

**FACULTY REFERENCE GUIDE  
REVISED APRIL 2024**



**Lincoln  
University**

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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 Wright Hall, 3<sup>rd</sup> floor. .... 16

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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 Lincoln University Faculty Collective Bargaining Agreement [CBA](#) 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 (2021) of the Lincoln University Fact Book is available from the Institutional Effectiveness, Research, and Planning office page [here](#). 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

Individual faculty and departments may create and make changes to their sections of the [website](#). The Website Update Submission Form can be located [here](#). The Office of Communications and Public Relations considers all changes. Email; [communications@lincoln.edu](mailto:communications@lincoln.edu). Phone; 484-365-7427.

## Section 1: Organization of the Faculty

### 1a. Faculty Bylaws

The Faculty Bylaws, found online [here](#), 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 (CBA) 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, 2022 to August 31, 2025 is located online [here](#). 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; Campus Activities; Curriculum; Distance Learning; Educational Policies; Faculty By-Laws; Faculty Research and Development; General Education; Graduate Studies; Honors, Awards and Honorary Degrees; Judicial; Juridical Review; Library and Information Technology; Library and Information Technology; Nominations; Post-Tenure Review; Pre-Tenure Review; Promotion, Tenure and Severance; Student Health and Welfare; Study Abroad; 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 **Article IV, 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 that, 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 ("Trustees").

**Article IV, 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 adequate communication and collaboration among these four groups.

Specific powers of the faculty, as outlined in **Article II, 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 21.7(a) of the Collective Bargaining Agreement, the University will limit the use of members of the faculty employed pursuant to a part-time contract to no more than fifteen percent (15%) of the credit hours taught at the undergraduate and graduate levels at the main campus, fifty percent (50%) of the undergraduate credit hours taught in domestic satellite campuses, and sixty five per cent (65%) of the graduate credit hours taught in domestic satellite campuses in any one (1) semester. In making this calculation, summer sessions credits, credits taught by University of Delaware Faculty Members, Independent Study Course credits, Co-op credit, Study Abroad credits and credits taught by persons employed pursuant to coverage for sabbaticals, grants, leave (paid or unpaid) or pursuant to release time for LUC-AAUP activity are not counted. Part-time faculty teaching in the Nursing Program's clinical component (off-campus clinical sites) are exempt from this 15% limit for the

express purpose of being compliant with state and/or national accreditation standards.

Section 21.7(b) of the Collective Bargaining Agreement states that “In the event of the opening of a new campus, limits for part-time faculty will be raised to 65% part-time and 35% full-time for both graduate and undergraduate programs for the first 3 years of operation. Starting with the fourth year of operation, the numbers will revert to 50% part-time for undergraduate programs and stay at 65% part-time for graduate programs.

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, Human Resources, Institutional 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 Deans 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 (Admissions, Financial Aid, Registrar, & Veterans Services)**
- **Library**
- **Office of Sponsored Programs**
- **Media Center**
- **School of Adult and Continuing Education (SACE)**
- **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

According to **Article VI, Sections 6.01, 6.03, 6.04, 6.06, 6.09, Article VIII, Section 8.06(d)(e), and Article XIII, Section 13.05 of the [Faculty By-laws](#)**, the 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, Sections 6.01, 6.02, 6.04, 6.05, 6.06, 6.07, 6.08, and 6.09 of the [Faculty Bylaws](#)**, chairs are appointed by the University President to a term of four academic years. Normally they may serve no more than two consecutive terms. Their performance shall be reviewed annually by the Dean of the Faculty 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. The Chairperson shall submit annually a Departmental Strategic Plan outlining the departmental goals, objectives, and accomplishments to the President, to the Vice-President for Academic Affairs, and to the Dean of the Faculty.

Additional duties are set forth in **ARTICLE XIV, Section 14.4 (e) 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 and after consultation with departmental colleagues, shall recommend to the Provost/Vice President for Academic Affairs promotions and advancements to tenure members of the department. They will submit on or before May 31<sup>st</sup> a written report of the activities of the department to the President, Provost/Vice President of Academic Affairs and Dean of the Faculty to include the annual evaluation of instructional goals and objectives. Chairpersons, as immediate supervisors of the department faculty and staff, must monitor and ensure standards of accountability for all University employees assigned to their department.

All non-tenured members of the Faculty on tenure-track must be evaluated annually by the chairperson of their department, or in the case of chairpersons, by the Dean of the Faculty, by July 1, in accordance with **Article VIII, Section 8.06 (d) of the [Faculty Bylaws](#)** ([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](#)).

