Lehigh University
Faculty Resource Guide
A Handbook for New Faculty
2012-13

Part 1 -- Handbook for New Faculty: Academic Activities
Part 2 -- Faculty Benefits Guide

August 15, 2012

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Please send comments and corrections to:
Greg Reihman, Director of Faculty Development (infdli@lehigh.edu; x8-6840)
Faculty Resource Guide

Part 1

Handbook for New Faculty: Academic Activities
Preface: Getting Started

Department chairs, associate deans, deans, academic support professionals, program directors, and new faculty have often asked for a quick start guide for helping new teachers survive and thrive in the first weeks of a semester. For first time instructors, we offer this “quick start” summary list of the top ten most important things to know as you begin teaching at Lehigh. You will find more detailed information on each of these topics in Part 1.

1) Prepare your syllabus for each course with care so that the organization, objectives, and expectations of the course are clear to you and your students (see p.2 and Appendix I). Be sure to include the statement on learning disabilities in each syllabus (see pp. 3-4 & p. 9). Also, because of the Lehigh "pass" grade of D-, include in your syllabi a notice that every assignment must be completed in order to receive a grade for the course (see p. 4).

2) Sign up for Course Site, learn about its features, and use the ones that are appropriate for your classes (see. p. 2).

3) Familiarize yourself with Banner Web for Faculty so that you can check your course roster, enter midterm and final grades, etc. online (see pp. 8 & p. 13).

4) Start and end your classes on time. Speak slowly, clearly, kindly, and confidently.

5) Explain your expectations for student behavior in the classroom both in your syllabi and at the beginning of the first day of each class (see p.4).

6) Know the registration policies (e.g. for "drop/add") as well as your students do, so that both you and your students are treated fairly (see pp. 8-9).

7) Use your resources. Visit the Faculty Development office with any questions you have about your teaching (see p. 20). Sign up for a Faculty Development Seminar or LTS seminar, and attend a Lehigh Lab Forum. Talk often with your peers and mentors about your experiences in the classroom. Invite an Instructional Technology Consultant to help you integrate technology into your teaching (see p. 2, p. 21). Arrange for a visit with a librarian to learn about Library resources for teaching and learning (see pp. 21).

8) Conduct some form of mid-semester evaluation in each course, to let students give you an idea of how the course is going for them. Make adjustments as necessary (see p.5).

9) Try new things with your teaching and, when you do, seek to discover what works best. Then, modify your teaching and redesign your courses based on what you have learned.

10) Strive for balance. Between your teaching, research, service and your non-academic life it’s going to be a busy year. Seek advice from your chair, from your peers, and from your mentors on how to thrive when faced with so many demands on your time.
Acknowledgements

Most of the material found in this Guide was contributed by numerous colleagues across the university. The first version was compiled by my predecessors Dina Wills and Art King. Since 2004, I have made revisions and updates, most significantly to the “Course Planning” and “Library and Technology Services” sections. Dina, Art, and I were all helped in this process by many others who compiled, edited or updated specific sections, including, most recently, Jerry Lennon on “Course Management” and “Petitions”; Tim Foley, Sue Cady, Christine Roysdon, and Jim Young on “Library and Technology Services”; Patt Mann and Vince Munley on “Personnel Matters”; Alan Snyder and Lydia Benjamin on “Faculty Research Program Development”; Donna Cressman on “Places to Start” and “Sources of Help”; and Tim Hinkel and Patty Glasgow on “Part II: Faculty Benefits Guide.”

Thanks also to the many unnamed faculty who, over the years, have offered feedback and suggestions for improving this Guide. Finally, thanks should go to the various authors of the College Advisor’s Manuals, Lehigh Student Guides, and College Student Handbooks who anonymously recorded their institutional wisdom about our community of teachers and scholars.

Greg Reihman
Director of Faculty Development
Lehigh University
August 1, 2012
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Introduction

Welcome to Lehigh!

We often refer to the Lehigh community as a “large family,” with each member playing an integral role in its success. We have compiled this handbook as a guide to how that family goes about its academic life. It is an ongoing project to provide current information, both for new faculty and for those of us who have been here a while.

This guide is offered as a resource for all Lehigh faculty. Part 1 is designed to help new faculty learn about various aspects of the academic culture at Lehigh, and we hope it will be a useful resource for experienced faculty as well. Part 2, written by Human Resources, covers details relating to the Lehigh faculty member’s status as an employee.

Our original intent was to help a new Lehigh instructor get up to speed as quickly and efficiently as possible. Feedback from colleagues on earlier versions that focused primarily on teaching, basic information on research, and other details about the Lehigh community encouraged us to expand the guide. In this expanded version, you will find a discussion on course planning, preparation, and management; an overview of our academic rules; an introduction to our library system and technology centers; advice on academic career management; a discussion of research support services; a list of some local cultural activities; and a collection of folks to contact if you need more help.

While every effort has been made to include the most recent information, the Handbook cannot claim to be all-inclusive or perfectly accurate about each and every subject, because policies and procedures change. Faculty members are encouraged to seek clarification for any questions from their department chairs, deans, the registrar, or the provost.
Course Planning and Preparation

Semester Schedules
The Registrar maintains the academic calendar for several years ahead on this web page: http://www.lehigh.edu/~inrgs/calendar0913.shtml. Religious holidays are listed at http://www.lehigh.edu/~incha/holidays.html.

The Lehigh Portal and Course Site Course Management
The Lehigh University Portal is a web-based system that provides anytime, anywhere access to Lehigh computer systems and information. The purpose of the Portal is to facilitate the delivery of highly personalized information—including access to web services such as email, MyLibrary, Banner, Course Site, and community-enhancing tools—to clients based on their role at the University and customizable to their personal preferences. You can access the portal using your Lehigh userid and password at http://portal.lehigh.edu.

Lehigh faculty are encouraged to use Course Site, a web-based course management system. Click on the Course Site link on the Portal, or simply visit http://coursesite.lehigh.edu for information on how to request a Course Site for your courses. With Course Site, you can post course documents (such as your syllabus, handouts, assignments, or announcements); set up online discussions in the Forum; set up course blogs or wikis to facilitate collaborative learning; easily send emails to individual students, groups of students, or your whole class; use online testing, surveying, and gradebook tools; collect assignments; create student ePortfolios; check for plagiarism using Turnitin; and deploy many other tools that can help enhance your instruction. To learn how to use the Course Site system, visit http://www.lehigh.edu/coursesite, or contact the Instructional Technology Consultant affiliated with your college:

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<td>Jason Slipp</td>
<td>jqs7</td>
<td>8-5343</td>
</tr>
<tr>
<td>RCEAS</td>
<td>Robin Deily</td>
<td>rjd0</td>
<td>8-4988</td>
</tr>
<tr>
<td>COE</td>
<td>Ilena Key</td>
<td>ilk204</td>
<td>8-5045</td>
</tr>
<tr>
<td>CAS</td>
<td>Judd Hark</td>
<td>wjh204</td>
<td>8-3904</td>
</tr>
<tr>
<td>Team Leader</td>
<td>Ilena Key</td>
<td>ilk204</td>
<td>8-5045</td>
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Multi-section Courses
In many departments, several faculty members may teach sections of the same courses. To be fair to students, departments strive for basic consistency all sections, while still preserving differences in faculty teaching style. Faculty must find ways to achieve the common learning and instructional objectives for all sections. Similarities among sections may include a common syllabus, some common questions on assignments, and shared videos, PowerPoint slides and other learning experiences. In some cases faculty who teach a common course work together to prepare questions for midterms or the final exam.

Preparing a Syllabus
The syllabus for a course is more than a list of assigned readings and the dates on which tests will be given. It is an agreement between teacher and students that sets out the expectations of the professor, explains what the students will be required to do for the course, establishes policies on such items as grading, and sets the tone for the course. Because students often use
the posted dates for planning their work, changes in assignments and exam dates should be carefully explained to the class. Use in-class announcements, email, and/or Course Site to relay any changes as soon as possible.

When planning your syllabus, first articulate for yourself the rationale for the course. You should be able to clearly state the course objectives, especially as they relate to your specific department’s or program’s objectives. Decide what you want students to be able to do or know as a result of taking the course. Once you are clear on these objectives, think about how student work will be evaluated and graded, making sure that the assessments you use (exams, quizzes, papers, participation, etc.) align with the types of skill and knowledge you want your students to acquire. That is, ask yourself how you can design assignments in such a way that you can actually discern whether students are accomplishing the things you want them to accomplish.

As you write the syllabus, it is important to include basic information, such as the name of the course, semester taught, location of classroom, time of class, your own name, and all contact information (phone, e-mail address, office place, office hours). Under “Course Description,” explain your rationale for teaching the course and provide a general overview of what the course is about. Under “Objectives,” offer a clear statement of what you expect students to learn from your course and what they will be able to do as a result of having completed it. The objectives you list should be consistent with your method of assessment. Under “Texts,” write the name and author of any online resources, textbooks, and visual materials such as videos. Tell students where to find these resources. Under “Assignments,” tell the students what specific assignments they should expect, including the amount of reading material, journals to be kept, number of quizzes and midterms, whether or not there will be a final, and any other assignments. Bear in mind that students are often confused by conflicting instructions they receive in various courses and so will benefit from specificity (What exactly do you mean by a ‘research paper’? What is a ‘close reading’? What are the features of a lab report? What do you expect from an in-class presentation?). The more you can do to set expectations early, the fewer problems you will encounter as the semester unfolds.

Under “Policies for the course,” give students your policies on attendance, late assignments, athletic excuses, academic honesty, class participation, and any other policy you expect them to follow. Your goal with these policies should be to create a welcoming atmosphere, while still making clear the rules and the consequences for breaking them. In short, students should feel encouraged and informed, but not threatened. Explain your grading policies and include a scale that shows what is needed to get a particular grade in your course, and the weight of each assignment in determining the final grade. Include a statement on academic integrity, reminding students that you hold them to a high standard of academic integrity and making clear the consequences of academic dishonesty. If you are concerned that a student taking a course “Pass/Fail” may skip key assignments and still pass the course (a D- is a passing grade), add the following policy sentence: “Each assignment in the course must be completed for a student to receive a passing grade.” Check with your department chair about department norms and policies that you may include in your syllabus. Also, always include this paragraph, verbatim:

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the
Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

Under ‘Class Schedule,’ give an outline of the content of the course, with dates for reading assignments, midterms, quizzes, and any other assignments that you make for the course. This helps the students plan their workloads for the semester. It is helpful to present this material in a way that gives students a sense of what they will be doing on a given day (i.e., what questions they will be addressing, what problem they will be solving) rather than merely stating the topic, theme, or text. You can also help create course continuity if you give students a sense of thematic development (a ‘narrative arc’) over the course of the semester.

