

# Lincoln University



## **FACT BOOK FALL 2002**

Ivory V. Nelson, Ph.D.  
President

*Advancing the Lincoln Legacy*

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## 2002-2003

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# PREFACE

The Office of Institutional Research produced “The Lincoln University Fact Book” which contains factual information about the university. The information is presented in a perspective that continues to highlight the patterns and trends that exists. Historical context is also provided which can be used to review the university’s development and as a reference for the University’s administrators and faculty to use for planning and decision-making.

An electronic version of this publication is available to the general public via the World Wide Web. It can be accessed through the University’s home page or directly at <http://www.lincoln.edu/research>. The fact book is placed on the WEB in its entirety and by sections to allow users to view, download or print the entire book or sections as needed. We highly encourage the use of the electronic version to reduce costs associated with the publication.

Any comments or suggestions for enhancement of this publication are welcomed. Requests for the inclusion of additional information that you feel is pertinent should be forwarded to the Office of Institutional Research to the attention of the director.



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# FACT BOOK DEFINITIONS

The purpose of this page is to define the terms used in the Fact Book as employed by Lincoln University to help the reader use the information in the tables and charts.

1. **Academic rank** - a job classification for faculty.
2. **Academic year** - the year beginning August and ending May.
3. **Classification of Instructional Programs (CIP)** - a new taxonomy for classification of instructional programs.
4. **Faculty FTE** - faculty credit hours assigned divided by 24 credit hours. Full-time faculty FTE for spring and fall equals 1.00; part-time equals .50.
5. **Instructional FTE** - a calculated number derived by using the actual credit hours taught by a faculty member.
6. **Noninstructional FTE** - a calculated number derived by subtracting the instructional FTE from 24 credit hours.
7. **Student levels** - undergraduate, those students enrolled in programs leading to a BA or BS degree; and, graduate, those students enrolled in the graduate programs, which leads to a masters degree.
8. **Student status** - full-time students, those undergraduate students who are registered for 12 or more credit hours in a term and those graduate students who are registered 9 or more credit hours in a term; and, part-time, those undergraduate students who are registered for less than 12 credit hours in a term and those graduate students who are registered for less than 9 credit hours in a term.
9. **Tenure** - a status accorded members of the university faculty who have demonstrated high ability and achievement in their dedication to the growth of human knowledge.
10. **Black, not Hispanic, origin** - a person having origins in any of the Black racial groups of Africa (Code 1).
11. **White, not Hispanic, origin** - a person having origins in any of the original peoples of Europe, North Africa, of the Mid-East (Code 2).
12. **American Indian or Alaskan Native** - a person having origins in any of the original peoples of North America and who maintains cultural identification through tribal affiliation or community recognition (Code 4).
13. **Asian or Pacific Islander** - a person having origins in any of the original peoples of the Far East, Southeast Asia, the Pacific Islands or the Indian subcontinent. This area includes, for example, China, India, Japan, Korea, the Philippine Islands, and Samoa (Code 4).
14. **Hispanic** - a person of Mexican, Puerto Rican, Cuban, Central or South America, or other Spanish culture or origin, regardless of race (Code 5).
15. **Non-resident Alien** - a person who is not a citizen or national of the United States and who is in this country on a temporary basis and does not have the right to remain indefinitely. In no case should Non-resident Alien be included in any other category (Code 6).
16. **Resident Alien** - person who is not a citizen of the United States but has been lawfully admitted for permanent residence. (He/she holds an alien registration receipt card - form I-551/155.) He/she is to be reported in the appropriate racial/ethnic category along with the United States' citizens.
17. **Full-time student** - applies to actual headcount.
18. **FTE students** - calculated by dividing undergraduate student credit hours produced by 12 and graduate student credit hours produced by 9.





# UNIVERSITY PROFILE

*Lincoln University* of the Commonwealth of Pennsylvania was chartered in April 1854 as Ashmun Institute. The story of Lincoln University goes back to the early years of the 19<sup>th</sup> century and to the ancestors of its founder, John Miller Dickey, and his wife, Sarah Emlen Cresson. The Institute was renamed Lincoln University in 1866 after President Abraham Lincoln.

Lincoln University, the oldest Historically Black College in the nation, is a premier Historically Black University that combines the best elements of a liberal arts and science based undergraduate core curriculum and selected graduate programs to meet the needs of those living in a highly technological and global society.

Lincoln University has achieved the following national distinctions during the past academic year;

- Lincoln is ranked 6<sup>th</sup> in the nation and 1<sup>st</sup> in Pennsylvania in graduating African Americans with baccalaureate degrees in the physical sciences.
- Ranked 17<sup>th</sup> in the nation and 1<sup>st</sup> in Pennsylvania in graduating all minorities with master degrees in the business.
- Ranked in the top 4% in the nation in graduating African Americans with master degrees in all academic disciplines.

These national distinctions are continuations of the Lincoln University tradition of educating an impressive list of African Americans who have distinguished themselves as doctors, lawyers, educators, businesspersons, theologians and heads of states.

Twenty-eight or fourteen percent (14%) of the 199 graduates in 2001 are attending graduate schools. Between 1989 and 1998, 16 Lincoln University chemistry majors earned Ph.D. degrees in chemistry and related fields.

Lincoln University is one of the largest employers in southern Chester County with 420 full and part-time employees. Seventy-four percent (74%) of our employees are Pennsylvania residents. Fifty-four percent (54%) of the University's alumni reside in the state. Thus, an increased relationship with the greater Philadelphia corporate community and other agencies is crucial to the provision of a higher quality of life for the residents of the Commonwealth. This partnership along with our instructional, academic support, retention and technology efforts will provide an education that will make our students more competitive in the global market place.

Lincoln is surrounded by the rolling farmlands and wooded hilltops of southern Chester County, Pennsylvania. Its campus is conveniently located on Baltimore Pike, about one mile off US Route 1 -- 45 miles southwest of Philadelphia, 15 miles northwest of Newark, Delaware, 25 miles west of Wilmington, Delaware, and 55 miles north of Baltimore, Maryland.

Since its inception, Lincoln has attracted an interracial and international enrollment from the surrounding community, region, and around the world. The University admitted women students in 1952, and formally associated with the Commonwealth of Pennsylvania in 1972 as a state-related, coeducational university. Lincoln currently enrolls approximately 2,000 students.

Located in southern Chester County, Lincoln offers academic programs in undergraduate study in the arts, sciences as well as graduate programs in human services, reading, education, mathematics, and administration. The University is proud of its faculty for the high quality of their teaching, research, and service, and of its alumni, among the most notable of whom are: [Langston Hughes](#), '29, world-acclaimed poet; [Thurgood Marshall](#), '30, first African-American Justice of the US Supreme Court; [Hildrus A. Poindexter](#), '24, internationally known authority on tropical diseases; [Roscoe Lee Browne](#), '46, author and widely acclaimed actor of stage and screen; **Jacqueline Allen**, '74, judge for the Court of Common Pleas, Philadelphia; and **Eric C. Webb**, '91, author, poet and editor-in-chief of Souls of People.

Many of Lincoln's international graduates have gone on to become outstanding leaders in their countries, including **Nnamdi Azikiwe**, '30, Nigeria's first president; **Kwame Nkrumah**, '39, first president of Ghana; **Rev. James Robinson**, '35, founder of Crossroads Africa, which served as the model for the Peace Corps; and **Sibusio Nkomo, Ph.D.**, '81, chairperson, National Policy Institute of South Africa.

During the first one hundred years of its existence, Lincoln graduated approximately 20 percent of the Black physicians and more than 10 percent of the Black attorneys in the United States. Its alumni have headed over 35 colleges and universities and scores of prominent churches. At least 10 of its alumni have served as United States ambassadors or mission chiefs. Many are federal, state and municipal judges, and several have served as mayors or city managers.

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## University Mission Statement

Lincoln University, the oldest historically Black University, was founded in 1854. With an international focus, it provides a quality education and prepares its undergraduates and graduate students, on its main campus, its Urban Center, and through distance learning, to be leaders of the highest caliber. With a commitment to promoting technological sophistication for its students in all academic programs, Lincoln University takes pride in excellent teaching, scholarly activity and inspired learning. To foster in students an appreciation for competition and coexistence in the global marketplace, Lincoln University seeks to infuse its curricula with modules of instruction that require its students to recognize an international community of people and to understand moral and ethical issues, human dimensions, and leadership challenges posed by technology.

Lincoln University offers a liberal arts and sciences-based undergraduate core curriculum and selected professional and graduate programs in an environment marked by small classes, quality instruction and a demonstrated concern for each student as an individual. Admission opportunities in education and leadership development are offered to the descendants of those historically denied the liberation of learning and who have demonstrated a potential for academic success. Lincoln University fosters a continuing relationship with its alumni and the employers of its graduates.

Embracing the classic concept of a university, the faculty, students, administration and trustees of Lincoln University recognize the primacy of the institution's three historic purposes: 1) to teach honestly, and without fear of censure, what humankind has painfully and persistently learned about the environment and people; 2) to preserve this knowledge for the future; and 3) to add to this store of knowledge. Lincoln University remains committed to its historical purpose and to preserving its distinction as an intellectual and cultural resource for this region.

## University Philosophy Statements

The students' highest good is our paramount concern.

- ❑ Maintenance of the tenets of historically black colleges and universities is a cornerstone of the educational experience.
- ❑ High expectations are the starting point for quality.
- ❑ Stewardship of the academic, human, physical and fiscal resources is the cooperative responsibility of everyone.
- ❑ Intellectual openness, inquiry and sharing of ideas are important when considering educational quality.
- ❑ Instruction should be holistic -- connecting subject matter to the world of work -- challenging students to utilize all levels of cognition. -- Lincoln University is a place of high ethical, moral and academic standard.
- ❑ Learning is an active, not passive, process.

## University Vision Statement

Lincoln University is a premier, historically Black University that combines the best elements of a liberal arts and sciences-based undergraduate core curriculum, and selected graduate programs to meet the needs of those living in a highly technological and global society.

## University Goals

1. The University will foster a "student centered" approach to learning in the classroom and to university management and operations.
2. The University faculty will develop new curricula that are driven by student needs and tested by feedback from students, employers, professional associations and alumni.
3. The University will provide an array of student development programs to address the student's physical, emotional, spiritual, and social development, and will promote leadership skills and exposure to service opportunities.
4. The University will offer programs and curricula that prepare students to work and live in other cultures and to communicate in other languages.
5. The University will continue to serve its traditional base of students, but will develop innovative educational programs and services in the Philadelphia area to meet the needs of nontraditional students.
6. The University faculty will design and implement effective student assessment methodologies to document mastery of skills and competencies in its undergraduate and graduate programs.
7. The University will work to retain an excellent faculty and staff by providing competitive compensation, expanding professional development opportunities and building incentives for improved services.
8. The University will upgrade and maintain its faculty/ staff/student use and access to technology.
9. The University will respond to the rising expectations that its infrastructure (e.g. classrooms, laboratories, technological resources, offices, housing, recreational space) will be constructed, maintained and improved.
10. The University will aggressively seek federal, state, alumni, corporate, and foundation resources for the enhancement of existing programs and the development of new programs.
11. The University will exercise careful control and management of its operating and capital budget and practice cost containment strategies that improve the effectiveness and efficiency of services.
12. Lincoln University will promote a management style conducive to positive human relations with students and employees of the University.
13. The University will implement an integrated system to collect, rapidly access and share appropriate institutional data and management information among university units.

## **Financial History**



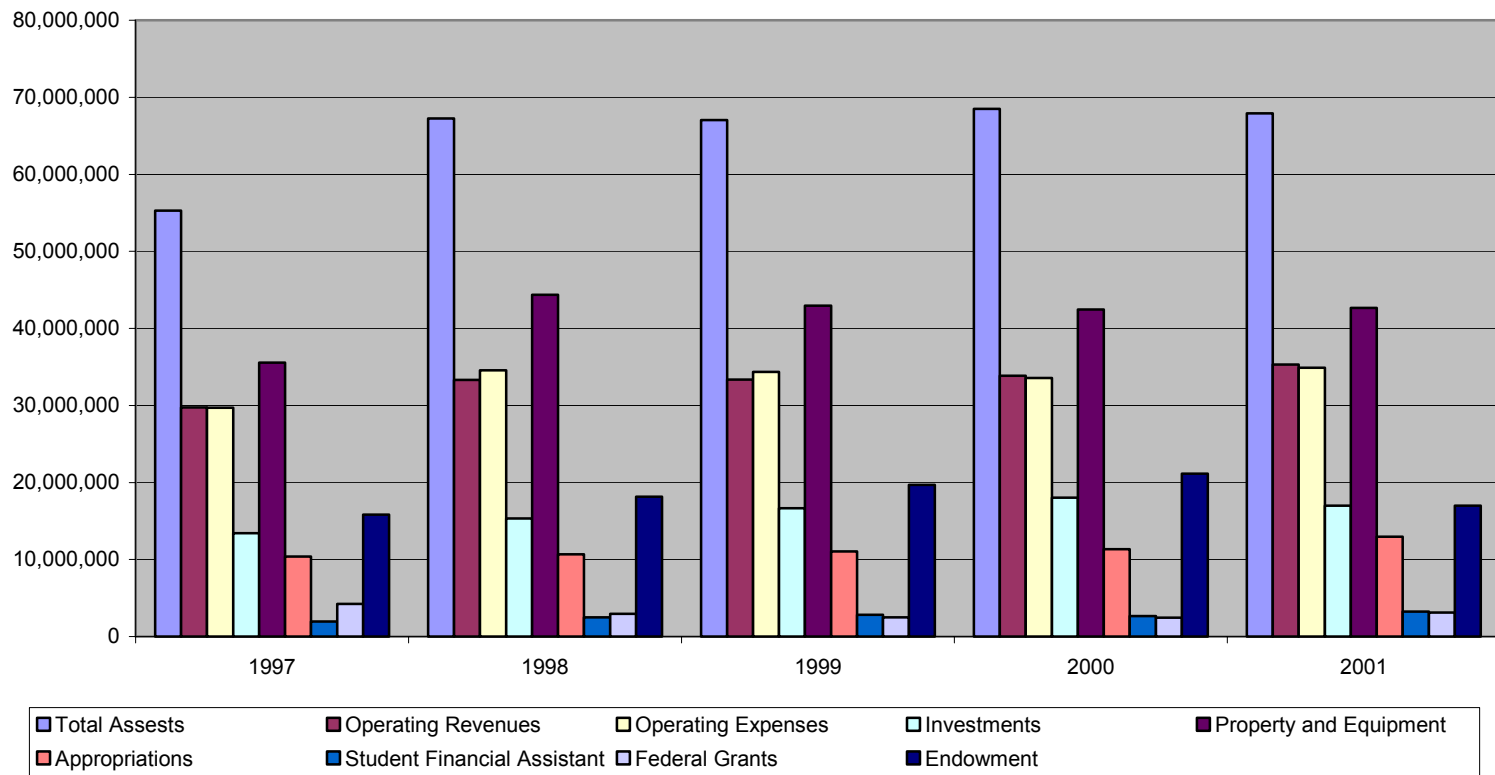
## Financial Status\*

(nearest thousand)

	1997	1998	1999	2000	2001
<b>Total Assets</b>	55,268,000	67,230,000	67,033,000	68,512,000	67,901,000
<b>Operating Revenues</b>	29,761,000	33,314,000	33,375,000	33,835,000	35,286,000
<b>Operating Expenses</b>	29,693,000	34,565,000	34,359,000	33,574,000	34,879,000
<b>Investments</b>	13,396,000	15,344,000	16,653,000	18,043,000	16,988,000
<b>Property and Equipment</b>	35,547,000	44,380,000	42,957,000	42,438,000	42,656,000
<b>Appropriations</b>	10,373,000	10,684,000	11,032,000	11,358,000	12,942,000
<b>Student Financial Assistance</b>	1,959,000	2,502,000	2,826,000	2,677,000	3,225,000
<b>Federal Grants</b>	4,240,000	2,948,000	2,487,000	2,447,000	3,118,000
<b>Endowment</b>	15,832,000	18,143,000	19,700,000	21,158,000	16,988,000

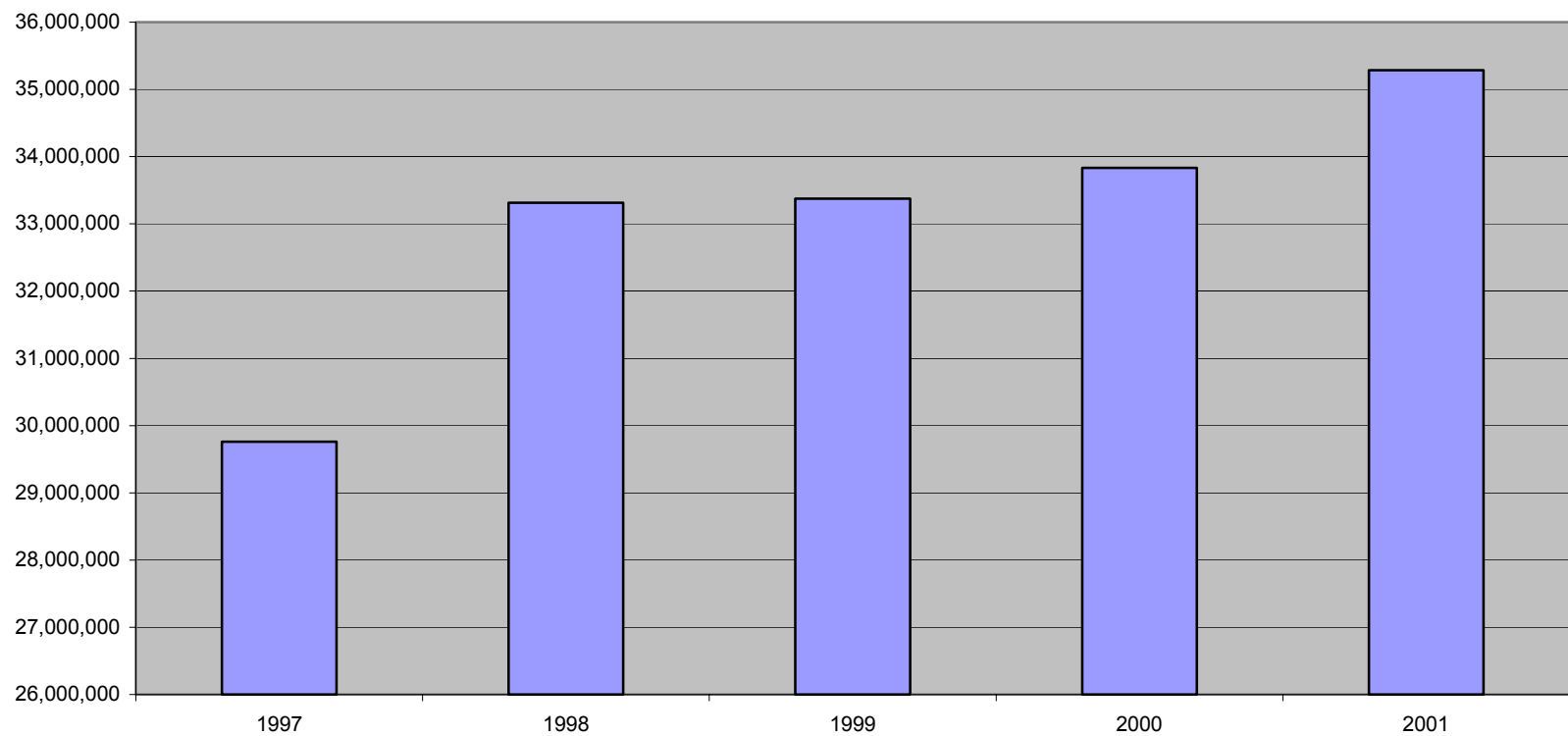
\*This table contains audited information only.