## 2e. Responsibilities of the Faculty Member

### 2e.1 To the University, the College, the Department, and the Program

According to Article IX, Section 9.02 of the [Faculty Bylaws](#), faculty are expected to meet classes

as assigned; advise students; maintain regularly scheduled office hours (see below: Section 2e.2); 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.

### 2e.2 To the Students

Faculty is required to maintain a minimum of six office hours per week as set forth in the [CBA](#), Section 14.17, 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 and English; course numbers beginning with a zero. The English developmental program addresses both reading and writing. Credits from these courses do not count towards fulfilling graduation requirements.

### 3b. Majors and Minors, Undergraduate and Graduate

As of the [Academic Catalog, 2023-2024](#), the following majors are available to **undergraduate students**:

#### Art (not in the catalog-move to top)

- Visual Arts (BS, BA)
- Visual Arts Minor
- Museum Studies Minor

#### Biology

- Biology (BS,BA)
- Biology Minor
- Environmental Science (BS, BA)

- Environmental Issues Minor

#### Business and Entrepreneurial Studies

- Accounting (BS, BA)
- Accounting Minor
- Finance (BS, BA)
- Finance Minor
- Information Technology (BS, BA)
- Information Technology Minor
- Management (BS, BA)
- Management Minor
- Economics Minor
- Entrepreneurial Studies Minor
- Business Minor for Non-Business Majors

#### Chemistry and Physics

- Chemistry (BS, BA)
- Biochemistry & Molecular Biology (BS,BA)
- Engineering Science (BS, BA)
- Physics (BS, BA)
- Physics Minor
- Bioinformatics Minor

#### Computer Science

- Computer Science (BS, BA)
- Computer Science Minor

#### Health Sciences

- Health Science (BS, BA)

#### History Pan-Africana Studies, Philosophy, & Religion

- Black Studies Minor
- Ethics Minor
- History (BS, BA)
- History Minor
- International Relations Minor
- Pan-Africana Studies (BS, BA)
- Philosophy (BS, BA)
- Philosophy Minor
- Religion Minor
- Religious (BS, BA)

#### Languages & Literature

- Arabic Minor
- Chinese Minor
- English Liberal Arts (BA)
- English Minor

- French (BA)
- French Minor
- Japanese Minor
- Spanish (BA)
- Spanish Minor

#### Mass Communication

- Mass Communications (BS, BA)
- Mass Communications Minor

#### Mathematical Sciences

- Mathematics (BS, BA)

#### Mathematics: General Mathematics Track

- Mathematics minor

#### Music

- MUSIC (BA)
- MUSIC MINOR: FOR NON-MUSIC MAJORS

#### Political Science

- Political science (BS, BA)
- Political science Minor
- International Relations Minor
- Pre-Law Certificate

#### Psychology and Human Services

- Psychology (BS, BA)
- Psychology Minor
- Human Services (BS, BA)
- Human Services Minor

#### Sociology and Criminal Justice

- Anthropology (BS, BA)
- Anthropology Minor
- Criminal Justice (BS, BA)
- Criminal Justice Minor
- Sociology (BS, BA)
- Sociology Minor

#### *Visual and Performing Arts (as is in the catalog)*

- Music (BA)
- Music Minor – For non-Music Majors

As of the [Academic Catalog, 2023-2024](#), the following majors are available to **graduate students**:

### 3.b1 SCHOOL OF ADULT & CONTINUING EDUCATION

- Bachelor of Human Services (BHS-FLEX)

#### Master of Business Administration Program

- MBA: Finance Concentration
- MBA: Human Resources Management Concentration

#### Department of Education – Graduate programs

- Early Childhood Education (M. Ed.)
- Early Childhood & Special Education (M. Ed.) – Dual Certification
- Educational Leadership (M. Ed.)
- Special Education PreK – 8 Certification

#### Master of Arts in Human Services

- Master of Arts in Human Services

### 3c. General Education Requirements

According to the [Academic Catalog, 2023-2024](#), undergraduate students are required to take 45 - 48 credits in core courses as part of their graduation requirements. These courses are listed for each major in the catalog. 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. (These requirements are expected to change in the upcoming academic year - 2024-2025.)

### 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 [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 Wright Hall, 3<sup>rd</sup> floor.

#### 3E. 1 ACADEMIC SUPPORT

The [Student Success Services & Learning Centers](#) 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.