An excellent resource for syllabus design is Judith Grunert’s *The Course Syllabus: A Learning-Centered Approach*, listed in the bibliography. Also, see Appendix I for a syllabus template and examples of syllabi from each College. An electronic version of the template, together with the short essay “10 questions to ask when writing a syllabus” can also be found the Faculty Development website at [http://www.lehigh.edu/~infdli/syllabustemplate.html](http://www.lehigh.edu/~infdli/syllabustemplate.html)

### Setting Expectations for Class Behavior

Whether your first classes at Lehigh are large lecture courses or small seminars, there are some guidelines that might help you set the tone for what’s expected in your classroom. Students have 10 minutes between classes to move from one classroom to another. If you can arrive at your classroom 10 minutes ahead of the time class is scheduled, you can talk to some students, make sure any technology you plan to use is working correctly, and show that you’re enthusiastic about the course. Begin each class on time, whether everyone is there or not, especially the first few classes. The message to latecomers that you did not wait for them lets them know they have missed something, perhaps an important announcement. On the first day, aim for two goals. First, engage students by offering a context what you will be studying, why it’s important, why it interests you, why the work they will do will be worth it and so forth. Have students actually do or think about something related to the course objectives (rather than just read the syllabus). Doing so will help students understand what your class will be like, and will set the tone for future classes. Second, set policies for attendance, coming in late, excuses for absence, cell phones, and wandering out of the classroom during class time. Emphasize that these rules are necessary to create an environment in which all students are able to learn effectively. In fact, it is good approach in general to frame all student behavioral issues in terms of how specific behaviors help or hinder the student learning in the class. Set your policy in a calm, friendly way, but do not shy away from making your position clear. Be sure your rules and policies also appear under “Policies” on your syllabus. End each class on time and with a clear sense of an ending. Doing so helps students better understand what happened during class, signals when they can pack up, gives students enough time to get to their next class, and allows the professor who comes after you enough time to set up.

### Evaluation of Teaching

The Colleges evaluate faculty teaching using several metrics. One of the most important methods for feedback is student course evaluation. The University has standard questions that
the Office of Institutional Research analyzes and reports to the faculty member, department chair, and dean’s office. Other metrics used by some departments include senior focus groups organized by the Associate Dean, peer faculty class visitations, and teaching portfolios or dossiers for the promotion and tenure process.

**Student Course Evaluations**

Each course at the university is evaluated using standard course evaluations, which use optically readable multiple choice answer sheets. The standard set of 21 questions is reproduced below. In addition, the Office of Institutional Research, which oversees the whole process, has four optional questions that can be added to these 21. In addition to the multiple choice items, there are three spaces on the back of the answer sheet for short essay answers to questions of the instructor’s or department’s choice.

Distribution and collection of the student evaluations is centralized. Towards the end of the semester, the Office of Institutional Research distributes the evaluation forms to each department, which then distributes the forms to faculty in that department. The envelope for each class contains detailed instructions on how to administer the evaluations, but most of your students will be very familiar with the process. You will distribute the forms and read the instructions. After evaluation forms have been completed, one student collects the forms, puts them into a return envelope addressed to the Office of Institutional Research, and places the envelope in the campus mail.

The Office of Institutional Research does the data analysis. A summary form containing means, standard deviations, and rating distributions for each question is prepared for each course. These are distributed electronically to department chairs, who then distribute them to each faculty member. Also, the completed evaluation forms go to the department chairs, who return these to the faculty. These are very important if you have asked questions of your students on the back of the form. No analysis of those answers is done by Institutional Research, but these written student answers can be invaluable in helping you assess your teaching. Deans also receive the data for their colleges. For guidance in interpreting the feedback you receive from teaching evaluations, see “Making Sense of Student Evaluations” online at [http://www.lehigh.edu/~infdli/FD-evaluations.htm](http://www.lehigh.edu/~infdli/FD-evaluations.htm)

These course evaluations are used in the reappointment, tenure, and promotion process, but they are only one source of determining faculty performance in teaching. Other sources may include the course syllabi, peer faculty class visitation, and student focus groups. Check with your department chair and college dean for specific details about the portfolio of teaching materials required for your college’s personnel process. (See the section, below, entitled “Personnel Matters for Tenure Track Faculty” and Seldin, P., *The Teaching Portfolio*, in the Bibliography.)

**Other Methods of Evaluating Teaching**

One problem with end-of-semester evaluations is that they come too late to improve your course while it is still underway. Thus, we recommend that you elicit feedback from students about their perception of the course well before the end of the semester. Doing so helps you identify problems while there is still time to make adjustments. One way to do this is to perform a ‘Mid-semester Course Assessment’ in which you distribute (in class or online using Course
Site) a brief questionnaire that asks whatever it is you wish to learn about students’ involvement in the course. Use questions that will elicit specific, detailed responses (“How do you find the pace of the course?” “Do you find my answers to questions helpful? If not, what could I do to make my answers more effective?” “What can I do to help you get more out of lecture?”). Or, if you just want general feedback, questions like this work well: “1) What, specifically do you like about this class? 2) What, specifically, do you not like about this class? 3) What could I do differently that would make it easier for you to learn?” An alternate approach is to list the course objectives and ask student how they are progressing in meeting them. Don’t hesitate to let the students share in the challenge of improving the course; that is, in addition to asking what you the instructor can do to improve the course, ask them what they the student can do (e.g., “What could students in this class do differently to help make our discussions flow better?” or “What might you do differently to get more out of lecture?”)

Another method is to invite a peer (e.g., a fellow faculty member, the Director of Faculty Development or, in a multi-section course, a teaching team member) into your class to facilitate a discussion with students about how the course is going. Your peer first meets with you to construct a set of questions, and then interviews your students (in your absence from the classroom). After collecting their answers anonymously in a summary sheet, the peer arranges to meet with you at a later time to discuss these answers and, if you wish, to help think of ways to improve the class. Having gleaned this information, you may choose to modify some aspects of the course or you may judge that it is better to keep certain things as they are. Either way, it is crucial to the success of this method that you in some way let the students know that you are taking this feedback seriously, perhaps by telling them what you have chosen to change and what you have chosen to keep the same, and why. Note that this form of student feedback is done only for the faculty member’s benefit, and all results should be kept confidential.

Finally, Greg Reihman, Director of Faculty Development, is available for consultation on topics related to teaching. A consultation will focus on whatever topic the instructor chooses (lecturing, discussions, assessment, course design, etc.) and can involve anything from an informal conversation to a more structured discussion, perhaps including in-class observation and analysis. If you wish, Greg can arrange to have a class videotaped. All material—video and notes—from these consultations is confidential.

Use of some or all of these methods is particularly important for new faculty who are getting a feel for a course and a sense of the Lehigh student. But some of the most experienced and successful teachers at Lehigh perform a mid-semester evaluation of some form for each class and freely discuss their teaching with their peers and/or with Faculty Development. We hope all our instructors will cultivate an open approach to their teaching and seek continually for ways to improve. Doing so will make teaching more rewarding for you, and, more importantly, your students will benefit from the improvements in teaching and learning that result.

**Standard Set of Course Evaluation Questions**

The standard Questionnaire form instructs the students to answer each question on a five-point scale, ranging from "Agree Strongly" to "Disagree Strongly."

1. Overall, the instructor's teaching was effective.
2. Overall, the quality of this course was good.
3. I learned a great deal in this course.
4. The instructor stated clearly what was expected of students.
5. The course objectives were clear.
6. The instructor presented the material clearly.
7. The instructor gave good examples of the concepts.
8. The instructor answered questions clearly and concisely.
9. The instructor knew the subject well.
10. The instructor was generally well prepared for the class.
11. The grading procedures for the class were fair.
12. The texts/readings were valuable in learning course content.
13. The assignments helped me learn the subject matter.
14. Tests and papers were graded and returned promptly.
15. The amount of work was too great for the credit received.
16. The instructor was enthusiastic about teaching.
17. The instructor was helpful when students were confused.
18. The instructor treated students with respect.
19. Interaction between students and instructor was positive.
20. The instructor was available for conferences with students.
21. I would recommend this course to other students.
22. Optional instructor question.
23. Optional instructor question.
24. Optional instructor question.
25. Optional instructor question.

In addition, there are three write-in areas for “short-answer” responses to questions of the Department’s or Instructor’s choosing. Wording for these questions may optionally be specified with your Course Evaluation request.

Note: Starting in AY 2009-10, the College of Arts and Sciences has added an additional 4 questions to the back of the evaluation form. On the day you conduct Course Evaluations, please be sure your students know that they should respond to these questions.
Course Management

Detailed information about course management and other topics are available in the online Course Catalog, especially Section III: Undergraduate Studies and Section IV: Graduate Study and Research. This section provides important excerpts from that catalog as well as additional information, such as the use of Banner.

Registration

All students using Lehigh University resources and facilities must be registered.

- All students register for courses online using “Banner Web for Students.”
- It is essential that you learn how to use “Banner Web for Faculty,” so that you can generate class rosters, submit grades, etc.
- Banner is accessible through the Campus Portal at portal.lehigh.edu or through the Campus Portal area on the Lehigh webpage for faculty, students, and staff. Once inside the Portal, click on the ‘Banner’ icon ( ), then on the “Faculty & Advisors” link.
- Consult your department chairperson, department coordinator, and Associate Dean for current policies on enrollment management for course registration in your college.

Students may use Banner to add or drop courses during the regular registration period and through the fifth day of classes in the term. After the fifth day, students must use paper forms (see below). See additional details under Drop/Add below.

When students submit a request online to add a course, there is a check in Banner to make sure that all pre-requisite courses have been completed for each class; if not an error occurs. Also, co-requisites must be satisfied, e.g. if PHYS 12 lab is requested without PHYS 11 requested or completed, an error will occur. If the pre-requisite course is underway during registration, Banner allows the student to register, assuming satisfactory completion of the pre-requisite. After the semester grades are submitted, the Registrar checks for satisfactory completion and drop students who did not satisfy the pre-requisite.

Faculty should check Banner regularly during the first month of classes to verify that all students attending class are officially registered. Students who are attending but are not registered should be directed to add the course. If a student is not attending class, complete a “Section 3 Report” (See Appendix II or complete the form online at http://www.lehigh.edu/~inacsup/faculty.shtml#section3 )

Lehigh students who are within a few hours of meeting the requirements for a baccalaureate degree may, with the special approval of the graduate associate dean and the instructor, enroll for a limited amount of work for graduate credit.