# Financial Status, 1997-2001

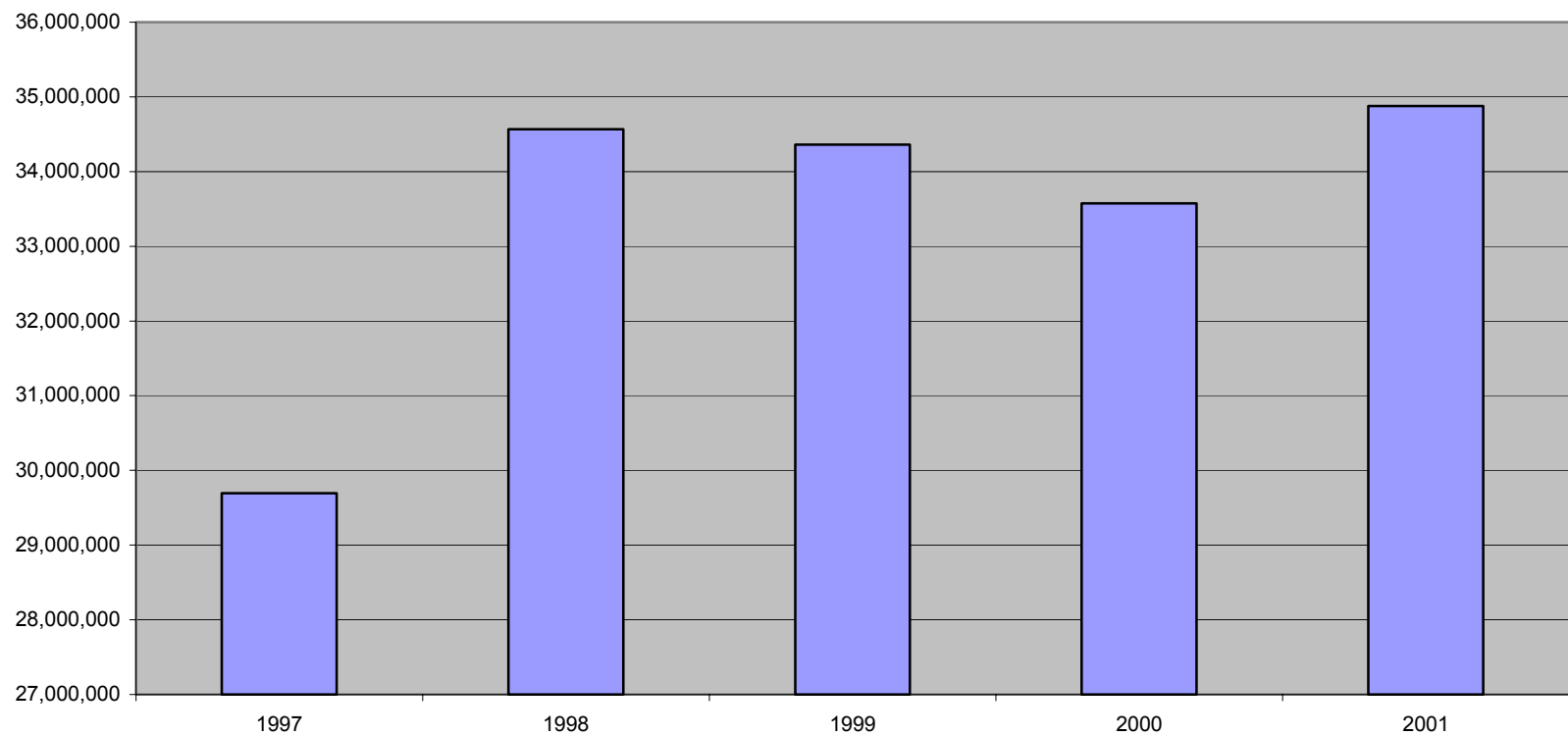




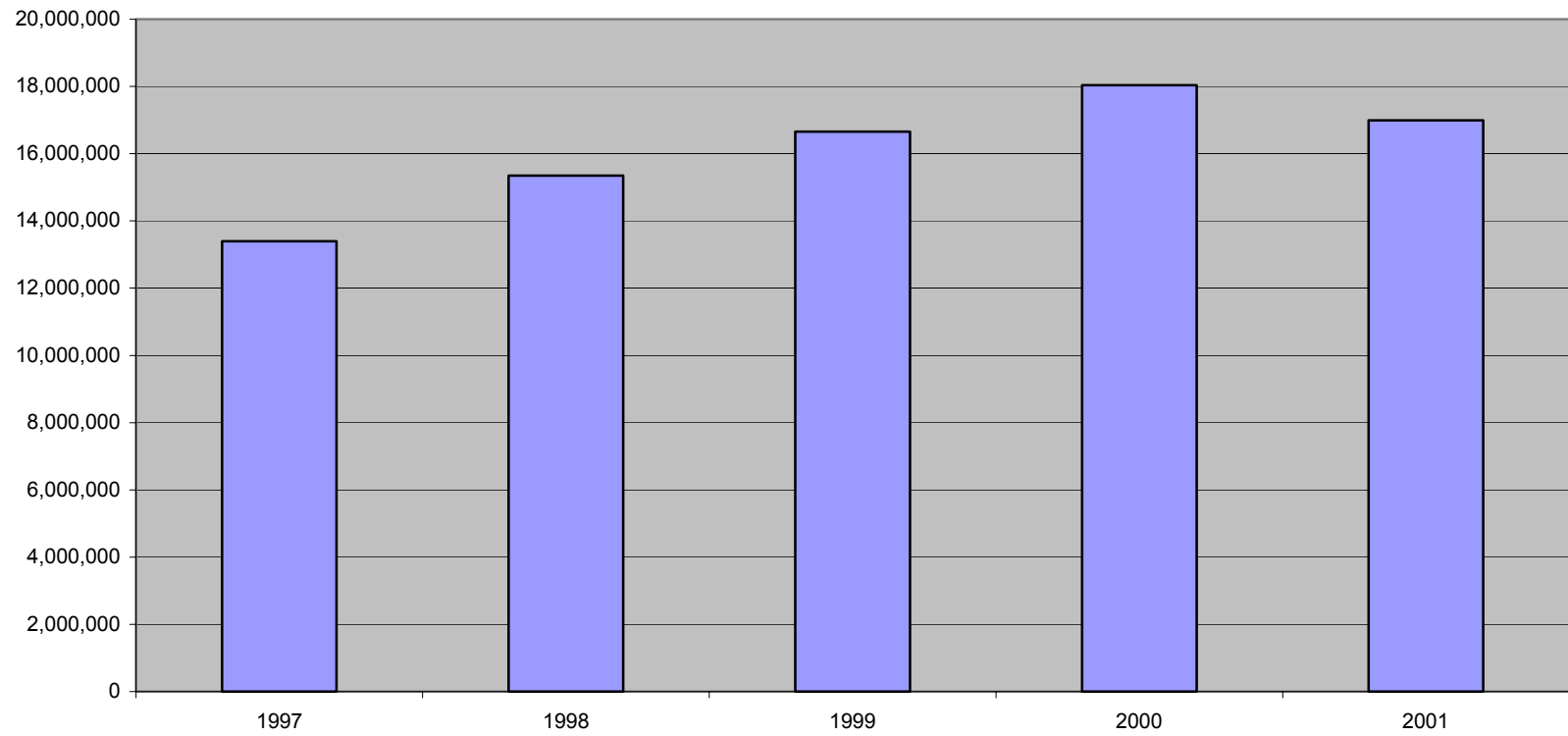
# Operating Revenues, 1997-2001



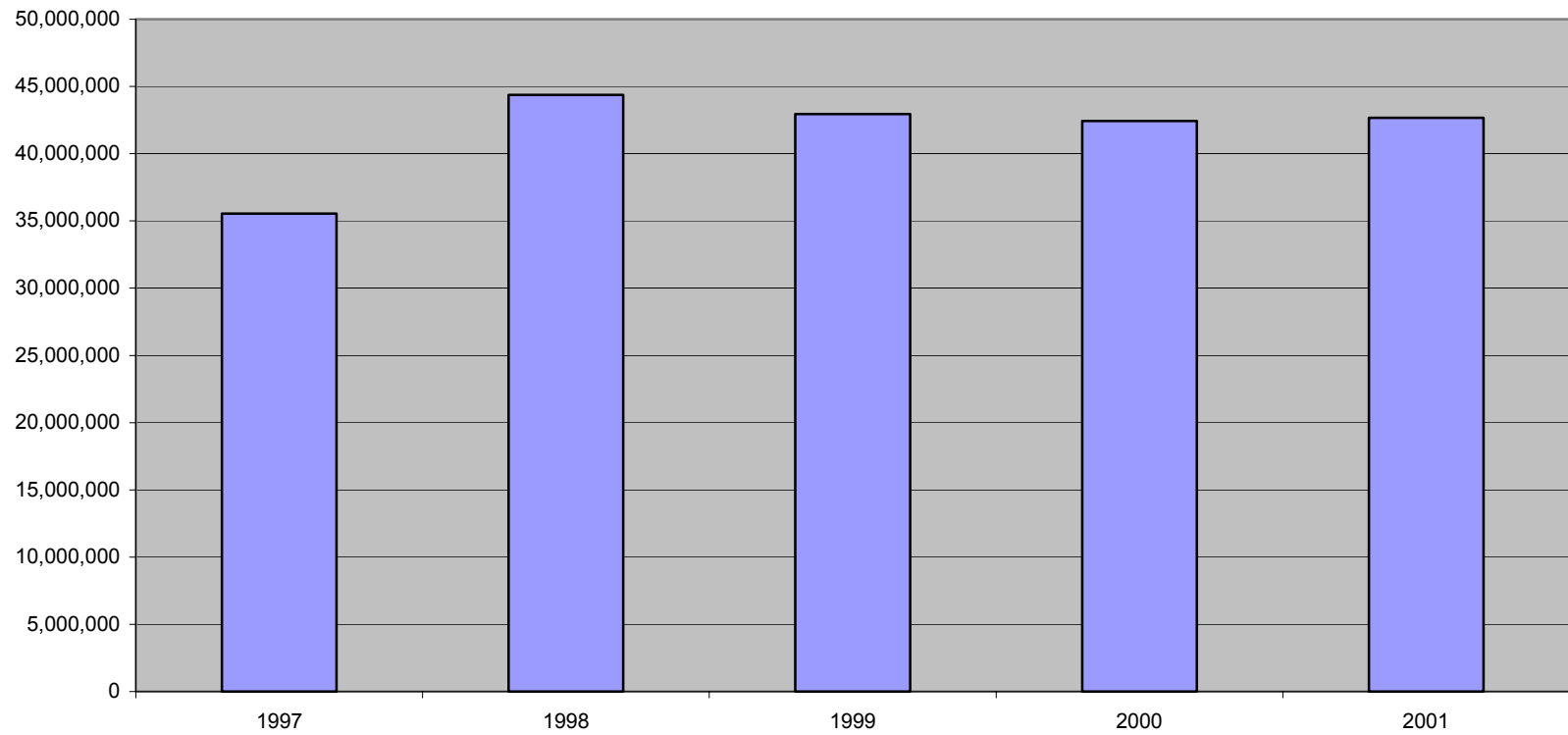
# Operating Expenses, 1997-2001



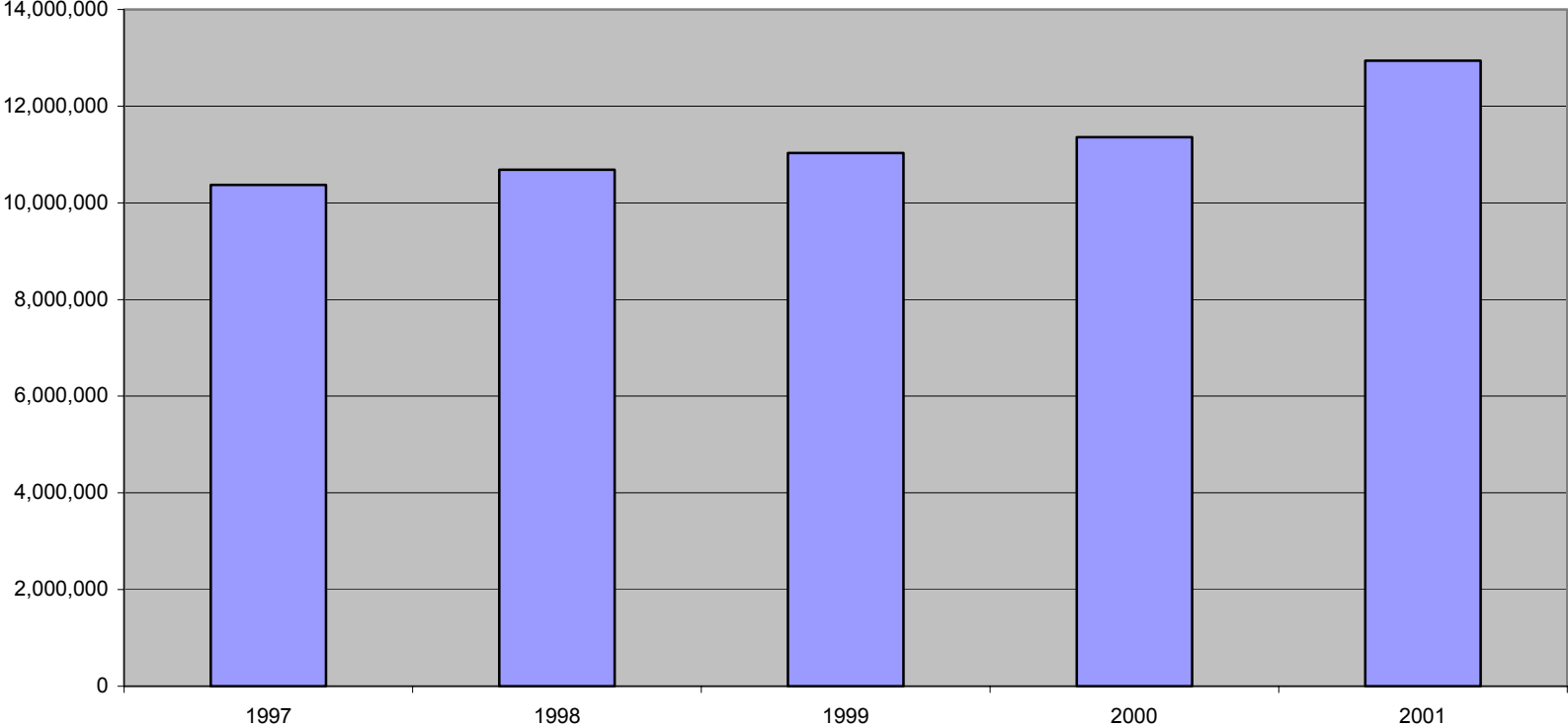
# Investments, 1997-2001



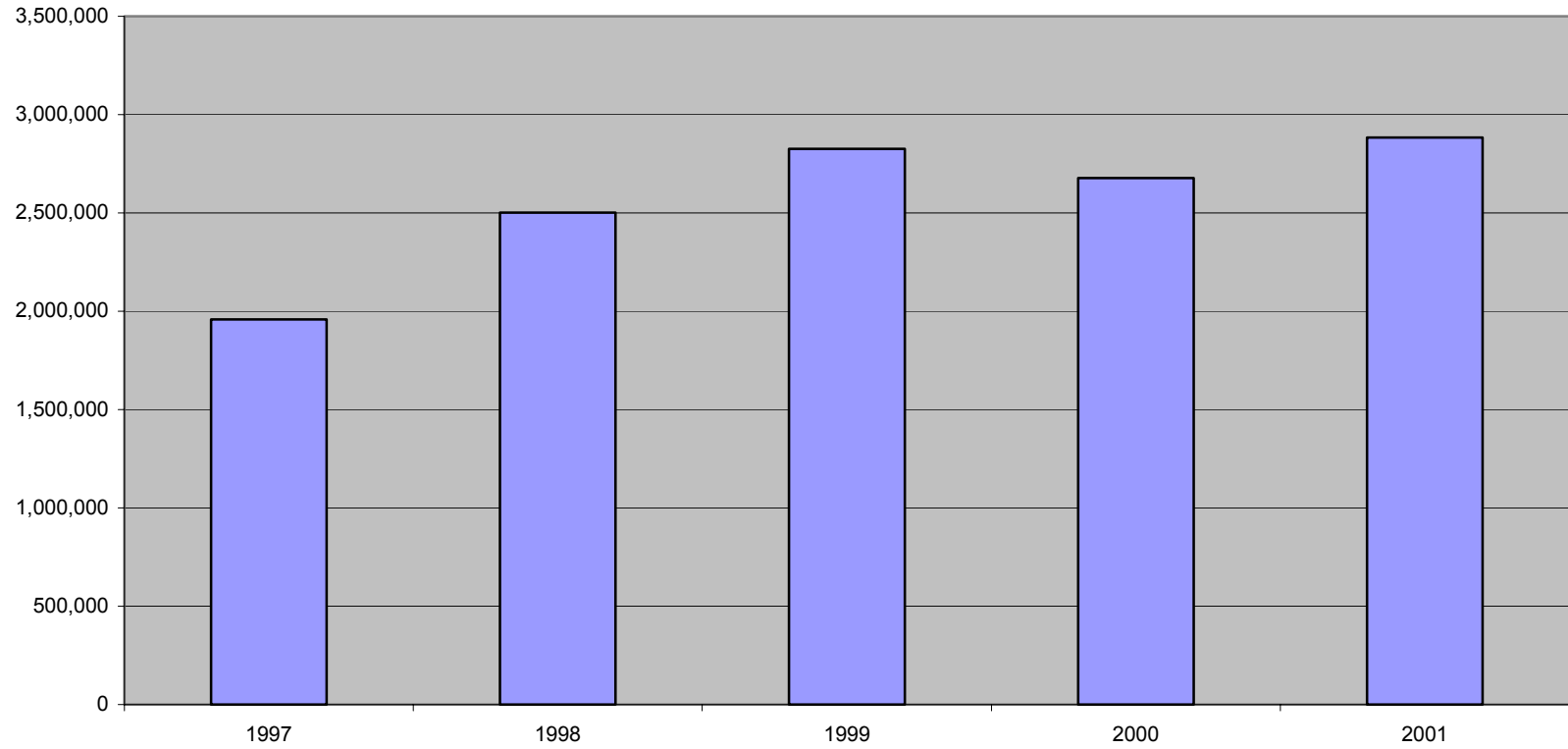
# Property and Equipment, 1997-2001



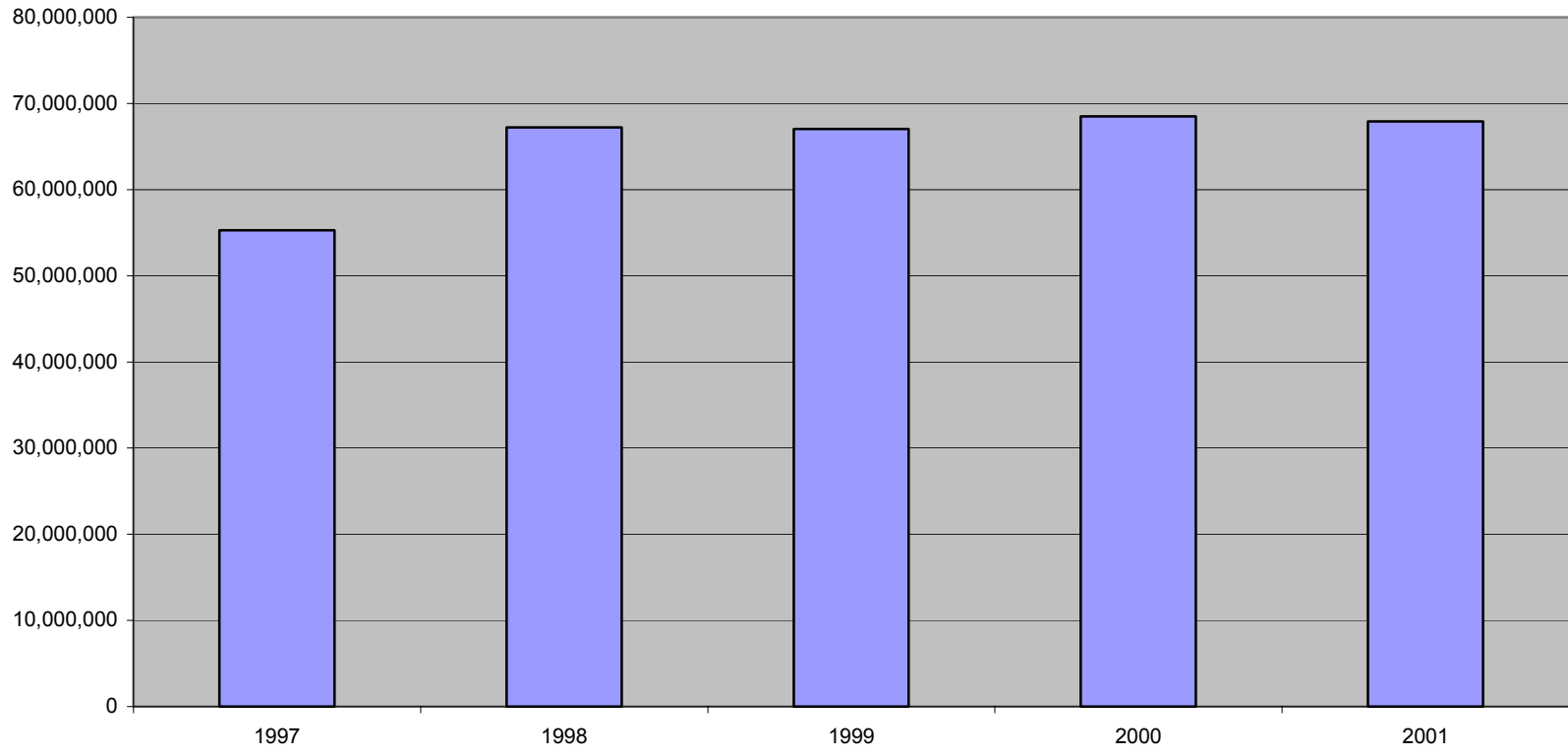
# State Appropriations, 1997-2001



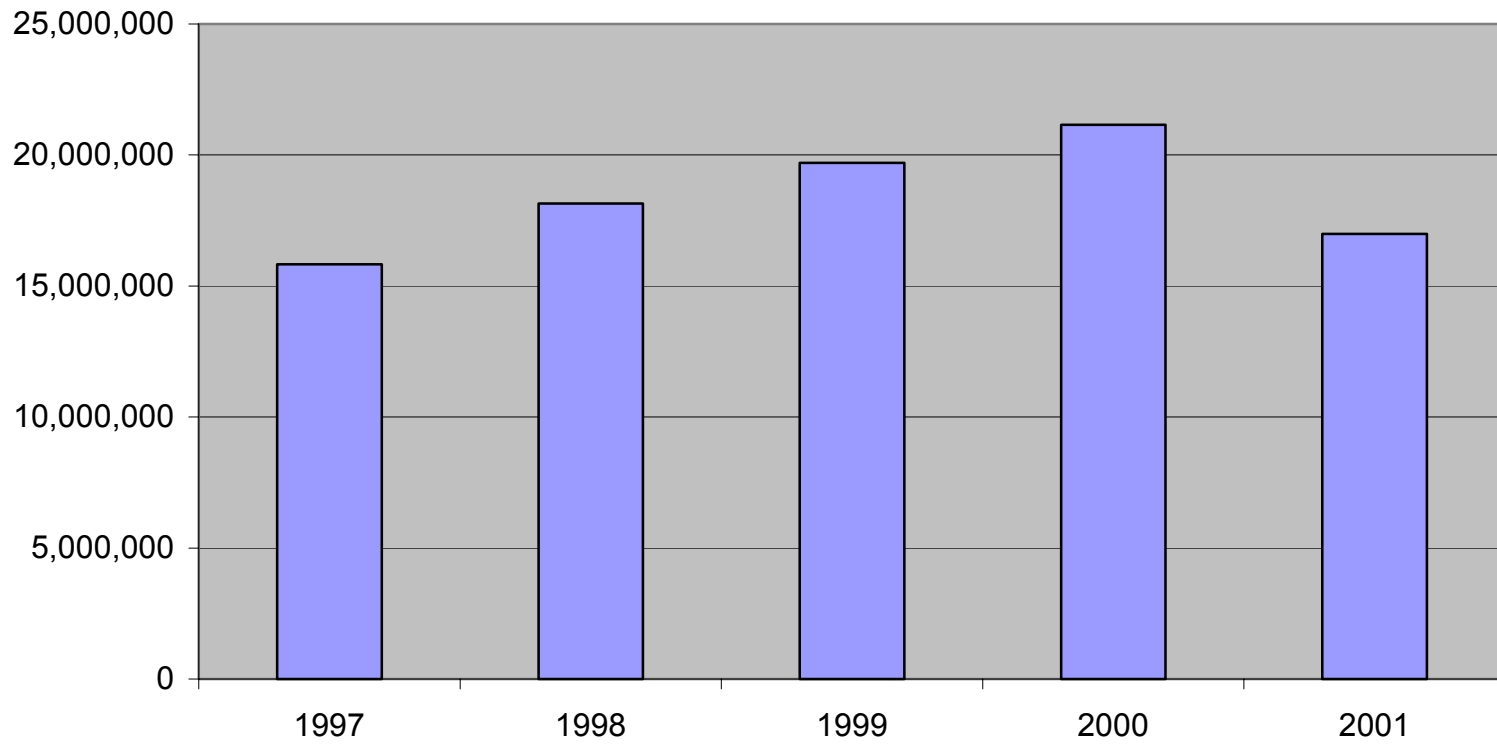
## Student Financial Assistance, 1997-2001



# Total Assets, 1997-2001



## Endowment, 1997 - 2001





## REVENUE SOURCES\*

(in thousands)

<b>REVENUE SOURCES</b>	<b>1994</b>	<b>1995</b>	<b>1996</b>	<b>1997</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>
