Dear Friends of Lincoln University,

It is with great pleasure that I share the results of a spectacular year. The 2018-2019 academic year was filled with several outstanding accomplishments as we began to realize positive outcomes from our strategic endeavors. Our students are more engaged, both inside and outside of the classroom, while our faculty has made many strides in their research and teaching. Our technology infrastructure improved tremendously and our physical plant continues to evolve. We are deeply grateful for the involvement of our alumni, donors, partners, and friends who have so generously supported the University as we worked to achieve our goals.

Support from you—our family, partners, and friends—is having a great impact on our student success goals. Your gifts are enabling our students to engage in meaningful high-impact learning such as study abroad, internships, and undergraduate research. These opportunities will definitely help students develop the intellectual muscle and interpersonal savvy needed for success in this rapidly changing global economy. Generous donations and grants are providing our faculty with the time and resources needed to reflect on the curriculum and pedagogy, while also furthering their own scholarly passions. Resources to support scholarships are helping the more than 90% of our students who receive some form of financial aid to matriculate uninterrupted and, thus, are also positively impacting the University’s retention and graduation rates. Your gifts not only allow us to provide scholarships but also student programming and advising, and supports tools and technologies that allow them to thrive and grow in an environment that challenges them to shoot for the stars.

Lincoln University is thriving thanks to the support of our committed stakeholders. As Lincoln continues along the path of excellence, your support allows us to seize more opportunities for success. This report highlights some of our accomplishments this year in the context of our strategic themes.

Many thanks to those who support the University. Your involvement is key to our success.

Sincerely,

Brenda A. Allen ’81
President
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Student success at Lincoln University is defined as supporting students to perform well academically; develop holistically (mind, body and spirit); and successfully advance to graduate school or employment. To achieve this goal, the University has developed a new rendition of the 3Rs, namely Respect, Responsibility, and Results. These values focus on behaviors intended to yield a culture of accountability. Towards this end, the University invested in training and professional development opportunities for faculty and staff throughout the academic year focused on developing skills that reflect these institutional values and behavior.

**Highlights included:**

- The Lincoln University Police Department engaged in several training sessions designed to incorporate the concept of community policing into the daily work of the Department of Public Safety.

- Student Success staff attended trainings encompassing First-Year Experience, common intellectual experiences, learning communities, writing-intensive courses, collaborative assignments and projects, undergraduate research, diversity/global learning, ePortfolios, service learning, community-based learning, internships, and capstone courses and projects. These included the AAC&U; Institute on General Education and Assessment team training; Institute for High-Impact Practices and Student Success; National Academic Advising Association 32nd Summer Institute on quality advising for student development, retention, and completion; and National Association of Foreign Student Advisers/Affairs Annual Conference: Diverse Voices, Shared Commitment.

- Members of the financial staff participated in training in: accounting and reporting for not-for-profit organizations; project management; student loans and financial services; and the complexities of fraud and how to mitigate risk.

- Institutional Advancement personnel received training in the suite of Blackbaud products, including Raiser’s Edge NXT, Financial Edge, Prospect Research, Target Analytics, Blackbaud Scholarship Management, NetCommunity, and the everydayhero peer-to-peer fundraising platform. In addition, personnel attended conferences, seminars, and webinars focused on integrated marketing & communications, corporate and foundation relations, annual giving, major & planned giving, and advancement services and operations.

- Members of the Institutional Research, Planning and Assessment team presented at the ACT Enrollment Management Summit and at the HEDS Data Summit.

- Professional development and training programs provided by the Office of Human Resources included: Title IX training for new hires and supervisory staff, prevention of discrimination and harassment, prevention of sexual violence, avoiding supervisory pitfalls, and stress management.
Thanks to $23,300 in financial assistance from the Vira I. Heinz (VIH) Program for Women in Global Leadership Scholarship, students Shaniece Brown (pictured here in Buenos Aires, Argentina), Christene Harris, and Khanina Stanford traveled the world in summer 2019. The VIH program has benefited 25 LU students since 2011.
Lincoln University builds upon a glorious past and advances the legacy to “educate for freedom” as envisioned by Horace Mann Bond in a way that works for the 21st century. Our strategic plan calls for reimagining the liberal arts towards this goal. Central to this theme is making high-impact pedagogy opportunities ubiquitous on our campus. HIPs are instructional approaches such as first-year seminars, learning communities, collaborative assignments and projects, undergraduate research, service learning, internships, and capstone experiences. All have been shown to have a positive impact on learning and persistence. HIPs greatly complement a liberal arts educational focus on developing essential skills such as communication and problem solving. Great investments were made in offering HIP opportunities for students during the 2018-2019 academic year. Also central to this goal are the investments being made in curriculum, teaching, and faculty scholarship.

