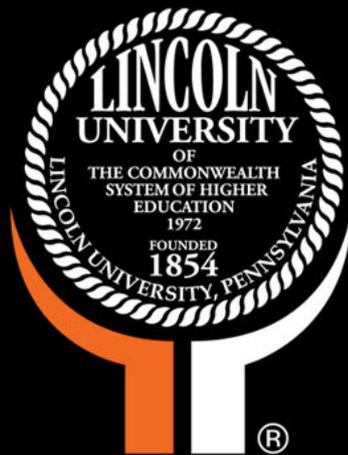


FIRST-YEAR DEAN

END OF YEAR REPORT JUNE 2021

LEARN. LIBERATE. LEAD.



Lincoln University

BY: BRANDI BERRY

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Dean Brandi Berry



Summary of dean duties for 2020-2021 academic year created in Canva

BRANDI BERRY

Dean of First Year Students



As the Dean of First-Year Students, I wear many hats. I provide guidance and support for the class of 2024, the ASSET Team *Constant and True*, and everyone involved with the First-Year Experience course. My role as dean requires me to maintain contact with the freshmen class and assist them with the transition to college. I accomplish this by communicating via phone, email, Zoom, Group Me, Instagram, and LinkedIn. On Mondays from 12-1, I co-host a Zoom session with Dr. Bowen of the Counseling Center called "Let's Talk." It is an opportunity for freshmen to speak about their college experience and get some advice on navigating this new environment. Teaching my FYE course face to face provides those students with a traditional college experience.

Being dean also means managing unique problems and initiatives as they arise. With online teaching being new for all of us, I spend a good deal of my time navigating professors and students through Cengage, Zoom, Moodle, and cell phone issues. When professors cannot get in touch with a remote student, they turn to me for assistance. Administrative duties like Withdrawal Process, Credit Review, Emergency Aid, and Division of Student Success Workshops require time and planning, but luckily, work is shared with other leaders.

The ASSET Team Constant and True is a faculty and staff committee that aides me in planning New Student Orientation, Welcome Back Week, Pump Handle, and the FYE curriculum. As the leader, I am responsible for scheduling meetings, developing a project timeline, creating plans for execution, enforcing deadlines, and supporting my team. As FYE Coordinator, I strive to keep 25 professors and 25 peer mentors on the same page as the educate and advise the first-year students. I hold students, professors, and peer mentors accountable for being fully engaged with their classes. I also support them by making myself available for Zoom sessions, quick responses to email and text, and creating lessons for assessment.

Move-In Day



FYE Campus Tour



Let's Talk



Weekly letter emailed to newly admitted students created in Canva



WELCOME TO LINCOLN UNIVERSITY

First Year Dean and Students

Join my group on GroupMe!

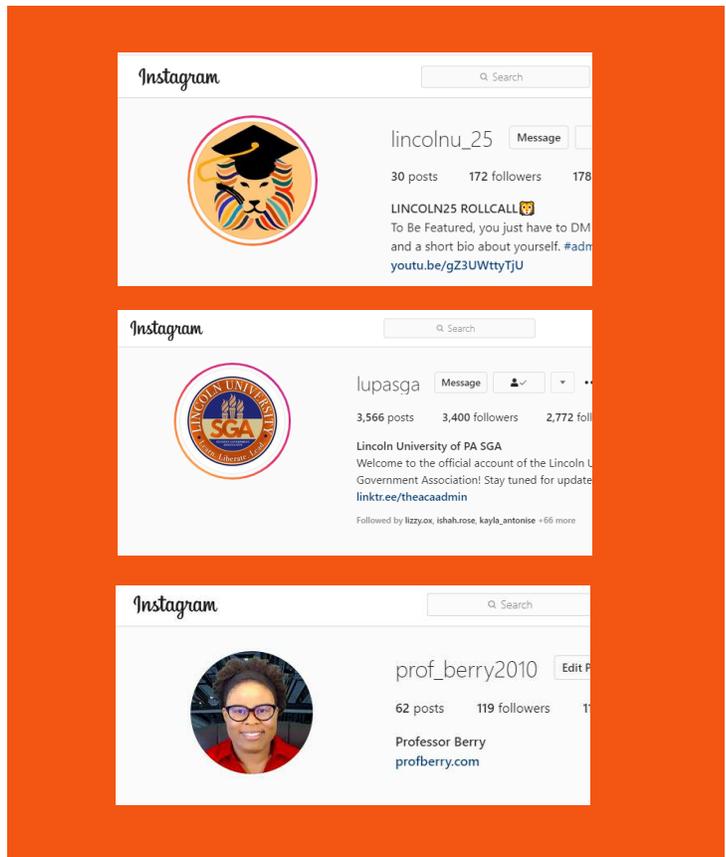


Hello Class of 2025

I am Brandi Berry your Dean of First-Year Students. Listed here are various ways that you can connect with me. Working together as a team is the key to a successful college experience. I encourage you to follow your cohort and the Student Government Association (SGA) on Instagram.

If you have any questions or concerns please do not hesitate to email me at bberry@lincoln.edu. If I can't answer your question I will navigate you to the person that can.

Again, welcome to Lincoln University. I am excited about meeting you in the Fall.



First Year Experience Conference

Guidebook (Conference App)

All sessions and session evaluations can be accessed through the [Guidebook app or website](#). Once accessing the app please enter “**fye2021nrc**” in the **Have a passphrase?** feature. Please make sure to refresh your guide often to verify you have the most up-to-date information at all times.

We look forward to your participation in the 40th Annual Conference on The First-Year Experience and look forward to welcoming you.

Participants, should you have any questions, please contact our staff at fyeconf@mailbox.sc.edu specifying **FYE Participant Assistance** in the email subject line.

Presenters, should you have any questions, please contact our staff at fyeconf@mailbox.sc.edu specifying **FYE Presenter Assistance** in the email subject line.

Best,

Conferences & Continuing Education Staff

National Resource Center for The First-Year Experience and Students in Transition

fyeconf@mailbox.sc.edu

Learn More About Cengage Unlimited

Now more than ever, students—and instructors—want an easy-to-navigate experience. Cengage Unlimited, with its tiered solutions, offers options based on student and course needs.

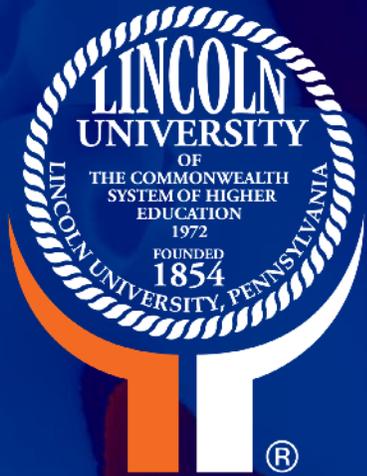
<p>I assign one or more Cengage textbooks</p> <p>CENGAGE UNLIMITED eTEXTBOOKS</p> <p>\$69.99 4-month student access</p> <p>INCLUDES</p> <ul style="list-style-type: none"> • Access to all our eTextbooks—over 15,000—across disciplines • 4 free hardcopy textbook rentals* • Offline access via Cengage Mobile App • Career-readiness and college success tips • Learning Management System integration • 24/7 service and support <p>Sold in bookstores/online FREE student trial at cengage.com/unlimited</p> <p>LEARN MORE</p>	<p>I also assign a Cengage online homework platform</p> <p>CENGAGE UNLIMITED</p> <p>\$119.99 4-month student access**</p> <p>INCLUDES</p> <ul style="list-style-type: none"> • Cengage Unlimited eTextbooks + Access to all Cengage online homework platforms across disciplines: MindTap, WebAssign, SMART, Cengage, OWL, OpenView <p>Sold in bookstores/online FREE student trial at cengage.com/unlimited</p> <p>LEARN MORE</p>	<p>I'm interested in group or campus-wide access</p> <p>CENGAGE UNLIMITED FOR INSTITUTIONS</p> <p>Flexible pricing</p> <p>INCLUDES</p> <ul style="list-style-type: none"> • Cengage Unlimited + Pricing options: Yearly campus access, group access or pay as you go • Expert services: Proctoring, analytics, curriculum design, 1:1 tutoring and dedicated ongoing support <p>Seamless, day-one access</p> <p>LEARN MORE</p>
---	--	--

*Student pays just \$7.99 shipping & handling per hardcopy rental. **1- & 2-year options also available

 CENGAGE | First-Year Experience 2021

*The National Resource Center for The First-Year Experience and Students in Transition values open dialogue and respectful discourse. As such, the views of vendors, presenters, and participants during events may not be representative of those of the Center or the University of South Carolina.

Powerpoint presentation for FYE Conference



Lincoln
University

LEARN. LIBERATE. LEAD.

THE IMPACT OF PRIMARY RESOURCES ON DIVERSITY, INCLUSION, AND RETENTION

**Jessica Garner, Assistant Professor/Special Collections
Librarian & Archivist**

Marlene Lacy, Lecturer Visual & Performing Arts

Brandi Berry, Assistant Professor Mass Communication

Dean of First Year Students



DIVERSITY & INCLUSION AT LINCOLN UNIVERSITY

- International students
- LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex, Asexual)
- Non-Traditional Students
- Lincoln History, Pride & Legacy

PRIMARY SOURCES AS INTRODUCTION TO LINCOLN

- Lincoln's Archives
- Standard Usage
- Increased accessibility for increased usability



WHY INTRODUCE THEM EARLIER?

- Relevancy to their new experience
- Association of College and Research Libraries Framework
- High Impact Practices
- "Scholarly" shared experience
- Untold stories correcting the historical narrative



Commencement June 1943: recipients of honorary degrees
l-r: Langston Hughes 1929
Nathan F. Mossell 1879
Herbert E. Miller 1910



[HTTPS://CLACY1.WIXSITE.COM/LINCOLNMEMORIALARCH](https://clacy1.wixsite.com/lincolnmemorialarch)



 SCAN ME



August William Bone

Thomas J. Moran

Thomas J. Moran

The Men Who Served in World War I

Lairds University Alumni

Each soldier's story is unique and full of...
The men who served in World War I...
Lairds University Alumni

FIRST ATTEMPT...OH NO, OH NO!!!



Minimal Lincoln History Knowledge



Short Prep Time



Few Resources



60 Students

REFLECTIONS

A faint, grayscale image of a tree with its reflection in water, centered behind the text.

- **Now I am Dean**
 - FYE Team
 - Syllabus
 - Cengage
- **Celebrating History**
 - Path to Discovery
 - 100th Anniversary
 - NSO Rites of Passage
- **Accessibility**
 - More Time
 - More Staff
 - More Processing

Soria, K. M., Fransen, J., & Nackerud, S. (2014). Stacks, Serials, Search Engines, and Students' Success: First-Year Undergraduate Students' Library Use, Academic Achievement, and Retention. *Journal of Academic Librarianship*, 40(1), 84–91. <https://doi.org/10.1016/j.acalib.2013.12.002>

Yaco, S., Ramaprasad, A., & Syn, T. (2020). Themes in Recent Research on Integrating Primary Source Collections and Instruction. *Portal: Libraries and the Academy*, 20(3), 449–474.

Loeb, E., & Hurd, N. M. (2019). Subjective Social Status, Perceived Academic Competence, and Academic Achievement among Underrepresented Students. *Journal of College Student Retention: Research, Theory & Practice*, 21(2), 150–165.

References



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Assistant Professor/Special Collections Librarian & Archivist

Marlene Lacy

clacy@lincoln.edu

Lecturer Visual & Performing Arts

Brandi Berry

bberry@lincoln.edu

Assistant Professor Mass Communication

Dean of First Year Students



**Lincoln
University**

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Title III report for FYE Conference attendance

Data Collection Form

Name: Brandi Berry

Today's Date: March 30, 2021

Office: Student Success

Event: First Year Experience Conference

Date of the Activity: February 15-19, 2021

Objective: Learn about other FYE Programs, Freshmen resources and to present about out FYE program

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Attendance	1			1			My testimony and reflections	email

2. Describe the activity's accomplishments:

I was able to attend several sessions at the conference. The most beneficial was a session about Social Media and one about collecting data during COVID to check-in on remote students.

3. Describe the activity's challenges:

Since I was attending the conference online I did not take off from work. Fully engaging in an all day conference for 5 days while also attending meetings, and teaching was exhausting. I learned to not underestimate the mental and physical demand of an online conference.

4. What resources are needed to assist this activity in the near future?

Time off

5. Analyze the results of the activity's impacts and explain how the activity has enhanced student success:

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.



Lincoln University
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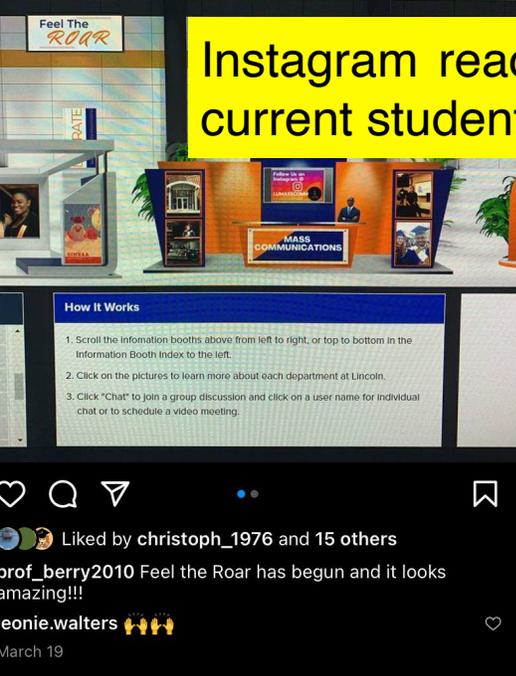
I have already began incorporating a lot of the information I learned at FYE into my daily practices as well as the FYE program. Most notably is my approach to using social media to reach and engage with students.

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.

Social Media

Instagram reach and engagement for incoming and current students shared on the Instagram account



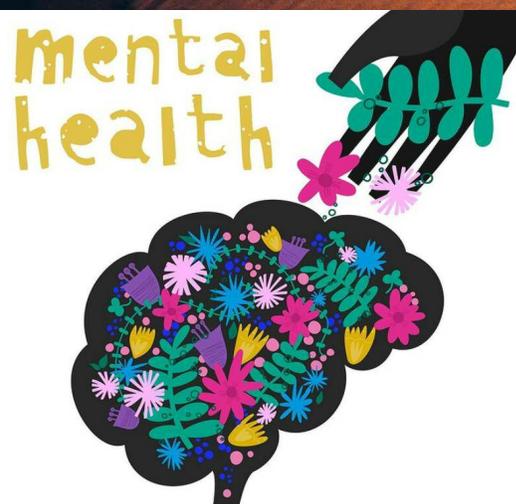
Liked by christoph_1976 and 15 others
 prof_berry2010 Feel the Roar has begun and it looks amazing!!!
 leonie.walters 🙌🙌🙌
 March 19



Liked by roseyaria_ and 9 others
 prof_berry2010 Thanks for coming to Feel The Roar. It was nice chatting with you. If you need anything let me know.
 March 19



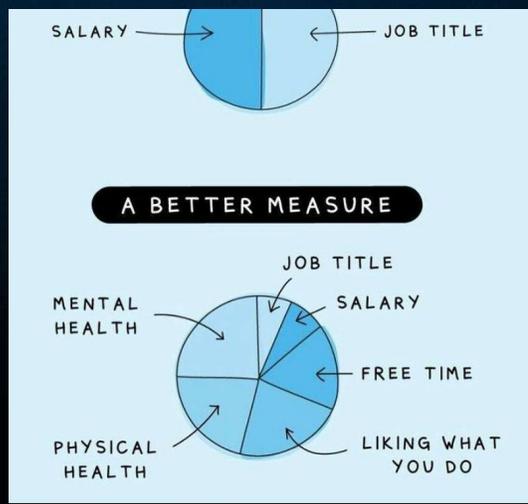
Liked by janet.2801 and 7 others
 prof_berry2010 I am super motivated today. I have a lot to do and nothing is gonna stop me. How about you?
 March 23



Liked by christoph_1976 and 10 others
 prof_berry2010 Be good to yourself. Be kind to others. Together we can support each other's mental health. ❤️
 March 2



Liked by leonie.walters and 5 others
 March 2
 prof_berry2010



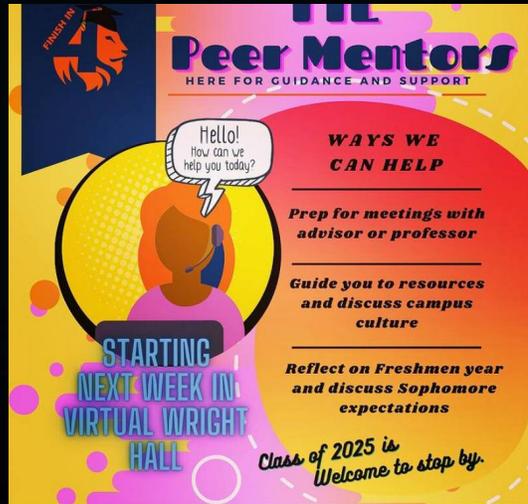
Liked by kristinakelephotography and 6 others
 prof_berry2010 Find a good balance that allows time for you to be the best version of yourself. Self care is self discipline.
 March 9



Liked by christoph_1976 and 23 others
 prof_berry2010 One shot down. Second one on April 7th. So far so good. Feeling great and getting ready to teach my video editing class.
 christoph_1976 Yes!!!



