edition (2017) of the Lincoln University Fact Book is available from the Institutional Research Office "Facts" page at: <http://www.lincoln.edu/sites/default/files/pdf/institutional-research/2017-Fact-Book.pdf>. This book contains up-to-date statistics and comparative historical data on such issues as enrollment, demographics of student body, and make-up of faculty.

University Website

www.lincoln.edu Individual faculty and departments may create and make changes to their sections of the website, but all changes are approved by the Office of Communications and Public Relations. (location ICC, Room 212, 484-365-7427.)

Section 1: Organization of the Faculty

1a. Faculty Bylaws

The faculty bylaws, found online at: <http://www.lincoln.edu/faculty-and-staff/faculty-portal/faculty-bylaws>, contain the core group of rules governing faculty rights, responsibilities, duties, and benefits.

The bylaws set forth:

- Faculty powers (Article II)
- Explain when and how faculty meetings and votes should take place (Articles III & IV)
- List the names and membership of all standing faculty committees (Article V)
- Describe the duties of department chairpersons (Article VI)
- Explain the division of the university into separate schools (Article VII)
- Present the guidelines and process for promotion and tenure (Article VIII)
- Lay out the duties of faculty and limitation on outside work (IX)
- Describe the causes and procedures for severance (Article X)
- Explain faculty rights of appeal (Article XI)
- Define academic freedom (Article XII)
- List rules governing leaves of absence and sabbaticals (Article XIII).

1b. Collective Bargaining Agreement (CBA)

The Collective Bargaining Agreement between the Lincoln University of the Commonwealth System of Higher Education and the Lincoln University Chapter of the American Association of University Professors (LUC-AAUP) covering the period from September 1, 2016 to August 31, 2019 can be found online at: <http://www.lincoln.edu/sites/default/files/pdf/hr/collective-bargaining/CBA-2016-2019.pdf>.

This agreement covers issues of shared governance, tenure, academic freedom, workload, grievances, salaries, and benefits. All full-time faculty members are covered by the terms of this document, whether or not they are members of LUC-AAUP.

1c. Standing Faculty/School/Department Committees

Standing Faculty Committees. Standing faculty committees with membership and mission are listed in the faculty bylaws, Section 19.3. They currently include Admissions, Academic Standing and Financial Aid; Assessment and Evaluation; Athletics; Curriculum; Distance Learning; Educational Policies; Faculty By-Laws; Faculty Development; General Education; Graduate Studies; Honorary Degrees; Honors and Awards; Judicial Review; Lectures and Recitals; Library; Nominations; Post-Tenure Review; Promotion, Tenure and Severance; Religious Activities; Research and Publications; Student Health and Welfare; Technology; and Writing. Faculty also elects a parliamentarian and a faculty secretary.

All faculty are expected to participate in these standing committees as part of their service to the university community. Members typically serve a 3-year tenure before rotating off. The Committee on Nominations, after issuing a call for nominations and volunteers, brings a slate of faculty members to fill vacancies for the upcoming academic year for a vote at the final faculty meeting of the year.

Nominations are accepted from the floor as well.

Departments also have standing and ad hoc committees; faculty participation is encouraged at these levels as well as at the university level, as part of faculty's expected service to the community.

1d. Shared Governance

According to Section 4.4 of the Collective Bargaining Agreement, pursuant to Section 6 of the Lincoln University–Commonwealth Act of 1972, "The entire management, control and conduct of the instructional, administrative, and financial affairs of the University are vested in the Board of Trustees under regulations established by the State Board of Education," and, "except where limited by the University's By-Laws and by the terms of this Agreement, the property, business and affairs of the University shall be managed and controlled exclusively by the Board of Trustees."

Section 4.4 of the CBA attests to the "indispensable interdependence among the governing Board of Trustees, administration, faculty, and students," stressing the importance of communication and collaboration among these four groups.

Specific powers of the faculty, as outlined in **Section 2 of the Faculty Bylaws** cited below, include setting requirements for admission, completion, curricula, and academic policies/procedures.

Section 2.01 The Faculty shall prescribe, subject to the University Charter and approval of the Board of Trustees, requirements for graduate and undergraduate admissions, graduate and undergraduate courses of instruction, graduate and undergraduate conditions of graduation, the degrees conferred, and rules and methods of conducting the educational work of the University.

Section 2.02 The Faculty shall be informed by the President, or other designated officers of the administration, of important developments affecting the University, including proposed capital expenditures and annual budgets.

Section 2.03 The Faculty shall recommend to the Nominations, Trustees, and Honorary Degree Committee of the Board of Trustees candidates for honorary degrees and shall designate the recipients of fellowships, scholarships, prizes and awards.

Section 2.04 Subject to the primary authority of the President, the Faculty may participate with designated officers of the administration in matters of student discipline through the committee structure hereafter defined.

1e. Part-time Faculty

As stated in Section 19.7(a) of the Collective Bargaining Agreement, part-time faculty hires are currently limited to no more than 15% of the credit hours taught at the undergraduate and graduate levels at the main campus, 50% of the undergraduate credit hours taught in domestic satellite campuses, and 65% of the graduate credit hours taught in domestic satellite campuses in any one semester. New campuses are permitted to raise limits for part-time faculty to 65% part-time and 35% full-time for both graduate and undergraduate programs for the first 3 years of operation.

Part-time faculties are not eligible to join the faculty union and thus are not covered by its protection. Nonetheless, adjunct faculties play a pivotal role in advancing the academic mission of the university.

In that endeavor, all faculties must be accorded the academic freedom and fullest opportunity to actively participate in the governance of the academy.

Adjunct faculty are encouraged, but not required, to attend scheduled faculty meetings. They may participate in discussions at the departmental, college, and university level, but are not eligible to vote. Like full-time faculty, they are expected to participate in all required assessment efforts for the courses that they teach, to attend all scheduled classes, and to keep accurate records of student grades and attendance.

Section 2: Academic Program Organization

2a. Lincoln University: Overall Organization

The university is governed by the Board of Trustees.

The President's cabinet includes Senior Executives representing Academic Affairs, Finance & Administration, Advancement, Student Success, and Athletics & Recreational Services.

2b. Academic Affairs Organization

The academic component of the university is led by the Provost and Vice President for Academic Affairs.

In addition to Dean and faculty, the following academic support units report to the Provost and Vice President:

- **The Center for Excellence in Teaching & Learning**
- **Faculty Affairs**
- **Information Technology**
- **Institutional Effectiveness, Research, and Planning**
- **Institutional Equity & Disability Services**
- **Enrollment Management (Registrar, Financial Aid, Admissions, & Veterans Services)**
- **Library**
- **Office of Sponsored Programs**
- **Media Center**
- **Title III; and**
- **University Museums**

The preceding academic support unit directors make up the Academic Leadership Council, which meets monthly with the Provost and Vice President of Academic Affairs.

