

# LINCOLN UNIVERSITY OF PENNSYLVANIA

## FACULTY MEETING MINUTES

Tuesday, November 4, 2003

Multipurpose Room, Student Union Building

Dr. Nelson convened the meeting at 4:11 PM

### **I. REPORT FROM THE STUDENT GOVERNMENT ASSOCIATION . . . Nosakhere Griffin-El**

SGA President Nosakhere Griffin-El said that SGA wanted to bring some outstanding speakers from off-campus; however, President Griffin-El instead asked that faculty speak on a topic within their areas of concentration because of SGA budget constraints. Mr. Griffin-El also pointed to the need for better lighting in the Langston Hughes Memorial Library especially on the third floor. Mr. Griffin-El also expressed support for the faculty and for academic excellence.

### **II. REPORT FROM THE PRESIDENT . . . Dr. Ivory Nelson**

Dr. Ivory Nelson reported that the October Philly Gala received rave reviews all over Philadelphia. At the Gala, four outstanding people including Dr. Farrell were honored. Dr. Nelson also mentioned that the *Philadelphia Inquirer* reported on Lincoln University's 150<sup>th</sup> anniversary year. In addition, Lincoln published its Sesquicentennial Brochure in the *Philadelphia Tribune*. Because of the ongoing capital improvement project, some buildings on campus have their own boilers. On the other hand, some buildings, such as Wright and University Halls, still have to share a boiler. Dr. Nelson expressed empathy with the consternation with regard to heat on campus, noting that his own office is freezing. Dr. Nelson noted that the heating boilers are either off or on and that the Indian summer we had experienced may make climate control on campus more difficult. Dr. Chapp asked whether the completion of the current infrastructure project would allow for more control over temperatures in buildings and rooms in buildings. Dr. Nelson that replied renovations of the buildings on campus would achieve more adequate control of particular buildings, floors, rooms, etc. Dr. Nelson also said that we have reached the apex of the infrastructure project with 50 percent of it completed and with its completion within sight. Thus, the May 2004 graduation will be on campus.

### **III. INFORMATION WORKSHOP ON ROBERT'S RULES OF ORDER . . . Dr. Dana Flint**

Vice-President of Academic Affairs Dr. Grant Venerable counted the number of voting faculty in attendance and Faculty Secretary Dr. Bradt's count agreed with that of Dr. Venerable. Thus, with 55 members present at the beginning of the meeting, Dr. Venerable announced there was a quorum. Dr. Venerable also introduced Dr. Flint in order that he present a workshop on Robert's Rules of Order.

Dr. Flint: I would like to make a motion to consider Robert's Rules of Order, informally. Is there any discussion?

Dr. Shabazz: How are we going to intelligently discuss Robert's Rules? We need to do this beforehand or at least look at it before the meeting.

Dr. Poe: I don't understand what it meant by the "informal consideration" of Robert's Rules or what an "informal motion" is.

Dr. Flint: We should know Robert's Rules focus on issues on the way we run meetings. There is no motion to adopt because there is no new procedure here. Robert's Rules are in the by-laws.

Dr. Poe: If a motion is only needed when we introduce a new procedure, why does there have to be a motion, formal or informal?

Dr. Shabazz: We have been given a paper with an outline of Robert's Rules. Should we have not seen this ahead of time to properly consider it?

Dr. Button: I want to express my appreciation to Dr. Flint. This is a simplified version.

Dr. Dadson: I have Robert's Rules on my shelf.

Dr. Siddique: Who was Roberts?

Dr. Chapp: If this is a discussion item, why is a motion necessary?

The motion to consider Robert's Rules of Order informally is called, and the motion passes.

Dr. Poe noted that abstentions should be counted.

Dr. Flint: Democratic principles provide a way to express democratic participation and a way to make good decisions. Robert's Rules helps make good decisions, and we need to make good decisions. Having a quorum is very important. The by-laws state that only a majority of the voting faculty can make legally binding decisions on the issues that we vote on in faculty meetings. We need to get our brother and sister faculty to show up so

that the faculty will respect us and this process. Please e-mail me if you have any ideas on how we might use Robert's Rules to run faculty meetings in better way or if you have questions on Robert's Rules.

Dr. Poe: Does using Robert's Rules make for good decisions or orderly decisions? Can we equate good decision-making with orderly decision-making?

Dr. Button: If there is no quorum, does that mean that we cannot take any action?