Liked by christoph_1976 and 30 others
 prof_berry2010 I'm so excited!! My cap and gown has arrived!! Backstory: Professors are required to wear their regalia at university events. When I graduated from... more



Liked by lincolnufilem and 12 others
 prof_berry2010 Next week the First Year Experience Peer Mentors will begin office hours. We are here to guide and support you. Keep an eye on your email. More details will be shared soon



Lincoln University
Black Panther & Leadership
 Liked by kristinakelephotography and 9 others
 prof_berry2010 Thank you to those that attended the Black Panther and Leadership session. If you missed it I'll be certain to let you know when we do it again.
 March 10



Assassin's Creed® Syndicate
 Start
 Progress 1%
 Most Recent Trophy
 A Spanner in the Works
 Top Trophy Earned
 A Spanner in the Works
 Liked by lu_studentsuccess and 3 others
 prof_berry2010 Tell me you love Assassin's Creed without telling me you love Assassin's Creed 🎮 Or share your favorite video game 🎮
 View all 2 comments
 prof_berry2010 You'll have to wait until your



game changers
 innovators
 creators
 CLASS OF 2025
 DEAN BERRY SAYS
 WELCOME TO THE PRIDE
 Liked by ykdime_ and 11 others
 prof_berry2010 @lincolnu_25 Welcome to the Pride. Check you email. I sent you some contact info. If you need anything let me know.
 zoe.dior_ thank you ❤️💙
 February 17



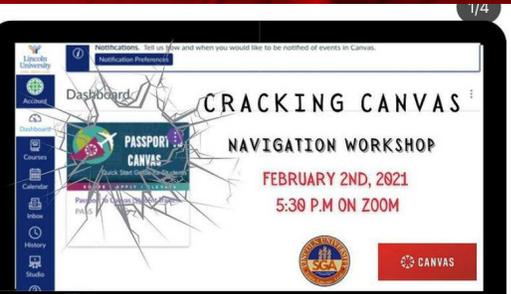
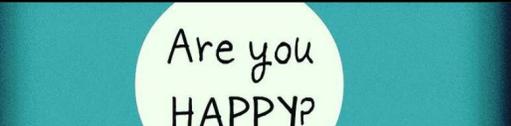
BLISSFUL PRODUCTIVITY
 SOCIAL FABRIC
 URGENT OPTIMISM
 EPIC MEANING
 Liked by roseyaria_ and 3 others
 prof_berry2010 The gritty characteristics of a gamer. Have a great Monday and don't forget to play a game.
 leonie.walters 🙌
 February 15



Are you HAPPY?
 YES → Keep doing whatever you're doing
 NO → Change something → Do you want to be HAPPY?
 YES → Keep doing whatever you're doing
 NO → Change something
 Liked by roseyaria_ and 5 others
 prof_berry2010 Work on your goals and growth mindset. Be a proactive problem solver. Together we can make this semester a happy one 😊
 February 9

- There are 7 types of rest.
 Are you getting all of them?
 These are the areas in our lives we need to regularly recharge, according to Sandra Dalton-Smith MD.
- Physical rest 🛏️
 - Mental rest 🧠
 - Sensory rest 🌿
 - Creative rest 🎨
 - Emotional rest 🗣️
 - Social rest 📱
 - Spiritual rest 🙏
- TED

Liked by icyblueroyalty and 2 others
 prof_berry2010 Are you well rested and performing at an optimal level?
 January 30



JAYLA ROSS
 CANVAS AMBASSADOR
 Liked by icyblueroyalty and 1 other
 January 28



It's a
 Good Day
 to have a
 Good Day
 Liked by roseyaria_ and 7 others
 prof_berry2010 My first day of class was amazing!! We're about to be TikTok famous 😂 Have a great day two.
 January 26



This is your
 Monday morning
 reminder that you
 are amazing and you
 can handle anything.
 Liked by ueb_03 and 10 others
 prof_berry2010 Happy Monday!!! 😊
 January 25

...ing your peak productivity timeframe.

"non-negotiables" from other tasks that are not as important.

3. Schedule time for personal "odds and ends"
Schedule 15 minutes per day to knock out small personal tasks.

4. Find the productivity tool that works for you
Pinpoint your needs and find a simple tool that effectively helps you organize your life.

5. Set aside time to declutter

Liked by ueb_03 and 11 others

prof_berry2010 How are you preparing for success this semester?

January 14

prof_berry2010

The Myth of Multitasking

The human brain cannot perform two tasks that require high-level brain function at once.

Liked by roseyaria_ and 5 others

prof_berry2010 As you prepare for finals know that you can't learn while you do all the stuff 😊. When you think you are multitasking, actually your brain is rapidly... more

b0ssedupchris_ Much needed 🙌

Thursday :-)

1 of 1

FALL 2020 FINAL EXAMINATION SCHEDULE

INDEPENDENT COURSES FINAL EXAMINATION SCHEDULE DECEMBER 1-4, 2020

EXAMINATION TIME		EXAMINATION TIME	
8:00 - 10:00	10:30 - 12:30	1:00 - 3:00	3:30 - 5:30
ENGL 101 M, W, F 101	ENGL 102 M, W, F 102	ENGL 103 M, W, F 103	ENGL 104 M, W, F 104
ENGL 105 M, W, F 105	ENGL 106 M, W, F 106	ENGL 107 M, W, F 107	ENGL 108 M, W, F 108
ENGL 109 M, W, F 109	ENGL 110 M, W, F 110	ENGL 111 M, W, F 111	ENGL 112 M, W, F 112
ENGL 113 M, W, F 113	ENGL 114 M, W, F 114	ENGL 115 M, W, F 115	ENGL 116 M, W, F 116
ENGL 117 M, W, F 117	ENGL 118 M, W, F 118	ENGL 119 M, W, F 119	ENGL 120 M, W, F 120
ENGL 121 M, W, F 121	ENGL 122 M, W, F 122	ENGL 123 M, W, F 123	ENGL 124 M, W, F 124
ENGL 125 M, W, F 125	ENGL 126 M, W, F 126	ENGL 127 M, W, F 127	ENGL 128 M, W, F 128
ENGL 129 M, W, F 129	ENGL 130 M, W, F 130	ENGL 131 M, W, F 131	ENGL 132 M, W, F 132
ENGL 133 M, W, F 133	ENGL 134 M, W, F 134	ENGL 135 M, W, F 135	ENGL 136 M, W, F 136
ENGL 137 M, W, F 137	ENGL 138 M, W, F 138	ENGL 139 M, W, F 139	ENGL 140 M, W, F 140
ENGL 141 M, W, F 141	ENGL 142 M, W, F 142	ENGL 143 M, W, F 143	ENGL 144 M, W, F 144
ENGL 145 M, W, F 145	ENGL 146 M, W, F 146	ENGL 147 M, W, F 147	ENGL 148 M, W, F 148
ENGL 149 M, W, F 149	ENGL 150 M, W, F 150	ENGL 151 M, W, F 151	ENGL 152 M, W, F 152
ENGL 153 M, W, F 153	ENGL 154 M, W, F 154	ENGL 155 M, W, F 155	ENGL 156 M, W, F 156
ENGL 157 M, W, F 157	ENGL 158 M, W, F 158	ENGL 159 M, W, F 159	ENGL 160 M, W, F 160
ENGL 161 M, W, F 161	ENGL 162 M, W, F 162	ENGL 163 M, W, F 163	ENGL 164 M, W, F 164
ENGL 165 M, W, F 165	ENGL 166 M, W, F 166	ENGL 167 M, W, F 167	ENGL 168 M, W, F 168
ENGL 169 M, W, F 169	ENGL 170 M, W, F 170	ENGL 171 M, W, F 171	ENGL 172 M, W, F 172
ENGL 173 M, W, F 173	ENGL 174 M, W, F 174	ENGL 175 M, W, F 175	ENGL 176 M, W, F 176
ENGL 177 M, W, F 177	ENGL 178 M, W, F 178	ENGL 179 M, W, F 179	ENGL 180 M, W, F 180
ENGL 181 M, W, F 181	ENGL 182 M, W, F 182	ENGL 183 M, W, F 183	ENGL 184 M, W, F 184
ENGL 185 M, W, F 185	ENGL 186 M, W, F 186	ENGL 187 M, W, F 187	ENGL 188 M, W, F 188
ENGL 189 M, W, F 189	ENGL 190 M, W, F 190	ENGL 191 M, W, F 191	ENGL 192 M, W, F 192
ENGL 193 M, W, F 193	ENGL 194 M, W, F 194	ENGL 195 M, W, F 195	ENGL 196 M, W, F 196
ENGL 197 M, W, F 197	ENGL 198 M, W, F 198	ENGL 199 M, W, F 199	ENGL 200 M, W, F 200

NOTE: Monday, Nov. 30, 2020: Reading Day FOR ALL STUDENTS

Final Examinations are scheduled for three-hour periods with a 15-minute break between each examination. Examinations should be completed by the end of the hour. Students should arrive at the exam location 15 minutes early. Examinations may begin prior to the start of the hour.

Liked by sam_chi26 and 11 others

prof_berry2010 Hey y'all. A few students asked me this question. So in case others need help decoding the exam short hand, R means Thursday.

christoph_1976 Oh... that changes everything. I thought it meant Rest... day off.

The Myth of Multitasking

TWO WAY DIALOG

CONSTRUCTIVE

INTERACTIONS THAT BUILD SELF ESTEEM

CREATE A SAFE ENVIRONMENT

OPENLY DISCUSS ISSUES/DIFFERENCES

A CO-OPERATIVE CONVERSATION

FEEDBACK FLOWS IN BOTH DIRECTIONS

CHALLENGE/DISAGREE WITHOUT MAKING OTHER PERSON DEFENSIVE

MAKE SUGGESTIONS SKILLFULLY

THAT OPEN UP ALTERNATIVE PATHS

THAT ABSORBS BUT A TRAMPOLINE TO BOUNCE IDEAS OFF!

LEVELS OF LISTENING

1. CREATE A SAFE ENVIRONMENT TO DISCUSS

2. CLEAR AWAY DISTRACTIONS AND MAKE EYE CONTACT

3. UNDERSTAND THE SUBSTANCE ASK QUESTIONS, CONFIRM

4. OBSERVE NON-VERBAL CLUES

↳ 80% OF COMMUNICATION

5. UNDERSTAND EMOTIONS & FEELINGS ABOUT TOPIC

↳ EMPATHIZE

6. HELP OTHER PERSON TO SEE ISSUE IN DIFFERENT LIGHT

Liked by christoph_1976 and 2 others

christoph_1976 This is good. I'm going to use it!

November 19, 2020

SPATIALIZING BLACKNESS

ARCHITECTURES OF CONFINEMENT AND BLACK MASCULINITY IN CHICAGO

Liked by bl3ssbarack and 5 others

prof_berry2010 This speaker gave me a lot to think about. Mind blown 🤯 Excited to read and learn more.

November 9, 2020

For more info and to register visit mydreambeacon.com

NOVEMBER 12th Virtual

FOURTH ANNUAL PROFESSIONAL DEVELOPMENT SYMPOSIUM 2020

SPONSORED BY: High Impact and Co-Curricular Student Engagement DREAMBEACON

NETWORKING

INDUSTRY INSIGHTS

MENTORSHIP

After attending the symposium..... 90% of participants agreed that the symposium was a necessary component of their own success and that of other participants.

Etana Laing, Dmitri Yearby, Memphis Chikwe, Devin Adams, Jayla Roy

Liked by roseyaria_ and 2 others

November 4, 2020

prof_berry2010

Join Dean Berry For

BLACK PANTHER & LEADERSHIP

Which leadership style describes you? What can we learn from the heroes of Marvel? For more information and a Zoom link check your LU email.

Liked by leonie.walters and 1 other

prof_berry2010 Check your junk mail. Rewatch Black Panther. #wakandaforever

October 19, 2020

Science-based activities & games for a happier, healthier life at Happily.com

WHAT IS HAPPINESS, ANYWAY?

We all have deeply personal (and different!) definitions of happiness. But here's how scientists see it:

Happiness is a combination of

How satisfied you are with your life + How good you feel on a day-to-day basis

40% of your happiness is controlled by your thoughts, actions, and behaviors

It varies from person to person, but approximately

10% is determined by your circumstances

50% is genetically determined

Liked by ishah.rose and 4 others

prof_berry2010 Have a happy week

October 19, 2020

THE OFFICE OF CAREER DEVELOPMENT PRESENTS

Virtual Career Fair

THURSDAY OCTOBER 15
11:00A.M. - 3:00P.M.

PREPARE NOW FOR YOUR FUTURE CAREER!

- REGISTER ON HANDSHAKE
- UPLOAD YOUR RESUME ON HANDSHAKE
- CAREER DEVELOPMENT WILL OFFER PREPARATION WORKSHOPS LEADING UP TO THE FAIR
- OVER 50 EMPLOYERS/GRAD SCHOOLS IN ATTENDANCE

REQUIREMENTS

- PROFESSIONAL ATTIRE
- CAMERA MUST BE ON

FOR FURTHER INFORMATION

✉ RSIMPSON@LINC.EDU

Liked by roseyaria_ and 5 others

October 1, 2020

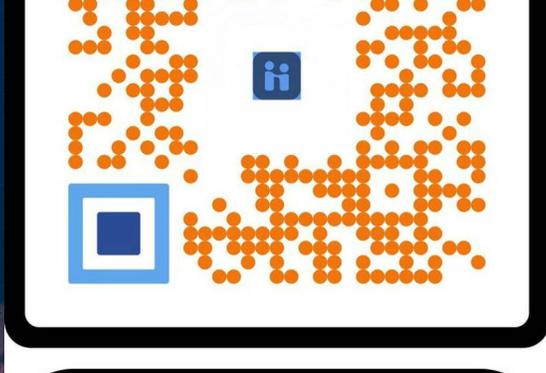
prof_berry2010



SCAN ME

prof_berry2010 For community service opportunities join Engage. Use your Lincoln email address.

October 1, 2020



SCAN ME

prof_berry2010 For internships and job opportunities Handshake Use your Lincoln email address.

October 1, 2020

1:53 PROF_BERRY2010 Posts

prof_berry2010

SHOW UP. DO THE WORK. GET BETTER. STAY POSITIVE. DO GOOD. KEEP PUSHING EVERYDAY. YOU'LL BE AMAZED AT WHERE THAT GETS YOU IN LIFE.

www.EarlyToRise.com

October 1, 2020

PROF_BERRY2010 Posts

prof_berry2010

HOW TO EMAIL A TEACHER

1 SUBJECT LINE
2-5 word summary of the email
• Missing Grade
• Homework Question
• Late Work

2 BEGIN WITH A GREETING
• Good Morning
• Hello
• Good Afternoon

3 BODY OF THE EMAIL
• I am writing because.....
• I need help help.....
• I am confused by.....

4 CLOSING
• Thank you
• Have a nice day!

5 SIGN YOUR NAME!

General Tips:
• Be sure to use proper capitalization & punctuation.
• Always use proper grammar.
• Plz spell out ur words.
• Please spell out your words.

October 1, 2020

prof_berry2010

Lincoln University LEARN. LIBERATE. LEAD.

Face mask required before entering. **FACE MASK**

prof_berry2010 Time to teach. FYE is masked up and ready to learn.

_dalenpayne period.

September 8, 2020

1 Subject line so I know what your email is about

2 Address people properly

3 A nice greeting sets the tone

4 Identify why you are sending the email

5 If requesting a meeting include availability

From: Coffey, Cathryn
Sent: Tuesday, September 08, 2015 3:26 PM
To: Smith, Jane
Subject: Advising Meeting

Dear Professor Smith,

Hope this message finds you well. My name is Megan. I am a first year student at Richard Bland. I was wondering if you would have time this week to meet with me to discuss courses for next semester. I am available any day this week after 2:00pm

Let me know what time is best or if I can provide any further information. Thank you in advance, looking forward to hearing from you.

Cathryn Coffey
ccoffey@RBC.edu, 804-862-6100 Ext 8556

Did I spell everything correctly?
How is my grammar?
How is my tone?
Please and thank you go a long way

prof_berry2010 Avoid using ASAP. Send emails during business hours. Wait 48 business hrs before emailing again. If you email on a Saturday or Sunday, pretend... more

September 7, 2020



prof_berry2010 Making memories...mask and all.

September 3, 2020

"The 'hustle' 24/7 culture is toxic and many of us don't have an identity that isn't attached to our careers, education or earnings.

You are enough even when you aren't busy.

Normalise resting."

@_melanintalks

prof_berry2010 Help us improve upon your experience at Lincoln. Your feedback matters. Thank you in advance.

August 31, 2020

Survey

Accessing the Survey:

- Email "Inbox" or "Junk" folder
- Subject line: CIRP Freshman Survey
- Link for Survey: "Click here to take the survey (or paste link into browser)" (highlighted yellow)
- Enter your Student ID# (Lincoln ID#) and Lincoln email

Please note: Transfer students did NOT receive a survey invitation

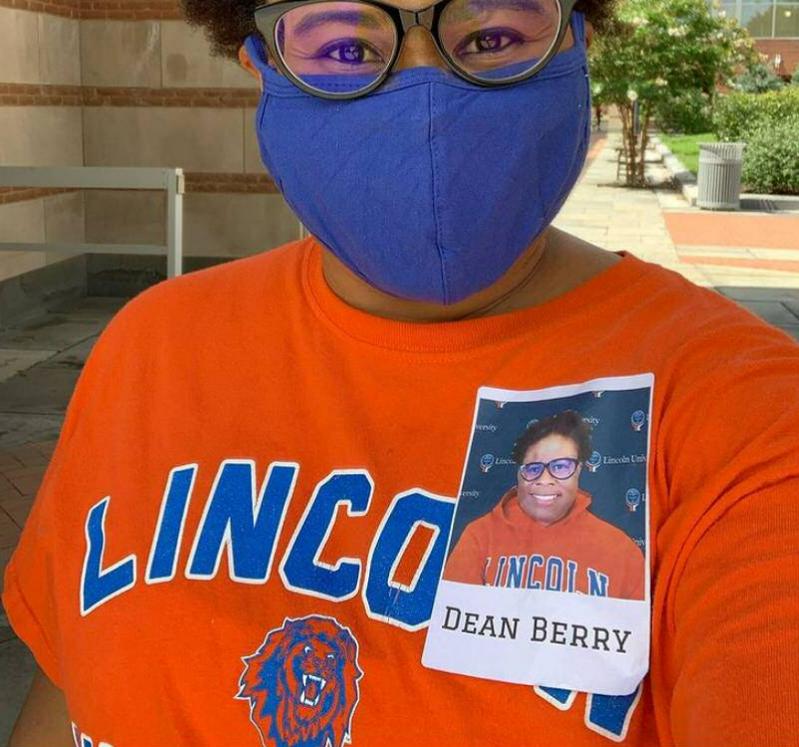
25 minutes, average completion time
No identifying information will be attached to student comments

OIERP

Lincoln University

prof_berry2010 Help us improve upon your experience at Lincoln. Your feedback matters. Thank you in advance.

August 31, 2020



Liked by christoph_1976 and 22 others
 prof_berry2010 I'm here. Come say hello.
 leonie.walters Hello 🙌
 August 22, 2020

1. Reach out to your faculty indicating name and number, and time of course and asking for instructions for Monday.
2. Check Moodle on Sunday for your class information.
3. Reach out to the department chair for clarity.