2c. Responsibilities of the Dean of the Faculty

The Dean will organize, publicize and chair college meetings as outlined in Section 7.03 of the Faculty Bylaws. College faculties generally convene monthly on the third Tuesday of the month during the 11

a.m. meeting period. Dean oversees the department chairpersons, working with the chair to consult around the development of new academic programs, and the review and revision of the curriculum as needed. The Dean's signature is required on all important documentation such as faculty overloads, tutorials, student schedule overload, grade changes, permission for independent studies, and incomplete grades. The Dean oversees the budget for all academic matters, developing proposed budgets and presenting them annually to the Vice President for Academic Affairs; Represent the college at budget hearings with the President and the Vice President for Finance & Administration; and Authorize and oversee grant proposals and grant spending, as well as faculty travel and faculty development efforts. The Dean evaluates chairpersons annually, using the form included in Appendix D: Department Chair Evaluation Form.

2d. Responsibilities of the Department Chairs

According to Article VI of the faculty bylaws, chairs are appointed by the president to a term of four academic years. Normally they may serve no more than two consecutive terms. Their performance is reviewed annually by the Dean who submits a written report to the Vice President for Academic Affairs. A chair's main duties include recommending candidates from the department for appointment or promotion, submitting an annual departmental strategic planning report, and submitting an annual departmental assessment report.

Additional duties are set forth in Section 13.12 of the CBA, including assigning instructional faculty to courses and submitting course listings to the registrar three times a year. Chairpersons are expected, if possible, to meet with all prospective hires and solicit opinions from departmental faculty and majors on candidates. They arrange advising for all majors. They will, after consultation with faculty and students, submit an annual assessment of all non-tenured faculty members to the Dean by May 31 of each year (*See Appendix A: Non-Tenured Faculty Evaluation Form*) and assist non-tenured faculty members in developing a 3-year plan for professional development (*See Appendix B: Faculty Plan for Professional Development*). They are also expected to maintain accountability of all employees in that department.

2e. Responsibilities of the Faculty Member

2e1. To the University, the College, the Department, and the Program

According to Article 9 of the Faculty Bylaws, faculty are expected to meet classes as assigned; advise students; maintain regularly scheduled office hours (see below: Section 2e5); attend faculty, school, and department meetings; participate in faculty committees; and attend in proper academic attire all formal academic occasions scheduled by the University. Faculty must pay the strictest regard to matters of professional ethics. Faculty is expected to maintain a minimum three-day-per-week presence on campus in order to carry out their teaching, committee work, assessment responsibilities, and scholarly research.

Furthermore, faculty members are expected to attend and participate actively in college meetings, support curricular/program innovations, solicit feedback from college members on potential changes, and serve on college committees. They are required to post midterm and final grades in Web Advisor on or before the published deadline. Faculty assessment duties are addressed in Section 4 of this document.

2e2. To the Students

Faculty is required to maintain a minimum of six office hours per week. As set forth in the CBA, Section 13.18b, however, faculty is expected to carry out the mission of higher education, which includes intensive mentoring of students. If this mission requires more than a 3-day presence, faculty should “be available to provide this required accessibility to students, in order to ensure the retention and success of all Lincoln University students.” Moreover, all faculty, as members of the Lincoln family, are expected to be fully engaged in the curricular and co-curricular life of the university such as student advising, faculty development workshops, athletic events, student clubs and government functions, student and faculty performances and exhibitions, and informal and formal discussions with students in living/learning residence halls.

Section 3: The Curriculum

3a. Developmental Programs

Currently, developmental programs exist in two areas: mathematics (MAT 98 & 99) and English. The English developmental program addresses both reading and writing. Credits from these courses do not count towards fulfilling graduation requirements.

3b. Majors and Minors

As of fall 2017, the following majors are available to undergraduate students:

- Criminal Justice: **BA/BS in Criminal Justice**
- English: **BA in English Liberal Arts**
- History: **BA/BS in History, BA/BS in Pan-African Studies**
- Languages & Literatures: **BA in French and Spanish**. The **BA in Liberal Studies** major is also housed in this department.
- Mass Communications: **BA/BS in Mass Communications**
- Philosophy & Religion: **BA/BS in Philosophy, BA/BS in Religion**
- Political Science: **BA/BS in Political Science**
- Business & Entrepreneurial Studies: **BS/BA in Accounting, Finance, Information Technology, and Management**
- Human Services: **BA/BS in Human Services (BHS-FLEX)**
- Psychology: **BA/BS in Psychology**
- Anthropology: **BA/BS in Anthropology**
- Biology: **BA/BS in Biology, BS/BA in Environmental Science; BS/BA in General Science offered jointly by Biology and Chemistry departments**
- Chemistry: **BS/BA in Chemistry, BS/BA in Biochemistry & Molecular Biology, BS in Engineering Science**
- Computer Science: **BS/BA in Computer Sciences**
- Health Science: **BA/BS in Health Science**
- Mathematical Sciences: **BS/BA in Mathematics**
- Nursing: **RN-BS in Nursing**
- Physics: **BA/BS in Physics, BS in Engineering, BS in Biophysics**

- Sociology: **BA/BS in Criminal Justice, BA/BS in Sociology**
- Visual and Performing Arts: **BA in Music Performance, BA/BS in Visual Arts with Concentration in Museum Studies & Art History, BA/BS in Visual Arts with Concentration in Studio Arts**

As of fall 2017, the following majors are available to graduate students:

- Business & Entrepreneurial Studies: **MS in Business with a concentration in Finance or Human Resource Management**
- Education: The Education Department offers only graduate degrees: **Master of Education (M.Ed.) with concentrations in Special Education, Educational Leadership, and Early Childhood**
- Human Services: **Master of Human Services Administration, Master of Human Services Delivery, Master of Science in Counseling; Childhood**. It also offers Principal and Teacher Certification programs.

3c. General Education Requirements

Undergraduate students are required to take 57 – 59 credits in core courses as part of their graduation requirements. These courses are listed on p. 55-56 of the current university catalog

<http://www.lincoln.edu/sites/default/files/pdf/registrar/Catalog.pdf?11>

Two general education courses (First Year Experience and African-American Experience) are to be taken during the freshmen year. In addition, over the course of their matriculation students must take 6 credits in the social sciences, 2-3 credits in health/wellness, 9 in humanities, 6 in English composition, 3 in mathematics, 7-8 in natural sciences and 6-8 in languages or computer sciences.

3d. Writing Proficiency Requirement

The goal of the Writing Proficiency Program is to ensure that all Lincoln University students graduate with a high level of writing proficiency reflective of the academic culture of Lincoln University. Successfully completing the Writing Proficiency Program became a graduation requirement for all Lincoln University students starting with the graduating class of 2013.