Drop/Add

Within the first 5 days of a semester (fall or spring), a student may add or drop a course using Banner. Between the 6th and 10th days, the student must use a paper drop/add form (see
Appendix II) with the instructor and adviser’s signatures to add a course. Dropping a course up to the 10th day requires only the advisor’s approval, but after the 10th day, dropping also requires the instructor’s approval. Course additions after the 10th day of class require a petition and a late-add fee. Petitions may not be approved if there are no compelling reasons for the course addition to be made late. Between the 10th day and the 11th week of the term, a drop results in a W on the student’s transcript. After the 11th week, a drop results in a grade of WP or WF, depending on whether the student was passing or failing at the time of the drop. The Registrar will request a grade from the instructor. Courses may be dropped after the last day of classes only upon petition and only with strongly compelling reasons.

**Students with Disabilities**

In the Office of the Dean of Students, Cheryl A. Ashcroft is the Assistant Dean for Academic Support Services (x8-4152, caa4). She works with faculty members to provide appropriate classroom accommodations for students with diagnosed learning disabilities and other disabilities that may impact the learning process. Students requesting accommodations must give the university a current, comprehensive psycho-educational evaluation. If a student in one of your classes has a diagnosed learning disability, and is working with Dean Ashcroft, you will receive an e-mail message giving you that information. The e-mail message will tell you that the student has a letter from Dean Ashcroft outlining the approved academic accommodations. The student will hand deliver the accommodation notification letter directly to you. Please encourage students with special needs to contact you early in the semester. Faculty should put the following disability notification statement on their syllabus:

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation on file in the Academic Support Services office before accommodations can be granted.

Students sometimes choose not to give the letter to their professors, and do not ask for any accommodation, but most will bring the letter to their professor’s office. Professors are encouraged to contact Dean Ashcroft if they have any concerns about the academic performance of a student, or if a student with a disability is having problems in their class.

In many cases, Dean Ashcroft does not recommend accommodations but will, instead, work with the student to develop coping strategies so they can learn effectively without special accommodations. Most such cases are invisible to the instructor.

A few students may tell their professor that they need accommodation, such as more time on a test, when the professor has received neither the e-mail from Dean Ashcroft nor the letter. In this case, the professor is not obligated to accommodate the student at that time, but might want to contact Dean Ashcroft to see if the student is eligible for accommodations under university guidelines and section 504 of the Rehabilitation Act. The instructor should also urge the student to confer with Dean Ashcroft. Instructors should not arrange accommodations independently of Dean Ashcroft. Doing so creates serious equity problems and may expose the university to legal challenges.
For more information on academic support services, access the website at: http://www.lehigh.edu/~inacsup/disabilities

Note: You should receive an email before the beginning of each semester from your department reminding you to include a federally-required statement about accommodating disabilities in your course syllabus for each course.

Late Registration Penalties

A late registration fee will be assessed of students who register between the second and tenth day of class during the Fall and Spring semesters and the second and fifth day of class during the summer sessions. Students who have not completed the registration process by the tenth day of the regular academic semester or the fifth day of a summer session will not be permitted to attend class.

Apprentice Teaching

The apprentice-teaching program is limited to juniors and seniors who wish an opportunity to learn about teaching to do so under the guidance of an experienced professor. Typically apprentices are associated with a first-year or sophomore level course and perform a limited amount of lecturing and leading of discussion, assist in making up and evaluating written assignments, and are available for individual consultation with students. The regular or “master” teacher is responsible for assigning all grades given in the course. The duties performed by undergraduate apprentice teachers must in no way be confused with those performed by graduate teaching assistants. To participate in the apprentice teaching program, a student:

- Must have a cumulative grade-point average of 2.8.
- Should have a cumulative grade average of 3.32 and completed at least two courses in the major field in which the apprentice teaching is done.
- Previously have taken for credit a course equivalent to the course in which the apprentice teaching will be done.

Students may roster for apprentice teaching only once each semester, only once for a given course, and only twice in their college career. Students register for apprentice teaching by registering for course number 300 (a number set aside in all departments for a three-hour course called “Apprentice Teaching”).

Apprentice teachers must submit a written “contract” or agreement describing the duties the apprentices will perform at registration. Forms are available for this agreement in the Department Offices and the Dean’s Offices. These forms must be signed by both the apprentice and the master teacher, then submitted for approval to both the chair of the department in which the apprentice teaching will be done and to the Associate Dean of the College and attached to the registration form. The Registrar’s Office will refuse to roster the course for students who have not submitted the approved forms with the required signatures on the registration form. At the end of the semester, apprentice teachers are required to submit a report that reflects on their teaching experience to the supervising instructor, who will forward the report to the Provost’s Office.
**Alternate Cuts**

When a student has two courses with conflicting meeting times, and the advisor feels that they both could be rostered, a petition for “alternate cuts” should be filed within the first ten days of the semester. The student must outline how s/he expects to receive instruction in both courses. The petition should be approved by both instructors and the advisor, and then be submitted to the College Dean’s office.

**Auditing and Vagabonding**

A student in good standing (neither on probation nor failing any courses during the previous semester) may be admitted as an auditor in not more than one course. Application for such admission shall be by petition within the first ten days of the semester. The petition requires the approval of the advisor, the department chair concerned, and the course instructor. In no case shall a student who has attended a course as an auditor be given an anticipatory or challenge examination for credit. Any course audited appears on the transcript with no grade and no credit hours. Occasional visitation of classes (vagabonding) by full-time undergraduates is allowed at the pleasure of the instructor.

With the consent of the Associate Dean and the course instructor, a graduate student may audit one or more courses that shall be outside the approved program of studies for the intended degree.

A student who has attended a course as an auditor shall not be given a challenge examination for credit in that course and may not register for the course for credit in the future. A graduate student desiring to audit a graduate course without credit should register for the course at zero credit hours. If a graduate student wishes to attend selected portions of graduate courses, he or she may do so with the prior approval of the course instructor. The fee for an audit is the same as for taking the course for credit.

**Requests for Special Scheduling**

For unusual circumstances a student may request special scheduling. This must be done at registration time on a special form, to the following offices: (a) for health and religious reasons, at the Registrar’s Office; (b) for gainful employment, at the Financial Aid office; and (c) for athletics, at the Athletic Department. Requests submitted through the Dean of Students office after registration have little chance of being honored.

**Academic Standards and Grades**

**Grade Weights**

Course grades and their weightings are as follows: A (4.0), A- (3.7), B+ (3.3), B (3.0), B- (2.7), C+ (2.3), C (2.0), C- (1.7), D+ (1.3), D (1.0), D- (0.7), F (0).

Note: An undergraduate student receiving a grade of C- is considered to have displayed continuing competency. A grade of D- is considered passing for classes taken on a Pass-Fail basis.

**Pass-Fail Grading**
College of Business and Economics undergraduates may take only courses outside the college pass-fail. CBE graduate students are not permitted to take any courses with pass/fail grading.

College of Engineering and Applied Science undergraduates may not take any required course, in any college, pass-fail. They may use pass-fail only for free electives. College of Arts & Sciences may not use pass-fail for any course that is required for a major, a minor, or a distribution requirement. No first-year student may take any course as pass/fail.

Note: No course under 100 may be taken as pass/fail by any student (an exception is made, by petition, for language courses at the intermediate level, e.g., Span 011 or 012). There are courses in Arts & Sciences that have been designated "no pass/fail grades" by either the instructor or the department.

Dropping a Course
A student dropping a course within the first ten days of the semester (five days for summer sessions) will have no record of the course on the transcript.

A student who drops a course after the tenth day of instruction and before the end of the eleventh week of instruction will have a grade of "W" assigned to the course. A student who drops a course after the eleventh week of instruction and before the end of classes receives a "WP" or "WF" at the discretion of the instructor. A "WF" is considered to be a failing grade. An Add/Drop must be submitted to the Registrar's Office before the deadlines noted above to be official.

Note: Be prepared for students seeking your advice or signature just prior to these deadlines.

Incompletes
An incomplete grade is used to indicate that one or more course requirements have not been completed. It is the obligation of the student to explain to the satisfaction of the instructor that there are extenuating circumstances which justify the use of the "N" grade. If the instructor feels that the use of the "N" grade is justified, he or she assigns a grade of "N" supplemented by a parenthetical letter grade (e.g. N(B)). In such cases, the instructor calculates the parenthetical grade by assigning an "F" for any incomplete work unless he or she has informed the class in writing at the beginning of the course of a substitute method of determining the parenthetical grade. Instructors should not use the "N" in the case of a student who neglects to complete assignments and does not make arrangements prior to the end of the term for completing those assignments. A regular course grade is warranted under such circumstances and can be changed to an incomplete if the student and instructor subsequently make arrangements for the work to be completed. In all cases of incompletes, a parenthetic grade must be assigned. The final grade cannot be lower than the parenthetic grade.
**Absence from the Final Exam**
The grade "X (grade)" is used to indicate absence from the final examination when all other course requirements have been met. The grade in parentheses is determined by including an "F" in the grade calculation for the missing final exam. The "X" grade may be removed by a make-up examination if the absence was for good cause. To be eligible for a make-up examination, a student must file a petition to the Registrar, and the petition must be approved. The instructor schedules and administers the make-up exam. Parenthetical grades are not required for thesis or research courses.

The "Z(grade)" is used to indicate both absence from the final exam and an incompletion of one or more other course requirements. The instructor calculates the parenthetical grade using an "F" for the final examination and an "F" or a substitute method of calculation for the incomplete work. The "Z" grade may be removed by the procedures described above for the removal of the "X" grade.

**Grade Submission Procedures**
You will receive the grade rosters for each term for all gradable course sections. Ungradeable lectures and recitations will not be included. These rosters will indicate all students eligible to be assigned grades in the defined sections. Students not listed on the roster are not eligible to receive a grade. All faculty are expected to submit grades using Banner. Only the primary faculty member assigned has web access to assign grades.

**Grade Submissions Policies and Deadlines**
Timely submission of grades is very important. R&P indicates that grades must be submitted within 72 hours of the final exam, but in no case later than the date and time indicated on the official academic calendar. For sections that have final papers, take home exams or term projects, grades are due at a subsequent date, determined by the registrar’s office. Courses with no scheduled final exam are due to be entered online according to the schedule established by the registrar’s office.