### 3f. Syllabus Template

All syllabi must follow an approved template. These templates (undergraduate, graduate 15-week and graduate 7-week) can be found here: [Faculty Portal](#).

### 3g. New Academic Program Proposal Template

This template can be found on the Faculty Resources section of the [Registrar's webpage](#) 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 under "Course Submission Form." The Course Approval Manual can also be found there and details the required sections of the course proposal itself.

### 3i. Online and Blended Learning.

Many courses now are presented as a [blended learning](#) experience, mixing in-person teaching with online course materials. In addition, we also offer fully [online summer session programs](#). For any online or hybrid courses you take at Lincoln, you'll use Canvas, our online learning management system. Canvas

resources and training are available for [students](#) and [faculty](#).

## Section 4: Assessment of Student Learning

The Office of Institutional Effectiveness, Research, and Planning (OIERP) is responsible for facilitating institutional assessment efforts (and the course evaluation process). The Assessment Manual, resources, date guidelines, and additional information may be found on the Assessment webpage: [Institutional Effectiveness, Research, and Planning - Lincoln University](#).

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

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 link to PSLOs. When different faculty teach multiple sections of the same course, all sections must address the same CSLOs. Consequently, these CSLOs must be flexible and accommodating of variation in course content over time. Faculty are expected to assess their CSLOs informally for each course and formally per the PSLO or General Education assessment process.

### 4b. Assessing Program Student Learning Outcomes (PSLOs)

PSLOs specify the knowledge and skills expected of a student who graduates from that program. PSLOs should be measured 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 Assessment Plans by Oct. 31 and Assessment Final Reports by May 31.

### 4c. Assessing Institutional Learning Outcomes (ILOs)

At Lincoln University, General Education is treated as a stand-alone academic program governed by eight Institutional Learning Outcomes (see definitions at [Institutional Learning Outcomes - Lincoln University](#))

1. Effective Written, Verbal, and Visual Communication
2. Technology and Information Literacy
3. Diversity Awareness and Cultural Awareness
4. Social Responsibility & Civic Engagement
5. Critical Thinking and Reading
6. Lincoln Legacy
7. Scientific and Quantitative Reasoning
8. Integrative & Lifelong Learning

All Lincoln graduates, whatever their major, are expected to demonstrate these outcomes.

Assessment of the general education outcomes follows the same basic process as assessment of student learning. However, in general education assessment, the learning goals are the ILOs. Additionally, other programs and units aligned to ILOs provide assessment information. Thus, assessment of the General Education curriculum is derived from courses in the General Education curriculum, academic program PSLOs, and assessment goals from administrative and student success units.

### 4d. Assessment Committees

Two Faculty Standing committees oversee academic assessment: Assessment and Evaluation Committee

and the General Education Committee. These committees are composed of elected faculty (per faculty by-laws), standing members (faculty, administration) and student representatives. The Assessment and Evaluation Committee also oversees the Course evaluation process. The Student Success Assessment Committee and the Administrative Units Assessment committees oversee those unit's assessment efforts, respectively.

#### 4e. Taskstream

Taskstream is the university's assessment and compliance software. It allows for effective organization of all aspects of institutional assessment: academic programs, student success units, administrative units and accreditation. OIERP provides training for faculty and staff who use the system ([oierp@lincoln.edu](mailto:oierp@lincoln.edu) or ext. 7842). Instructions for accessing and navigating in Taskstream can also be found on the OIERP website: [Institutional Effectiveness, Research, and Planning - Lincoln University](#)

### 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 (HR) website: [Human Resources - Lincoln University](#), or by contacting staff by phone at (484) 365-8059 / email at: [hr@lincoln.edu](mailto: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 Employee [Benefits Guide](#) can be found on the Human Resources webpage. 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 17.2), 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 in the Employee Benefits 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 in the Employee [Benefits Guide](#).

#### 5d. Disability Insurance and Unpaid Leave

See HR website for the current Employee [Benefits Guide](#) with detailed outline of coverage.

As explained in section 17.17 of the CBA 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.

(a) In the event that a faculty member is incapacitated for a period beyond 30 calendar days they may

apply for Short Term Disability, and if approved, they will receive 60% of weekly earnings to a maximum of \$1,000 per week. Such benefits, when they apply, shall continue no longer than 182 calendar days after the date of the commencement of the disability and are limited to a maximum of 22 weeks' worth of benefits. During this time, they shall continue to receive their proportionate share of the payment of fringe benefits from the University.