**HIGHLIGHTS INCLUDED:**

- 11 students studied abroad in countries such as Argentina, Greece, Gambia, and Thailand.

- Students and faculty from Lincoln joined Princeton University and five other HBCUs to launch a program to introduce students to archival science.

- 41 students participated in paid internships across corporate and non-profit industries including: Deloitte, Department of Neurological Surgery – Pittsburgh Healthcare, Discovery Robotics, Ernst & Young, Fox Chase Cancer Center, Goldman Sachs, Google, Johnson & Johnson, Mellon Research Assistantship, Premier Warranty Services, and PricewaterhouseCoopers.

- The University hosted a four-week Summer Undergraduate Research Writing Institute to prepare students to become more skilled analytical writers and communicators.

- Lincoln’s 2019 Research Symposium, “Learning, Liberating, and Leading through Undergraduate Research” featured interdisciplinary research conducted by faculty and students. Areas of research included:
  - Stable populations
  - Opioid community
  - How workplaces impact the experiences of employees with high-functioning autism spectrum disorders
  - Effect of soil pH on seed germination in CowPots
  - Construction of clique of K-hypergraphs in commutative ring.


- Dr. Nicole Files-Thompson received a Fulbright U.S. Scholar Program award to teach and study intercommunication and tourism in Jamaica.
• Three students from the biology, mathematics, and engineering sciences programs were awarded the prestigious Dwight David Eisenhower Transportation Fellowship.

• Ten faculty members received summer stipends from a Mellon Grant to support their research activities. Areas of research included:
  – Democracy and education in a digital world
  – Grammar instruction for an HBCU: A qualitative comparative analysis
  – Democracy: Learning, liberating, and leadership: A case for indigenous perspective
  – Social ostracism in the digital age: Understanding the process of cyber-ostracism message interpretation

• The Center for Education and Teacher Learning and the Office of the Provost began collaboration to assist academic departments with curriculum revitalization. Faculty and staff were guided through a process to draft a plan to revamp the majors. This curriculum coherency project will continue until all departments have participated in the training and have drafted a plan for their disciplines.

• A committee was assigned to develop a strategic enrollment management plan. The committee utilized data, including international and national enrollment trends, financial aid use, graduation rates, retention rates, participation in HIP activities, post-graduation trends, and other survey data, to develop an initial draft plan.

• The athletic academic support program played a significant role in Lincoln’s cheerleading teams receiving the Highest GPA Award at the CIAA Basketball Tournament for the second year in a row.

• The Middle States Commission on Higher Education Reaffirmed Lincoln University’s accreditation with no findings.
Through a myriad of strategic partnerships, Lincoln works with local, regional, national, and international partners to develop property, conduct research, solve community problems, and contribute to the cultural life of the community. In keeping with this theme, we actively sought to partner with industry, entrepreneurs, schools, governments, and the non-profit sector to create opportunities for students to apply what they are learning in the classroom in real-world experiences. Also important was the involvement of members of the local community in our strategic planning process for projects and programs that impact the local community.

Highlights included:

- Established a Co-Curricular Pre-Professional Preparatory Program (CP3) in Biomedical Sciences and Health Professions in collaboration with the Penn State College of Medicine to identify and prepare students for graduate degree programs in biomedical sciences and professional degree programs in medicine, dentistry, veterinary medicine, and pharmacy.

- A University steering committee of faculty, students, staff, alumni, and trustees began planning and worked together to develop a Campus Master Plan that aligns priorities for new construction, facilities renovations, deferred maintenance, and space utilization with academic and strategic goals.

- The Office of Community Service and Engagement established links with 18 active external community service organizations that are now listing volunteer opportunities for students.

- Almost 450 students participated in community service activities in collaboration with, among others: the Richard B. Allen Preparatory School, Gain Global Aid Network, the Jennersville and Kennett Square YMCAs, the Bushfire Theatre of Performing Arts, Project Cure, Willowdale Chapel Church, Oxford Main Street Alliance, Allen AME Church, the Lighthouse Youth Center, City Year Philadelphia, and the Luther House-Jennersville.

