Lincoln University
Policies and Procedures Handbook

Lincoln University
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TABLE OF CONTENTS

Document Name:	**Academic Advising and Mentoring Policy and Procedure**
Publications:	**University Catalog, Student Handbook**

ACADEMIC ADVISING AND MENTORING POLICY AND PROCEDURE

Academic advising is provided throughout the whole academic cycle, and specifically during the registration process. The President, Provost, Program Directors, Registrar, and faculty members are available to counsel students concerning special problems.

Program Directors, faculty members, and Registrar provide academic counseling, including program planning and selection of courses leading to graduation. Student Services Office provides counseling for students in academic difficulty in cooperation with the faculty mentors. Students with excessive absences, low grades at midterm examinations or at the end of the term, and students indicating an intention to withdraw from the University are strongly advised to seek counseling. Every effort is made to assist students in identifying and resolving areas of difficulty.

In order to help prepare students for their business life after graduation and to maximize their learning while at Lincoln University we have established a policy of mentoring. Mentors are full time faculty guiding students in their area of expertise. The mentor guides a student in his/her studies by suggesting courses to study based on the student's plans for work after graduation. The mentor may suggest other opportunities for learning as well.

The mentors' option is introduced to new students during their orientation. Students are assigned a faculty mentor based on their concentration. Students and faculty are introduced via email. The university offers scheduled meet/greet for students and mentors during the first week of the semester at the university.

While Lincoln University makes no explicit or implied guarantee of job placement for graduates, it does provide career guidance. In each semester, the Director of Student Services conducts workshops on job search skills, including resume-writing and interviewing techniques. Special externship coordinators help Diagnostic Imaging (DI) students to find externships and monitor their work.

By arriving at an early decision regarding career directions, students are able to make the most of their academic programs. Students get individual help in career exploration, advice, and critique on resumes, and help in determining job objective. Students also have an opportunity to practice and polish up their interview skills utilizing immediate video feedback on presentation.

Both full-time and part-time job opportunities are posted on bulletin boards at the University. A limited number of students are able to take advantage of these job opportunities. The United States Department of Homeland Security (DHS) restricts work opportunities for international students. Full-time international students desiring work must comply with stringent DHS regulations. Students may receive consulting about the regulations from a designated school official or from the Director of Records.

Document Name:	**Admissions Policy**
Publications:	**University Catalog, Website**

ADMISSIONS POLICY

Lincoln University welcomes applications for admission from students of serious purpose who are qualified to study in their major fields of interest. Admission is based on a review of all credentials presented by an applicant, but in no case admission can be denied due to race, color, national origin, sex, age, or handicap. The Admissions Committee considers scholastic background of each applicant, along with his/her personal qualifications and aptitude. Individual applications are accepted for Fall and Spring Semesters and Summer Sessions. Prospective students are welcome to visit the campus before applying, and to communicate with the professors in their field of interest. An applicant may be admitted to the University in the following students' status: **regular, conditional, or unclassified.**

GENERAL ADMISSION REQUIREMENTS

High school graduation or its equivalent is a prerequisite for entering all programs at Lincoln University. The high school level GED or similar tests may be accepted in lieu of high school graduation.

To apply for admission to the University, the prospective student should submit the following items:
1. The application for admission form and one passport-size photograph;
2. A non-refundable application fee of $95;
3. Original high school diploma, or an equivalency certificate for a secondary education attestation accompanied with the official transcripts; or their notarized copies; or other documentation to prove high school graduation or its equivalent*;
4. Official transcripts from each postsecondary program from which applicants wish to transfer credit (for applicants who attended other postsecondary educational programs)*;
5. A one-page essay to explain the applicant's interest in a Lincoln University program;
6. A resume with summary of all work, extracurricular activities, and educational history of the applicant (graduate degrees only);
7. A photocopy of an identification document* and a social security card (if it exists).

Some additional documents or a personal interview may be required for a certain group of applicants (see below) or for admission to graduate degree programs. **The application will be evaluated when all documents are received, then the applicant is notified of his/her admission status.** All application documents used for admission process become the university property independent of the admission result. The documents cannot be returned. Copies of original documents should be notarized.

INTERNATIONAL STUDENTS ADMISSION

All international applicants are required to provide the following additional documents:
1. A photocopy of the passport or equivalent document*;
2. An applicant's declaration of finances or sponsor's affidavit of support with a bank statement or a verification letter from an officer of the bank or other financial institution giving the present balance, which must equal or exceed the amount required for one year of study (**$20,065**)**;
3. Applicants completing prior education abroad should provide the transcripts with notarized

English translation and need to conduct transcripts evaluation with a member of American Association of Collegiate Registrars and Admissions Officers, Association of International Credential Evaluators, or the National Association of Credential Evaluation Services;

4. Proof of English proficiency is required for all students from countries or schools where English is not the educational language. Applicants should provide results of either TOEFL or IELTS tests with TOEFL (Internet Based) scores of **59** for **BA and BS** programs; **69** for **MBA** program; and **79** for **MS** and **DBA** programs or with IELTS overall band scores of **5.5** for **BA and BS** programs; **6.0** for **MBA** program; and **6.5** for **MS** and **DBA** programs. Equivalent results of other commonly recognized tests are also acceptable. If test results are not available, proficiency may be evaluated on campus or online. For proper students' placement, the University uses the following tests: **a**) Michigan Test of English Language Proficiency (MTELP); **b**) Comprehensive English Language Test Structure (CELT-SA); **c**) Comprehensive English Language Test Listening (CELT-LA); **d**) a composition writing; **e**) personal interviews. The tests are scheduled prior to registration.

*All documents must be accompanied by notarized English translation.
**This document is waived for LU students with a good payment history applying for another university program

Foreign applicants applying from within the United States must also submit the following items:
1. Copies of the U.S. visa and I-94 Arrival-Departure record;
2. Copies of all relevant documents from schools previously attended in the United States, including official transcripts of all academic work taken there.

UNDERGRADUATE PROGRAMS ADMISSION REQUIREMENTS (BA and BS Degrees)
A cumulative grade point average (CGPA) of 2.0 (C) or better (on a 4.0 scale) on the high school graduation transcripts or the GED test or an equivalent test is required for admission to the undergraduate programs. The Provost or President may grant regular admissions to students with high school CGPA 1.9 based on progress of their last two semester GPAs and recommendation letters. Conditional acceptance will be granted to the applicants with CGPAs of 1.7 – 1.9. Conditionally accepted students will receive the regular undergraduate status after completing a minimum of 12 units of coursework during one term or at least 18 units of coursework in two consecutive terms with cumulative GPA of 2.3 or better. Conditional status may be given for two terms only. For students applying after postsecondary education, the high school CGPA may be substituted by the CGPA of the last transcripts of at least 4 courses of 12 units with letter grades.

Consideration for admission to the **BS** degree program also requires the following procedures:
a. The Scholastic Level Examination (SLE) with a passing score above 21 (this requirement is waived for applicants with a Bachelor's degree) and
b. Interview with the DI Program Director.

GRADUATE PROGRAMS ADMISSION REQUIREMENTS
MBA Degree
A bachelor's degree or its equivalent with a GPA of 2.7 (B-) or better on the 4.0 scale is required for admission to the MBA program. Executive concentration (EMBA) requires three years of managerial work experience.

Conditional admission to the program may be granted to applicants with GPA 2.0 - 2.6, and is based on the students' personal statement, letters of recommendation, and detailed review of their prior academic transcripts. Conditionally accepted students will be granted the regular graduate status after achieving at least 3.0 GPA in a term with 9 units **or** in two consecutive terms with the total of at least 15 units. Undergraduate courses are given for students conditionally accepted with GPA 2.0 – 2.4 before receiving regular status. Conditionally admitted students with GPA 2.5 and 2.6 are allowed to take MBA courses if they do not need prerequisites. Students with first term GPA below 2.5 are subject to dismissal. Students with GPA of 2.5 – 2.9 can continue with a conditional status for one more term. The conditional status can be given for two consecutive terms only. Based on extra curriculum results, the Provost may grant a student the regular graduate status based on letters of recommendation, GMAT or GRE scores, summary of work experience, research projects, or publications.

MS Degrees (MS in IB and MS in FM)

Consideration for admission to the **MS** degree programs requires the submission of a completed application form with the following documentation.

1. An official transcripts showing graduation with a bachelor's degree or its equivalent from an accredited educational institution, with a cumulative grade point average of 2.7 (B-) or above on a scale of 4.0;
2. Two letters of recommendation (this requirement is waived for applicants who received Lincoln University BA or MBA degrees): one from a faculty member who can attest the applicant's academic qualifications for graduate study and other one may be from either an academic or business professional;
3. A GMAT score of at least 500 or an equivalent GRE score (this requirement is waived for applicants having a master's degree with a GPA of 3.2 or above).

Conditional admission to the MS programs may be granted to applicants with a GPA between 2.0 and 2.6, or with missing requirements 2 and/or 3.

Conditionally accepted students with low GPAs will be granted the regular graduate status after achieving at least 3.0 GPA in a term with 9 units **or** in two consecutive terms with a total of at least 15 units. Undergraduate courses are given for conditionally admitted students with GPA 2.0 – 2.4 before receiving regular status. Conditionally admitted students with GPA 2.5 and 2.6 are allowed to take MS courses if they do not need prerequisites. Students with first term GPA below 2.5 are subject to dismissal. Students with GPA of 2.5 – 2.9 in the first term continue with the conditional status for one more term. The conditional status can be given for two consecutive terms only. The Provost may grant a student the regular graduate status before achievement of the GPA requirement based on letters of recommendation, good GMAT or GRE scores, research projects, and/or publications.

Students missing GMAT/GRE test scores and/or recommendation letters are granted regular status after (1) achieving a GPA of 3.2 or above during a first term of 9 units minimum **or** (2) submitting required GMAT/GRE results and/or letters. These deficiencies should be removed during the first term of study.

DBA Degree

Consideration for admission to the University **DBA** program requires the following documentation:

1. A resume and an application statement with the applicants' objectives for seeking a doctorate in business including intellectual curiosity, interest in pursuing academic research, and relevance of their academic, research, or professional experience and future career;
2. Full transcripts showing graduation with a bachelor's or master's degree from an accredited educational institution with a cumulative grade point average of 3.0 or above on the scale of 4.0;
3. Three letters of recommendation (this requirement is waived for students who received Lincoln

University MBA or MS degrees): the letters should evaluate the applicant's capacity to do research and successfully complete the requirements of the DBA program;
4. A GMAT (550 minimum score) or an equivalent GRE score is required. This requirement is waived for applicants having a master's degree with a GPA 3.3 or above;

Conditional admission to the DBA program may be granted to an applicant who shows high promise but having GPA between 2.6 and 2.9 or missing requirements 3 and/or 4 stated above at the time of application. Determination of high promise can be made by the Provost and is based on the applicant's personal statement, resume, letters of recommendation, GMAT or GRE scores, or academic transcripts.

Conditionally accepted students with low GPAs will be granted the regular graduate status after achieving a cumulative GPA of 3.5 or better during the first two consecutive terms of the program (15 units minimum). Students with first term GPA below 3.0 are subject to dismissal. Students with GPA of 3.0 and above in the first term continue with the conditional status for one more term. The conditional status can be given for two consecutive terms only. The Provost may grant a student the regular graduate status before achievement of the GPA requirement based on LU faculty recommendations, research activities, and/or publications.

Students missing GMAT/GRE test scores and/or recommendation letters are granted regular status after (1) achieving a GPA of 3.5 or above during a first term (9 units minimum) or during the first two consecutive terms of the program (15 units minimum) **or** (2) submitting required GMAT/GRE results and/or letters during the first term of study.

Document Name:	**Alcohol and Drug-Free Policy**
Publications:	**University Website, Administrative Handbook, Faculty Handbook, Student Handbook**

ALCOHOL AND DRUG-FREE POLICY

Lincoln University complies with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Campuses Act Final Regulations of 1990. Lincoln has a standard of conduct that prohibits the unlawful possession, use, or distribution of unlawful drugs and alcohol by students and employees on Lincoln University property (Main Campus, DI Lab, or Library) or a part of campus related University activities.

The University will impose disciplinary sanctions on employees and students that ranges from educational and rehabilitation efforts up to and including expulsion or termination of employment and referral for prosecution by the police for violations of the law. These laws impose legal penalties for both misdemeanor and felony convictions. Criminal penalties for convictions can range from fines and probation to denial or revocation of federal benefits (such as student loans or immigration status) to incarceration (county, state, or federal prison), and the forfeiture of personal and real property. All members of the Lincoln University of community have the right and responsibility to pursue his or her academic endeavors in a safe, effective, drug-free environment. For those Title IV students receiving federal financial aid, a student must not have been convicted of an offense involving the possession or sale of illegal drugs that occurred while the student was enrolled and receiving Title IV aid.

Lincoln University's Alcohol Policy adheres to local, State, and Federal laws regarding the purchase, sale, and consumption of alcohol, including those prohibiting the consumption of alcoholic beverages by persons under the age of 21 on campus and at University-sponsored events. Abuse of alcohol and drugs can have a significant impact on one's professional, academic, personal, and family life. Students, staff, and faculty work collaboratively in developing educational programs that will encourage responsible adult behavior. The practice of students accepting responsibility for compliance with federal and state laws with Lincoln University's Alcohol and Drug Policies nurtures mature adult behavior.

At the beginning of the Lincoln University's academic year in August (August to July), the University notifies employees and students of their responsibility to adhere to the alcohol and drugs policy. In addition, Lincoln requires new students to attend a new student orientation session at the start of their academic program where they are informed of Lincoln's alcohol and drug-free policy and their personal responsibility to behave within this policy. Lincoln also provides new employees with training on complying with this policy.

A biennial review is conducted to determine its effectiveness and implement changes to the program if necessary and ensure that the disciplinary sanctions listed are consistently enforced. For a copy of this biennial review, contact the Administrative Vice-President through Lincoln University's general number at (510) 628-8010 or visit the Administrative Vice-President's office on the main campus.

Document Name:	**Attendance Policy**
Publications:	**University Catalog, Website, Faculty Handbook, Student Handbook**

ATTENDANCE POLICY

Because Lincoln University's programs are based upon the active participation of all class members, regular attendance at classes is essential. Each student is expected to be present for scheduled class periods, to be punctual, and to remain in class for the entire scheduled period. Excessive absence or tardiness may result in loss of credit, lowering of grade, or dismissal from the university. **Administrative policies on absences from classes are as follows:**

- A student receives a warning notice after missing 20% of class meetings completed in a course.
- A student is placed on probation after missing 30% of class meetings completed in a course.
- A student may be dismissed after missing 40% of class meetings completed in a course.

Absences covering emergencies as serious illness or similar may be excused by the Director of Admissions and Records for a period of up to 21 days, provided the absence is properly documented. If the Office receives no proper documents, the student will be considered as having no excuse, and appropriate action will be taken. Instructors may **dismiss** a student **from a course** after missing **3 consecutive class meetings** by reporting to the Registrar.

The University is required by the United States Department of Homeland Security to report all foreign students who are dropped for excessive absences.

Document Name:	Award of Academic Credit Hour Policy
Publications:	University Catalog, Website, Student Handbook

AWARD OF ACADEMIC CREDIT HOUR POLICY

Lincoln University's policy to award academic credits is based on the US Department of Education definition for credit hours, given in the Code of Federal Regulations, Section 600.2 for degree-granting institutions using face-to face teaching mode.

UNIT OF CREDIT

The credit value of each course is given in semester units and shown in the description of the course (see catalog pages 75 – 94). **One semester hour of credit** is provided by **a fifteen-week session** of study with:

1. one hour of classroom or direct faculty instruction, with a minimum of two hours (for undergraduate) and three hours (for graduate) out-of-class student work per week; **or**
2. two hours of laboratory work per week; **or**
3. three hours of self-study, practicum, or internship/externship per week.

Units of credit can also be awarded for the equivalent amount of work over a session of different length. The credit is awarded for above described work if it was positively evaluated by the instructor according to the course syllabus.

LIMITS FOR AWARD OF CREDIT

Coursework satisfying all stated requirements, and credited to the program of study, can be recognized if there are no additional criteria established by any accrediting or regulatory agency with jurisdiction over the program of study for which credit is sought.

Courses reviewed for the purpose of satisfying requirements, or prerequisites for Admission, must meet all criteria for "Award of Credit" but are not limited by percentages or number of courses accepted.

IMPLEMENTATION PRACTICES FOR AWARD OF TRANSFER CREDIT

In determining the appropriateness of credit for work completed outside the institution, Lincoln University requires the student seeking academic credit provide the following documentation for review:

- An official transcript evidencing successful completion of the course or degree program for which recognition is sought;
- A copy of program catalog or course syllabus, if requested;
- A formal request stating the program or course for which recognition is requested, directed to the university Registrar.

The awarding of credit for coursework completed at any other institution is at the sole discretion of Lincoln University. Credits earned more than 10 years prior to matriculation at LU cannot be transferred. Exemptions may be granted to students with college degrees for general education or foundation courses.

Official transcripts of all university courses taken earlier should be submitted. The semester unit of credit is a commonly accepted quantification of student academic learning. Units received from institutions using other academic calendars are recalculated to semester units. So, one (15-week) semester unit may be equated to 1.5 (10-week) quarter units. Credits may be granted for coursework with a satisfactory grade taken at an academic institution offering programs similar to the one at LU and are applicable to the student's curriculum at LU, as determined by the Registrar. Credit units transferred to Lincoln University are recorded, but quality points and grades from other institutions are omitted. The maximum time for transferred students to complete a degree program is evaluated in the enrollment agreements and reflected in the University policy of satisfactory academic progress (SAP, pages 29-31). Transfer of credits after enrollment to the university or cross enrollment is not allowed without a valid reason and should be approved by the Program Director and Provost. Credits earned more than 10 years prior to matriculation at LU cannot be transferred. Exemptions may be granted to students with college degrees for general education or foundation courses. Work experience or professional education can be evaluated by the Registrar Office in consultation with an appropriate academic advisor and may receive credit units as part of the transfer. The process requires the student's interview by the Provost. Students who seek to earn an additional degree at LU and wish to use a part of credit units received at LU earlier are treated as students transferring credit from other schools, however the number of credits accepted for the new degree is to be determined but not restricted.

Academic credit received ten (10) years or more (for Bachelor's and Doctoral degrees) and six (6) years or more (for Master's degrees) before the program completion will be deemed "no longer applicable". Petition for exception to the policy may be directed to the Provost for consideration and determination. The maximum time for transferred students to complete a degree program at the University is evaluated and reflected in the University policy of satisfactory academic progress (SAP, catalog pages 29-31).

A maximum of 92 academic semester units of transfer credit with passing grades "C" or better may be applied to the BA degrees. A maximum of 72 educational and 6 externship credit units with passing grades "C" or better (as evaluated by the Registrar) can be transferred to the BS degree.

A maximum of 9 and 30 units of graduate work with a grade of "B" or better from recognized schools may be accepted as transfer credit for the Master's and Doctor's degrees respectively.

Document Name:	**Complaints and Grievances Policies and Procedures**
Publications:	**University Catalog, Website, Administrative Handbook, Faculty Handbook, Student Handbook**

COMPLAINTS AND GRIEVANCES POLICIES AND PROCEDURES

Lincoln University is in compliance with Titles VI, VII, and IX of the Civil Rights Legislation, Lincoln University does not discriminate on the basis of sex, race, creed, color, religion, age, national and ethnic origin, or handicap in reference to its educational programs and activities, employment therein, and admission thereto.

It is the policy of Lincoln University to keep the University community as a place of work and study free from sexual harassment. Sexual harassment is prohibited on campus and in all university programs. The University does not tolerate sexual harassment and will take immediate action against any university employees, officers, and students who violate this policy. The University is committed to protecting victims of sexual harassment and will not retaliate against individuals because they report sexual harassment or take part in the investigation of sexual harassment complaints. If the University learns that any employee or student has engaged in retaliation, that individual will be disciplined. The University, however, may take action against individuals who make intentionally false sexual harassment complaints. Sexual harassment is not only a violation of University policy but is also a violation of Title VII of the Federal Civil Rights Act and of California's Fair Employment and Housing Act.

All grievances with regard to discrimination on the basis of sex, race, creed, color, religion, age, national or ethnic origin, or handicap should be submitted in writing to the Office of the University President, 401 15th Street, Oakland, CA 94612, telephone (510) 208-2803, fax (510) 208-2826, or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. 20202.

A student, faculty member, employee, or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education at 2535 Capitol Oaks Drive, Suite 400, Sacramento, CA 95833, www.bppe.ca.gov, telephone (916) 431-6959, fax (916) 263-1897, by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website.

STUDENT ACADEMIC AND NON-ACADEMIC GRIEVANCES PROCEDURE

Academic Grievance Procedure

Should a student disagree with the application of the University policy of Satisfactory Academic Progress or has an academic or administrative grievance (including attendance issues), he/she must first discuss the problem with the appropriate instructor/advisor. If still unsatisfied, the student may then appeal to the related Program Director. The complaint should be filed no later than ten days following the date of the instructor/advisor's decision. If the student is not satisfied with the Program Director's decision, further appeal to the Provost is available, but it must be made in a timely manner so as to avoid delays in properly registering for the coursework to maintain satisfactory progress. All appeals must be in writing and must contain a detailed description of any mitigating or special circumstances and should be accompanied by documented proofs.

The Provost will appoint a Committee consisting of three members from the faculty/staff. The Provost may, at his/her discretion, also elect to appoint a student member of the Committee. The

Provost shall make every effort to ensure that a fair, impartial, and representative Committee hears the matter. The Provost Office shall give the respondent notification in writing that a grievance has been filed, as well as a copy of the grievance. The Provost shall provide a copy of the response to the complainant.

The following standards for the investigation will be observed:

1. In conducting the investigation, the Committee shall receive and review the grievance, the response, and other pertinent statements or documents in confidence.
2. The complainant and respondent shall be given the opportunity to respond to one another's statements, and to present witnesses or concerned parties in conformity to the evidence presented.
3. When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written report to the President. The President will make the decision regarding any action taken. An appeal can be filed with the Board of Trustees through the office of the President.

Non-Academic Grievances Procedure

In case of non-academic related issues (excluding sexual misconduct and/or discrimination), the student must first discuss and attempt to resolve the problem with the related parties. In case of failure to resolve the matter with the related parties, the student may file a complaint with the Director of Student Services. If the problem is not resolved at that level, the issue will be brought to the attention of the Administrative Vice President and then to the President. All complaints must be in writing and must contain a detailed description of any mitigating or special circumstances and should be accompanied by documented proofs.

The President will appoint a Committee consisting of three members from the faculty/staff. The President shall make every effort to ensure that a fair, impartial, and representative Committee hears the matter. The President Office shall give the respondent notification in writing that a grievance has been filed, as well as a copy of the grievance. The President shall provide a copy of the response to the complainant.

The following standards for the investigation will be observed:

1. In conducting the investigation, the Committee shall receive and review the grievance, the response, and other pertinent statements or documents in confidence.
2. The complainant and respondent shall be given the opportunity to respond to one another's statements, and to present witnesses or concerned parties in conformity to the evidence presented.
3. When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written report to the President. The President will make the decision regarding any action taken. An appeal can be filed with the Board of Trustees through the office of the President.

FACULTY GRIEVANCES PROCEDURE

The grievance procedure for faculty includes an initial contact with the Chair of the academic department with which the faculty is associated. If the issue is not resolved at that level, the grievance should be brought to the attention of the Provost. All complaints must be in writing and must contain a detailed description of any mitigating or special circumstances and should be accompanied by documented proofs. The Provost Office shall give the respondent notification in writing that a grievance has been filed, as well as a copy of the grievance.

The Provost may appoint a Committee consisting of three members from the faculty/staff to review the case and make recommendations for resolution. The Provost shall make every effort to ensure that a fair, impartial, and representative Committee hears the matter.

The following standards for the investigation will be observed:

1. In conducting the investigation, the Committee shall receive and review the grievance, the response, and other pertinent statements or documents in confidence.
2. The complainant and respondent shall be given the opportunity to respond to one another's statements, and to present witnesses or concerned parties in conformity to the evidence presented.
3. When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written report to the Provost for the decision regarding any action taken.

The complainant will receive the Committee conclusions and the Provost decision. If the complainant is not satisfied he/she may appeal to the President. The President will provide a copy of the response to the complainant after his review.

In case of a non – academic issue failure to resolve at this point provides the option to appeal to the Board of Trustees through the office of the President. All appeals must be in writing and must contain a detailed description of mitigating or special circumstances and accompanied by documented proofs.

STAFF GRIEVANCES PROCEDURE

Staff grievances involve bringing the problem to the Department Head's attention. In case of failure to resolve the matter with the supervisor, the issue can be presented to the Administrative Vice President and then to the President. All complaints must be in writing and must contain a detailed description of any mitigating or special circumstances and should be accompanied by documented proofs.

The President may appoint a Committee consisting of three members from the faculty/staff. The President shall make every effort to ensure that a fair, impartial, and representative Committee hears the matter. The President Office shall give the respondent notification in writing that a grievance has been filed, as well as a copy of the grievance. The President shall provide a copy of the response to the complainant.

The following standards for the investigation will be observed:

1. In conducting the investigation, the Committee shall receive and review the grievance, the response, and other pertinent statements or documents in confidence.
2. The complainant and respondent shall be given the opportunity to respond to one another's statements, and to present witnesses or concerned parties to the evidence presented.
3. When, in the judgment of the Committee, the positions of the complainant and respondent have been equitably heard, the Committee shall submit a written report to the President. The President will make the decision regarding any action taken.

Failure to resolve the issue at this point provides the option to appeal to the Board of Trustees through the office of the President. All appeals must be in writing and must contain a detailed description of any mitigating or special circumstances and should be accompanied by documented proofs.

GRIEVANCES PROCEDURE FOR SEXUAL MISCONDUCT OR DISCRIMINATION

All administrators, faculty, staff, students, and third party should report issues related to sexual misconduct (including sexual harassment and sexual violence) or discrimination directly to the designated Title IX Coordinator on campus:

Dr. Michael Guerra
Administrative Vice President/Title IX Coordinator
mguerra@lincolnuca.edu
(510) 628-8010, ext. 8031

The Title IX Coordinator is responsible for overseeing the prompt, fair, and impartial investigation, and resolution of reports on sexual misconduct and/or discrimination. The Title IX Coordinator may consult with deputy Title IX officers and staff/faculty in appropriate departments. All complaints must be in writing and must contain a detailed description of any mitigating or special circumstances and should be accompanied by documented proofs.

The following standards for the investigation will be observed:

1. In conducting the investigation, the Title IX Coordinator shall receive and review the grievance, the response, and other pertinent statements or documents in confidence.
2. The complainant and respondent shall be given the opportunity to respond to one another's statements, and to present witnesses or concerned parties in conformity to the evidence presented.
3. When, in the judgment of the Title IX Coordinator, the positions of the complainant and respondent have been equitably heard, the Title IX Coordinator shall prepare an investigation report. The Title IX Coordinator shall forward the investigation report (with attachments and any necessary redactions) to the appropriate administrator responsible for discipline.

Timeline for Making Reports

There is no time limit for reporting, but Lincoln University encourages reports of prohibited misconduct to be made as soon as possible. All incidents should be reported as soon as possible even if significant time has passed. The sooner the report is made the better the University will be able to respond, investigate, and provide an appropriate remedy with discipline is appropriate.

Grievance procedures for students are contained in the catalog, the university website, "Student Handbook", as well as other modes of information such as memos and postings. The staff is informed of the process in the "Administrative Handbook" and by postings. The process for filing of a faculty grievance is addressed in the "Faculty Handbook".

Document Name:	Compliance Audit Policy Statement
Publications:	**University Website**

COMPLIANCE AUDIT POLICY STATEMENT

The following represents the alignment between Lincoln University ("LU") policy and procedure expectations of the WASC Senior College and University Commission (WSCUC) as established for systems, records, policies, and procedures in keeping with common practices in higher education.