Students must:

- Pass the Writing Proficiency exam (WPE) administered in ENG 101 (essay exam)
- Take four writing-intensive courses in their major
- Submit a successful portfolio in the major approved by the major department and the chair of the department.

Once the students successfully complete the WPP, they will be certified for graduation. Though students can be certified in the fall of senior year, it is advisable that they get certified in the fall of their junior year in ample time to make up any deficiencies before graduation rather than wait for their senior year for certification.

All majors have student learning outcomes and rubrics concerning writing proficiency and offer at least four writing intensive courses.

For more information, see <http://www.lincoln.edu/departments/writing-proficiency-program>

3e. Student Success

The Division of Student Success at Lincoln University strives to provide the most efficient and effective student programs, services, and activities, which are responsive to the needs, interests and concerns of the Lincoln University community and meet the vision, goals, and purpose of the University. Lincoln University students study, work, recreate, participate and live in a stimulating, nurturing and safe environment, where they are valued as individuals, and in which they are encouraged and assisted to develop affective competencies that complement their academic ones and transcend their tenure at Lincoln. The Division of Student Success is located in the Wellness Center, Room 127.

(<https://www.lincoln.edu/departments/student-success>)

3e1. Academic Support.

The Academic Support Unit at Lincoln University, located on the 2nd floor of Wright Hall, is committed to assisting the Lincoln community in building a culture of academic excellence. In order to develop this foundation for academic excellence, the Academic Support Unit provides academic coaching and advising, professional and peer tutoring, placement testing, computer labs, student development workshops, and hosts the Act 101 program. Using a student-centered approach, assistance is provided for all students utilizing best practices based on published, peer-reviewed evidence, ongoing systematic assessment, collaboration and alignment with academic curriculum, current technologies, cultural competence, and an appreciation for diverse learning abilities to provide preeminent services to students and the Lincoln Community. (<https://www.lincoln.edu/departments/academic-support>)

3f. Syllabus Template

All syllabi must follow the approved template. These templates (undergraduate, graduate 15-week and graduate 7-week) can be found at <http://www.lincoln.edu/faculty-and-staff/faculty-portal>

3g. New Program Proposal Template.

This template can be found on the faculty resources section of the registrar's website (<http://www.lincoln.edu/node/1348/faculty-resources-registrar>) under "Proposal Form: Ed. Policies Committee." Required sections for all new program proposals include Appropriateness to Mission, Need, Academic Integrity, Coordination with Other Programs, Assessment & Accreditation, Resource Sufficiency, Impact on Educational Opportunity, Bibliography, Executive Summary, and 5-year Budget Projection.

3h. New Course Proposal Template.

This cover page for this template can be found on the faculty resources section of the registrar's website (<http://www.lincoln.edu/node/1348/faculty-resources-registrar>) under "Course Submission Form." The Course Approval Manual details the required sections of the course proposal itself (<http://www.lincoln.edu/registrar/AcadStandPolicyUG040715.pdf>).

3i. Distance Learning Policy.

The Distance Learning Policy, approved in April 2013 and available online at: <http://www.lincoln.edu/academicaffairs/reports12-13/DLPolicyFinal043013.pdf> It contains information on definitions ("distance learning" vs. "hybrid"); institutional policies with regard to web-based learning;

curriculum and instruction information, including the approval process for new DL or hybrid courses; faculty issues, including workload and required training; student support services; distance learning facilities at Lincoln; and planning and assessment.

Section 4: Assessment of Student Learning

The Office of Assessment and Accreditation is housed within Institutional Effectiveness, Research, and Planning, and is located in Wright Hall. For more information on the sections below, see the Assessment & Accreditation website (<http://www.lincoln.edu/departments/institutional-effectiveness-research-and-planning/assessment-student-learning>). Additional information on issues such as directions for logging into XITRACS, rubrics, and designing measurable objectives can be found on this site.

4a. Assessing Course-level Student Learning Outcomes (SLOs)

Course-level student learning outcomes describe what knowledge and skills a student will gain from a particular course. They are detailed, specific and measurable and must link to a program outcome. When different faculty teaches multiple sections of the same course, all sections must address the same SLOs. Consequently, these SLOs must be flexible and accommodating of variation in course content over time. All faculties are expected to assess their SLOs informally for each course and formally as needed according to the agreed-upon program-level Student Learning Assessment process.

4b. Assessing Program Learning Outcomes (PLOs)

Program-level Learning Outcomes specify the knowledge and skills expected of a student who graduates from that program. PLOs should be measured at specified points throughout the program and are assessed by such measures as portfolios, capstone projects, embedded course assignments, field/internship experiences, national tests in the discipline, and comprehensive qualifying exams. Each program submits its annual Student Learning Assessment Report by Oct. 1 (part 1) and May 31 (part 2).

4c. Assessing Institutional Learning Outcomes (ILOs)

Lincoln University's eight institutional outcomes (see definitions at <http://www.lincoln.edu/sites/default/files/pdf/president/institutional-learning-outcomes-definitions.pdf>) are the following:

1. Effective Communication
2. Computer & Digital Literacy
3. Diversity Awareness/Cultural Awareness
4. Social Responsibility & Civic Engagement
5. Critical Thinking
6. Institutional Fidelity
7. Financial & Quantitative Literacy
8. Integrative & Lifelong Learning

All Lincoln graduates, whatever their major, are expected to demonstrate these outcomes. Academically, ILOs are assessed throughout the General Education curriculum. To assess these outcomes programmatically, assessment must also address non-academic and support programs at the university, including such things as assessment of learning communities, athletics, student government,

and First Year and Sophomore Year Experience Programs.

4d. Institutional Planning and Assessment Council (IPAC)

IPAC, composed of administrators, staff, and faculty appointed by the president, was established to ensure that assessment is closely linked to planning and budgeting so that the university can meet its strategic planning goals. In the summer following each academic year, IPAC reviews all program Student Learning Assessment (SLA) reports and all Support Unit Assessment (SUA) reports. By September 15, IPAC submits its annual Quality Assurance Report to the president outlining all institutional assessment activities for the academic year including areas for improvement, action items, and implementation plans for the upcoming academic year.

4e. XITRACS

XITRACS is the university's assessment and compliance software. It allows for effective organization of all aspects of student learning assessment, program reviews, support unit assessment, and accreditation compliance issues. XITRACS documents are available at:

<https://lincoln.xitracs.net/survey/portallogonview.jsp> as a link on the Assessment & Accreditation website. Once logged in, faculty have access to libraries of assessment-related documents, a credentials link for posting résumés, and assessment reports from all courses and programs which they are authorized to view or to create. Directions for logging in for the first time, and help with any technical problems once logged in, can be obtained from the Office of Assessment and Accreditation (ext. 7608 or OAA@lincoln.edu).