Faculty email is first initial last name @lincoln.edu
For example:
bsmith@lincoln.edu

Liked by roseyaria_ and 4 others
 August 16, 2020

prof_berry2010

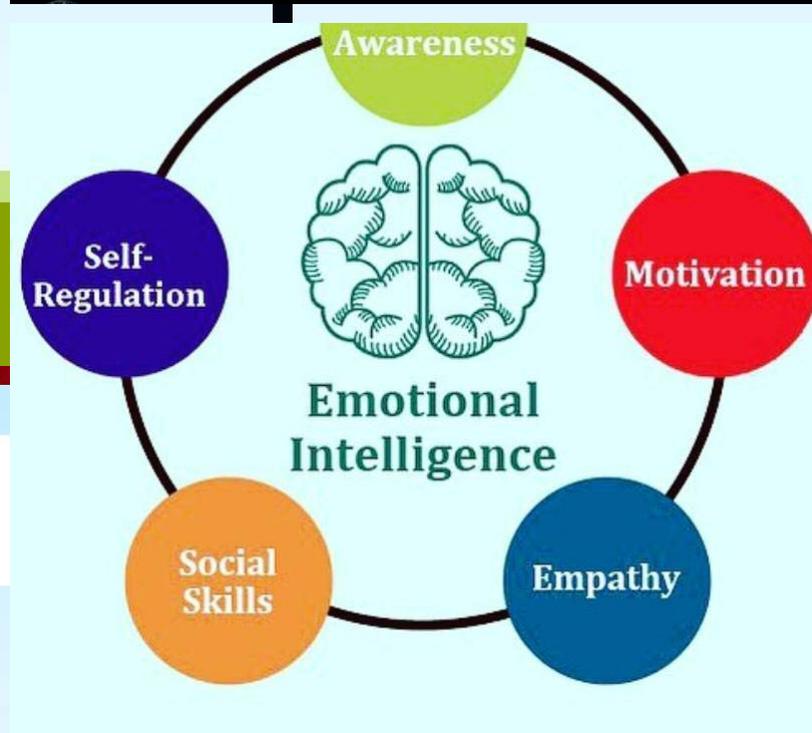
EMAIL SETUP

Last name : A - M Meeting ID: 950 3624 5112
Today @ Password: 148263
6:00 pm - 8:00 pm

Last name : N - Z Meeting ID: 943 1479 0693
Sunday, Aug 16 Password: 904090
3:00 pm - 6:00 pm

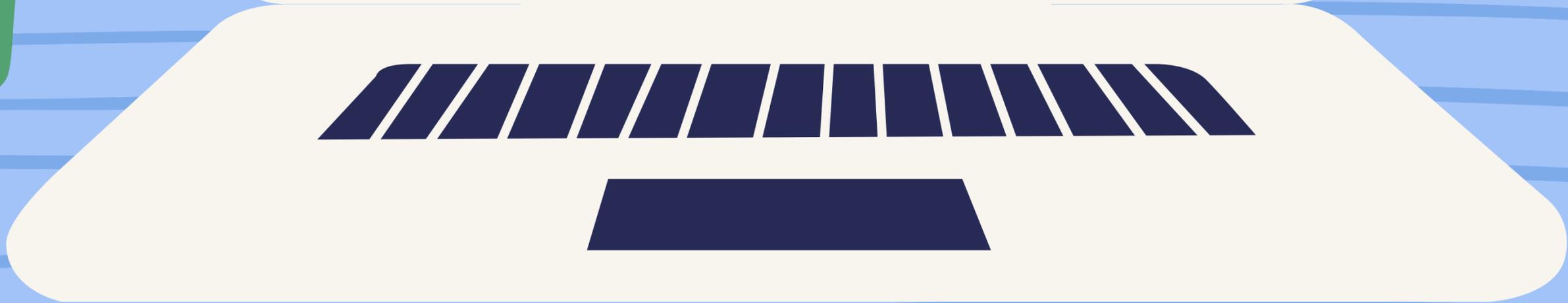
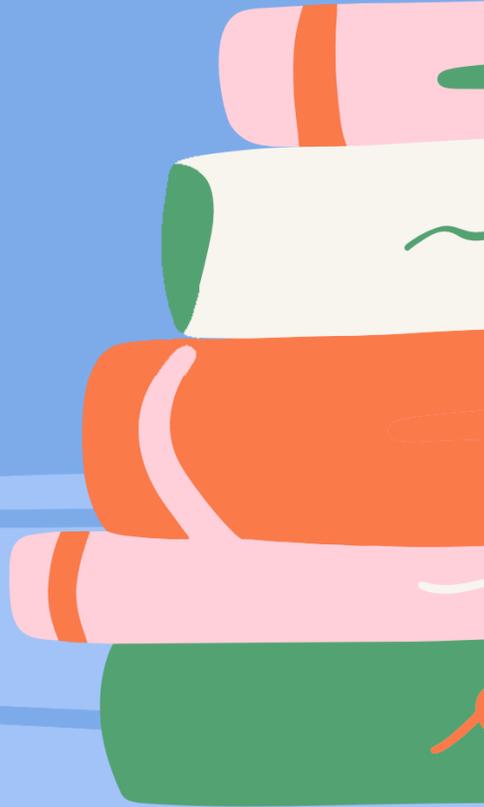
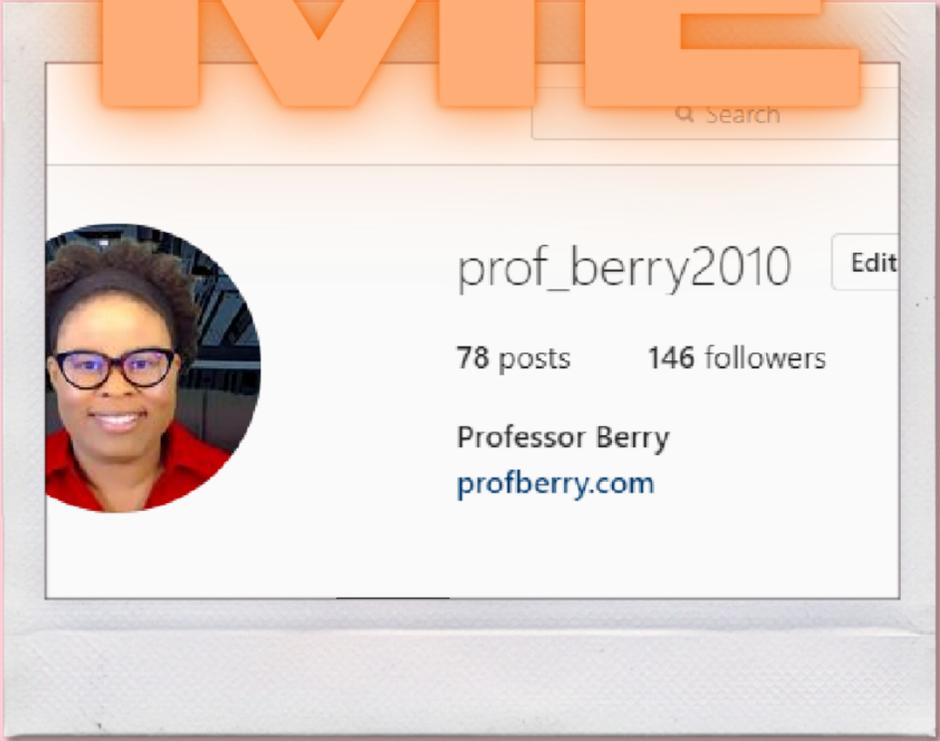
The Office of Information Technology thanks you for your patience and is committed to get everyone set before classes start on Monday.

August 16, 2020



Liked by christoph_1976 and 11 others
 prof_berry2010 Everyone's first day of class will have a different look and a different level of "Omg, what am I doing?!" Remember 1. The only person's behavior... more
 amira_jayy 💙💙💙
 August 16, 2020

FOLLOW ME



GroupMe chat QR code emailed to students to connect students with information and with each other

First Year Dean and Students

Join my group on GroupMe!



The best way to chat with everyone you know

www.groupme.com

2020-2021 GroupMe rules and midyear membership

🔒 First Year Dean and Students



Chat Rules and Purpose:
Share academic information
Ask academic questions
Get to know your dean
Be professional
Seek help

Mute

👤 90 Members >

🔍 Search messages >

🖼️ Gallery >

📅 Calendar >

📄 Polls >

❤️ Popular >

⚙️ Settings >

2020-2021 GroupMe rules and end of year membership. Graphic created in Canva. Notice this chat has 226 members measuring engagement.

First Year Dean and Students



Chat Rules and Purpose: Share academic information Ask academic questions Get to know your dean Be professional Seek help

Mute

226 Members >

Search messages >

Gallery >

Calendar >

Polls >

Popular >

Settings >

Jeniny Hello

Jeniny If I op pay th

Bberry If you navig how t

Simon

DaeV

JoAn

Inez S I'm Dr

Shafec Huh

Shafec @Bbe about



Midyear Title III report for Instagram reach and engagement

Data Collection Form

Name: Brandi Berry

Today's Date: March 30, 2021

Office: Student Success

Event: Social Media Instagram

Date of the Activity: July 2020-March 2021

Objective: Reach and Engagement

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Followers, likes and comments	430			146			Social media post displaying likes and comments	

2. Describe the activity's accomplishments:

This social media platform is used to reenforce email communication. Information and motivational post were shared with students. These post were proactive steps that assisted students with staying on track, answering FAQs and relieving stress.

3. Describe the activity's challenges:

The biggest challenge is posting a balance of material so the thread is filled with more that advertisements/information dumps.

4. What resources are needed to assist this activity in the near future?

Social media management skills and Canva

5. Analyze the results of the activity's impacts and explain how the activity has enhanced student success:

These post were proactive steps that assisted students with staying on track, answering FAQs and relieving stress.

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.



Midyear Title III report for GroupMe reach and engagement

Data Collection Form

Name: Brandi Berry

Today's Date: March 30, 2021

Office: Student Success

Event: Group Me

Date of the Activity: July 2020-March 2021

Objective: Reach and Engagement

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Group Me	430			90				Picture of QR code and membership numbers

2. Describe the activity's accomplishments:

This social media platform is used to reenforce email communication. Information and motivational post were shared with students. These post were proactive steps that assisted students with staying on track, answering FAQs and relieving stress.

3. Describe the activity's challenges:

The biggest challenge is getting students to download another app. Students that have Group Me tend to utilize it.

4. What resources are needed to assist this activity in the near future?

Social media management skills and Canva

5. Analyze the results of the activity's impacts and explain how the activity has enhanced student success:

These post were proactive steps that assisted students with staying on track, answering FAQs and relieving stress.



End of Year Title III report for GroupMe reach and engagement

Data Collection Form

Name: Brandi Berry

Today's Date: June 5, 2021

Office: Student Success

Event: Group Me

Date of the Activity: January 2021-June 2021 **Objective:** Reach and Engagement for class of 2025

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Group Me	500			226				Picture of QR code and membership numbers

2. Describe the activity's accomplishments:

This social media platform is used to reenforce email communication. Information and motivational post were shared with students. These post were proactive steps that assisted students with staying on track, answering FAQs and relieving stress.

3. Describe the activity's challenges:

The biggest challenge is getting students to download another app. Students that have Group Me tend to utilize it.

4. What resources are needed to assist this activity in the near future?

Social media management skills and Canva

5. Analyze the results of the activity's impacts and explain how the activity has enhanced student success:

These post were proactive steps that assisted students with staying on track, answering FAQs and relieving stress.

Workshops

Dean workshop open to all students.
Graphic created in Canva and shared via email.

JOIN DEAN BERRY FOR

● ● ● ● ●

● ● ● ● ● ● ● ●

● ● ● ● ● ● ● ● ● ●

Which leadership style describes you? What can we learn from the heroes of Marvel?

.....

● ● ● ● ● ● ● ● ● ●

● ● ● ● ● ● ● ●

HER
NATION'S
HONOR

MARVEL STUDIOS

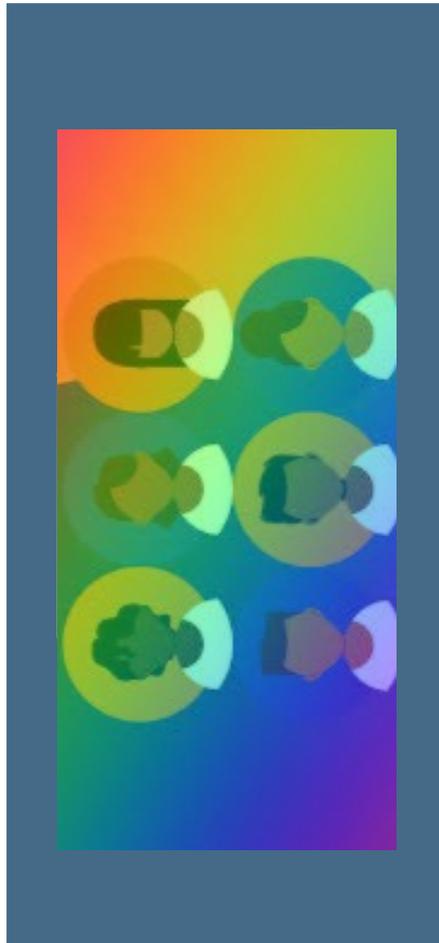
**BLACK
PANTHER**

[HTTPS://ZOOM.US/J/92045184063](https://zoom.us/j/92045184063)

Weekly session collaboration with Counseling Center



LET'S TALK



**EVERY
MONDAY**

FRESHMAN

Join us to discuss the important topics on every freshman's mind...

**CLICK
HERE
FOR
ZOOM
LINK**

ON ZOOM EVERY MONDAY 12PM-1PM

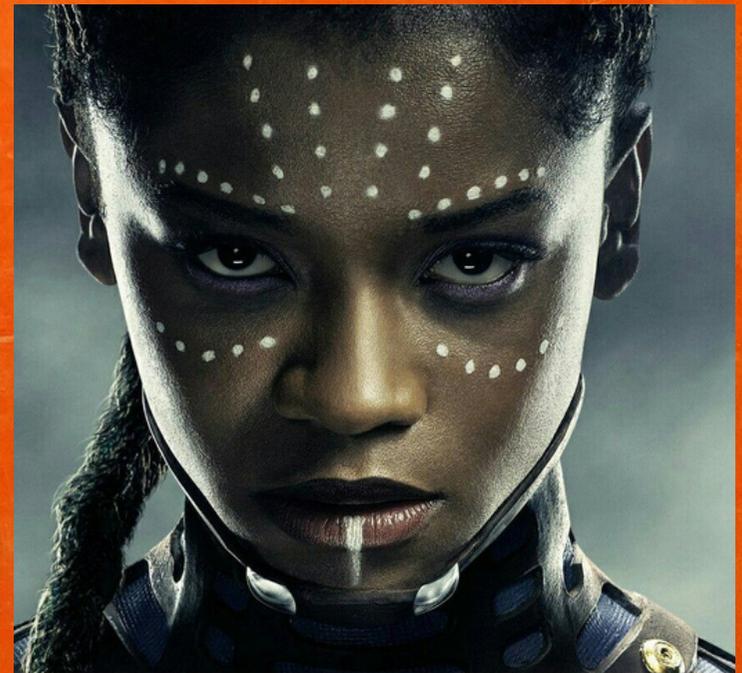
Dean workshop open to all students. Graphic created in Canva and shared via Instagram.

Join Dean Berry for

BLACK PANTHER & LEADERSHIP

Which leadership style describes you? What can we learn from the heroes of Marvel?

Zoom 601 567 8111 Password: SHURI



Q and A sessions for incoming students organized and hosted by me. Graphic created in Canva.

NEW STUDENT Q & A

Join Us from 6:30-7:00

<https://zoom.us/j/96729637168>

Hello Class of 2025 and Transfer students. Welcome to Lincoln University. On the dates listed, we will host Q and A sessions for you. After the session, we will send out a FAQ list made up of the questions from that session. The departments below will be represented. Use the Zoom link above.

Admissions
Financial Aid
Bursar
Residence Life
COVID Taskforce
Academic Support
International Students
Information Technology

Dates:

MAY 18

JUNE 1

JUNE 15

JUNE 29

JULY 13

JULY 27



HOPE TO SEE YOU THERE





Title III report for Black Panther workshop

Data Collection Form

Name: Brandi Berry

Today's Date: March 30, 2021

Office: Student Success

Event: Black Panther and Leadership

Date of the Activity: October 16, 2021

Objective: Improve Communication and Leadership skills

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Attendance	430			10			Data was lost; Zoom chat was not saved due to user error	Oct. 16 th Flyer

2. Describe the activity's accomplishments:

Presentation is based on different leadership styles and use the characters in the film Black Panther as a point of discussion. Students learn about communication and how to use their leadership style to accomplish goals. They are asked to reflect on the lecture and provide feedback on the Zoom chat.

3. Describe the activity's challenges:

Getting students to attend a Zoom activity after they have spent the day in Zoom classes is a challenge.

4. What resources are needed to assist this activity in the near future?

More advertising; utilize peer to peer outlets. Hold it in person

5. Analyze the results of the activity's impacts and explain how the activity has enhanced student success:

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.



Lincoln University
LEARN. LIBERATE. LEAD.

10 students attended and felt that this was a helpful session. They wanted to know more about communication and leadership styles. This feedback lead me to offer the workshop again.

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.



Title III report for “Let’s Talk” attendance

Data Collection Form

Name: Brandi Berry

Today’s Date: March 30, 2021

Office: Student Success

Event: Let’s Talk

Date of the Activity: August 2020-November 2020

Objective: Assist students with mental health and navigating college

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Attendance	430			2-4			No Data	Let’s Talk Flyer

2. Describe the activity’s accomplishments:

Let’s Talk is a Counseling Center activity that meets once a week. It is targeted at Freshmen so I teamed up with them in a effort to boost attendance. The sessions allowed students to discuss whatever topic they needed assistance with.

3. Describe the activity’s challenges:

Although I emailed and text students about the sessions every week, including an hour before it began attendance was always low. Students that did attend often commented that they saw my email and had time to attend that particular day. I often feel like students fill their free time with employment and that interferes with their ability to participate in co-curricular activities.

4. What resources are needed to assist this activity in the near future?

Counseling Center; peer to peer communication outlets for advertising

5. Analyze the results of the activity’s impacts and explain how the activity has enhanced student success:

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.

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Lincoln University
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The students that attended the session were exposed to a variety of resources and given tips on how to deal with Zoom fatigue, pandemic anxiety, difficult professors and more.

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.



Title III report for Black Panther attendance

Data Collection Form

Name: Brandi Berry

Today's Date: March 30, 2021

Office: Student Success

Event: Black Panther and Leadership

Date of the Activity: March 10, 2021

Objective: Improve Communication and Leadership skills

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Attendance	430			2			Zoom Chat	March 10th Flyer

2. Describe the activity's accomplishments:

Presentation is based on different leadership styles and use the characters in the film Black Panther as a point of discussion. Students learn about communication and how to use their leadership style to accomplish goals. They are asked to reflect on the lecture and provide feedback on the Zoom chat.

3. Describe the activity's challenges:

Getting students to attend a Zoom activity after they have spent the day in Zoom classes is a challenge.

4. What resources are needed to assist this activity in the near future?

More advertising; utilize peer to peer outlets. Hold it in person

5. Analyze the results of the activity's impacts and explain how the activity has enhanced student success:



Lincoln University

LEARN. LIBERATE. LEAD.

2 students attended. After the presentation they both stayed on Zoom and asked me additional questions about working on campus, being a peer mentor, and working in the film industry. Although the group was small the experience allowed me to recruit two peer mentors for FYE and gave them the opportunity to have an intimate discussion with a class dean.

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.