References are to WSCUC Standard 1: Defining Institutional Purposes and Ensuring Educational Objectives.

WSCUC-Specific Expectations

The purpose of compliance audits is to ascertain if an institution has the kinds of systems, records, policies, and procedures that are expected under the Standards and in keeping with common practice in higher education. Confirming that an institution has basic infrastructure is essential to demonstrating Institutional Capacity, a Core Commitment of all WSCUC-accredited institutions.

Lincoln University is prepared to demonstrate compliance with audits to be conducted in conjunction with the following kinds of reviews:

- Reaffirmation visits
- Special Visits

WSCUC will designate a member of the visit team to conduct the audit of relevant policies and practices to ascertain if the institution has all the necessary systems, records, policies, and procedures and that records are accurate, update to date, and available as appropriate to students, faculty, staff, and the public.

Lincoln University will provide appropriate documentation of compliance in advance of the visit to the extent possible, and during the visit will make readily available all information as requested to ensure policies and practices are aligned with accreditation expectations.

Document Name:	**Disability Policy**
Publications:	**Website, Administrative Handbook, Faculty Handbook, Student Handbook**

DISABILITY POLICY

Lincoln University is committed to making its educational and employment opportunities accessible to qualified individuals with disabilities in accordance with Sections 503 and 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act (ADA). It is the University policy not to discriminate against qualified individuals on the basis of sex, race, creed, color, religion, age, national and ethnic origin, or handicap in reference to its educational programs and activities, employment therein, and admission thereto.

Under the ADA and Section 503, a qualified individual with a disability is defined as an individual with a disability who meets the skills, experience, education, and other job-related requirements of a position held or desired and ho, with or without reasonable accommodations, can perform the essential functions of a job. Similarly, under the ADA and Section 504, a qualified student must meet the general admission criteria of the University and upon admission, must be offered an accessible academic environment.

Reasonable Accommodations for Otherwise Qualified Individuals

A reasonable accommodation includes, but not limited to, a modification or adjustment to a job, the work or educational environment, a policy or practice, or the manner in which work is usually done that enables a qualified individual with a disability to enjoy an equal employment or educational opportunity. The University is not obligated to provide an accommodation if they fundamentally alter the nature of the program, if they would be unduly burdensome, either financially or administratively, to the University or if they would result in lowering academic and other essential performance standards. Students with disabilities who require accommodations must contact Student Services Department as soon as possible. All individuals requiring reasonable accommodations are responsible for informing the university in a timely fashion and for providing documentation and evaluation in appropriate cases.

Reasonable Accommodation Procedure for Students

1. To request reasonable accommodation, a student with disability should submit a written request to the Director of Student Services.
2. The student must provide pertinent information from an appropriate health care professional demonstrating the he or she is eligible for a reasonable accommodation.
3. The request for a reasonable accommodation will be reviewed by the Administrative Vice President. In order to evaluate the information provided by the student, the University may, to the extent permitted by law, consult with the individual's health care provider.
4. If the University determines accommodations other than the one requested by the student to be reasonable, the University may consider the student's preference. The final decision of the reasonable accommodation to be implemented will be made by the University administration.

Reasonable Accommodation Procedure for Faculty

1. To request reasonable accommodation, a faculty member with disability should submit a written request to the Program Director.

2. The faculty must provide pertinent information from an appropriate health care professional demonstrating the he or she is eligible for a reasonable accommodation.
3. The request for a reasonable accommodation will be reviewed by the Provost. In order to evaluate the information provided by the faculty member, the University may, to the extent permitted by law, consult with the individual's health care provider.
4. If the University determines accommodations other than the one requested by the faculty to be reasonable, the University may consider the faculty member's preference. The final decision of the reasonable accommodation to be implemented will be made by the University administration.

Reasonable Accommodation Procedure for Staff

1. To request reasonable accommodation, a staff member with disability should submit a written request to the Department Head.
2. The staff must provide pertinent information from an appropriate health care professional demonstrating the he or she is eligible for a reasonable accommodation.
3. The request for a reasonable accommodation will be reviewed by the Administrative Vice President. In order to evaluate the information provided by the staff, the University may, to the extent permitted by law, consult with the individual's health care provider.
4. If the University determines accommodations other than the one requested by the staff to be reasonable, the University may consider the staff member's preference. The final decision of the reasonable accommodation to be implemented will be made by the University administration.

Confidentiality

All information obtained, reviewed and/or prepared in connection with a request for a reasonable accommodation will be maintained separately from the individual's other records. Information about individual's impairment, disability, medical condition and status, request for a reasonable accommodation and the University's response to the request shall be maintained as confidential information. Confidential information shall not be disclosed to any individual except on a need to know basis.

Complaint Procedure

A student, faculty, or staff member who believes he or she has been discriminated against on the basis of a disability, should refer to a Complaint and Grievance Procedure published on the appropriate handbooks. In addition, all grievances with regard to discrimination on the basis of sex, race, creed, color, religion, age, national or ethnic origin, or handicap should be submitted in writing to the Office of the University President, 401 15th Street, Oakland, CA 94612, telephone (510) 208-2803, fax (510) 208-2826, or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. 20202.

Document Name:	**Diversity and Inclusive Excellence Policy Statement**
Publications:	**University Catalog, Website, Administrative Handbook, Faculty Handbook, Student Handbook**

DIVERSITY AND INCLUSIVE EXCELLENCE POLICY STATEMENT

Diversity is the core value of Lincoln University. The University is its people—all its people. We aim to attract bright and motivated students from all over the world and give them every opportunity to thrive. We rely on faculty who are passionate about their teaching and scholarship to deliver state-of-the-art education. We depend on talented staff to support our operations and mission.

Lincoln University has been established in Northern California. The diversity of the people at the school has been the source of innovative ideas and creative accomplishments throughout the University's history into the present. Diversity – a defining feature of Lincoln University's past, present, and future – refers to the variety of personal experiences, values, and worldviews that arise from differences of culture and circumstance. Such differences include race, ethnicity, gender, age, religion, language, abilities/disabilities, sexual orientation, socioeconomic status, and geographic region, and more.

In an organization so reliant on its people, creating a diverse and inclusive community is not only the right thing to do; it is critical to the successful implementation of our mission. The greatest challenges facing us in the century ahead are incredibly complex and will require diverse teams who can work collaboratively and innovatively. Actively seeking a student body and a faculty and staff who represent the diversity of our region, nation and world is necessary to prepare our students for an increasingly globalized and connected world.

As Lincoln University is looking into the future and prepares to meet the exciting challenges of the growing, thriving and remarkably diverse State of California, in which we live, as well as the needs of a changing nation, we will continue to be guided by the principles of inclusive excellence. We must continue to strive for an inclusive community that embraces all its members, provides equality of opportunity for all, and actively encourages all voices to be heard. Everyone must be welcomed and treated with dignity and respect, and every person's story must be honored. Lincoln University's inclusive community celebrates different cultures, engages in clamorous debates, and cultivates the individual and collective flourishing of all of us.

Document Name:	**Education Effectiveness Assessment Policy and Procedure**
Publications:	**Program Review Resource Guide**

EDUCATION EFFECTIVENESS ASSESSMENT POLICY AND PROCEDURE

Context
All efforts related to quality assessment and improvement are coordinated by and conducted in collaboration with Lincoln University's Office of Accreditation Compliance and Quality Assurance. This office assures attention to the overarching context for program review, which is the university institutional goal of ongoing quality assessment and improvement. The context is defined by two powerful elements that shape program review.

Institutional Effectiveness.
One context for program review is overall Institutional Effectiveness. The Program Review must be seen in the context of ongoing evaluation of all aspects of the institution toward the goal of quality assurance and quality improvement. This evaluation includes elements such as the Strategic Plan, Board of Trustees, each unit of the institution, the leadership, the faculty, the staff, the facilities, etc. Thus, program reviews are one element of the Lincoln University's process for improving overall Institutional Effectiveness.

Ongoing Academic Assessment.
A second context for program review is ongoing Academic Assessment. Every academic program should have some aspect(s) of the program in ongoing assessment (usually every year and the element assessed can change from year to year). Thus, ongoing Academic Assessment is a component of the Program Review plan; and, as such, the ongoing assessments can be "rolled up" into the program review.

Common steps to an ongoing academic assessment are 1) define learning outcomes at the institutional, programmatic, and course levels, 2) check for alignment across the levels, 3) develop a meaningful, manageable, sustainable assessment plan, 4) implement the plan—collect assessment data, 5) close the loop–collective reflection and action, and 6) routinely examine the assessment process.

Common elements of an ongoing academic assessment plan will answer the following questions: 1) what evidence is needed to assess each outcome? 2) how will data be collected and by whom? 3) how will data be analyzed and by whom? 4) when and how often will it be done? 5) who will reflect on the results? When? 6) how will results, implications, and proposed changes be documented?

Document Name:	**Employee Performance Evaluation Policy**
Publications:	**Administrative Handbook**

EMPLOYEE PERFORMANCE EVALUATION POLICY

Lincoln University uses performance evaluation reports to measure and evaluate employee performance, which is a major factor in making staffing decisions, assignments, discipline, demotion, and termination. The performance of the staff is monitored by the supervisors of the administrative departments. Supervisors are encouraged to periodically check-in with their subordinate employees to provide performance feedback as appropriate.

Annual evaluation of job performance, consistent with job description, is made concerning individual progress and all-around job performance. The evaluation consists of two parts – i) self-review, in which an employee describes his/her duties, strengths and weaknesses, and presents a growth and improvement strategy for their own performance; and ii) supervisor review, in which at least one member of the staff and a supervisor are assigned to evaluate each other's performance. These evaluations are reviewed by the Department Heads and is discussed with each staff member in their departments. Documentation of the job performance evaluation is maintained in each employee file.

The guidelines for employee performance evaluation is included in **Appendix I**.

Document Name:	**Employee Promotion Policy**
Publications:	**Administrative Handbook**

EMPLOYEE PROMOTION POLICY

Intent

Lincoln University (LU) has adopted this policy to foster the advancement of its employees. This policy enhances the upward mobility of staff members, and complements the present business practices at LU, which allow for personnel development.

The Promotion Policy is based on the recognition that in the course of meeting organizational objectives, the duties and functions of an employee may change in complexity and responsibility. Promotions, therefore, are based on status changes that involve increasing responsibility levels. The added benefits of promotion serve as an incentive for better work performance, enhance morale and create a sense of individual achievement and recognition. While good past performance enhances the validity of the promotion, it should not, of itself, be the primary nor sole reason for recommending a candidate for promotion. Consistent with prior practice, all positions will be filled through LU's search and departmental procedures (based on the department where the position becomes available). Exceptions may be requested through the appropriate Administrative Vice President (AVP), and the rationale for the request must be fully explained and justified.

Employment opportunities at LU may occur because an incumbent has been given expanded duties, responsibilities, and authority, or has moved to a different position vacated as a result of another incumbent having been promoted, transferred, discharged, or retired. The promotion of a staff person at LU does not typically involve an additional budget line being added to the promotion department's budget. Along with the increased responsibilities, the promoted person may receive an increase in salary, direction to begin the position, and a new job description.

Persons seeking to promote staff members in their respective areas are reminded to pay particular attention to past annual performance evaluations. These documents indicate prior performance levels and accomplishments in the department, illustrating, for example, how effectively the tasks assigned were completed.

Policy Statement

It is LU's goal to ensure maximum opportunity for promotion from within, consistent with the commitment to organizational needs, equal opportunity, and applicable contractual agreements. It is recognized that a promotion may occur in the following cases:

1. A reclassification of the individual's existing position as a result of the individual performing duties at a higher degree of responsibility and complexity than the current classification calls for. This requires an audit of the position through the job evaluation process.

2. The filling of an existing higher-level vacancy by a promotable individual at a lower classification.

Both processes must include a current job description and a new job description of the individual being promoted. Accordingly, it is LU policy to provide internal employment to qualified candidates through interdepartmental promotion whenever possible.

The criteria used when considering employees' qualifications for promotion must be fair and unbiased, and all LU employment policy requirements must be fully met and documented. Employees are to be considered for promotion regardless of age, sex, gender, race, national origin, sexual orientation, or disability.

Eligibility

For the purpose of this policy, a promotion is defined as advancement to a different position, which has increased responsibilities and adjustment to a higher salary level. All LU employees who have successfully completed the probationary period specified by conditions of employment or contract are eligible to be considered for promotion. They are encouraged to review all job vacancies circulated to each department and posted on the LU website on a regular basis.

Supervisors should also be aware that promotable candidates need only to satisfy the qualifications as specified in the job description and not the qualities, skills, or knowledge of the incumbent (person who occupied the position before).

Implementation

Posting and/or Advertising

Supervisors should encourage all support staff member within their areas of responsibility in the pursuit of career advancement and should ensure that all qualified internal applicants are duly considered for vacancies in their unit before recruiting outside candidates. Accordingly, to promote internal mobility, a procedure for waiving job posting requirements and/or external advertisement has been established.

For promotions, the following criteria should be considered:

1. The positions are in the same department, and one position genuinely prepared the incumbent for the next. This allows for upward movement within the same or related family of job groups where skills are easily transferable.
2. The incumbent has already demonstrated the ability to perform the higher job.
3. The incumbent has met any special requirements such as a course or a skill.

All interdepartmental promotions will be posted if the intradepartmental search has not been successful.

Procedures for Promotion

Responsibilities of Appropriate Department Head

A completed Personnel Action Form is signed by the Department Head, Supervisor, and submitted to the Administrative Vice President. The "current status" of the candidate and the recommended "new status" should be stipulated under the remarks section. Accompanying the Personnel Action Form should be the following documents:

1. A memorandum justifying the reasons for the recommendation. If the promotion exists either through the filling of a vacancy or through a reclassification, all relevant data chronicling the person's most recent evaluation(s) and the criteria being evaluated should be included. Also included should be a statement of functional and organizational changes within the department impacting the position; other data such as, but not limited to: proof of graduation from certificate, baccalaureate, or master's program; completion of job-related service training courses which enhance current job knowledge and skills.
2. A current job description of the candidate.

3. A copy of the vacant position or a statement outlining the new duties and responsibilities to be evaluated.

Responsibilities of the Administrative Vice President
The AVP shall review all aspects of the promotion with respect to payroll, benefits, seniority change, range/step movements, effective start date and the organizational structure created by these movements. If a position is to be reclassified, the AVP conducts a job evaluation, determines the new range, and develops the new job description and title for the position. Upon completion of this review, the Administrative Vice President signs the Personnel Action Form and forwards all materials to the President and Human Resources Coordinator.

Responsibilities of Human Resources
The Human Resources Coordinator reviews all the data compiled to determine the appropriateness of the promotion with respect to the short- and long-term staffing needs of the department and LU as well as the budget implications confirmed by Chief Financial Officer. The results are communicated to the candidate, department, and President.

Effective Date of Promotion
A promotion resulting from a reclassification becomes effective retroactive to the date of approval by the Administrative Vice President.

Document Name:	Faculty Performance Evaluation Policy and Procedure
Publications:	Faculty Handbook

FACULTY PERFORMANCE EVALUATION POLICY AND PROCEDURE

The major index of an institution's quality is the effectiveness of its educational programs. The educational program must be consistent with the stated mission, must be adequate in breadth and context to achieve it, and must produce measurable results. Another index of an institution's quality is the competence of its faculty. The effectiveness of any institution depends upon good teaching and upon the ability and commitment of its faculty. The selection, orientation, guidance, stimulation, and evaluation of the teaching staff are among the most significant responsibilities of the administration.

The academic administration evaluates the effectiveness of the faculty on an annual basis; documentation of this evaluation process is maintained in the faculty personnel file. As stated in the "Faculty Handbook", teaching effectiveness is central in monitoring and evaluating the faculty for selection, retention, and promotion. Student evaluation of instructional faculty is carried out each term, through the process of student survey. Standard evaluation forms are distributed in the classes by the Registrar's Office. The results of this survey are tabulated and made available to the faculty member. In instances where a faculty member's score deviates significantly from the norm, a meeting with the Provost may be scheduled.

Additional evaluation of job performance and teaching effectiveness includes classroom visits by the Department Chair and/or the Provost. The administrator completes the form, which has been designed for this purpose, with documentation retained in the file. Results of this classroom evaluation are discussed with the faculty member.

In addition to evaluation of teaching effectiveness, and classroom demonstration of student-faculty interaction, academic administration (Program Directors, Provost, and the President) requires the faculty members to be instrumental in the analysis and critique of coursework materials, to include syllabi, examination, and student products. The purpose of this responsibility is to ensure that the curricula maintain currency in the field, which is appropriate to the level at which instruction occurs, and that student learning outcomes are being accomplished. Evaluation of an effective faculty member includes confirmation that these components of the faculty responsibility are also being addressed.

Document Name:	Faculty Selection, Appointment, and Promotion Policies
Publications:	**Faculty Handbook**

OVERVIEW
Lincoln University (LU) employs academic personnel at the ranks of ***Professor, Associate Professor, Assistant Professor, Lecturer,*** and ***Instructor.*** LU does not grant tenure. The following provides definition of academic ranking at LU:

Professor: Appointment to the rank of professor confers full or part time employment with a presumed annual reappointment. Compensation range is $64,000 - $120,000 per year.

Associate Professor: Appointment to the rank of associate professor confers full or part time employment with a presumed annual reappointment. Compensation range is $54,000 - $68,000 per year.

Assistant Professor: Appointment to the rank of assistant professor confers full or part time employment with a presumed annual reappointment. Appointment to the rank of assistant professor is usually for probationary term of five years. Compensation range is $40,000 - $56,000 per year.

Lecturer: This rank is appropriate for persons who have an appropriate degree and fit to teach as well as for whom there is reasonable expectation that in the normal course of events he or she will progress to the rank of assistant professor. The rank of lecturer does not confer full-time employment of annual reappointment. The appointment is for a single term of one semester, depending on the needs of the University. Compensation range is $36,000 - $42,000 year.

Instructor: This rank is appropriate for graduate students as well as for persons with a degree who are fit to teach a section of a course. The appointment is for a single term of one semester, depending on the needs of the University. Compensation range is $32,000 - $38,000 / year.

SEARCH COMMITTEE
The search committee has the responsibility for gathering data on scholarship, teaching, and other relevant matters of candidates. While the search committee structure may vary, normally LU forms the minimum of three members with a senior faculty member serving as the chair. Any faculty member in the department on a new appointment may serve on the search committee. A member of the committee should be assigned the responsibility for overseeing the diversity aspects of the search. The committee is appointed by the Provost and approved by the President.

ADVERTISEMENT
Searches may include advertising in professional journals; professional websites or other widely disseminated professional publications. All advertisements are to be forwarded to the Provost and the President for approval. A sample advertisement is provided by department faculty and should be followed closely.

Search committee members and other department faculty are encouraged to call and write colleagues at other universities in order to identify applicants and to encourage them to apply. Solicitation letters should be carefully phrased to make certain that recipients understand LU's eagerness to receive applications from all highly qualified candidates. A sample letter should be approved by the Provost and the Department Chair.

CRITERIA

Ability to teach LU courses at appropriate level is the primary criterion for candidate's evaluation. However, excellence in both teaching and scholarship are important prerequisites for faculty appointments at LU because the University is dedicated to outstanding achievement in both. The purpose of the appointment evaluation is to appraise, on the basis of the record to date, the quality or promise as a teacher and the candidate's standing and potential in his or her scholarly discipline. Decisions on initial appointment are subject to the exercise of t scholarly and professional judgment and discretion by LU's departmental faculty and academic leadership.

The first criterion for an appointment is evidence that the candidate is capable of sustaining a first-rate teaching program during his or her career at LU. Teaching is broadly defined to include: the classroom, studio, laboratory, or clinical setting; advising; mentoring; program building; and curricular innovation. Teaching may include undergraduate and graduate students of all types. Factors considered in assessing teaching performance or promise include (but are not limited to) the following: previous teaching evaluations; knowledge of the material; clarity of exposition; style of interaction with students; availability; professionalism, institutional compliance, and ethics; effective communication skills; helpfulness in learning; and ability to stimulate further education.

The second criterion for an appointment at LU is that the individual is the best available at his or her level of professional development for the proposed rank. All appointments have in common the requirement of excellence, however measured. Factors to be considered in assessing research performance or promise include (but are not limited to) the following: scholarly activity and productivity; impact, innovation, and creativity; and recognition in the field; ability to work effectively as part of a research team (if relevant); effective communication with colleagues, staff, and students; and professionalism, institutional compliance, and ethics.

It is a common practice that professors and instructors would have a degree of at least one level above that in which they are teaching (e.g., a master's degree if they are teaching undergraduate students). Faculty teaching general education courses or non-skills courses should hold a master's degree or higher in the discipline or subfield. Faculty teaching graduate students should hold the terminal degree for the discipline, such as a DBA or Ph.D. However, tested real-world experience may substitute for academic degrees in some cases. A number of criteria are to be considered and include years of professional experience, the nature and prestige of the work, and specialized high-demand skills essential to the school.

LU complies with the Immigration and Nationality Act (INA) of 1986. In accordance with INA, Lincoln University will hire only and continue to employ U.S. citizens, nationals, and aliens authorized to work for the University.

FACULTY REVIEW OF CANDIDATES

As a standard practice, all supporting materials on candidates (including a curriculum vitae, transcripts, evaluative letters, and teaching evaluations) should be assembled and made available to the search committee, departmental faculty, and administration that are scheduled to meet with the candidate for their review. It is expected that faculty members in the hiring department carefully and objectively evaluate the materials before the case is discussed.

ON CAMPUS INTERVIEW
The search process will include visits to the campus by the leading candidates, who should have an opportunity to speak with faculty and students. Normally, three candidates are invited but, in some cases, by request of the department chair, the Provost and the President may approve more or less than three for a campus visit.

STUDENT PARTICIPATION
At LU, student perspectives are important to the appointment process, especially when there is little evidence available about the candidate's teaching. During the search, students may be asked to participate in meetings with the candidates, seminars, colloquia, and other public occasions where the candidates demonstrate their teaching or present their research. This gives students an opportunity to interact with the candidates, both as part of a group and individually. Department chairs are encouraged to provide a systematic process for students to give feedback and input, and to include this input for consideration in the faculty's deliberations.

DEPARTMENT DISCUSSION
The search committee presents its recommendations for discussion and consideration by the department's faculty. The entire appointment proceedings during which specific individuals are discussed are to be held in strict confidence by all participants. The University takes extensive measures to protect the privacy of the candidate by preserving the confidentiality of the information it receives regarding the candidate. Similarly, it is LU's policy to protect vigorously the sources of information and evaluations used in these proceedings. The opinions expressed by the school or department faculty or by internal or external referees shall not be discussed with the candidate or with other parties. The chair of the department shall convey whatever information needs to be transmitted to the candidate. A breach of confidence by a participant in an appointment and promotion matter is considered to be a serious violation of professional ethics.

The department full-time professors of all ranks are expected to discuss the candidates and vote for departmental recommendation. Faculty not on leave should make every effort to attend the voting meeting. Although faculty on leave is not expected to participate in the process, the department chair may request that a person on leave participates by reviewing materials and informing about his/her opinion. In such cases faculty away from campus should ensure that the search committee chair in advance of the faculty meeting receives their review. Some faculty must recuse themselves from recommendation votes; these include spouses, domestic partners, those who have written a letter of recommendation on behalf of a candidate prior to departmental discussion.

APPOINTMENT
The department chair summarizes results of the discussions and passes it to the search committee that prepares its appointment recommendation for the Provost and the President approval. Modification of the procedure must be discussed in advance with the Provost and the President.

GUIDELINES FOR FACULTY PROMOTION
The following four criteria apply to all faculty seeking promotion, whether full-time or part-time:

1. *Success as a teacher:* This is the most important factor, judged on diligence, ability, enthusiasm, and the evaluations of students. A strong reputation for mentoring and general availability of faculty always has been a hallmark of LU. Every faculty member should contribute new ideas to the periodic re-evaluations of teaching methods.
2. *Research and Publication:* Publications are expected of a professional academic and should be second nature. However, there is no formal requirement to publish at LU. Publications can

take two forms: Publication in the area of professional business (not peer-reviewed) as well as that type of publication involving research and criticism contributing in a practical manner to the understanding of the field (peer-reviewed). Being an active scholar in faculty member's specialty is a plus factor for promotion.

3. *Contributions to the Department, the University, and the Community:* This involves initiative and imagination in developing new programs and participation in ongoing programs that serve the student, the university, the profession, and the community.
4. *Excellence in Practice and Reputation:* An indication that the faculty member can practice what he or she teaches and has continued to enlarge the reputation that was brought to the university.

Promotion at LU is based on the evidence of professional grow and development. That includes:

1. Consistent high evaluations of teaching performance
2. Research, such as the following:
    a. Writing articles for scholarly and professional journals.
    b. Service activities, including the following:
        i. Periodically returning to the professional field as a consultant
        ii. Conducting or being otherwise involved as a leader in seminars, workshops, and short courses for professionals.
        iii. Appearing on conference programs or otherwise working in a substantive, leadership capacity with professional or academic groups.
        iv. Participation in professional or academic organizations in a position of leadership and prominence.

It is not expected that each faculty member will excel in the same manner or in every direction. The quality of the activities shall be considered of greater importance than the quantity.

PROMOTION PROCEDURE

Faculty governance, a guiding principle of LU, necessitates that the ultimate recommendation on key personnel decisions is made by committees composed of faculty at the university level that serve to ensure consistency and fairness, as well as to maintain the upward trajectory of faculty excellence at LU.

The department faculty and LU Faculty Association (LUFA) serve as the ultimate advisory body to the Provost and the President, who retains final authority on behalf of the University. The nomination originates in the department of the candidate. A faculty member may nominate him/herself for the promotion or a nomination may be made by the Department Chair. Then a committee formed by the Provost makes a recommendation to the Provost and President.

The committee makes its decision using the following criteria:

- Appropriate credentials and experience
- Demonstrated quality in teaching. There should be evidence of the candidate's sustained commitment to classroom instruction, to inclusion of advising and availability to students as a component of teaching, to sustained effectiveness as a contributor to the intellectual development of students through devices such as course design, course material, curriculum development, and attention to other mechanisms of enhancing student learning. Mentoring, and other forms of beneficial interactions between the candidate and learners deserve some appropriate weight as a part of the teaching criteria.
- Demonstrated continuing scholarship and professional growth.

- Demonstrated performance in service. Faculty members are expected to give of their time and expertise for the betterment of their department, and university; their profession and/or the broader community. Performance in service may include community-engaged service, which is the application of one's professional expertise to address a community - identified needs and to support the goals and mission of the university.

If a candidate receives a favorable recommendation by the committee, the case is forwarded to the Provost, and then the President for the ultimate decision. If the faculty or the Provost does not recommend a candidate, the promotion is denied, so the case is not forwarded to the President.

Document Name:	**Fair Grading Policy**
Publications:	**Faculty Handbook, Website**

FAIR GRADING POLICY
Since Lincoln University (LU) is truly an international school where students and instructors represent different cultures of teaching traditions and evaluating methods, we developed clear and consistent standards for fair grading. These standards are based on American practices, and they also should be transparent to students and adjusted to the university specifics.

There are many objective criteria available to evaluate a student, including: final, midterms, quizzes, homework assignments, projects, presentations, attendance, etc. The resulting semester letter grade should be based on the comprehensive approach which takes into account all assignments given during a semester, unless a student requests a different way of grading, which is accepted by the instructor and accompanied by a written document presented to the records office.

Lincoln University is deeply committed to the principles of academic freedom, so grading at LU is faculty members' prerogative; however, the following guidelines must be followed:

- Grading plan for each course must be clearly explained in course syllabus.
- Grades should reflect student achievement toward mastery of course content standards and progress toward objectives and outcomes for each degree level and content area.
- Grades should be reported each marking period as described in the Faculty Handbook.
- Faculty members are expected to provide supporting data for grades assigned, if requested.
- Grade records should reflect an adequate sampling of work in a given area to justify the assigned grade.
- In all aspects of grading and reporting, it is critical that LU faculty give accurate and complete information to students.
- Grades should reflect levels of achievement consistently and fairly. It is not appropriate to "inflate" student's grade or to create artificially high standards for a particular student.
- The grading method should be clearly described in the syllabus and approved by the Department Chair or Provost before the class begins. Results of all tests taken during the semester, including the final, should be given in terms of the percentage points of the correct results for the test; letter grades can be used for the interpretation of the results and the resulting grade only.