Section 5: Faculty Personnel Benefits

Human Resources offices are located on the second floor of the International Cultural Center. Faculty benefits can be found on the university's Human Resources website (<http://www.lincoln.edu/departments/human-resources>), or by contacting staff by phone at (484) 365-8059 / email at: hr@lincoln.edu. The human resources emergency hotline number is (866) 809-4556 Toll Free / (484) 365-7999 Local.

5a. Medical Insurance.

Varieties of insurance plans are available for faculty, as well as for their family members should faculty elect to cover them as well. Explanations as well as the Lincoln University Benefits Guide and the enrollment form can be found at <http://www.lincoln.edu/employee-benefits> . Each year in May there is an open benefits period during which time faculty can change plans if desired. Note that plans vary according to the state of residence. Under the current Collective Bargaining Agreement (see Section 16.2), faculty selecting individual medical coverage are responsible for payment of 10% of the total cost of the premium. Faculty selecting premium coverage will pay the additional amount between the actual cost of the premium and that of the base pay amount. Faculty selecting individual dental coverage will pay 15% of the premium. Faculties who opt out of the University healthcare program receive an annual payment of \$700, provided that they document current healthcare (medical) coverage elsewhere.

5b. Dental Insurance

Two Delta Dental plans are available at the website listed in Section 5a above.

5c. Group Life Insurance

Faculty may purchase supplemental life insurance for up to 5x the amount of their annual salary. See explanation on the HR website at: <http://www.lincoln.edu/hr/HartfordVoluntaryLifeSPD.pdf>.

5d. Disability Insurance and Unpaid Leave

As explained in section 16.5(g) of the 2016-2019 Collective Bargaining Agreement, all full-time faculty who have completed one full year of service with the University are eligible to participate in the University's short and long term disability plans.

See HR website <http://www.lincoln.edu/hr/ShortLongTermDisability.pdf> for plan description.

If incapacitated for a period beyond 30 calendar days, faculty may apply for Short Term Disability, and if approved, they will receive 60% of weekly earnings to a maximum of \$1,000 per week. Benefits will last no longer than 182 calendar days after the date of the commencement of the disability and are limited to a maximum of 22 weeks. If incapacitation continues beyond six months, faculty are eligible to apply for Long Term Disability, and if approved, they will receive 60% of compensation to a maximum monthly benefit of \$5,000 per month until age 70.

In accordance with the Family Medical Leave Act, employees are entitled to a maximum of 12 weeks of unpaid leave in a 12-month period. See CBA section 16.5(f) for eligible causes.

5e. Travel Reimbursement

Article XVI (Section 16.4) of the CBA addresses issues of salary, benefits, travel and faculty development. Faculty may use this funding for up to two professional conferences per year. After attending a subsidized conference, the faculty member is expected to report on what was learned in an appropriate campus venue.

The university has also set funds to support faculty development (see Section 8 of this handbook). Depending on the project proposed, portions of a faculty development grant may also be used to cover travel expenses.

5f. TIAA-CREF

Section 16.3 of the CBA explains retirement benefits. Currently the university contributes 5% of a faculty member's annual salary (including overload and summer school) to the faculty member's TIAA-CREF retirement fund. The University will increase its contribution to a maximum of 10% providing that the employee matches the University's contribution above the 5% on a 1% to 1% basis. Any contribution to TIAA-CREF by the individual faculty member is voluntary. If no additional contribution is made, the university contributes only the mandatory 5%.

5g. Wellness

5g1. Wellness Center

The Wellness Center is open to the faculty and staff during the academic year from 12 noon – 9 p.m. It provides a variety of individual and teaching resources.

Health and Wellness:

- Indoor Track
- Universal and Free Weights
- Cardio Equipment (elliptical, treadmill, bikes and stair masters)
- Open Gym (Tuesday is Volleyball Tuesday)
- Locker Room (showers and lockers)
- Aerobic Room
- Dance Studio

Academic:

- 6 classrooms
- Lecture Hall (60 seats)
- Conference Meeting Room

5g2. Employee Assistance Program (EAP)

Lincoln offers confidential employee assistance to all its eligible regular full- and part-time employees and their dependents. To access the Employee Assistance Program (EAP) services provided by HMS, visit its Internet website at: www.hmsincorp.com (Username: Lincoln; Password: University), or call 1-800-343-2186.

Human Management Services, Inc. (HMS), the University's EAP provider, is an integrated counseling and referral service that is a resource to help covered employees and their eligible dependents successfully manage temporary setbacks in life. HMS counselors are trained to help employees identify the source of their problems and work with them to find practical solutions as quickly as possible.

Certain EAP services, including initial assessment, consultation, and referral, have been prepaid by the University. Eligible employees and their eligible dependents may receive an assessment and up to three short-term counseling sessions per incident free of charge. If additional treatment resources are necessary, the cost of such will, if chosen by the employee/dependent, be paid by the employee; or, if the employee (or dependent, as the case may be) has applicable health insurance, whether through the University or otherwise, that would cover the particular type of additional treatment, it would be subject to the terms, procedures, exclusions, co-payments, deductibles and other limitations of such health insurance coverage.

5h. Tuition Reimbursement

According to Section 16.5(a) of the CBA, faculty members may enroll tuition-free in one undergraduate course per semester. Spouses and dependent children of faculty may enroll tuition-free for up to 124 undergraduate credits, fall, spring or summer. The tuition waiver does not include course fees.

Section 6: Personnel Policies for Faculty

6a. Guidelines for Faculty Searches

The university is committed to “affirmative action/equal employment opportunity and to full compliance with federal, state, and local regulations regarding employment,” as affirmed by its Personnel Requisitioning, Recruitment and Selection policy HRM 104 (available online at <http://www.lincoln.edu/sites/default/files/pdf/hr/LU%20HRM%20104%20Personnel%20Requisitioning%20Recruitment%20and%20Selection%20Review%20Date%2008312013.pdf>) Positions, publicized on the university’s and on other web- and print-based sources, will be posted for at least 10 calendar days. Travel arrangements for candidate interviews shall be handled by the hiring administrator. Travel Authorization forms must be completed for each candidate and approved by the appropriate vice president. (Candidates living within 100 miles of campus will use their personal vehicles and be reimbursed for mileage.) Pre-employment screening is handled by HR. The search committee has the power to recommend candidates for hire –generally the top two candidates—but only the president or his/her designee can make the actual offer of employment.