**Key to Grades**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Straight grade</td>
<td>no symbol</td>
</tr>
<tr>
<td>Plus grade</td>
<td>+</td>
</tr>
<tr>
<td>Minus grade</td>
<td>-</td>
</tr>
<tr>
<td>A,A-</td>
<td>Excellent</td>
</tr>
<tr>
<td>B+,B,B-</td>
<td>Good</td>
</tr>
<tr>
<td>C+,C</td>
<td>Competent</td>
</tr>
<tr>
<td>C-</td>
<td>Continuation competency</td>
</tr>
<tr>
<td>D+,D,D-</td>
<td>Passing</td>
</tr>
<tr>
<td>F</td>
<td>Failure</td>
</tr>
<tr>
<td>N (GRADE) *</td>
<td>Incomplete</td>
</tr>
<tr>
<td>X (GRADE) *</td>
<td>Absent from Scheduled final exam</td>
</tr>
<tr>
<td>Z (GRADE) *</td>
<td>Absent from final exam and incomplete</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>W</td>
<td>Withdrawn during the first nine weeks (A &quot;W&quot; grade cannot be changed if it appears on the grade roster)</td>
</tr>
<tr>
<td>WP</td>
<td>Withdrawn after the eleventh week Pass grade</td>
</tr>
<tr>
<td>WF</td>
<td>Withdrawn after the eleventh week Fail grade</td>
</tr>
</tbody>
</table>

*Note:* For undergraduates you must submit a default grade that would be the grade assigned to the student if no further work was completed. This default grade is the lowest grade that may be permanently assigned to the student for that course. *An X, Z or N must include a parenthetical grade.* Final grades in such courses cannot be lower.

“W” grades are pre assigned and may not be changed. “WF” grades may be changed to “WP,” but not to any other grade. W, WP or WF are therefore unacceptable as grades unless you have been notified by the Registrar’s Office that the student has officially withdrawn from the course. A+, F+ and F- grades may not be used.

Comments, in lieu of a grade are unacceptable, and an administrative "F" will be assigned.

All grades must be submitted. NR (not recorded) grades create cascading problems and hold the student to no accountability for the course. In every case, please submit a grade. Grades can be changed later using a Change of Grade form.

**Instructions for entering final grades – Banner Web for Faculty**

NOTE: In order to submit grades you must be assigned as the primary instructor of the course. If you are not currently listed as the instructor, please call the Registrar’s office and we will make the correction. You will have immediate access once the correction is made.

Follow the steps as listed below to enter grades:

1. Login to the Lehigh Portal by going either to [http://portal.lehigh.edu](http://portal.lehigh.edu) or to the main Lehigh website ([www.lehigh.edu](http://www.lehigh.edu)); log in with your email username and password.
2. Enter Banner Web for Faculty by clicking on the ‘Banner’ icon: 📘.
3. After login, select Faculty and Advisors.
4. In the Faculty and Advisors menu, click on Term Selection, then select the Term (i.e. the semester and year), and click submit.
5. Click on CRN Selection, then select the CRN (i.e. course name and CRN number) and click submit. If you do not have access to a CRN or if you have difficulty entering grades, staff members from the Registrar’s Office will be available to assist you during regular office hours (8-3200).
6. Click on Final Grades.
7. Students will be listed alphabetically. Enter a grade in the grade box. The form will show you 25 students per screen. Remember to click submit after every 25 entries or the grades will not transfer to the student system.
Note: You can enter grades in the drop-down lists using either mouse clicks or your keyboard. It is easier to use the mouse and click on the drop down box and then just click on the grade you want. However, if you use the keyboard, use the tab key to put the cursor in the student’s grade letter box, then use the keyboard to enter the appropriate letter grade. For grades with a + (plus) or - (minus), enter the grade first, then type the SAME letter once more for a + (plus), twice more for a - (minus). Example: 'B+' would be entered by pressing the 'b' key twice. 'B-' would be entered by pressing the 'b' key three times.

Note for Writing Intensive Course Instructors: Please indicate students passing the writing intensive requirement by selecting 'yes' or 'no' in the column next to the letter grade for the course on the web roster.

8. When you are finished, click on “submit grades.”

Some tips:
- Periodically hit the “submit grades” button during your grade entry (the system will time you out after 30 minutes, clicking ‘submit grades’ frequently will prevent the auto logoff).
- To enter grades for another course, return to the Faculty and Advisors menu, select the CRN for your next course, and repeat the whole process.
- The RESET button at the bottom of the page will reset all grades that have not been saved to the NONE grade. Once grades have been saved this button has no effect. The RESET button should only be used in the event you need to clear all unsubmitted (i.e., unsaved) grades.
- If you have forgotten your Lehigh ID number (LIN), go to http://portal.lehigh.edu, click on ‘Banner’ then on ‘Personal Information.’ -If you have forgotten your password PIN, go to https://www.lehigh.edu/forgot/Questions? Call 8-3830.
- Part time faculty with access and PIN problems call the Registrar’s office.

Grade changes
Grades will be rolled several times daily to academic history beginning after the end of the exam period. After a grade is rolled it may no longer be changed on the web. After the roll procedure is completed the University grade change policy is in effect.

Warning and Probationary Actions
- Mid-semester Grades for FIRST- and SECOND-YEAR students
  Instructors of courses enrolling first- and second-year students are strongly encouraged by the Provost to submit mid-semester grades for their students. These grades are extremely helpful to advisers and associate deans in identifying students who may need additional support.
- Section 3 Report
Faculty are encouraged to use this form to secure help for students who are doing poorly in a course, not attending, exhibiting behavior problems, or any concern. Advisees are required to meet with instructors, advisors and the Dean of Students in the case of a Section 3 Report being filed. (See Appendix II or complete the form online at [http://www.lehigh.edu/~inacsup/faculty.shtml](http://www.lehigh.edu/~inacsup/faculty.shtml)). You can also convey any concerns about a student for any reason directly to the Associate Dean of Students for Academic Support, Katherine Lavinder (8-4159 or kwl211@lehigh.edu).

- **“D’ Grade**
  A grade of “D-, D, or D+” is defined as unsatisfactory but passing. A student receiving this grade has not, in the opinion of the instructor, acquired adequate proficiency to take the next course for which it is a prerequisite.

**Teaching Assistantships**

TA's play a vital role in the College by assisting full-time faculty members in conducting basic undergraduate courses. Duties may vary by assignment and may include but are not limited to classroom teaching of recitation sections, grading, preparation of exams, quizzes and homework assignments and office hours. TA's must be regular full-time students and are required to work approximately 20 hours per week during the academic semester including exam periods. TA's must also demonstrate satisfactory performance in their TA duties. Evaluations from the supervising professor and academic advisor as well as classroom evaluations will be used to measure satisfactory performance.

**Graduate Assistantships**

Graduate students may be appointed to graduate assistantships within the College to assist full-time faculty with grading, class preparation, individual student assistance, etc. Tuition remission and stipend are dependent on duties assigned.
Petitions (Exceptions to the Academic Rules)

A registered student who seeks an exception to a rule or regulation, or who requires formal approval for unusual situations, must petition. The petition process normally starts with the advisor and may require the signature of the course instructor and/or college associate dean (UG or grad) as appropriate. These people should not merely sign the petition, but should provide information to assist individuals on the appropriate committee [Standing of Students committee (SOS) for undergraduates and Standing of Graduate Students (SOGS) for graduate students] and the Dean of Students staff to arrive at a fair response to the petitioner’s request. Simply signing the form without a recommendation or other essential information about the merits of the case can be a petition’s “kiss of death.” Do not hesitate to recommend denial when appropriate. Please advise the student to supply complete, detailed, correct, and unambiguous information related to the situation so that committee members will understand the reasons why they should approve the request. If you prefer to make comments that the student will not see, you may communicate directly with the associate dean of your college.

The following petitions proceed through the advisor and go directly to the Registrar or Dean of Students (as noted below) without the College Dean’s office being involved.

Change of Roster during a semester with a Drop/Add slip
When a course is dropped from the 6th day of instruction through the 11th week, both the course instructor and advisor must sign the slip. It is then delivered to the Registrar and a "W" is recorded on the student's transcript. Please advise the student to keep a copy of the slip in case of clerical error or other mishap. The drop/add slip must be attached to any petition involving course changes.

Waiver of Prerequisite
A prerequisite may be waived in cases when a student presents evidence, in a petition, of satisfactory and equivalent substitute preparation. In the College of Arts and Sciences and the College of Engineering, the petition must be approved by the instructor, the chair of the course department, and the student’s advisor. In the College of Business and Economics, the Associate Dean for Undergraduate Studies must approve the petition. The petition should be submitted to the Registrar at the time of registration.

Deletion of Grade
A student may repeat any course, regardless of the grade earned. The student must file a Repeated Course Declaration form at the Registrar’s office, and must repeat the identical course at Lehigh. If the course has been discontinued, the offering department may (but is not required to) designate an equivalent course as an acceptable substitute. Courses from other institutions, including those in LVAIC, are not eligible for this option.

The following petitions or actions proceed through the College Dean’s office.

Dropping or adding a course after the 11th week of instruction
Any course dropped after the 11th week receives a WP or WF, at the discretion of the instructor. A student must justify any exception made, such as the advisor could not be found before the 11th week. The student must complete a petition and obtain signatures of the instructor, advisor, Associate Dean, Registrar, and Dean of Students office. The SOS or SOGS committees will typically not approve such petitions.

A Note on Late Course Additions
After the tenth day of the semester the Registrar issues a final class roster for each course. It is very important for faculty to check that all students attending class are registered for the course. Students must be registered in order to receive a grade and credit for the course. Petitions to late add a course that an unregistered student has attended and completed the work for a large part of the semester likely will not be granted by the SOS or SOGS committees.

Extension of Deadline for Incomplete Grades
A student who incurs an incomplete grade in a course must complete that work no later than the 5th day of classes in the first full semester in residency (except summer) following receipt of the incomplete grade. A student may petition for an extension of that deadline. The petition is submitted to the Registrar after being signed by the instructor, advisor, and Associate Dean.

Final Examination Change
A final exam will be changed (other than for very extraordinary circumstances) only if a student has three finals on one calendar day. The SOS committee closely adheres to this rule.