A. LU Grades and grading symbols descriptions
A letter grade is used in evaluating the work for a course. Grade requirements are announced in the syllabus of each course, and grades are earned on the basis of attendance, written work, and examinations. In all degree programs, the minimum passing grade to receive credit is "D". Grade points are granted corresponding to a letter grade (see chart below) multiplied by the number of

units of a course for determining students' academic standing and awarding honors. The **grade point average (GPA)** is the total number of grade points earned for a period of study divided by the total number of units completed with single letter grades during the same period.

The grading system is as follows:

Grade	Definition	Number of grade points per course unit
A	Superior	4.0
A-		3.7
B+		3.3
B	Above Average	3.0
B-		2.7
C+		2.3
C	Average	2.0
C-		1.7
D+		1.3
D	Passing	1.0
F	Failure	0.0

Symbol	Definition
CR	Credit
I	Incomplete
IP	In Progress
NC	No Credit
R	Repeated
W	Withdrawn
Y	No Basis for Grade

Credit is given for a symbol-grade (CR); no credit is given for a symbol-grade (NC). These grades and related credit units are not included in the GPA calculations. A student may request a CR/NC grading option instead of a letter grade. BS/BA students may have a CR or NC symbol-grade for a maximum of two times in the entire program and only for general education courses. A regular graduate student may have CR or NC symbol-grades for foundation or special courses that are designed for those grades only. No credit is given for the following symbols: withdrawn - W (it can be assigned only before 75% of teaching of a course has been completed); incomplete - I; repeated course - R; no basis for grade - Y; or in progress (IP). These symbols are not included in the GPA calculations.

The symbol "I" (Incomplete) **denotes that a student's work was of passing quality through at least 75% of the course, but incomplete for a valid, documented reason.** Students need to complete missing assignments and tests or retake the course. No tuition is required for completing a course with an "I" symbol. The symbol "IP" (In Progress) denotes that student work needs to be continued in the following semester only for courses allowing such extension. In some cases, it may require registration of additional units. If "I" or "IP" symbols are not converted to a grade during the following semester, the Registrar will change them to "Y".

B. **Example of syllabus grading methodology description** (an example only)

Attendance	Every week	10% of the resulting grade
Homework	every other week	10% of the resulting grade
Mid-term exam	ninth week	30% of the resulting grade
Project	fourteenth week	10% of the resulting grade
Final exam	sixteenth week	40% of the resulting grade

A: 91% and above of total, A-: 86-90% of total,
B+: 81-85%, B: 76-80% is B, B-: 71-75%,
C+: 68-70%, C: 65-67%, C-: 62-64%,
D+: 59-61%, D: 56-58% F: 55% and below.

C. Example of grading calculations.
Suppose a student performs as follows: attendance 80%, homework 78%, mid-term 65%, project 100%, and final 84%. The resulting grade is 78.9% or a "B" letter grade for the class transcript.

D. Grading Specifics.

1. All tests should be written (excluding English speech or communication classes). A student may request an oral test, which can be given by agreement with the instructor, and a written document must be provided to the records office.
2. No additional questions can be given to students after a test unless a student comes to the instructor with a request for a grade change.
3. Instructors should provide students with complete answers to the tests after grading.
4. Class participation may not count towards the grade (attendance may do); however, participation may give students extra credits. If this is the case, the policy should be described in the syllabus.
5. Only presentations of individual projects done by all students in a class may be part of the grade (in some graduate courses only). Group projects and projects performed by undergraduate students should be graded based on their content only, not on presentation.
6. The administration believes that normally, the median grade of an undergraduate class must be C- (63% from the example) or higher, and the median grade of a graduate class must be B- (73% from the example) or higher (grades are as defined in the syllabus). If this does not hold true for a given class, the administration may increase all grades by the difference between the existing median for the class and values for C- and B-, respectively. Usually, getting 60% or more of all grading credits for a class should result in a passing letter grade.
7. The resulting grades for a class should be provided to the university records office the latest in two weeks after the final or the date of the course project completion, which is given in the syllabus.

Document Name:	FERPA and Student Records Access Policies
Publications:	University Catalog, Website, Student Handbook, Faculty Handbook, Administrator's Handbook

FERPA AND STUDENT RECORDS ACCESS POLICIES

Lincoln University (LU) fully complies with the California Education Code, Section 76200 et seq.; Title V, California Code of Regulations, Section 54600 et seq.; and Family Educational Rights and Privacy Act (Buckley Amendment, also known as FERPA) of 1974 (20 U.S.C. § 1232g; 34 CFR Part 99). FERPA is a federal law that protects the privacy of students' and provides certain rights to the students with respect to their educational records maintained by the University. In general, these rights include:

1. The right to inspect and review their educational records within 45 days of the day LU receives a student's request for access. Students who wish to inspect educational records should submit a request to the Registrar's Office in writing, identifying the specific records that the student wishes to inspect. The Registrar's Office will make arrangements for access and notify the student of the time and place where the records may be inspected.

2. The right to request the amendment of educational records if the student believes they are inaccurate or misleading. Students should submit any such request to the Registrar's Office in writing, clearly identifying the records that the student wants to have amended and specifying the reasons the student believes those records to be inaccurate. The Registrar's Office will notify the student of the University's decision whether to amend the student's records within ten (10) business days. If the University decides not to amend the student's records, the Registrar's Office will inform the student of the right to a hearing regarding the student's request for amendment. If necessary, the Registrar shall arrange a hearing with an official of the University who has no direct interest in the disputed item. The decisions of this university official shall be final.

3. The right to restrict the release personally identifiable information contained in the student's educational records to third parties unless an exception applies.

4. The right to file a complaint with U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA and accepts such complaints is: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, DC, 20202-4605.

The student, however, are not allowed access to:

- Financial statements of parents/sponsors without written consent from the parents/sponsors.
- Records containing information about another student, such as attendance sheet and/or grade sheet.

LU responds to all requests for explanations and interpretations of records or information, provided the responses are not in violation of the FERPA. These records are kept under the custody of the Director of Records, who ensures that the privacy and confidentiality of all student records are protected under the applicable law.

ANNUAL NOTIFICATION

All students are informed of their privacy rights upon enrollment by the Registrar's Office. The University notifies students of their rights under FERPA by publishing information in the catalog, student handbook, and website.

RELEASE OF STUDENT RECORDS

The privacy of students and their educational records is a serious matter and is mandated by the Family Educational Rights and Privacy Act (FERPA). All faculty, administrators, staff, and student workers at the University are required to be in compliance. As per FERPA act, there are two types of "educational records" – directory information and non-directory information.

The **directory information** may be disclosed to a third-party without the written consent of a student. It is not considered harmful or an invasion of privacy, if released. However, a student has a right to restrict the release of directly information by submitting a written request to Registrar's Office for full or limited privacy.

The **non-directory information** is personally identifiable information and may not be disclosed to third-party, including parents, without written consent from the student. Students may authorize release of non-directory information to third parties by submitting a consent to release document. The University faculty and staff may have limited access to non-directory information with proper permission.

No Lincoln University representative shall release the contents of a student record to any member of the public without the prior written consent of the student, other than information sought pursuant to a court order or lawfully issued subpoena, or as otherwise authorized by applicable federal and state laws.

Faculty are responsible for reviewing the guidelines indicated below:

- DO NOT display student scores or grades publicly in association with names, LU ID numbers, Social Security numbers, or other personal identifiers (if scores or grades are posted).
- DO use some confidential code known only to you and the individual student (if a partial LU ID number is used).
- DO NOT use more than the last four digits. In no case should the list be posted in alphabetic sequence by student name.
- DO NOT put student work (including papers, exams books, or lab reports) containing student names and grades in publicly accessible places in ways that allow other students to be identified. Students should not have access to the scores and grades of other students in class.
- DO NOT discuss students' academic progress with his or her parent(s) unless s/he has provided written authorization for the release of such information.

Document Name:	**Financial Aid Policies and Procedures**
Publications:	**University Catalog, Website**

FINANCIAL AID POLICIES AND PROCEDURES

STUDENT FEDERAL FINANCIAL AID

Lincoln University participates in the William D. Ford Direct Loan and the Pell Grant programs. The Federal Student Financial Aid program is directed to assist students and parents who cannot otherwise meet their educational expenses. In determining eligibility for available financial aid, the U.S. Department of Education requires each student to complete a Free Application for Federal Student Aid (FAFSA) online at: www.fafsa.ed.gov and to list Lincoln University (institution number: **00697500**) as the preferred college. A Federal Student Aid ID (FSA ID) is essential in the completion of the FAFSA and should be obtained as a first step at: www.fsaid.ed.gov. The eligible students must complete: i) Entrance Counseling and ii) Master Promissory Note (MPN), at the website: www.studentloans.gov. Students must complete Exit Counseling each time they drop below half-time enrollment, graduate, or leave school.

FAFSA Requirement

The FAFSA must be completed each academic year in order to stay eligible for Federal Student Aid (FSA). The eligible students must complete FAFSA between October 1, 2020 and June 30, 2022 for the 2021-2022 academic year and between October 1, 2021 and June 30, 2023 for 2022-2023 academic year. In some cases, a new MPN must be completed if there is a pending expiration date. The FSA website: www.studentaid.ed.gov gives information on (1) Types of Aid, (2) Who gets Aid, (3) Estimate your Aid, (4) Repay your Loan. To meet the requirements of Federal Title IV programs and state grants, students must comply with a set of: Qualitative, Quantitative, and Maximum Time Frame academic measurement standards. These are defined by the Financial Aid Satisfactory Academic Progress (SAP) policy available in the Financial Aid (FA) office (different from the institutional academic SAP policy).

For FA recipients, the policy includes and regulates the follows:

Qualitative Measurement: Students must maintain a minimum cumulative Grade Point Average (GPA) of 2.0 (C) as an undergraduate student and 3.0 (B) as a graduate student.

Quantitative Measurement: The number of units required for completion varies by program. A standard academic year at Lincoln University is defined as two semesters and one session. To be considered making quantitative satisfactory academic progress, all financial aid applicants and recipients must adhere to *Unit Completion Rate/Pace Requirement***.** This means they must receive credits for at least 67% of all units attempted during a term. No credits are given for the following symbols: I, W, NC, Y, and F.

Maximum Timeframe: Financial aid is not provided to students who exceed 150% of the total number of units required for their program, including transfer units.

Financial Aid Warning

Any student who fails to meet the satisfactory progress for either GPA and/or units completed percentage will be notified and placed on a FA warning for one term. Students are still eligible to receive federal aid while on a FA warning.

Financial Aid Termination
When grades have been posted at the end of the FA warning period (one term), any student still failing to meet either the qualitative or quantitative standards for maintaining Financial Aid SAP will be disqualified from receiving further financial aid. In addition, students are granted only one warning period while enrolled. Once a student has used his/her FA warning period and subsequently re-establishes eligibility, he/she will automatically be disqualified if he/she ever falls below the required Financial Aid SAP again.

Appeal Process/Financial Aid Probation
If the student does not meet Financial Aid SAP after the FA warning period, his/her FA eligibility is terminated. A student may appeal to have his/her eligibility reinstated. The Financial Aid Appeals form is available in the Lincoln University FA office. The student should complete the appeal form and submit supporting documents (if any) to the FA office for review by the Appeals Committee composed of FA administrator, FA office staff members, and Registrar. Each appeal is reviewed on a case-by-case basis within 30 days upon receipt of the appeal. If the committee approves the appeal, additional term(s) of probation may be offered. The student will continue to receive financial aid during the approved probationary period. No federal funds will be released until all final grades for a term in question are posted.

Financial Aid Reinstatement
If, after a student has been disqualified from receiving federal aid, the student feels that he/she has improved his/her academic standing to comply within the minimum FA academic standards, he/she may submit a petition to FA office for review by the Appeals Committee. If the committee approves, his/her financial aid eligibility will be re-established from that point forward. Students may re-establish eligibility only one time.

IRS Data Retrieval Tool and Request for Transcript of Tax Return "IRS Form 4506-T"
The U.S. Department of Education (ED) has determined that it is not sufficient to provide a photocopy of the federal income tax return. Instead, the ED requires students/applicants to provide a tax return transcript from the Internal Revenue Service (IRS) to prevent fraud. Students who have already filed their federal income tax return are required to prefill the answers related to the federal income tax on the electronic FAFSA by using the IRS Data Retrieval Tool. Students also have an option of requesting/ordering a copy of "Request for Transcript of Tax Return" by completing IRS Form 4506-T. The request is made online at: www.irs.gov under the "Forms & Instructions" by clicking on "Request for Transcript of Tax Return" and following the instructions or by contacting: 1-800-908-9941.

The Pell Grant Lifetime Eligibility Used (LEU)
The Federal Pell Grants are awarded to eligible undergraduate students who have not yet obtained a bachelor's degree. A federal law limits the amount of Federal Pell Grant funds an undergraduate student may receive in his/her lifetime to be the equivalent of six years of Pell Grant funding. An award year is a period from July 1 of one calendar year to June 30 of the next calendar year. ED keeps track of the student's LEU by adding the percentages of his/her Pell Grant actual awards received for each award year up to 600%. A student may view his/her LEU history at the website: www.studentaid.ed.gov.

The 150% Direct Subsidized Loan Limit
As part of the Moving Ahead for Progress in the 21st Century Act (MAP-21) (Public Law 112-141) the U.S. Department of Education (ED) has added a new provision to the Direct Loan statutory

requirement that limits a first-time borrower's eligibility for Direct Subsidized Loan to a period not to exceed 150% of the length of the borrower's educational program. The ED will calculate the first-time borrower's maximum eligibility period, as well as the student's subsidized usage period. All schools are required to ensure that an updated entrance counseling survey is completed by each student affected by this new provision at the website: www.studentloans.gov.

Student Loan Repayment

The Loan Servicer and Lender will provide each student recipient/borrower with a loan repayment schedule that states the first payment due date, the number and frequency of payments, and the amount of each payment. It is recommended each student visits the website www.studentaid.ed.gov to review and understand the terms of loan period.

Return of Title IV Funds

When a student withdraws from Lincoln University, the Financial Aid Office must calculate the amount of financial aid that is earned by the student prior to withdrawing. If there is any excess aid received, it is considered unearned. The unearned financial aid must be returned to the appropriate programs. The calculation of the earned financial aid is done on a daily basis beginning with the first day of class.

PRIVATE COLLEGIATE LOANS FOR LOCAL AND INTERNATIONAL STUDENTS

Conditionally admitted, and international students are not eligible for Title IV funds. There are however private loan funds from U.S. lending and banking institutions for all students including those who do not qualify for Title IV funds. These private banking loans or collegiate student loans must include a U.S. citizen or U.S. permanent resident as co-signer of the loan application. Further information may be obtained from Lincoln University Financial Aid Office.

Document Name:	**Financial Audit Policy**
Publications:	**Board Bylaws**

FINANCIAL AUDIT POLICY

Lincoln University establishes and documents the practice of verifying a viable funding base, financial resources, and plans for financial development adequate to support its purposes and educational programs and to ensure financial stability.

The University satisfies expectations, that

- The University does not show a cumulative operating deficit for the current and preceding two years, or since its inception if less than two years old. If it shows a deficit, it will provide explanation of the reasons for the deficit, demonstrate that it has the resources to ensure its financial viability, and present a plan to restore a fiscally healthy state.

- The University annually undergoes and makes available an external financial audit by a certified public accountant or an audit by an appropriate public agency and will submit a copy of each of the two most recent audited financial statements and management letters (if any), as required and requested.

- The independent financial audit will be
    1. Prepared by an outside certified public accountant that has no other relationship to the University;
    2. Certified and any exceptions explained; and
    3. Specify whether any capital or operational funds have been provided by employees or Board members of the organization and describe any conditions related to such provisions.

- Documentation will be provided of:
    1. Current and proposed budgets for the next three years
    2. Documentation of any external foundation or other funding support
    3. Description of available resources, including lines of credit, properties held, and other forms of capitalization, sufficient to sustain the institution's operations during its pursuit of accreditation
    4. Certified independent audit, including management letter(s), for the two most recent years, employing the appropriate statements of accounting standards as appropriate for a Not-for-profit institution.
    5. The University will retain audit firms with considerable experience in higher education in view of increasingly specific state and federal expectations.

Document Name:	**Graduation Policy**
Publications:	**University Catalog, Website, Student Handbook**

GRADUATION POLICY

GRADUATION REQUIREMENTS LINCOLN UNIVERSITY DEGREES
To receive an LU degree, students should have a minimum required number of courses taken from LU instructors and satisfy the grade and GPA requirements described in the academic progress and program courses charts for each degree. Each degree allows a certain maximum number of credit units transferred from other locally recognized institutions of higher education or from a different program at Lincoln University.

UNDERGRADUATE PROGRAMS (BA and BS)
Graduation Requirements for BA in Business Administration Degree
To graduate the BA in Business Administration Degree, students must have a Grade Point Average (GPA) of **2.0 (C)** or better by the end of the program and **complete at least 45 units of General Education, 42 units of General Business Administration, 21 units of concentration, and 15 units of elective courses**. The program may include an optional minor of 18 units. A maximum of 92 credit units can be transferred from other institutions; and at least 18 credits taken at Lincoln University must be for business administration courses. A time limitation for receiving the BA in Business Administration degree at Lincoln University is established to ensure that the degree current knowledge in the field of study. Academic credit received ten (10) years or more before the program completion will be deemed "no longer applicable". Petition for exception to the policy may be directed to the Provost for consideration and determination.

Graduation Requirements for BS in Diagnostic Imaging Degree
To receive the BS degree, students must have a Grade Point Average (GPA) of **2.0 (C)** or better by the end of the program and **complete at least 45 units of General Education, 16 units of Core, 34 units of General Ultrasound, 21 units of Concentrations and Elective courses, and 6 units of Externships** supervised by certified advisors. A maximum of 72 educational and 6 externship credit units can be transferred from other educational institutions. DI courses' units can be transferred from diagnostic imaging programs only. Academic credit received ten (10) years or more before the program completion will be deemed "no longer applicable".

GRADUATE PROGRAMS (MBA, MS, AND DBA)
Graduation Requirements for Master of Business Administration (MBA) Degree
To receive the MBA degree, students should satisfy the **3.0 Cumulative GPA** requirement and complete **36 graduate units**, which includes 7 core courses, 12 elective concentration courses, and a case study or a research project or an internship report or an elective course and the comprehensive examination. A maximum of 9 graduate credit units may be transferred from other institutions of higher education or working experience. A grade of C or better is required in all courses to fulfill degree requirements for graduate programs. Academic credit received six (6) years or more before the program completion will be deemed "no longer applicable".

Graduation Requirements for Master of Science Degrees (MS in IB and MS in FM)
To receive the MS degree, students should satisfy the **3.0 Cumulative GPA** requirement and complete **36 graduate units**, which includes 16 units of Core and 20 units of Elective courses. A

maximum of 9 graduate credit units may be transferred from other institutions of higher education or working experience. A maximum of 18 units can be accepted from a different graduate program at LU. A grade of C or better is required in all courses to fulfill degree requirements for graduate programs. Academic credit received six (6) years or more before the program completion will be deemed “no longer applicable”.

Graduation Requirements for Doctor of Business Administration Program Degree

To receive DBA degree, students should complete a minimum of **93 units of graduate coursework**, including core requirements, specific area of concentration requirements, and DBA dissertation defense with the **cumulative GPA of 3.2** or higher. Grades B- or better are required in all courses to fulfill degree requirements for the DBA program. Finally, only successful dissertation defense results in awarding of the degree. A maximum of 30 master level (300 and 400 courses) units from a different educational institution with a grade of “B” or better may be accepted as transfer for the DBA degree. The transferred credits cannot be earned more than 10 years before the transfer. A time limitation for receiving the DBA degree at Lincoln University is established to ensure that the degree represents mastery of current knowledge in the field of study. Time is counted from the beginning of student enrollment into the program. Academic credit received ten (10) years or more before the program completion will be deemed “no longer applicable”. Petition for exception to the policy may be directed to the President or the Provost for consideration and determination. If the petition is approved, the student may have options of repeating academic credit affected by the policy or elect an alternative that requires the student to establish competency with course objectives and learning outcomes the coursework affected. The candidate has the following options:

1. Request another course to substitute for the course outdated; or
2. Repeat the outdated course without credit; or
3. Revalidate the outdated Lincoln University course by examination.

A student who used up MTDC of 7.5 years or 140 maximum units attended but not defended his/her dissertation or failed to defend with the first attempt may once apply for the defense or re-defense during 10 years from the beginning of the program. He/she will not need to register and pay any fee. Students who could not pass the qualification examination or to defend the dissertation will receive a post-graduate study completion certificate and related transcripts.

Document Name:	**Honorary Degrees Policy**
Publications:	**Website**

HONORARY DEGREES POLICY

Lincoln University awards honorary degrees to candidates for scholarly achievement; attainments which, demonstrate unusual creativity, exceptional business results, or distinguished service. The process of the careful selection of the degree candidates protects the integrity of Lincoln University honorary degrees.

The nomination and selection is the following:
1. Any trustee, or faculty, or employee, of former honorary degree recipient can nominate an honorary degree candidate providing a brief letter of the candidate achievement to the university president.
2. Then the candidate should confirm his/her interest in the degree and provide the resume.
3. The President meets with the Board of Trustees Nominating Committee to discuss the candidate.
4. Then the Nominating Committee presents their recommendation to the Chairman of the Board for the final decision.

Document Name:	**Independent Governing Board Policy**
Publications:	**Board of Trustees Bylaws**

INDEPENDENT GOVERNING BOARD POLICY

Lincoln University's summary of Expectations adapted from the **WSCUC Statement of Policy on Independent Governing Boards**:

1. A majority of the board members are independent; they are not employed by the institution, and are not compensated by the institution, except for modest stipends, and do not have an ownership interest in the institution.

2. Compensation for services for the independent members of the board is modest – not substantial enough to provide an incentive to serve or remain on the board.

3. Governing boards have clear, published conflict of interest policies signed by each board member annually and followed.

4. Governing board members have relevant expertise that qualifies them to serve on the board.

5. Terms of board service are staggered to promote continuity and independence.

6. The quorum for the board to conduct business is based on the number of independent members.

7. Governing boards have at least four committees: finances, financial audit, academic affairs, and nominations.

8. All board committees have a minimum of three members each.

9. No member serves as chair of multiple committees.

10. The governing board is of sufficient size so that all committees can be adequately populated by qualified members without concentrating too much control in a small number of people.

11. The board has clear procedures to select, nominate, remove, and replace board members, conforming to the principles of independence.

12. The board has clear procedures for hiring, evaluating, retaining, or discharging the CEO that conform to the principles of board independence and responsibilities.

Document Name:	**Institutional Policies on Freedom of Expression**
Publications:	**University Catalog, Website, Administrative Handbook, Faculty Handbook, Student Handbook**

INSTITUTIONAL POLICIES ON FREEDOM OF EXPRESSION

At Lincoln University, members of the Lincoln community have the right to present their ideas in the spirit of the development of knowledge and the journey for truth. Freedom of expression includes debates, speeches, symposia, posting of signs, petitioning, information dissemination, the formation of groups and participation in-group activities, and the invitation of guest speakers to speak on topics related to academic coursework. The school believes that an educated student graduate from Lincoln equipped with not only the education and knowledge to develop and articulate a point of view but to sustain it in the face of contrary opinions. Lincoln University recognizes this view of education as a critical component of its vision, mission, and values, including as core values a commitment to:

1. Encourage the freedom and the responsibility to pursue truth and follow evidence to its conclusion.
2. Encourage the diversity of perspectives, experiences, and traditions as essential components of a quality education in our international context.

Therefore, Lincoln University affirms the right of every member of the Lincoln University community to free expression and association.

It is understood that the positions or views espoused are those members of the Lincoln University community or speakers themselves and do not necessarily reflect the views of the University. In general, Lincoln University shall not impair or abridge the foregoing freedoms beyond the regulation of the time, place, and manner of their expression, except as to such speech, expression or association that is outside protection by the U.S. Constitution. Students and student groups are guaranteed the freedom to examine and to discuss questions of interest, and to express their opinions publicly and privately, Lincoln University also recognizes its obligation to protect its property and processes from individual or collective actions that are malicious, or that disrupt this institution, or that obstruct, restrain, or interfere with activities of members of the University community, whether by physical force or intimidation.

Policies:

1. Lincoln University students are free to organize and to join associations whose stated purposes are consistent with the University's Mission to promote their common interests.
2. All student groups are required to register with the University through the office of the Student Services. This registration of a student group carries with it certain rights, responsibilities, and privileges:
3. Information required for registration will include the following: the name of the student group, a statement of the general purpose of the group; the names, student identification numbers, and the names of all officers and/or directors of the student group; and any other information required by the administration. Registration of student groups shall be freely permitted, subject to the limitations set forth herein. Registration of student groups does not in any way suggest or imply that the Lincoln University approves, supports, or sponsors such groups, or the points of view espoused thereby.
4. Membership in registered student groups must be open to all registered students at the University.

5. All registering student groups will agree, at the time of registration with the University, to the policies and procedures promulgated herein relating to their activities on campus.
6. All information disseminated by any registered student group shall contain the following statement: "The views presented herein do not necessarily reflect the position of the Lincoln University."
7. Registered student groups may use campus facilities and resources if prior approval is obtained by the Director of Student Services, and the use does not interfere with campus operations.
8. Lincoln University faculty and students can be members of the same student group and are subject to the same requirements listed above. In addition, students are not allowed to place themselves in a position where the faculty member of this group is any way involved in evaluating the academic performance of any student members of the group for the duration of his or her studies at Lincoln. Additionally, if the student group involves any financial obligation or financial risk, student members of the group are required to file a signed statement with the Director of Student Services that the student acknowledges and understands there is a personal financial risk to them, and Lincoln University is not responsible.
9. Lincoln University shall have the right to regulate the time, place, and manner of all on-campus expression, and to prohibit any speech and expression which creates a clear and present danger of: blocking roadways or walkways in common areas; restricting or preventing physical access to campus buildings; generating excessive litter; generating excessive noise; or interfering with or disrupting classes or other ongoing Lincoln University events or activities. In addition, Lincoln University shall have the right to prohibit, prevent or stop expression which, by its content: is itself illegal or advocates a clear and present danger of causing violence or illegal action; advocates the physical harm, coercion, intimidation or other invasions of personal rights of individual Lincoln students, faculty, staff, administrators or guests; or advocates willful damage or destruction or seizure of campus facilities or other property, or destruction of or interference with ongoing classes, events or activities.
10. Lincoln University shall have the right to impose appropriate discipline upon any student of faculty member whose expression goes beyond that which is protected hereunder and/or comes within the purview of activities outlined above.

Document Name:	International Students Policy
Publications:	University Catalog, Website

INTERNATIONAL STUDENTS POLICY

Lincoln University has maintained an interracial and intercultural orientation. The geographical and historical influence of the San Francisco Bay Area has brought students from many nations, especially the Pacific Rim countries. Accordingly, the University has sought to provide an international setting for its students. The students are encouraged to be intellectually curious, understanding of cultural differences and similarities, and serious in efforts to find solutions to the problems of the world today. It is a community of learning whose members including administration, faculty, and students are international in origin and in outlook. The University provides educational opportunities for all students, regardless of their country of origin, economic level, and racial, ethnic, or religious background. The University holds a policy of open admission to all qualified students.