<b>Tuition &amp; Fees</b>	6,634	7,178	8,972	10,650	12,447	13,536	13,753	13,047
<b>Government Appropriations</b>	10,040	10,181	10,273	10,373	10,684	11,032	11,358	12,942
<b>Contracts &amp; Sponsored Programs</b>	3,681	4,135	4,279	4,362	3,947	3,324	3,203	3,118
<b>Private Gifts &amp; Grants</b>	193	191	488	435	702	515	484	741
<b>Endowment &amp; Investment Income</b>	273	318	428	623	1,045	1,137	903	902
<b>Auxiliary Enterprises</b>	3,863	3,832	4,411	5,399	6,575	7,227	6,840	6,816
<b>Other</b>	345	525	664	660	433	557	497	495

\*This table contains audited information only.

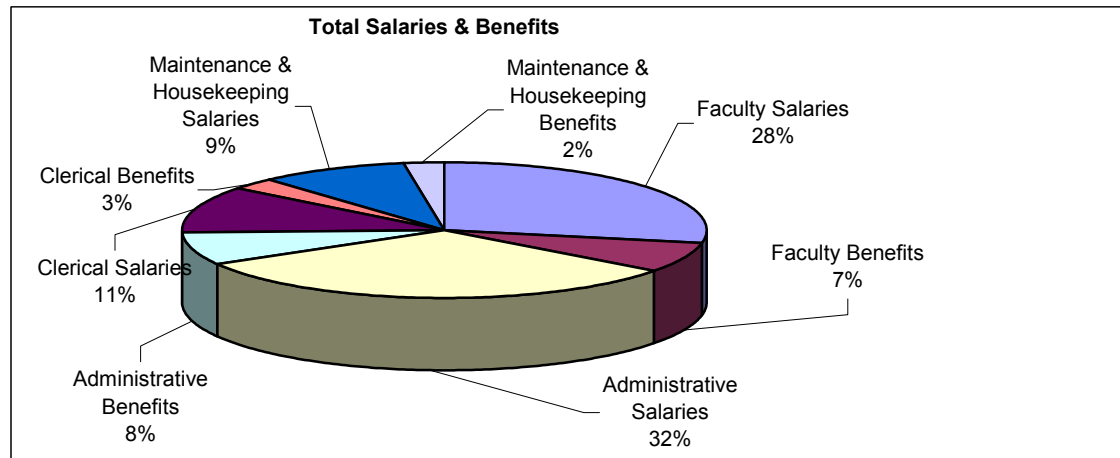
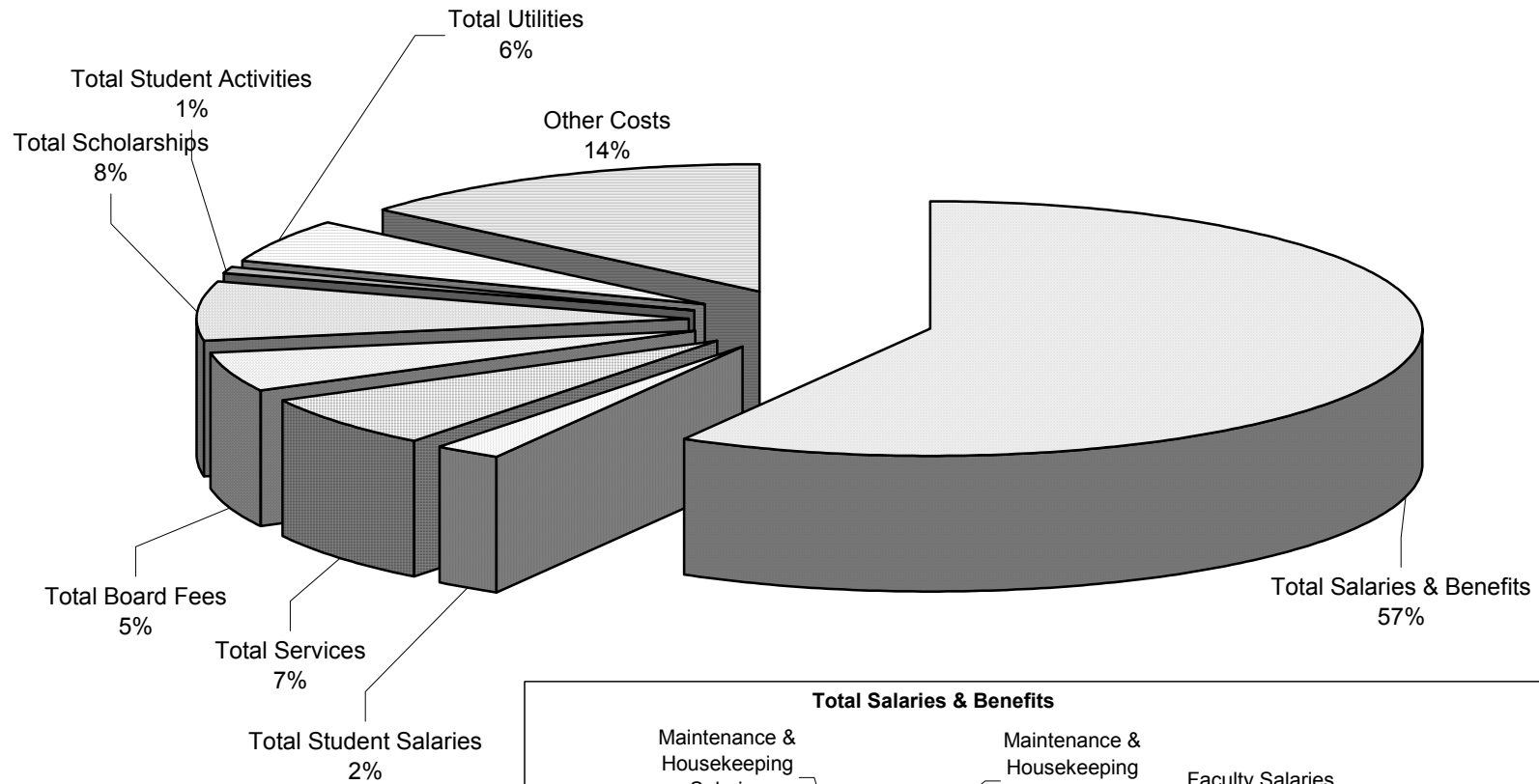
## Analysis of Fixed Costs