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Title III report for Q and A sessions

Data Collection Form

Name: Brandi Berry

Today's Date: June 5, 2021

Office: Student Success

Event: Class of 2025/Transfer Student Q &A

Date of the Activity: May 18 and June 1, 2021

Objective: Reduce melt of Freshmen class

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
	400			50				

2. **Describe the activity's accomplishments:** Questions are presented by parents and incoming students. If a question cannot be answered they email me or the appropriate representative. After each meeting a FAQ list is created and shared with all students.
3. **Describe the activity's challenges:** Getting students to attend; deciphering whether or not low attendance means they are getting their questions answered via the GroupMe, emails of the FAQ list or if they are simply not engaging.
4. **What resources are needed to assist this activity in the near future?** By in from other departments, their attendance reduces the number of questions we have to research after the meeting concludes.
5. **Analyze the results of the activity's impacts and explain how the activity has enhanced student success:** Each meeting creates a FAQ list that allows us the keep students informed even if they cannot attend. It also creates a document that helps others to answer questions that may not be part of their department.

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.

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FYE Course

First Year Experience Course Design

Lincoln University THE DIVISION of ACADEMIC AFFAIRS

COURSE TITLE:	First-year Experience	COURSE NUMBER:	101
CREDIT HOURS	3	PREREQUISITE (S):	None
TERM:	Fall Semester	CO-REQUISITE (S)	None
COURSE METHOD		MEETING DAY AND TIME:	
INSTRUCTOR:		CLASSROOM LOCATION:	
OFFICE LOCATION:		E-MAIL:	
OFFICE HOURS:		PHONE EXTENSION:	

COURSE DESCRIPTION:

This course is designed to introduce first year students to Lincoln Legacy, Information Literacy and College Readiness Skills. Students will explore various topics that are anchored by the professor's discipline or interest. Lincoln University's past, present and future will be intersected into the course to assist students with establishing a connection with their new community. The FYE course material along with the mandatory College Readiness Skills sessions, will assist first-year students with their transition into college.

REQUIRED TEXT: Required course materials will be disseminated in class and can be accessed in Canvas. You may be required to purchase a textbook for this course. Please consult your instructor.

REQUIRED MATERIALS:

ASSESSMENT CRITERIA & ALIGNMENT (USE NUMBERS ONLY)

CSLOs	ILOs	Direct and Indirect Assessment Methods
CSLO 1		
CSLO 2		
CSLO 3		
CSLO 4		

COURSE STUDENT LEARNING OUTCOMES (CSLO):

Upon completion of this course students will be able to:

1. Discuss Lincoln Legacy and Information Literacy
2. Use basic campus technology like Canvas, Webadvisor and Grades First
3. Locate library resources for the purpose of researching a topic

- Use co-curricular skills to problem solve and navigate campus

PROGRAM STUDENT LEARNING OUTCOMES (PSLO):

INSTITUTIONAL LEARNING OUTCOMES (ILO):

- Information Literacy
- Lincoln Legacy

CALCULATION OF FINAL GRADES: (Use your own grading and calculation formula).

- INFORMATION LITERACY ASSESSMENTS-15% (CENGAGE)
- COLLEGE READINESS SESSIONS ASSESSMENTS-20% (CO-CURRICULAR)
- LINCOLN LEGACY ASSESSMENTS-15% (CENGAGE)
- PROFESSOR COMPONENT-50%

GRADING SCALE:

Grade	A	A-	B+	B	B-	C+	C	C-	D+	D	F
GPA Points	4.0	3.7	3.3	3.0	2.7	2.3	2.0	1.7	1.3	1.0	0.0
%	100-93	92.9-90	89.9-88	87.9-82	81.9-80	79.9-78	77.9-72	71.9-70	69.9-67	66.9-60.1	60 and under

SCHEDULE OF LEARNING TOPICS COVERED

CLASS MEETS:	
•ASSIGNMENT SELECTION & SCHEDULE MAY BE SUBJECT TO CHANGE•	
Week 01:	
Week 02:	
Week 03:	
Week 04:	
Week 05:	
Week 06:	
Week 07:	
Week 08:	
Week 09:	
Week 10:	
Week 11:	
Week 12:	
Week 13:	
Week 14:	
Week 15:	

Week 16:	
-----------------	--

UNIVERSITY ATTENDANCE POLICY:

Lincoln University uses the class method of teaching, which assumes that each student has something to contribute and something to gain by attending class. It further assumes that there is much more instruction absorbed in the classroom than can be tested on examinations. Therefore, students are expected to attend all regularly scheduled class meetings and should exhibit good faith in this regard.

STUDENTS WITH DISABILITIES STATEMENT:

Lincoln University is committed to non-discrimination of students with disabilities and therefore ensures that they have equal access to higher education, programs, activities, and services in order to achieve full participation and integration into the University. In keeping with the philosophies of the mission and vision of the University, the Office of Student Support Services, through the Services for Students with Disabilities (SSD) Program, provides an array of support services and reasonable accommodations for students with special needs and/or disabilities as defined by Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. The Services for Students with Disabilities Program seeks to promote awareness and a campus environment in which accommodating students with special needs and/or disabilities is natural extension of the University’s goal.

Any student with a documented disability should contact the Office of Student Support Services.

UNIVERSITY ACADEMIC INTEGRITY STATEMENT:

Students are responsible for proper conduct and integrity in all of their scholastic work. They must follow a professor's instructions when completing tests, homework, and laboratory reports, and must ask for clarification if the instructions are not clear. In general, students should not give or receive aid when taking exams, or exceed the time limitations specified by the professor. In seeking the truth, in learning to think critically, and in preparing for a life of constructive service, honesty is imperative. Honesty in the classroom and in the preparation of papers is therefore expected of all students. Each student has the responsibility to submit work that is uniquely his or her own. All of this work must be done in accordance with established principles of academic integrity.

TITLE IX STATEMENT:

The following person has been designated to handle inquiries regarding the non-discrimination policies: Gerard Garlic, Title IX Coordinator/Director of the Health and Wellness Center, room 126B, Lincoln University, 1570 Baltimore Pike, Lincoln University, PA 19352 (p) 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

POLICY ON ELECTRONIC DEVICES IN CLASSROOM:

(Please include a statement of your policy).

Lesson plans for the four FYE modules designed by the FYE Asset team

Lincoln University FYE 101 Module Outline

3/15/21

Module 1: Introduction to the Liberal Arts College, HBCUs, and Lincoln University

Objective	Topic	Seat time	Out of class time
CSLO: Discuss Lincoln Legacy and information literacy.			
Discuss the components and value of the liberal arts in higher education, the workforce, and civic life.	The Liberal Arts College	20 min	40 min
Discuss the historical and current contributions of HBCUs and Lincoln University	HBCUs	65 min	2 hr 10 min
Describe the global contributions of distinguished Lincoln University alumni and your Lincoln Legacy	Lincoln Legacy	65 min	2 hr 10 min

Module 2: Basic Information Literacy and Digital Literacy

Objective	Topic	Seat time	Out of class time
CSLOs: 1. Discuss Lincoln Legacy and information literacy. 2. Locate library resources for the purposes of researching a topic.			
Evaluate information sources using the CRAAP test.	Source Evaluation	15 min	30 min

Objective	Topic	Seat time	Out of class time
Explain the five components of information literacy.	Components of Information Literacy	40 min	1 hr 20 min
Explain the differences between popular, scholarly, and trade publications.	Types of Sources and Materials	40 min	1 hr 20 min
Explain the differences between primary, secondary, and tertiary sources.	Types of Sources and Materials	40 min	1 hr 20 min
Explain the steps of the FINDS model.	Research Process	15 min	30 min

Module 3: Lincoln's Origin Story

Objective	Topic	Seat time	Out of class time
CSLO: Discuss Lincoln Legacy and information literacy.			
Summarize the key people and events in the founding and renaming/expansion of Lincoln University.	Founding, Renaming, and Expansion	50 min	1 hr 40 min
Discuss the impact and influence of Lincoln University alumni	Lincoln's Early Impact	25 min	50 min
Summarize the history of women as students and graduates of Lincoln University.	Women at Lincoln	50 min	1 hr 40 min
Explain Lincoln University's Alma Mater and historic sites	Lincoln University Alma Mater and historic locations	25 min	50 min

Module 4: Designing your Lincoln Experience

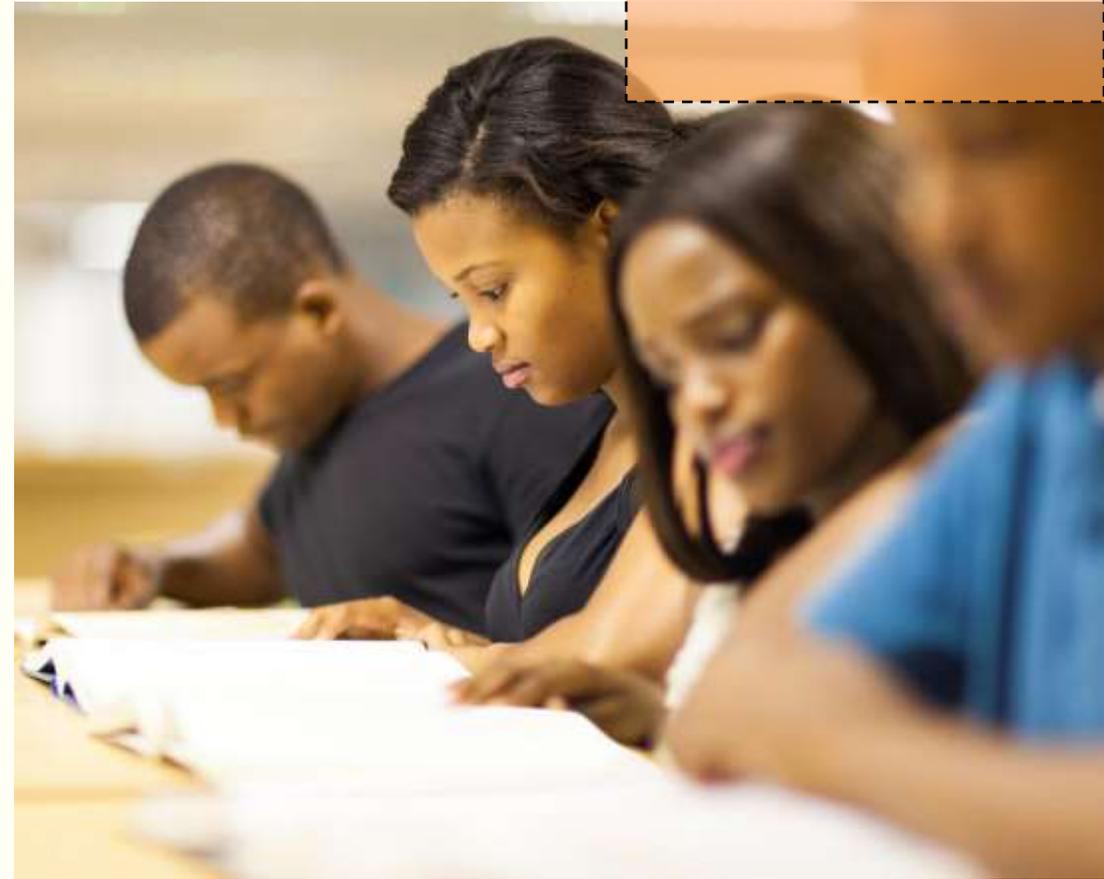
Objective	Topic	Seat time	Out of class time
Course Objective: Prepare students to design curriculum maps and use university software			
Develop their four-year plan	Curriculum Mapping and Finish in 4	20 min	40 min
Utilize university software to search and register for courses and monitor progress	Webadvisor and Grades First	25 min	50 min
Understand the key components of the Lincoln University curriculum	General Education, Math Mapping and Academic Catalog	25 min	50 min
Utilize Webadvisor and Academic Catalog to develop a schedule	Creating a schedule	50 min	1 hr 40 min
Evaluate the importance of selecting a major course of study	Choosing a major and Major Application	30 min	1 hr

My First Year Program/College Readiness plan, this powerpoint maps out the First Year Programming plan for execution and was shown to Student Success team

Presenter
2020-12-16 21:53:36

NOTE:
To change the image on this slide, select the picture and delete it. Then click the Pictures icon in the placeholder to insert your own image.

FIRST YEAR PROGRAMMING



How We Work Together on FYP

- **FYE Coordinator Dean Berry**
 - Creates guidelines for FYP grade
 - Collaborate with AVPs on best topics for workshops
 - Use ILOs as opportunities for the class content and workshops to connect
 - Assist with creating a schedule; Moderate group meeting
 - Collects attendance from workshops
 - Supply FYP Midterm and Final Grade to FYE professors
 - Ms. Kathy Clark will be asked to assist me
- **AVP Jones and Career Development Team**
 - Choose best workshops from the Career Development 4 Year Plan (Based on ILOs)
 - Designs and executes enough workshops for FYP participation requirement
 - Submit attendance to Dean Berry
- **AVP Poe and Academic Support Team**
 - Chooses best workshops for Academic Support (Based on ILOs)
 - Designs and executes enough workshops for FYP participation requirement
 - Submit attendance to Dean Berry

How We Work Together on FYP

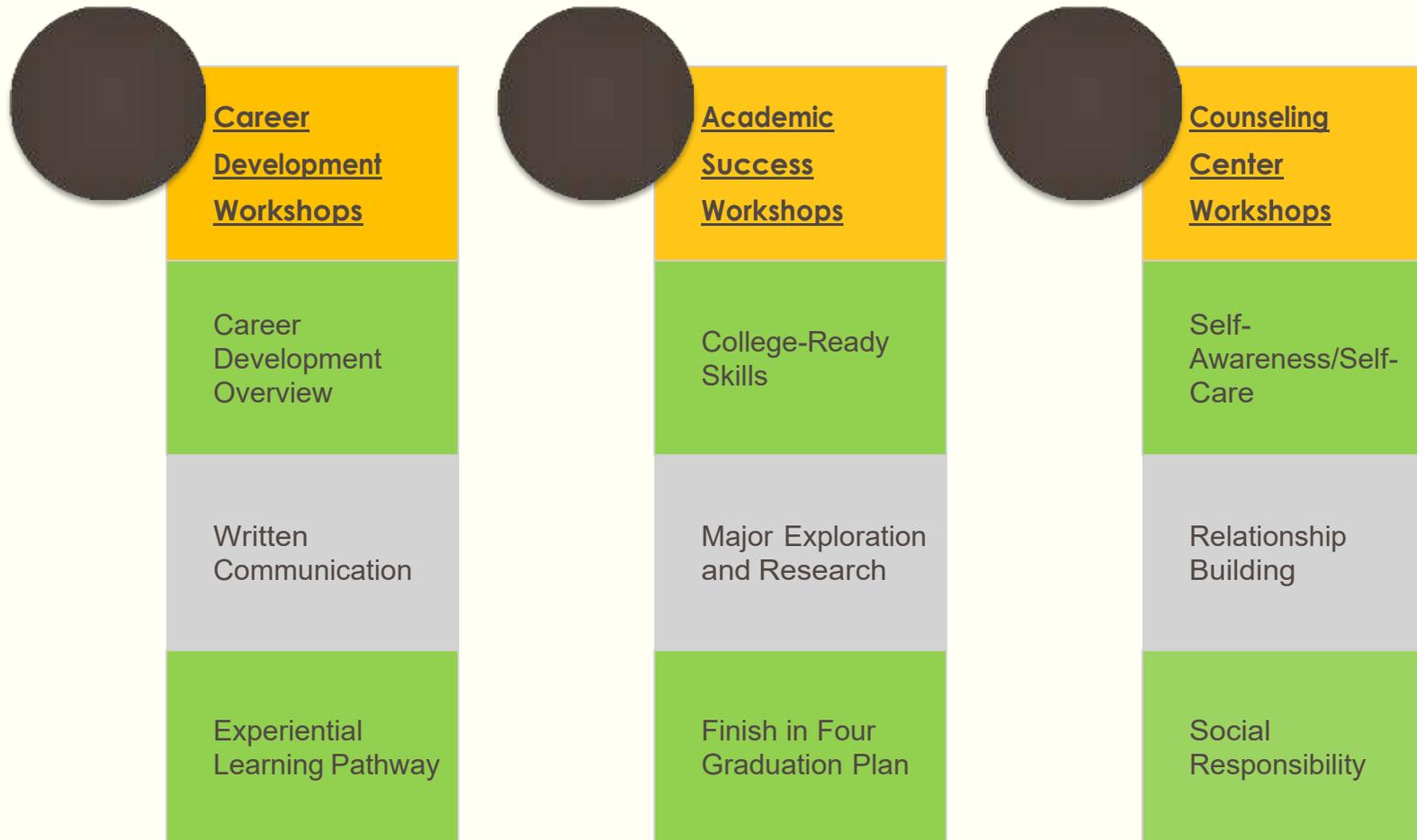
- Dr. Bowen and Rachel Manson
 - Chooses best workshops based on ILOs
 - Designs and executes enough workshops for FYP participation requirement
 - Submit attendance to Dean Berry

First Year Programming



- 20% of their grade = 9 hrs.
- Created around Academic Support, Career Development and ILOs
- Mandatory programming for new and transfer students

FYP Plan: 9 hrs. of External Participation (1-hour Workshop)



FYP Mandatory Workshops



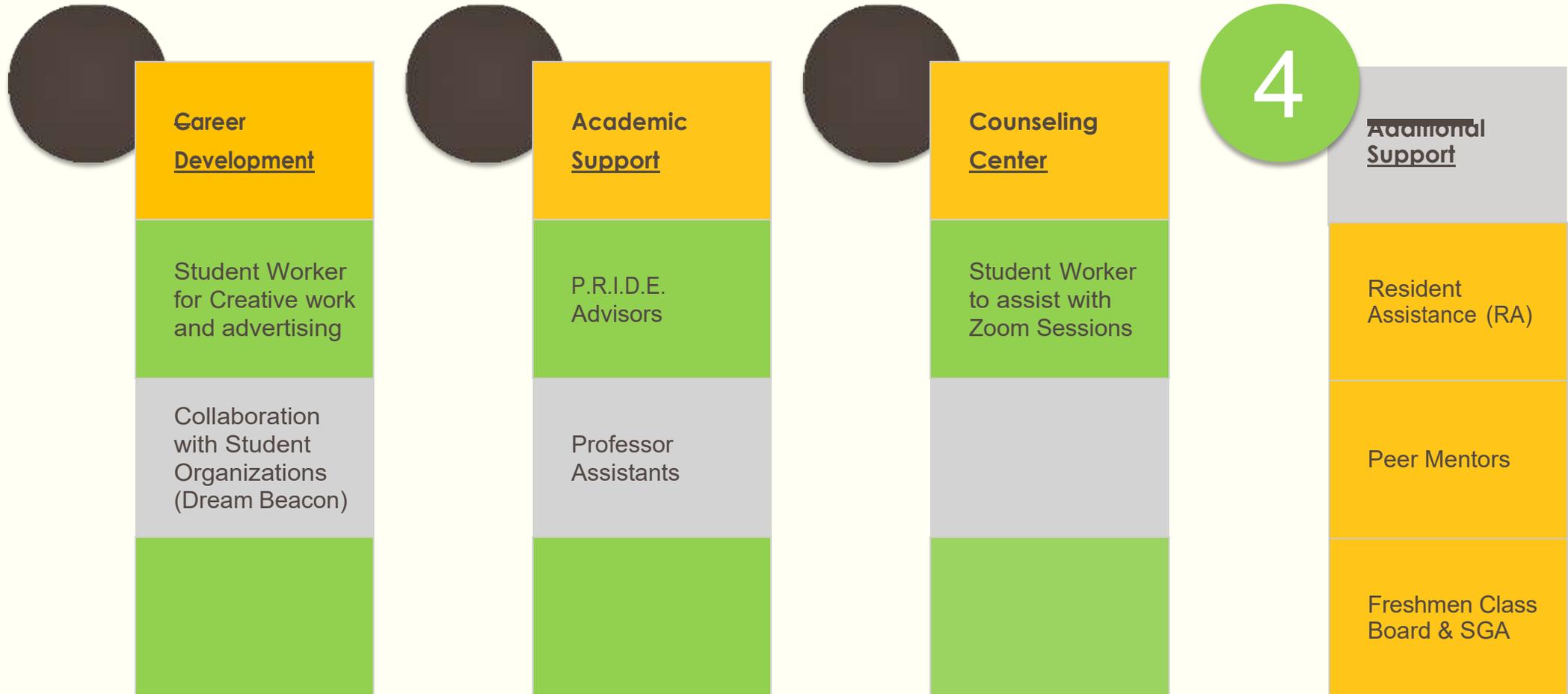
- 1-hour workshops
 - Face to Face or Via Zoom
- Workshop dates, times and frequency will be shared in class during Week 1
- Workshop frequency will be based on units' resources
 - Staff availability
 - Current workload
- Workshops can be offered during the Summer
 - Engage students as they are admitted
 - Incentive to free up 9 hrs. when school begins

