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About the Reference Guide

This guide is a collaborative effort between the Center for Excellence in Teaching and Learning (CETL) and faculty, staff and administrators at Lincoln University. It was 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.

This inaugural version of the Faculty Reference Guide was created for use in the 2015-2016 academic year.

About the University

Mission

Founded in 1854, Lincoln University, the nation’s first degree-granting Historically Black College & University (HBCU), is committed to maintaining a nurturing and stimulating environment for learning, teaching, research, creative expression and public service for a diverse student body, faculty and workforce. With a myriad of firsts to its credit and a tradition of producing world leaders, the University engages in programs that increase knowledge and global understanding. The University’s diverse student body and expert workforce foster a supportive environment for professional and personal growth and mutual respect.

Vision

As a global institution, Lincoln University has an expert workforce that offers progressive and comprehensive programs marked by effective support systems and sound fiscal practices. The University combines the elements of a liberal arts and science-based undergraduate core curriculum with selected graduate programs. The institution is a place where people come willingly to learn, teach, work and visit.

Lincoln University’s faculty provides scholarship, personal development, social responsibility, cultural enrichment and innovation that prepare individuals for careers and leadership positions to enhance the quality of life for all people and meet the challenges of a highly technological and global society.

Core Values

- The University prepares its students to use their gifts and resources to advance the well-being of its community and to meet the challenges of the global economy
- The University considers excellence a standard in its academic, social, technological economic, environmental, and spiritual pursuits
- The University cultivates a culture of care and service among its community, which ultimately benefits the world at large
- The University fosters understanding and mutual respect for the contributions and perspectives of its diverse student body, faculty, staff, alumni, surrounding and global communities
- The University respects its traditions and reveres its storied legacy
- The University’s identity and its work are guided by integrity and sound ethical values
Lincoln University is a place of high ethical, moral and academic standard.
Learning is an active, not passive, process.

**Strategic Imperatives**

1. **Student Success:** We are committed to the timely, successful degree attainment and professional development of every student.

2. **Academic Excellence:** We strive to ensure that every program is of the highest quality, innovative, engaging, and provides the skills required in the 21st Century.

3. **Research and Scholarship:** We will enhance opportunities for research and scholarship particularly as it enhances our collaborations and provides funding with local industries and global partners.

4. **Community Engagement**

5. **Institutional and Operational Effectiveness:** 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.

6. **Sustainability:** We are committed to being responsible stewards of our environment and for ensuring that our University has a firm financial foundation and that we are developing alternative revenue streams to ensure our future.

7. **Globalization and Diversity:** While we remain committed to our legacy of providing the highest quality education to African-American students, we recognize the importance of offering students a diverse environment and global collaborations which will prepare them for leadership in the 21st Century.

**University Fact Book**


**University Website**

[www.lincoln.edu](http://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 headed by Maureen Stokes, Associate Vice President for External Relations, Marketing & Communications (location LH 408, ext. 7250, mstokes@lincoln.edu.)
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, 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), and 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, 2012 to August 31, 2016 can be found online at http://www.lincoln.edu/sites/default/files/pdf/hr/collective-bargaining/Formatted%202012%20-%202016%20Collective%20Bargaining%20Agreement%20Revised.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 5.09. 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; Juridical 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 elect a parliamentarian and a faculty secretary.

All faculty are expected to participate on 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.

Schools and 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 4.1 of the Collective Bargaining Agreement, pursuant to Section 5 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 faculty are not eligible to join the faculty union and thus are not covered by its protection. Nonetheless, adjunct faculty play a pivotal role in advancing the academic mission of the university. In that endeavor, all faculty 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 currently led by Chairperson Kimberly Lloyd.

Dr. Richard Green is Interim President.

Dr. Green’s Chief of Staff is Ms. Diane Brown. Also reporting directly to the president are Ms. Karin Williamson, J.D., Director of Human Resources; Dr. Daryl Pope, Director of Athletics; Ms. Kelli Goddard Sobers, Interim Director of the Physical Plant; and Lincoln’s four vice presidents:

- Dr. Patricia A. Joseph, Interim VP/Academic Affairs
- Dr. Juliana M. Mosley, VP/Student Affairs
- Mr. Charles Gradowski, VP/Fiscal Affairs and Administration
- Mr. Kevan L. Turman, Interim VP/Institutional Advancement

These persons make up the President’s Cabinet.