- Lincoln University’s Police Department provided crisis training for local public safety officers to develop and foster a collaborative policing model for the Lincoln University community.
Dr. Anna Hull (left) and Dr. Yvonne Hilton (right) served as co-chairs of the self study leadership team and were integral to the reaffirmation of accreditation process. They are pictured with student Jalen Scott-Davis, a junior from Philadelphia majoring in finance.
Lincoln University aligns resources with its highest priorities. With an operating budget that is very dependent on student tuition and fees, the University is very mindful of the need to stretch current dollars to meet the needs of our students. This entails the careful consideration of organizational structure, policies, procedures, and decision-making processes to ensure funding of strategic projects and initiatives that support the University’s vision.

**Highlights included:**

- A personnel reorganization that went into effect on July 1, 2018. Most notable was the increased staff dedicated to student success, particularly the class deans who have been instrumental in providing assistance for students in need of greater support outside of academics. The deans helped students navigate University processes and procedures, which allowed the students to focus on their studies.

- To assure that the priorities and goals of the University's various divisions align with Lincoln's strategic themes, a more inclusive strategic budget planning process for the University's 2019-2020 operational and capital budgets was implemented by the Office of Finance and Administration.

- Committees of faculty, staff, and students reviewed strategic needs and objectives to determine use and space needs for construction, renovation, or architectural/design work for several campus facilities, including the John Miller Dickey Hall renovation; the Amos Hall restoration, renovation, and new addition; the Vail Memorial Hall renovation; and the building of an outdoor track and an outdoor basketball court.

- Achieved full implementation of several Blackbaud integrated suite of products—Target Analytics, Raiser Edge, and Financial Edge—to assist in all phases of fundraising, donor management, and donor fund accounting.

- A full complement of professional staffing was achieved in the Division of Institutional Advancement to focus on increasing contributions to support the University’s priorities.

- The Lincoln University Board of Trustees authorized the formation of a separate, Institutionally Related, 501(c)(3) charitable Foundation (IRF) for the oversight of the University’s financial gifts, donations, and contributions.

- Utilized data to update Lincoln’s peer institutions list for institutional-wide use in order to assess how the University compares to its peer institutions.

- The Office of Information Technology focused on strengthening infrastructure and service to support institutional priorities. Some of the projects completed in these categories include:
  - Completed transition from older threat detection technology to the next generation Artificial Intelligence (AI) enhanced Palo Alto technology. This technology now provides more robust threat and intrusion detection capabilities and provides real-time visibility into security threats.
  - Upgraded campus internet bandwidth from 1000 MB to 2000 MB to better support administrative, student, and research computing needs.
  - Completed Wi-Fi infrastructure upgrades with the latest 802.11ax Wi-Fi technology in two academic buildings, Ware Center and University Hall, to improve students’ Wi-Fi access.
  - Installed 80 new desktop computers for student use in the high-traffic open computing labs in the Langston Hughes Memorial Library.
  - Completed implementation of a student print management system to allow students to manage their print jobs more efficiently in the open computer labs on campus.
As part of the effort to strategically align resources to support institutional priorities, new and reallocated resources support initiatives that enhance the educational experience, such as this Center for Undergraduate Research symposium.
Lincoln University’s reputation is realized through the quality of its graduates, which is linked to its history and legacy as an HBCU with a liberal arts, social responsibility, and global engagement perspective. An important element of this was the involvement of faculty, staff, and alumni in events and programs that educated and informed major stakeholders about our accomplishments and successes. Our students also served as ambassadors for the University through their participation and representation of the institution in various settings. Telling the Lincoln Story is an integral component in preparing our students to Learn. Liberate. Lead.

**Highlights included:**

- Collaborated with the United Negro College Fund (UNCF) to help spotlight the need for support and raise funds for Lincoln University and Cheyney University, Pennsylvania’s two HBCUs, at both the Philadelphia 2018 Leaders’ Luncheon and the Philadelphia UNCF Mayor’s Masked Ball.

- Lincoln University staff and students accompanied President Brenda A. Allen for a “Lincoln University Day” in Harrisburg where she was invited to address the Pennsylvania Legislative Black Caucus in collaboration with the Department of Education. Dr. Allen also addressed the members of the House of Representatives during their session. The Lincoln students served as the hosts for a luncheon provided for the legislators and visited the offices of various representatives during the day.