Beyond the FYP Mandatory Workshops

- Additional workshops, speakers and asynchronous activities can be designed
- Advertise these during the mandatory nine hours and explain how they tie into each other
 - Example: Take Personality Test and encourage students to schedule a One on One with Mr. Simpson
- The FYP grade serves as an introduction to our campus resources



FYP and Peer to Peer Engagement



Study Halls

Rule of Thumb:

1 hour of study time for each credit

Calculation:

12 credits equals 36 hours

15 credits equals 45 hours

18 credits equals 54 hours

21 credits equals 63 hours

FYE Requirement:

8 hours of study time will be mandatory structured time





CONCERNS

Concerns

- Study Hall being linked to FYP Grade
 - Feels unbalanced; Like FYE is a 6-credit course
 - Can Study Hall work like WPP?
- Managing expectations of Student Success Division's ability to provide co-curricular activities
 - Take inventory of what units have on their plates
 - Take inventory of what is being done
 - Use what we have
- Reimagine what co-curricular activities look like
 - Flip Classroom
 - Blogs
 - Canvas
- Cengage access
 - Add to student fees

Instructions for FYE professors on submitting attendance to Grades First; FYE requirement implemented by me.



User Name:

Password:

Log in

[Forgot your password?](#)

Log in

Advisor Home

Switch To Professor Home

Professor Home

Alerts

My Availability

Advising Appointment Requests

Actions

[I want to...](#)[Issue an Alert](#)

Quick Links

[Take me to...](#)[Schedule a General Event](#)[Record Class Attendance](#)[Manage Assignments](#)[School Information](#)[Download Center for Reports](#)[Campaigns...](#)[Appointment Campaigns](#)[Travel Letters](#)

My Assigned Students

Actions						
<input type="checkbox"/>	INDEX	STUDENT NAME	CATEGORY	ABSENCES	AT RISK?	
<input type="checkbox"/>	1	Andrews, E'Shawn	PA, Upperclass Students	3 (3)	No	
<input type="checkbox"/>	2	Aquil, Hasan	Athletes, IPEDS-Baseball	1 (1)	No	
<input type="checkbox"/>	3	Ashwood, Tiffany	Upperclass Students	0 (0)	No	
<input type="checkbox"/>	4	Baker, Lia		0 (0)	No	
<input type="checkbox"/>	5	Ball, Sydney		5 (5)	No	
<input type="checkbox"/>	6	Black, Kyah	Athletes, IPEDS - Cheerleading	0 (0)	No	
<input type="checkbox"/>	7	Bruce, Sabire	PA, Upperclass Students	5 (5)	No	
<input type="checkbox"/>	8	Campbell, Cameron	Athletes, Upperclass Students	0 (0)	No	



Professor Home ▾

Class Listing

CLASS NAME	TIME	ROOM	
(COM-207) Media Technology	MWF 2:00p-2:50p	GRIM 105	Assignments Progress Reports
(FYE-101) First Year Experience	TR 3:30p-4:15p	GRIM 200	Assignments Progress Reports
(COM-333) Editing and Multimedia Design	W 3:00p-5:30p	GRIM 108	Assignments Progress Reports
(COM-333) Editing and Multimedia Design	W 5:30p-8:00p	GRIM 108	Assignments Progress Reports

*Click on:
Record My Class Attendance*

Actions

- I want to...
- [Issue an Alert](#)

Quick Links

- Take me to...
- [Schedule General Event](#)
- [Record My Class Attendance](#)
- [Report All Class Attendance](#)
- [Manage Assignments](#)
- [School Information](#)
- [Download Center for Reports](#)

Students In My Classes

Actions ▾					
<input type="checkbox"/>	INDEX	STUDENT NAME	CATEGORY	COURSE(S)	AT RISK?



Course Attendance

Choose a Course

- COM-207-1
MWF 2:00p-2:50p
To Excel | Census
- COM-333-1
W 3:00p-5:30p
To Excel | Census
- COM-333-2
W 5:30p-8:00p
To Excel | Census
- FYE-101-8
TR 3:30p-4:45p
To Excel | Census

Please choose a course to the left.

Choose Your FYE Course

Choose a Date

October 2020

Su	Mo	Tu	We	Th	Fr	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17



- COM-333-1
W 3:00p-5:30p
To Excel | Census
- COM-333-2
W 5:30p-8:00p
To Excel | Census
- FYE-101-8
TR 3:30p-4:45p
To Excel | Census

Choose a Date

September 2020

Su	Mo	Tu	We	Th	Fr	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

Today

STUDENT	ABSENCES	PRESENT?	ABSENT?	TARDY?	EXCUSED?	PATTERN	
Aquil, Hasan	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Baker, Lia	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Ball, Sydney	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Cannion-Lawry, Shania	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Dixon, Makayla	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Gardner, Nyasia	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Gooby, Alyssa	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Harris, Zion	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Hart, Espie	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Hyacinth, Schariah	1..(1)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Johnson, Christian	1..(1)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Neal, Deborah	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Nedrick, Shea	1..(1)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report
Reed, Alvin	0..(0)	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="checkbox"/>		Add Progress Report

Mark Remaining Present

Save Attendance

17 Present 2 Absent 0 Tardy

Choose The Date You Need To Enter

Enter Data And Save

Choose Next Date



FYE Peer Mentors

HERE FOR GUIDANCE AND SUPPORT

notice to
help
students
access
Peer
Mentors

Hello!
How can we
help you today?

WAYS WE CAN HELP

***Prep for meetings with
advisor or professor***

***Guide you to resources
and discuss campus
culture***

***Reflect on Freshmen Year
and discuss Sophomore
expectations***

**Click
Here
To Speak
With a
Peer
Mentor**

FYE Peer Mentor Hours

Virtual Office

Mon. & Wed. 11-7

Tues. 11-4 & 5-7

Thur. 1-4 & 5-7

Fri. 11-1 & 3-7

**Go to Virtual Wright Hall.
The Assistant will put you
in the Peer Mentor Room.**

**If the room is empty
contact Dean Berry at
bberry@lincoln.edu**

Meeting ID: 946 0963 7976

Designed lesson to assess information literacy in FYE course for all sections,
1st Module: FYE 101 CRAAP Test

FYE 101 CRAAP Test

EVALUATING SOURCES



Lincoln University
LEARN. LIBERATE. LEAD.

Heads Up!

This lesson is mostly made up of videos that explain evaluating sources.

This lesson is a framework for teaching Evaluating Sources. Use as much or as little as you like.

This lesson cannot stand alone. Please use this lessons to engage with and guide your students. If you want to make this into an asynchronous lesson you will need to provide voiceover instruction for the student.

Video discussion are a great opportunity for peer mentors to step in and lead.

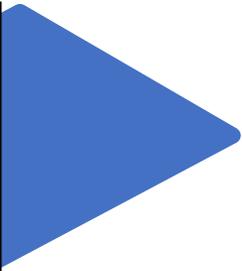
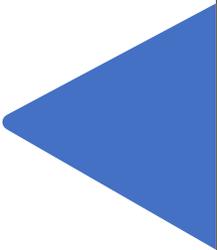
This lesson folder includes the CRAAP Test Handout and the fillable CRAPP Test Worksheet.

What is the CRAAP Test?

CRAAP is an acronym for Currency, Relevance, Authority, Accuracy, and Purpose. Use the CRAAP Test to evaluate your sources.

- I. Look at the **CRAAP Test Handout** as you watch the video.
- II. Use the fillable PDF as you **complete the exercises**.
- III. Fine tune those **source evaluation** skills.

Evaluating Sources (2 min 15 sec)





THE LINCOLN UNIVERSITY

LANGSTON
HUGHES
MEMORIAL
LIBRARY

Ask A Librarian

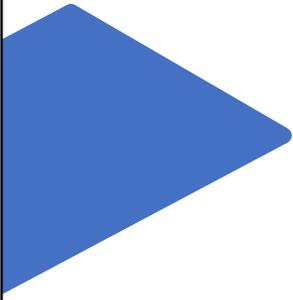
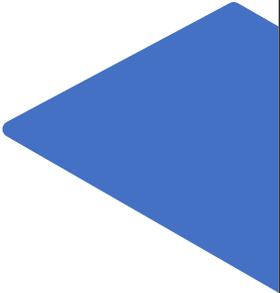
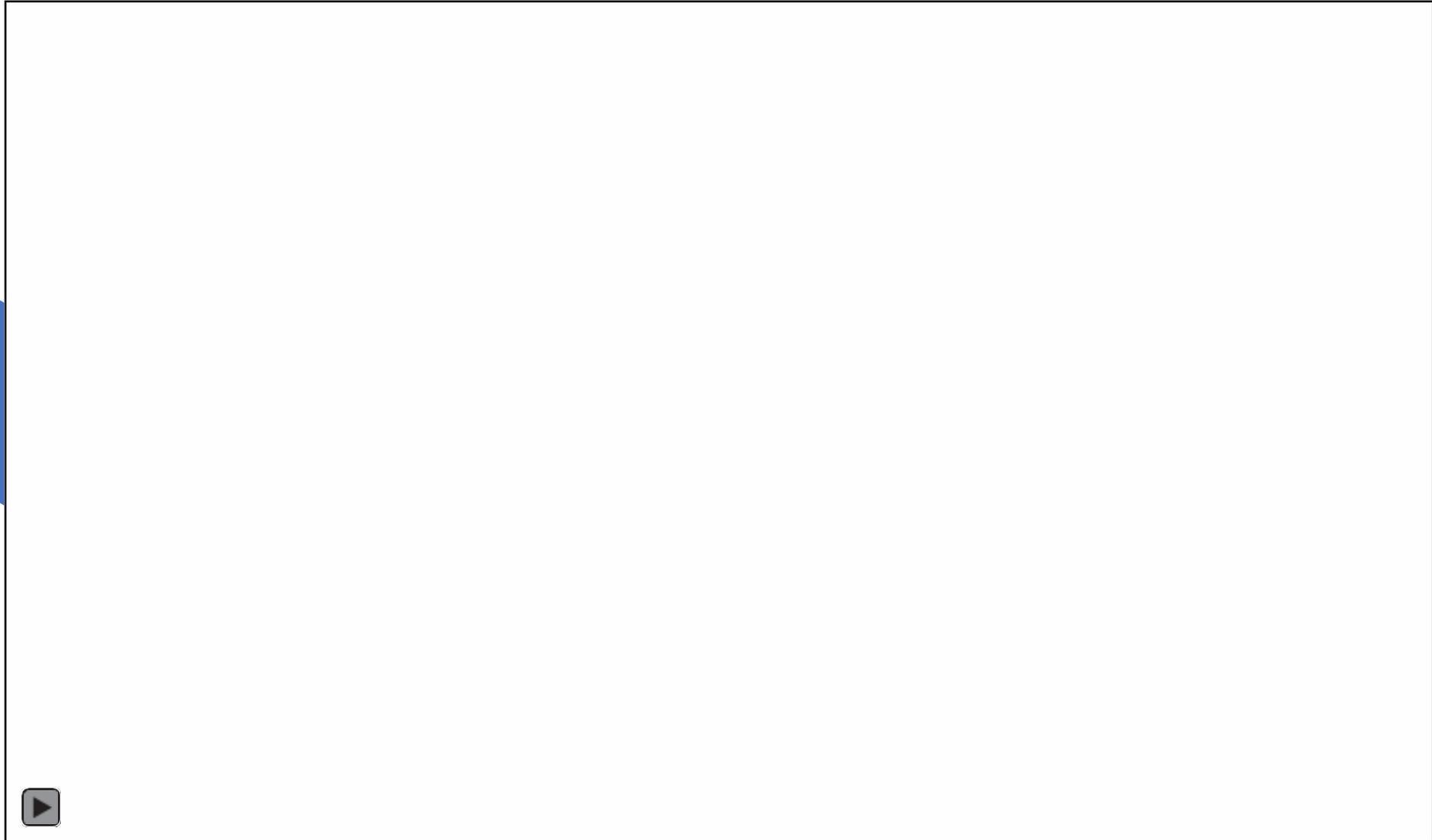
If you need help visit your local or on campus library.

On Campus is the Langston Hughes Memorial Library

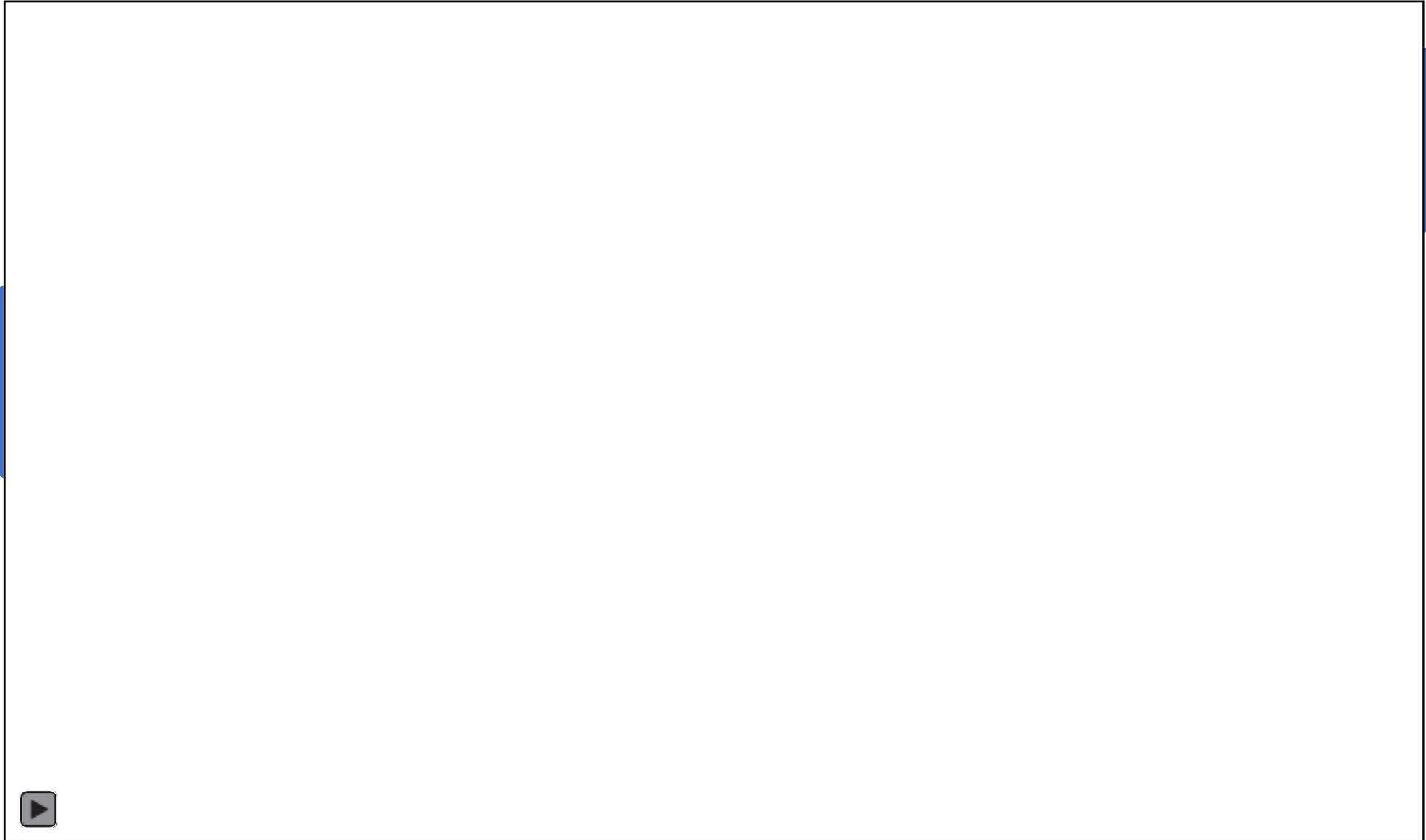
<https://www.lincoln.edu/departments/langston-hughes-memorial-library>

Professors can schedule an in class talk with a librarian. They can speak on this topic, our library and the services we provide.