Academic Affairs: Three academic deans, representing Lincoln’s three colleges, report directly to the Vice of Academic Affairs as do the heads of all the academic support units (see below).

Student Affairs: Reporting to the Vice President of Student Affairs are Dr. Lenetta Lee, Associate Vice President, Student Affairs/Dean of Students and Ms. Kimberly Taylor Benns, Associate Vice President for Enrollment Management.

Finance: Reporting to the Vice President for Fiscal Affairs are Mr. Joseph Johnson, Controller; Mr. Warren Johnson, Bursar; and Business Office staff.

Institutional Advancement: Reporting to the Vice President for Institutional Advancement are Ms. Maureen Stokes, Associate Vice President of External Relations, Marketing and Communication; Mr. Eric Webb, Director of Communications & Public Relations; and the Director of Alumni Relations.

2b. Academic Affairs Organization

The academic component of the university is led by Interim Vice President for Academic Affairs Patricia Joseph. Reporting directly to Dr. Joseph are the following deans and academic departments:

- Dr. Cheryl Gooch, Dean, College of Arts, Humanities and Social Sciences, made up of the departments of Languages & Literatures (Dr. Marilyn Button, Chair), Mass Communications (Dr. Carmen Manning-Miller, Chair), History, Political Science, Philosophy & Religion (Dr. Gwinai Muzorewa, Chair), Sociology & Criminal Justice (Dr. Emmanuel Babatunde, Chair), and Visual & Performing Arts (Professor Charles Pettaway, Chair)
- Dr. Virginia Smith, interim Dean of the College of Professional, Graduate & Extended Studies, made up of the departments of Business and Entrepreneurial Studies (Dr. Tondalaya Carroll, Chair), Education (Dr. Elizabeth Surplus, Chair), Psychology & Human Services (Dr. Lennell Dade,
Chair), **Graduate Human Services & Counseling** (Dr. James Wadley, Chair). Also reporting to Dean Smith is Mr. Seitu Stephens, J.D., **Director of the Coatesville campus**.

- Dr. Derrick Swinton, Interim Dean of the College of Science & Technology, made up of the departments of **Biology** (Dr. Karen Baskerville, Chair), **Chemistry & Physics** (Dr. Andriy Semychayevsky, Chair), **Mathematics & Computer Science** (Dr. Claude Tameze, Chair), **Nursing** (Professor Joyce Taylor, Chair), **Health Sciences** (Dr. Yvonne Hilton, Chair)

In addition to deans and faculty, the following academic support units report to Vice President Joseph:

- **The Center for Excellence in Teaching & Learning**, directed by Dr. Linda Stine;
- **Information Technology**, Mr. Andre Warner, Assistant Vice President; Ms. Nancy Evans, Director of Academic Technology;
- **Title III and Research & Sponsored Programs**, Ms. Marilyn Bernard-Amos, Director;
- **Institutional Effectiveness**, Ms. Gloria Oikelome, Director of the Office of Assessment & Accreditation; Ms. Roxanne Foster, Director of Institutional Research;
- **Registrar**, Ms. Catherine Rutledge;
- **Library**, Interim Director Mr. R. Neal Carlson; and
- **CASA**, directed by Ms. Nancy Kenner and including Academic Advising, Associate Director Ms. Susan Chikwem; the Learning Resource Center directed by Dr. Patricia Fullmer; the First Year Experience directed by Ms. Evelyn Davis-Poe; and EMAP and ACT 101, coordinated by Ms. Jennifer MyersSmith.

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

### 2c. Responsibilities of the Deans

Deans organize, publicize and chair college meetings as outlined in Section 7.03 of the Faculty Bylaws. College faculty generally convene once a month on the third Tuesday of the month during the 11 a.m. meeting period. Deans oversee 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. Their signature is required on all important documentation such as faculty overloads, tutorials, student schedule overload, grade changes, permission for independent studies, and incomplete grades. They oversee the budget for all academic matters, developing proposed budgets and presenting them annually to the Vice President for Academic Affairs. They represent their college at budget hearings with the President and the Vice President for Fiscal Affairs. They authorize and oversee grant proposals and grant spending, as well as faculty travel and faculty development efforts. Deans evaluate 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 on 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 are 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 are required to maintain a minimum of six office hours per week. As set forth in the CBA, Section 13.18b, however, faculty are 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 cocurricular 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 (ENG 99). The English developmental program addresses both reading and writing. Credits from these
courses do not count towards fulfilling graduation requirements. The structure of the developmental programs is currently under review.