The Personnel Requisitioning, Recruitment, and Selection Procedures (available online at <http://www.lincoln.edu/sites/default/files/pdf/hr/LU%20HRM%20104p%20Personnel%20Requisitioning%20Recruitment%20and%20Selection%20Procedures%202-1-12.pdf>) lay out the steps in the hiring process, explaining that the search committee is responsible developing selection criteria, ensuring that the criteria is applied consistently for all candidates, selecting a short list of candidates for interview, developing an interview schedule, conducting interviews, and recommending a finalist to the Dean / Vice President. These procedures list the topics search committees may not ask about, such as age, spouse, etc. All candidates are evaluated on written forms that are submitted to HR after the search process is complete. All the necessary forms for the search process are available at the web address above.

Section 12.9 of the CBA specifies that “no part-time member of the faculty shall automatically be given Faculty Rank, but a part-time member of the faculty may apply and be considered for a full-time position which carries Faculty Rank. In addition, no Lecturer, Senior Lecturer or Visiting Faculty person shall be moved to a tenure track position in the absence of an advertised search.”

6b. Ranks

According to Section 2.5 of the CBA, faculty ranks include Lecturer, Senior Lecturer, Instructor, Assistant Professor, Associate Professor, Professor, and Visiting Faculty. Lecturer and Senior Lecturer are non-tenure track positions, and faculty in these ranks may not be employed for more than five consecutive years or eight cumulative years. Visiting faculty (Visiting Assistant Professor, Visiting Associate Professor, Visiting Professor, or Distinguished Visiting Professor) may not be hired for more than two consecutive years and, according to Section 2.10 of the CBA, a maximum of 8% of the total credits at the university may be taught by full-time faculty with Visiting Faculty Contracts during an academic year. Librarians may hold faculty rank. Persons employed as adjunct faculty, Deans, directors of special programs who do not hold faculty rank, the Director of Co-op Education, counselors, vice presidents, and the President are not considered faculty members for purposes of the CBA.

6c. Conditions of Employment

Upon hire, the terms and conditions of each appointment to the faculty at Lincoln are set forth in writing, a copy of which shall be supplied to the faculty member (CBA, Section 12.1). Non-tenured faculty will be informed in writing by July 1 of each year of their reappointment and of matters relating to their eligibility for tenure, including the most recent annual recommendation regarding the faculty member's status from the department chairperson (CBA, Section 12.3).

Section 10.3 of the CBA mandates that faculty members who were hired with no probationary credit toward tenure will undergo a pre-tenure review during their third year of employment and receive feedback as to the adequacy of their progress toward the award of tenure.

Non-renewal procedures are described in Section 8 of the faculty bylaws and Section 12.6 of the CBA.

6d. Faculty Workload

Faculty workload is addressed in Article 13.5 of the CBA. The CBA can be found at:

<http://www.lincoln.edu/sites/default/files/pdf/hr/collective-bargaining/CBA-2016-2019.pdf>.

The typical undergraduate faculty load is 24 credits: 12 credits (four courses) in each of the two semesters of the regular academic year. It is understood that this load may be unequal during the two semesters. Graduate faculty teach 18 - 24 credits (three or four 3-credit courses each semester). Faculty, whether undergraduate or graduate, may not be required to teach more than seven preparations in an academic year without additional compensation. Issues of laboratories, internship supervision, coaching, student teaching supervision, overloads, grant release time, etc. are covered in Article 13 of the CBA. Faculty who teach distance learning classes carry the same 24-credit workload as those with face-to-face courses; depending on the schedule, however, these 24 credits may be spread over a calendar year rather than the typical two-semester academic year.

Faculty instructional time on any given day must occur within 10 consecutive hours unless agreed to by the faculty member.

6e. Academic Freedom

Issues connected to academic freedom are addressed in Section XII of the CBA and Articles 10 and 12 of the Faculty Bylaws. Both documents assure academic freedom based on the 1940 Statement of Principles on Academic Freedom and Tenure, which declares, "Academic freedom is essential to [the free search for truth and its free exposition] and applies to both teaching and research. Freedom in research is fundamental to the advancement of truth. Academic freedom in its teaching aspect is fundamental for the protection of the rights of the teacher in teaching and of the student to freedom of learning. It carries with it duties correlative with rights."

Faculty are guaranteed the right to discuss their subjects in their classrooms according to their own choices, with all the rights of free speech that any citizen possesses, "except that as an educational officer and a member of a learned profession, he or she shall be accurate, show appropriate restraint, show respect for the opinions of others, and shall not misrepresent himself or herself as a spokesperson of the University."

6f. Faculty Grievances

Articles X and XI of the Faculty Bylaws address grievances and faculty rights. Section XIV of the CBA defines the grievance procedure. As outlined in the CBA, prior to the first step of the three-step grievance process, the faculty member must inform the president, or his/her designee, of the grievance. Grievances must be submitted in writing within 10 University calendar days after the occurrence being grieved, or within 10 University calendar days of the date on which the faculty member has learned or should have learned of such occurrence, whichever is later. If there is no resolution to the grievance within 30 days of notification, the faculty member then proceeds to step 1 as outlined in CBA Section XIV.3. The faculty member may represent himself/herself in the grievance procedure or be represented by LUC-AAUP.

6g. Student Grievances

The student academic grievance process is found in the Student Handbook at:

<http://www.lincoln.edu/sites/default/files/pdf/student-affairs/student-handbook/Student-Handbook-1718.pdf>. Students are encouraged to seek to resolve problems first with the faculty member in question. If that is not possible, the next step is to make a written appeal of the issue to the appropriate department chair. If no resolution is forthcoming at that level, the student may make a written appeal to the appropriate Dean, who will issue a written decision and remedy. Either party may appeal the decision to the Vice President for Academic Affairs within 10 days. The written decision of the VP/AA will be binding.

6h. Institutional Review Board

Information about Lincoln's Institutional Review Board (IRB) can be reached at:

<http://www.lincoln.edu/departments/research-sponsored-programs/institutional-review-board/irb-review-process>. All students, faculty, and staff who submit proposals to the IRB also must submit a copy of the Human Subjects Assurance Training Certificates for training modules 1-3 to document that they are informed of their responsibilities to protect the subjects they wish to study. This training is available online from the OHRP Human Subjects Assurance Training website (<https://www.hhs.gov/ohrp/education-and-outreach/human-research-protection-program-fundamentals/index.html/assurance-training>). For faculty research, email submission of the research protocol, questionnaires to be administered, and proposed Informed Consent Forms must be submitted at least four weeks prior to the initial decision date desired. Proposals for student research and classroom projects require the signature of the faculty advisor and that of the department chair.