(in thousands)

	Total in thousands	% of Total		Total in thousands	% of Salaries & Benefits
Total Salaries & Benefits	22,793	57%			
			Faculty Salaries	6,419	28%
			Faculty Benefits	1,614	7%
			Administrative Salaries	7,154	32%
			Administrative Benefits	1,798	8%
			Clerical Salaries	2,495	11%
			Clerical Benefits	627	3%
			Maintenance & Housekeeping Salaries	2,146	9%
			Maintenance & Housekeeping Benefits	540	2%
Total Student Salaries	850	2%			
Total Services	2,645	7%			
Total Board Fees	1,887	5%			
Total Scholarships	2,958	8%			
Total Student Activities	265	1%			
Total Utilities	2,162	6%			
Other Costs	5,467	14%			
Total Expenses	39,027	100%			

(Based on 2002/2003 projected budgeted figures)

# ANALYSIS OF FIXED COSTS



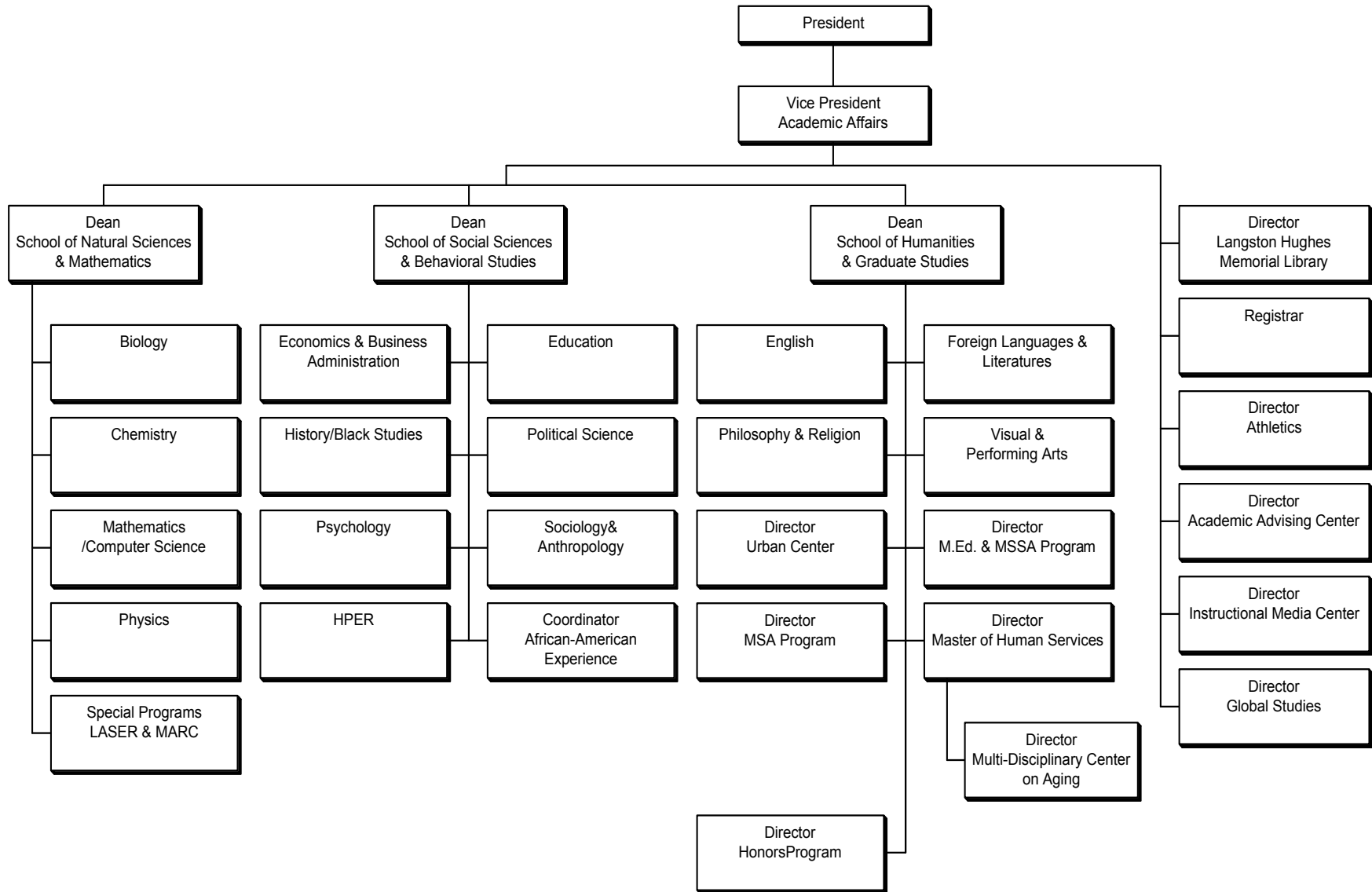


## **Lincoln University Organization Charts**



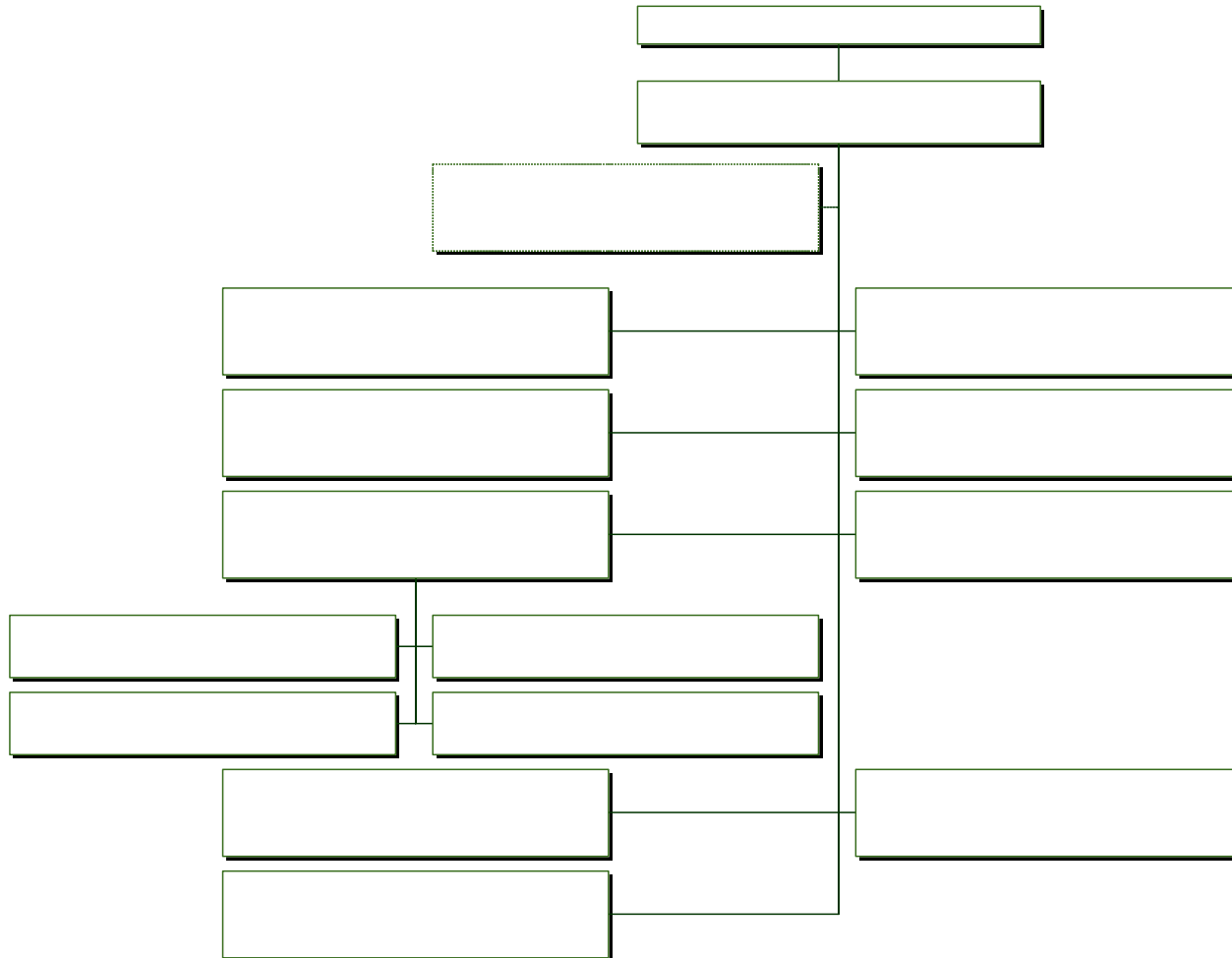


# Division of Academic Affairs

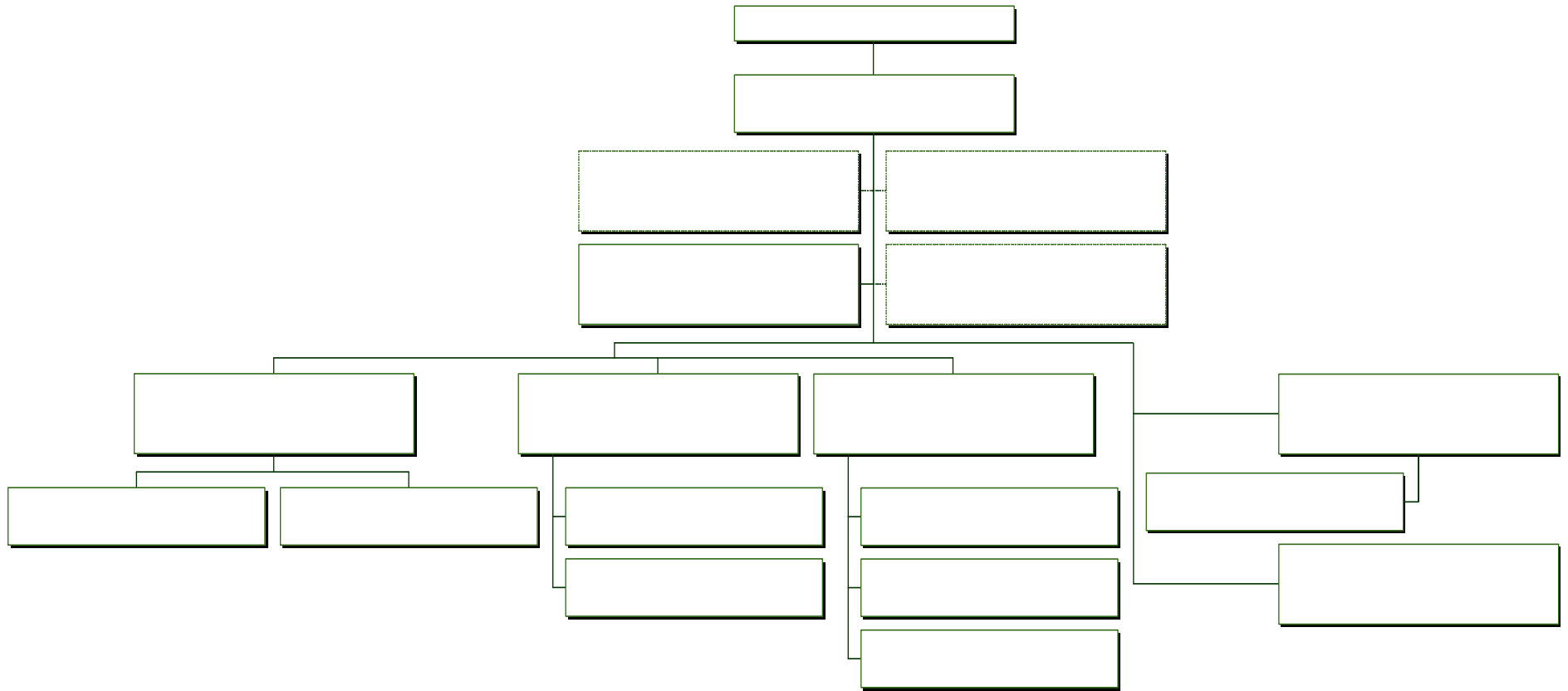




# Division of Student Affairs & Enrollment Management



# Division of Development & External Relations



# **STUDENT PROFILE**



## Fall 2002 Freshman Characteristics

FALL	APPLICANTS	ADMITS	% YIELD	ENROLL	% YIELD
1998	1,863	1,378	74.0%	486	35.3%
1999	2,582	1,374	53.2%	358	26.1%
2000	2,985	1,310	43.9%	340	26.0%
2001	3,220	1,634	50.1%	479	29.3%
2002	3,707	1,818	49.0%	478	26.3%

### NEW STUDENTS BY STATE

STATE	NUMBER	PERCENT OF TOTAL
Pennsylvania	349	49.7%
New York	109	15.5%
New Jersey	66	9.4%
Maryland	62	8.8%
District of Columbia	22	3.1%
Delaware	15	2.1%
Other States	33	4.7%
International	46	6.6%
TOTAL	702	100.0%

### NEW STUDENTS: IN-STATE BY COUNTY

COUNTY	NUMBER	PERCENT OF TOTAL
Philadelphia	225	64.5%
Chester	21	6.0%
Delaware	19	5.4%
Dauphin	15	4.3%
Montgomery	12	3.4%
Allegheny	10	2.9%
Berks	9	2.6%
Other Counties	38	10.9%
TOTAL	349	100.0%

### SAT SCORES AND GRADE POINT AVERAGES (GPA)

	SAT	GPA
Admitted Lincoln Students	889	2.88
In-State average	836	2.88
Out-of-State average	912	2.88
National Average	1020	--
National African-American Average	857	--
PA African-American Average	812	--

## 2001 and 2000 CIRP FRESHMAN SURVEY RESULTS

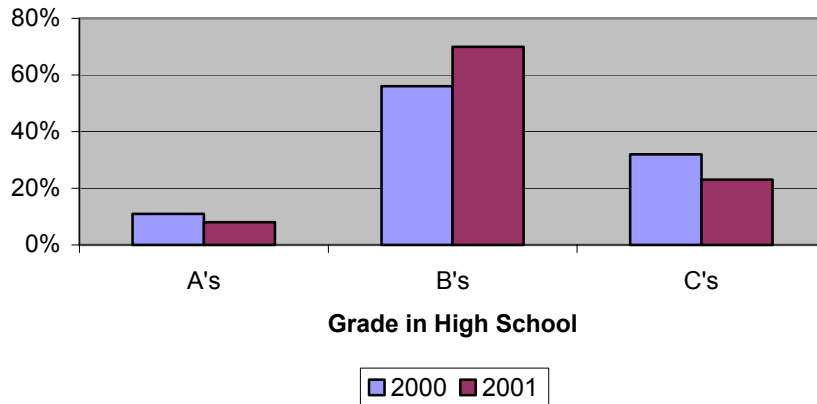
Based on information received from U.C.L.A.'s Graduate School of Education and Information Studies "2001 and 2000 CIRP (Cooperative Institutional Research Program) Freshman Survey," some characteristics of Lincoln University Freshman students are:

		<u>2001</u>	<u>2000</u>
1. Average Age	17	(7%)	(5%)
	18	(72%)	(73%)
	19	(18%)	(19%)
	20	(3%)	(2%)
2. Above Average students in H.S.	A's	(8%)	(11%)
	B's	(70%)	(56%)
	C's	(23%)	(32%)
3. Reside within 100 miles of campus	101 to 500	(46%)	(55%)
	101 to 500	(36%)	(28%)
	Over 500	(19%)	(17%)
4. Household Income	less than \$60,000	(83%)	(82%)
	less than \$50,000	(76%)	(75%)
	less than \$40,000	(60%)	(64%)
	less than \$30,000	(48%)	(47%)
5. Single Parent Household		(72%)	(70%)
6. Believe they will need tutoring or remedial work in:	Math	(52%)	(63%)
	Foreign Language	(32%)	(35%)
	Science	(29%)	(26%)
	English/Reading	(28%)	(31%)
7. Express a religious preference	No preference	(87%)	(87%)
		(13%)	(13%)
8. Lincoln was	First choice	(42%)	(48%)
	Second choice	(37%)	(37%)
	Third	(14%)	(11%)
	Fourth	(8%)	(4%)
9. They applied to	three (3) or fewer colleges	(38%)	(42%)
	four (4)	(14%)	(22%)
	five (5)	(16%)	(16%)
	six (6) or more	(32%)	(20%)

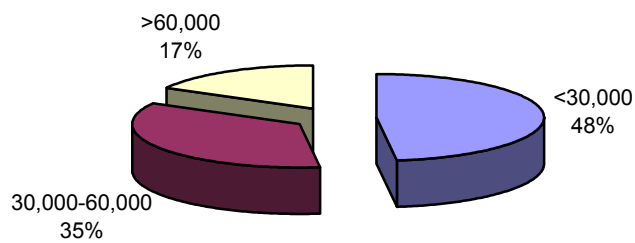
	<u>2001</u>	<u>2000</u>
10. Took no AP classes in H.S.	(62%)	(64%)
11. Highest degree intend to obtain		
Masters	(39%)	(38%)
Ph.D. or Ed.D.	(28%)	(25%)
M.D., J.D., M.Div	(11%)	(16%)
12. Parental Characteristics:		
Father's Education		
College Degree	(25%)	(24%)
No religious preference	(21%)	(20%)
Mother's Education		
College Degree	(20%)	(32%)
No religious preference	(6%)	(4%)
13. Concerned about ability to finance college	(79%)	(77%)
14. Wish to reside on-campus	(98%)	(95%)
15. Reasons noted as very important in deciding to go to college:		
To get training for a specific career	(78%)	(84%)
To learn more about things that interests me	(84%)	(81%)
To prepare myself for graduate or professional school	(77%)	(78%)
To gain a general education and appreciation of ideas	(77%)	(76%)
To get a better job	(72%)	(75%)
To be able to make more money	(73%)	(74%)
To improve my reading and study skills	(68%)	(75%)
To make me a more cultured person	(44%)	(51%)
My parents wanted me to go	(33%)	(45%)
Wanted to get away from home	(24%)	(27%)
A mentor/role model encouraged me to go	(22%)	(14%)
16. What influenced student's decision to attend Lincoln:		
I was offered financial assistance	(52%)	(44%)
The college has a very good academic reputation	(49%)	(46%)
The college's graduates get good jobs	(48%)	(50%)
I wanted to go to a college about the size of Lincoln	(39%)	(35%)
This college has low tuition	(35%)	(37%)
This college's reputation for its social activities	(32%)	(32%)

\*\* Note: Some percentage totals do not equal to 100% due to either (1) rounding or (2) some categories not represented in summary.