3b. Majors and Minors
As of Fall 2015, the following majors are available to undergraduate and graduate students:

- **Anthropology**: BA/BS in Anthropology
- **Biology**: BA/BS in Biology, BS in Environmental Science; BS in General Science offered jointly by Biology and Chemistry departments
- **Business & Entrepreneurial Studies**: BS in Accounting, Finance, Information Technology, and Management; MS in Business with a concentration in Finance or Human Resource Management
- **Chemistry**: BS in Chemistry, BS in BioChemistry & Molecular Biology, BS in Engineering Science
- **Criminal Justice**: BA or BS in Criminal Justice
- **Education**: The Education Department offers only graduate degrees: Master of Education (M.Ed.) with concentrations in Special Education, Educational Leadership, and Early Childhood. It also offers Principal and Teacher Certification programs.
- **English**: BA in English Liberal Arts
- **Health Science**: BA/BS in Health Science
- **History**: BA/BS in History, BA/BS in Pan-African Studies
- **Human Services**: BA/BS in Human Services, Master of Human Services Administration, Master of Human Services Delivery, Master of Science in Counseling
- **Languages & Literatures**: BA in French, BA in Spanish. The BA in Liberal Studies major is also housed in this department.
- **Mass Communications**: BA/BS in Mass Communications
- **Mathematics & Computer Science**: BS in Mathematics, BS in Computer Sciences. The department also awards certificates (but not majors) in Cybersecurity and Computer Game Development.
- **Nursing**: BS in Nursing
- **Philosophy & Religion**: BA/BS in Philosophy, BA/BS in Religion
- **Political Science**: BA/BS in Political Science
- **Physics**: BS in Physics, BS in Engineering, BS in Biophysics
- **Psychology**: BS in Psychology
- **Religion**: BA/BS in Religion
- **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

3c. General Education Requirements
Undergraduate students are required to take 45 – 49 credits in core courses as part of their graduation requirements. These courses are listed on p. 55-56 of the current university bulletin [http://www.lincoln.edu/sites/default/files/pdf/academic-catalog-2015-16_0.pdf](http://www.lincoln.edu/sites/default/files/pdf/academic-catalog-2015-16_0.pdf)
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 learner 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](http://www.lincoln.edu/departments/writing-proficiency-program)

3e. Student Support Services

Undergraduate student support services are coordinated by the Center for Advising and Student Achievement (CASA). This center is located in Wright Hall. Ms. Nancy Kenner (kenner@lincoln.edu) serves as Interim Director (room 210 Wright Hall, ext. 7624.) Services provided by CASA include the following:

3e1. Academic Advising.

Ms. Susan Chikwem, Associate Director, coordinates advising for all first-year and transfer students. Academic Advising’s mission is “to provide an integrated program of effective academic advising for undecided majors and special students. To this end, the Academic Advising Center serves the dual purpose of promoting quality advisement of all students and of providing direct assistance to the undecided or ‘exploratory’ students that are in the process of choosing a major department.” Undergraduate students are encouraged to use Academic Advising services to obtain information on curriculum requirements for majors, get forms to declare or change majors, and get information about Satisfactory Academic Progress and other academic policies and procedures.
The Academic Advising website (http://www.lincoln.edu/departments/academic-advising) contains a variety of advising forms and policies, including the Advising and Course Planning Guide given to all new students each fall. Staff conduct ongoing training workshops for new and experienced faculty members.

3e2. The Learning Commons
The Learning Commons is housed on the second floor of Wright Hall. Dr. Patricia Fullmer (pfullmer@lincoln.edu) serves as associate director (Wright Hall Room 202, ext. 7495). Dr. Fullmer coordinates Learning Commons services, including writing and math placement testing. Staff include learning support specialists, peer tutors and departmental tutors to provide both individual academic assistance as well as academic success workshops. Dr. Fullmer also oversees and supervises the Act 101 Program.