6i. Faculty Leaves

Article XIII of the Faculty Bylaws covers Academic Leaves of Absence. (For medical leaves, see Section 5d in this document; for Sabbatical leaves see Section 8b in this document.) The President approves all non-sabbatical leaves, based on recommendations from the chairperson, Dean and Vice President of Academic Affairs. Requests for leaves during the following fall semester must be submitted on or before December 1st. Requests for leaves to begin the following spring semester must be submitted on or before April 1st. Unpaid leaves of absence are generally limited to two years and time spent on leave does not count toward tenure. Recipients of unpaid leave are expected to return to the university for at least one full year of service.

As set forth in Section 16.5 of the CBA, leave with pay shall be granted to Faculty for (i) jury duty; (ii)

service in reserve components of the armed forces; and (iii) service in the Pennsylvania or other state National Guard, as well as for service to the American Association of University Professors. Faculty on leave may continue to participate in the university insurance programs; however, they are responsible for all contributions and the payment of all expenses.

6j. Post Tenure Review

Article 11 of the CBA addresses post tenure review. The process requires faculty scheduled for review to be notified by their Dean by September 15. Reviews occur on a 5-year cycle. Faculty under review must submit to their Dean a dossier of materials (curriculum vita, statement outlining their performance in the areas of teaching and service since the last review, copy of the most recent sabbatical report if such exists, department chair's and Dean's evaluations of the faculty for the last five years, and student course evaluations over the preceding five years.) If the Dean decides no further review is needed, the process ends with the notification that the faculty member has successfully met post tenure review requirements. If the Dean decides that further review is needed, he or she submits the dossier, along with an assessment, to the Post Tenure Review Committee no later than January 2. The PTR Committee will issue a recommendation to the Dean, with a copy to the faculty member, by April 15.

6k. Retirement

Retirement is addressed in Section 3.2 of LU Policy HRM-117: Termination of the Employment Relationship, which can be found online at:

<http://www.lincoln.edu/sites/default/files/pdf/hr/LU%20HRM%20117%20Termination%20of%20the%20Employment%20Relationship%20Review%20Date%2008312013.pdf>. Faculty should notify the

university at least three months prior to the retirement date to ensure proper coordination of retirement benefits.

Section 7: Promotion and Tenure

Promotion and tenure guidelines are available on the university website at:

<http://www.lincoln.edu/sites/default/files/pdf/hr/Promotion-Tenure-Sabbatical-Guidelines.pdf>. Decisions are made based on evaluations of the applicant's teaching (50%), scholarship (30%) and service (20%). Information can also be found in Sections X and XII of the CBA, and Article VIII of the Faculty Bylaws. All tenure-track faculty must be provided a written plan for gaining tenure by the Vice President of Academic Affairs in consultation with the faculty member, the Dean, and the department chair at the time of initial appointment. Faculty Bylaws stipulate that the final decision date by which a faculty member must make formal application for tenure and the final tenure decision year shall be specified in a new faculty member's initial contract as well as in all subsequent contracts.

7a. Appointments, Reappointments and Promotion

Instructors are appointed to a 1-year term; assistant, associate and full professors are appointed to a term not exceeding three years.

Tenure-track faculty must be evaluated annually by their department chair. This evaluation of progress toward tenure must be shared with and signed by the faculty member.

7b. Promotion/Tenure Guidelines

All faculty are notified by email each fall of the dates and requirements for promotion and tenure applications, including the criteria used for decisions and the evaluation rubric used by the Committee. If a faculty member applies for tenure or promotion, the department chairperson forwards the candidate's application along with chair's letter of reference to the Promotion/Tenure Committee by December 15.

7c. Tenure Timeline

Year 1 and following: Non-tenured faculty are evaluated annually by the department chair. (New faculty members who are department chairs are evaluated by their Deans.)

Year 3: Pre-tenure review (see Section 10.3 of the CBA) shall occur in the faculty member's third year of full-time employment. If this review is not satisfactory, faculty member will receive a letter of termination.

Year 4: Instructors and Assistant Professors must be given written notice of their prospects for tenure by the Vice President of Academic Affairs in consultation with the department chair and the Dean.

Year 6: Tenure review shall take place by the end of the faculty member's sixth year of full-time teaching service at the University. If faculty receive an unqualified appointment to a seventh year of full-time teaching service (i.e., they do not receive a termination notice), they shall be considered tenured. Faculty may be tenured without being promoted to the next rank.

7d. Non-renewals and Terminations

Decisions not to re-appoint are made in writing by March 1, in the first year of appointment; by December 15, in the second year of appointment; and in subsequent years 12 months prior to the termination of service. Faculty may contest termination and request a hearing by the Judicial Committee. Dates and procedures for appeals are contained in Section 12.6(c) of the CBA; they vary according to whether the tenure-track faculty is in the first, second or following year of employment.

Section 8: Professional Development and Support

8a. New Faculty Orientation

New faculty orientation will be held in August prior to the all-university convocation that marks the official opening of the academic year. The day-long new faculty orientation clarifies university policies, faculty benefits, and academic expectations and gives new faculty the opportunity to acquaint themselves with colleagues as well as with university email, registration and learning management systems.

8b. Sabbaticals

As stated in Section 13.02 of the Faculty Bylaws, tenured faculty members who have taught at Lincoln University on full-time appointment for six years are eligible for a sabbatical year with half salary or a sabbatical half-year with full salary. While on sabbatical, a faculty member may accept part-time employment pending approval from the Vice President of Academic Affairs and the President. After a sabbatical, faculty members are expected to return to the university for at least one academic year. Faculty eligible for a sabbatical leave may waive that right without penalty.

Additional information is contained in Article 16.5 of the CBA. Sabbaticals may be granted to a maximum of five candidates per academic year, and notification of sabbaticals will be announced at the April Board of Trustees meeting.

Sabbatical proposals should provide 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.

Required background information includes

- 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)

Proposals are judged on five factors: merit of the project and feasibility of completing it; opportunity for publication, research or postdoctoral study; project's benefit to the university; faculty rank; and faculty seniority.

8c. Professional Development Opportunities

Section 16.4(c) of the CBA outlines available options for faculty development. In addition to sabbatical and unpaid leaves discussed elsewhere, these include participation in webinars and online courses, conference attendance, and faculty development grant-funded activity during the summer or during release time over the academic year. The Faculty Development Committee solicits proposals that will enhance and expand the University's mission and goals, strengthen faculty understanding of best practices in all academic areas, and enhance faculty scholarship by means of intellectual and creative scholarly achievement. If a project is funded, the faculty member is committed to sharing the project's results at an officially scheduled department, school or university meeting. Funding recipients are also required to submit a written summary of their activity to the director of the Center for Excellence in Teaching and Learning, to be posted on the CETL website.

8c1. Webinars, Workshops, Online Courses.