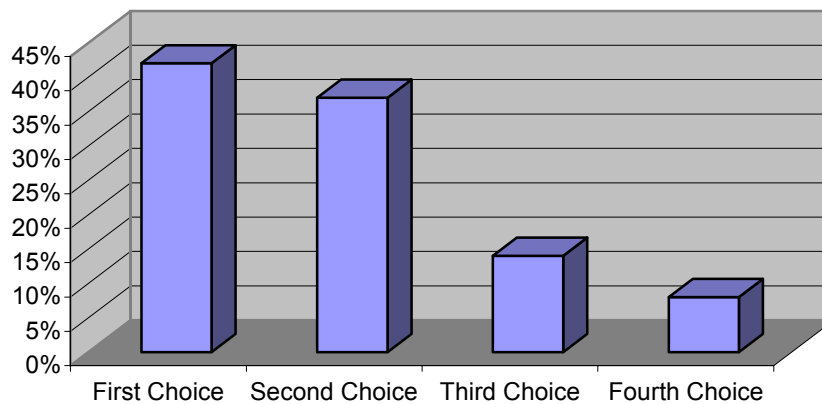
**Freshman Grade in High School, 2001**



**Freshman Household Income, 2001**



**Freshman Preference in Choosing Lincoln, 2001**

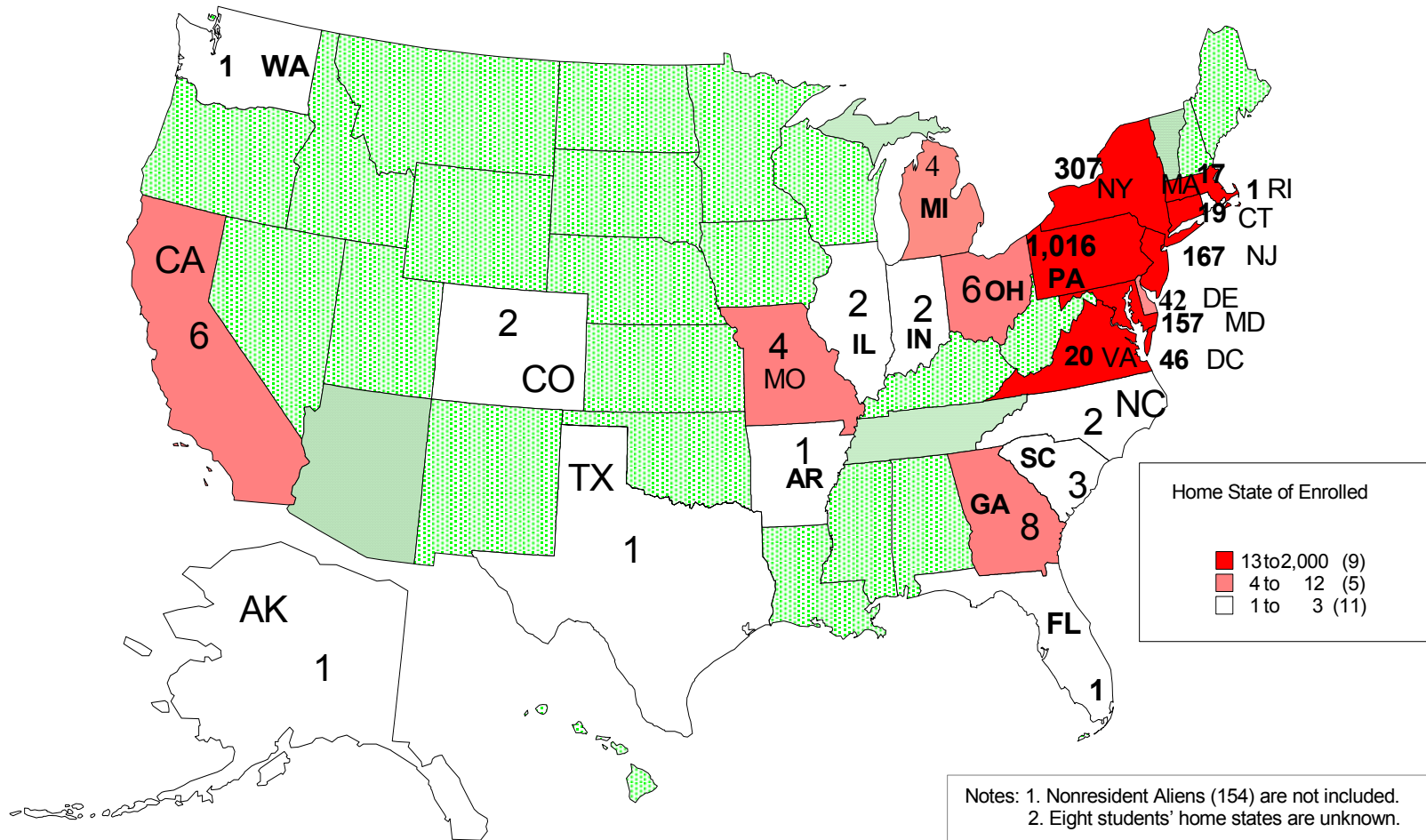




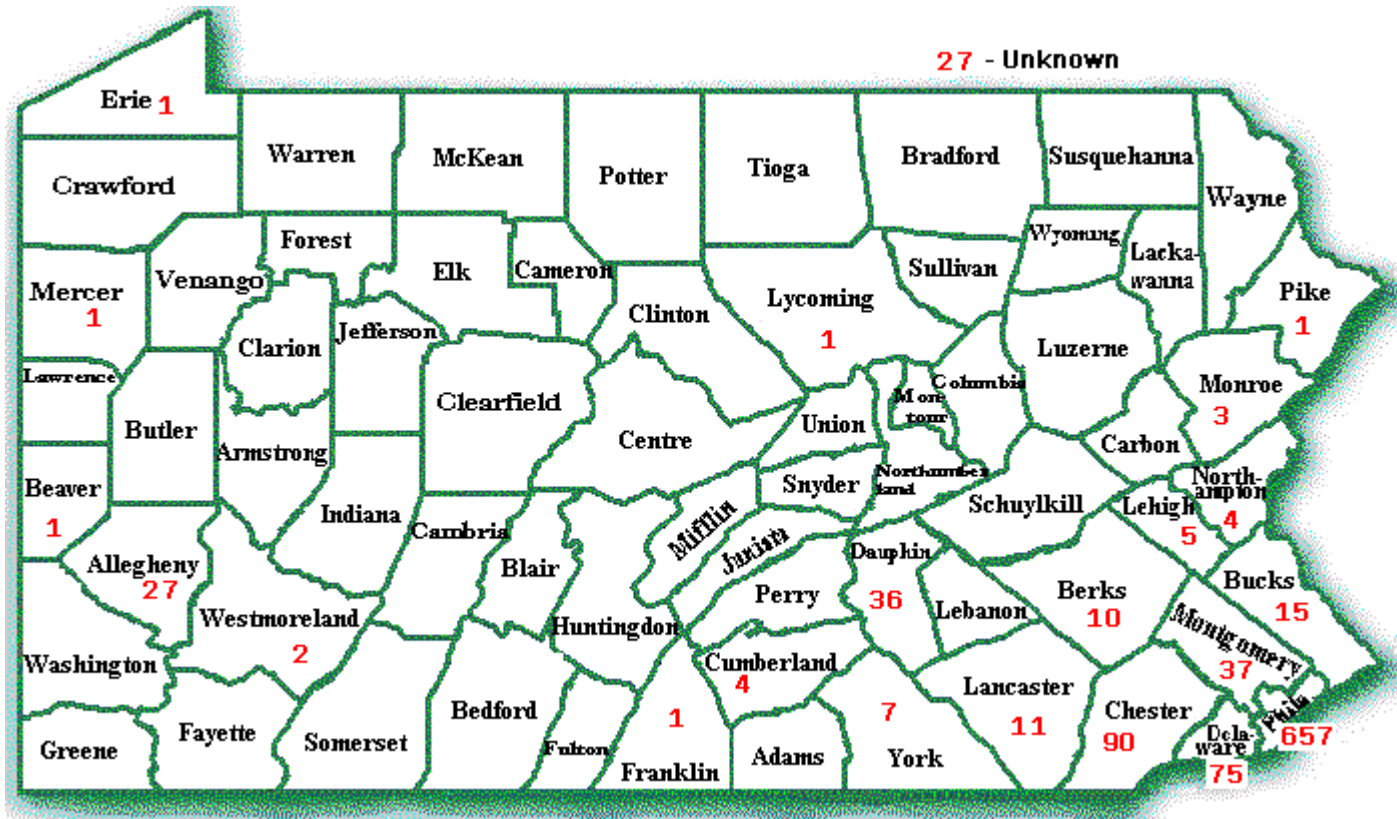
**Fall 2002 Enrollment**



# Fall Enrollment by State Undergraduate & Graduate



# Enrolled Students from Pennsylvania by Counties



## Fall 2002 Enrollment Fact Sheet

**TOTAL ENROLLMENT: 1,998**

	<i>First-time Freshmen</i>			<i>Undergraduate</i>			<i>Graduate</i>			<i>TOTAL</i>		
	M	F	BOTH	M	F	BOTH	M	F	BOTH	M	F	BOTH
<i>FULL-TIME</i>	162	313	475	585	926	1,511	106	143	249	691	1,069	1,760
<i>PART-TIME</i>	1	2	3	25	25	50	58	130	188	83	155	238
<i>IN-STATE</i>	87	129	216	318	421	739	99	178	277	417	599	1,016
<i>OUT-OF-STATE</i>	63	164	227	228	466	694	56	78	134	284	544	828
<i>NON-US-RESIDENT</i>	13	22	35	64	64	128	9	17	26	73	81	154
<b><i>TOTAL</i></b>	<b>163</b>	<b>315</b>	<b>478</b>	<b>610</b>	<b>951</b>	<b>1,561</b>	<b>164</b>	<b>273</b>	<b>437</b>	<b>774</b>	<b>1,224</b>	<b>1,998</b>

**STUDENT DISTRIBUTION BY ETHNICITY**

	<i>Alien</i>		<i>Black</i>		<i>American Indian</i>		<i>Asian</i>		<i>Hispanic</i>		<i>White</i>		<i>TOTAL</i>	
	M	F	M	F	M	F	M	F	M	F	M	F	M	F
<i>UNDERGRADUATE FULL-TIME</i>	64	58	517	859	0	1	0	0	2	1	2	7	585	926
<i>UNDERGRADUATE PART-TIME</i>	0	6	21	15	0	0	0	0	0	0	4	4	25	25
<i>GRADUATE FULL-TIME</i>	7	14	91	126	0	0	0	1	0	1	8	1	106	143
<i>GRADUATE PART-TIME</i>	2	3	53	122	0	0	1	0	1	2	1	3	58	130
<b><i>TOTAL</i></b>	<b>73</b>	<b>81</b>	<b>682</b>	<b>1,122</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>3</b>	<b>4</b>	<b>15</b>	<b>15</b>	<b>774</b>	<b>1,224</b>



## **Enrollment and Degree History**





## **Applications, Acceptances and Actual Enrollment**

### **Undergraduate Level**

<b>Applicants for First-time Admission</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Applied	1,863	2,582	2,985	3,220	3,707
Accepted	1,378	1,374	1,310	1,634	1,818
Enrolled	486	358	340	479	478
<b>Applicants for Transfer</b>					
Applied	132	216	223	90	280
Accepted	61	56	82	49	89
Enrolled	21	31	36	42	39

### **Graduate Level**

<b>Applicants for First-time Enrollment</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Applied	463	489	411	368	355
Accepted	313	339	310	223	241
Enrolled	256	309	144	157	153

## Student Enrollment by Majors

<b>CIP Codes</b>	<b>Program Titles</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
00.0000	Undeclared	1150	903	793	569	237
05.0201	Black Studies	0	0	0	2	3
09.0101	Communications, General	7	12	15	21	46
09.0401	Journalism	2	4	3	2	5
11.0101	Computer Science	29	45	48	79	111
13.0101	Education, General	6	6	5	3	7
13.1001	Special Education	0	0	0	0	3
13.1202 (old# 13.1252)	Elementary Teacher Education	41	45	54	65	82
13.1204	Pre-elementary Teacher Education	8	15	19	24	37
13.1205	Secondary Teacher Education	0	1	2	12	12
13.1302	Art Teacher Ed	0	4	3	7	20
13.1305	English Teacher Education	0	8	12	12	7
13.1306	Foreign Language Teacher Ed	0	0	0	0	5
13.1311	Mathematics Teacher Education	0	2	0	1	3
13.1312	Music Teacher Education	7	4	6	8	17
14.0101	Engineering, General	2	2	1	24	36
16.0301	Chinese Language/Literature	1	0	0	1	1
16.0302	Japanese Language/Literature	0	0	0	1	0
16.0402	Russian Language/Literature	0	0	1	1	1
16.0905	Spanish Language/Literature	1	1	1	0	1
18.1199	Pre-Nursing	0	0	0	13	40
18.1701	Pre-Dental	0	0	0	1	4
18.1801	Pre-Med	0	7	4	15	38
18.2001	Pre-Veterinary	0	1	1	1	6
22.0102	Pre-Law	0	0	0	17	27
23.0101	English Language/Literature	9	14	10	12	28
26.0101	Biology, General	39	43	43	68	93
27.0101	Mathematics	10	6	5	8	3
31.0501	Health, Physical Education General	2	7	9	10	14
31.0599	Health, Physical Education Fitness	20	21	22	23	39
38.0101	Philosophy	2	2	3	4	9
38.0201	Religion	1	1	2	4	4
40.0101	Physical Sciences, General	0	3	0	1	1
40.0501	Chemistry, General	11	20	22	21	25
40.0801	Physics, General	5	9	2	7	7
42.0101	Psychology, General	30	34	31	64	95
42.0901	Industrial/Organizational Psychology	2	2	2	2	3
42.1101	Physiological Psychology	1	0	0	0	1

<b>CIP Codes</b>	<b>Program Titles</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
43.0104	Criminal Justice Studies	41	48	49	63	93
44.0000 (old #52.1099)	Human Services, General*	18	28	19	22	32
44.0401	Public Affairs	0	0	0	2	2
45.0201	Anthropology	0	0	0	1	1
45.0601	Economics, General	5	3	2	8	5
45.0801	History, General	27	27	16	15	18
45.0901	International Affairs	1	3	6	10	10
45.1001	Political Science, General	21	17	11	20	32
45.1101	Sociology	8	5	9	11	14
50.0901	Music, General	0	2	4	3	1
51.2309	Recreational Therapy	12	13	13	19	21
52.0201	Business Administration/ Management	31	42	39	112	169
52.0301	Accounting	19	31	22	27	62
52.0801	Finance, General	7	13	12	14	24
52.0802	Actuarial Science	0	0	1	8	6
<b>TOTALS</b>		<b>1,576</b>	<b>1,454</b>	<b>1,322</b>	<b>1,438</b>	<b>1,561</b>

\* 44.0000 is a new CIP code starting from year 2000. Previous CIP code was 52.1099 (Human Resources Management/Other).