Make-up Final Examination
A make-up examination may, upon petition, be granted in a case of unavoidable absence from a final. The student should petition immediately after missing the exam. Make-ups are scheduled by the Registrar; and no fee is charged if the original exam was missed through no fault of the student. If, however, the student misses the regular make-up exam as scheduled, a $10 fee is charged for subsequent examination. If a student fails to petition for a make-up exam during the scheduled time, the grade will be converted to the parenthetical grade at the end of the 10th day of instruction of the following semester. If a student is ill during a final exam, encourage that student to go to the Health Center, or the Dean of Students Office. The student should also be evaluated by a physician. If a personal catastrophe occurred prior to the exam, the student should contact the Dean of Students Office before taking the exam. The petition must provide a complete explanation of why the examination was missed, and be signed by the instructor and advisor (preferably after the student has had any illness verified by the Health Center). After being signed by the Associate Dean, the petition is submitted to the Registrar.

Senior Reexamination
Senior reexamination may be granted (on petition) for not more than one failed course, provided:

- the course is the only current deficiency for graduation,
- the course is needed for graduation,
- the senior had a passing average, as determined by the instructor, when entering the final exam,
- in the case of a first-semester senior, there is no possibility of repeating a required course or finding a suitable substitute in the final semester.

These petitions are normally granted if all four conditions are met. The re-exam fee is $10; and no re-exam will be given earlier than 30 days after the close of the semester’s exam period.
Library and Technology Services Available to Faculty and Students

The exponential growth and increasing sophistication of information technology offer new and exciting opportunities for enhanced teaching, learning, and research. At Lehigh, one merged organization called Library and Technology Services (LTS) delivers communications, computing, distance education administration, enterprise systems implementation, library, and media services to capitalize on these new opportunities. What follows is an abbreviated description of what LTS has to offer; additional information can be found at http://www.lehigh.edu/lts.

Lehigh Lab
The Lehigh Lab (http://www.lehigh.edu/lehighlab) unites the many opportunities created by LTS by encouraging and supporting the adoption of innovative technologies and techniques that enhance teaching, learning, and research. The Lab concept is founded upon the idea that the University as a whole is a laboratory in which faculty, staff and students work and experiment together, across departments and disciplines, to advance learning. All of the services described in this section, to the extent that they are put into practice to improve teaching, learning, and research, can be seen as part of the Lehigh Lab.

Lehigh Lab Faculty Fellows
Each year, the Lehigh Lab supports between 5-10 Faculty Fellows. Faculty Fellows engage in instructional innovation projects that require enhanced levels of financial or staff support. Faculty Fellows also serve as mentors, motivators, and facilitators of innovation in teaching and learning for other faculty across campus. Faculty who wish to learn more about these projects can attend a Lehigh Lab Forum event or arrange a time to meet individually with a Fellow. Contact Greg Reihman for additional information.

Faculty Development
Faculty Development aims to foster excellence in teaching and learning by providing faculty with traditional and technological tools, development opportunities, and consultation services. As the director of the Lehigh Lab, the Director of Faculty Development works closely with the other divisions of LTS (including the Instructional Technology Consultants, Library Consulting and Digital Projects, Computing Consulting, and Media Services) to provide an array of support for faculty in their teaching and research endeavors. Examples of Faculty Development activities include pedagogy workshops; individual consultation on topics related to the improvement of teaching, course design, and assessment (leading to referrals to other resources, when necessary); faculty-led seminars based on books about teaching, learning, and the academic life; workshops by nationally-known consultants on specific teaching and research topics; and Lehigh Lab Forum events (public discussions of Lab-related topics). Visit the Faculty Development website (http://www.lehigh.edu/~infdni) for a more complete list of resources, or contact the Director to arrange for a meeting (8-6840 or infdni@lehigh.edu). The Faculty Development office is in 370a Fairchild-Martindale Library.
**College-based Client Services Teams**
LTS college-based teams offer a variety of support service to faculty. Team members include Instructional Technology Consultants, Librarians, Enterprise, and Computing Consultants. See [http://cf.cc.lehigh.edu/ltsstaff/browse_album.cfm?id=4](http://cf.cc.lehigh.edu/ltsstaff/browse_album.cfm?id=4) to find a list of contacts.

**Client Services Functional Teams**
LTS also offers teams focused on particular functions, including Desktop and Research Computing Consulting, Enterprise Consulting, Instructional Technology Consulting, Library Consulting, Residential Networking, and Security Team. See [http://cf.cc.lehigh.edu/ltsstaff/browse_album.cfm?id=4](http://cf.cc.lehigh.edu/ltsstaff/browse_album.cfm?id=4) to find contacts.

**Digital Media Centers and Services**
Three facilities provide faculty and students with access to and instruction in a wide range of media resources: the Media Center, the Digital Media Studio (DMS), and the Instructional Multimedia Resource Center (IMRC). The Media Center in Fairchild-Martindale Library offers media resources and a basic production facility (scanners, and color printers). Resources include audio, video, and electronic media and the equipment and viewing spaces needed for their use. More than 3,000 videos are available for viewing or short-term loan. The DMS on the south side of Fairchild-Martindale Library offers students complete graphic production facilities, a graphics training lab, and consulting assistance. Staff there can assist with a wide range of high-end digital media services. The IMRC, located in Maginnes Hall, assists students and faculty in using multimedia resources and producing Web-based and multimedia projects. The IMRC includes two multimedia computer/scanning labs, one satellite dish, and the World View Room, a comfortable facility accommodating up to 40 people, which can be used for the viewing satellite programming, special cable programming, or video presentations.

**Library Collections and Services**
Lehigh University has two major library facilities, the Fairchild-Martindale Library and the Linderman Library. The complete library collection comprises more than one million print volumes and subscriptions to more than 12,000 periodicals, most in electronic format. The recently renovated Linderman Library houses books and journals in the humanities, plus numerous study and classroom spaces. Lehigh’s Special Collections, housed in Linderman, encompasses an impressive collection of rare books, and Lehigh archival and local history materials; an increasing portion of the collection is accessible online. Fairchild-Martindale Library contains books and journals in all branches of science, engineering, mathematics, and the social sciences, including business and education. The video collection is housed in the ground floor Media Center; streaming video for courses can be requested. Both sites provide collaborative learning spaces and wireless connectivity. Librarians support faculty through interaction on collection needs, research help, and library research instruction. The library is also a content creator through the Digital Library and the beginnings of the campus repository.

Through interlibrary loan services ILLiad and PALCI, faculty can readily borrow books from collections in other academic libraries throughout Pennsylvania through PALCI and around the world. Faculty and students may borrow books directly from other academic libraries in the Lehigh Valley. The university ID card is also the library card and books may be borrowed by
faculty until the end of the academic year in May provided the books are not recalled by another borrower.

**Writing Across the Curriculum**

Lehigh’s Writing Across the Curriculum (WAC) Program can assist faculty, individually and through workshops, in the development of assignments, teaching methods, and course designs that foster improvements in student writing within disciplinary contexts. For information, contact Dr. Greg Skutches, director of the Writing Across the Curriculum Program at grs206@lehigh.edu. The WAC program also orchestrates Lehigh’s TRAC (Technology Research and Communication) Writing Fellows program, which assigns trained undergraduates to courses to support faculty and conference with students.

**Networking and Voice Communications**

Lehigh University is a highly networked campus. A high-speed fiber optic backbone network ties together campus buildings and student residences, including fraternities and sororities. Electronic communication is a way of life for students, faculty, and staff at Lehigh. The Campus Portal allows each member of the Lehigh community to fully customize their access to web-based information and applications. Student computer use in the residences is supported by the World-Wide Information Resources in Every Dorm (WIRED) program. WIRED staff assist Lehigh students with connecting their personal computers to the campus local area network (LAN) and to the Internet and provide continuing assistance with any networking problems throughout the semester. The front line WIRED consultants are well-trained students who live in the residences and can readily provide prompt, on-site assistance. Lehigh is also initiating new projects to incorporate more wireless connectivity in campus settings. Through its Enterprise Systems Implementation effort, more interactive and convenient Web-based services such as Web-based course registration and online grades are offered to students.

**Computing**

Library and Technology Services provides computing services to all university departments and research centers, serving the needs of students, faculty, and administrative users. More than 400 desktop computers are distributed across campus for convenient use by Lehigh students at more than 20 computing sites. For example, there are more than one hundred desktop computers in the libraries and computing center, and another hundred in Rauch Business Center. A twenty-four hour site at Grace Hall has over 30 machines. There are also portable laptops equipped with wireless network cards available for short-term loan to students at both libraries and at the Media Center. The “Pit,” a computer lab located in EWFM 180 with 38 desktop PCs, has recently been renovated into a collaboratory to better support students working together in groups.

Local and wide area networking solutions are in place to give students and faculty access to site-licensed software applications and central file space from the campus sites or their residence facility. Each full-time student receives access to an enhanced Microsoft Professional software package for his or her own computer. In addition, LTS provides other software at public sites such as desktop publishing and graphics software, programming languages, mathematical and statistical packages, and specialized applications for engineering, scientific publishing, and creative writing. Several large-scale systems are managed by LTS for research and high-
performance computing users. A 320-core blade server, LEAF, provides both interactive access to scientific applications as well as batch-mode processing via Condor. Altair, a 32-core, 128GB symmetric multiprocessor (SMP) system supports tasks with large memory requirements. LEAF and Altair services are provided as a free service to all Lehigh faculty, staff and students. The Condor batch system also provides off-hours computing access to a large number of PC lab systems. Other research computing resources are allocated on a subscription basis: these include four other SMP systems, a GPU compute server, and two Linux clusters totalling, over 1300 cores, running batch-mode processing. All of the research computing systems access shared storage resources providing applications, common scientific and data format libraries, user and group project data. The research computing group also provides consulting services to the university community in technical computing software, code development and performance analysis. See [http://www.lehigh.edu/computing/hpc/](http://www.lehigh.edu/computing/hpc/) for details.

The university computing capacity and bandwidth are constantly being increased to meet the escalating demand. Lehigh also offers higher-speed connections to the research-based Internet2 network by virtue of its charter membership in that organization.

Providing technology and consulting services to support classroom teaching, laboratories, and other aspects of the academic program is a strategic priority for Lehigh University. The Technology Resource Learning Center supports faculty innovation—see the Faculty Development section of this handbook for details. Library and Technology Services provides technical support for an increasing number of fully-equipped classrooms, suitable for "hands-on" computer instruction. Each computer classroom has networked computers and a large-screen projection system connected to an instructor’s station. Other classrooms are equipped with permanently-installed computer projection systems. In addition, laptops and portable computer projectors are available through Library and Technology Services to enable faculty or students to give computer-based presentations in any classroom.