Given the normally limited lead time for such activities, the Faculty Development committee is currently developing a short application form to be presented for approval to the faculty member's chair, Dean, and the Vice Presidents of Academic and Fiscal Affairs, with a copy to the Faculty Development Committee for its records. If funded, the faculty member agrees to make a short written report to the Faculty Development Committee, and a verbal report on the webinar/on-line course to their

department and/or school as appropriate.

8c2. Faculty Development Grants.

Each fall and spring, the Faculty Development Committee funds projects for the following semester and/or summer, as well as funding 25% release time in the subsequent academic year for up to three faculty members involved in unremunerated scholarly activities, such as writing a book, editing a journal, or developing a grant proposal. The university sets aside a maximum of \$100,000 annually for this purpose, along with costs of adjunct replacements as needed to cover course release time. Funding for summer grants may be applied to travel and registration (up to \$1500); summer salary (\$2500/month for up to two months); supplies, such as research materials and computer software (up to \$1500); and incentive awards for generating grant proposals (maximum \$1000). Guidelines, due dates, and scoring rubrics are shared with faculty by the Faculty Development Committee.

8c3. Conference Attendance Reimbursement.

Faculty are eligible for funding for registration and documented expenses to attend up to two professional conferences per year. Section 16.4 of the CBA provides the details. If funded, faculty are expected to present highlights of the conference in an appropriate venue such as a brownbag luncheon, department meeting, or convocation.

8d. Office of Institutional Effectiveness, Research and Planning (OIERP)

This office is housed in Wright Hall, Room 311-313, 484-365-7842. The OIERP provides group and individual workshops on all assessment-related issues, as well as collects, analyzes, and disseminates information for use in planning, decision-making, and policy formulation at Lincoln University. OIERP staff can provide essential information from university databases for faculty involved in assessment or grant writing activity. The OIERP website, which includes links to the university Factbook and other data, can be found at: <http://www.lincoln.edu/departments/institutional-effectiveness-research-and-planning>, and contains the university's assessment manual along with numerous helpful explanations and examples of how to create effective learning outcomes and rubrics.

8e. Office of Research and Sponsored Programs (ORSP)

ORSP's mission is to assist faculty throughout the entire research process, from developing ideas through searching for funding sources, to monitoring the grant activities and preparing post award activity reports. The office holds in-house and online webinars throughout the year and is available for departmental and individual consultations. ORSP is located on the ground floor of Wright Hall.

Its website with links to a variety of grant-related resources can be found at:

<http://www.lincoln.edu/departments/research-sponsored-programs>

8f. Academic Technology Support Center (ATS)

ATS is located on the first floor of the Langston Hughes Memorial Library. Its website (<http://www.lincoln.edu/departments/academic-technology-support>) offers numerous resources and best practices for using technology in the classroom. ATS staff provide small and large group workshops on educational technology throughout the year, focusing especially on how to use the university's Moodle-based learning management system. ATS houses a faculty technology lab in LHM Library, room 116. It also loans technology equipment, and assists with graphics production, video, audio, and digital imaging. If faculty have questions about any aspect of educational technology, this

is the first stop.

8g. Center for Excellence in Teaching and Learning (CETL)

CETL promotes and coordinates the Scholarship of Teaching and Learning (SoTL) for fulltime faculty, adjunct faculty, and co-curricular high impact practices staff. CETL's mission is to involve Lincoln University's faculty in dialogue about the art and science of teaching with the goal of developing creative, innovative, and engaging teaching and learning environments face-to-face and online. CETL collaborates with the Office of Faculty Affairs, the Office of Research and Sponsored Programs, and Office of Institutional Effectiveness, Research and Planning on various educational development initiatives. CETL's website may be reached at the following link:

(<http://www.lincoln.edu/departments/center-excellence-teaching-and-learning>)

Section 9: Campus Resources: Student & Faculty

9a. Main Campus

9a1. Location

Lincoln University is located in Southern Chester County, approximately an hour's drive from Philadelphia, Wilmington, and Baltimore. The mailing address for main campus is Lincoln University, 1570 Baltimore Pike, Lincoln University, PA 19352. The main phone number is 484-365- 8000. Maps of the main campus are available at: <http://www.lincoln.edu/node/1610/maps>

9a2. Academic Calendar

The official university calendar is available at:

https://www.lincoln.edu/sites/default/files/pdf/registrar/Calendar2018_1.pdf

9a3. Student Handbook

The Undergraduate Student Handbook describes curricular and co-curricular policies, activities, and resources. The current handbook is available at: <http://www.lincoln.edu/node/249/student-handbook>

9b. University City Campus

9b1. Location

The University City location is located at 3020 Market Street, Philadelphia, PA 19104, one block from Amtrak's 30th Street Railway Station. The majority of the university's graduate courses are taught here, on the third and fourth floors of the Lincoln Plaza building. The main telephone number for University City Campus is 215-590-8200. Graduate faculty and staff for the Master of Human Services, Master of Science in Human Services Administration, Master of Science in Human Services Delivery, Master of Science in Counseling, Master of Education, and Master of Science in Business programs are housed at this campus. Information about Lincoln's graduate programs can be found at:

<http://www.lincoln.edu/academics/graduate-programs>

9b2. Graduate Academic Calendar

The official graduate calendar is available on the registrar's website at:

<https://www.lincoln.edu/sites/default/files/pdf/registrar/AcademicCalendarUC2018-2019.pdf?03>

Appendix A: Non-tenured Faculty Evaluation

Name: _____

Date: _____

LINCOLN UNIVERSITY NON-TENURED FACULTY EVALUATION

I. PROFESSIONAL GROWTH	Meets Expectation	Needs Improvement	N/A Insufficient Information
-------------------------------	------------------------------	------------------------------	---

Attends scholarly meetings in discipline			
--	--	--	--

Evidence:

Presents papers at conferences/workshops			
--	--	--	--

Evidence:

Active member on professional organizations			
---	--	--	--

Evidence:

Periodically submits or publishes results of research in professional journals and/or performs/exhibits (visual and performing arts)			
--	--	--	--

Evidence:

II. RESPONSIBILITIES TOWARD STUDENTS	Meets Expectation	Needs Improvement	N/A Insufficient Information
Seeks effective methods to enhance the learning process			
Regularly updates course content (keeps current w/changes)			
Distributes syllabus at first class session			
Syllabus contains required components			
Syllabus is followed			
Meets classes on time and when scheduled			
Ends classes at scheduled time			
Displays effective classroom management			
Fosters mutual exchange of ideas			
Effectively advises students			

III. ADMINISTRATIVE RESPONSIBILITIES	Meets Expectation	Needs Improvement	N/A Insufficient Information
Posts and adheres to scheduled office hours			
Familiar with department rules & regulations			
Familiar with School/University academic rules/regulations			
Regularly meets deadlines (final grades, reports)			
Regularly attends School meetings			
Regularly attends Faculty meetings (10), Faculty Conference and Commencement			
Regularly attends department meetings			
Administers final exams during scheduled times			

IV. SERVICE	Meets Expectation	Needs Improvement	N/A Insufficient Information
--------------------	--------------------------	--------------------------	-------------------------------------

Is an active participant on departmental committees			
---	--	--	--

Evidence:

Is an active participant on University committees			
---	--	--	--

Evidence:

Provides service to community/professional organizations			
--	--	--	--

Evidence:

AGREEMENT SIGNATURE

Chair Signature

Date

Faculty Signature

Date

DISAGREEMENT SIGNATURE

Faculty Signature

Date

Appendix B: Faculty Plan for Professional Development

LINCOLN UNIVERSITY

FACULTY PLAN FOR PROFESSIONAL DEVELOPMENT

Faculty Member: Click here to enter text.

