

Faculty Meeting Minutes

April 30, 2013

11 AM

Ware Center Theater

Dr. Kenoye E. Eke, Provost and Vice President for Academic Affairs, Presiding

I. REPORT OF THE PRESIDENT: Dr. Robert R. Jennings

The President appreciated our coming to this special call meeting of the faculty to approve the list of students graduating in May.

The President announced that the Concert Choir is now in Los Angeles, California for a recruitment tour of the greater Los Angeles area.

President Jennings expressed his thanks to faculty for their giving to the University this semester. Much has been accomplished this year by the faculty and staff.

The Strategic Planning Project has been completed and we are currently working on the strategic planning document.

Lincoln University faculty who will be retiring this year will be recognized at our special May 6 faculty meeting.

President Jennings announced that this would be the first year that commencement would be held on a Friday morning. The ceremony will be held on May 10, 2013 in the football stadium. Backup sites in Rivero and Dickey Hall, and the Thurgood Marshall LLC will be prepared in case of rain.

II. ACTION ITEMS

A. Approval of the April 2, 2013 faculty meeting minutes: Albert Bryson

Mr. Bryson reported that the minutes have been posted on the Academic Affairs website for the past two weeks and that they are ready for action. He asked if there were any corrections or changes to the minutes. Being none, the motion to approve the minutes as submitted was made and seconded. The motion was passed unanimously.

B. Approval of the Graduation list for 2013 Graduation: Ms. Catherine Rutledge, Registrar

A list of the May graduates has been distributed to the faculty and is awaiting final verification. A question was asked about the December graduates. Ms. Rutledge replied that they were approved at the December faculty meeting. A motion to approve the list of May graduates subject to final verification was made and seconded. The motion was passed unanimously.

C. Approval of the Distance Learning Policy: Dr. Linda Stine, Educational Policies Committee

Development of this policy started several years ago with a faculty development grant by Dr. Dana Flint and has been discussed by several Ad Hoc Committees. Several aspects of the policy involved negotiation between the University and the faculty union relative to implications pertaining to the Collective Bargaining Agreement as well. The policy was then considered by the Education Policies Committee. It is now being presented for faculty approval. The policy is in compliance with accepted practices and is in line with requirements of outside agencies. Once approved by the faculty, the Faculty Bylaws Committee will be asked to create a permanent faculty standing committee on Distance Learning to replace the Ad Hoc Committee.

Lincoln University residential students must get approval to take Lincoln University distance learning courses. Lincoln University students on campus will take hybrid courses here.

The motion to approve the Distance Learning policy was passed unanimously.

D. Institutional Learning Outcome Changes: Dr. Nevada Winrow, General Education

Dr. Winrow presented to the faculty the Institutional Learning Outcomes that were produced as the results of the retreat attended by the Administrators and Department Heads and the mini-retreats with faculty and staff in February and March 2013. They are:

Effective Communication

Operational Definition: Effective communication comprises an ability to speak and write to increase knowledge and understanding or to promote change in a listener or reader, respectively.

Outcome: Students will effectively communicate in oral and written form.

Computer and Digital Learning

Operational Definition: The ability to appropriately use technology and know how to identify, locate, evaluate, and effectively and responsibly use and share that information.

Outcome: Students will use technology to identify, locate and effectively use information from various print and digital sources.

Diversity Awareness

Operational Definition: Diversity competence represents a set of cognitive, affective, and behavioral skills and characteristics that support effective and appropriate interaction in a variety of diverse contexts.

Outcome: Students will understand the differences and commonalities among people.

Social Responsibility and Civic Engagement

Operational Definition: Knowledge, skills, and values that promote making a difference in the civic life of a community. It encompasses actions wherein individuals participate in activities of personal and public concern that are both individually life enriching and socially beneficial to the community.

Outcome: Students will understand and utilize skills responsible for living as accountable, ethical and contributing world citizens.

Critical Thinking and Integrative Learning

Operational Definition: Critical thinking is a comprehensive and systematic exploration of issues, facts, artifacts, and events before accepting or formulating an opinion or conclusion. Integrative learning is an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.

Outcome: Students will reason abstractly and think critically to make connections between ideas and experiences and to solve novel problems.

Institutional Fidelity

Operational Definition: Institutional fidelity represents a characteristic attitude and set of behaviors that sustains the legacy of an institution.