**Other LTS Services (Online Help, Seminars, Printing)**
The libraries, computing center, and most distributed computing facilities are open seven days per week and for extensive evening hours during the fall and spring semesters. For most of these hours, a help desk located at the Fairchild Library provides general help for students and faculty on-site and for telephone inquiries (610-758-HELP) relating to both library research and computing.

Faculty and students may also take advantage of virtual help desks ([www.lehigh.edu/helpdesk](http://www.lehigh.edu/helpdesk)) where they enter the questions or problems relating to library research, computing hardware or software, or telecommunications at any hour of the day or night for response at a later time, usually within one working day. "Live chat" library reference and computing help services are also available during many hours. Most library and computing services are available via electronic forms; for example, requests for books to be recalled, film rental requests, and seminar registrations. To contact the helpdesk by email, write to helpdesk@lehigh.edu.

Each semester LTS offers an extensive program of seminars and course-based instructional sessions for students. Students learn how to use software applications and the extensive print and
electronic library resource. Online guides for computing and library resources are provided for students.

LTS maintains a variety of facilities for printing, copying, scanning and duplicating within the constraints of copyright legislation. In the Fairchild-Martindale Library, public photocopier, scanners, and microform scanner/printers are maintained for convenience in copying print or microform resources. The Digital Media Studio can duplicate audio and video resources. For printing at campus computing distributed sites, a network of laser printers is provided while larger printing jobs can be routed electronically to the high volume printers in the Fairchild-Martindale Computing Center.
Personnel Matters for Full Time Tenure Track Faculty

Introduction

The letter of appointment for members of the faculty makes reference to the Rules and Procedures of the Faculty (R&P) http://www.lehigh.edu/~inprv/faculty/rules.html. See especially Section 2.2 on faculty appointments, reappointments, promotion and tenure. Faculty should familiarize themselves with this document as well as other Lehigh policies that can be accessed at http://www.lehigh.edu/~policy.

Faculty review

Untenured faculty members receive annual reviews in their first, third and fifth years and reappointment reviews in their second and fourth years. Review for tenure and promotion to associate professor normally occurs in the sixth year of service. (See R&P 2.2.5.7 for explanations about extensions to the probationary period.) Untenured faculty may be reviewed prior to their sixth year for tenure and promotion but should consult with their department chair and other faculty regarding the advisability of this step. Tenured associate professors are reviewed every third year, with consideration for promotion occurring no later than the ninth year in rank. (See R&P 2.2.8.2)

Faculty will find a number of important documents at the Provost’s website under “Faculty Information and Resources” http://www.lehigh.edu/~inprv/faculty/index.html. These documents include: Rules and Procedures of the Faculty (R&P), of which Section 2.2 addresses faculty appointments, reappointments, promotion, tenure, and retirement. This section of the Provost’s website also has a page entitled “Promotion, Tenure & Reappointment” http://www.lehigh.edu/~inprv/faculty/promotion.html. This page includes a set of Provost’s office documents, including portfolio guidelines, checklists, and schedules. The page also presents the College Guidelines for Tenure and Promotion, which are formal statements of the criteria for evaluating faculty for tenure and promotion that have been developed by the faculty of each college. Please consult these documents as you prepare your portfolio for evaluation and review.

The Provost office’s “Portfolio Guidelines for Review of Tenure-Track Faculty” http://www.lehigh.edu/~inprv/pdfs/ReapptPTGuidelinesupdated050212.pdf provides information for compiling the review portfolio and procedures for annual review, reappointment, tenure, triennial review, and promotion. The guidelines include required content of the portfolio including the curriculum vitae; statements on research and scholarship, teaching, and service; and other materials. The Provost’s office strongly recommends that faculty use these guidelines for their first annual review, augmenting the portfolio as they proceed through the tenure track.

In addition, the Provost office’s “Guidelines for Review of Tenure-Track Faculty” augments the sections of R&P that apply to the following reviews:

Annual review of untenured faculty: R&P 2.2.4.1

Reappointment review: R&P 2.2.7

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Tenure review: R&P 2.2.6

Triennial Reviews of Tenured Associate Professors: R&P 2.2.4.2

Promotion to Full Professor: R&P 2.2.8.2 (Ninth-year promotion review for tenured associate professors) 2.2.9 (Promotion review process)

Leave Policies for Faculty (R&P 2.4)

1. The university recognizes three types of leave that are available to faculty members of professorial rank: (a) academic leave for professional development activities; (b) unpaid leave for temporary service in other academic institutions, governmental organizations, business entities, fellowship programs, or for personal reasons; and (c) medical leave. Requests for academic leave are made by letter to the provost through the department chairperson and academic dean. The following paragraphs pertain to the first type of leave - academic leave.

2. Academic leave of absence from the university is a valuable means of providing faculty with an opportunity for study, research, travel, writing, professional reeducation, and other professional development activities - in short, for self-improvement that will be beneficial to the university.

3. A faculty member who desires a leave should request the leave with reasons in a letter to the department chairperson. The chairperson is expected to seek the advice of departmental faculty members in considering the request. Other administrative personnel normally involved in the decision-making process include (center director, if relevant), the academic dean, (vice provost for research, if relevant), provost, president, and the board of trustees.

4. Each application will be evaluated for potential improvement that will be beneficial to the university, as stated in paragraph 2; appropriateness of timing with respect to other leaves taken by the individual and with respect to leaves being requested by other faculty in the same department; and special needs of the department, college, and university. An academic leave will be granted only where satisfactory arrangements are made to carry on the essential work of the department. Sincere efforts will be made at each level involved in the decision-making process to work out such arrangements.

5. An academic leave for any full-time faculty member, whether supported fully on the teaching budget or partially on the teaching budget and partially on research, is normally for one semester at full salary, or one academic year at half salary, with fringe benefits being fully paid in either case. Adjustments in salary may be made depending on the amount of outside support available for the leave - the intent being that total financial support during the leave should be on a "no loss/no gain" basis to the faculty member. Under exceptional circumstances an academic leave may be extended for an additional year, usually without salary. Any faculty member who takes academic leave must return to the university for one semester after the leave is completed.

6. Each faculty member returning from academic leave will furnish, through the chairperson and academic dean, to the provost a written report of accomplishments while on leave.
NOTE: Family and medical leaves are described in Part II: Faculty Benefits (the second half of this Handbook). More information may be found on the Provost’s website.

Provost's Travel Grant Fund

Online at: [http://www.lehigh.edu/~inprv/faculty/travelgrant.html](http://www.lehigh.edu/~inprv/faculty/travelgrant.html)

In addition to the normal support available through the college and department, the Provost has established a program of special travel grants available to Assistant and Associate Professors to support the presentation of research at national and international conferences. Performing artists who are invited to compete in national competitions are also invited to apply for support. Individual grants for domestic travel and international travel are available throughout the year. These awards are intended to promote the visibility of Lehigh’s research activities and assist faculty who are building their research reputation or performing arts portfolio.

Requests for these travel awards are routed through the deans of the colleges. The deans will develop detailed guidelines for applications; they review the requests with special attention given to the professional significance of the conference and the importance of the presentation in advancing the research agenda of the faculty member. These are then forwarded to the Provost when support is recommended. Recommendations from the deans may be submitted throughout the year but must be received in the Provost’s office at least three months prior to the date of the conference. Awards will be made on a rolling basis and will include no more than 50% of the travel costs.

In order to allow for the greatest number of Assistant and Associate Professors to receive travel grants, one request will be funded per faculty member per year.

Additional information

More information about these and other topics can be found on the “Faculty Information and Resources” section of the Provost’s website, online at [http://www.lehigh.edu/~inprv/faculty/index.html](http://www.lehigh.edu/~inprv/faculty/index.html)
Faculty Research Program Development

The Research Enterprise
Office of the Vice President and Associate Provost for Research and Graduate Studies
Research is an essential component of a faculty member’s career. Few things are as intellectually challenging and satisfying as contributing to the expansion of the boundaries of human knowledge. The research environment, one in which we engage in continuous inquiry and experience continual change, provides a unique foundation for learning at all levels. Successful development of a vibrant research program requires a wide range of skills. In addition to mastery of their fields, faculty members must be able to conceive of research ideas, assemble teams to pursue their ideas, procure the required resources, and disseminate the findings effectively.

As you begin your career at Lehigh, we urge you to work closely with your department chair and colleagues to set goals and to begin building your program. Your research portfolio is at once highly personal and intertwined with that of our Lehigh academic community. We also urge you to begin building the collegial and supportive networks that will help you in developing and testing new ideas and building sustainable research programs.

Throughout the year, the Office of the Vice President and Associate Provost for Research and Graduate Studies (OVPR) provides workshops and other programs for faculty members who seek to learn about specific grant programs and to develop peer and mentor-mentee relationships with Lehigh colleagues. Our office also operates major research investment programs designed to enable you to start new projects and programs. Your OVPR research program development officer, along with grant and contract staff in the Office of Research and Sponsored Programs and the staff of the office of Corporate and Foundation Relations will support you in finding opportunities.

Contacts:

Alan J. Snyder, Ph.D., Vice President and Associate Provost for Research and Graduate Studies
Email: ajs410@lehigh.edu
Phone: 610-758-6964

Ainsley E. Lamberton, Administrative Director
Email: ael204@lehigh.edu
Phone: 610-758-6906

Pamela Wheat, Senior Research Program Development Office
Email: pdx205@lehigh.edu
Phone: 610-758-5450
Sujata Jagota, Senior Research Program Development Officer
Email: suj208@lehigh.edu
Phone: 610-758-6124

Website: http://www.research.cc.lehigh.edu

The Office of Research and Sponsored Programs
The Office of Research and Sponsored Programs (ORSP) supports sponsored programs from proposal submission through award and project closeout. ORSP Contract and Grant Specialists work closely with faculty members on proposal preparation, award negotiations, financial monitoring and award closeout procedures. The ORSP also serves as the primary source for policies and guidelines related to research, such as reporting requirements, the use of human subjects or animals, financial conflict of interest, and the ethical conduct in research. Visits to both the website and the Office of Research and Sponsored Programs at 526 Brodhead Avenue are highly recommended.