Department: Click here to enter text.

College: Click here to enter text.

Previous College: Click here to enter text.

Teaching Experience (Years): Click here to enter text.

Date of Hire: Click here to enter text.

Rank: Click here to enter text.

Department Chair: Click here to enter text.

Dean: Click here to enter text.

INSTRUCTIONS

As in the 2012-16 CBA, “All non-tenured members of the Faculty on tenure-track must be provided a written plan for gaining tenure by the Vice President of Academic Affairs in consultation with the Faculty member, the Dean of his/her College, and his or her department chair at the time of appointment.”

FACULTY MEMBER

Using this form, please identify your goals in the areas of teaching effectiveness, research, publication and service. If you do not have a terminal degree, please indicate what your plans are for completing the terminal degree. Moreover, in accordance with the Promotion, Tenure, and Sabbatical (PTS) Guidelines, each new faculty member must be evaluated after three years of service, and advised by his or her academic chair and Dean of whether or not (s)he has made satisfactory progress towards meeting the goals of his/her professional plan.

cc: Official Academic File

INTRODUCTION

Click here to enter text.

TEACHING EFFECTIVENESS

Click here to enter text.

RESEARCH, PUBLICATIONS, PRESENTATIONS AND PROFESSIONAL DEVELOPMENT

Click here to enter text.

SERVICE

Click here to enter text.

CONCLUSION

Click here to enter text.

_____	_____
Signature (Faculty Member)	Date
_____	_____
Signature (Department Chair)	Date
_____	_____
Signature (College Dean)	Date
_____	_____
Signature (Vice President of Academic Affairs)	Date

Appendix C: Smarthinking



Learning Resource
Center

2nd Floor Wright Hall

SMARTHINKING provides people, technology, and training to help higher education institutions offer outstanding online academic support and tutoring to students. Following is information on how to set up an account for your viewing purposes. We welcome your feedback, comments, and suggestions.

***Please note that the accounts are valid for 30 days after creation and will expire after one hour of time is used on the system. If you need more time, please let us know and we will be happy to extend your account. Please do not give this login or information to students; it is for faculty only.*

Create Your Personal SMARTHINKING Account

1. Go to <http://services.SMARTHINKING.com> and enter the username **LBAFACDEMO** and password **WATERFALL**.
2. Complete the Registration Form; choose a **new** username and password.
3. You're all set! Proceed to your own personal homepage by clicking the "**Continue**" button.
4. Use the new login that you've just created whenever you want to access **SMARTHINKING**.

See What **SMARTHINKING** Has to Offer

Your account allows you to do everything that a student does. Choose the method(s) of interaction you think will provide you with the best overview of this service.

Drop-in with a tutor and interact in real time.

Use the **Writing Center** for any class for feedback on essays, paragraphs, and more.

Send an **Offline Question** and receive a reply from a tutor.

Use **Scheduled Tutoring** to set up a session at least 48 hours in advance to interact in real time.



Technology Requirements and Troubleshooting

- Firefox 12 or higher
- Internet Explorer 9.0 or higher
- Safari 5.0 or higher
- Google Chrome 20.0 or higher
- Enable Cookies/JavaScript (install Java here <http://www.java.com>)
- Disable all popup blockers

Need help using **SMARTHINKING**?

Inside your account, simply click on **Academic Resources** and look for the **SMARTHINKING Student Handbook!**

You may also contact Customer Support at support@smarthinking.com.

Appendix D: Department Chair Evaluation Form

DEPARTMENT HEAD EVALUATION FORM

Name of Department Head _____

Department _____

Name of Evaluator (Optional) _____

In accordance with the Lincoln University Faculty Bylaws, Section 6.04, "the performance of each Chairperson shall be reviewed annually by the Dean of his or her [College] in consultation with other Faculty members in the Chairperson's department. The Dean shall submit a written annual report to the Vice President for Academic Affairs."

The purpose of this tool is to help chairs understand how they may more effectively help the members of their departments become effective teachers, scholars and members of the University community. This evaluation process is intended to safeguard academic freedom and to be consistent with University policy, Faculty Bylaws, and collective bargaining agreement.

5 = strongly agree, 4 = agree, 3 = neutral, 2 = disagree, 1 = strongly disagree, NB = no basis to judge

LEADERSHIP 5 4 3 2 1 NB

1. Has vision and awareness of future trends in the discipline.
2. Is an effective advocate for the department.
3. Communicates effectively with faculty, staff and students.
4. Builds consensus through broad faculty involvement in decision making.
5. Ensures that there is appropriate balance of research, teaching and service.
6. Works with faculty to plan, execute and review the curriculum.
7. Exhibits integrity in decision-making.
8. Works to encourage diversity.
9. Upholds dept. bylaws, the Faculty Handbook and the Manual for Faculty Evaluation.
10. Remains active in research, teaching and service.

Comments on Leadership (optional):

RESOURCE ALLOCATION AND MANAGEMENT 5 4 3 2 1 NB

1. Allocates resources to programs consistent with departmental priorities.
2. Involves faculty in setting budgetary priorities.
3. Involves faculty in decisions about facilities and equipment.

4. Supports faculty in generating external funding.

5. Is effective in development activities.

Comments on Resource Allocation and Management (optional):

PERSONNEL ISSUES

5 4 3 2 1 NB

1. Conducts timely, mission focused, goal setting reviews of faculty.

2. Fosters positive morale in the department.

3. Encourages professional development of faculty.

4. Addresses conflicts fairly and objectively.

5. Treats others with fairness and respect.

6. Works to encourage gender and racial equity.

7. Makes effective use of department staff.

Comments on Personnel Issues (optional):

What are your department head's greatest strengths?

In what ways could she/he be more effective?

What matters need priority attention in the department over the next year or two?

5 4 3 2 1 NB

Overall, I am pleased with the performance of the head.