- Dr. Chieke E. Ihejirika, professor of political science, delivered a lecture on the importance of HBCUs in conjunction with the Pennsylvania Legislative Black Caucus in Harrisburg.

- Partnered with Longwood Gardens, Square Roots Collective, CultureShift Creative, and Voices Underground to begin discussions to promote African American cultural heritage in the region and carry out a project related to the research and memorialization of the Underground Railroad in Kennett Square, Lincoln University, and the surrounding area.

- Through LionSpeak, the Alumni Association of Lincoln University engaged with students via workshops, seminars, roundtables discussions, interviews, and more to share the Lincoln story of their personal and professional journeys.
President Brenda A. Allen with students, faculty, and staff at the Founders Day Wreath Ceremony on April 29, 2019.
Operating Revenue
Total operating revenue as of June 30, 2019: $63,961,103

- Tuition and fees, 39%
- Room and board, 22%
- State appropriations, 19%
- Title III grants, 4%
- Private gifts and grants, 2%
- All other Grants, 2%
- Other, 12%

Operating Expenses
Total operating expenses as of June 30, 2019: $63,890,194

- Instruction/research/ academic support, 34%
- Operations and maintenance, 14%
- Administration and institutional support, 15%
- Scholarships, 19%
- Room and board, 7%
- Student services, 11%

- Student services
- Scholarships
- Instruction/research/ academic support
- Operations and maintenance
- Room and board
- Administration and institutional support
### Students

#### Enrollment (Unduplicated)

<table>
<thead>
<tr>
<th></th>
<th>Undergraduate</th>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,217</td>
<td></td>
<td>749</td>
<td>1,468</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Graduate</td>
<td>299</td>
<td></td>
<td>71</td>
<td>228</td>
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<tr>
<td>Total</td>
<td></td>
<td></td>
<td>820</td>
<td>1,696</td>
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</table>

#### Enrollment by Race/Ethnicity

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<th>Undergraduate</th>
<th></th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Nonresident alien</td>
<td>2.9%</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>Hispanic/Latino</td>
<td>4.1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>&lt; 1%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>&lt; 1%</td>
<td></td>
<td></td>
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<tr>
<td>Black or African American</td>
<td>84.6%</td>
<td></td>
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<tr>
<td>White</td>
<td>&lt; 1%</td>
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<td></td>
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</tr>
<tr>
<td>Two or more races</td>
<td>2.6%</td>
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<tr>
<td>Race and ethnicity unknown</td>
<td>4.6%</td>
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<td></td>
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</tr>
<tr>
<td>Undergraduate Total</td>
<td>100.0%</td>
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</table>

#### Graduate

<table>
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<tr>
<th></th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nonresident alien</td>
<td>1.0%</td>
<td></td>
</tr>
<tr>
<td>Hispanic/Latino</td>
<td>3.7%</td>
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<tr>
<td>American Indian or Alaska Native</td>
<td>&lt; 1%</td>
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<tr>
<td>Black or African American</td>
<td>86.0%</td>
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<tr>
<td>White</td>
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<td>Two or more races</td>
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<tr>
<td>Race and ethnicity unknown</td>
<td>7.4%</td>
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</tr>
<tr>
<td>Graduate Total</td>
<td>100.0%</td>
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</table>

### Full Time Equivalence (FTE) Students

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<tr>
<th></th>
<th>Undergraduate</th>
<th></th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>Male</td>
<td>2,090</td>
<td></td>
<td>715</td>
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</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td>1,375</td>
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<tr>
<td>Graduate</td>
<td>248</td>
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<td>56</td>
<td></td>
</tr>
<tr>
<td>Male</td>
<td></td>
<td></td>
<td>192</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2,337</td>
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### Enrollment by Residency

<table>
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<tr>
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<th>In-State</th>
<th></th>
<th>Male</th>
<th>Female</th>
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</thead>
<tbody>
<tr>
<td>In-State:</td>
<td>1,359</td>
<td></td>
<td>413</td>
<td>946</td>
</tr>
<tr>
<td>Male</td>
<td>67</td>
<td></td>
<td>27</td>
<td>40</td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Out of State:</td>
<td></td>
<td></td>
<td>380</td>
<td>710</td>
</tr>
<tr>
<td>Male</td>
<td>27</td>
<td></td>
<td>40</td>
<td></td>
</tr>
<tr>
<td>Female</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total:</td>
<td>2,516</td>
<td></td>
<td>820</td>
<td>1,696</td>
</tr>
</tbody>
</table>