All international applicants are required to provide the following additional documents:
1. A photocopy of the passport or equivalent document*;
2. An applicant's declaration of finances or sponsor's affidavit of support with a bank statement or a verification letter from an officer of the bank or other financial institution giving the present balance, which must equal or exceed the amount required for one year of study ($20,065)**;
3. Applicants completing prior education abroad should provide the transcripts with notarized English translation and need to conduct transcripts evaluation with a member of American Association of Collegiate Registrars and Admissions Officers, Association of International Credential Evaluators, or the National Association of Credential Evaluation Services;
4. Proof of English proficiency is required for all students from schools where English is not the educational language. Applicants should provide results of either TOEFL or IELTS tests with TOEFL (Internet Based) scores of 59 for BA and BS programs; 69 for MBA program; and 79 for MS and DBA programs or with IELTS overall band scores of 5.5 for BA and BS programs; 6.0 for MBA program; and 6.5 for MS and DBA programs. Equivalent results of other commonly recognized tests are also acceptable. If test results are not available, proficiency may be evaluated on campus or online. For proper students' placement, the University uses the following tests: a) Michigan Test of English Language Proficiency (MTELP); b) Comprehensive English Language Test Structure (CELT-SA); c) Comprehensive English Language Test Listening (CELT-LA); d) composition writing; e) personal interviews. The tests are scheduled prior to registration.

*All documents must be accompanied by notarized English translation.
**This document is waived for LU students with a good payment history applying for another university program.

Foreign applicants applying from within the United States must also submit the following items:
1. Copies of the U.S. visa and I-94 Arrival-Departure record;
2. Copies of all relevant documents from schools previously attended in the United States, including official transcripts of all academic work taken there.

All international students should be enrolled full-time unless there is a medical need for the reduced load confirmed by a doctor. The University is required by the United States Department of Homeland Security to report all foreign students who are dropped for excessive absences.

Document Name:	**Leave of Absence Policy**
Publications:	**University Catalog, Website, Student Handbook**

LEAVE OF ABSENCE POLICY

A student who finds it necessary to withdraw or delay his/her education for one or more semesters must submit a written request for leave of absence to the Provost. All international students must consult with the Designated School Official (DSO) before submitting such request.

Document Name:	**Marketing and Student Recruitment Policy**
Publications:	**Administrative Handbook**

MARKETING AND STUDENT RECRUITMENT POLICY

Lincoln University ensures that all marketing activities reflect a positive and consistent image for the University, in keeping with the institutions mission and educational philosophy. All aspects of the University's brand management and marketing including advertising, student recruitment, participation in student recruitment events, promotional publications, online and social media marketing, branding and design of corporate materials and templates is managed by the Director of Admissions and Records in cooperation with the President's Office.

It is the policy of Lincoln University to comply with Title IV of the Higher Education Act. Regulations implementing Title IV of the HEA stipulate that an institution "will not provide any commission, bonus, or other incentive payment based in any part, directly or indirectly, upon success in securing enrollments or the awarding of financial aid, to any person or entity who is engaged in any student recruitment or admissions activity, or in making decisions regarding the awarding of Title IV, HEA program funds." (34 CFR 668.14(a)22(i).) The university employees are not eligible to receive incentive compensation for recruiting students. All university employees are subject to this policy.

All records relevant to the marketing and recruitment activities are maintained in the Office of Admissions and Records.

Document Name:	New Course or Program Approval Policy and Procedure
Publications:	Faculty Handbook

NEW COURSE OR PROGRAM APPROVAL POLICY AND PROCEDURE

One of the main indices of university quality is the effectiveness of institution's educational curriculum. The curriculum consists of educational programs that must be consistent with the stated mission and be adequate in breadth and context to achieve institutional goals. Further, the programs must produce measurable results. An additional index of institutional quality is the competence of the faculty body. The effectiveness of any college depends upon good teaching and upon the ability and a commitment of its faculty to educational excellence. Thus, the selection, development, and evaluation of new courses or programs should correspond to the level and interest of the faculty and be among the most significant responsibilities of the University administration with active participation of the faculty. The university should have a sufficient number of faculty members to exert collective responsibility for the development and evaluation of the curricula, academic policies, and teaching and mentoring of students.

Lincoln University faculty and administration periodically modify existing and establish new courses and educational programs through the Academic Departments, Curriculum Committee of the Faculty Association, Office of the Provost, Office of the President, and the Board of Trustees.

The faculty initiates the development, introduction, and implementation of new courses as well as the modification of the existing ones. A proposed new or modified course is evaluated and revised by a faculty member through interactions with students and colleagues in the corresponding academic department. Next, the course is proposed for consideration to the Curriculum Committee, which can recommend to the Provost to require modifications to the course description or to introduce a new course. Usually, in the existing programs, a new course is introduced as a special topic course to evaluate students' interest, and later if successful, may be added to the list of regular courses of the program.

Having academic excellence as our main objective, LU continuously conducts curriculum reviews. The Curriculum Committee plays the central role in these reviews, which include proposing changes on the level of concentration modifications or additions. The modification of an existing concentration or the addition of a new one also require a review by the Advisory Committees (there are two such committees for business and diagnostic imaging studies). Members of these committees include representatives from the leadership, faculty and staff of Lincoln University as well as representatives from local communities who volunteer their time and expertise to help the University in establishing or improving its programs and courses. Program modifications on the level of concentrations require the approval of the Provost.

At LU, the Office of the Provost initiates creation of a new degree program or removal of old and not popular ones. It is done based on the educational and labor markets research and current needs of the community. A new proposed program is reviewed by the faculty, the Curriculum and Advisory Committees, and then by the President who forwards all documentation to the Academic Committee of the university Board of Trustees. The committee summarizes information from all levels and presents it to the Board for the final approval. Before granting the approval, the Board of Trustees reviews the educational program evaluating how the program will reflect the needs of the students, the community, and whether the program is meeting educational goals specific for its level.

Document Name:	**Non-Discrimination and Third-Party Complaint Policies**
Publications:	**University Catalog, Website**

NON-DISCRIMINATION AND THIRD-PARTY COMPLAINT POLICIES

Lincoln University is in compliance with Titles VI, VII, and IX of the Civil Rights Legislation, Lincoln University does not discriminate on the basis of sex, race, creed, color, religion, age, national and ethnic origin, or handicap in reference to its educational programs and activities, employment therein, and admission thereto.

All grievances with regard to discrimination on the basis of sex, race, creed, color, religion, age, national or ethnic origin, or handicap should be submitted in writing to the Office of the University President, 401 15th Street, Oakland, CA 94612, telephone (510) 208-2803, fax (510) 208-2826, or to the Director of the Office for Civil Rights, Department of Education, Washington, D.C. 20202.

A student or any member of the public may file a complaint about this institution with the Bureau for Private Postsecondary Education by calling (888) 370-7589 or by completing a complaint form, which can be obtained on the bureau's internet website www.bppe.ca.gov.

Document Name:	**Non-Smoking Policy on Campus**
Publications:	**University Catalog, Website, Administrative Handbook, Faculty Handbook, Student Handbook**

NON-SMOKING POLICY ON CAMPUS

It is against the law to smoke in public buildings or within 20 feet/6 meters of an entrance in California. Many municipalities have established ordinances prohibiting smoking in public outdoor places including golf courses. As respect for our faculty, staff, and students' health, Lincoln University has established a policy that anyone observed smoking within campus will be fined $300. A second offense will result in the person being dismissed from the university.

Document Name:	**Policy and Procedure for Conducting Research**
Publications:	**Website, Faculty Handbook**

POLICY AND PROCEDURE FOR CONDUCTING RESEARCH

Lincoln University (LU) supports research, publications, and grant proposals conducted by its faculty and students. In case the research is affiliated with LU it should be consistent with Lincoln University's mission, goals and objectives and conducted following the school basic policies.

All proposals for conducting, publishing, and/or giving presentations of the results should be first presented to LU Institutional Review Board (IRB) for a review. The IRB at LU is advising administration and responsible for providing guidance and oversight of the faculty and students publications in need to maintain compliance with applicable laws, regulations, policies, and to protect university's reputation. The IRB is responsible for the following oversight functions:

1. Review, approve, require modifications in (to secure approval), or disapprove of all publications and presentations using LU name prior to the submission to an academic journal, conference participation, or any other form of publication.
2. Require that information given to research participants (if applicable) as part of informed consent is in accordance with appropriate laws, regulations, and international standards. The IRB may require that additional information be given to the participants when, in the IRB's judgment, the information would meaningfully add to the protection of the rights and welfare of participants in accordance with federal and State of California laws and regulations. When research activities are conducted in other states and/or countries they should be approved in compliance with the regulations for those specific locations.
3. Suspend or terminate the research that is damaging to the reputation of Lincoln University as an independent, non-profit, non-sectarian, academic institution.

University sponsored research should be conducted as follows:

1. If a student conducts research, faculty within the University should direct it. Cooperative programs cutting across different universities or organizations are also encouraged.
2. Research projects should be managed so as to avoid disruption of teaching programs of the institution, for example:
   a) Sponsored research should be accepted only if appropriate space and facilities are available b) Provisions should be made for continuity of support in order to stabilize required staff.
3. No publication, statement, or activity, either on behalf of Lincoln University or by an individual in his or her official capacity, shall endorse any commercial product, or advocate any specific commercial method or device, either directly or by implication.
4. The University should make a continuous effort to see that its own members are provided with sufficient information on overall cost of research and other financial matters concerning grants and contracts so as to minimize internal misconceptions that arise with regard to justifiable allowances for indirect costs.
5. Research proposals should include in their budgets provisions for special costs for services such as computer operations, electron microscopy, and publishing costs.

Document Name:	**Policy for Award of Need-Based Tuition Fee Discount**
Publications:	**Website, Student Handbook**

POLICY FOR AWARD OF NEED-BASED TUITION FEE DISCOUNT

At Lincoln University (LU), students who run into unanticipated financial hardship can apply for the award of a Need-Based Tuition Fee Discount (NBTFD).

The policy for the award and implementation of the NTBFD Student-aid Program is summarized below:

a. Eligibility of a student for NBTFD is based on her/his validated unexpected financial need (stimulated by unanticipated health problems, family issues, loss of financial support/sponsor, natural disasters, etc.). All applicants for NBTFD must be in good standing academically.

b. The NBFTD is awarded for a specific academic term and may cover a part of a student's tuition-fee. The student may be awarded the NBTFD again for subsequent academic term(s), if the applicant is academically eligible, and the financial need still exists.

c. The amount of the NBTFD award at one time is limited to one thousand dollars ($1,000) and cannot exceed 50% of the total tuition-fee paid by the recipient during the term in which the award was made. If the NBTFD recipient drops one or more courses during the relevant term and that action results in the amount of NBTFD exceeding 50% of the adjusted tuition-fee, the dollar-value of NBTFD may be reduced.

d. A student requesting consideration for the award of Need-Based Fee Discount, must submit to the Office of President:
   i. a formal application;
   ii. a letter explaining the circumstances; and
   iii. documentation validating the special circumstances and financial need.

The acceptance of the application for the NBTFD and the decision for approving the award is the responsibility of the three-member NBTFD Award Committee. This committee is scheduled to meet once every month. A special meeting may be held to deal with an extreme time-sensitive financial need of an applicant.

Document Name:	**Policy and Procedure to Waive Library Fee with Purchase of UC Berkeley Library Card**
Publications:	**Website, Student Handbook**

POLICY AND PROCEDURE TO WAIVE LIBRARY FEE WITH PURCHASE OF UC BERKELEY LIBRARY CARD

Lincoln University students are encouraged to visit UC Berkeley libraries. LU students who purchase a UC Berkeley library card will have their LU Library fee waived for up to two semesters. In order for Lincoln University to waive the LU Library fee, students must present proof of purchase to the LU Accounting Department.

To obtain a UC Berkeley library card, students should go to the Privileges Desk in UC Berkeley's Doe Library during business hours [M-F, 9:00am to 4:45pm]. The cost is $100 per year (from date of purchase). Students must present a valid government issued photo ID, such as driver's license, state ID or passport. Proof of California residency is required. The card will grant access to all libraries on UC Berkeley campus with the exception of Moffitt Library, Media Resources, and the Law Library. Students may have up to 20 items out at any one time. The general loan periods for non-UCB affiliated users are 1 month for monographs and 1 week for serials.

For more details: http://www.lib.berkeley.edu/using-the-libraries/library-cards.

Document Name:	**Policy on Administrative Appointments**
Publications:	**Administrative Handbook**

POLICY ON ADMINISTRATIVE APPOINTMENTS

Preamble
Lincoln University (LU) has two types of administrative personnel:

- Administrators who are not faculty members (examples: Director of Admissions, Director of Student Services, Registrar, etc.)
- Administrators who are also faculty members (examples: Provost, Associate Provost, Director of Quality Assurance, etc.)

The following policies and procedures apply to the appointment, renewal, non-renewal, suspension, and termination of those Lincoln University employees identified as either Administrative Personnel or Faculty who hold administrative appointments. An individual who holds the title of President shall not be covered by or subject to this policy as such persons are appointed by the Board of Trustees (BOT) of Lincoln University.

The appointment of LU administrators requires (1) consultation with interested constituencies from the university community, (2) thorough assessment of the professional experience and personal qualities of candidates, (3) compliance with fair hiring principles, and (4) accountability within the university governance structure. These concerns should be reflected in the makeup of and procedures followed by appointments committees, and the determination of the needs of the position being filled.

Leadership Administrative Positions
Lincoln University empowers the Board of Trustees to appoint leadership academic and administrative officers to the University. These appointments must happen on the recommendation of the President. LU leadership positions currently include Provost/Chief Academic Officer (CAO), Administrative Vice President (AVP)/Chief Operating Officer (COO), Chief Financial Officer (CFO), and Director of Accreditation Compliance and Quality Assurance (ACQA).

To appoint somebody for one of leadership positions, BOT should first approve position opening of that level. The President should form a search committee containing a minimum of three members of whom at least one member be from the LU leadership (Provost, AVP, CFO, or ACQA). The committee then should make a recommendation of a candidate to the President. Except when the search committee recommends reappointment of the incumbent, all leadership administrative openings must be advertised internally and externally unless the selection committee deems that external advertising is unnecessary. In this case, the committee obtains an approval from the President to that effect. Internal advertising will be the responsibility of the Office of the Administrative Vice-President.

The decision of the search committee shall be determined by a majority vote of the whole committee. The selection committee shall recommend one name to the President. Where the committee fails to reach a decision, it shall report to the President for further instructions. If the President grants an approval, the candidate's name is forwarded to the BOT for a final decision. If the President or BOT does not approve the candidate, the search is continuing. In the event of an unscheduled vacancy of an administrative position, an acting appointment may be made by the President for a period not to exceed one year.

Non-Faculty Administrative Positions Policy
LU has two types of non-faculty administration positions:
- Senior-level full-time administrator who usually hold director-level positions and serve as department heads
- Medium-level full-time administrative positions
- Junior-level part-time or full-time administrative positions commonly given to students or graduates on optional practical training

Senior-level administrative appointments are made following the recommendation of the applicable search committee (see below), which is formed to represent all stakeholders for that appointment, and subject to the following approvals:
- AVP (for majority of administrative departments) or CFO (for accounting and finance department) or ACQA (for the related department)
- President

A candidate for a medium-level administrative position must be selected by a department committee and then confirmed by the director of the department where the appointment is made. The final approval is by AVP, or CFO, or ACQA corresponding to the appointment. Such approval shall identify:
- whether the position shall carry a term or permanent appointment
- the general reporting structure for the position

Candidates for junior-level administrative positions are discussed on the related department level and approved by the chairperson of the department.

In the event of an unscheduled vacancy of an administrative position, an acting appointment may be made for a term not to exceed one year:
- in the case of all senior and medium levels administrative appointments, by a related leadership administrator;
- in the case of junior departmental staff, by the chairperson of that department.

Incumbents of term appointments may be considered for reappointment following a favorable review of their performance by a review committee and the related office Director.

LU administrative staff with term appointments may be dismissed from their position prior to the expiration of their term:
- without cause, upon providing a prior written notice;
- with cause and without notice, provided that they have been provided the opportunity to discuss the basis for the dismissal with the senior administrator to whom they report.

Chairperson proposals for all new administrative positions should be first discussed with a related leadership administrator, then reviewed by CFO to recommend or not recommend related budget increase, and then approved by the President.

Non-Faculty Administrative Selection Structure

Search Committee: A search committee is a committee established to recruit and recommend the appointment of an administrator. Search committees shall be established:

- In the case of a senior administrative position, by the President
- In the case of a medium level full-time administrative position, by the AVP, CFO, CAO, or ACQA
- In the case of all other administrative positions, by the Director of that department

Review Committee: A review committee is a committee established to assess and make a recommendation concerning whether or not an administrator with a term appointment should be reappointed for a further term. Review committees should represent all stakeholders, and shall be established:

- In the case of a senior administrative position, by the President
- In the case of a medium level full-time administrative position, by the AVP, CFO, CAO, or ACQA
- In the case of all other administrative positions, by the Director of that department

In the case of an unfavorable review, the review committee becomes the search committee.
All discussions and deliberations by search or review committees, and all information gathered by them, shall be held in strict confidence, to be disclosed only as necessary to make the recommendations required by the committee.

Conflicts of Interest: Where a search committee or review committee member is unable to discharge his or her responsibilities under this Policy due to a potential conflict of interest, as defined by the LU Policy on Conflict of Interest, he or she will be replaced by the President.

Record-keeping: Each search committee and review committee is responsible for maintaining an appropriate record of the deliberations, decisions and information gathered by the committee. At the conclusion of the committee's work, the committee shall collect all documentation and forward this material to Assistant to the President who will be store it securely in accordance with record retention requirements.

Faculty Holding Administrative Positions

LU employees holding the title of President, Provost, Vice President, Associate Provost, Deans, Associate/Assistant Deans, Department Chairs, Directors, Coordinators, or similar may, upon appointment, concurrently hold an appointment to the faculty in his/her discipline, with the status of the position designated by the academic rank. Administrative appointments do not carry/require academic rank, but the appointee may be eligible for promotion in rank while in the administrative position.

Appointing Authority: All appointments to and contracts of employment for Administrative Faculty positions are made by authority of and are subject to the approval of the LU President.
Appointments to Administrative Faculty positions shall be contingent upon the availability of appropriated funds and the internal allocation of these funds.

Faculty Rank and Promotion: Administrative Faculty positions are non-tenure track positions. Those Administrative Faculty who also are also departmental core faculty may be eligible and reviewed for promotion in accordance with the LU policies and procedures.

Terms of Appointment: Appointments to Administrative Faculty positions are not limited by a fixed term but subject to the appointment letter or contract and normally shall be for a period of need for this position.

An Administrative Faculty member's contract of employment may be renewed, non-renewed, modified or terminated in accordance with the provisions of this Policy.

Administrative Title and Job Responsibilities: Designation of appropriate administrative titles and job responsibilities for Administrative Faculty shall be the responsibility of the appointing official. Administrative titles and job responsibilities may be changed within the period of the employment contract, commensurate with the needs of the University or the specific administrative unit.

The administrative appointment may be compensated in the form of teaching release time. When an administrator relinquishes an administrative position, his or her salary shall be established as defined in the individual's contract or determined on the basis of the individual's qualifications as a faculty member. Additional salary for the administrative position, if any, shall not be paid to the faculty member when he or she ceases to hold the administrative position.

Contract Renewal: Administrative Faculty contracts may be renewed upon the recommendation of the appropriate appointing official, subject to recommendations of the Administrative Vise-President and Provost, and approval by the President. In the case of department chairs, appropriate faculty shall be consulted prior to renewal as shall be the Provost and President.

Notification of renewal, together with notification of the salary for the ensuing fiscal year, normally will be transmitted to the Administrative Faculty member prior to the commencement of the new contract year, usually in May or June of any given year, following the approval by the President of recommended salaries for continuing Administrative Faculty.

Resignation: Resignation of one's employment shall be accomplished by giving notice of resignation, and requesting release from the current contract of employment, at least 30 calendar days in advance of the effective date of resignation. Said notification shall be directed to the Administrative Faculty member's immediate supervisor with a copy to the person who signed the Administrative Faculty member's appointment letter (usually the AVP, Provost, and/or the President), and shall be in writing.

Non-Renewal: Non-renewal or non-continuation of an Administrative Faculty member's contract are distinguished from termination of or suspension from employment during a contract year. 'Non-renewal' means that the Administrative Faculty member's appointment will end with the expiration of the term of the then-current contract of employment. 'Non-continuation' means that the Administrative Faculty member's employment/appointment will not continue beyond a specified date, which date would be subsequent to the expiration of the term of the then- current contract of employment. An Administrative Faculty member whose contract is not to be renewed or continued beyond a specified date shall be notified in writing. The letter of notification will specify the different terms and conditions of the new contract. The 'non-renewed' Administrative Faculty may be eligible for employment with LU as regular (teaching) faculty member.

Depending upon the nature of the individual's employment with LU, non-renewal, non-continuation, or modification of an Administrative Faculty appointment may result in either the cessation of one's employment or the continuation of one's employment in a non-administrative position. An

Administrative Faculty who revert to teaching faculty status upon the termination of an Administrative Faculty appointment will be subject to teaching load and/or salary revision.

Termination: An Administrative Faculty may be terminated (dismissed) for any of the following reasons:

- Inability, unwillingness, or failure to perform assigned duties and professional responsibilities at a satisfactory level
- Violation(s) of LU policies and/or procedures
- Violation(s) of applicable administrative or professional ethics or responsibilities
- Criminal convictions for acts or conduct occurring on or off the job or to its students or other employees

Termination of an Administrative Faculty member's employment for cause does not require the advance notice required in the event of the non-renewal of a contract of employment or non-continuation of employment beyond a specified date.

In the event the appointing official or other appropriate supervisory administrative officer determines that termination of an Administrative Faculty member's contract is warranted, the Administrative Faculty member shall be advised, in writing, of the intended action and the reason(s) therefore, and shall be afforded the opportunity to respond, in writing and in person, to the intended action and the reasons upon which the intended action is based.

Termination by reason of inability, unwillingness, or failure to perform one's duties and professional responsibilities at an acceptable level, may not be undertaken until the Administrative Faculty member has been advised, in writing, of the deficiencies in his/her performance and afforded a reasonable opportunity (at least 30 days) to correct such identified deficiencies.

If the Administrative Faculty member elects to respond to the notice of intended termination, and the response is deemed unsatisfactory, the appointing official or appropriate administrative officer should proceed to implement the termination action by notifying the Administrative Faculty member, in writing, of the termination action and the effective date thereof. The written notification shall state specifically the reasons for the termination and shall inform the individual of the right to appeal the termination decision.

Suspension: Certain circumstances may warrant suspension from employment of an Administrative Faculty member prior to or in lieu of termination. As used in this policy, suspension means the temporary cessation of employment. Suspension may be partial or total, short-term, or long-term, and may be with or without pay.

Written notice of the suspension shall be afforded the Administrative Faculty member, which notice shall include a statement of reasons for the action. Upon completion of any official investigation, the Administrative Faculty member either may be terminated or reinstated with or without full or partial back pay.

Document Name:	Policy on Crime, Disaster, and Emergency Preparedness
Publications:	University Website, Administrative Handbook, Faculty Handbook, Student Handbook

POLICY ON CRIME, DISASTER, AND EMERGENCY PREPAREDNESS

Lincoln University has enacted the following Statement of Policy to provide for Disaster and Emergency Preparedness.

Designed Responsible Official: Dr. Michael A. Guerra
Administrative Vice-President
Email: mguerra@lincolnuca.edu; Ph: (510) 628-8031

Statement of Policy addresses the following Components:

- Fire
- Medical
- Active Shooter
- Earthquakes

Lincoln University Evacuation Routes

- Emergency exits
- Primary/Secondary routes
- Locations of fire extinguishers
- Fire alarms pull station locations

The following information will be updated aligned with build out of physical setting:

Fire Emergency

When fire is discovered:

- Activate the nearest fire alarm
- Notify the local Fire Department by calling 911

Fight the fire ONLY if:

- The Fire Department has been notified.
- The fire is small and is not spreading to other areas.
- Escaping the area is possible by backing up to the nearest exit.
- The fire extinguisher is in working condition and personnel are trained to use it.

Upon being notified about the fire emergency, occupants must:

- Leave the building using the designated escape routes.
- Assemble in the designated areas
- Remain outside until the competent authority (Designated Responsible Official) announces that it is safe to re-enter.

Designated Responsible Official or supervisors must:

- Disconnect equipment unless doing so jeopardizes safety.
- Help coordinate an orderly evacuation of personnel.
- Perform an accurate head count of personnel reporting to the designated areas.
- Provide the Fire Department personnel with the necessary information about any missing personnel.

Building Area/Floor Monitors must:

- Ensure that all employees have evacuated the area/floor.

- Report any problems to the Emergency Coordinator at the assembly area.

Physically Challenged:

- Assist all physically challenged students/faculty/employees in emergency evacuation.

Medical Emergency

- **Call Emergency Phone Number: 911**
  Provide the following information:
  a. Nature of medical emergency,
  b. Location of the emergency (address, building, room number) and your name and phone number from which you are calling.
- Do not move victim unless absolutely necessary.
- If personnel trained in First Aid are not available, at a minimum, attempt to provide the following assistance:
  1. Stop the bleeding with firm pressure on the wounds (note: avoid contact with blood or other bodily fluids).
  2. Clear the air passages using the Heimlich maneuver in case of choking.
- In case of rendering assistance to personnel exposed to hazardous materials, consult the Material Safety Data Sheet (MSDS), and wear the appropriate Personal Protective Equipment (PPE).

Active Shooter

Good practices for coping with an active shooter situation:

- Be aware of your environment and any possible dangers
- Take note of the two nearest exits in any facility you visit
- If you are in an office, stay there and secure the door
- If you are in a hallway, get into a room and secure the door
- Turn off your cell phone ringer
- **As a last resort**, attempt to take the active shooter down.

When the shooter is at close range and you cannot flee, your chance of survival is much greater if you try to incapacitate him/her.

CALL 911 WHEN IT IS SAFE TO DO SO!

Provide law enforcement 911 operators with:

- Location of shooter
- Number of shooters
- Physical description of shooters
- Number and types of weapons
- Number of potential victims

Inclement Weather/Earthquake

Lincoln University has developed an Emergency Action Plan to address emergencies related to inclement weather and earthquakes. Until finalized, please follow this Provisional Policy.

Delay or cancellation of classes or work related to the educational mission of the University based upon inclement weather or earthquakes is an uncommon event. Every attempt shall be made to continue with classes as they are normally scheduled consistent with the practices of the University.

Students, faculty, staff, and administration are urged to take all necessary precautions for travel during these emergency-related conditions. Students should communicate with their instructors in the event that they believe they will be unable to attend any required class-related activities.

Information regarding delay or cancellation can be found through the following sources:

1. **Social Media Sites**
    - Lincoln University Facebook page
    - Lincoln University Twitter page

2. **University Website**
   The specific information about cancellation or delayed class schedule in times of inclement weather will be posted on the University website.

3. **University message board**
   The University will post announcements in the Message Board.

4. **Email announcements**
   The University will email announcements to the students.

<u>Earthquake Preparedness</u>

In the event of an earthquake, apply the following practices:

- DROP, COVER and HOLD ON!
- Move as little as possible - most injuries during earthquakes occur because of people moving around, falling and suffering sprains, fractures, and head injuries.
- Try to protect your head and torso.
- If you must leave a building after the shaking stops, use stairs rather than an elevator in case of aftershocks, power outages or other damage.
- Wait in your safe place until the shaking stops, then check to see if you are hurt. You will be better able to help others if you take care of yourself first, and then check the people around you. Move carefully and watch out for things that have fallen or broken, creating hazards. Be ready for aftershocks.
- Be on the lookout for fires. Fire is the most common earthquake-related hazard, due to broken gas lines, damaged electrical lines, or appliances, and previously contained fires or sparks being released.
- If you must leave a building after the shaking stops, use the stairs, not the elevator, and look for falling debris. Earthquakes can cause fire alarms and fire sprinklers to go off. You will not be able to rule out whether there is a real threat of fire, and the elevators may have been compromised. Always use the stairs.