Outcome: Students will engage in philanthropic endeavors on behalf of the institution.

Financial and Quantitative Literacy

Operational Definition: Financial literacy represents ideas, concepts, knowledge and skills that enable students to become wise and knowledgeable consumers, savers, investors, users of credit, money managers, and citizens of a global workforce and society. Quantitative Literacy (QL) represents the ability to reason and solve quantitative problems from a wide array of arithmetic contexts and everyday life situations.

Outcomes: Students will implement and apply financial decision-making skills to become knowledge consumers, savers, investors, users of credit, money managers, and citizens. Student will be able to create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc., as appropriate).

Life-Long Learning

Operational Definition: Lifelong learning is an all-purposeful learning activity, undertaken on an ongoing basis with the aim of improving knowledge, skills, and competence. Lincoln University prepares students to be this type of learner by developing specific dispositions and skills while in school.

Outcome: Students will use skills that support life-long learning.

Faculty and staff participants at the February and March retreats were asked to give their view of what the Lincoln University student should be when they graduate from Lincoln. The above Institutional Learning Outcomes were produced from the feedback received. Producing students with the desired Learning Outcomes will require the active involvement of all employees of the University, both in and out of the classroom. Our students will learn through their involvement with curricular and co-curricular activities to be more complete individuals capable of adapting to the needs of their employers and communities.

The general education program will be revamped with common grade assignments and rubrics that will assess these institutional learning outcomes. We will conduct a curriculum mapping of our current curriculum to determine additional courses that need to be added.

A motion to accept the Institutional Learning Outcome was made and seconded. The motion was passed with one abstention.

E. Curriculum Changes: Dr. David Royer, Curriculum Committee

a. Approval of a new course: COM 100 - Human Communication & Public Speaking (3 credits): Carmen Manning-Miller, Chair will answer all questions.

This course will be an elective in the Department of Mass Communications. This course does not replace either the Public Speaking course in English or the Oral Communications course in Education. This course will be the first elective the department would offer at 100 level (freshman year). Dr. Button asked if it would be considered in the future as part of the Core or General Education program. Dr. Eke ruled this question out of order. A vote was taken: 29 voted yes; 15 voted No; 15 abstained.

Dr. Safford made a point of order that all motions considered must be approved by the majority of the faculty present and requested a quorum count. Based upon the quorum call we had 65 faculty members present and all motions needed 33 votes to pass. Based on the vote the motion to approve the course failed because it lacked 50% approval by a majority of faculty present.

b. Approval of new course: EDU 632.3 – Ethics in Educational Leadership & Practices (3 credits): Dr. Tucho is present to answer all questions.

We found that a majority of students in the graduate education program currently need courses for the degree. Students need 36 credit hours for the degree. As a result, we have created this course in Educational Leadership. Dr. Flint expressed his concern that the course is teaching philosophical ethics which could be problematic if not taught properly. Dr. Flint suggested in the future that we need to use the Graduate Studies Committee to carefully review courses of this nature. Experts knowledgeable in teaching philosophical ethics should be involved in teaching this.

The motion to approve the course was accepted with 1 nay and 2 abstentions.

c. Approval of new courses: Urban Education Studies Program Courses

The following new courses on Urban Education Studies were presented:

EDU 340 Urban Education Organization and Leadership (3 credits)

EDU 341 Contemporary Issues in Urban Education (3 credits)

EDU 342 Culturally Responsive Education: Equity and Transformation (3 credits)

EDU 343 Ethics in Education (3 credits)

EDU 440 Public School Law (3 credits)

EDU 441 Education Policy (3 credits)

EDU 442 Senior Seminar (3 credits)

EDU 443 Internship in Urban Education Studies (3 credits)

Dr. Royer recommend that we conditionally approve these courses pending the approval of the program by the Educational Policies Committee.

A motion to table the approval of courses was made and seconded. The vote to table was passed by a vote of 29 for tabling and 21 against.

d. For Informational purposes, the names and the numbers of the following Accounting Curriculum changes have been approved by the Curriculum Committee:

ACC203 – Accounting Principles I is now renamed: Principles of Financial Accounting.

ACC 204 – Accounting Principles II is now renamed: Principles of Managerial Accounting.

ACC 335 – International Accounting is now renumbered: ACC 435.

ACC 351 – Auditing is now renumbered: ACC 451.