### **Graduate Level**

	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>Total Enrollment</b>	<b>508</b>	<b>554</b>	<b>520</b>	<b>433</b>	<b>437</b>

## County Origin of First-time Undergraduate Enrollees from Pennsylvania

COUNTY	1998	1999	2000	2001	2002
Adams	0	0	0	0	0
Allegheny	15	3	3	5	9
Beaver	1	0	0	1	0
Berks	1	1	2	0	6
Bucks	2	1	1	4	5
Cambria	0	0	0	0	0
Chester	19	9	19	23	16
Crawford	0	1	0	0	0
Cumberland	1	0	0	0	2
Dauphin	4	2	2	16	12
Delaware	23	10	17	14	16
Erie	0	0	0	1	1
Fayette	0	0	0	0	0
Franklin	1	0	0	0	0
Fulton	0	0	0	0	0
Greene	0	0	0	0	0
Huntingdon	0	0	0	0	0
Lancaster	1	1	1	3	6
Lehigh	2	1	0	1	0
Lycoming	1	0	0	0	0
Mercer	1	0	0	0	1
Mifflin	0	1	0	0	0
Monroe	0	0	0	1	2
Montgomery	7	5	7	4	10
Northampton	1	0	1	4	1
Philadelphia	138	96	101	153	149
Pike	0	1	0	1	0
Snyder	0	0	0	0	0
Wayne	0	0	0	0	0
Westmoreland	0	0	0	0	1
York	0	0	1	3	2
Unknown	0	0	0	0	7
<b>TOTAL</b>	<b>218</b>	<b>132</b>	<b>155</b>	<b>234</b>	<b>246</b>

## County Origin of First-time Graduate Enrollees from Pennsylvania

<b>COUNTY</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
Adams	1	0	0	0	0
Allegheny	1	0	0	3	1
Bedford	0	0	0	1	0
Berks	1	0	2	1	3
Bradford	0	0	1	0	0
Bucks	7	0	0	1	1
Centre	0	0	0	0	0
Chester	5	0	5	1	5
Cumberland	1	0	2	0	0
Dauphin	4	4	4	4	3
Delaware	6	0	7	4	3
Fayette	0	0	0	1	0
Franklin	0	0	0	0	1
Huntingdon	0	0	0	0	0
Lackawanna	0	0	0	0	0
Lancaster	0	0	3	1	1
Lebanon	1	0	0	0	0
Lehigh	1	0	3	0	0
Lycoming	4	0	1	1	0
Monroe	0	0	0	0	1
Montgomery	14	0	5	3	2
Northampton	1	0	96	0	0
Northumberland	0	0	0	0	0
Philadelphia	75	142	0	63	76
Union	0	0	0	0	0
Wayne	0	0	1	0	0
York	2	0	1	0	0
Unknown	0	0	0	0	6
<b>TOTAL</b>	<b>124</b>	<b>146</b>	<b>131</b>	<b>84</b>	<b>103</b>

## **Full-time Equivalent (FTE) Enrollment**

### Undergraduate Level

<b>STUDENTS</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>Full-time</b>	1,523	1,397	1,289	1,385	1,511
<b>Part-time</b>	18	27	19	34	26
<b>TOTAL</b>	<b>1,541</b>	<b>1,424</b>	<b>1,308</b>	<b>1,419</b>	<b>1,537</b>

### Graduate Level

<b>STUDENTS</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>
<b>Full-time</b>	370	404	347	272	249
<b>Part-time</b>	73	73	95	95	103
<b>TOTAL</b>	<b>443</b>	<b>477</b>	<b>442</b>	<b>367</b>	<b>352</b>

## Bachelor's Degree Awarded by Majors

<b><u>CIP Codes</u></b>	<b>Program Titles</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>5 Year Total</b>
43.0104	Criminal Justice Studies	21	21	29	21	24	116
13.1202	Elementary Teacher Education	23	29	19	16	21	108
52.0201	Business Administration/ Management	13	14	26	12	18	83
26.0101	Biology, General	15	12	23	11	20	81
42.0101	Psychology, General	8	11	15	11	16	61
11.0101	Computer Science	5	4	20	15	15	59
31.0599	Health, Physical Education Fitness	12	13	15	10	6	56
40.0501	Chemistry, General	11	9	13	12	11	56
44.0000 (old #52.1099)	Human Services, General*	7	8	18	8	12	53
45.0801	History, General	8	13	12	8	10	51
52.0301	Accounting	6	5	20	8	8	47
45.1001	Political Science, General	8	11	12	6	9	46
40.0801	Physics, General	7	11	7	5	5	35
45.1101	Sociology	4	3	6	7	4	24
13.1204	Pre-elementary Teacher Education	5	2	5	5	5	22
23.0101	English Language/Literature	4	4	4	6	4	22
09.0101	Communications, General	4	5	4	0	8	21
40.0101	Physical/General Sciences	2	3	7	2	7	21
51.2309	Recreational Therapy	2	2	7	2	5	18
13.1305	English Teacher Education	1	0	1	2	11	15
52.0801	Finance, General	1	2	2	6	4	15
27.0101	Mathematics	0	2	3	3	4	12
45.0601	Economics, General	3	0	4	2	3	12
31.0501	Health, Physical Education General	0	0	5	2	2	9
45.0901	International Affairs	0	1	2	1	5	9
13.1312	Music Teacher Education	1	2	0	2	0	5
13.0101	Education, General	3	0	1	0	0	4
13.1311	Mathematics Teacher Education	1	1	2	0	0	4
16.0301	Chinese Language/Literature	2	1	1	0	0	4
38.0101	Philosophy	1	1	1	0	1	4
50.0901	Music, General	1	0	0	2	1	4
50.0702	Fine Arts	0	0	0	2	1	3
05.0201	Black Studies	0	0	0	0	2	2
14.0101	Engineering, General	1	0	0	0	1	2
16.0905	Spanish Language/Literature	1	1	0	0	0	2
42.0901	Industrial/Organizational Psychology	1	1	0	0	0	2

<u>CIP Codes</u>	<u>Program Titles</u>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>5 Year Total</b>
42.1101	Physiological Psychology	1	0	0	1	0	2
52.0802	Actuarial Science	2	0	0	0	0	2
09.0401	Journalism	0	0	1	0	0	1
13.1205	Secondary Teacher Education	0	1	0	0	0	1
16.0901	French – Language/Literature	0	0	0	1	0	1
38.0201	Religion	0	1	0	0	0	1
<b>TOTALS</b>		<b>185</b>	<b>194</b>	<b>285</b>	<b>189</b>	<b>243</b>	<b>1,096</b>

\* 44.0000 is a new CIP code starting from year 2000. Previous CIP code was 52.1099 (Human Resources Management/Other).

### Master's Degree Awarded by Majors

<u>CIP Codes</u>	<u>Program Titles</u>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>5 Year Total</b>
44.0000 (old #52.1099)	Human Services, General *	108	159	173	181	119	740
13.9999	Education	0	0	21	23	18	62
52.0201	Business Administration/ Management	18	7	13	10	13	61
13.1315	Reading Teacher Education	7	4	9	8	3	31
13.0405	School Administration	0	0	0	0	5	5
27.0101	Mathematics	0	0	0	2	0	2
<b>TOTALS</b>		<b>133</b>	<b>170</b>	<b>216</b>	<b>224</b>	<b>158</b>	<b>901</b>

\* 44.0000 is a new CIP code starting from year 2000. Previous CIP code was 52.1099 (Human Resources Management/Other).



### **Bachelor's Degrees Awarded by Gender**

YEAR	MEN	WOMEN	TOTAL
<b>1992-1993</b>	59	129	<b>188</b>
<b>1993-1994</b>	83	137	<b>220</b>
<b>1994-1995</b>	102	162	<b>264</b>
<b>1995-1996</b>	94	146	<b>240</b>
<b>1996-1997</b>	76	143	<b>219</b>
<b>1997-1998</b>	83	102	<b>185</b>
<b>1998-1999</b>	60	134	<b>194</b>
<b>1999-2000</b>	111	174	<b>285</b>
<b>2000-2001</b>	74	125	<b>199</b>
<b>2001-2002</b>	92	151	<b>243</b>

### **Master's Degrees Awarded by Gender**

YEAR	MEN	WOMEN	TOTAL
<b>1992-1993</b>	21	41	<b>62</b>
<b>1993-1994</b>	37	66	<b>103</b>
<b>1994-1995</b>	24	59	<b>83</b>
<b>1995-1996</b>	23	47	<b>70</b>
<b>1996-1997</b>	25	84	<b>109</b>
<b>1997-1998</b>	48	85	<b>133</b>
<b>1998-1999</b>	58	112	<b>170</b>
<b>1999-2000</b>	68	148	<b>216</b>
<b>2000-2001</b>	88	136	<b>224</b>
<b>2001-2002</b>	56	102	<b>158</b>

## Lincoln University Graduating Classes and Number of Graduates

YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES
<b>1868</b>	6	<b>1878</b>	18	<b>1888</b>	48	<b>1898</b>	28	<b>1908</b>	32
<b>1869</b>	14	<b>1879</b>	14	<b>1889</b>	31	<b>1899</b>	39	<b>1909</b>	40
<b>1870</b>	24	<b>1880</b>	10	<b>1890</b>	16	<b>1900</b>	32	<b>1910</b>	46
<b>1871</b>	32	<b>1881</b>	11	<b>1891</b>	25	<b>1901</b>	55	<b>1911</b>	33
<b>1872</b>	25	<b>1882</b>	18	<b>1892</b>	25	<b>1902</b>	36	<b>1912</b>	41
<b>1873</b>	22	<b>1883</b>	28	<b>1893</b>	31	<b>1903</b>	51	<b>1913</b>	41
<b>1874</b>	25	<b>1884</b>	30	<b>1894</b>	43	<b>1904</b>	63	<b>1914</b>	40
<b>1875</b>	10	<b>1885</b>	40	<b>1895</b>	60	<b>1905</b>	48	<b>1915</b>	46
<b>1876</b>	33	<b>1886</b>	47	<b>1896</b>	34	<b>1906</b>	48	<b>1916</b>	43
<b>1877</b>	24	<b>1887</b>	45	<b>1897</b>	64	<b>1907</b>	42	<b>1917</b>	46
10-YEAR TOTALS	<b>215</b>		<b>261</b>		<b>377</b>		<b>442</b>		<b>408</b>

YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES	YEAR	NUMBER OF GRADUATES
<b>1918</b>	36	<b>1928</b>	80	<b>1938</b>	26	<b>1948</b>	63	<b>1958</b>	69
<b>1919</b>	26	<b>1929</b>	67	<b>1939</b>	41	<b>1949</b>	95	<b>1959</b>	72
<b>1920</b>	46	<b>1930</b>	84	<b>1940</b>	44	<b>1950</b>	104	<b>1960</b>	76
<b>1921</b>	35	<b>1931</b>	54	<b>1941</b>	69	<b>1951</b>	110	<b>1961</b>	54
<b>1922</b>	51	<b>1932</b>	53	<b>1942</b>	67	<b>1952</b>	61	<b>1962</b>	51
<b>1923</b>	43	<b>1933</b>	49	<b>1943</b>	33	<b>1953</b>	69	<b>1963</b>	58
<b>1924</b>	75	<b>1934</b>	34	<b>1944</b>	17	<b>1954</b>	54	<b>1964</b>	76
<b>1925</b>	58	<b>1935</b>	38	<b>1945</b>	15	<b>1955</b>	50	<b>1965</b>	85
<b>1926</b>	70	<b>1936</b>	38	<b>1946</b>	24	<b>1956</b>	44	<b>1966</b>	82
<b>1927</b>	67	<b>1937</b>	42	<b>1947</b>	53	<b>1957</b>	58	<b>1967</b>	80
10-YEAR TOTALS	<b>507</b>		<b>539</b>		<b>389</b>		<b>708</b>		<b>703</b>

## Lincoln University Graduating Classes and Number of Graduates

YEAR	BACHELORS	MASTERS	NUMBER OF GRADUATES	YEAR	BACHELORS	MASTERS	NUMBER OF GRADUATES
<b>1968</b>	88	0	88	<b>1978</b>	183	0	183
<b>1969</b>	145	0	145	<b>1979</b>	181	34	215
<b>1970</b>	198	0	198	<b>1980</b>	162	29	191
<b>1971</b>	200	0	200	<b>1981</b>	148	101	249
<b>1972</b>	193	0	193	<b>1982</b>	146	74	220
<b>1973</b>	218	0	218	<b>1983</b>	169	80	249
<b>1974</b>	172	0	172	<b>1984</b>	126	69	195
<b>1975</b>	206	0	206	<b>1985</b>	157	69	226
<b>1976</b>	191	0	191	<b>1986</b>	155	45	200
<b>1977</b>	155	0	155	<b>1987</b>	136	68	204
<b>10-YEAR TOTALS</b>	<b>1,766</b>	<b>0</b>	<b>1,766</b>		<b>1,563</b>	<b>569</b>	<b>2,132</b>

YEAR	BACHELORS	MASTERS	NUMBER OF GRADUATES	YEAR	BACHELORS	MASTERS	NUMBER OF GRADUATES
<b>1988</b>	156	99	255	<b>1998</b>	185	133	318
<b>1989</b>	166	75	241	<b>1999</b>	194	170	364
<b>1990</b>	134	85	219	<b>2000</b>	285	216	501
<b>1991</b>	208	92	300	<b>2001</b>	199	224	423
<b>1992</b>	207	85	292	<b>2002</b>	243	158	401
<b>1993</b>	188	62	250				
<b>1994</b>	220	103	323				
<b>1995</b>	264	83	347				
<b>1996</b>	240	70	310				
<b>1997</b>	219	109	328				
<b>10-YEAR TOTALS</b>	<b>2,002</b>	<b>863</b>	<b>2,865</b>		<b>1,106</b>	<b>901</b>	<b>2,007</b>

**Lincoln University Graduating Classes and Number of Graduates**

<b>YEARS</b>	<b>NUMBER OF GRADUATES</b>
<b>1868-1877</b>	<b>215</b>
<b>1878-1887</b>	<b>261</b>
<b>1888-1897</b>	<b>377</b>
<b>1898-1907</b>	<b>442</b>
<b>1908-1917</b>	<b>408</b>
<b>1918-1927</b>	<b>507</b>
<b>1928-1937</b>	<b>539</b>
<b>1938-1947</b>	<b>389</b>
<b>1948-1957</b>	<b>708</b>
<b>1958-1967</b>	<b>703</b>
<b>1968-1977</b>	<b>1,766</b>
<b>1978-1987</b>	<b>2,132</b>
<b>1988-1997</b>	<b>2,865</b>
<b>1998 - 2002</b>	<b>2,007</b>
<b>GRAND TOTAL</b>	<b>13,319</b>

## Student Charges

### Undergraduate

CHARGE	1994	1995	1996	1997	1998	1999	2000	2001	2002
Full-time Tuition									
<b>In-state</b>	<b>3,020</b>	<b>3,156</b>	<b>3,300</b>	<b>3,432</b>	<b>3,570</b>	<b>3,748</b>	<b>3,916</b>	<b>4,032</b>	<b>4,246</b>
<b>Out-of-state</b>	<b>4,818</b>	<b>5,044</b>	<b>5,280</b>	<b>5,600</b>	<b>5,820</b>	<b>6,256</b>	<b>6,662</b>	<b>6,862</b>	<b>7,226</b>
Part-time Tuition (per credit hour)									
<b>In-state</b>	<b>126</b>	<b>132</b>	<b>138</b>	<b>143</b>	<b>149</b>	<b>156</b>	<b>163</b>	<b>168</b>	<b>177</b>
<b>Out-of-state</b>	<b>200</b>	<b>210</b>	<b>220</b>	<b>233</b>	<b>243</b>	<b>261</b>	<b>278</b>	<b>286</b>	<b>301</b>
Room	<b>1,750</b>	<b>1,900</b>	<b>2,050</b>	<b>2,370</b>	<b>2,550</b>	<b>2,678</b>	<b>2,798</b>	<b>2,882</b>	<b>3,036</b>
Board	<b>1,650</b>	<b>1,800</b>	<b>1,950</b>	<b>2,070</b>	<b>2,170</b>	<b>2,278</b>	<b>2,380</b>	<b>2,450</b>	<b>2,548</b>

### Graduate

CHARGE	1994	1995	1996	1997	1998	1999	2000	2001	2002
Full-time Tuition									
<b>In-state</b>	<b>4,368</b>	<b>4,564</b>	<b>4,770</b>	<b>4,960</b>	<b>5,160</b>	<b>5,418</b>	<b>5,664</b>	<b>5,834</b>	<b>6,144</b>
<b>Out-of-state</b>	<b>7,008</b>	<b>7,674</b>	<b>8,020</b>	<b>8,500</b>	<b>8,840</b>	<b>9,504</b>	<b>10,120</b>	<b>10,424</b>	<b>10,976</b>
Part-time Tuition (per credit hour)									
<b>In-state</b>	<b>182</b>	<b>229</b>	<b>239</b>	<b>248</b>	<b>258</b>	<b>271</b>	<b>283</b>	<b>291</b>	<b>306</b>
<b>Out-of-state</b>	<b>292</b>	<b>384</b>	<b>401</b>	<b>425</b>	<b>442</b>	<b>475</b>	<b>506</b>	<b>521</b>	<b>549</b>
Room	<b>1,750</b>	<b>1,900</b>	<b>2,050</b>	<b>2,370</b>	<b>2,550</b>	<b>2,678</b>	<b>2,798</b>	<b>2,882</b>	<b>3,036</b>
Board	<b>1,650</b>	<b>1,800</b>	<b>1,950</b>	<b>2,070</b>	<b>2,170</b>	<b>2,278</b>	<b>2,380</b>	<b>2,450</b>	<b>2,548</b>