If you are outside in an earthquake, stay outside. Move away from buildings, trees, streetlights, and overhead lines. Crouch down and cover your head. Many injuries occur within ten feet of the entrance to buildings. Bricks, roofing, and other materials can fall from buildings, injuring persons nearby. Trees, streetlights, and overhead lines may also fall, causing damage or injury.

Document Name:	**Policy on Faculty Scholarly and Professional Development**
Publication:	**Faculty Handbook**

POLICY ON FACULTY SCHOLARLY AND PROFESSIONAL DEVELOPMENT

Lincoln University has established the following Statement of Policy, with implementation practices, on Faculty Scholarly and Professional Development, based on the WSCUC requirements of the institution clearly defining expectations for professional development, scholarship, and creative activity for its students and all categories of faculty.

The University actively values and promotes research, scholarship, creative activity, and curricular and instructional innovation, and their dissemination appropriate to the University's purposes and character. Continuous scholarly and professional development and training is essential to maintain highly qualified faculty and staff committed to serving the educational needs of students. The institution supports quality scholarly and professional development activities in the forms of: research, professional recognition, and creativity endeavors, along with teaching, learning, and support services for all students by providing the necessary resources for employees to develop and fulfill career, personal and scholarly professional needs, and goals. This policy ensures that employees in all programs are supported in their pursuit of development, continuing education, and training in their field.

Distinctions between Scholarly and Professional Development

Lincoln University is committed to the highest possible standards of integrity in scholarship and professional development. This commitment is fundamental to the University's mission in fostering the pursuit of truth and the expansion of knowledge.

> *Scholarship and research are conducted within a system of academic peer review aimed at promoting truth and knowledge.*
>
> *Creativity in the exploration of new and untried concepts and method is encouraged in the scholarly community.*

Scholarly Development

Research in relevant fields of study, based on discovery and investigation, integration or synthesis of existing policies, principles, or practices with application to newly-proposed direction, action, or recognition to principle;

Scholarship in relevant fields of study, such as recognition for academic accomplishment, i.e., recognition for professional writing in peer-reviewed publications, key-note presentations at professionally-relevant conferences; professional recognition for actions of distinction;

Creatively derived solutions or recommendations based on inquiry-based problem solving relative to applicable fields of study or teaching. This is research to increase general and content-specific knowledge and understanding.

Professional Development

Evidence of participation in internal service within the program or institution of employment, or external service in a leadership capacity to an organization of the community at large;

Participation in development and application of teaching efforts in delivery, design, content, and management within the academic discipline(s);

Volunteer effort with professional accrediting or regulatory bodies in the form of participation in program/institution review, assessment of standards and regulations, or involvement in discipline-specific professional organizations;

Contribution to development of "best practice" efforts related to pedagogy, for teaching, assessment of learning skills, development of action plans application to curricular or co-curricular efforts on behalf of the institution.

Development of the Lincoln University Scholarly and Professional Development Plan

Lincoln University has established expectations that each faculty member will commit to, and provide evidence of, a structured Scholarly and Professional Development Plan, that will be submitted, reviewed, and implemented on an Annual basis. Details of this Plan are further developed with the full body of the faculty, the Faculty Affairs & Training Committee of the University Faculty Association, and under the direction of the University Provost.

Document Name:	Policy on Human Subjects in Research
Publications:	Website, Faculty Handbook

POLICY ON HUMAN SUBJECTS IN RESEARCH

Human subjects in research are protected by Lincoln University's Institutional Review Board (IRB).

INSTITUTIONAL RESEARCH BOARD AT LINCOLN UNIVERSITY

Federal and state regulations mandate that research involving human participants must be reviewed and approved by the Institutional Review Board (IRB) assuring compliance with the policies of the Office of Human Research Protections (https://www.hhs.gov/ohrp/). Lincoln University has established an Institutional Review Board (IRB) for providing guidance and oversight for the human participant in research and maintain compliance with applicable laws, regulations, policies, and to protect university's reputation.

The IRB at Lincoln University include members of the faculty, administration, a student representative, and a representative of the public (outside of the university). The IRB will be responsible for the following oversight functions:

1. Determine what activities constitute human participant research, and the extent to which this research may be physically or psychologically harmful to the participants.
2. Review, approve, require modifications in (to secure approval), or disapprove of all research activities covered by this policy prior to the commencement of the research, and **prior to the submission to an academic journal, conference presentation or any other form of publication**.
3. Require that information given to participants as part of informed consent is in accordance with appropriate laws, regulations, and international standards. The IRB may require that additional information be given to the participants when, in the IRB's judgment, the information would meaningfully add to the protection of the rights and welfare of participants.
4. Require documentation of informed consent or waive documentation in accordance with federal and State of California laws and regulations. When research activities are being proposed to be conducted in other states and/or countries by Lincoln University faculty, staff, and/or students, the research activities will be approved in compliance with the regulations for those specific research locations.
5. Notify investigators and the institution in writing of its decision to approve or disapprove the proposed research activity, or of modifications required to secure IRB approval of the research activity. If the IRB decides to disapprove a research activity, it shall include in its written notification a statement of the reasons for its decision and give the investigator an opportunity to respond in person or in writing.
6. Suspend or terminate approval of research that is not being conducted in accordance with the IRB's requirements or that has been associated with unexpected serious harm to participants. Any suspension or termination of approval shall include a statement of the reasons for the IRB's action and shall be reported promptly to the investigator, appropriate institutional official and the department or agency head.
7. Suspend or terminate the research that is damaging to the reputation of Lincoln University as a **scientific**, **non-profit**, **non-sectarian**, **academic** institution.

Document Name:	**Policy on Individual Responsibility and Academic Honesty**
Publications:	**University Catalog, Website, Student Handbook**

POLICY ON INDIVIDUAL RESPONSIBILITY AND ACADEMIC HONESTY

Lincoln University relies upon the individual responsibility and cooperative spirit of its members. The University assumes that its students will exhibit the standards of mature, responsible individuals. Any form of dishonesty, irresponsible behavior, or violation of the law will result in punitive action. The types of action may include: **probation**, **suspension** (exclusion from the University for an indefinite period) and **dismissal** (final and permanent exclusion from the University). The office of the Registrar imposes an academic probation and then the office of Admissions and Records imposes a suspension if necessary. The Registrar uses same punitive actions by a request from an instructor for inappropriate student's behavior in class. The Administrative Vice-President approves dismissals.

The University reserves the right to reject giving a credit, degree, or diploma to students whose dishonesty, violation of the law, or unethical behavior in any form has been confirmed. The University reserves the right to dismiss them as well.

Document Name:	**Policy on Reimbursement for Business Travel and Other Expenses**
Publications:	**Administrators Handbook, Faculty Handbook**

POLICY ON REIMBURSEMENT FOR BUSINESS TRAVEL AND OTHER EXPENSES

This policy of Lincoln University is to comply with IRS regulations regarding the provision and reimbursement of business-related expenses and to conform to the IRS “accountable plan” rules. The University will reimburse travel expenses in the most economic rates either in actual expenses with proper receipts, or per diem without receipts. Employees may look up the per diem for the location for their trip at www.gsa.gov, and consult with the Accounting Office for the University’s current authorized rate. Employees may make their own arrangements and be reimbursed according to the method they select, or the University may make arrangements and pay for the employees. Employees will only be reimbursed for the days of the event or for businesses done on behalf of the University. The President may approve the day before and/or after the event as a business expense if it is necessary due to the timing or for preparation. Any additional days need to be approved by the President. Any additional compensation will be treated as income to the employee, and the appropriate tax withholdings would apply.

If business travel is required for non-events, or dates of the event are not verifiable, then a written itinerary must be provided to the Accounting Office. Verification of event dates or the itinerary, with approval of before or after days or any additional compensation for non-business days, must be provided to the Accounting Office at least three (3) business days prior to departure. The per diem will be paid upon the employee’s return, using the standard Request for Check form. **Travel Compensation Request Form** may be obtained from the Accounting Office.

I. DEFINITIONS

Business Purpose: The business purpose of a University traveler may include activities that contribute to the University’s major functions of teaching, research, training, marketing, and recruiting, public service, or to any other substantial and bona fide University business activity.

Lodging: Expenses for overnight sleeping facilities. This does not include accommodations on airplanes, trains, buses, or ships, which are included in the cost of transportation.

M&IE Reimbursement: The daily meal and incidental expenses (M&IE) are established by the University for all travel. Travelers may seek reimbursement only for their actual expenses. For purposes of the reimbursement incidental expenses include tips and fees for services, e.g., for waiters, baggage handlers, etc.

Per Diem: The daily subsistence allowance authorized under the federal per diem rates for a location of travel. The payment of a per diem does not require supporting receipts. Per diem rates for specific locations are given at www.gsa.gov. The incidental expenses portion of the federal per diem rate includes fees and tips given to porters, baggage carriers, hotel maids, stewards or stewardesses, and others and mailing costs associated with filing travel expense claims and payment of University-sponsored charge card billings. Federal per diem rates do not include taxes on lodging, which may be reimbursed separately.

Reporting Period: The forty-five-day period within which a travel expense claim must be submitted after the end of a trip.

Residence: The primary residence where the traveler lives, regardless of other legal or mailing addresses.

Travel Expenses: Expenses due traveling away from home and that are ordinary and necessary to accomplish the University's business purpose of a trip or by attending conference, convention, workshop, or seminar. You are traveling away from home (i) if your duties require you to be away from the general area of your home substantially longer than an ordinary day's work, and (ii) you need to sleep or rest to meet the demands of your work while away from home.

Travel Status: The period during which a traveler is traveling on official University business outside the vicinity of his or her workplace or residence.

II. TRANSPORTATION EXPENSES

Transportation expenses are reimbursed based on the most economical mode of transportation consistent with the authorized purpose of the trip. Exceptions must be approved by the President. Transportation expenses include the following: charges for commercial carrier fares; travel agency service fees; vehicle rental charges; private car mileage allowances; overnight and day auto parking; bridge and road tolls; taxi and public transportation fares; and all other charges for transportation services necessary to accomplish the official business purpose of the trip.

Transportation Tickets

Transportation tickets should be purchased in advance in order to obtain any discounts offered by the carrier or negotiated by the University. Travelers will not be reimbursed for non-cash certificates used for the purchase of transportation tickets, e.g., frequent flyer miles.

Lost Tickets

Service charges for tickets lost by travelers may be reimbursed, provided such occurrences are infrequent. Charges for re-ticketing, schedule changes, etc. are reimbursable if incurred for a valid business reason. The reason for the charge must be specified on the travel expense claim.

Allowable Mileage Expense

Mileage shall ordinarily be computed between the University campus and the destination. **Expenses for the commute between the residence and the workplace of an employee or an independent contractor regularly working at the University shall not be reimbursed for any reason.** However, mileage expenses may be allowed between the traveler's residence and the destination if a University business occurs outside of regularly scheduled working hours. When a traveler is authorized to drive a private vehicle to or from a common location, mileage may be reimbursed together with parking for the duration of the trip. Also, if an employee who is not on travel status has a temporary assignment away from campus, reimbursement shall be made for mileage expenses incurred between the campus and the assignment location, or home and the assignment location, whichever is less.

Surface Transportation Used In lieu of Air Travel

If advance approval has been obtained, a traveler may use surface transportation for personal reasons even though air travel is the appropriate mode of transportation. The cost of meals and lodging, parking, mileage, tolls, taxis, and ferries incurred while in transit by surface transportation may be reimbursed. The reimbursement of M&IE is subject to the 300 mile-per-day rule. However, such costs shall not exceed the cost of airfare available for the location of travel, plus transportation costs to and from the terminals.

Indirect or Interrupted Itineraries
Prior approval from the President is required when a traveler takes an indirect route or interrupts travel, for other than University business. Any resulting additional expenses shall be borne by the traveler. Some exceptions may apply. The reimbursement of expenses shall be limited to the actual costs that would have been incurred via a usually traveled route, whichever is less. Any resulting excess travel time will not be considered work time and will be charged to the appropriate type of leave. The employee shall be responsible for accurate reporting of such leave time.

Airline Tickets Options
1. Coach Class. Coach class or any discounted class shall be used in the interest of economy. This policy applies to all travel (domestic or foreign, or any combination thereof) regardless of the purpose or fund source. The President may allow reimbursement of ancillary charges such as checked and carry-on baggage fees, early check-in or priority boarding and seat selection. Likewise, reimbursement of higher cost airfare such as Economy Plus, Extra Comfort, etc., within the economy class.

2. Business or First Class. Use of business or first-class may be authorized under the circumstances listed below. Documentation of such circumstances must be provided on the travel expense claim.

- Business or first-class is the only service offered between two points;
- The use of coach class would be more expensive or time consuming, e.g., when, because of scheduling difficulties, traveling by air coach would require an unnecessary hotel expense, circuitous routing, or an unduly long layover when making connections;
- An itinerary involves overnight travel without an opportunity for normal rest before the commencement of working hours; or
- The use of business or first-class travel is necessary to reasonably accommodate a disability or medical need of a traveler.
- When a traveler prefers to use a higher class than the one authorized for reimbursement, the traveler must pay the incremental cost of the airfare. In cases other than those described above, a written authorization to use business or first-class shall be obtained in advance from the President. The traveler shall submit such authorization with the travel expense claim.

Automobile
Travelers may use their private vehicle for business purposes if it is less expensive than renting a car, taking a taxi, or using alternative transportation, or if it saves time. If a person is authorized to travel by automobile (e.g., when an automobile is the most economical and practical mode of transportation given the requirements of the trip) actual M&IE incurred en route plus the cost of lodging, when appropriate, may be reimbursed.

Private Vehicles
The following rules apply to all domestic travel.

- When two or more person on University business share a private vehicle, *only the driver may claim reimbursement for mileage*. The standard reimbursement rate per mile is set forth in *Appendix A*. This rate takes into account all actual automobile expenses such as fuel and lubrication, towing charges, repairs, replacements, tires, depreciation, insurance, etc. Thus, under IRS regulations, travelers who claim this rate are not required to substantiate the actual costs of operating the vehicle.

- A traveler with a physical disability who must use a specially equipped or modified automobile may claim reimbursement at the standard rate per mile set forth in *Appendix A*. However, if the traveler incurred higher than standard operating costs, he/she may seek reimbursement by submitting a statement with the travel expense claim certifying that he or she incurred higher operating costs. The actual fixed and variable costs must be specified in the statement. The departmental authority that approves the travel is responsible for documenting the traveler's need to use such a vehicle.
- When private vehicles are used for University business, the appropriate campus officials are responsible for requiring that employees have adequate liability insurance coverage. The minimum prescribed liability insurance coverage is as follows: $50,000 for personal injury to, or death of, one person; $100,000 for injury to, or death of, two or more persons in one accident; and $50,000 for property damage. An employee who regularly uses a private vehicle on University business is required to have and provide upon request satisfactory evidence of liability insurance coverage. Regular use is defined as more than four trips per calendar month totaling at least 300 miles. When a private vehicle operated by an employee on official University business is damaged by collision or sustains other accidental damage, reimbursement for repairs borne by the employee may be authorized up to $500 or the amount of the deductible (co-insurance), whichever is less. Expenses that can be recouped from insurance are not eligible for reimbursement. The amount reimbursed shall be based on receipts submitted by the employee to the individual who authorized the travel.

Rental Cars

A vehicle may be rented when renting would be more advantageous to the University than other means of commercial transportation, such as using a taxi. Advance reservations should be made whenever possible. Vehicles up to an intermediate-size model should be used unless a no-cost upgrade is provided. The traveler is responsible for obtaining the best available rate commensurate with the requirements of the trip. Travelers are expected to use insurance coverage. The cost of full collision coverage for rental cars used is allowable. It is recommended that employees purchase supplemental insurance when renting a vehicle outside the U.S. A University traveler may be reimbursed for property damage to a rental vehicle only if such expenses were incurred on days the vehicle was being used for University business purposes. The traveler shall submit with the travel expense claim a brief description of the damage to the vehicle, including an explanation of the cause of such damage, and either a police report or a report prepared by the rental company.

Rail, Bus, or Ferry

Rail, bus, or ferry transportation may be used when required by the destination or by business necessity. If a traveler's destination is served by a regularly scheduled airline, the use of rail transportation may be reimbursed. Reimbursement for the cost of Pullman roomette accommodations is allowed. If more expensive accommodations are used, the traveler must justify the expense in a written explanation submitted with the travel expense claim. If accommodations are included in the rail fare, lodging expenses shall not be reimbursed for each night that such accommodations are used. When travel by passenger ship is authorized, transportation at the lowest first-class rate is allowed. The reimbursement of subsistence expenses while on board a passenger ship shall not be allowed if the cost of subsistence is included in the fare for passage and stateroom. If the fare does not include subsistence, reimbursement shall be based on the traveler's actual daily expenses. A full explanation of the circumstances that necessitated such expenses must be submitted with the travel expense claim.

Local Public Transportation, Shuttle Service, Taxis, and Rideshare
Local public transportation fares (e.g., buses, subway, streetcars) shall be allowed. The cost of shuttle service (including airport limousine service, if appropriate) to and from an airport or railroad station, plus reasonable tips, is allowable to the extent such service is not included in air or rail fares. Taxi fares or rideshare (e.g., Uber, Lyft), including tips, shall be allowed when the use of alternative transportation is impractical or not available. The cost must be reasonable in relation to personal car use costs, including parking, tolls, etc. When traveling to and from the airport from the home location, travelers should try to use the most reasonable and economical method of transportation.

III. MEALS AND INCIDENTAL EXPENSES

The business purpose of the meal must be explained on the travel expense claim or substantiated by other documentation (e.g., an agenda), which should be attached to the claim. Reimbursement for the cost of the traveler's meal is allowed when on a business trip; also, the occasion may call for you to entertain (i.e., incur expenses for meals or light refreshments for others) for the business purpose of promoting goodwill, donor cultivation, or similar social or recreational activities in support of the university's mission. In situations when a university traveler is hosting others at a business-related activity and a meal is being served, you will be reimbursed for the cost of the meal up to the per-person limits noted below. When traveling within the United States, the maximum daily total for all meal costs is $62 (excluding entertainment meals). The maximum daily limits for meals when traveling abroad vary by location and are based on the U.S. State Department's rates (https://aoprals.state.gov/Web920/per_diem.asp).

Business Related Entertainment Meal	Per-person Limit
Breakfast	$25.00
Lunch/Brunch	$45.00
Dinner	$75.00
Light Refreshments	$15.00

These limits include the cost of food, beverages, labor, sales tax, delivery charges and other service fees. Receipts are required for all entertainment expenses of $75 or more per occasion.

Whether traveling domestically or internationally, there is a daily maximum limit on the amount that is allowable to be spent on meals. When lodging and meals are included in the conference package, the University will pay the total bill. If the entire length of a trip is less than 24 hours, meals and incidental expense will not be reimbursed unless the travel includes an "overnight stay" as supported by a lodging receipt. Some exceptions to this requirement may apply. The overnight-stay requirement does not apply to meal reimbursements authorized under expenditures for business meetings, marketing, entertainment, training, and some other occasions. For trips less than 24 hours and do not require "overnight stay", a breakfast may be compensated if the business/event starts before 8 am, and a dinner may be compensated if the business/event ends after 6 pm.

Entertainment-Related Expenses

- **University Employee on Travel Status** – Such expenses should be itemized and submitted with the Travel Expense Report to ensure that the meals associated with travel are separate from

those meals associated with hospitality. Note: This is for entertainment expenses only, not to make up the difference of the maximum daily travel allowance should the traveler exceeds the limit.
- **Prospective Donors, Employees and Student Appointees** – The University may provide meals and light refreshments at an event for generating goodwill of prospective donors and to prospective employees and students who are under consideration for positions that require specialized training and/or experience of a professional, technical, or administrative nature.
- **Visitors, Guests, and Volunteers** – The University may provide meals and light refreshments if the hospitality is necessary to the conduct of official University business to visitors from other educational institutions, members of the community, externship/internship sites visitors and similar guests, campus volunteers, and research subjects.

Business Meeting Hospitality
Reimbursement of expenses for meals or light refreshments provided in connection with business meetings involving University employees are allowed when:
- The expenses occur infrequently (not on a routine basis);
- The expenses benefit the University and are reasonable and appropriate to the purpose and nature of the business being conducted;
- Meal taken with individual colleagues at the same work location generally may not be reimbursed by the University unless the business purpose of the meal could not be conducted during working hours.

Employee Morale-Building Activities
The cost of meals or light refreshments for employee morale-building activities that serve a University business purpose may be reimbursed as an EXCEPTION. Such occasions are:
- To honor a departing employee who is retiring or leaving the University after at least 5 years of service
- Employee recognition receptions
- Annual faculty/staff picnics
- Holiday gatherings

On-the-Job-Meals
The University may provide meals by a department request when employees are required to be onsite in connection with a University business purpose. Such business occasions may include welcome sessions, registration, staff meetings and faculty meetings, long examinations. The meals expenses must be approved by the department head and taken from the departmental budget.

Meals Provided to Students
The University may provide meals or light refreshment in support of the University's educational program, such as:
- Meals or light refreshments provided in connection with the recruitment of students
- Meals or light refreshments provided in connection with a class or other academic-based activity
- Meals or light refreshments in connection with student orientation programs, commencement
- Meals or light refreshments provided in connection with a student government meeting, association meeting or other student meeting
- Meals or light refreshments may be reimbursed for meeting between students and faculty or administrators
- Meals or light refreshments provided in connection with student activities such as LU Olympics, cultural day, and day trips.

Quantity Purchases

Supplies of food, beverages, and related items may be accumulated in connection with official entertainment functions and other activities in order to simplify the planning of individual events and to take advantage of favorable pricing on quantity purchases.

- An inventory record for quantity purchases should be maintained by the department.
- Purchases should be limited to the amount that will be used within the fiscal year.

4. **MISCELLANEOUS TRAVEL EXPENSES**

Miscellaneous expenses are reimbursable when they are ordinary and necessary to accomplish the official business purpose of a trip. The travel expense claim must include an explanation of why such expenditures are being claimed. Allowable miscellaneous expenses include the following:

- Business office expenses such as word processing services; equipment rentals; fax and computer expenses; copy services; overnight delivery/postage; purchase of materials and supplies, when normal purchasing procedures cannot be followed; rental of a room or other facility for the transaction of official business; local and long-distance telephone calls (including one reasonably brief, non-emergency, personal call home per day); and laundry, cleaning, or pressing of clothing (if a trip exceeds six days).
- Special fees for foreign travel, including the actual cost of obtaining a passport, visa, tourist card, and necessary photographs; cost of certificates of birth, health, identity, and related affidavits; charges for required inoculations and medical evacuation insurance; currency conversion and check cashing fees; the cost of traveler's checks; costs related to hiring guides, translators, and local labor; and the cost of full collision insurance on automobiles rented in foreign countries
- Registration fees for attendance at conferences, conventions, or meetings of professional or learned societies.

IV. LODGING EXPENSES

The University will reimburse lodging expenses on the following terms:

- Original, itemized receipts for all lodging expenses are required for reimbursement;
- Lodging is not reimbursable if the lodging site is within 50-mile radius of the traveler's residence or office, whichever is closer, unless specifically approved by the President.

V. INDEPENDENT CONTRACTORS AND CONSULTANTS

Reasonable travel expenses incurred by University-retained independent contractors or consultants are reimbursable. Such reimbursements are not taxable, provided the amounts claimed are properly substantiated. Unsubstantiated amounts must be reported as income to the contractor, on a Form 1099.

5. **DOCUMENTATION REQUIREMENTS**

The original of the following receipts must be submitted with the travel expense claim:

- Receipts for all airline expenses.
- Receipts for all lodging expenses incurred for domestic/international travel, except where per diems are authorized for lodging expenses (i.e., long-term travel, use of non-commercial facilities, etc.). Since hotel receipts may include charges that are not reimbursable, the traveler shall not be reimbursed for lodging expenses unless the receipt presented by the traveler contains *itemized charges for the room*, e.g., taxes, telephone, etc.
- Receipts for all rental car expenses.
- Receipts for meal expenses of $75 or more.
- Receipts for local transportation costing $75 or more.

- Receipts for each miscellaneous expense of $75 or more.
- Receipts for all extraordinary items, such as repair of accidental car damage, supported by appropriate justification.
- Receipts for gifts provided to a host ***costing $25 or more***.
- An agenda, itemized receipt, or other supporting documentation for all registration fees.
- Any reimbursable item not specified above costing $75 or more.

If the traveler is unable to provide a receipt, he or she must include a statement with the travel expense claim explaining why a receipt is not available (e.g., the traveler lodged with a friend or relative, stayed overnight at the airport, or took alternative transportation that required the traveler to be away overnight).

APPENDIX A: MILEAGE REIMBURSEMENT RATES FOR PRIVATE VEHICLES

The following mileage reimbursement rates shall be used to reimburse travelers who use a private automobile on official University business:

- The reimbursement rate for the use of a private automobile for university business travel will be 58 cents per mile.
- The reimbursement rate for driving an automobile in connection with a move or relocation will be 20 cents per mile. (Note that reimbursements for moving- related expenses, including mileage, are considered taxable wage income after January 1, 2018).
- Travelers are expected to take the most direct route to their destination.
- To determine the number of miles traveled, we recommend Google Maps or MapQuest rather than your odometer. The number of miles claimed is expected to be for the most direct route, even if you took a scenic path.
- Additional reimbursement for gas, oil, wear-and-tear, roadside assistance, etc. is not permitted.
- Tolls and parking fees may be reimbursed. Receipts are required if the expense is $75 or more.

Note: If the vehicle has been modified to accommodate a physical disability and the actual operating costs are higher than the standard mileage rate (use IRS Form 2106 for calculation), include the following certification with your reimbursement request: "I certify that the actual cost of operating the vehicle was equal to or greater than the rate claimed. I will maintain substantiating records of the fixed and variable costs of operating my automobile in support of this claim in the manner and for the period prescribed by law."

Document Name:	Policy of Satisfactory Academic Progress (SAP)
Publications:	University Catalog, Website

POLICY OF SATISFACTORY ACADEMIC PROGRESS (SAP)

All students, enrolled in a degree program, undergraduate or graduate, part-time or full-time, regular or conditional, must meet minimum standards of academic achievement and successful course completion while enrolled at Lincoln University. The University requires that all courses be successfully completed in a specified time period in order to allow students' graduation from its program.

Students' results are reviewed by the Registrar's Office at the end of each semester, in order to determine if adequate progress has been made to complete the desired degree in the time frame allowed by the University. **Adequate progress (AP)** is defined as the total number of credit units required for graduation in the designated program divided by maximum number of years for the student classification. If cumulative AP indicates that sufficient progress has not occurred (number of total earned credit units is less than AP multiplied by the number of years of study), the student may continue enrollment under academic probation for one term. If the deficiency is not corrected by the end of the term, the student will be suspended, dismissed, or placed in an extended enrollment status.

A student's academic performance is evaluated at certain predetermined points in time, based on the percentage of semester credit hours attempted. These evaluation points occur at least once in each academic year, and at the one-quarter point and midpoint of the maximum time periods of education. The periods for completion of parts of programs are expressed in terms of 1.5 times the number of credit units required for their completion. For the BS degree, the maximum number of attempted units permitted is 183; for the BA degree it is 184 units, for the MBA and MS degrees it is 54 units, and for the DBA degree it is 140 units. These figures represent the maximum number of credit hours that can be attempted before being disqualified as a degree-seeking student.

If a student fails, at the one-quarter-evaluation point, to meet the minimum academic achievement or successful credit completion standards, he/she may continue at Lincoln University as a probationary student. If a student fails to meet the minimum academic achievement or successful credit completion standards at the mid-point evaluation, he/she is not eligible for the university scholarship funds or financial aid, may not be placed on probation, and must be dismissed unless he/she is placed in an extended enrollment status. If approved by the Provost, the student may continue as a conditional one in an extended enrollment status in order to retake courses in which he/she was previously unsuccessful. If a student demonstrates, after retaking the courses, that he/she is academically and motivationally prepared to continue in the program, so that the recalculated GPA and successful semester-credit completion rate meets or exceed the minimum requirements, the student may be reinstated as a probationary student until the following evaluation. The Registrar must approve the reinstatement. Grades earned as a probationary student previously or during the extended enrollment period as a conditional student may substitute for the previous failures in the calculation of the resulting student's GPA. Detailed criteria for SAP are specified with a chart in each program's description in the University catalog.