ACC 375 – Forensic Accounting is now renumbered: ACC 475.

One additional accounting course, which is undergoing such significant revision that it could not be considered at this time will be considered next year: ACC333 - Managerial Accounting.

e. For informational purposes, the name of the following Education course has been changed:

EDU 599 – Praxis II Prep Lab has been renamed: PECT Prep Lab.

f. Approval of a new course: MAT 107 – Quantitative Reasoning (3 credits)

Dr. Haimbodi, Math Dept. chair is here to answer any questions. The course was added for those majors who required two courses in Mathematics such as Education.

The motion to approve the course was passed unanimously.

g. Approval of a new course: MAT 210 – Foundations and History of Mathematics (3 credits)

Dr. Royer reported that this course is being added because it is required by the Pennsylvania Department of Education primarily for those majoring in Mathematics Education. It was asked why one of the courses is a prerequisite is Calculus? Dr. Haimbodi replied that the history of Calculus is taught early in the course. Dr. Millette asked would this course be taught from an Afrocentric perspective. Yes, there is a component of Mathematics that is Afrocentric, but it would be taught with a broad perspective. There was extensive discussion about the perspective of the course. Many felt that there should be some Afrocentric viewpoints (foundations of mathematics historically in Africa).

The motion to approve the course was passed with 1 abstention.

h. Approval of a new course: CSC 458 – Introduction to Game Programming (3 credits)

The course is being offered as an elective in Computers and Mathematics program. A question was raised regarding the computer language being taught in the course. Dr. Bo Sun replied that we will use C++ computer language. Some faculty present suggested that the Phylon computer language also be used for the course on gaming. This is an introductory course which has some basic skills. Most gaming programming courses are taught at the graduate school level.

The motion to approve the course was passed unanimously.

III. Announcements

A. Special Meeting of the General Faculty: Dr. Kenoye E. Eke

Dr. Eke announced that there will be a special meeting of the faculty on Monday May 6, 2013 at 1 PM in the Ware Center Theater. The report of the External Academic Program Review Committee and some action items from the Educational Policies Committee regarding Academic Programs and the approval of courses associated with them will be discussed.

B. Pre-Master's Reclassification: Dr. Linda Stine.

For informational purposes the Pre-Master's program is being discontinued and all courses in this program will now be listed in the Bachelor of Human Services curriculum as electives. They were previously listed as HUS's and 500 level courses, but are now SOC and 400 level courses.

The following courses will now be listed as a part of the BHS program offerings. Admission testing will continue to determine which of these courses, if any, students must take. Based on the test results, students may be required to take one of the following three levels:

Level I (both fall and spring semesters)

Fall semester:

SOC 400: Preparing for the Graduate Experience (3 cr.)
SOC 401: Basic Writing in the Human Services (3 cr.)

Spring semester:

SOC 421: Writing Skills in the Human Services (3 cr.)

SOV 422: Critical Thinking Skills for Human Service Practitioners (3 cr.)

Level II (spring semester only)

SOC 421: Writing Skills in the Human Services (3 cr.)

SOC 422: Critical Thinking Skills for Human Service Practitioners (3 cr.)

SOC 423: Technical Skills in Human Service Communication (3 cr.)

Level III (8 week summer semester only)

SOC 431: Writing Applications in Human Service Communication (3 cr.)

SOC 433: Technical Applications in Human Service Communication (3 cr.)

C. ACTION ITEMS from Faculty Meetings

President Jennings wanted to remind the faculty that all new academic programs approved by the faculty at faculty meetings must be approved by the Board of Trustees at their meetings.

D. Announcements from Dr. James DeBoy

1. Today is the final day for all faculty members 59 and over to file the necessary paperwork to participate in the Early Retirement Program for faculty.

2. Presidential appointment of Department chairs. Under the CBA the department faculty are required to be consulted and there are two ways of rating candidates for department chairs: one designed by the faculty union rating skill, or one of their own design. Please forward your recommendation to the President, Provost/Vice President of Academic Affairs, and your Dean.

E. Announcement from the Registrar: Ms. Catherine Rutledge

Some have not turned in their grades, which were due on Monday April 29, 2013. Please do so immediately, if you have not done so already.

A motion to adjourn was made and adopted.
Respectfully submitted,

Albert M. Bryson
Catalog Librarian
Faculty Secretary