## Retention and Graduation Rates

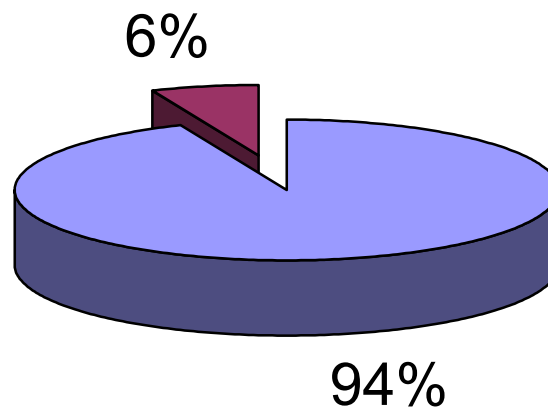
Lincoln University Retention and Graduation Rate 1988 - 2002											
					Less Than Four Years	Within Four Years		Within Five Years		Within Six Years	
					Graduated	Graduated	Continued	Graduated	Continued	Graduated	Continued
Fall	Head Count	After One Year	After Two Years	After Three Years							
1988	288	74.0%	59.0%	53.8%		28.1%	18.8%	46.2%	2.1%	48.3%	
1989	320	73.4%	53.8%	53.1%		31.3%	17.2%	43.8%	1.9%	45.3%	0.9%
1990	322	76.7%	60.9%	53.4%		34.8%	14.9%	46.9%	2.8%	48.8%	2.5%
1991	375	74.4%	57.6%	51.7%	1.9%	34.7%	15.7%	45.1%	3.5%	46.4%	1.3%
1992	366	70.2%	58.5%	52.7%	1.1%	38.3%	13.7%	47.3%	2.7%	48.6%	1.1%
1993	326	67.5%	51.8%	49.4%	0.9%	32.8%	16.3%	44.2%	0.3%	44.8%	0.6%
1994	250	68.8%	52.0%	50.4%		29.6%	14.0%	42.0%	2.0%	43.6%	0.0%
1995	461	67.7%	53.1%	45.1%	0.7%	21.9%	14.1%	34.3%	2.2%	35.4%	0.4%
1996	570	71.2%	56.5%	48.4%	0.7%	29.6%	13.9%	37.7%	2.8%	40.7%	1.6%
1997	473	65.8%	47.8%	42.9%	0.6%	20.1%	14.4%	33.2%	2.5%		
1998	486	62.3%	51.4%	47.3%	0.2%	22.4%	16.0%				
1999	358	62.8%	51.4%	49.7%							
2000	340	64.4%	51.8%								
2001	479	64.5%									
2002	478										
Average		<b>68.8%</b>	<b>54.3%</b>	<b>49.8%</b>	<b>0.9%</b>	<b>29.4%</b>	<b>15.4%</b>	<b>42.1%</b>	<b>2.3%</b>	<b>44.6%</b>	<b>1.1%</b>
Average Freshman that does not continue beyond the first year						<b>31.2%</b>					
Average Freshman that continues to graduation						<b>45.2%</b>					

# **FACULTY PROFILE**



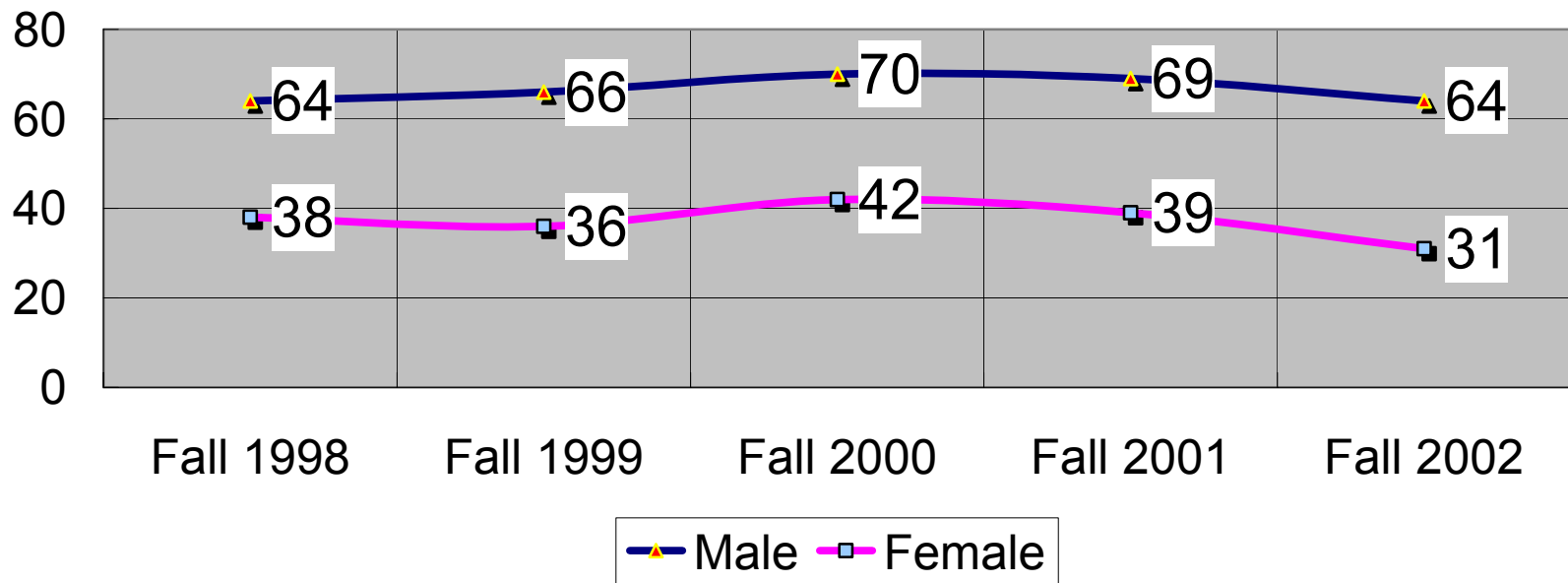


## Full-Time Faculty Teaching Distribution by Graduate and Undergraduate Fall 2002

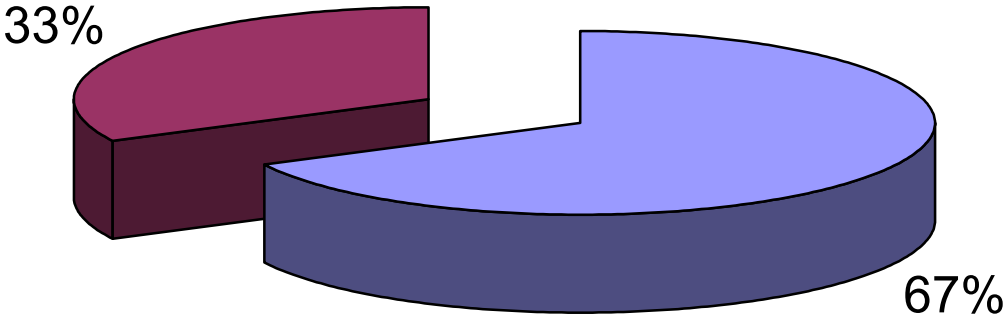


■ Undergraduate ■ Graduate

## Full-Time Faculty by Gender Fall 1998-Fall 2002

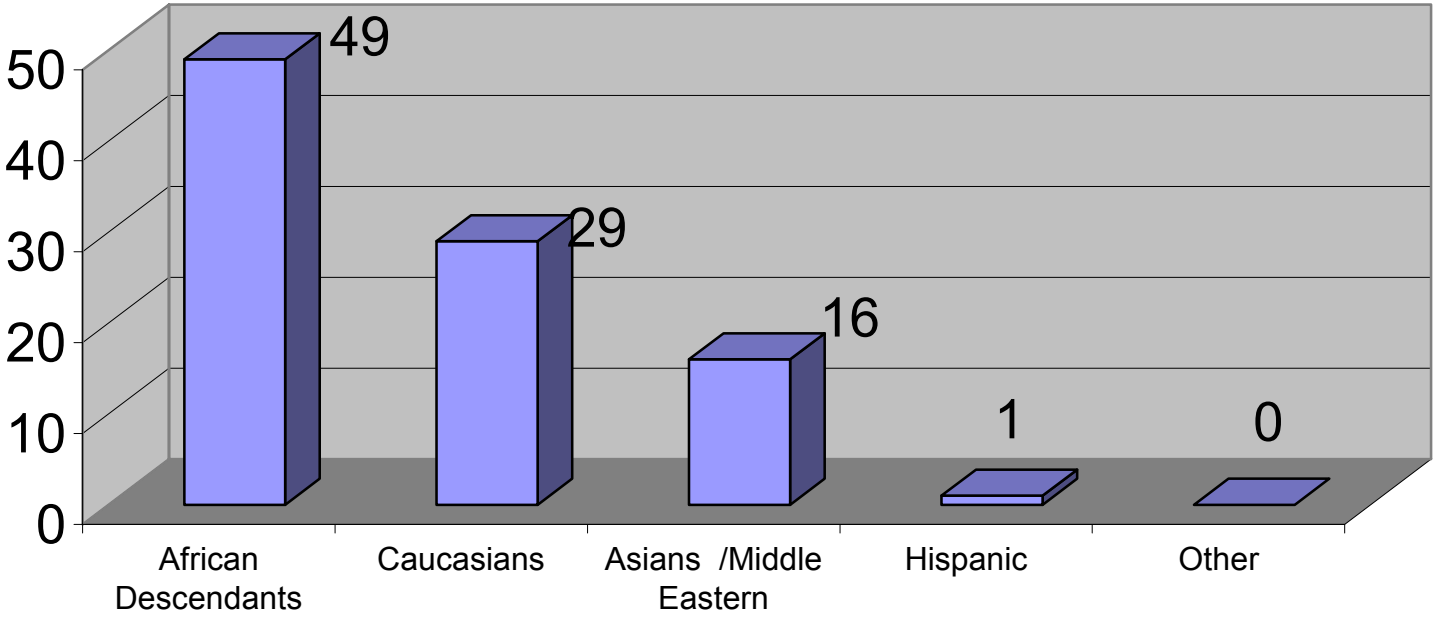


# Full-Time Faculty by Gender Fall 2002

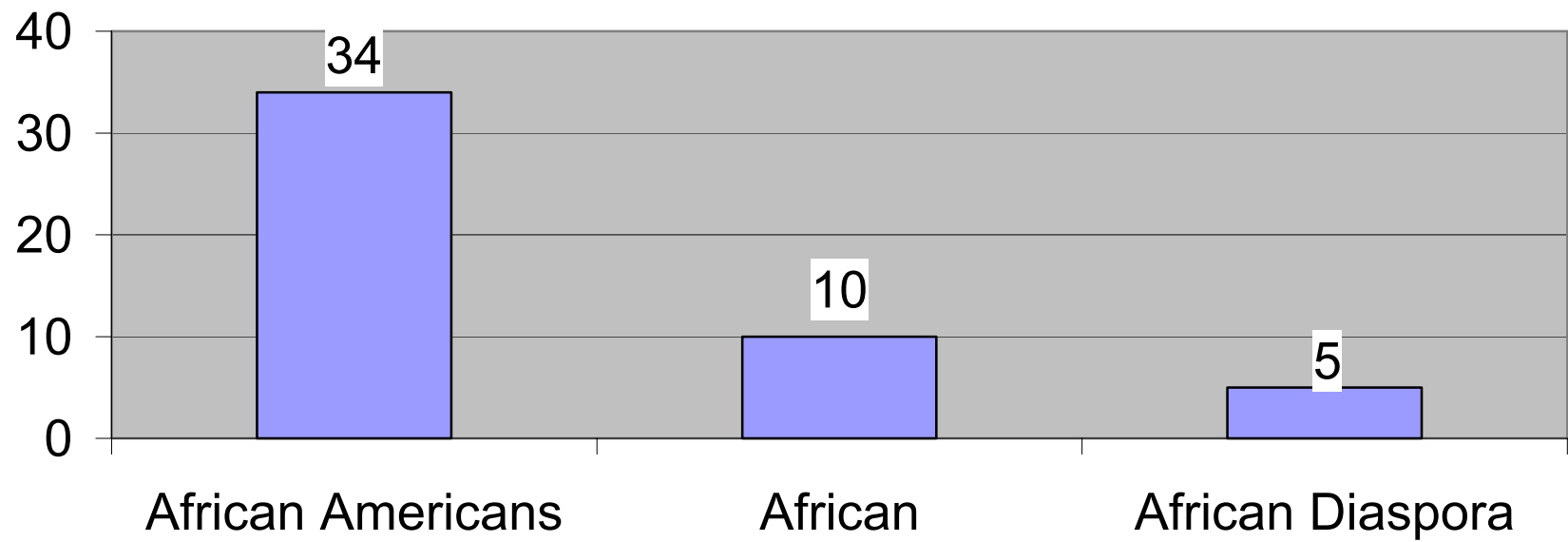


Male Female

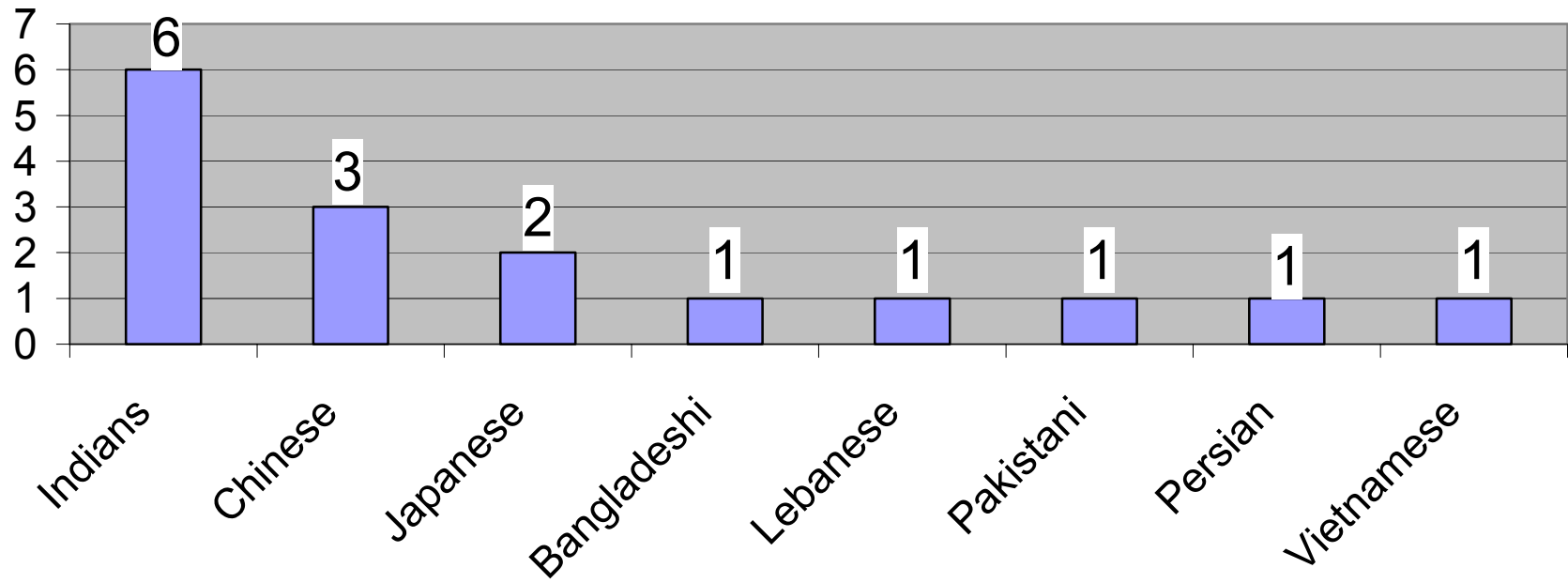
# Full-Time Faculty by Race and Ethnicity Fall 2002