### Diversity

- States and territories: 27
- Foreign Countries: 13

### Class Size

- Student-to-Faculty ratio: 15:1
- Undergraduate classes with fewer than 40 students: 99%

### Tuition & Fees

<table>
<thead>
<tr>
<th></th>
<th>In-State</th>
<th>Out-of-State</th>
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</thead>
<tbody>
<tr>
<td>Undergraduate</td>
<td>$11,036</td>
<td>$16,952</td>
</tr>
<tr>
<td>Graduate</td>
<td>$11,420</td>
<td>$19,088</td>
</tr>
<tr>
<td>Room and Board</td>
<td>$9,588</td>
<td>$9,588</td>
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</table>
Students Continued

Degree Recipients 2018-2019

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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<tbody>
<tr>
<td>Bachelor’s</td>
<td>338</td>
</tr>
<tr>
<td>Master’s</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
</tr>
</tbody>
</table>

Degrees Awarded

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<tbody>
<tr>
<td>Bachelor’s</td>
<td>338</td>
</tr>
<tr>
<td>Master’s</td>
<td>105</td>
</tr>
<tr>
<td>Total</td>
<td>443</td>
</tr>
</tbody>
</table>

Most Popular Majors
(from undergraduate degrees conferred)

- Human Services
- Digital Communication and Media/Multimedia
- Criminal Justice
- Nursing
- Biology

Retention and Graduation Rates

- Four-year graduation rate (2015 Cohort) 32.2%
- Six-year graduation rate (2013 Cohort) 47.1%
- 2018 Cohort retention rate (Freshman to Sophomore) 71.3%
- 2017 Cohort retention rate (Sophomore to Junior) 65.2%

Alumni

- Ten-year duplicated count (July 1, 2009-June 30, 2019) 4,340

Faculty & Staff

Faculty (Full time)

- Count (unduplicated) 102
- Faculty with terminal degree 85%
- Faculty with master’s degree 15%
- FTE Faculty 137

FTE Staff

- (non-instructional) 218

Endowment

- Audited (as of June 30, 2018) ** $42,229,772
- Unaudited (as of June 30, 2019) $44,030,973

Definitions

- Full Time Equivalence (FTE) Students: indicates the number of full time students plus 1/3 of part time students.
- Degree Recipients: shows number of graduated students (Unduplicated headcount).
- Degrees Awarded: indicates number of degrees (Duplicated student headcount); includes students who have completed requirements for Dual Degrees; Dual degree students are awarded degrees in each major and are counted for each major
- Ten-year duplicated count: if multiple degrees are earned/awarded, the person will be counted as an alumni for each degree
- FTE Instructional Faculty: indicates the number of full-time faculty plus 1/3 of part-time faculty. Faculties who teach only graduate level courses are excluded.
- Student-to-Faculty ratio: the ratio of full-time equivalent students (full-time plus 1/3 part-time) to full-time equivalent instructional faculty (full-time plus 1/3 part-time)

* This number displays total headcount of instructional and non-instructional full-time faculty. ** This number is derived from IPEDS Finance 2018-19 Survey.
Annual Honor Roll of Donors
Recognizes outright contributions for the period July 1, 2018-June 30, 2019 by range.
Thank you for your gifts and investments in Lincoln University. Your support is crucial as we strive to become one of the premier liberal arts institutions in the nation. Your gifts enable Lincoln University to preserve the legacy of Lincoln by providing scholarships to students seeking educational success and helping to create a sustainable campus environment for the future.
Annual Honor Roll of Donors
Recognizes Outstanding Contributions for the Period July 1, 2018-June 30, 2019 by Range.