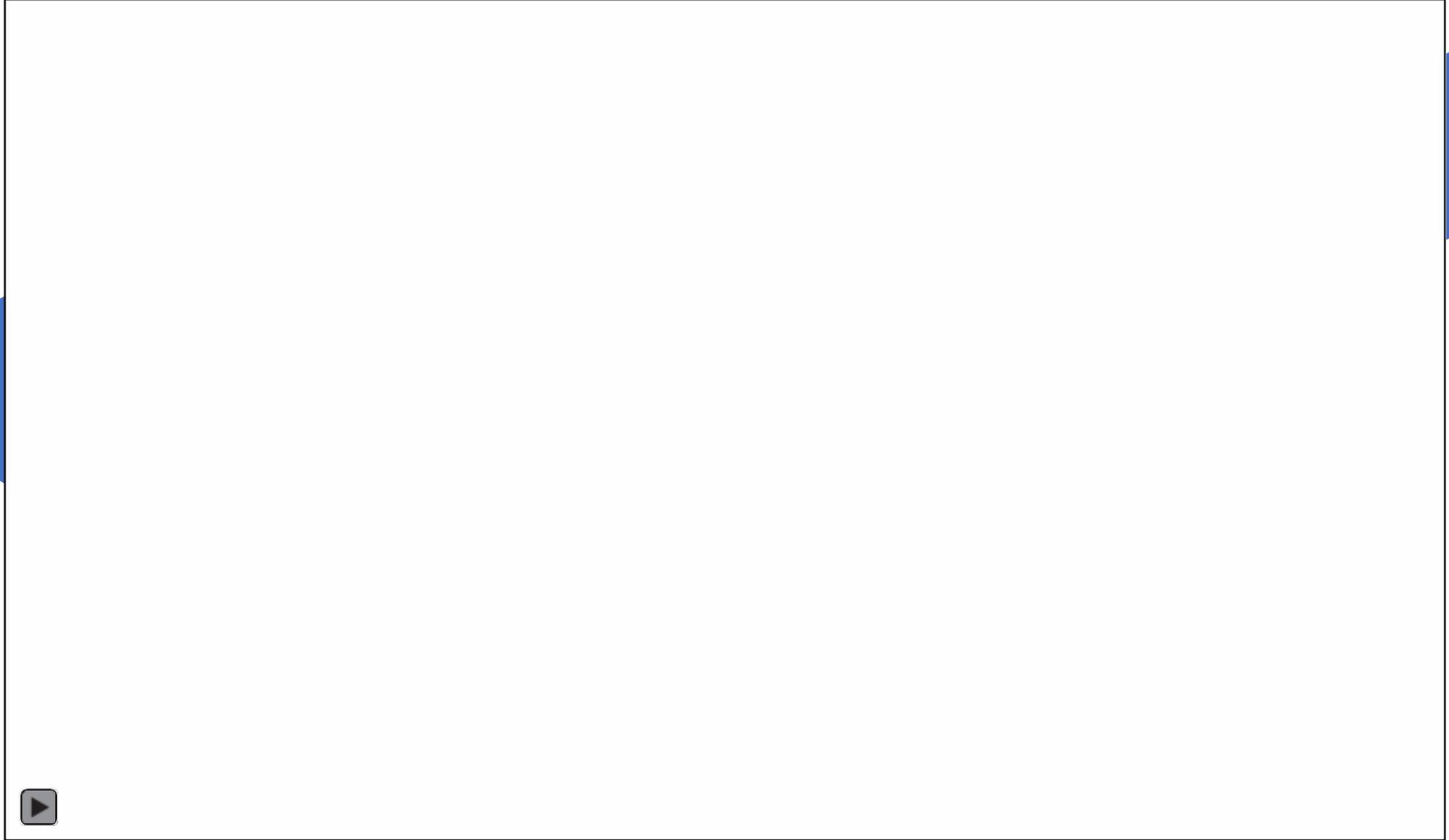
Evaluating Books with CRAAP Test (3 min 31 sec)



Evaluating Journals with the CRAAP Test (3 min 05 sec)



Evaluating Websites with CRAAP Test (5 min)



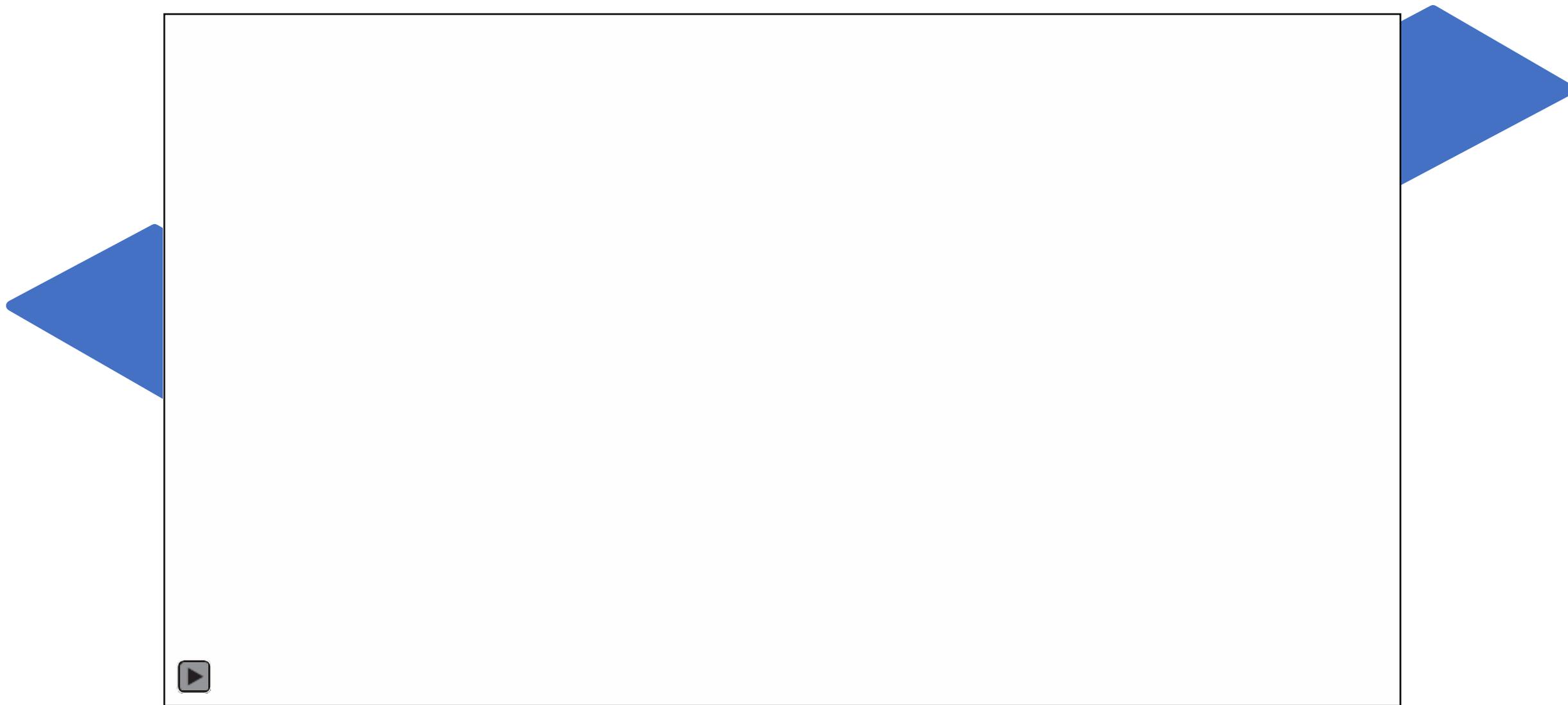
Use Your Fillable CRAAP Worksheet



<https://www.tmz.com/>

Does this website
pass the CRAAP test?

Evaluating an Image (2 min 23 sec)



Reverse Image Search

Is this image and its
viral story true?

<https://babylonbee.com/news/nfl-to-adorn-all-uniforms-with-lace-doilies-in-to-honor-rbg>



Questions



Work Cited

For more information on this topic visit the website below and speak with a Lincoln University librarian.

Benedictine University <https://researchguides.ben.edu/c.php?g=261612&p=2441794>

Designed lesson to assess information literacy in FYE for all sections,
2nd Module: FYE 101 Information Literacy

FYE 101 Information Literacy



Heads Up!

This lesson was pulled directly from <https://libguides.seminolestate.edu/researchfoundations>. If you need more information or clarity, please reference their libguide.

This lesson is a framework for teaching Basic Information Literacy. Use as much or as little as you like. Basic Info Lit covers a lot so I focused on introducing terms. You are not limited to this level of instruction.

This lesson cannot stand alone. Please use this lessons to engage with and guide your students. If you want to make this into an asynchronous lesson you will need to provide voiceover instruction for the student.

Video discussion are a great opportunity for peer mentors to step in and lead.

This lesson folder includes a five-question quiz, LU First handout, a Link to Lincoln assignment and one example.

Learn. Liberate. Lead.



**PUBLICATION
TYPES**



**MATERIAL
TYPES**



**WEB
DOMAINS**

Video Vocabulary

1. Information Literacy
2. Identify
3. Find
4. Evaluate
5. Apply
6. Acknowledge

5 Components of Information Literacy (4 min 26 sec)





Video Discussion

1. How have you used the 5 components of information literacy in everyday life?
2. How can you use them at work or in school?

Publication Types

Publication types include popular, scholarly, and trade sources. Professors will often assign a minimum or maximum number of sources from each publication type. For example, a professor may require you to retrieve at least five sources from scholarly publications like academic journals or not allow the use of any popular publications.



Popular Sources

Popular information informs and entertains the reader. Magazines like Newsweek and Time, newspapers like the Orlando Sentinel, and books like an unofficial Michael Jackson biography are examples of popular publications.

Scholarly Sources

Scholarly information is often required for college-level research assignments. Professors favor the use of scholarly publications, found in academic journals or books, because they are a highly credible source of information to cite.





Trade Publications

Trade publications share information between people within a specific industry in order to improve their business or field and to keep up-to-date on market trends. Trade publications can be very useful to research within a specific field.

Material Type

Material type is another categorization of information. A source is either a primary, secondary, or tertiary material type depending on when it was created and its purpose and scope.

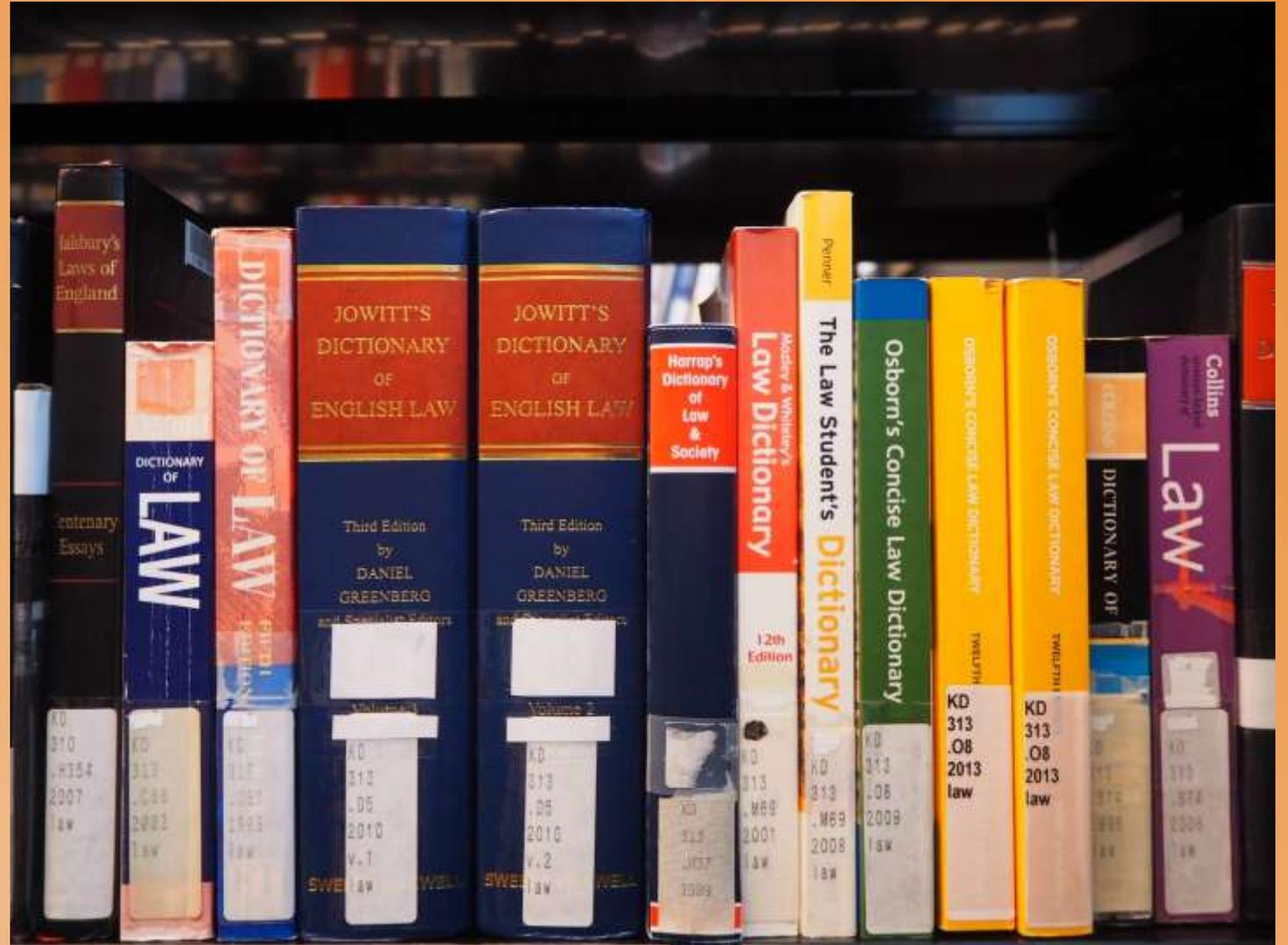
Primary Materials

Primary sources have not been critiqued, analyzed, or altered. Many primary source documents and creative works are from the time of the event. However, other primary sources, like memoirs or interviews, can exist as primary materials after the event has occurred.



Secondary Materials

Secondary materials provide commentary, analysis, and discussion of a primary event, idea, or work. Written by experts, they address the subject from a historical or critical perspective.



Wikipedia – Die freie Enzyklopädie

de.wikipedia.org/wiki/Wikipedia:Hauptseite

Hh2409

Diskussion Einstellungen Beta Beobachtungsliste

Hauptseite Diskussion Lesen Quelltext anzeigen Versionsgeschichte

Willkommen bei Wikipedia

Wikipedia ist ein Projekt zum Aufbau einer Enzyklopädie aus freien Inhalten, zu denen du sehr gern beiträgst. Seit März 2001 sind 2.415.280 Artikel in deutscher Sprache entstanden.

[Geographie](#) [Geschichte](#) [Gesellschaft](#) [Kunst und Kultur](#) [Religion](#)
[Technik](#) [Wissenschaft](#)

[Artikel nach Themen](#) · [Artikel nach Kategorien](#) · [Gesprochene Wikipedia](#) · [Archiv der Hauptseite](#)

[Mitmachen](#) · [Mentorenprogramm](#) · [Kontakt](#) · [Presse](#) · [Statistik](#) · [Sprachversionen](#)

Coronavirus SARS-CoV-2 · Krankheit COVID-19 · Pandemie · Situation in Deutschland, Österreich, Schweiz und weiteren Ländern

[Räumliche Distanzierung](#) · [Forschung an Behandlung und Impfstoff](#)

Artikel des Tages

Büyükkale (türkisch für *Große Burg*) ist ein Felsrücken in der hethitischen Hauptstadt Hattuša. Er war von der frühen Bronzezeit im späten 3. Jahrtausend v. Chr. bis in römische Zeit besiedelt. Schon vor

In den Nachrichten

[Operation Irini](#) · [Mordfall Pearl](#) · [Internationaler Kinderbuchtag](#)

- Der bisherige CDU-Landtagsfraktionschef [Michael Boddenberg](#) (Bild) ist nach dem Tod

Tertiary Materials

Tertiary materials compile, index, or organize information from primary and secondary sources, often to provide an overview of a topic. This type of material rarely contains original material.

Web Domains

The domain of a website gives important clues to its credibility. You can find the domain name, sometimes called the domain suffix, in the URL of the website – it's the .com in amazon.com, and the .edu in seminolestate.edu. Domain names follow patterns established by domain name registering agencies, and you can use those patterns to discern clues about the purpose and geographic origin of a website.

Web Domains

Credible Domains

✓.edu ✓.gov ✓.int ✓.mil ✓ac.uk

Questionable Domains

? .org ? .com ? .cc ? .co ? .net ? .ca
? .us ? .biz

Why is Info Lit Important?

Recognize

- **Recognize problems and create questions**

Make

- **Make a plan for finding information and solutions**

Formulate

- **Formulate hypotheses and make predictions**

Find

- **Find information and data from books and the Internet**

Evaluate

- **Evaluate the credibility of the sources (i.e. is the material peer-reviewed or held to an ethical standard?)**

Organize and synthesize

- **Organize and synthesize all gathered information**

Make

- **Make conclusions and process understanding**



Questions



THE LINCOLN UNIVERSITY

LANGSTON
HUGHES
MEMORIAL
LIBRARY

Ask A Librarian

If you need help visit your local or on campus library.

On Campus is the Langston Hughes Memorial Library

<https://www.lincoln.edu/departments/langston-hughes-memorial-library>

Professors can schedule an in class talk with a librarian. They can speak on this topic, our library and the services we provide.

Virtual Tour of the Lincoln Library

1. Click on the Google Form link below
2. Use your Lincoln email address
3. Get you know your campus library as you search for a missing item from the archives
4. Have fun!

<https://forms.gle/Xw4pprHPWKe4SkvF8>

Professors, contact Prof. Sotilleo for the results (ssotilleo@lincoln.edu)





Lincoln Legacy

<https://vimeo.com/238510827>

Work Cited

For more information on this topic visit the website below and speak with a Lincoln University librarian.

<https://libguides.seminolestate.edu/researchfoundations>

Designed lesson to assess information literacy in FYE for all sections,
3rd Module: 101 Digital Literacy

FYE 101

Digital Literacy

WE ALL NEED HELP. LET'S LEARN
TOGETHER!



Lincoln University
LEARN. LIBERATE. LEAD.

Heads Up!

This lesson focuses on the first 30 minutes of the Podcast. You are welcome to add additional material and utilized information from the entire Podcast.

This lesson is a framework for teaching Digital Literacy. Use as much or as little as you like.

This lesson cannot stand alone. Please use this lesson to engage with and guide your students. If you want to make this into an asynchronous lesson you will need to provide voiceover instruction for the student.

Podcast or film discussion are a great opportunity for peer mentors to step in and lead.

This lesson folder includes the transcript from the Podcast and a COR lesson on Lateral vs Vertical Reading.

Listen to Podcast

Episode 4 (1 hr 7 min)

Think “digital natives” don’t need digital guidance? Think again. Researcher Sam Wineburg and educator Rafranz Davis bust that myth and discuss ways to help students exercise their power.

<https://www.tolerance.org/podcasts/the-mind-online/digital-literacy-in-the-classroom>

Read along with the transcript to fine tune your ear and eye reading skills.



Civic Online Reasoning

Students are confused about how to evaluate online information. We all are. The COR curriculum provides free lessons and assessments that help you teach students to evaluate online information that affects them, their communities, and the world.

[View curriculum collections](#)

As featured in



<https://cor.stanford.edu/>

Practice Lateral Reading

[HTTPS://EPIONLINE.ORG/](https://epionline.org/)

BUSINESSES ARE CLOSING BECAUSE OF THE FIGHT FOR \$15

Are the real victims of higher minimum wage laws.