The Math Learning Center (Dr. Claude Tameze, ext. 8110, Director) and the Writing and Reading Center (Dr. Samaa Gamie, ext. 7525, Director) are also housed in CASA. These centers provide tutorials and learning modules for English and math classes, both online and face-to-face.

3e3. SmartThinking.
Smarthinking provides free online tutoring for all Lincoln students, graduate or undergraduate, in many areas, including mathematics and writing. Lincoln students have free access to Smarthinking tutors via a chat with a live tutor on a whiteboard as well as 24/7 email access. See Appendix C: Smarthinking for information on how faculty can log in to the services and become acquainted with the resources.

3e4. First Year Program.
Ms. Evelyn Poe (epoe@lincoln.edu) is associate director of the First Year Program (Wright Hall room 211, ext. 7461). This program coordinates the Freshmen Year Experience (FYE) program, working with both instructors and students to ensure that students develop the skills needed for college success.

3e5. EMAP and ACT 101.
Ms. Jennifer MyersSmith (Wright Hall room 208, ext. 7486) coordinates Lincoln’s Early Monitoring Alert Program (EMAP) and GradesFirst academic software, along with service for the Act 101 Achievement Program for PA students who can benefit from one-on-one counseling and academic coaching.

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 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 in Wright Hall, room 312, ext. 7608. Ms. Gloria Oikleome directs Lincoln’s assessment efforts. For more information on the sections below, see the Assessment & Accreditation website (http://www.lincoln.edu/departments/assessment-and-accreditation). 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 teach 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 faculty 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
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.

5e. 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/hr/index.html) 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.
A variety 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. Faculty 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 5b above.

5c. Group Life Insurance
Faculty may purchase supplemental life insurance in $10,000 increments 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 2012-2016 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 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 of the CBA addresses issues of salary, benefits, travel and faculty development. Each faculty member may request up to $1150 per year to pay for conference attendance. If attending a conference in an official capacity, faculty may request up to $1500. 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 aside up to $100,000 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.

No faculty member, however, will receive more than a total of $5000 per year for any combination of professional travel and faculty development funds.
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%2008%2031%202013.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 are 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 of the CBA. The CBA can be found at (http://www.lincoln.edu/sites/default/files/pdf/hr/collective-bargaining/Formated%202012%2020-2016%20Collective%20Bargaining%20Agreement%20-%20Revised.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 on p. 51 of the Student Handbook (http://www.lincoln.edu/sites/default/files/pdf/Student-Handbook2015-2016-updated-11-30-15.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 of 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/institutional-research/institutional-review-board. 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 (http://ohrp-ed.od.nih.gov/CTs/Assurance/login.asp?Submitted=True&UserType=Login). 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 for 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 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 for 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 for 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 for 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 for 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 for a total of $1150 (attendance only) or $1500 (attending in a professional capacity). 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 Assessment & Accreditation (OAA)
Directed by Ms. Gloria Oikelome (goikelome@lincoln.edu), this office is housed in Wright Hall, Room 312, ext. 7608. The OAA provides group and individual workshops on all assessment-related issues. Its website at http://www.lincoln.edu/departments/assessment-and-accreditation contains the university’s assessment manual along with numerous helpful explanations and examples of how to create effective learning outcomes and rubrics. See Section 4 of this document for additional information on assessment.

8e. Office of Institutional Research (IR).
Ms. Roxanne Foster (rfoster@lincoln.edu) directs the Office of Institutional Research (room 205-207 LLC ext. 7213.), which collects, analyzes, and disseminates information for use in planning, decision-making, and policy formulation at Lincoln University. OIR staff can provide essential information from university databases for faculty involved in assessment or grant writing activity. The IR website, which includes links to the university Factbook and other data, can be found at http://www.lincoln.edu/departments/institutional-research

8f. Office of Research and Sponsored Programs (ORSP)
ORSP and Title III initiatives are directed by Ms. Marion Bernard-Amos (email mba@lincoln.edu, ext. 7224). 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 consolations. ORSP is located on the ground floor of Wright Hall. Dr.
Marilyn Button (email mobutton@lincoln.edu, ext. 7568) currently serves as faculty liaison to the ORSP. Its website with links to a variety of grant-related resources can be found at http://www.lincoln.edu/departments/research-sponsored-programs

8g. Academic Technology Support Center (ATS)
Directed by Ms. Nancy Evans (ext. 7888, email nevans@lincoln.edu, 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.