- (b) If a Faculty member's incapacitation continues beyond six months, they shall be 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 seventy (70).
- (c) These Short Term and Long-Term Disability insurance benefits outlined in this Section shall be subject to all of the actual terms, conditions, limitations and exclusions of the policy and agreement between the University and the disability insurance carrier. There is no maximum age limit for Long-term disability, though there are limitations. See [CBA](#) section 17.17 – 1.

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 17.16 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 17.5 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 2 – 9 p.m. It provides a variety of individual and teaching resources. You may find more on their webpage here: [Wellness Center](#)

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 Health Advocate, visit its website at [www.healthadvocate.com](http://www.healthadvocate.com), or call 877-240-6863 for more details, questions, or concerns.

Health Advocate is the University's EAP provider and practices a whole-person approach to deliver health solutions to employees and their eligible dependents. EAP professionals will evaluate the scope of individual concerns and provide referrals when needed. They 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 17.11 of the [CBA](#), faculty members may enroll tuition-free in one undergraduate or graduate course per semester. Spouses and dependent children of faculty may enroll tuition-free for up to 128 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 the Human Resources Management [Personnel Requisitioning, Recruitment, and Selection](#) policy, HRM 104p. The current Faculty Recruitment and Hiring Guidelines are comprehensive and can be found on the Office of Faculty Affairs [webpage](#).

Advertising on the university’s and other web- and print-based sources will be strategic and deliberate to yield a diverse and sufficient pool of qualified candidates. All advertising must include the following statements:

“Lincoln University is an equal opportunity/affirmative action employer and welcomes all persons without regard to sexual orientation. Individuals with disabilities desiring accommodations in the application process should contact <department contact name, email address, phone/fax numbers and text telephone number (TTY) if available>.”

The Personnel Requisitioning, Recruitment, and Selection Procedures (available online [here](#)) 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 or other Hiring / Department Administrator.

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 online [here](#). Section 13.9 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 2.6 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. In Section 2.11(a) of the [CBA](#), 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 2.11(b) 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 as indicated in the [CBA](#), Section 18.1. 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 13.1). 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 13.3).

Section 10.2 of the [CBA](#) mandates that faculty members who were hired with no probationary credit towards 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-reappointment procedures are described in Section 8.05 of the [Faculty Bylaws](#) and Section 13 of the [CBA](#).

## 6d. Faculty Workload

Faculty workload is addressed in Section 14.1 and 14.6 of the [CBA](#). 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. The workload for graduate faculty is identified in Section 14.6(c) to 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 14 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 Article XII 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 these purposes 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 in 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 XV 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 the steps outlined in [CBA](#) Section 15.3. 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](#). 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 found [here](#). 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](#). 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 1<sup>st</sup>. Requests for leaves to begin the following spring semester must be submitted on or before April 1<sup>st</sup>. 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. 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**

Guidelines for Promotion and Tenure are available on the Office of Faculty Affairs webpage [here](#). Decisions are made based on evaluations of the applicant's teaching (50%), scholarship (30%) and service (20%). Information can also be found in Sections VIII and XI 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 in accordance with the [Faculty Bylaws](#). 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 10.2 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 13.6 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 17.10 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 17.6 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 \$125,000 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 17.7 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 Dickey Hall, Suite 257, and can be contacted at 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 Fact Book and other data, can be found [here](#) 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 [here](#).

## **8f. Office of Information Technology (OIT)**

OIT is located on the first floor of Dickey Hall. Its [website](#) offers numerous resources and best practices for using technology in the classroom. It also loans technology equipment, and assists with Instructional Information and online software access. If faculty have questions about any aspect of educational technology, this is the first stop. The helpline phone number is 484-365-HELP (4537).

## **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.

# **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 [here](#).

### **9a2. Academic Calendar**

The official university calendar is available [here](#).

### **9a3. Student Handbook**

The [Undergraduate Student Handbook](#) describes curricular and co-curricular policies, activities, and resources.

## **9b. University City**

### **9b1. Location**

The University City location is located at 3020 Market Street, Philadelphia, PA 19104, one block from Amtrak's 30<sup>th</sup> 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 location is 215-590-8200. Graduate faculty and staff for the Graduate Programs in Business Administration, Early Childhood Education, Educational Leadership Early Childhood Education and Special Education, Human Services are housed at this campus. Information about Lincoln's graduate programs can be found [here](#).

### **9b2. Graduate Academic Calendar**

The official graduate calendar is available on the registrar's website [here](#).

All CBA references are dated 2022-2025

All Faculty By-laws references are dated April 2024