LEARN MORE



NEW RESEARCH (SEE ALL)



Raising the Tipped Wage Reduces Opportunity for Tipped Workers

November 2019

Over five million Americans currently work in restaurants as tipped servers or bartenders in restaurants. By one estimate, nearly one in three American workers worked in the restaurant industry as their first job. Despite the industry's popularity as a place of employment, it has been the subject in recent years of a well-funded attack by a labor group called the Restaurant Opportunities Center (ROC). ROC [...]

BLOG UPDATES

Why do politicians er... minimum wage, but skeptical?

October 8, 2020 • Min...

Biden continues to push his...
minimum wage, doubling d...
in Florida this week. As a p...
2016, Trump signaled supp...
minimum wage. Presidents

the social dilemma



the technology that connects us

NETFLIX

Watch on
Netflix and
have a class
discussion

Questions





THE LINCOLN UNIVERSITY

LANGSTON
HUGHES
MEMORIAL
LIBRARY

Ask A Librarian

If you need help visit your local or on campus library.

On Campus is the Langston Hughes Memorial Library

<https://www.lincoln.edu/departments/langston-hughes-memorial-library>

Professors can schedule an in class talk with a librarian. They can speak on this topic, our library and the services we provide.

Work Cited

For more information on this topic visit the websites below and speak with a Lincoln University librarian.

<https://www.tolerance.org/>

<https://mediabuddhi.substack.com/p/lateral-reading-a-key-way-to-protect>

<https://cor.stanford.edu/>

Designed lesson to assess information literacy in FYE for all sections,
4th Module: FYE 101 Starting Your Research

FYE 101 STARTING YOUR RESEARCH

Use the **FINDS** Model



Lincoln University
LEARN. LIBERATE. LEAD.

HEADS UP!

- This lesson does not come with an assessment. It is an extra PowerPoint that may assist any professor guiding students through the research process.
- This lesson is a framework for teaching Research. Use as much or as little as you like. It is an example of one approach.
- This lesson cannot stand alone. Please use this lessons to engage with and guide your students. If you want to make this into an asynchronous lesson you will need to provide voiceover instruction for the student.
- Video discussion are a great opportunity for peer mentors to step in and lead.
- This lesson folder includes a FINDS handout.

WHAT IS INFORMATION LITERACY?

- The American Library Association's (ALA) Presidential Committee on Information Literacy, Final Report states that, "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information" <http://www.ala.org/ala/acrl/acrlpubs/whitepapers/presidential.htm>

USE THE **FINDS** MODEL



FOCUS ON THE
INFORMATION NEEDED.



INVESTIGATE
RESOURCES TO LOOK
FOR AN ANSWER.



NOTE AND EVALUATE
FACTS.



DEVELOP INFORMATION
INTO KNOWLEDGE FOR
PRESENTATIONS.



SCORE PRESENTATION
AND SEARCH.

FOCUS

- **Focus** on information need
 - The student will:
 - 1. Determine the information problem.
 - 2. Develop a search plan.
 - 3. Understand and use search techniques and terminology.

INVESTIGATE

- **Investigate** resources to search for answer
 - The student will:
 - 1. Understand the structure and organization of information resources.
 - 2. Develop and apply personal and evaluative criteria for selecting relevant resources.
 - 3. Access and use appropriate print, nonprint, and electronic resources to gather
 - information.
 - 4. Respect the rights of others to equitable access to information.

NOTE

- **Note** and evaluate facts and ideas to answer the question
 - The student will:
 - 1. Interpret and analyze information to answer search need.
 - 2. Compile and organize information to answer the search question, recording bibliographic data.
 - 3. Understand the concepts of intellectual property rights and intellectual freedom.

DEVELOP

- **Develop** information into knowledge for presentation
 - The student will:
 - 1. Understand the strategies necessary to produce a project.
 - 2. Select and use a variety of appropriate media equipment and accessories.
 - 3. Organize information and ideas to effectively communicate them to others.
 - 4. Present information and ideas, including a bibliography.

SCORE

- **Score** presentation and search process
 - The student will:
 - 1. Evaluate outcome compared to criteria defined for information problem.
 - 2. Analyze and evaluate the search process.
 - 3. Make recommendations for improving search process.

BOOLEAN OPERATORS





THE LINCOLN UNIVERSITY

LANGSTON
HUGHES
MEMORIAL
LIBRARY

ASK A LIBRARIAN

- If you need help visit your local or on campus library.
- On Campus is the **Langston Hughes Memorial Library**
- <https://www.lincoln.edu/departments/langston-hughes-memorial-library>
- *Professors can schedule an in class talk with a librarian. They can speak on this topic, our library and the services we provide.*

WORK CITED

For more information on this topic visit the websites below and speak with a Lincoln University librarian.

- <https://nsufl.libguides.com/school-library/research-databases>
- <https://trails-archive.org/>

New Student Orientation

New Student Orientation

Event Schedule

Mon, Jan 18, 2021

7:00am

Happy MLK Day. NSO begins on Tuesday. Click on the next day for details.

🕒 7:00am - 7:00am, Jan 18

Planned and executed Spring 2021 NSO, this is the schedule

Tue, Jan 19, 2021

9:00am

Orientation Welcome

🕒 9:00am - 9:45am, Jan 19

📍 Zoom (Live)

ALL

Our faculty and administrators welcome the opportunity to be a part of the next phase of your life while you explore new opportunities for academic, personal growth, and success. We look forward to encouraging you along this exciting journey of learning and discovery. We are very excited to welcome you to our family.

🗣️ Speakers



Lenetta Lee Dean of the College & Vice President for Student Success, Lincoln University



Rachael Manson

10:00am

Title IX

🕒 10:00am - 10:45am, Jan 19

📍 Zoom (Live)

ALL

Title IX is a mandatory information session to educate students on discrimination based on sex that can include sexual harassment, dating violence, domestic violence, and stalking.

The goal of Title IX is to:

1. Define sexual discrimination and harassment
2. Define the complaint process
3. Identify those you can file complaints
4. Define the grievance process
5. Define the resolution process

🗣️ Speaker



Gerard Garlic Director of Institutional Equity & Title IX Coordinator, Lincoln University

11:00am

Lincoln Legacy

🕒 11:00am - 11:45am, Jan 19

📍 Zoom (Live)

ALL

Learn about the rich history of your future Alma Mater!

🗣️ Speaker



Frederick Faison Associate Vice President for Health & Wellness, Lincoln University

12:00pm

Lunch Break

🕒 12:00pm - 12:45pm, Jan 19

📍 On your own

ALL

1:00pm

Navigating the Lion Kingdom

🕒 1:00pm - 1:45pm, Jan 19

📍 Zoom (Live)

ALL

Learn about the Lincoln's Mission & ILOs, student handbook and campus safety

🗣️ Speakers



Brian Dubenion Dean of Students, Lincoln University



Marc Partee Chief of Police, Lincoln University

2:00pm

Bystander Training

🕒 2:00pm - 2:45pm, Jan 19

📍 Zoom (Live)

ALL

Step UP! Is a bystander intervention program that educates student to be proactive in helping others

The goals of Step UP! are to:

- Raise awareness of helping behaviors
- Increase motivation to help
- Develop skills and confidence when responding to problems or concerns
- Ensure the safety and well-being of self and others

 Speaker



Gerard Garlic Director of Institutional Equity & Title IX Coordinator, Lincoln University

3:00pm

Pathway to Graduation

🕒 3:00pm - 3:45pm, Jan 19

📍 Zoom (Live)

ALL

Malcolm X once declared, "The future belongs to those who prepare for it today." Begin the process of Designing Your Graduation Pathway by analyzing and utilizing the ideas expressed by President Allen during the Lions Learn with the President session. We will prepare you to navigate WebAdvisor, which is our student management system where you will find your academic and financial profile. Once you complete this session, you will be equipped with the skills needed for registration with an advisor.

 Speakers



Prof. Evelyn Poe Associate Vice President for Academic Support, Lincoln University



Susan Chikwem Associate Director of Advising, Lincoln University

4:00pm

COVID Webinar

🕒 4:00pm - 5:00pm, Jan 19

📍 Zoom (Live)

ALL

Watch this message about COVID from your president Dr. Brenda Allen.

6:00pm

Kings and Queens Corner

🕒 6:00pm - 7:00pm, Jan 19

📍 Zoom (Live)

ALL

Kings and Queens Corner - hosted by Lincoln University's Royal Court, a conversation about the legacy of being an HBCU student and what it means to be a king or queen at Lincoln

🔊 Speaker



Ms. Lyndsay Raymond Associate Director Student Life, Student Success

Wed, Jan 20, 2021

8:30am

Community Meeting

🕒 8:30am - 8:55am, Jan 20

📍 Zoom (Live)

ALL

Daily update on scheduled programs and activities

🔊 Speakers



Lenetta Lee Dean of the College & Vice President for Student Success, Lincoln University



Rachael Manson

9:00am

Math Placement Test

🕒 9:00am - 10:45am, Jan 20

📍 Proctored Remotely

Open to ALL Optional

The Aleks PPL math placement exam will test your mathematical knowledge to determine which math course you will enter. You may opt out of the placement exam if you choose. If you do not take the placement exam, your first math course will be MAT 101 (Level 1) if you are interest in a major that requires at least College Algebra (MAT 110 - Level 3) OR MAT 106A (Level 1) if you are interest in a major that does not require College Algebra.

Joining the Lion Pride

🕒 9:00am - 9:45am, Jan 20

📍 Zoom (Live)

Transfer Students

Transfer students get tips on how to adjust and intergrate into a new school

🔊 Speaker



Marlayne Manley Dean for Students in Transition, Lincoln University

11:00am

Gen Ed Fair

🕒 11:00am - 11:45am, Jan 20

📍 Zoom (Live)

ALL

Students will gain insight on how to select general education courses that will complement their degree completion

🗣️ Speakers



Marlene Lacy Lecturer, Visual & Performing Arts, Lincoln University



Brandi Berry Dean of First Year Students, Lincoln University

12:00pm

Lunch Break

🕒 12:00pm - 1:00pm, Jan 20

📍 On your own

ALL

1:00pm

Preparing the Pride for a Virtual World

🕒 1:00pm - 1:45pm, Jan 20

📍 Zoom (Live)

ALL

Students are introduced to various systems and software that are designed to help them succeed as a Lincoln Lion.

For Canvas access:

<https://lincolnu.instructure.com/>

🗣️ Speakers



Brandi Berry Dean of First Year Students, Lincoln University



Annie Phanthayoum Lincoln University

2:00pm

Disability Services Program

🕒 2:00pm - 2:45pm, Jan 20

📍 Zoom (Live)

ALL

Students will receive an overview of the supportive services available to students with disabilities (including temporary disabilities), outline the University's process for determining reasonable accommodations, and highlight relevant laws governing accessibility on campus, including Americans With Disability Act.

🗣️ Speaker



Lorna Chambers ADA Coordinator, Lincoln University

4:00pm

Advising/Registration

🕒 4:00pm - 6:00pm, Jan 20

📍 Zoom (Live)

ALL

You will meet with an advisor to schedule your spring semester courses.

🗣️ Speaker



Academic Support

6:00pm

Reclaiming your Crown - Welcome Week Activity hosted by SGA

🕒 6:00pm - 7:00pm, Jan 20

📍 Zoom (Live)

ALL

🗣️ Speaker



Ms. Lyndsay Raymond Associate Director Student Life, Student Success

Thu, Jan 21, 2021

8:30am

Community Meeting

🕒 8:30am - 8:55am, Jan 21

📍 Zoom (Live)

ALL

Daily update on scheduled programs and activities

🗣️ Speakers



Lenetta Lee Dean of the College & Vice President for Student Success, Lincoln University



Rachael Manson

9:00am

Advising/Registration

🕒 9:00am - 10:45am, Jan 21

📍 Zoom (Live)

Open to ALL **Optional**

You will meet with an advisor to schedule your spring semester courses.

🗣️ Speaker



Academic Support

11:00am

High Impact Practices and Co-Curricular Student Engagement In lieu of Experiential Learning

🕒 11:00am - 11:45am, Jan 21

📍 Zoom (Live)

ALL

Meeting the team responsible for co-curricular activities: Undergraduate Research; Internships; Community Service; Career Development and International Programs

🗣️ Speakers



Sharone Glasco Assistant Vice President for Student Success and Experiential Learning, Lincoln University



Michael Lynch Director of Undergraduate Research, Lincoln University



Crystal Faison Director of Internship Services, Lincoln University



Natasha Faison Director: Office for Community Service & Engagement, Student Success



Ralph Simpson Director, Career Development, Lincoln University (PA)



Dafina Diabate Director of International Programs, Lincoln University

12:00pm

Lunch Break

🕒 12:00pm - 12:45pm, Jan 21

📍 On your own

ALL

1:00pm

Writing Your Legacy

🕒 1:00pm - 1:45pm, Jan 21

📍 Zoom (Live)

ALL

Meeting the team responsible for co-curricular activities: Undergraduate Research; Internships; Community Service; Career Development and International Studies

📣 Speaker



Frederick Faison Associate Vice President for Health & Wellness, Lincoln University

2:00pm

Lions Learn with the President

🕒 2:00pm - 2:45pm, Jan 21

📍 Zoom (Live)

ALL

What is a liberal Arts Education? Why is the development of critical thinking skills and exposure to a broad range of learning environments important?

Discover the advantages of a liberal arts education-based curriculum and how the development of critical thinking skills and exposure to a broad range of learning environments can assist you in becoming a highly-skilled member of modern society.

📣 Speaker



Brenda Allen President, Lincoln University

6:00pm

Pass the Aux - hosted by the Campus Activities Board, DJ battle

🕒 6:00pm - 7:00pm, Jan 21

7:00pm

Advocacy Day - Welcome Back Week Program - SGA

🕒 7:00pm - 8:00pm, Jan 21

Fri, Jan 22, 2021

8:30am

Community Meeting

🕒 8:30am - 8:55am, Jan 22

📍 Zoom (Live)

ALL

Daily update on scheduled programs and activities

🗣️ Speakers



Lenetta Lee Dean of the College & Vice President for Student Success, Lincoln University



Rachael Manson

9:00am

9:00 am - SGA Presentation

🕒 9:00am - 9:45am, Jan 22

📍 Zoom (Live)

ALL

10:00am

Community Living & Campus Activities

🕒 10:00am - 10:45am, Jan 22

📍 Zoom (Live)

ALL

🗣️ Speaker



Ms. Lyndsay Raymond Associate Director Student Life, Student Success

11:00am

Rights of Passage

🕒 11:00am - 12:00pm, Jan 22

📍 Zoom (Live)

ALL

🗣️ Speakers



Lenetta Lee Dean of the College & Vice President for Student Success, Lincoln University



Frederick Faison Associate Vice President for Health & Wellness, Lincoln University

12:15pm

Break

🕒 12:15pm - 2:00pm, Jan 22

📍 On your own

ALL

2:00pm

Advising/ Registration

🕒 2:00pm - 6:00pm, Jan 22

📍 Zoom (Live)

Open to ALL Optional

You will meet with an advisor to schedule your spring semester courses.

🗣️ Speaker



Academic Support

Sat, Jan 23, 2021

Sun, Jan 24, 2021

Mon, Jan 25, 2021

Tue, Jan 26, 2021

Wed, Jan 27, 2021

Thu, Jan 28, 2021

Fri, Jan 29, 2021

Sat, Jan 30, 2021

Sun, Jan 31, 2021

Mon, Feb 01, 2021

Powered By **Whova**

ATTENDEES DOWNLOADED THE A

PHOTOS: 2

View All

WHOVA Data for Spring 2021 NSO

Attendees

 Import attendees

 Add an attendee

 Export Attendees

 Send Announcement

Attendee Limit: 1500 [Increase Limit](#)

Total Number of Attendees: 139 [See attendee import history](#)

Number of attendees with email: 137

Downloaded Whova: 75 (55%) (?) [How to increase app downloads](#)

 Upload your attendee list as many times as necessary. We'll automatically clean duplicate attendees.

All Attendees 

Name, Email, Company, Titles, Location and Category



Information shared for NSO participants to assist with setting up technology

Information from the NSO Technology Session

LU Email Access:

If you don't get an email about your LU 365 account, contact support@lincoln.edu and include: Full name, student Id and best phone number to be reach at.

Lincoln email address is First.Last @lions.lincoln.edu

If you have any issues logging in you can contact the IT department to have your password reset.

Webadvisor Notes:

Webadvisor.lincoln.edu

Login: User name: First.Last

Password: six digit birthday (MMDDYY)

If you need to reset your password use a desktop or laptop, then login from your phone

Canvas Notes:

Canvas access: go to www.lincolnu.instructure.com

Wait 24 hrs after you register to create Canvas account

Student ID:

Emailing a passport quality photo to lioncard@lincoln.edu from your Lincoln University email account.

In the email please include your full name, student ID number, and phone number. Some things to consider when taking your photo:

- Picture should be a color photo taken in the last 6 months.
- Use a clear picture of your face. Do not submit photos with the use of filters.
- Have someone else take the photo, no selfies allowed.



Title III report for New Student Orientation participation

Data Collection Form

Name: Brandi Berry

Today's Date: March 30, 2021

Office: Student Success

Event: New Student Orientation

Date of the Activity: January 19-22, 2020

Objective: Meet, greet and support new students

1. Please indicate how this office has collected data per activity to enhance student success. Attach documentation to this report that supports quantitative and qualitative data below. Completed reports should be submitted to the Activity Director at least three business days following the activity.

Performance Indicator:	Target Raw Number:	Target Ratio:	Target %:	Actual Raw Number:	Actual Ratio:	Actual %:	Data Collection (surveys, interviews, impact reflections)	Other Documentation (flyers, letters)
Attendance, app downloads	24			12			WHOVA Data	Agenda

2. Describe the activity's accomplishments:

The students that attended new student orientation found the information to be helpful and a lot of work was accomplished during the week. Students registered for class, set up email, webadvisor and Canvas. They spoke with President Allen and gained insight into the Liberal Arts experience. I attended every sessions and was able to email reminders to the students that were not in attendance.

3. Describe the activity's challenges:

Since new student orientation was online and students were not on campus some did not take off work so they could attend. These students were behind and required a lot of assistance when they chose to participate in the onboarding process.

4. What resources are needed to assist this activity in the near future?

NSO needs to be mandatory

5. Analyze the results of the activity's impacts and explain how the activity has enhanced student success:

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.



Lincoln University
LEARN. LIBERATE. LEAD.

The biggest benefit to NSO is networking. This is an ideal time for new students to make friends, find potential mentors and establish bonds that will last for the next four years. That foundation makes it easier to maneuver the stress of being a First Year student.

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.

Lincoln University is regionally accredited by the Middle States Commission on Higher Education.

Media

Updated President Allen's COVID powerpoint with the assistance of COVID task force. Turned powerpoint into video, edited video to increase engagement, uploaded to Vimeo and shared link with President's office. Video was shared with LU community.



▶ 168 ♡ 0 📄 0 💬 0

Download ↓

Created a video to teach students and professors how to add a class in Webadvisor.