Prior to the mid-point evaluation, a student in the BS and BA programs who falls below the required minimum cumulative GPA for the first time may be allowed to continue his/her enrollment under academic probation for up to two terms. If the grade point average does not improve during the probationary period, the student will be suspended for one term, after which he/she may apply for readmission following the normal re-enrollment procedures, or the student may be dismissed. Students maintaining the minimum overall standards for academic achievement and successful credit completion in these programs must also complete the required units designated by the major area, with a minimum GPA of 2.0 or higher. See the SAP charts on catalog pages 42 for BA and 48 for BS programs.

Continuing graduate enrollment requires the progressive maintenance of a minimum cumulative GPA starting with 2.7 (MBA and MS) or 3.0 (DBA) and following the SAP charts on catalog pages 58 (for MBA), 63 (for MS), and 73 (for DBA). Prior to the mid-point evaluation, should the grade point average fall below 2.9 (MBA and MS) or 3.1 (DBA), the student will be placed on academic probation for one term. Failure to attain a grade point average of 3.0 (MBA and MS) or 3.2 (DBA) at the end of that term will result in suspension for one term, after which the student may apply for readmission according to the normal re-enrollment procedures, or the student may be dismissed.

Units of credit accepted on transfers are recorded, but quality points from other institutions are not included in the GPA and SAP calculations. Transferred credit units influence SAP by redefining the required minimum credit units earned (course completion percentage) at each point of evaluation; transfer credit units are added to minimum credit units must be earned in the SAP charts stated above.

The **estimated time for a degree completion (ETDC)** is influenced by the transferred credit units and the supplemental/foundation courses units, calculated during registration, and is determined by the formulas:

for BS and BA degrees: MTDC (in semesters) = 8 – (the number of transferred credit units)/12,
for MBA and MS degrees: MTDC (in semesters) = 4 – (the number of transferred credit units)/9,
for DBA degree: MTDC (in semesters) = 11 – (the number of transferred credit units)/9.

Students who seek to earn an additional degree and wish to use part of credit units received earlier are treated in the same way as students transferring credit units from other schools.

The impact of the non-punitive grade on satisfactory progress is as follows: credit is given for the non-punitive Credit (CR) grade and is included in the calculation of a student's maximum program length and credit limits but excluded from the grade point average. No credit is given for the following grade or symbols: no credit (NC), withdrawal (W), incomplete (I), no basis for grade (Y), or in progress (IP), which are included in the calculation of a student's maximum program length and credit limits but excluded from calculations of the grade point average. When a course is repeated (R), the last grade and credit units earned replace the previous grade and credit units. Duplicate credit units are not given for two or more passing efforts. Only the last grade and credit are included in the calculation of a student's GPA, but all courses are included in maximum program length and credit limits. The "F" grade (failure) is included in the calculation of the student's GPA, maximum program length, and credit limits.

Satisfactory attendance history is required for continued enrollment. Unsatisfactory attendance may result in dismissal from classes during the currently enrolled term.

The student seeking a leave of absence or temporary waiver from the standards of satisfactory academic progress due to poor health, family crisis, or other significant circumstances beyond his/her control should first get an approval from the Provost. The student should submit a written application and provide documentation to demonstrate that these circumstances had an adverse impact on his/her satisfactory progress. Based on the Provost's recommendation, the Director of Admissions and Records may grant the request. Time for the approved leave of absence will not be included in the calculation of a student's maximum program length.

Document Name:	Policy on Sexual Harassment
Publications:	University Catalog, Website, Administrative Handbook, Faculty Handbook, Student Handbook

POLICY ON SEXUAL HARASSMENT

I. Statement of Policy. It is the policy of Lincoln University to keep the University community as a place of work and study free from sexual harassment. Sexual harassment is prohibited on campus and in all University programs. The University does not tolerate sexual harassment and will take immediate action against any University employees, officers, and students who violate this policy.

The University is committed to protecting victims of sexual harassment and will not retaliate against individuals because they report sexual harassment or take part in the investigation of sexual harassment complaints. If the University learns that any employee or student has engaged in retaliation, that individual will be disciplined. The University, however, may take action against individuals who make intentionally false sexual harassment complaints.

Sexual harassment is not only a violation of University policy but is also a violation of Title VII of the Federal Civil Rights Act and of California's Fair Employment and Housing Act.

II. Definition of Sexual Harassment. There are two types of sexual harassment:

1. Sexual harassment occurs when employee or student benefits are given or withheld by supervisory or managerial personnel based on whether or not the employee or student submits to unwelcome sexual conduct*.
2. Sexual harassment occurs when unwelcome sexual conduct interferes unreasonably with an individual's job performance. Examples of unwelcome sexual conduct that have been found to create an offensive workplace include:
   i. Presence of pornographic magazines in the workplace accompanied by vulgar comments from employees;
   ii. Offensive sexual comments about employees;
   iii. Sexually oriented pictures and calendars in the workplace;
   iv. Offensive touching of an employee by a co-worker;
   v. Requests for sexual favors.

* "Unwelcome sexual conduct" is sexual conduct that an individual 1) does not invite through either words or actions and 2) regards as undesirable or offensive.

Sexual harassment also includes sex-based harassment, which may not be "sexual," such as acts of physical aggression or hostility that are gender-based or unequal treatment that is based on gender.

III. Procedures. A University employee or student who believes that he or she has been sexually harassed is strongly encouraged to report the incident to Head of the Department, if a satisfactory conclusion is not reached, next to the Deans/Director of Student Services, next to the President. Finally, it can be appealed to the Chairperson of the Board of Trustees.

All sexual harassment complaints will be investigated immediately by the proper University officials. The investigation will be conducted as confidentially as possible.

Any employee or student who is found to have sexually harassed another employee or student will be disciplined by the University. Such discipline may result in actions up to and including discharge or expulsion from the University. Also, if it is discovered that a false charge was filed in order to deliberately harm an individual, the perpetrator of the claim will be disciplined appropriately.

IV. **Responsibility.** Each department head and supervisor is responsible for implementing this policy in his or her department.

Document Name:	**Policy Statement on Academic Freedom**
Published on:	**University catalog, Administrative Handbook, Faculty Handbook, and Student Handbook**

POLICY STATEMENT ON ACADEMIC FREEDOM

All faculty members within the established guidelines enjoy academic freedom as a right. It is understood that the faculty's primary responsibilities are the professional and competent instruction of students in relation to the requirements of each course, as well as the participation in administering and implementing policy pertinent to academic affairs of the University through committee leadership and assignments.

Statement on Academic Freedom (from the American Association of University Professors).

1. The instructor is entitled to full freedom in research and in the publication of the results, subject to the adequate performance of his or her other academic duties; but research for pecuniary return should be based upon an understanding with the authorities of the institution.

2. The instructor is entitled to freedom in the classroom in discussing his or her subject, but he or she should be careful not to introduce into ones teaching controversial matter, which has no relation to the subject. Limitations of academic freedom because of religious or other aims of the institution should be clearly stated in writing at the time of the appointment.

3. The college or university instructor is a citizen, a member of a learned profession, and an officer of an educational institution. When he or she speaks or writes as a citizen, one should be free from institutional censorship or discipline, but his or her special position in the community imposes special obligations. As a man or woman of learning and an educational officer, one should remember that the public might judge his or her profession and his or her institution by ones utterances. Hence one should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that he or she is not an institutional spokesperson.

Document Name:	**Policy Statement on Graduate Culture**
Publications:	**University Website, Student Handbook**

POLICY STATEMENT ON GRADUATE CULTURE

Lincoln University has established the following Statement of Policy on Graduate Culture to confirm recognition of expectations for an institution of higher education offering degrees at the graduate level:

An effective graduate culture prepares students to enter a field through exposure to the values, skills, attitudes and essential content knowledge of the discipline or profession. Lincoln University supports graduate culture through supporting and encouraging advanced degree level development and delivery of instruction for professional study by addressing the following components of the University operation:

Components for Graduate Culture:

- Defined expectations of Student Learning Outcomes at the program level, emphasizing curricular and scholarly accomplishments to satisfy program requirements.
- Validations of practice-orientation to prepare, assess, and confirm acquiring awareness of new applications for knowledge in field of study.
- Student exposure to professional ethics in the profession of study aligned with research-related policies and practices.
- Student support efforts designed to meet the needs of graduate student study.
- Support of faculty efforts to expand scholarly efforts with contributions to development within the fields of study and instruction.
- Faculty responsibility for curricula development, delivery and assessment aligned with program level of instruction and study.

<u>Lincoln University Background and History RE: University Graduate Culture</u>
The majority of Lincoln University students are enrolled in its graduate programs. Thus, maintaining a healthy and engaged graduate culture is vital to the success of the school. For all the formal requirements that it entails, graduate education goes far beyond the curriculum - it fosters a specific culture of interaction and communication among students, among faculty, and across these two groups. Its primary feature is collegiality and support for innovative thinking and research. Graduate school culture implores faculty members to encourage students who exhibit creativity and ambition, and to assist them in setting up seminars and conferences where they can present their projects and broader intellectual agenda. The university encourages students to become a part of an intellectual community by providing the space and resources, for their scholarly activity.

Very significant is the development of an advisory relationship between faculty and students. Graduate school is a time of active exploration and experimentation - not just didactic learning. Our faculty members provide guidance and advice to the students whose work they supervise; they also share their own research and academic and/or professional agendas. Graduate students' innovative approaches and "fresh eyes" might - and often do - contribute to the development of this research and agenda in dramatic and unexpected ways.

A separate facet of the graduate school culture is the necessity to sustain and increase collegial exchange among faculty members: public talks about one's current research, regular round-table discussions on key topics of interest with the participation of graduate students, a line-up of relevant guest-speakers - all these initiatives greatly enrich and improve the culture of graduate education, and the work and careers of both faculty and the students. This happens during regular faculty meetings, student projects discussions, seminars, and thesis defenses.

Mentorship is an essential part of the graduate experience. Faculty are expected to guide students by providing clear expectations of program requirements, offering guidelines for writing a thesis or dissertation, evaluating work regularly, and encouraging open exchange of ideas. Faculty also inspire professional development by exhibiting high ethical standards, participating in professional activities, and offering career guidance. Many Lincoln University faculty members are successful practitioners and bring their practical experience to the classroom as well as to their relationships with students. Students gain working knowledge and are better prepared for entry into a professional field or to enhance their careers. Teaching Assistant positions (common in the university) offer graduate students additional opportunities to learn from faculty, to become mentors themselves, and to grow academically and professionally.

One benefit of being a small university is that students, faculty, and staff get to know each other well. To facilitate interactions and create a sense of community on campus, the Admissions Department, Student Services Department, and Lincoln University Student Association (LUSA) organizes events throughout the year, and faculty and administrative staff are highly encouraged to participate.

The Library and the Computer Lab provide graduate students with the space for collaborative learning, access to resources that support academic research, and assistance with educational tools. Lincoln University's Multidisciplinary Research Center (MRC) provides interested students with a forum to investigate, discuss and present research topics. The goal of the MRC is to apply a multidisciplinary approach to solve complex problems, focusing on both fundamental and applied research. In addition, some instructors work with graduate students to conduct, publish, and present research projects for peer reviewed and non-peer reviewed forums.

Lincoln University will maintain our commitment to scholarship and institutional research, and to building a stronger community of student scholars and faculty-supported scholarly activity.

To accomplish this intent, Lincoln University will:

1. adopt practices that encourage graduate students and faculty to interact more on campus and through technology;
2. conduct more workshops to improve students research and writing skills;
3. provide additional TA training;
4. encourage greater participation in the MRC;
5. increase professional development opportunities by advocating for greater student participation at conferences and professional speaker events;
6. offer more financial scholarships to students for publishing and participating in conferences and workshops.

Document Name:	Policy Statement on Sound Business Practices and Ethics
Publications:	University Website

POLICY STATEMENT ON SOUND BUSINESS PRACTICES AND ETHICS

Lincoln University commits to the following Policy Statement on Sound Business and Ethics:

Lincoln University commits to best practices in the operation of the University, and the delivery of sound and ethical practices in the academic programs delivered.

Expectations of the highest standards has application to:

- the Governing Board structure under which the University operates;
- the Administrative structure responsible for development and oversight of sound practices of policy development and implementation;
- the Academic structure of the University responsible for development of curriculum and delivery meeting the needs of enrolled students;
- the community to be served by the successful graduates; and
- staff of the University responsible for documentation of effective practices demonstrating the highest order of ethics, integrity, and business practices.

This Statement of Policy is translated to the commitment to total transparency of business, academic, and administrative components of information required by accrediting and regulatory agencies to whom the University has responsibility, as well as to the general communities served.

Document Name:	Program Discontinuation Policy
Publications:	University Website, Faculty Handbook, Student Handbook

PROGRAM DISCONTINUATION POLICY

I. Background

Lincoln University's program discontinuation policy aims to protect the interests of students and faculty and to satisfy the requirements established for the university by WASC Senior College and University Commission (WSCUC) and federal regulations.

II. Procedures

The department Chair/Program Director, whose scope of authority involves an educational program being considered for termination, shall inform, and involve affected faculty and staff at the earliest possible stage of consideration. Once the decision to support and pursue closure of an educational program has been made by the department, the department Chair/Program Director shall forward a proposal to the Provost for review. The proposal should be developed with the involvement of faculty and students if possible and should outline the following:

1. Nature of the program;
2. Reason for termination;
3. Date of termination;
4. Number of students currently enrolled;
5. Progression statistics of students in the program;
6. Resources used to offer the program;
7. Financial savings, if any, realized from the termination;
8. Explanation of how students enrolled in the program will be assisted to complete their program in a timely manner;
9. Assessment of whether any faculty will be adversely affected by termination;
10. Explanation of how affected individuals will be informed of the planned termination.
11. Include all of the required Program Discontinuation Proposal Elements (see Appendix I).

Following the proposal review, if it is deemed to be in the best interest of the institution, the Provost's Office will facilitate faculty association review of the proposal and then forwards it to the President. Once the proposed termination is approved the President, the proposal will be forwarded to the Academic Committee of the Board of Trustees for consideration and presentation to the board approval.

III. Affected Groups

1. Faculty participating in the degree/certificate program should be notified in writing, as early as possible, of a date for program closure, as well as the rationale for termination.

2. Students and prospective students should be notified in writing, as early as possible, of a date for program closure, the rationale for termination, as well as any additional costs, if any, related to the program closure. If a prospective student is scheduled to enroll in the program, she/he will be offered an opportunity to enroll in a different program offered by the University.

3. Students currently enrolled in the program should be provided a clear list of course offerings needed for program completion, a timeline in which such courses will be offered and an individual student-specific graduation plans. For a reasonable period of time, the University should and will offer the courses needed to complete the program and support those students for program completion in a timely manner.

4. Students who do not make adequate progress in their academic plan will be counseled on the options for switching programs.

5. Students will be expected to take the courses required to complete their programs when offered. Failure of students to take required courses when offered will not obligate the institution to offer the courses again.

Document Name:	**Program Review Policy**
Publications:	**Program Review Resource Guide**

PROGRAM REVIEW POLICY

At least every five to seven years, each academic degree program of Lincoln University (LU) should engage in a formal program review. The Provost's Office is responsible for maintaining the schedule for such reviews. Where specialized accreditation exists and when possible, program reviews will be synchronized with said specialized accreditation reviews. At the Provost's discretion, a specialized accreditation review may be substituted for the internal program review process. It is expected that each program follows the guidelines of the Program Review Resource Guide in keeping with best practices. Program reviews at Lincoln will include:

1. A program self-study in which the program analyzes its curriculum, modes of delivery, faculty resources, student retention, time to completion, and learning outcomes; and, where it reviews assessment studies conducted regularly since the last program review.

2. Feedback from both internal stakeholders and external reviewers evaluating these outcomes and their assessment and providing suggestions for improvement.

3. Plans for connecting the program review outcomes to planning and budgeting processes and actions.

Document Name:	**Records Retention Policy**
Publications:	**University Catalog, Website, Student Handbook**

RECORDS RETENTION POLICY

Lincoln University's student records, transcripts, and other official documents are maintained according to applicable laws so as to be private, accurate, complete, and permanent. The student records are organized alphabetically and include documents such as (a) transcript, (b) I-20, (c) acceptance letter, (d) application form, (e) bank reference, (f) copy of identification document, (g) copy of visa, (h) copy of I-94, (i) registration form, (j) reference letter and other documentation of pertinence, (k) notation, (l) referral, and (m) early warning form. Records pertaining to students are safeguarded and their confidentiality is maintained. Significant records, including student grade records and admissions data, are backed up electronically and are maintained by the Registrar's Office and the Records Office in a vault with a fire-retardant environment. Only authorized personnel are permitted to have access to these files. All materials used for determination of admission as well as for academic progress through educational programs, including a complete academic transcript that proves the student's course and program completion, are maintained.

STUDENT EDUCATIONAL RECORDS

Lincoln University fully incorporates the Family Education Rights and Privacy Act (FERPA) of 1974 and set forth guidelines related to the disclosure of and access to student educational records maintained by the University.

The "educational records" are any records that directly relate to a student and are maintained by the university and may be in any storage medium. Educational records include two types of information:

- The directory information includes: student's name, local and permanent mailing address, e-mail addresses, telephone numbers, date and place of birth, gender identification as provided by the student, major field of study, degree status (such as expected graduation date and/or conferral dates), enrollment status, number of course units in which enrolled, employment related to student status and dates positions held, dates of attendance, degrees received, previous educational institutions attended, enrollment agreement, volunteer activities, and photos or videos maintained by the university.

- The non-directory information is personally identifiable information and includes sensitive information such as SSNs, course grades, transcripts and copies of diploma, financial information, and all other student information not included in the list of "directory information".

The student educational records are maintained electronically in student online database system by the Registrar's Office and contains records of student biographical data, transcripts and grade records, and all course-related records. These data can be aggregated and presented by course, in the semester view, and by individual student records. The database is safeguarded with automatic backups, and an offsite version is maintained for fire safety. Hard copies of the student educational records will be placed in fire resistant cabinets in a secure area of the Records Office that has been constructed to be in compliance with the requirements of the applicable regulating bodies.

STUDENT RECORD RETENTION

A complete student files are maintained indefinitely by Lincoln University from the time of student application, acceptance, matriculation, and graduation or withdrawal. The student records are stored in fire resistant cabinets in a facility within a secure area as hard copies by the Director of Records. Digital records are secured in the electronic student information system in the Registrar's Office. However, the University is not responsible for loss of records due to but not limited to: nature, war, and destruction as a result of severe weather, vandalism, or acts of terrorism.

Document Name:	Refund Policy
Publications:	**University Catalog, Website, Student Handbook**

REFUND POLICY

Students who withdraw from a course or a program before 75% of a term is completed may be eligible to receive refunds for a part of the tuition and some fees. To cancel a registration or enrollment agreement and obtain a refund, students should submit a Withdrawal Form and/or Notice of Cancellation Form to the Admissions and Records Office. Only when the completed withdrawal form has been submitted, the withdrawal becomes official. Students, who simply absent themselves from classes without filing the withdrawal form, may receive the failing grade (F) or other appropriate non-credit grades or symbols. The effective date to determine a refund of fees will be based and calculated from the last day of attending classes. This determination is based on the instructor's attendance form. A student granted a leave of absence is refunded in the same way as withdrawn from the University. If the student drops out without official withdrawing, the University will designate the student's withdrawal date at the end of the enrollment period for which the student has been charged, at the end of the current academic year, or at the end of the educational program, whichever is earliest. The University may accept medical or legal records in lieu of timely withdrawal paperwork in determining an earlier withdrawal date, as established on a case-by-case basis. There are no monetary refunds for LU scholarships, waivers, or discounts.

Refunds are made within 30 days of official withdrawal, or 30 days of the date of the last day of attendance as reflected in the instructor's attendance records, or the end of the term in which the withdrawal occurred, whichever is sooner. The refund distribution will be handled as prescribed by federal and state laws and accrediting body regulations. The refund procedure is uniformly applied to all students regardless of the form of tuition payment. In case of conflicting laws and/or regulations, Federal and/or State regulations will take precedence in that order. Students may receive refund checks only if the refund amount exceeds the balance, he/she owes to the University. Formulas for refunds are as follows:

Students who cancel the registration and withdraw from the University before the first course session or the seventh day after enrollment, whichever is later are eligible for the full refund of the term charges.

All Term Charges = Refund Amount

Students who withdraw from the University after the second course session or the fourteenth day after the classes begin, whichever is later but before completion of 75% of the term are entitled to a refund on a prorated basis less the withdrawal processing fee of $95.

(Fees and Tuition) × (Hours Left to be Completed / Total Term Hours) – $95 = Refund Amount

In case of program changes, students dropped or withdrawn some course units must be compared to added courses' units to determine if a refund is due. If due, the refund amount would then be determined on a prorated basis.

(Net Change of Program) × (Hours Left to be Completed / Total Term Hours) = Refund Amount

If the University cancels or discontinues a course, students will receive a full refund of all tuition and applicable fees for that course. Refunds will be paid within 30 days from the date of cancellation. Students whose checks are returned due to insufficient funds or whose credit card payments failed are subject to cancellation of their registration and to the Returned Payment Fee per transaction.

UNPAID BALANCE

Students who have an unpaid balance with the University may not be allowed to register for subsequent terms and may not receive grades.

Students with unpaid balances will not be allowed to register for their final term until the balance is paid in full. Students can apply for a repayment promissory note in the amount of the unpaid balance, which would allow a student to register for courses in the final term. The Chief Financial Officer or President determines if the applicant is eligible for a promissory note.

Document Name:	**Staff Development Policy**
Publications:	**Administrative Handbook**

STAFF DEVELOPMENT POLICY

Lincoln University provides assistance and support to its employees to increase the effectiveness of their performance in their present University positions, as well as to encourage employees to obtain skills, knowledge, and abilities, which may improve their opportunities for career advancement within the University. Through this policy, the institution addresses the need of professional development and continuous learning to maintain the quality of the University staff and their continued readiness and ability to contribute effectively to the mission and objectives of the University.

The Department head is responsible for assessing the training needs of employees in their department. The employees and supervisors meet at least twice a year to discuss the professional development issues. All training or development requests should be related to the immediate job responsibilities. The requests that are beyond the employee's area of responsibility may not be approved. All requests are approved at the discretion of the immediate supervisor who will consider schedule and budget constraints in his/her decision.

This policy is applicable to all permanent, full-time, or part-time, employees of the institution.

Document Name:	**Staff Hiring Policy**
Publications:	**Administrative Handbook**

STAFF HIRING POLICY

Lincoln University seeks to employ the best qualified individuals for both full- and part-time positions. The institution fills positions by drawing from internal candidates possessing the desired qualifications, and to promote from within whenever possible. In the event a qualified candidate is not available within the institution, advertisements are posted in the local newspaper as well as in the institutional website.

Each Department Head is responsible for identifying the staffing needs of their department and the qualifications for each position within their department. The priority is given to qualified staff within the institution in all hiring decisions. The Department Heads and/or supervisors are responsible for interviewing candidates for vacant positions in their department. If this goal is not achieved, the Department Head upon approval from the University President may place an advertisement in a local newspaper or online. All advertisements must include information regarding compliance with federal, state, and local regulations pertaining to equal opportunity and must state that Lincoln University is an Equal Opportunity and Affirmative Action Employer.

This policy applies to all departments and employees of the institution.

Document Name:	**Statement of Policy on Strategic Planning**
Publications:	**Board Bylaws**

STATEMENT OF POLICY ON STRATEGIC PLANNING

The Board of Trustees of Lincoln University commits to the Policy of Review and Assessment of Strategic Planning for the University, to include the formal adoption of systematic planning process and current plans.

The Board of Trustees will participate in, review, and formally adopt a Lincoln University Strategic Plan, which shall be periodically updated and revised. The Board of Trustees may utilize its standing committees or select Trustees to participate in the University-wide strategic planning process that includes broad engagement of the administration, faculty, staff, and students at the University and, as may be appropriate, input from other community stakeholders. The CEO/President of the University will present a strategic planning process for the Board's review and approval.

The Board is committed to appropriate participation, review, and approval of the strategic planning process and the strategic plan satisfying WSCUC accreditation standards and policies, including but not limited to the Standard 4, CFR 3.4, and the WSCUC Policy on Independent Governing Boards.

After adoption, the Board will expect the President to periodically present on the University performance and progress against the Strategic Plan and appropriate revisions thereto. In addition, the strategic planning process will be periodically re-commenced in accord with regularly scheduled cycles. Through ongoing review and new strategic planning cycles, the Board will exercise its authority and oversight; and the University will engage in sustained, data/evidence driven, participatory self-evaluation and assessment of the external environment to inform institutional planning, quality assurance and performance improvement.

In concert with expectations of the WSCUC Policy on Independent Boards

> *The board must demonstrate its responsibility for, and involvement with, strategic planning for the development of the institution through and beyond the period necessary for accreditation.*

and the WSCUC Standards of Accreditation

> CFR 3.4. Resource planning and development include realistic budgeting, enrollment management, and diversification of revenue sources. Resource planning is integrated with all other institution planning. Resources are aligned with educational purposes and objectives.
>
> Standard 4: The institution engages in sustained, evidence-based, and participatory self-reflection about how effectively it is accomplishing its purposes and achieving its educational objectives. The institution considers the changing environment of higher education in envisioning its future. These activities inform both institutional planning and systematic evaluations of educational effectiveness. The results of institutional inquiry, research, and data collection are used to establish priorities, to plan, and to improve quality and effectiveness.

History of the Lincoln University's Strategic Planning Process

Lincoln University's strategic planning is an ongoing process. At the October 2016 meeting, the University Board of Trustees set priorities for the future of the University. At that time, a clear direction for our two-year planning was selected. As the beginning of 2017, the Board of Trustees decided that five years plan is a better fit for the school and that it was time to change and create our first five-years Strategic Plan.

A working definition of our vision and five-year strategic goals were developed. A five-year plan was selected because the Board determined several new practices, strategies, and policies need to be planned and implemented within next years for the sustainability of the University. Now this plan will be revisited and modified in to determine future strategic needs.

Process for Implementation

Description of Governing Board Planning Process

The Board of Trustees established requirements for periodic reviews and modifications of the Strategic Plan based on results of the University operations. It recommends analyzing potential modifications semi-annually and, if necessary, by requests of the President.

Description of Lincoln University's Planning Process

The Institutional Research (IR) Coordinator provides direction for the planning, implementation, assessment, and continuous improvement of activities related to institutional research and analytics. The IR Office analyzes comprehensive data related to the institution and reports it to the President every term (three times per year). Then a committee consisted of the President, Provost, Program Directors, Deans, Department Chairs, Registrar, Controller, and the Director of Accreditation Compliance and Quality Assurance discusses results presented by the Office of Institutional Research. The committee decides the future actions and prepares a proposal for the Board of Trustees approval.

Document Name:	Transfer of Credit Policy
Publications:	**University Catalog, Website, Student Handbook**

TRANSFER OF CREDIT POLICY STATEMENT

Lincoln University (LU) will award transfer credit based on publicly available policies reflecting the *WSCUC's Transfer Credit Policy* and consistent with expectations of the United States Department of Education (USDE).

In accord with its policies, the University reserves the right to accept or reject credit earned at other institution. The University will award transfer credit for successfully completed work toward educational programs of the University as appropriate, the following the policy and implementation practices detailed below:

LINCOLN UNIVERSITY POLICY AND PRACTICE FOR TRANSFER DECISIONS

Lincoln University decisions regarding the award of transfer credit will be based on an evaluation that the applicant is qualified to successfully engage LU's curriculum and benefit from its educational purposes and programs.