Contacts: Thomas J. Meischeid, Director
Email: tjm5@lehigh.edu
Phone: 610-758-3021
Website: http://www.lehigh.edu/~inors/inors.html

The Office of Technology Transfer
The Office of Technology Transfer (OTT) serves faculty, staff and students who strive to take their ideas into practice through commercial avenues. OTT counts every Lehigh technology that is put in practice as a victory. OTT’s involvement is essential when dissemination into practice is facilitated by sound management of intellectual property. This aspects of intellectual property (IP) management. OTT

- protects Lehigh University Intellectual Property
- markets & licenses university technologies
- negotiates material transfer, confidentiality & license agreements
- supports regional, state and national economic development
- promotes new and existing industry and government relationships
- consults with sponsored research on IP aspects of research contracts
- ensures university compliance with federal regulations related to IP
- educates the university community regarding IP and tech-transfer processes

Contact: Yatin S. Karpe, Ph.D., Associate Director
Email: yak206@lehigh.edu
Phone: 610-758-5841
The Office of Government Relations and Economic Development
The Office of Government Relations and Economic Development supports Lehigh’s works to develop alliances with government at all levels and to maximize the University’s impact as an engine for economic growth. The office often works directly with individual faculty members and faculty teams when their research programs closely relate to, or are affected by, government programs and priorities.

Contacts: William D. Michalerya, Associate Vice President for Government Relations and Economic Development
Vito G. Gallo, Assistant Vice President for State Relations
Email: wdm1@lehigh.edu and vgg2@lehigh.edu
Phone: 610-758-5802
Website: http://www.lehigh.edu/~incga

The Office of Corporate and Foundation Relations
The Office of Corporate and Foundation Relations (CFR), part of University Advancement, assists in building mutually beneficial relationships with corporate and foundation partners. Since corporations and corporate and independent foundations can be very helpful with the establishment and growth of faculty research endeavors, involving the CFR development officers in research program development can be highly beneficial. The CFR team of three development officers, a researcher, and a grant writer is well versed in the intricacies of interacting effectively with corporations and foundations. They can help faculty in their search for funding for programs, scholarships, research, and other support, and can assist in establishing contacts for internships, equipment gifts, and recruitment.

Contacts: Kathryn G. Humphreys, PhD., Assistant Vice President Corporate and Foundation Relations and Career Services
Kathryn Zimmerman, PhD, Development Officer
Email: kah2@lehigh.edu and kaz309@lehigh.edu
Phone: 610-758-3714 and 610-758-5481
Website: http://www.lehigh.edu/partners

The Office of Environmental Health and Safety
The Office of Environmental Health and Safety (EH&S), a part of Facilities, assists Lehigh faculty members to ensure that health, safety, and environmental concerns are appropriately considered during all phases of research endeavors. Environmental Health and Safety’s Director and staff provide safety guidance during all phases of research activities including: lab startups, day-to-day operations, renovations, and decommissioning.

Contact: Dot DeMasi, Administrative Coordinator
Email: mdd0@lehigh.edu
Institutional Review Board (IRB)
The IRB aids in assuring that research at Lehigh is conducted in a manner that respects and protects the rights of human subjects. The IRB Executive Secretaries can help you determine how human subject’s research policies apply to your project, and assist you in seeking approval for your studies.

Contact: Susan E. Disidore, Executive Secretary
610-758-3020
sus5@lehigh.edu

Website: http://research.cc.lehigh.edu/research-integrity

Institutional Animal Care and Use Committee (IACUC)
The IACUC assists in assuring that all research involving vertebrate animals is conducted in a manner that uses animals judiciously and consistent with standards and best practices for animal care.

Contacts: Marcia Hamm Groover
610-758-4402
mhm3@lehigh.edu

Website: http://research.cc.lehigh.edu/research-integrity
Activities at Lehigh…Places to Start

Zoellner Arts Center
Visit http://www.lehigh.edu/zoellner/ for information about Zoellner, which offers ‘music, theater, dance, the visual arts and other artistic expressions, from the classics to the contemporary.’ Performances in Baker Hall and the Diamond Theater each year include plays, dance ensembles, jazz groups, symphony orchestras, choral music performances, and Edge Events. The Arts Center also houses art exhibits in a two-level gallery.

Taylor Gym and Fitness Center
In addition to the Fitness Center, Taylor Gym has two swimming pools. Dressing rooms contain saunas, showers, and lockers. Spouses and families are welcome to use these facilities.

Choral Union
Directed by Professor Steven Sametz (83833), this 150-200 member chorus is composed of students, faculty, staff, and townspeople. Professor Sametz often combines the Choral Union with the University Choir and other choral groups, to present such works as Verdi’s Requiem, Beethoven’s Ninth Symphony, and Britten’s War Requiem. The Choral Union also sings original Sametz compositions. No audition is necessary.

University music and theater programs
Both the Music Department and the Theater Department welcome participation by faculty. Faculty members join students and staff to play in the Jazz Ensemble and the Lehigh Symphony. Tryouts for theater productions are open to all.

Women’s Center
Directed by Rita Jones, (86484), the Women’s Center is located on the second floor of the University Center. Besides sponsoring many special programs, the Center is a good place to meet others for brown-bag lunches. Books and magazines are available for reading or lending.

Humanities Center  http://www.lehigh.edu/~inhum/
Located at 224 W. Packer Avenue, the Center sponsors a wide range of programs. Each year there is a series of speakers on that year’s topic. Students and faculty meet there informally every Friday afternoon for food and conversation. The Center’s director is Professor Edurne Portela.

Office of Multicultural Affairs
The OMA “provides a space for students to explore their multiple identities and learn about the backgrounds and experiences of others.” Learn more about their activities by contacting Director Tyrone Russell by visiting http://www.lehigh.edu/~inmca

ArtsLehigh is an all-university program designed to promote, facilitate and integrate the arts, creativity and an aesthetic sensibility through the curriculum, campus environment and with the local community: Contact Silagh White 8-5419 or [siw205@lehigh.edu](mailto:siw205@lehigh.edu).

**Visiting Lecturers Series**

Distinguished individuals speak at this university lecture series, free to the Lehigh community. In addition to this series, special endowed lectures in law, philosophy, and other disciplines take place each year.

**iTunes U** [http://www4.lehigh.edu/about/itunesu.aspx/](http://www4.lehigh.edu/about/itunesu.aspx/)

Learn about Lehigh and see what’s going on in faculty research, classes, athletics, events, etc.
Sources of Help

Your Department Coordinator is the first contact you should make with questions regarding copying, word processing, departmental policies, office supplies, mail and other office tasks. These very helpful individuals also can provide a great deal of expertise on course-related and student-related issues or direct you to an appropriate resource person. In addition, here is an abbreviated list of offices on campus that you may find useful.

**Academic Support Services**
University Center #29
Katherine Lavinder, Associate Dean of Students (kwl211, 8-4159)
Cheryl Ashcroft, Assistant Dean of Students (caa4, 8-4152)

**Bursar**
Alumni Memorial Building #27
Michael King, Bursar (mjk4, 8-3160)

**Center for Academic Success** *(Peer Tutoring and Study Skills)*
[http://www.lehigh.edu/~inacsup/cas/](http://www.lehigh.edu/~inacsup/cas/)
UC 405 8-4154
Kelly Grim, Director (kag3, 8-2996)

**Career Services**
Rauch Business Center #37, 4th floor, suite 484
Donna Goldfeder, Director (dlg2, 8-3712)

**Chaplain Services**
Dialogue Center #41
Rev. Lloyd Steffen, Chaplain (lhs1, 8-3877)
Rabbi Seth Goren, Director of Hillel (seg208, 8-6344)

**College of Arts and Sciences**
Maginnes Hall #9
Garth Isaak, Associate Dean for Research and Graduate Studies (gi02, 8-4282)
Frank Davis, Associate Dean for Undergraduate Studies (fld1, 8-3302)
Diane Hyland, Associate Dean for Faculty and Staff (dth1, 8-3303)

**College of Business and Economics**
107 Rauch Business Center # 37, 8-3400
Katrina Zalatan, Assoc. Dean and Director of Undergraduate Programs (kaz409, 8-4498)
Andrew Ward, Associate Dean of Graduate Programs (anw309, 8-6347)
College of Education
Iacocca Hall #111, 8-3225
Gary Sasso, Dean (gms208, 8-3221)

College of Engineering and Applied Science
308 Packard Laboratory #19
Gregory Tonkay, Associate Dean, Undergraduate Studies (glt0, 8-4025)
John Coulter, Associate Dean, Graduate Studies and Research (jc0i, 8-6310)

Counseling Service
Johnson Hall #36
Ian Birky, Director (itb0, 8-3880)

Dean of Students
University Center #29
Sharon Basso, Assoc. Vice Provost / Dean of Students (sbr2, 8-4156)

English as a Second Language (ESL)
Coxe Hall #32, Sayre Drive
Tim Bonner, Director (teb2, 8-6412)

Faculty Development
370a Fairchild-Martindale Library
Greg Reihman, Director (grr3, 8-6840)

Financial Aid
218 West Packer Avenue #194 Barnett House (8-3181)
Jennifer Mertz, Director (jlm207)

Health Center
Johnson Hall #36 (8-3870)

Help Desk 610-758-HELP (4357), on the web at http://www.lehigh.edu/helpdesk or email at helpdesk@lehigh.edu.

International Students and Scholars
Coxe Hall #32, Sayre Drive, 8-4859)
Gang Wang, Director (gaw312, 8-6377)
Jeanne Tan Ma, Assistant Director (jet206, 8-4873)

Library and Technology Services
College Teams, Team Leader Contact Information
CAS : Roseanne Bowerman (rb04, 8-3053)
CBE : Debra Feldman (df04, 8-4751)
COE : Jean Johnson (jj04, 8-4889)
RCEAS : Robin Deily (rjd0, 8-4988)
Office of Student Conduct
University Center #29
Chris Mulvihill, Ass’t Dean of Students (cjmm9, 8-4632)
http://www.lehigh.edu/~indost/conduct/handbook/sect6.shtml

Pre-professional Advisor (pre-law and pre-med)
Rauch Business Center # 37
Mary Ellen Raposa (mer2, 8-3710)

Provost’s Website Resources For Faculty
http://www.lehigh.edu/~inprv/faculty/index.html

Registrar
Alumni Memorial Building #27
Emil Gnasso, Registrar (emg3, 8-3191)
General (registrar@lehigh.edu, 8-3200)

Residence Life
227-229 Warren Square
Jennifer Scaia, Director (jes208, 8-6598)

Student Handbook
http://www.lehigh.edu/~indost/conduct/handbook/index.shtml

Study Abroad
Neil S. McGurty, Director (nem207, 8-5161)
Kathryn M. Welsh Radande, Associate Director (kaw8, 8-4735)
Jodeen M. Gemmel, Coordinator (jmg208, 8-3454)

University Mentors
For pretenure faculty: Find a mentor or learn about the mentoring program.
http://www.lehigh.edu/~inprv/faculty/mentoring.html
Contact: Vince Munley, (vgm0, 8-3605)

Writing Across the Curriculum/TRAC Writing Fellows Program
Fairchild-Martindale Library 370c
Greg Skutches, Director (grs206, 8-4932)
http://www.lehigh.edu/~inwxc

Writing and Math Center
110 Drown Hall #35, Sayre Drive
http://www.lehigh.edu/~incent
Edward Lotto, Director (eel2, 8-3098)
Selected Books on Teaching and Learning Available to Faculty

Books with [*] are available from the Faculty Development Program, Room 370a in the Fairchild Martindale Library (contact the director 8-6840, infdli@lehigh.edu to arrange pickup). Others are available in the library.