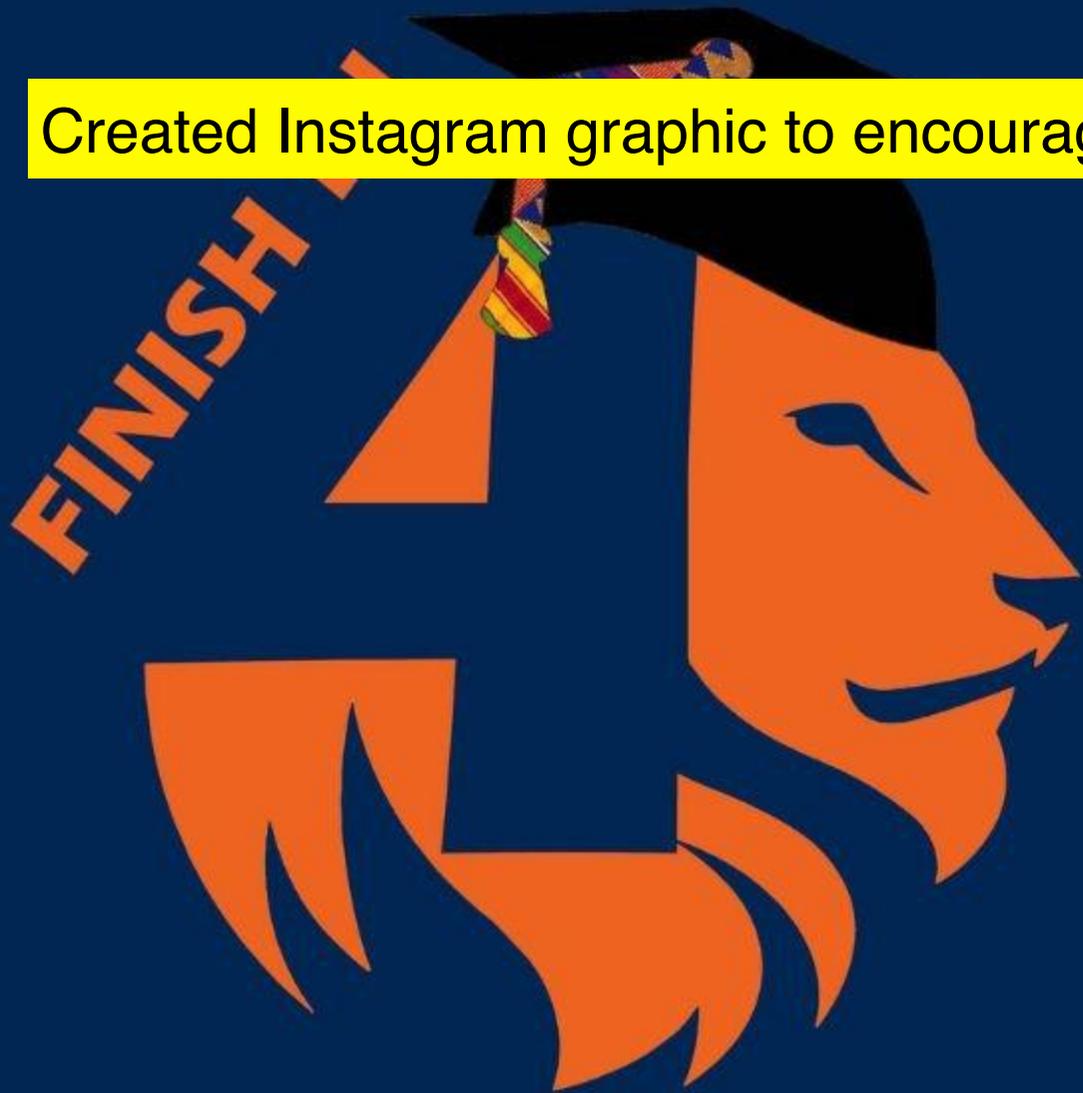
How to add a class in
Webadvisor



As part of the Credit Review task force I created a graphic for the Finish in Four initiative.



Created Instagram graphic to encourage students to register on time

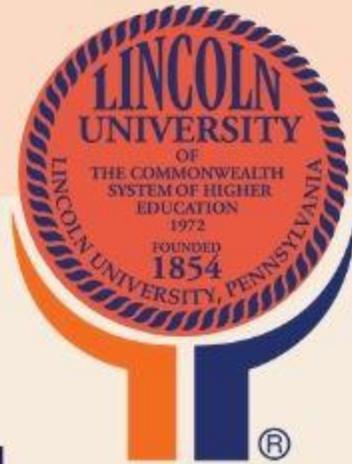


- **Check Your Email**
- **Contact Your Advisor**
- **Make an Appointment**
- **Register Early**
- **Registration opens on April 12th**

***I can
&
I will***

Hello and Welcome

Created graphic to encourage students to register. Graphic was shared via Instagram, text and email.



You have zero
classes for the
Spring.

EMAIL DEAN BRANDI BERRY
OR
AVP EVELYN POE FOR
ASSISTANCE

bberry@lincoln.edu epoe@lincoln.edu

*You can reply to this text

Training

Executive Assistant for Student Success

Lincoln University
1570 Baltimore Pike
Lincoln University
Office: 484.365.8111
Fax: 484.365.8111
ssweet@lincoln.edu

Student Success teamwork training



Lincoln University
LEARN. LIBERATE. LEAD.

On Tue, Mar 2, 2021 at 7:01 AM Pastorok, Donna <dmpastorok@adventure-network.net> wrote:

Below are instructions and links for Friday's program. We are looking forward to working with your group on Friday!!

Adventure Network / Lincoln University March 5, 2021 Division Team-building program instructions

Zoom invite for 2:30 program start

The Adventure Network is inviting you to a scheduled Zoom meeting.

Topic: Lincoln University - Adventure Network Team-building program

Time: Mar 5, 2021 14:30 Eastern Time (US and Canada)

Join Zoom Meeting

<https://us02web.zoom.us/j/81429416409?pwd=emJBb2hSbS9meWNIOWpnMGhVbWR3Zz09>

Small Group Assignments - See attached document for group assignments

Jamboard links – (one for each group) please go on to your team Jamboard and add your name on the jamboard before Friday

Team A: https://jamboard.google.com/d/1vY7_61Af9Occ7gByZCoXrG-N7kNp4N4Qq0qyebmoKYE/edit?usp=sharing

Team B: https://jamboard.google.com/d/1AjZDBCib5d-wX35-_UIQAsTkg_Fmu-XnYd6lZQXU9dM/edit?usp=sharing

Team C: https://jamboard.google.com/d/1G95Fs6AI_axPNg2TZo0CdIXAsFusXPdi0rYM0AyUBtI/edit?usp=sharing

Fun Fact - Please reply to this email with a fun fact about yourself that might surprise the rest of your team 😊

All participants – please make sure your Zoom name matches your actual name (we need this to make sure you're in the correct smaller group)

In-person attendees:

- Come with a fully charged phone

Remote attendees:

- Recommend logging in from a computer (verses a phone)
- Video camera must stay on during the program
- Mute yourself when entering the meeting

We are looking forward to an adventure filled time with you!

Kind Regards,
Donna M Pastorok



Adventure Network
215-997-9270

--

Kind Regards,
Donna M Pastorok



Adventure Network
215-997-9270

--

Kind Regards,
Donna M Pastorok



Adventure Network
215-997-9270



LinkedIn LEARNING

Certificate of Completion
Congratulations, Brandi Berry

Microsoft Collaboration: SharePoint, Teams, Groups, and Yammer

Course completed on Jul 11, 2020 at 06:02PM UTC • 55 min

By continuing to learn, you have expanded your perspective, sharpened your skills, and made yourself even more in demand.

A handwritten signature in black ink, appearing to read "David Rodnitzky".

Head of Content Strategy, Learning

LinkedIn Learning
1000 W Maude Ave
Sunnyvale, CA 94085

Certificate Id: AWnzVbz6mNTxbyWkHp_ZaXY_uxLp



LinkedIn LEARNING

Certificate of Completion
Congratulations, Brandi Berry

Microsoft Teams Essential Training

Course completed on Jul 13, 2020 at 12:52AM UTC • 2 hours 21 min

By continuing to learn, you have expanded your perspective, sharpened your skills, and made yourself even more in demand.

A handwritten signature in black ink, appearing to read "Dan Rodnitzky".

Head of Content Strategy, Learning

LinkedIn Learning
1000 W Maude Ave
Sunnyvale, CA 94085

Certificate Id: Ab06mREhIXq5ZDyhHGvGAvUPdOwR

Re: Customer Service Training (Part I) by Academic Impressions - attendance required

Customer Service Training provided by Lincoln University

To: Jake Tanksley <jtanksley@lincoln.edu>; Kimberly Taylor-Benns <ktaylorbenns@lincoln.edu>; Anderson, Christina <canderson@lincoln.edu>; prosperousrelations@gmail.com <prosperousrelations@gmail.com>; Yolanda Brooks <ybrooks@lincoln.edu>; Bernadette Melrath <bmelrath@lincoln.edu>; Danette Evans <devans@lincoln.edu>; mrieppele@lincoln.edu <mrieppele@lincoln.edu>; Bridget VanSant <bvansant@lincoln.edu>; Taylor, Derrick <dtaylor@lincoln.edu>; Theresa Hammond <thammond@lincoln.edu>; Anthony Smith <asmith2@lincoln.edu>; Jay Simmons <jsimmons@lincoln.edu>; Cynthia Keithley <ckeithley@lincoln.edu>; Helen Hamilton <hhamilton@lincoln.edu>; Janice Lombardo <jlombardo@lincoln.edu>; Laura Price <lprice@lincoln.edu>; Michael Kennedy <mkennedy@lincoln.edu>; Nancy Minor <nminor@lincoln.edu>; Vernon Garner <vgarner@lincoln.edu>

Hello,

My name is Kate Poisson and I am thrilled to be working with you for our **Service Excellence in Higher Education** virtual workshop beginning tomorrow, **Wednesday, August 5th at 9am EST!** Please be sure to read this email thoroughly to ensure you have all of the information needed to get the most out of our time together these next two days. The full schedule for Wednesday and Thursday is attached for your reference.

Our intention for this training is to provide you with strategies and ideas that will enhance your ability to navigate challenging customer service situations as you head into the new semester. You all have a lot on your plate – personally and professionally – and equipping you with these tools should make your job EASIER, not harder.

BEFORE THE TRAINING

1. **TAKE THE SURVEY:** This [BRIEF SURVEY](#) will confirm your seat and help our team better understand your needs so we can prepare the best experience possible for the Lincoln team. *(Please Note: survey responses will remain confidential and will not be shared with your respective supervisors. The aggregate survey feedback will help Academic Impressions deliver the training in the appropriate context).*
2. **SAY HELLO:** We have setup a tool called Flipgrid to help deepen your engagement throughout the program. To that end, we encourage you take a moment to upload a quick video introducing yourself and sharing what “service excellence” means to you [HERE](#). **Password: Allincoln**
3. **CHECK YOUR TECH:** This is the **most critical** pre-training request. Please take a moment to ensure you can successfully connect with us in our Adobe Connect platform on tomorrow with this [quick test of your technology](#): briefly test your sound, your webcam, your ability to type comments, and set a status.

DURING THE TRAINING

1. **START TIME:** Please login each day at 9am EST to do a quick tech setup before we dive into content.
2. **LOGIN:**
 - Click this link: <http://ai.adobeconnect.com/lincoln/>
 - Enter as a “guest” using your first and last name
 - Connect using your computer audio
 - If you have any issues logging in, please email me at kate@academicimpressions.com for support
3. **MATERIALS:** All of the presentation slides, worksheets, and resources used during the presentation will be placed in this [SHARED FOLDER](#) for you to access during and after the training. *We ask that you refrain from sharing any event materials outside your institution or to a publicly accessed webpage or social media channel.*

Thank you – and I look forward to virtually “meeting” you tomorrow!

All my best,

Kate

Kate Poisson (she/her/hers)

Program Manager

Direct: 720.988.1236

Twitter: @KatePoisson

Find me on [LinkedIn!](#)

[Staff Development Hub](#)

[Empower and Support Women Leaders in Higher Education](#)



From: Jake Tanksley

Sent: Monday, August 3, 2020 6:10 PM

To: Jake Tanksley <jtanksley@lincoln.edu>; Kimberly Taylor-Benns <ktaylorbenns@lincoln.edu>; Anderson, Christina <canderson@lincoln.edu>; prosperousrelations@gmail.com <prosperousrelations@gmail.com>; Yolanda Brooks <ybrooks@lincoln.edu>; Bernadette Melrath <bmelrath@lincoln.edu>; Danette Evans <devans@lincoln.edu>; mriepel@lincoln.edu <mriepel@lincoln.edu>; Bridget VanSant <bvansant@lincoln.edu>; Taylor, Derrick <dtaylor@lincoln.edu>; Theresa Hammond <thammond@lincoln.edu>; Smith, Anthony <asmith2@lincoln.edu>; Jay Simmons <jsimmons@lincoln.edu>; Cynthia Keithley <ckeithley@lincoln.edu>; Helen Hamilton <hhamilton@lincoln.edu>; Janice Lombardo <jlombardo@lincoln.edu>; Laura Price <lprice@lincoln.edu>; Michael Kennedy <mkennedy@lincoln.edu>; Nancy Minor <nminor@lincoln.edu>; Vernon Garner <vgarner@lincoln.edu>; Francisco Hopkins <fhopkins@lincoln.edu>; Annette Matthews <amatthews@lincoln.edu>; Jill Ciabattoni <jciabattoni@lincoln.edu>; Mary-Michael Rosling <mrosling@lincoln.edu>; mhill2@lincoln.edu <mhill2@lincoln.edu>; Althea Holton <aholton@lincoln.edu>; Gerard Garlic <ggarlic@lincoln.edu>; Lorna Chambers <lchambers@lincoln.edu>; Marie Billie <mbillie@lincoln.edu>; Lenetta Lee <llee@lincoln.edu>; Sandy Sweet <ssweet@lincoln.edu>; sgdevelopment@yahoo.com <sgdevelopment@yahoo.com>; Brian Dubenion <bdubenion@lincoln.edu>; Frederick Faison <ffaison@lincoln.edu>; Evelyn Poe <epoe@lincoln.edu>; Leonie Walters

<lwalters@office365.lincoln.edu>; Manley, Marlayne <mbailey@lincoln.edu>; Mahpiua Deas <mdeas@lincoln.edu>; Brandi Berry <bberry@lincoln.edu>; Maxine Cook <mcook@lincoln.edu>; Shirley Quillin <quillin@lincoln.edu>; Sandra Upsher-Nixon <supshernixon@lincoln.edu>; Lyndsay Raymond <lraymond@lincoln.edu>; Davis, Tamia <tdavis2@lincoln.edu>; Officeteam <officeteam@lincoln.edu>; Jernice Lea <jlea@lincoln.edu>; Morgan Shaw <mshaw@lincoln.edu>; Codrington, Orilan <ocodrington@lincoln.edu>; Morgan, Waineen <wmorgan@lincoln.edu>; Oswald Richards <orichards@office365.lincoln.edu>; Latiya Brewster <lbrewster@lincoln.edu>; Norman Billie <nbillie@lincoln.edu>; mhbillie@gmail.com <mhbillie@gmail.com>; mizinkllc@gmail.com <mizinkllc@gmail.com>; Gerard Garlic <ggarlic@hotmail.com>; mmkros@comcast.net <mmkros@comcast.net>; ath758@gmail.com <ath758@gmail.com>; lornachambers@ymail.com <lornachambers@ymail.com>

Subject: Customer Service Training (Part I) by Academic Impressions - attendance required

When: Wednesday, August 5, 2020 9:00 AM-1:00 PM.

Where: Adobe Connect vidoconference (Link will be provided)

Dear Invited Staff:

I hope this email finds you well and safe.

Update: The original meeting invitation for this two half-day customer service training session was sent on 7/21/20 and shortly thereafter the email system was compromised. We understand that several of you accepted that invitation but are no longer able to access the former LU calendar. Please confirm your (required) attendance by responding to this invitation.

The Office of Human Resources (HR) cordially invites you to attend a **Customer Service Training** for higher education institutions on **Wednesday, August 5 and Thursday, August 6 from 9:00 a.m. to 1:00 p.m. each day**. If you have questions regarding your attendance, please consult with your supervisor. As you may know, this event was originally scheduled to be held on campus for one full day, but adjustments to our learning and development programming were made due to the COVID-19 pandemic. For your safety, the Customer Service Training, facilitated by Academic Impressions (AI), will not be held face-to-face in a large group setting in the Student Union Building (SUB) – MPR.

This professional development opportunity is intended for frontline staff and managers, especially those who work directly with students, from across the institution who want to enhance service excellence within their area. Participants will leave the training with increased confidence in their customer service skills and a heightened ability to handle a wide variety of service scenarios. Please click on the links below to learn more about our two guest facilitators:

[Heath Boice-Pardee](#)

[Emily Richardson](#)

Prior to the start of the training, Kate Poisson from Academic Impressions will distribute instructions for logging into the virtual meeting via Adobe Connect, a brief pre-training survey, training objectives and an agenda. Participants who successfully complete both sessions will receive a certificate of completion from Academic Impressions.

We look forward to seeing you (virtually) on August 5 and 6.

Jake

Jake Tanksley, SPHR, SHRM-SCP
Vice President for Human Resources

Office of Human Resources
Lincoln University
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Be Respectful. Be Mission-Driven. Make a Positive Difference.

Portal Training: Emergency Aid Committee

Marlayne Manley <mmanley@lincoln.edu>

Tue 9/22/2020 4:18 PM

To: Brandi Berry <bberry@lincoln.edu>

Cc: Lenetta Lee <llee@lincoln.edu>

Emergency Aid Training

Dear Dean Berry,

I apologize for the late notice however, there is a upcoming portal training. As Emergency Aid Committee members we will use this portal to approve student applications. The training is hosted by Scholarsip America. Here is the meeting information:

The training is **Friday, September 25th at 10:30am (central time) so 11:30am EST**. Details are below

Lincoln University of PA Portal Training
Fri, Sep 25, 2020 10:30 AM - 11:30 AM (CDT)

Please join my meeting from your computer, tablet or smartphone.

<https://global.gotomeeting.com/join/126100309>

You can also dial in using your phone.

United States (Toll Free): [1 877 309 2073](tel:18773092073)

Access Code: 126-100-309

New to GoToMeeting? Get the app now and be ready when your first meeting starts: <https://global.gotomeeting.com/install/126100309>

I hope you are able to attend. Thanks again for your willingness to serve on the committee.

Best,

Dr. Marlayne Manley, Class Dean
Wright Hall 102
1570 Baltimore Pike
Lincoln University, PA 19352
(T) 484.365.7290 (F) 484.365.7971
(E) mmanley@lincoln.edu
[Click to Schedule a Zoom Meeting](#)
[Click Here for FAQs & Resources](#)

[GroupMe: Students In Transition](#)