Framework for this decision will consider:

1. Comparability and Applicability: Credit transfer decisions will be informed by comparability of the nature, content, quality, and level of transfer credit, and the appropriateness and applicability of the credit earned. This assessment will be based on review of catalogs, course syllabi, and other materials, and from direct contact between knowledgeable, experienced faculty and staff at both the receiving and sending institutions.

2. Balance in the Use of Accreditation Status in Transfer Decisions: The fact that a sending institution is not accredited by a Council for Higher Education Accreditation (CHEA) - recognized accrediting body does not necessarily preclude transfer of credit. Rather, accreditation status is one factor that the University will consider. LU will critically evaluate the credits earned by unaccredited institutions or programs and determine if the quality of the unaccredited institution or program will satisfy the University expectations. However, LU may grant credits for coursework taken at only institutions recognized by Bureau for Private Postsecondary Education, institutions of higher learning accredited by an accrediting agency recognized by the USDE, including foreign institutions, provided the courses are applicable to the curriculum the student wishes to pursue at LU, as determined by the Registrar's Office, and the institution offers degree programs equivalent to the one at LU.

3. Consistency: LU will apply its policies and practices consistently.

4. Accountability for Effective Public Communication: LU will make its policy on credit transfer publicly accessible to promote fairness, equity, and consistency in its practice.

5. Commitment to Address Innovation: LU policies and practices will demonstrate flexibility and openness to innovative institutions and programs, while not compromising quality expectations.

6. Applicability of Credit for Degree Purposes: LU credit transfer decisions will be based on a fair determination of the applicability of credit hours at the sending institution to the Lincoln University program of study.

The above criteria will guide policies and practices that are mindful of the interests of the student; respecting that life circumstances may prompt students to transfer, while recognizing LU's emphasis on educational excellence and student success.

As with the Award of Academic Credit, the University will monitor implementation of this policy to ensure:

- Faculty participation and support of policy/practices;
- Periodic review to ensure consistent and fair application of policy/practices.

SUPPLEMENTAL COMPONENTS ON TRANSFER CREDIT
The following components supplement this Statement of Policy for Transfer Credit:

Coursework proposed for award of academic credit toward an educational program at Lincoln University must be comparable to coursework identified in the program of study, or to satisfy prerequisites established for the purpose of qualifying for admission. The course(s) must:

- Be comparable to specific identified coursework, as established through review of course outlines, syllabi, or catalog description from the institution awarding credit, or as evaluated and confirmed by the Program Directors and Registrar;
- Be at the same level of instruction (lower division, upper division, or graduate) as the course for which it will substitute;
- Have been completed at an institution recognized by USDE as possessing accreditation, or – if out-of-country – as established by the evaluation of program level and program credit by an agency recognized for review of transcripts from foreign institutions;
- Have been completed within a time period that assures the course competencies and outcomes are timely and consistent with current practices of the institution and the program for which credit sought;
- Have received academic credit at the awarding institution – no credit is allowed for developmental or remedial coursework, as established by the course numbering system of the awarding institution;
- Be completed with a minimum grade of "C" (2.0) assuming all other criteria are satisfied for undergraduate credit, or "B" (3.0) for graduate level recognition.

No award of credit will exceed the credit value (semester or quarter) granted by the awarding institution, and credit for course completion cannot be recognized if the credit value is less than that required by Lincoln University.

No distinction will be made based on instructional modality, if the course description, objectives, and student learning outcomes are comparable.

Lincoln University allows transfer of credits based on American Council on Education's (ACE) College Credit Recognition, which includes assessment for military credits, and for defined scores for College Level Examination Program (CLEP) and College Entrance Examination Board (CEEB).

PROCEDURE FOR TRANSFER OF CREDIT

1. Starting with formal evaluation of the provided transcripts by Admissions and Registrar offices. Due to LU students come from about 60 countries some special education and training required for people translating foreign grades and credits to the US system.

2. After the formal translation of the syllabi a student presents his/her petition for transfer of certain courses claiming their equivalency to the courses taken at another school. This petition and supporting information goes to the Department Chair/Program Director or to the Provost. Any of them can consider the request, usually requiring syllabus of the course presented for the transfer. Sometimes consultancy with the instructor teaching a similar course at LU or a brief test of the student knowledge in the subject is required. In most difficult cases, the university sends transcripts to professional evaluation agencies such as:
   A. World Education Services 64 Beaver St, #146 New York, NY 10004 U.S.A., Tel: 212-966-6311, www.wes.org
   B. Educational Perspectives, 55 E. Jackson Blvd. Suite 2175 Chicago, IL 60604, Tel: 312-421-9300, http://www.edperspective.org
   C. A2Z Evaluations, LLC 216 F Street, #29 Davis, CA 95616 USA, Tel: 530-400-9266, http://www.a2zeval.com

3. In special cases two courses can be transferred for credits of one LU course and the opposite one course with large number of teaching hours can be transferred as two courses at LU. The last cases require special consideration and detailed information about the course materials.

Lincoln University does not imply, promise, or guarantee that any credit earned at the University will be transferable or accepted by any other institution. Students are advised that a decision on transfer of credit is at the discretion of the receiving institution. Detailed description of the number of credits transferable to each program may vary and described in detail in the current catalog.

APPENDIX I: EMPLOYEE PERFORMANCE EVALUATION GUIDELINES

EMPLOYEE PERFORMANCE EVALUATION POLICY AND GUIDELINES

PURPOSE AND SCOPE

The objective of the Lincoln University's performance evaluation system is to record work performance, and to recognize the good work of an employee and to provide guidance for an employee who needs to improve his or her work performance. The system measures work performance based on standards that are used to make staffing decisions relating to work assignments, promotions, and progressive discipline. This system is also designed to provide a guide for operational planning a review and provides an opportunity to convert general impressions into a more objective history of work performance based on standards for the job performed.

POLICY

Lincoln University uses performance evaluation reports to measure and evaluate performance, which is as a factor in making staffing decisions, assignments, discipline, demotion, and termination. The performance evaluation reports are as a guide for planning and organizing work by supervisors and employees. They provide employees a method to create a more objective history of work performance based on job standards. Supervisors are required to periodically check-in throughout the evaluation period with his or her subordinate employees to provide performance feedback as appropriate.

Lincoln University evaluates employees in a non-discriminatory manner based upon job-related factors specific to an employee's position, without regard to ex, race, color, national origin, religion, age, disability, or other protected classes. In addition, Lincoln does not retroactively evaluate employees for an evaluation period, nor does Lincoln evaluate employees based on performance standards that are unknown to the employee. Also, performance ratings should not come as a surprise to employees. By the time, an evaluation report is due, the employee should have knowledge of where he or she stands in relationship to performance categories. If there were areas for improvement, the evaluation should include what has been done to improve performance to date.

TYPES OF PERFORMANCE EVALUATIONS

A. Regular – An Employee Performance Evaluation shall be completed annually based on the academic year by the employee's immediate supervisor. The process completion date for the annual evaluation will be the first Monday of August following the end of the academic year in July. Evaluations should be completed prior to this date and forwarded to the Office of the President by the first Monday in August.

B. Transfer – If an employee who has been transferred from one assignment to another is due for an evaluation, then the evaluation shall be completed by his or her current supervisor, provided that the current supervisor has directly supervised the employee for at least 60 days. Other supervisors who exercised supervisory responsibility over the employee during the evaluation period should also provide input. If the employee has had multiple supervisors, the department head or head of the office will determine which supervisor will conduct the evaluation.

C. Part-Time Student Workers – A Part-Time Student Worker Performance Evaluation shall be completed either annually for those working the entire academic year, or at the conclusion of the spring, fall or summer session academic periods if the worker plans to terminate his or her employment at Lincoln at the end of those evaluation periods. For those working an entire academic year, the process completion date for the annual evaluation will be the first Monday of August following the end of the academic year in July. For those ending their employment at the end of an academic semester/session, the completion date will be the first Monday two weeks after the end of the period. Evaluations should be completed prior to this date and forwarded to the Office of the President.

RATING OF EMPLOYEES AND FIRST-LEVEL SUPERVISORS

When evaluating employee performance and the performance of first-level supervisors (concentration/program chairs and those first-level supervisors in the offices of finance, compliance, and administration), the rater will place a check mark in the column that best describes the employee's performance. The definition of each rating category is:

A. Outstanding/Superior/Excellent: Work performance is consistently above the standard requirements for this position. Justification must be presented and included in writing to substantiate this rating.
B. Competent/Standard/Proficient: It is the performance of a fully competent employee. It means there is satisfactory performance that meets the standards for the position.
C. Improvement Needed: A level of performance that is less than expected of a fully competent employee and less than the standards required for the position. This rating must be discussed with the employee in detail.
D. Unsatisfactory: Performance is inferior to the standards required for this position. It is very inadequate or undesirable performance that cannot be tolerated.

Space for written comments is provided at the end of the evaluation and in the comment section for performance categories. These sections allow the rater to document the employee's strengths and areas for improvement. Any rating under any job dimension marked improvement needed, unsatisfactory, or outstanding shall be substantiated in the rater comments section(s).

RATINGS FOR SECOND-LEVEL SUPERVISORS, DEPARTMENT HEADS, AND MANAGERS

When completing these evaluations, the rater will place a check mark in the column that best describes the employee's performance. The definition of each rating category is:

A. Superior: Work performance is consistently above the standard requirements for this position. Justification must be presented in writing to substantiate this rating.
B. Effective: The supervisor/manager adequately accomplishes tasks, producing the expected result.
C. Marginal: Generally, meets the job standards; however, performance needs to improve in a specific area or areas.
D. Unsatisfactory: Performance is inferior to the standards required for this position. It is very inadequate or unacceptable performance that cannot be tolerated.

Space for written comments is provided at the end of the evaluation and in the comment section for performance categories. These sections allow the rater to document the employee's strengths and areas for improvement. Any rating under any job dimension marginal, unsatisfactory, or superior shall be substantiated in the rater comments section(s).

The evaluation needs to be signed at the end by the employee, rater, and any co-raters.

EVALUATION INTERVIEW

After a supervisor has completed an employee's performance evaluation, he or she will make arrangements to meet with the employee to discuss his or her performance appraisals. The supervisor should discuss the results of the completed evaluation for the evaluation period and clarify any questions the employee may have. If the employee has valid and reasonable protests of any of the ratings, the supervisor may make appropriate changes to the evaluation. Areas needing improvement and goals for reaching the expected level of performance should be discussed. The supervisor should also provide the appropriate counseling regarding promotion, assignments, and professional development opportunities. The supervisor and employee shall sign and date the evaluation. The rated employee shall have 30 days within which to file a written response through his or her supervisor to any adverse comment written in the evaluation. Such written responses shall be attached to and shall accompany, the evaluation.

EVALUATION DISTIBUTION AND REVIEW

After a supervisor and employee sign and date the evaluation, the evaluation is forwarded to the supervisor's supervisor, director, or manager. The reviewing supervisor, director, or manager shall review the evaluation for fairness, impartiality, uniformity, and consistency. The reviewing supervisor, director, or manager shall evaluate the supervisor on the quality of ratings given and forward the evaluation to his or her department head or manager after dating and signing it.

The original performance evaluation shall be maintained in the employee's personnel file for the tenure of the employee's employment. A copy will be given to the employee by his or her supervisor.

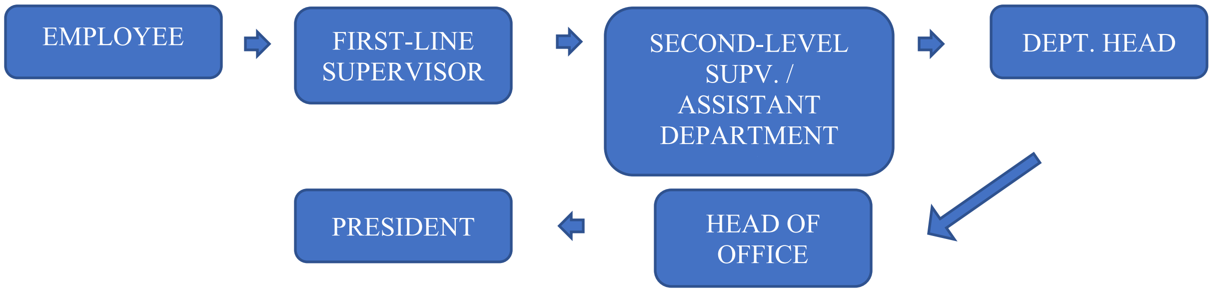
SUPERVISORY NOTES

Tracking employee activity through documentation of quality performance, deficient performance, training needs, etc. is an important part of a supervisor's job. Supervisors will document favorable information along with information documenting the need to improve deficient performance as soon as possible after receiving supporting information or making personal observations. Favorable comments include praising the employee based on personal observation; comments received by the employee's peers and co-workers; compliments by students, vendors, or others; and written correspondence. Adverse comments include a summary of informal training given by a supervisor in response to inappropriate behavior on the employee's part; educational or training reminders; review of Lincoln University policies or procedures as a result of the employee's behavior; and the critique of his or her work product. When available, supervisors should attach supporting documents that are favorable or adverse.

Once the supervisor has discussed the information with the employee, he or she shall send the employee an e-mail summarizing the discussion, which the supervisor will archive. After the discussion is completed, the employee will have 30 days to respond in writing to any adverse comments and that such written responses will be attached to the record.

A supervisor conducting an employee performance evaluation will review (or request) all related supervisory notes completed during the evaluation period as well as any other forms of documents such as sick leave, etc. After the final approval of the employee evaluation by an office manager and after the 30 days employee response period, the supervisory notes will be purged by returning all of them to the evaluated employee.

EMPLOYEE EVALUATION FLOW CHART



APPENDIX II: PROGRAM REVIEW RESOURCE GUIDE

Program Review Resource Guide

President's Office

TABLE OF CONTENTS

OVERVIEW OF PROGRAM REVIEW

Definition and Purpose

A program review is a cyclical process for evaluating and continuously enhancing the quality and currency of programs. The evaluation is conducted through a combination of self-evaluation, followed by peer-evaluation by a reviewer or reviewers who are external to the program or department and, usually, external to the organization. It is a comprehensive analysis of program quality, analyzing a wide variety of data about the program. The results of this evaluation process are then used to inform follow-up planning and budgeting processes at various levels in the university — program, department, institution — and incorporated into the institution's overall quality assurance process. An institution's program review process typically occurs on a regular cycle of five to seven years, meaning that each program/department is reviewed every five to seven years (Adapted from WSCUC Resource Guide for Academic Program Review).

Context

All efforts related to quality assessment and improvement are coordinated by and conducted in collaboration with Lincoln University's Office of Accreditation Compliance and Quality Assurance. This office assures attention to the overarching context for program review, which is Lincoln's institutional goal of ongoing quality assessment and improvement. The context is defined by three powerful elements that shape program review.

Institutional Effectiveness.

One context for program review is overall Institutional Effectiveness. The Program Review is seen in the context of ongoing evaluation of all aspects of the institution towards the goal of quality assurance and quality improvement. This evaluation includes elements such as the Strategic Plan, Board of Trustees, each unit of the institution, the leadership, the faculty, the staff, the facilities, etc. Thus, program reviews are one element of the Lincoln University's process for improving overall Institutional Effectiveness.

Ongoing Academic Assessment.

A second context for program review is ongoing Academic Assessment. Every academic program has some aspect(s) of the program in ongoing assessment (usually every year and the element assessed can change from year to year). Thus, ongoing Academic Assessment is a component of the Program Review plan; and, as such, the ongoing assessments can be "rolled up" into the program review.

Common steps to an ongoing academic assessment are 1) define learning outcomes at the institutional, programmatic, and course levels, 2) check for alignment across the levels, 3) develop a meaningful, manageable, sustainable assessment plan, 4) implement the plan—collect assessment data, 5) close the loop–collective reflection and action, and 6) routinely examine the assessment process.

Common elements of an ongoing academic assessment plan answer the following questions: 1) what evidence is needed to assess each outcome? 2) how will data be collected and by whom? 3) how will data be analyzed and by whom? 4) when and how often will it be done? 5) who will reflect on the results? When? 6) how will results, implications, and proposed changes be documented?

External Reviews.

The third context for program review is created by the set of requirements established by accreditors. Regularly scheduled program reviews are a common requirement of most, if not all, accrediting bodies.

Regional and national accreditors typically build the requirement into the standards of accreditation without specifying details about the form the program review must take. Specialized accreditors such as Accrediting Bureau of Health Education Schools (ABHES) for our Diagnostic Imaging program or International Assembly for Collegiate Business Education (IACBE), one of the top three business studies program accreditors, for Business programs provide more required structure to the form of the program review process and product as part of their accreditation process. If a program is or is to be a candidate for specialized accreditation, it is important to design the program review process to reflect the necessities of the specialized accreditation process. If possible, this includes coordination between the schedule and content of specialized and regional accreditors to provide the least additional work for the program and institution.

Criteria for Review

Program Reviews need to satisfy the relevant Criteria for Review (CFR) established by WSCUC. The following CFRs are all related to Program Review and are specified in the WSCUC Handbook of Accreditation. During any accreditation or reaffirmation of accreditation process, members of the accreditation team examines some number of program reviews to determine whether the institution is fulfilling the following CFRs, along with any other CFRs that may be peripherally relevant.

- CFR 2.7 - All programs offered by the institution are subject to systematic program review. The program review process includes, but is not limited to, analyses of student achievement of the program's learning outcomes; retention and graduation rates; and, where appropriate, results of licensing examination and placement, and evidence from external constituencies such as employers and professional organizations.
- CFR 4.1 - The institution employs a deliberate set of quality-assurance processes in both academic and non-academic areas, including new curriculum and program approval processes, periodic program review, assessment of student learning, and other forms of ongoing evaluation. These processes include: collecting, analyzing, and interpreting data; tracking learning results overtime; using comparative data from external sources; and improving structures, services, processes, curricula, pedagogy, and learning results.
- CFR 4.3 - Leadership at all levels, including faculty, staff, and administration, is committed to improvement based on the results of inquiry, evidence, and evaluation. Assessment of teaching, learning, and the campus environment—in support of academic and co-curricular objectives—is undertaken, used for improvement, and incorporated into institutional planning processes.
- CFR 4.4 - The institution, with significant faculty involvement, engages in ongoing inquiry into the processes of teaching and learning, and the conditions and practices that ensure that the standards of performance established by the institution are being achieved. The faculty and other educators take responsibility for evaluating the effectiveness of teaching and learning processes and use the results for improvement of student learning and success. The findings from such inquiries are applied to the design and improvement of curricula, pedagogy, and assessment methodology.
- CFR 4.5 - Appropriate stakeholders, including alumni, employers, practitioners, students, and others designated by the institution, are regularly involved in the assessment and alignment of educational programs.
- CFR 4.6 - The institution periodically engages its multiple constituencies, including the governing board, faculty, staff, and others, in institutional reflection and planning processes that are based on the examination of data and evidence. These processes assess the institution's strategic

position, articulate priorities, examine the alignment of its purposes, core functions, and resources, and define the future direction of the institution.

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OPTIMAL REQUIREMENTS OF PROGRAM REVIEW

The requirements below are adapted from the WSCUC Program Review Rubric and are typically adjusted to fit the particular culture of Lincoln University. The University addresses these requirements during program review according to the institution's culture and to the best of the institution's ability within limits set by resource constraints.

Keep in mind that Lincoln's overall ability to conduct quality program reviews are an institutional effectiveness indicator taken into account in the review of Lincoln by WSCUC and other external bodies.

Self-Study Requirements.

- Definition & Importance: The institution has explicit requirements for the program's self-study, including an analysis of the program's learning outcomes and a review of the regularly scheduled assessment studies conducted since the last program review. Faculty preparing the self-study can reflect on the accumulated results and their impact, and plan for the next cycle of assessment studies. As much as possible, programs can benchmark findings against similar programs on other campuses.
- Questions for Consideration: Does the institution require self-studies that include an analysis of the program's learning outcomes, assessment studies, assessment results, benchmarking results, and assessment impact, including the impact of changes made in response to earlier studies? Does the institution require an updated assessment plan for the subsequent years before the next program review?

Self-Study Review.

- Definition & Importance: Internal reviewers (on-campus individuals, typically program faculty though other faculty may be asked to participate) and an external reviewer (off-campus individual, usually disciplinary expert) evaluate the program's learning outcomes, assessment plan, assessment evidence, benchmarking results, and assessment impact; and they provide evaluative feedback and suggestions for improvement.
- Questions for Consideration: Who reviews the self-studies? Do they have the training or expertise to provide effective feedback? Do they routinely evaluate the program's learning outcomes, assessment plan, assessment evidence, benchmarking results, and assessment impact? Do they provide suggestions for improvement? Do departments effectively use this feedback to improve student learning?

Planning and Budgeting.

- Definition & Importance: Program reviews are not to be pro forma exercises; they are tied to planning and budgeting processes, with expectations that specific actions and, where necessary, increased support leads to increased effectiveness, such as improving student learning and retention rates.
- Questions for Consideration: Does the campus systematically integrate program reviews into planning and budgeting processes? Are expectations established for the impact of planned changes?

Annual Feedback on Assessment Efforts.

- Definition & Importance: Institutions often find considerable variation in the quality of assessment efforts across programs. While program reviews encourage departments to reflect on multi-year assessment results, some programs are likely to require more immediate feedback, usually based on a required annual assessment report. This feedback is provided by an assessment director or committee, relevant dean, or others; and whoever has this responsibility should have the expertise to provide quality feedback.
- Questions for Consideration: Does someone or a committee have the responsibility for providing annual feedback on the assessment process? Does this person or team have the expertise to provide effective feedback? Does this person or team routinely provide feedback on the quality of outcomes, assessment plans, assessment studies, benchmarking results, and assessment impact? Do departments effectively use this feedback to improve student learning?

The Student Experience.

- Definition & Importance: Students have a unique perspective on a given program of study: they know better than anyone what it means to go through it as a student. Program review can take advantage of that perspective and build it into the review.
- Questions for Consideration: Are students aware of the purpose and value of program review? Are they involved in preparations and the self-study? Do they have an opportunity to interact with internal or external reviewers, demonstrate and interpret their learning, and provide evaluative feedback?

GENERAL GUIDELINES FOR PROGRAM REVIEW

Broad Guidelines

- Program Reviews follow guidelines/best practices of WSCUC Resource Guide for Program Reviews and WSCUC Program Review Rubric.
- For completeness, Program Reviews are conducted for both academic programs and student services programs (e.g., Advising, Financial Aid, etc.)

Specific Guidelines

Academic Program Review.

- There is to be broad faculty participation in all aspects of the program review, especially the self-study.
- Every program has ongoing assessment of learning in service of ongoing evaluation and improvement.
- Every program has a periodic program review in which all aspects of the program's performance will be evaluated, including the "roll-up" of the ongoing assessments as well as the improvements based on those assessments.
- The program review consists of a self-study conducted by faculty in collaboration with Lincoln's Office of Accreditation Compliance and Quality Assurance and an external review conducted by one or more independent expert(s) in the discipline.
- The external reviewer(s) conducts a site visit and provides the self-study in advance of the site visit.

Student Services Program Review.

- The university provides student support as needed for its population of students.

- The student service department of the university undergoes a periodic review.
- The form of the review is to be developed in collaboration with the Office of Accreditation Compliance and Quality Assurance and designed to be appropriate to the department.

Basic Program Review Process.

For a Program Review, the faculty of each Program does the following in collaboration with the Office of Accreditation Compliance and Quality Assurance as well as any other units, such as Student Services, that might provide appropriate inputs, skills, services, etc.

Conduct Analysis of Evidence

- Conduct an evidence-based analysis of the meaning, quality, integrity, and sustainability of each program (further described in the template below).
    - This analysis uses data that are collected, organized, analyzed, and/or summarized by the Institutional Research Coordinator as part of the collaborative process between the program department and the Office of Accreditation Compliance and Quality Assurance.
- Critically explore the outcome of the analyses.
- Identify key discoveries, both positive and negative.

Propose Changes Based on Evidence

- Develop and propose potential changes for improvement.
- Based on discoveries and decisions about change, create program goals for quality improvement.

Integrate Proposed Changes Into Budget Process

- Identify resources and costs needed for proposed changes.
- Work within institutional budgeting process to prioritize, select, and budget some/all changes.

Close the Loop on Program Review

- Implement changes that are approved and budgeted.
- Evaluate changes during the subsequent annual assessment process.

Typical Steps in Program Review Process.

These are a set of steps that are typical of program review. These steps also include approximate timing of each step. This assumes the program review year begins in Fall and ends no later than following Summer. Below, the term “reviewer” can refer to one reviewer or more than one, depending on the program, institution, finances, goals, external requirements such as professional accreditation, etc.

1. *Identify and Notify Program or Unit to be Reviewed*
    - When: Spring semester preceding review year
    - What: Based on institutional schedule for program reviews, identify and notify program or unit to be reviewed.

2. *Select Outside Reviewer.*
    - When: Spring semester preceding review year
    - What: Department Chair or Unit recommends potential reviewers.
    - Reviewer selected, contacted, and agreements in place.
        - When: September of review year.
        - What: A 1- to 3-day Site visit is scheduled for Spring semester of review year.

3. *Conduct Self Study*
    - Program begins self-study.
        - When: Spring semester prior to review year
        - What:
            - Institutional Research Coordinator prepares, analyzes, and summarizes data for Program.
            - Institutional Research Coordinator forwards analysis and summaries to Department Chair.
            - As Department Chair conducts review, work collaboratively with Institutional Research Coordinator for any additional data analyses that are needed.
    - Department Chair completes self-study.
        - When: December of review year.
        - What: Department Chair in collaboration with relevant institutional departments produces report of complete self-study in format laid out by institution.
    - Department Chair forwards copy of self-study to Provost for review.
        - When: (6-12 weeks prior to site visit by external reviewer)
    - After approval, send self-study to external reviewer and internal units, as necessary.
        - When: (3-6 weeks prior to site visit)

4. *Prepare for External Reviewer Visit*
    - Plan for logistics of site visit.
        - When: 6-12 weeks prior to site visit.
    - Send tentative schedule to external reviewer.
        - When: 3-9 weeks prior to site visit.
    - Finalize schedule.
        - When: 2-4 weeks prior to site visit.
    - Hold preparatory meetings as needed.
        - When: 1-4 weeks prior to site visit.

5. *Site Visit, Reviewer's Report, and Follow-Up*
    - Host a successful visit.
    - Department Chair receives written report from external reviewer.
        - When: 2-6 weeks after site visit.
        - What: External reviewer writes report using template provided by institution and submits report to Department Chair.
    - Department Chair develops written response to external reviewer report.
        - When: 1-4 weeks after receiving report.
        - What: Program faculty determine whether there are any clarifications to be provided as well as additional recommendations and writes report; sends to Provost.
    - Provost meets with Department Chair to discuss report, recommendations, and future possibilities.

6. *Integrate Proposed Changes Into Budget Process*
    - This is highly specific to each institution.
    - Identify resources and costs needed for proposed changes.

- Work within institutional budgeting process to prioritize, select, and budget some/all changes.

7. *Close the Loop on Program Review*
   - Implement changes that are approved and budgeted.
   - Evaluate changes during ongoing assessment process.

TEMPLATE FOR PROGRAM REVIEW SELF-STUDY

Self-Study Outline (each numbered section below should result in text narrative that is one to three pages long)

Section I: Executive Summary

1. Describe preparation process.
2. Describe material and evidence.
3. Describe outcomes.

Section II: Introduction, Context, and Overview

1. Department Profile.
    - Describe the mission, vision, values of department/degree.
    - Describe how the program is responsive to needs of region, profession, etc.
    - Describe what was learned and accomplished as a result of the last review.
2. Meaning, Quality, and Integrity of the Degree (MQID). (CFRs 1.2, 2.2-4, 2.6, 2.7, 4.3; *See Section below on MQID adapted from WSCUC Handbook of Accreditation)*
    - Describe the purpose and significance of the program.
    - Describe what is distinctive about program vis-à-vis student learning.
    - Describe how the program is more than the sum of its courses.