Dr. Flint: The legality of actions taken at faculty meetings could be challenged if majority of voting members were not present because the by-laws state that only a majority of the voting faculty can decide issues at faculty meetings.

Dr. Prigg: If quorum is not called, then it is legal. Right?

Mrs. Pevar: Would not a rigid adherence to the quorum rule disenfranchise faculty?

Dr. Flint: Absentee ballots could be used. There should be an opportunity to put items on or off the agenda at the beginning of the meeting. One main motion should be on the floor at a time. The chair should be a neutral moderator who asks for "pros" and "cons." If the chair wants to advocate for or against a motion, she/he has to temporarily step down as chair and a temporary chair has to be named. When a motion is on the floor, members cannot speak unless recognized by the chair. Members take turns speaking on the motion and should only address the chair and refer to other members politely and formally. If a member sees that a rule is being broken, then the member should state, "point of order" and then, describe the point of order. The chair can also make a point of order. A limit on discussion of the motion should be imposed; for instance, ten minutes might be appropriate.

Dr. Prigg: How should student participation be handled?

Dr. Flint: The chair can recognize nonmembers.

Dr. Nelson: I would like to suggest that ten minutes might be too long, given the shared interest in limiting meetings to a reasonable length of time.

Dr. Shabazz: Often we must consider serious issues. If we are considering an important issue, I do not think that ten minutes is enough.

Dr. Chapp: We could have a limit of three minutes for each "pro" and "con" speaker on the motion.

Dr. Treisner: Perhaps two minutes would be more appropriate.

Dr. Siddique: Procedural limits are all well and good, but the substance and importance of the question must also be taken into account.

Dr. Venerable asked the body to consider a motion to charge the by-laws committee with establishing a standard time limit for debate on motions. The motion was seconded and passed.

#### **IV. ACTION ITEMS**

##### **A. Approval of Minutes from October 7, 2003 Meeting**

Discussion: Dr. Shabazz—The minutes as they are at this time do not reflect all of the discussion. The minutes do not reflect the vigorous and rich discussion. The minutes reflect the history of Lincoln University; we must not falsify history.

Dr. Venerable reiterated a motion to approve the minutes. The motion was seconded and was passed.

#### **V. DISCUSSION ITEMS**

##### **A. Journalism Emphasis Course . . . Dr. Marilyn Button**

The English Department proposed that Print Journalism be made a second emphasis within the major. In addition to the common curriculum of the English Communications major, the Journalism emphasis requires: ENG 309: Journalism, ENG 330: News Writing, ENG 331: Feature Writing, and ENG 495/451-452: Independent Study (*Lincolnian* practicum, 1 credit). The education policy committee had already approved this second emphasis. The faculty voted to approve the second emphasis.

##### **B. Retention: Roles and Responsibilities . . . Dr. Grant D. Venerable II**

Dr. Venerable: We need to start a larger conversation with regard to retention. Successful retention occurs when 100 percent of our freshmen are graduated. Currently, only 47 or 48 percent make it all the way to graduation. At Spelman College, 75 percent of their freshman are graduated.

Dr. Hoogeveen: It seems as if many of our retention problems are with the weakest and the strongest students. We need empirical data such as the test scores of those leaving the university.

Dr. Treisner: Ms. Kenner has statistics for undeclared students.

Dr. Maazaoui: It does seem that we have a problem with those who are too weak to stay or too strong to stay.

Dr. Venerable: I will find these statistics and make them available on the website.

Dr. Poe: Maybe we should search for the positive.

Dr. Shabazz: When I was here, it was expected that all students would be graduated. In the current issue of *Atlantic Monthly*, there was an interesting article on the standardized achievement test (SAT). One thing that was pointed out in the article was that African-American SAT test takers often scored badly on what are considered easy questions, but scored well on what are considered hard questions. How valid are these scores? Do they take into account cultural factors?

Ms. Christiana Williams: It seems as though the university does a good job of recruiting students; however, we have to do a better job with regard to some of the problems connected with heat, water, and food.

Dr. Siddique: Non-academic quality of life issues are important.

Dr. Poe: We need a symposium on retention in order to set up a set of criteria for retention.

Dr. Roberts: One faces “quality of life” issues throughout one’s life.

Dr. Venerable adjourned the meeting at 5:45 PM.

Respectfully submitted,

Donald J. Bradt  
Faculty Secretary