Ms. Nora L. Gardner
Ms. Michelle N. Gardner '03
Ms. Farrah C. Gaskins '96
Mrs. Faith J. Gather '93
Mrs. Darlene G. Grisom-Smith '83
Ms. Cortney D. Giagnacova '04
Mr. Selle G. Godo '02
Mrs. Lorene D. Good '92
Mr. Frederick Godd '93
Dr. Ouolde G. Goue '01
Mr. Otto C. Graham, Jr. '95
Ms. Hymberti T. Graves, ID
Mr. Hersey E. Gray, Sr. '77
Ms. Emma Green '80
Mrs. Tina Sloan Green
Mrs. Audrey M. Greene, RN '76
Mrs. Camstance M. Green-Hosten '90
Dr. Tammy L. Grones '98
Ms. Angela Grove
Mr. Kenneth A. Groves, Jr. '98
Mr. Gregory A. Gruel '96
Mrs. Charmaine V. Bell-Harris '89
Ms. Phyllis F. Hamilton '85
Mr. Lawrence M. Pearson '85
Demetrius W. Pearson, Ed.D. '75
Mr. Dennis Parker, Jr. '78
Dr. Bravell M. Nesbitt, Jr. '54
Ms. Gabriel E. Agwu Ndukwe '06
Mr. Todd J. Mungin '83
Mr. Athill Muhammad '85
Mrs. Paulette J. Morant
Mrs. Rolanda Mitchell-Linton '75
Ms. Patricia D. Mitchell '64
Dr. Robert E. Millette
Ms. Minnetta P. Metz '72
Ms. Sandra Mejia
Mr. Ronald L. Meeks '70
Mr. J. Franklin Meehan
Mr. Kevin McPherson '77
Mrs. Valerie J. Whitney-Lowery '76
Ms. Pamela R. Williams '70
Ms. Temar Q. Williams '99
Mr. Wayne S. Williams '00
Mrs. Betty J. Williams
Dr. Maritza Williams
Mrs. Zakiya R. Williams-Greene '99
Mr. Frank Williams, Jr.
Ms. Marcella Willis
Mr. Harold H. Wilson '88
Ms. Tiffanie D. Wilson '97
Mrs. Audrey D. Wilson-Russell '89
Mr. Michael Witschop '82
Ms. Suzanne P. Wood '83
Ms. Lydia Worthington
Ms. LaTosha M. Wray '00
Mr. Robert E. Wren, Sr. '58
Mr. Jeffrey Wright '81
Mrs. Barbara B. Yates
Ms. Joyce A. Zandieh, MHS '86
Dr. John R. Zytk

$99 and Under
Abdul-Mubdiu Abdul-Karim
A. Abouye
Mr. Dominic D. Adams '06
Mr. Samuel E. Adams, II '11
Mrs. Emma Addo-Asare '19
Mr. Kenneth P. Aderson '94
Oluwayemisi Adesanya
Mr. Jefferey Ahmed
Dasimah Alford
Mrs. Karen M. Alford '80
Mr. Robert A. Allen '90
Ms. LaReyna Allen
Ms. Taschima Allen
Ms. Dominique Allen
Ms. Yusuf I. Al-Rahim '12
Mr. Timothy L. Alston-Barr '13
Amazon Smile Foundation
Ms. Jacqueline L. Anderson '84
Ms. Kim Anderson
Mrs. Cheryl T. Anderson '94
Mr. Gervon A. Anderson '13
Ms. Aneya A. Anderson '07
Mr. Lynn Anderson '84
Mr. James Annan '13
Ms. Tierra Arrington
Ms. Jane-Frances Atuma '19
Mrs. Donna A. Atlmore-Doll '82
Reverend Wilbert S. Austin, Jr. '75
Mrs. Candace Y. Avent-Montague '96
Adeiramola Badewa
Mr. Alex Badillo
Ms. Deitra L. Bailey-Gittens '86
Ms. Margaret Ballew
Ms. Shelly Baker
Ms. Nina Baker
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MISSION
Lincoln University, the nation's first degree-granting Historically Black College and University (HBCU), educates and empowers students to lead their communities and change the world.

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

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

Title IX of the Education Amendments of 1972 (Title IX), 20 U.S.C. §§ 1681 et seq., and its implementing regulations, 34 C.F.R. Part 106, prohibit discrimination on the basis of sex in the University’s programs or activities. It is the expressed policy of Lincoln University to comply with Title IX. The following person has been designated to handle inquiries regarding the non-discrimination policies: Gerard Garlic, Title IX Coordinator, Room 126B, Lincoln University, 1570 Baltimore Pike, Lincoln University, PA 19352, phone 484-746-0000 or Office of Civil Rights, U.S. Department of Education, The Wanamaker Building, 100 Penn Square East, Suite 515, Philadelphia, PA 19107-3323, phone 215-656-8541, fax 215-656-8605, email: ocr.philadelphia@ed.gov.

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