8h. Center for Excellence in Teaching and Learning (CETL)
Directed by Dr. Linda Stine (ext. 7269, office LH 204, email stine@lincoln.edu), CETL promotes and coordinates faculty development issues. Its website (http://www.lincoln.edu/departments/center-excellence-teaching-and-learning) provides links to teaching-related resources as well as to the weekly Teaching Matters blog. CETL’s mission is to involve Lincoln University faculty in dialogue about the art and science of teaching with the goal of developing creative, innovative, and engaging teaching and learning environments that foster an atmosphere of critical thinking among faculty and students. CETL works with Academic Technology Support, Office of Research and Sponsored Programs, and Office of Assessment to encourage faculty participation in a wide range of training and workshops.

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 The Lincoln University, 1570 Baltimore Pike, P.O. Box 179, 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 http://www.lincoln.edu/node/1348/calendar

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 campus 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 http://www.lincoln.edu/node/1348/calendar

9c. Coatesville Campus

9c1. Location
The Lincoln University, Coatesville Campus, Lincoln’s newest branch campus, is located at 351 Kersey Street, Coatesville, PA 19320, two blocks south of Lincoln Highway/Business Route 30 and six blocks south of the city’s Amtrak/SEPTA train station. The main phone number is 484-365-7751. Undergraduate degrees in nursing, criminal justice, and other disciplines as well as certificate programs, joint high school/college credit programs, and an accelerated degree in business are being developed on this campus, which is geared towards meeting the needs of working adults in Coatesville and surrounding communities. The director of the Coatesville Campus is Mr. Seitu Stephens, J.D.
Appendix A: Non-tenured Faculty Evaluation

Name:_________________
Date:________________

LINCOLN UNIVERSITY
NON-TENURED FACULTY EVALUATION

<table>
<thead>
<tr>
<th>I. PROFESSIONAL GROWTH</th>
<th>Meets Expectation</th>
<th>Needs Improvement</th>
<th>N/A Insufficient Information</th>
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</thead>
<tbody>
<tr>
<td>Attends scholarly meetings in discipline</td>
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<tr>
<td>Evidence:</td>
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<td>Presents papers at conferences/workshops</td>
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<td>Evidence:</td>
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<td>Active member on professional organizations</td>
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<td>Evidence:</td>
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<tr>
<td>Periodically submits or publishes results of research in professional journals and/or performs/exhibits (visual and performing arts)</td>
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<tr>
<td>Evidence:</td>
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</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectation</th>
<th>Needs Improvement</th>
<th>N/A Insufficient Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Posts and adheres to scheduled office hours</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiar with department rules &amp; regulations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Familiar with School/University academic rules/regulations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly meets deadlines (final grades, reports)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly attends School meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly attends Faculty meetings (10), Faculty Conference and Commencement</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Regularly attends department meetings</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administers final exams during scheduled times</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### IV. SERVICE

<table>
<thead>
<tr>
<th></th>
<th>Meets Expectation</th>
<th>Needs Improvement</th>
<th>N/A Insufficient Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is an active participant on departmental committees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is an active participant on University committees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Provides service to community/professional organizations</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Evidence:</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**AGREEMENT SIGNATURE**

Chair Signature _______________ Date _______________ Faculty Signature _______________ Date _______________

**DISAGREEMENT SIGNATURE**

Faculty Signature _______________ Date _______________
Appendix B: Faculty Plan for Professional Development

THE 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 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 for Academic Affairs in consultation with the Faculty member, the Dean of his or 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 for Academic Affairs) ______________
Date
Appendix C: Smarthinking

**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](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](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

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.
10. Remains active in research, teaching and service.

Comments on Leadership (optional):

RESOURCE ALLOCATION AND MANAGEMENT

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

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?

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