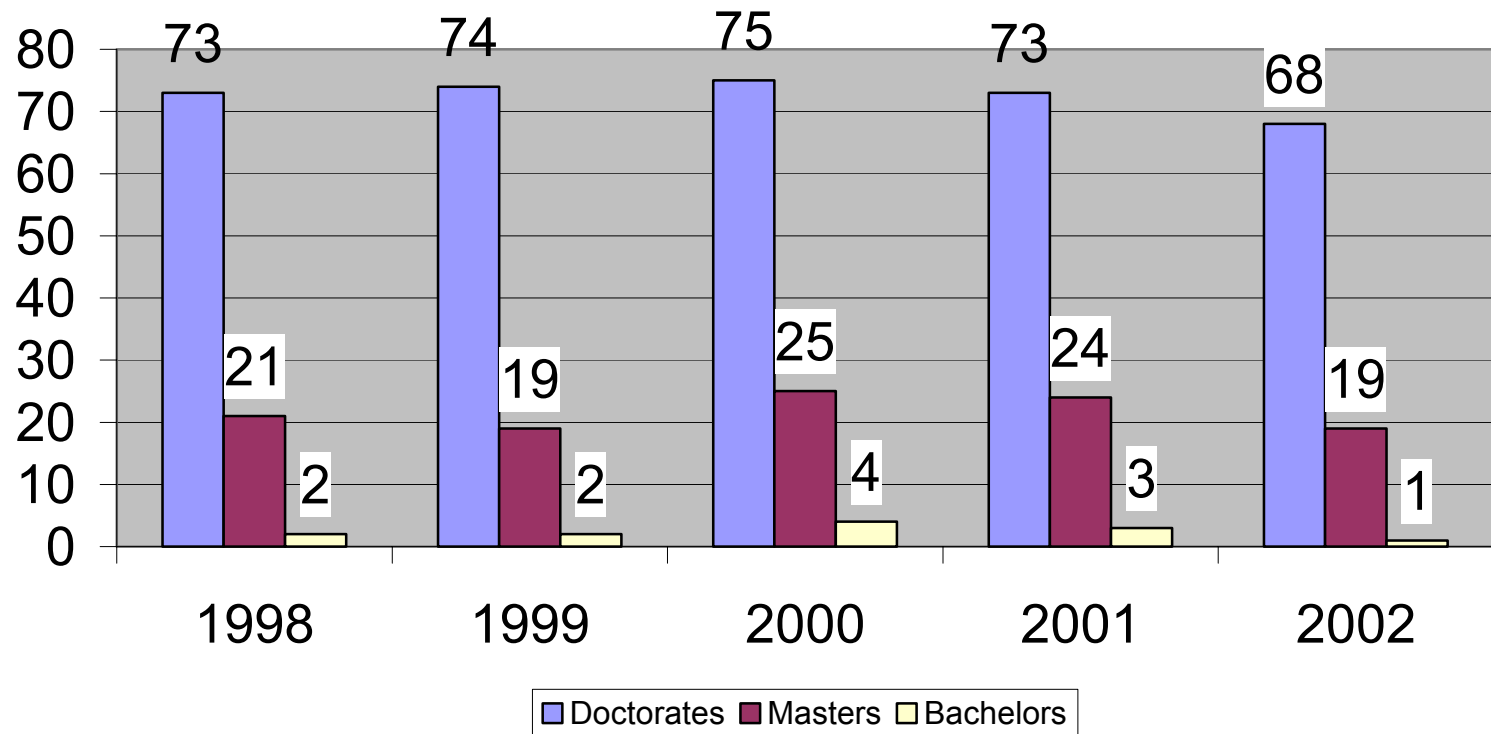
## African Decendants Fall 2002



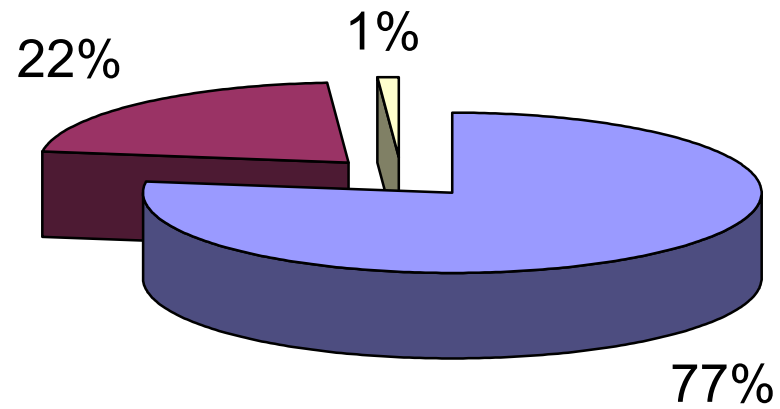
## Asians/Middle Eastern Fall 2002



# Full-Time Faculty Academic Degrees 1998-2002 (excluding Librarians)



## Full-Time Faculty Degree Status Fall 2002 (excluding Librarians)



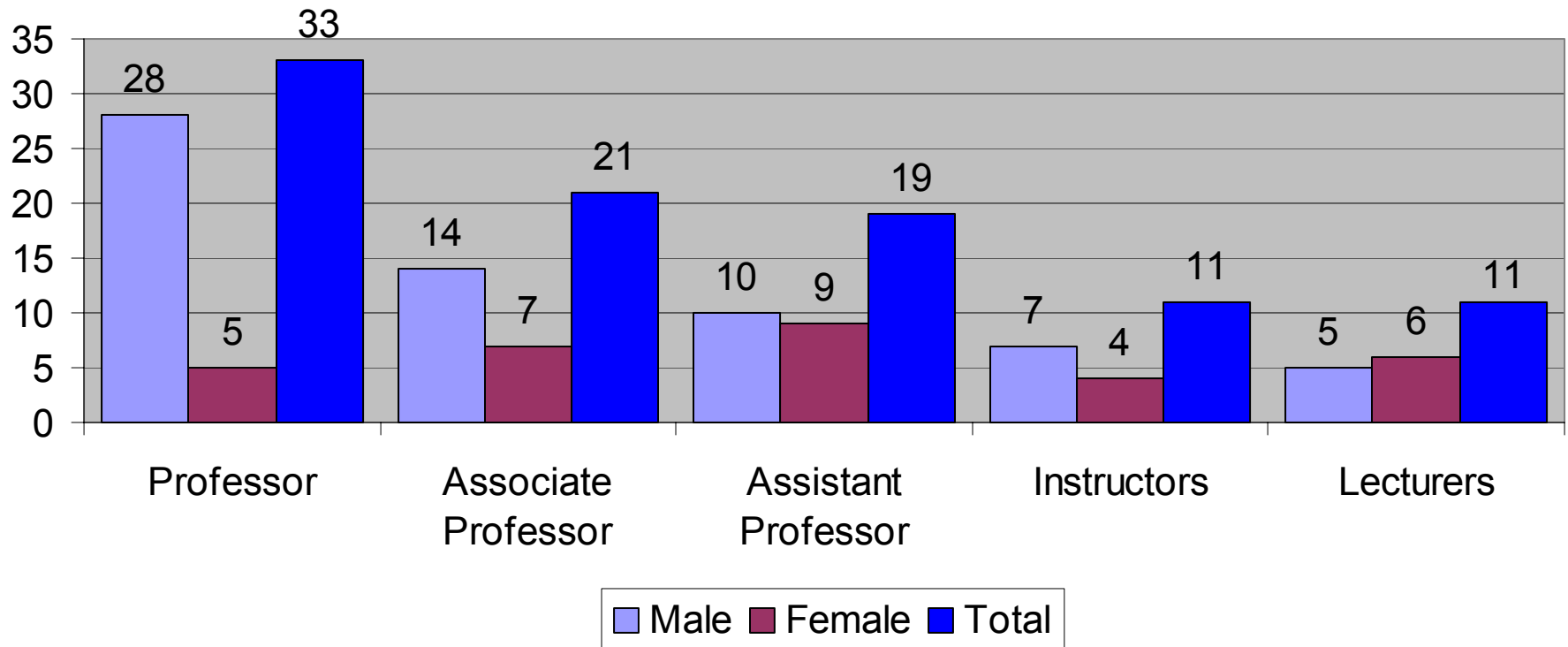
■ Doctorates ■ Masters ■ Bachelors



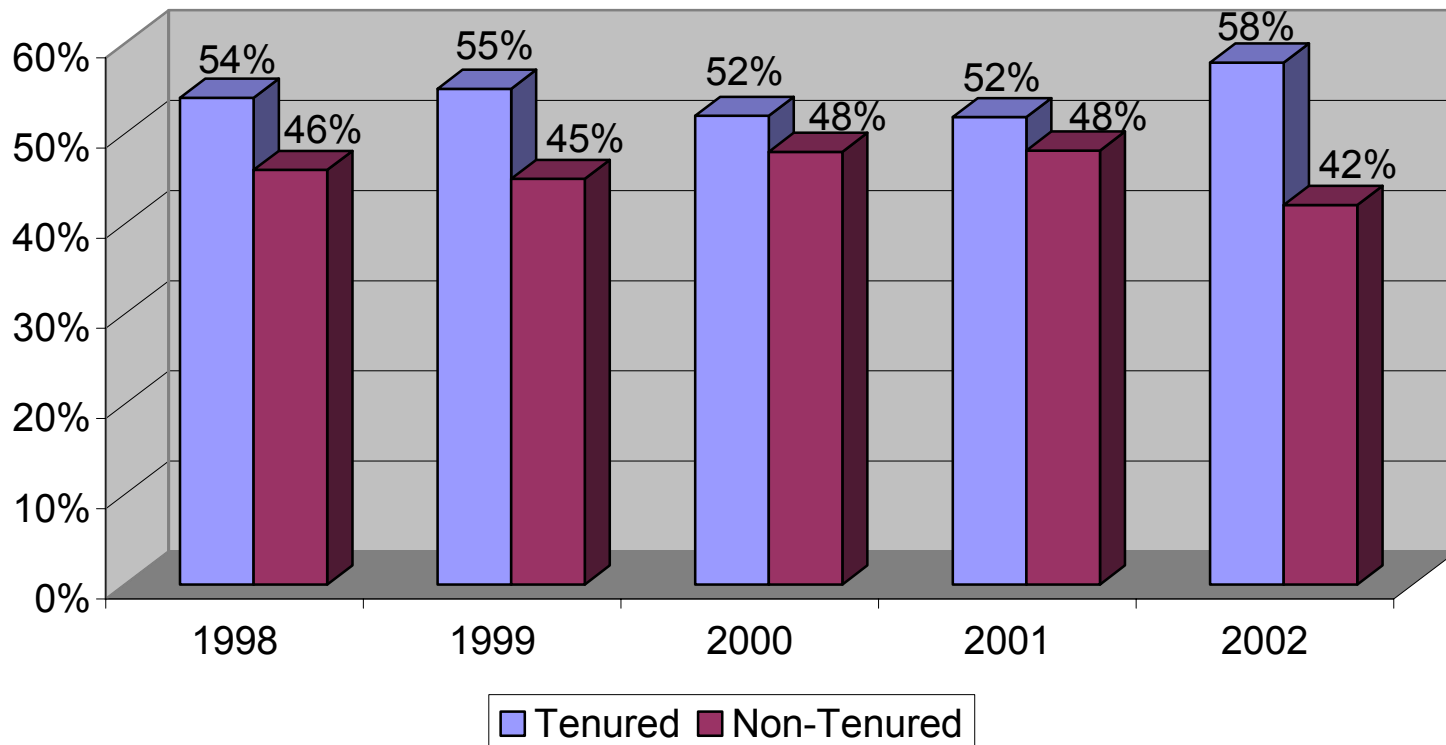
**Academic Rank  
Fall 1996 - Fall 2002**

	<b>1998</b>		<b>1999</b>		<b>2000</b>		<b>2001</b>		<b>2002</b>	
Professor	25	24.5%	31	30.4%	32	28.6%	33	30.6%	33	34.7%
Associate Professor	23	22.5%	18	17.6%	20	17.9%	19	17.6%	21	22.1%
Assistant Professor	32	31.4%	33	32.4%	41	36.6%	36	33.3%	19	20.0%
Instructors	11	10.8%	10	9.8%	9	8.0%	9	8.3%	11	11.6%
Lecturers	10	9.8%	9	8.8%	10	8.9%	11	10.2%	11	11.6%
Others	1	1.0%	1	1.0%	0	0.0%	0	0.0%	0	0.0%
	<b>102</b>		<b>102</b>		<b>112</b>		<b>108</b>		<b>95</b>	

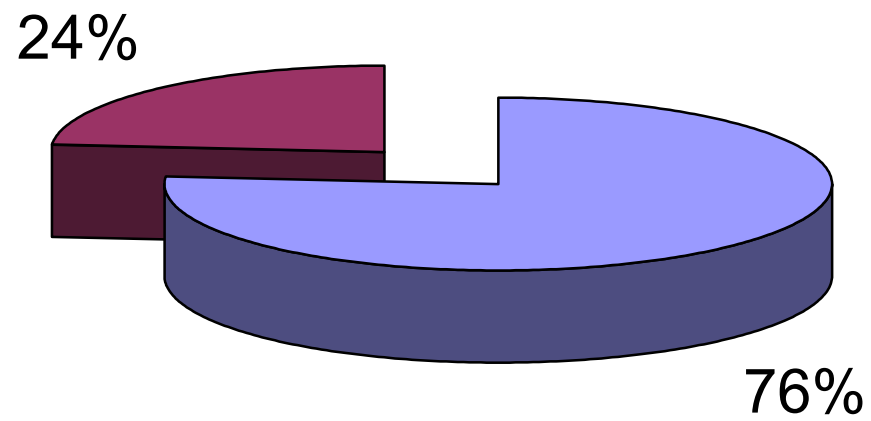
## Academic Rank by Gender Fall 2002



## Tenure Status Fall 1998 - Fall 2002

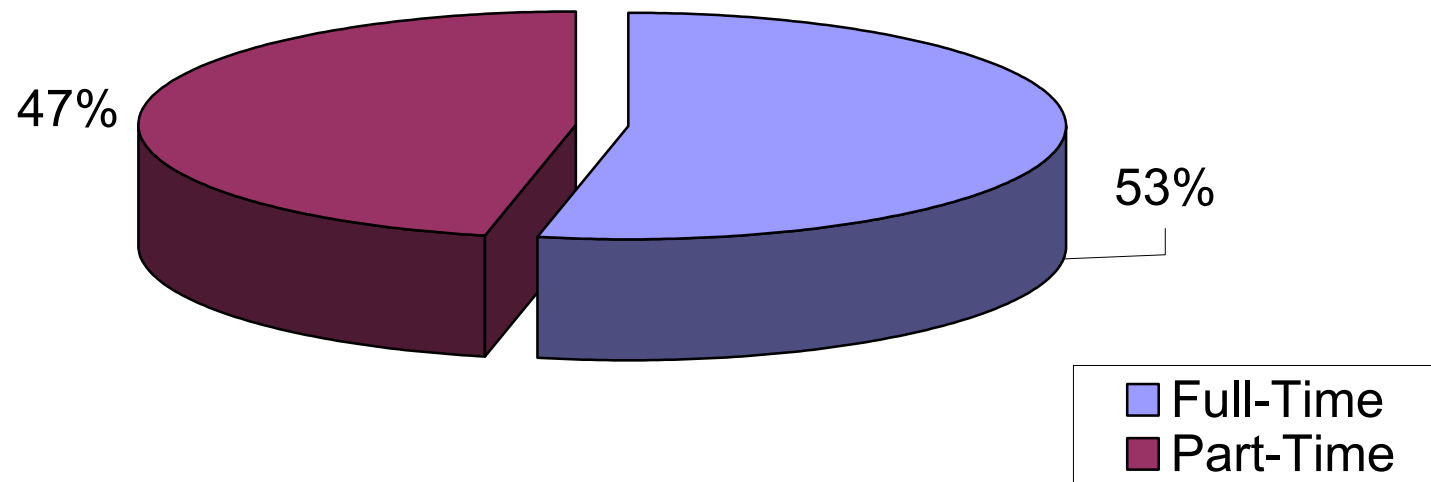


## Tenured Faculty by Gender Fall 2002

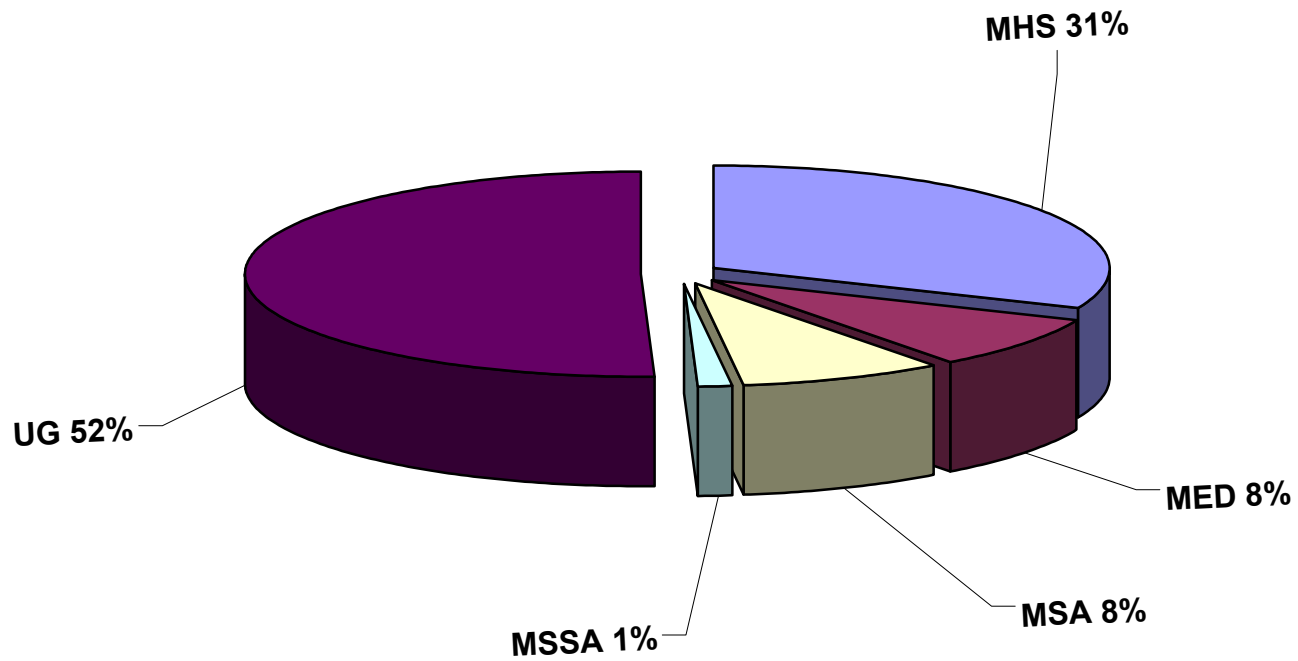


Male Female

## Distribution of Faculty Fall 2002



## Distribution of Part-Time Faculty Fall 2002





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