Section III: Assessing Program Quality

1. Profile of Students in Program. Usually thought of as the demographics of the students and how that relates to or enhances the mission and goals of the program.
    - What are the disaggregated demographics of the student population?
    - To be analyzed here might include students' gender, ethnicity, age, GPA, standardized test scores, type of previous institution, and employment status. These may vary depending on the goals of the program.
2. Curriculum and Learning Environment. Usually addresses currency, breadth, and depth of curriculum and related learning for the degree.
    - How current is the curriculum?
    - How does the flow of the curriculum address how and in what sequence students achieve the learning outcomes of the program? How is it sequenced? Does that work?
    - Evidence to be analyzed here might include curriculum map, comparison of curriculum with curricula at other institutions and with disciplinary/professional standards, measures of teaching effectiveness (e.g., course evaluations, peer evaluations of teaching, faculty scholarship on issues of teaching and learning, formative discussions of pedagogy among faculty), a description of other learning experiences relevant to the program (e.g., internships, externships, research experiences, etc.)
3. Student Learning and Academic Success. Usually thought of as how well students do in achieving institutional, programmatic, and curricular/course learning outcomes. This includes a review of student/program/institutional learning outcomes; evaluation of the methods employed to assess achievement of these outcomes; and analysis and reflection on learning results.
    - How well do SLOs represent learning appropriate to the degree and the discipline? (WSCUC CFRs 2.2a, 2.4, 2.5)
        - What is the evidence for this?
        - How do you assess it?
        - Has anything been changed or does anything need to change?

- How well does curriculum align with SLOs at course, program, and institutional level? (WSCUC CFRs 2.3, 2.7)
  - What is the review process to update curriculum against SLOs?
  - How is alignment assessed? What is the outcome?
  - What has been or needs to be changed?
- How well does curriculum lead to relevant disciplinary and professional knowledge? (WSCUC CFRs 4.4, 2.3, 2.4, 2.6)
  - Also asked as - how well do students achieve learning outcomes (SLOs)? (WSCUC CFR 2.7)
  - What is the evidence for this?
  - How do you assess it?
  - Which SLOs do students do better in achieving?
  - Which SLOs do students do worse in achieving?
  - What courses provide best/worst SLO achievement?
  - What contributes to achievement?
  - What has been done to improve?
  - What needs to be done to improve?
  - Evidence to be analyzed here might include
    - Annual results of direct and indirect assessments of student learning in the program (could be combination of quantitative and qualitative measures), including the degree to which students achieve the program's desired standards.
      - Direct assessment methods include examinations, research essays, theses, oral presentations, capstone projects, portfolios, performances, etc., as primary means of assessing student learning outcomes.
      - Indirect assessment methods include surveys, questionnaires, focus groups, interviews, etc., as secondary means of assessing student learning outcomes.
      - Assessment measures are distinct from course grades and teaching evaluations (but they may involve graded materials) and they clearly address the degree to which students attain defined learning outcomes.
    - Student retention and graduation rate trends (disaggregated by different demographic categories).
    - Placement of graduates into graduate schools or post-doctoral experiences.
    - Job placements.
    - Student/Alumni achievements

4. <u>Student Satisfaction</u>. Usually thought of as the factors you consider important for or leading to student persistence.
   - How do you measure and in what ways do you triangulate from multiple sources student satisfaction? (WSCUC CFR 2.10)
     - What factors do you consider important in demonstrating student satisfaction?
     - What satisfaction measures do you have in place?
     - What combinations do you examine and why?
   - How satisfied are students with various aspects of program, department, institution?
     - What do your satisfaction data look like?

        - What are your strong areas?
        - What are areas for improvement?
        - What is / will be / has been done to improve?
    - Evidence to be analyzed here might include institutional surveys and/or surveys such as NSSE or Noel-Levitz SSI, as well as data on student progress, retention, time to degree, etc.
5. Graduates' Success. Usually thought of as the factors you consider important in demonstrating that what your graduates received at your institution has contributed to their success after graduation.
    - How do you measure and in what ways do you triangulate from multiple sources graduates' success? (surveys, perception of goal attainment, employer info, etc.)
    - How successful are graduates in their chosen careers, grad school, community service, etc.? How well did programmatic outcomes support their success? (WSCUC CFR 4.5)
    - Evidence to be analyzed here might include job placement, alumni achievements.
6. Faculty Quality. Usually thought of as a combination of faculty qualifications, achievements, scholarship, and teaching in relation to program mission, goals, design, and needs.
    - How well do faculty meet needs of program, what are the standards for hiring faculty? (WSCUC CFR 2.8, 3.1, 3.3)
    - What is the overall teaching effectiveness of your faculty? (WSCUC CFR 2.9)
    - To what extent are your faculty engaged in professional development, scholarship, and service? (WSCUC CFR 2.8)
    - What are strengths and areas for improvement? (WSCUC CFR 3.1, 3.3)
    - Evidence to be analyzed here might include proportion of faculty with terminal degree, institutions from which faculty obtained terminal degrees, list of faculty specialties and how those relate to degree, record of scholarship for each faculty, teaching quality of faculty as evaluated by self and/or peers, diversity of faculty, external funding for faculty, awards, and recognitions of faculty.

Section IV: Assessing Program Viability and Sustainability

1. Demand for the Program.
    - What are the trends in numbers of inquiries, applications, admits, and enrollments over the past five to eight-year period?
    - What is happening within the profession, society, culture, community that suggests ongoing need for this program in the future?
2. Allocation of Resources.
    - Faculty – Are there sufficient numbers of faculty to maintain program quality? Do program faculty have the support they need to do their work?
        - Evidence to be analyzed here might include number of full-time faculty, ratio of full-time to part-time faculty, student faculty ratio, faculty workload, faculty review and evaluation processes, faculty mentoring processes, faculty professional development opportunities, and time available for course development, scholarship, etc.
    - Direct Student Support – Is there adequate non-faculty support to facilitate student success?
        - Evidence to be analyzed here might include academic advising, career advising, tutoring services, remediation programming, orientation & transition programs, financial aid, support for campus community engagement, support for engagement beyond campus, and support for emotional, psychological & physical interventions as needed.

- Indirect Student Support – Are there adequate support services available in the following areas
    - Library, IT, and related technology resources.
    - Facilities
    - Staff
    - Evidence to be analyzed here might include descriptions of services and resources available in each area, including how you know they are adequate.

3. Student Recruitment, Retention and Graduation.
    - How well does program attract, retain, and graduate students? (WSCUC CFR 2.7)
    - How does this program compare to peer programs / institutions? (WSCUC CFR2.10)
    - What does program do to improve retention and graduation rates? (WSCUC CFRs 4.3, 4.4)
4. Contributions to the University.
    - How well does program contribute to university mission and vision, e.g., alignment, specialized accreditation, targeted needs, unique contributions, external recognition, etc.? (WSCUC CFRs 1.1, 4.6)
5. Societal and Professional Needs.
    - How well does program meet current and potential future trends in discipline, labor market, society?
    - What modifications might be needed to stay current/competitive in the discipline?
    - How does this situate the institution in the larger societal and professional context? (WSCUC CFRs 4.6, 4.7)

Section V: Summary Reflections

1. Reflection on All Sections of Self-Study.
    - This portion of the self-study report typically interprets the significance of the findings in the above analysis of program evidence. Its purpose is to determine a program's strengths, weaknesses, and opportunities for improvement.
2. Summary of Proposed Changes and Resources Needed.
    - This focuses on what can be done in next 1-2 years.
    - What changes, other than faculty, are needed to improve program? (WSCUC CFRs 3.5, 4.3)
        - Describe each change.
        - Provide rationale and evidence to support each proposed change.
        - Describe resources needed to implement this proposed change.
    - How will these proposed changes and resources be addressed in the institutional planning and budgeting process(es)?
3. Future Goals and Planning for Improvement.
    - Identify and prioritize the key goals for the next 3-5 years.

Section VI: Appendices

Learning Outcomes Definitions

Curriculum Map(s)

- Assessment Plans, Data, Analyses, and Results
    - Annual Assessment Reports/Results
    - SLO Assessments
    - Student Satisfaction surveys
    - Graduate surveys
    - Capstone reviews

- Alumni surveys

Student Demographics
- Gender
- Age
- Ethnicity
- Family Income
- Other demographics relevant to your institutional culture, e.g., nationality?

Student Retention, Attrition, Graduation Data overall, and disaggregated by demographics
Current Course Syllabi
Faculty CVs
Faculty Workload Assessment
Budget Reviews
External Reviewer Report

TEMPLATE FOR EXTERNAL REVIEWER REPORT

Section I: Executive Summary: Please provide a brief overview of the following

1. Review process including when the visit occurred (or when reviewed on-line) and the documents used in the review. Note any special meetings with stakeholders, students, administrators and/or alumni.
2. Quality of material provided to inform the academic program review.
3. Status of the discipline from a national perspective including future workforce needs / employment prospects.
4. Quality of outcomes assessment of the academic program.

Section II: Evaluation of Program Quality: For each academic program under review, please provide an assessment of the following

1. Curriculum
2. Faculty
3. Graduate culture
4. Students
5. Administration
6. Resources and facilities
7. Student learning outcomes assessment. Include comments on the following:
    a. Appropriateness of goals for student learning outcomes
    b. The defined student learning outcomes
    c. Quality and appropriateness of measures used to assess student learning outcomes
    d. How well students are achieving expected learning outcomes
    e. How the results of the assessment of student learning outcomes have been used to implement program improvements focused on improving student performance

Section III: Program Strengths and Weaknesses

1. List specific program strengths
2. List specific program areas for attention/improvement

Section VI: Recommendations.

1. Please provide recommendations to contribute to continuous quality improvement in the academic program and/or department:
    a. Academic program enhancement
    b. Departmental enhancement

Section V: Response to Stakeholder Questions.

1. In this section, please respond to specific questions that may have been asked by the Program chair, the faculty, the Provost, and/or the President.

APPENDIX III: PROTOCOLS AND PROCEDURES FOR INSTITUTIONAL RESEARCH

PROTOCOLS AND PROCEDURES FOR INSTITUTIONAL RESEARCH

Office of Institutional Research
Lincoln University

TABLE OF CONTENTS

FOREWORD

This document details the protocol and procedures for Institutional Research (IR) at Lincoln University (LU). The Part I of the document lays out the mission and purpose statements of the Office of IR; it also provides the "big picture" of LU's assessment efforts, and the supportive role of IR. The Part II explains the type of data we will collect including the list of specific variables for each sub-type of data. The Part III explains how we will measure the variables, from what part of our campus community these data will come, and who will be the person responsible to collect the data. The Part IV provides evaluative rubrics for each type of data. Finally, Part V lists the LU personnel directly responsible for collecting, organizing, providing, analyzing, and reporting the data.

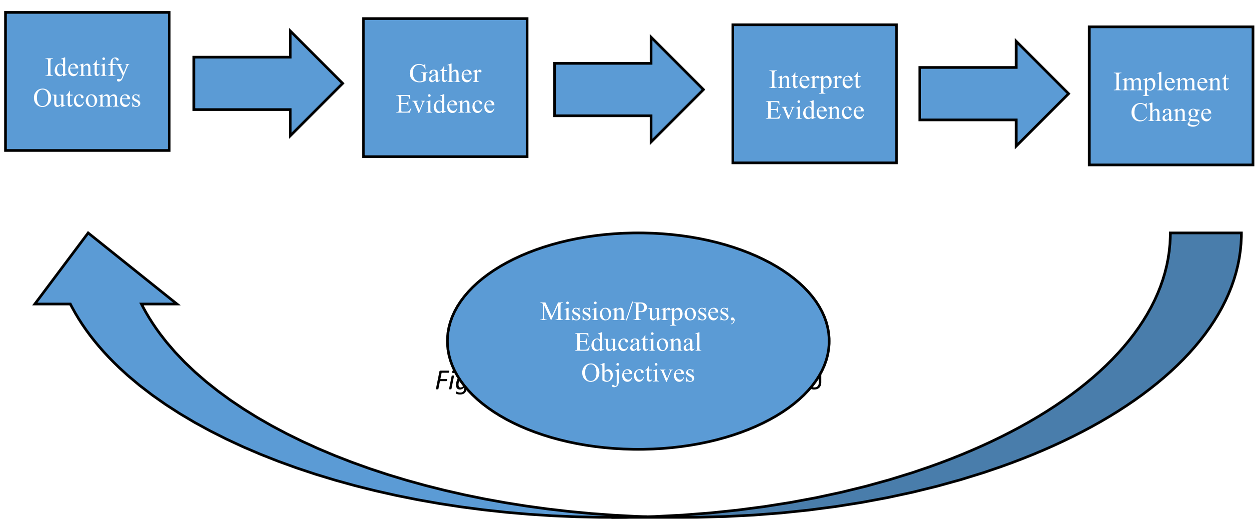
PART I: INSTITUTIONAL RESEARCH AT LINCOLN UNIVERSITY: THE BIG PICTURE

Mission

The mission of the Lincoln University's (LU) Office of Institutional Research (IR) is to support and collaborate with stakeholders in making data-informed decisions related to the university priorities and strategic planning. In support of this mission, the Office of IR provides data to meet reporting requirements, communicates relevant data to the university community, and supports university leadership by providing data and related analytic tools.

Purpose

The Office of Institutional Research at Lincoln University is working closely with the campus community, which includes the Board of Trustees, University leadership, the Office of Accreditation Compliance and Quality Assurance, Admissions, Registrar, Student Services, faculty, students, and alumni to support the implementation of the assessment plan developed by the LU community. The tasks of IR include developing assessment rubrics, data collection efforts, and data analysis.
Furthermore, the Office of IR at LU is taking a key part in the development of an ongoing commitment to evidence-based educational excellence, which involves initial pilot projects focused on planning and carrying out an assessment cycle. Part of this process is to inform and educate LU community about what is involved in the assessment process. Figure 1 details the logic of assessment process at LU.



PART II: INFORMATION TO BE COLLECTED

The Office of IR provides comprehensive analyses about the University as well as analytical tools and services that support the planning and decision-making efforts to achieve the LU's mission and goals. Additionally, the Office of IR stores and keeps data from all cycles of data collection to be able to generate information for various government, private, and public entities for transparency and accountability, and to fulfill the accreditation standards by the Western Association of Schools and Colleges (WASC). The Office of IR concentrates its efforts of collecting three types of data: *student-related data*, *faculty-related data*, and *SLO-related data*.

Student-Related Data

Student-related dataset includes characteristics of current students enrolled in LU: *total headcount*, *headcount by degree-level*, and *headcount by academic program*. For each student, the student-related data include identifiers of ***student demographics***, ***student-level institutional data***, and ***student achievement***.

Student demographics include the following variables for all students enrolled in LU:

1. Gender
2. Age
3. Ethnicity
4. Country of Origin

Student-level institutional data include the following outcomes for all students enrolled in LU:

1. Graduation Rates: LU graduation rates by cohort
2. Continuation Rates: LU continuation rates for full-time and part-time students
3. Degree Level: The level of degree student pursuing (e.g., undergraduate (BA or BS), graduate master's (MBA or MS) and graduate doctoral (DBA)
4. Degree Recipients: Annual rates of degree recipients at LU by degree level in which students were enrolled
5. Course Enrollment:
    a. Undergraduate course enrollment
    b. Graduate course enrollment

Student achievement data include the following variables for all students enrolled in LU:

1. Grade Point Average: GPA reported for all students at LU
2. Achievement in Capstone Courses: LU students successfully completing capstone courses of their respective programs
3. Achievement in Degree Milestones:
    a. Qualifying Exam: For all graduate students; number of students successfully passing qualifying exam on a first or subsequent attempt
    b. Internship Reports: For graduate student pursuing master's degree; successful completion and presentation of the internship report on the first or subsequent attempt
    c. Research Project: For graduate students pursuing master's degree; successful completion, presentation, and defense of the project
    d. Dissertation: For graduate students pursuing doctoral degree; successful proposal, completion, and defense of the dissertation

Faculty-Related Data

For many years, the faculty of LU were very effective in clearly explaining goals and requirements of our courses. The faculty have been teaching in an organized way, using videos and presentation software to explain difficult points, and providing prompt, detailed feedback on tests and completed assignments. Moving forward, as LU adapting the evidence-based culture, we collect, analyze, and report formal data that support our academic excellence and hard work our faculty are doing. Therefore, LU collects ***faculty demographics and headcount***, and evidence of ***faculty effectiveness*** and ***faculty development***.

Faculty demographics and headcount include the following variables for all full-time and part-time faculty at LU:

1. Gender
2. Age
3. Ethnicity
4. Degree Level
5. Academic Rank
6. Full-time/Part-time status
7. Student/Faculty Ratios by Program

Faculty effectiveness include the following data collected for each full-time and part-time faculty member:
1. Course enrollment: To allow for comparison among sections of the same course taught by different faculty, the number of students enrolled in courses will be collected and compared
2. Faculty Rating (Student Evaluations): Average scores, by course, received on student evaluation form in all courses taught
3. Faculty Rating (Peer Evaluation): Average scores, by course, received on peer evaluation form in all courses assessed

Faculty development include the following data collected for each full-time and part-time faculty member:
1. Scholarship: Published and unpublished articles, manuscripts, books ext.
2. Scholarship of Integration: Workshops, professional meetings
3. Scholarship of Application: Consulting, contract research, program evaluation
4. Professional Activities: Officer of professional organization, professional membership

SLO-Related Data

Student Learning Outcomes (SLOs) are statements that specify what students will know, be able to do or be able to demonstrate when they have completed or participated in an activity, project, course, and/or a program. Outcomes at LU are expressed as knowledge, skills, attitudes, or values. At LU, the SLOs are detailed aspects of Program Learning Outcomes (PLOs), which are program-specific and are aligned with the program curriculum through curriculum maps. Developing and assessing the SLOs for courses and programs is one of the requirements of WASC accreditation. The LU's Institutional Learning Outcomes and Program Learning Outcomes are published in the LU Catalog.

The SLO-related information is collected by administrations of surveys. The information is provided by students who take the surveys. Involving students' voices and experiences in institutional and program-level assessment brings learners' perspectives into LU's collective effort and encourages students to take responsibility for their learning.

PARTIII: DATA AND IR-RELATED ROLES AND RESPONSIBILITIES ACROSS LINCOLN UNIVERSITY

LU developed a collective institutional commitment to assessment and data-driven evidence of academic excellence. This commitment to student learning engages all who contribute to the educational process, including students themselves. Faculty, administrators, and staff design the curriculum, educational experiences and opportunities, and support services to provide multiple ways of learning. Individuals in local communities educate students as they participate in internships, and other experiential opportunities, thus extending learning experience beyond campus environment. Expending the range of contributors bring different perspectives to assessing student learning that broaden interpretations of students' experiences and achievement.

This section will detail the type of data collected and who in our campus community is responsible for collecting, organizing, and providing the data to the Office of IR for further analysis and reporting.

Student-Related Data

Type of Data		**How to Measure**
Students' Demographics	Gender	Self-reported by student
	Age	Self-reported by student
	Ethnicity	Self-reported by student
	Country of Origin	Self-reported by student
Student-level Institutional Data	Graduation Rates	Reported **annually** by the raw headcount as well as percentages of students who completed their degree
	Continuation Rates	Reported **annually** by the raw headcount as well as percentages of students who maintained continuous enrollment
	Degree Level	Reported **annually** by the raw headcount as well as percentages of students who pursue a specific level of degree (e.g., BA, BS, MBA, MS, or DBA)
	Degree Recipients	Reported **annually** by the raw headcount as well as percentages of students who received a specific degree (e.g., BA, BS, MBA, MS, or DBA)
	Course Enrollment	Reported on **semester** basis by the raw headcount of students who were enrolled in courses offered that semester

Type of Data		How to Measure
Student Achievement Data	Grade Point Average	Reported for all students at LU on **semester** basis from students' records
	Achievement in Capstone Courses	Reported for students who took capstone courses on **semester** basis from students' records
	Achievement in Degree Milestones	Reported for graduate students who completed degree milestones on **semester** basis

Faculty-Related Data

Type of Data		How to Measure
Faculty Demographics and Headcount	Gender	Self-Reported by faculty
	Age	Self-Reported by faculty
	Ethnicity	Self-Reported by faculty
	Degree Level	Level of highest terminal degree/s completed by each faculty
	Academic Rank	Current level of academic rank for each faculty member. Reported **annually**
	Full-time/Part-time Status	Full-time/Part-time status. Reported **annually**
	Student/Faculty Ratio	Ratio computed by taking the number of students enrolled in each program divided by the number of faculty in that program. Reported on **semester** basis

Faculty Effectiveness Data	Course Enrollment	Number of students enrolled in courses taught by a faculty; reported per course on **semester** basis
	Faculty Rating (Student Evaluations)	A weighted average score per category (question) on student evaluation form will be computed and reported across all courses taught by the faculty on **semester** basis
	Faculty Rating (Peer Evaluation)	A score for each category (if evaluated once) or an average score per category (if evaluated more than once) on the peer evaluation form for each faculty member will be reported on **semester** basis
Faculty Development Data	Scholarship	Number of published or under-review manuscripts reported **annually**
	Scholarship of Integration	Participation in workshops or conferences **reported annually**
	Scholarship of Application	Consulting, contract research, and program evaluation work **reported annually**
	Professional Activities	Being an officer of a professional organization, professional membership **reported annually**

SLO-Related Data

Type of Data		How to Measure
SLO-Related Data	SLOs for BA	Measured by student responses provided on the SLOs BA survey administrated on **<u>semester</u>** basis
	SLOs for BS	Measured by student responses provided on the SLOs BS survey administrated on **<u>semester</u>** basis
	SLOs for MBA	Measured by student responses provided on the SLOs MBA survey administrated on **<u>semester</u>** basis
	SLOs for MS in FM	Measured by student responses provided on the SLOs MS in FM survey administrated on **<u>semester</u>** basis
	SLOs for MS in IB	Measured by student responses provided on the SLOs MS in IB survey administrated on **<u>semester</u>** basis
	SLOs for DBA	Measured by student responses provided on the SLOs DBA survey administrated on **<u>semester</u>** basis

Analysis and Reporting

Each office responsible for their part of data collection should provide data in an Excel file via e mail to the Office of IR. The data collected on semester basis should be provided to the Office of IR **<u>no later than 2 (two) calendar weeks after the beginning of a subsequent semester</u>**. The data collected on annual basis should be provided to the Office of IR **<u>no later than July 1 of that year</u>**.

The Office of IR is responsible to combine data files, conduct the appropriate statistical analyses, and produce reports. The Office of IR will produce 2 reports, a semi-annual and an annual report, to be distributed to campus community and general public.

PART IV: EVALUATIVE RUBRICS

Rubric for Student-Related Data

Type of Data		Below Expectations	Meets Expectations	Exceeds Expectations
Students' Demographics	Gender	Demographic data are descriptive data and do not need to be evaluated		
	Age			
	Ethnicity			
	Country of Origin			
Student-level Institutional Data	Graduation Rates	Below 80%	81%-90%	Above 90%
	Continuation Rates	Below 80%	81%-90%	Above 90%
	Degree Level	Degree Level data are descriptive data and do not need to be evaluated		
	Degree Recipients	Degree Recipients data are descriptive data and do not need to be evaluated		
	Course Enrollment	Course Enrollment data are descriptive data and do not need to be evaluated		
Student Achievement Data	Grade Point Average	below 3.0 (grade C and below)	3.0-3.9 (grade B)	4.0 (grade A)
	Achievement in Capstone Courses	below 3.0 (grade C and below)	3.0-3.9 (grade B)	4.0 (grade A)
	Achievement in Degree Milestones	Did not complete on the first attempt. If GPA is assessed, completed with GPA below 3.0 (grade C and below)	Completed on the first attempt with revisions. If GPA is assessed, completed with GPA 3.0-3.9 (grade B)	Completed on the first attempt without revisions. If GPA is assessed, completed with GPA 4.0 (grade A)

Rubric for Faculty-Related Data

<table>
<tr><th colspan="2">Type of Data</th><th>Below Expectations</th><th>Meets Expectations</th><th>Exceeds Expectations</th></tr>
<tr><td rowspan="7">Faculty Demographics and Headcount</td><td>Gender</td><td colspan="3" rowspan="7">These data are descriptive and do not need to be evaluated</td></tr>
<tr><td>Age</td></tr>
<tr><td>Ethnicity</td></tr>
<tr><td>Degree Level</td></tr>
<tr><td>Academic Rank</td></tr>
<tr><td>Full-time/Part-time Status</td></tr>
<tr><td>Student/Faculty Ratio</td></tr>
<tr><td></td><td></td><td colspan="3"></td></tr>
<tr><td rowspan="3">Faculty Effectiveness Data</td><td>Course Enrollment</td><td colspan="3">These data are descriptive and do not need to be evaluated</td></tr>
<tr><td>Faculty Rating (Student Evaluations)</td><td>Rounded average is below 3.0 across all items on the evaluation form (below the mean)</td><td>Rounded average is 3.0 across all items on the evaluation form (at the mean)</td><td>Rounded average is above 3.0 across all items on the evaluation form (above the mean)</td></tr>
<tr><td>Faculty Rating (Peer Evaluation)</td><td>Below the mean rounded average of across all items on the evaluation form</td><td>At the mean rounded average of across all items on the evaluation form</td><td>Above the mean rounded average of across all items on the evaluation form</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td rowspan="4">Faculty Development Data</td><td>Scholarship</td><td>0 items per current year</td><td>1 item per current year</td><td>2 or more items per current year</td></tr>
<tr><td>Scholarship of Integration</td><td>0 items per current year</td><td>1 item per current year</td><td>2 or more items per current year</td></tr>
<tr><td>Scholarship of Application</td><td>0 items per current year</td><td>1 item per current year</td><td>2 or more items per current year</td></tr>
<tr><td>Professional Activities</td><td>0 items per current year</td><td>1 item per current year</td><td>2 or more items per current year</td></tr>
</table>

Rubric for SLO-Related Data

Type of Data		Below Expectations	Meets Expectations	Exceeds Expectations
SLO-Related Data	SLOs for BA	Rounded average is below 3.0 (below the mean)	Rounded average is 3.0 (at the mean)	Rounded average is above 3.0 (above the mean)
	SLOs for BS	Rounded average is below 3.0 (below the mean)	Rounded average is 3.0 (at the mean)	Rounded average is above 3.0 (above the mean)
	SLOs for MBA	Rounded average is below 3.0 (below the mean)	Rounded average is 3.0 (at the mean)	Rounded average is above 3.0 (above the mean)
	SLOs for MS in FM	Rounded average is below 3.0 (below the mean)	Rounded average is 3.0 (at the mean)	Rounded average is above 3.0 (above the mean)
	SLOs for MS in IB	Rounded average is below 3.0 (below the mean)	Rounded average is 3.0 (at the mean)	Rounded average is above 3.0 (above the mean)
	SLOs for DBA	Rounded average is below 3.0 (below the mean)	Rounded average is 3.0 (at the mean)	Rounded average is above 3.0 (above the mean)

PART V: KEY LU PERSONNEL RESPONSIBLE FOR DATA COLLECTION AND DATA ANALYSIS

The following LU key personnel will be directly involved in collecting, organizing, analyzing, and reporting LU IR data:

Peggy Au is responsible for collecting *student demographic data*, and providing these data to the Office of IR.

Maggie Hua is responsible for collecting *student-level data*, *student achievement data,* and *course enrollment part of faculty effectiveness data*, and providing these data to the Office of IR.

Dr. Alexander Anokhin is responsible for collecting *faculty demographics and headcounts data*.

Dr. Harpal Dhillon is responsible for collecting *faculty effectiveness data*, except course enrollment, and *faculty development data*, and providing these data to the Office of IR.

Dr. Igor Himelfarb is responsible for receiving the data from Peggy Au, Maggie Hua, and Dr. Michael Guerra *combining the data*, if needed, *analyzing the data*, and *producing the reports.*