Frost, P.J. & Taylor, M.S. (Eds.) (1996) *Rhythms of academic life: Personal accounts of


APPENDIX I: SYLLABUS TEMPLATE AND SAMPLE SYLLABI
This Syllabus Template, developed by Greg Reihman (Director of Faculty Development, Lehigh University) captures some best practices in syllabus construction. Faculty should feel free to modify it to suit their disciplinary norms and departmental requirements. It was last updated in July 2012.

N.B.:

{Text enclosed by curly brackets} is offered as advice and should be removed from the final version of your syllabus.

[Text enclosed by square brackets] should be modified to reflect the correct information for your course.

If you are looking for more general help in planning a syllabus, see the ‘10 Questions’ online at http://www.lehigh.edu/~infdli/syllabustemplate.html and the material in the ‘Faculty Resource Guide’ available on the faculty development website at http://http://www.lehigh.edu/~infdli, under ‘Resources for Teaching and Learning.’

{Course Title}  

{Instructor’s Name}

Instructor’s Contact Information:  

Office: [officelocation]  
Phone: [phonenumber]  
Email: [emailaddress]  
Office Hours:[office hours]

Course Information:  

[Course Number]  
[Semester, Year]  
[meeting day, time]  
[meeting location]

Course Description  

{Offer a clear, non-technical description of the course that will be understandable to a lay audience. Strive to connect course themes and topics to broad disciplinary or intellectual themes and topics, thereby explaining the relevance of the course. Think of this section as ‘marketing’ the course to someone considering taking it.}

Course Objectives  

By the end of this course, students will be able to  

(1)  
(2)  
(3)  
(4)  
(5)
For each of the 4-6 goals, state specifically what the student will be able to do at the end of the course. Use action words, e.g., ‘explain,’ ‘solve,’ ‘develop,’ ‘analyze,’ ‘conduct, demonstrate,’ ‘argue,’ ‘express,’ ‘use…to,’ ‘create,’ ‘understand.’ As you develop these objectives, think carefully about how you will measure whether or not a student has achieved them. Note that not every objective needs to be measurable—one or two may extend far into the students’ future or be part of the students’ personal development—but if they are part of your thinking about the course, then you should include them to convey their importance. Also, as you design your course objective, consider how they connect with the department/program/college’s objectives.

Prerequisites

{If applicable, list any prerequisite skills, courses, etc. Also, indicate what students should do if they want to appeal or test out of a prerequisite.}

Required Texts

{List the required texts, using a full citation and indicate where the student can buy them. Also, list optional texts if used. Indicate abbreviations if you will refer to these texts elsewhere in the syllabus.}

I.1.1 Expectations

{Optional: include a brief description of what you expect to happen in lectures, discussions, sections, labs, etc. Indicate your approaches to teaching, your expectations of your students, and your hopes for the course. Highlight any idiosyncrasies about the class that students should be aware of and underscore any aspects of your teaching or the course that are particularly important to you. Spell out the norms that are most important to you, keeping in mind that students may not be aware of norms that you take as obvious. You may also wish to highlight specific expectations for student behavior, although this may also be placed in the ‘Policies’ section.}

Assignments

{Choose assignments (a) that map up with the course objectives; (b) that will require students to learn the kinds of things you want them to learn and do the kinds of things you want them to do; (c) that will both teach and test; (d) that are appropriately demanding; and (e) that foster active learning.}

{First, explain any non-graded assignments, e.g. reading assignments, daily response papers, etc. Second, list all the assignments along with their relative weight.}

{Next, give details about each assignment, including a brief explanation of why you are having students do this particular exercise. That is, aim to connect the assignment to the course objectives. Provide the specifications for the assignment or, if you plan to distribute the details later, give a rough description here and state that more detail will be}
given when the assignment is distributed. Ideally, you should include grading criteria or a rubric for grading. Don’t take anything for granted here. For example, if you want students to write a research paper, explain up front what that means to you, what it means in your discipline, and what you expect to see in one. However, keep assignments concise so students don’t lose sight of the main features of the work they will be doing.

{If participation is part of the grade, explain why and describe how you will grade it.}

{If you are concerned about a Pass/Fail student skipping assignments and still passing, it is recommended that you add the following statement: “Each assignment in the course must be completed for a student to receive a passing grade.”}

I.1.2 Policies
I.1.3
I.1.4 {Grading scale. Indicate the numerical ranges for each letter grade. Here is a commonly used scale. Some instructors instead use a range using total points earned in the course, instead of an average.}

I.1.5  
94-100 = A
90-93 = A-
87-89 = B+
84-86 = B
80-83 = B-
77-79 = C+
74-76 = C
70-73 = C-
67-69 = D+
64-66 = D
60-63 = D-
<60 = F

I.1.6 {Statement on plagiarism. Adapt or borrow from the examples online at http://library.lehigh.edu/content/plagiarism_proofing_course}

I.1.7
I.1.8 Example (feel free to use this or modify it as you see fit):
1.1.9 The work you do in this course must be your own. This means that you must be aware when you are building on someone else's ideas—including the ideas of your classmates, your professor, and the authors you read—and explicitly acknowledge that you are do so. Feel free to build on, react to, criticize, and analyze the ideas of others but, when you do, make it known whose ideas you are working with. If you ever have questions about drawing the line between others' work and your own, ask me and I will give you clear guidance or you may visit Lehigh’s ‘Managing your Information and Citing it’ page at http://library.lehigh.edu/content/managing_your_information_and_citing_it

{If you will be using Turnitin to help deter and detect plagiarism, include a statement notifying students that you will be doing so and why. For advice on the use of Turnitin, see http://www.lehigh.edu/~infdl/UsingTurnitin.htm Sample statement (feel free to use this or modify it as you see fit):

Please hold yourself to a high standard of academic integrity. To encourage your careful consideration of all submitted work, your papers will be automatically analyzed by Turnitin.com, a web-based plagiarism detection resource that checks digital documents for unoriginal text. Shortly after you submit your assignment, you will be able to view your 'originality report' which highlights unoriginal text in your document. Turnitin detects unoriginal work by checking the content of your paper against internet resources, journal databases, and an archive of student work. Your paper will be stored in Turnitin’s database for comparison with future submissions.

1.1.10 If you ever have questions about drawing the line between others' work and your own, ask me and I will give you clear guidance or you may visit Lehigh’s Managing your Information and Citing it’ page at http://library.lehigh.edu/content/managing_your_information_and_citing_it

For tips on how to access and interpret your Turnitin Originality Report, see this website: http://www.lehigh.edu/~infdl/Tutorial-Turnitin-Students.htm

If you find that your paper has unoriginal text that is not properly cited, you should either cite it or remove it. If you remove or reword the unoriginal text, but retain the idea expressed by the source, you still must give a citation that names the source (paraphrasing without citation is not sufficient). If you do leave the uncited work in your paper, you are likely committing plagiarism. Remember, your work should build on the class discussions, reading, lectures, remarks, etc., but the paper you write *must* be your own work.

It is my hope and expectation that you all abide by the standards of academic integrity and that these procedures will help remind us all of the need for such standards.
Statement on attendance: What are acceptable/unacceptable reasons for missing class? What should a student do if they have to miss class? What are the consequences of an unexcused absence?

Statement on late papers, missed exams: What should a student do if a paper will be late or if an exam will be missed? What are the consequences?

Statement on students with disabilities. Include this statement, verbatim:

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

Lehigh’s Council for Equity and Community recommends the inclusion of the following statement:

Lehigh University is committed to fostering a supportive learning environment that both 1) welcomes the myriad viewpoints among individuals of all abilities, ages, ethnicities, genders, nationalities, races, religions, sexualities, and socio-economic backgrounds; and 2) challenges all of us to set aside comfortable stereotypes and prejudices that get in the way of learning. Students, faculty, and staff share responsibility for creating this learning environment both inside and outside the classroom. Questions and/or concerns may be directed to the course instructor or the University Ombudspersons, Professors Chuck Smith [x85532, crs1@lehigh.edu] or Rosemary Mundhenk [x83308, rjm4@lehigh.edu].

Check with department chair about any other department norms or policies that should be here

Reread this section several times: does it have the tone you want? Does it convey the policies in such a way that you teach students the rules without being overly legalistic or authoritarian?

Logistics

Explain any special procedures for turning in assignments, for using Course Site, etc.

Schedule
{Give an outline of the content of the course, with dates for reading assignments, midterms, quizzes, papers, etc. Although it is helpful to organize by theme or topic, you should also give students an idea of what they will be expect to do on a given day, e.g. what problem they will be solving, what questions they will be addressing. Be clear about what will happen in class and what students should do in advance of class. It is helpful to offer study questions to guide students as they prepare for class. Indicate when assignments will be handed out, when they are due, when exams will occur, etc. Finally, rather than merely stating the topic or theme, you can improve course continuity by giving a brief narrative description of what each topic is about, how it connects to the theme of the course, etc.}

{Check the Registrar’s webpage for the Academic Calendar, so you can be sure to prepare for pacing break, holidays, etc: http://www.lehigh.edu/~inrgs/calendar0913.shtml }

Example 1:

<table>
<thead>
<tr>
<th>On…</th>
<th>we will discuss…</th>
<th>so, before class, please read…</th>
<th>and be prepared to discuss these questions…</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13/13</td>
<td>{topic 1, questions A, B, C}</td>
<td>{TextX, Ch 5-6}</td>
<td>{guiding study questions}</td>
</tr>
</tbody>
</table>

Etc..

Example 2:

<table>
<thead>
<tr>
<th>DATE</th>
<th>TOPIC</th>
<th>READ</th>
</tr>
</thead>
<tbody>
<tr>
<td>9/13/13</td>
<td>{topic 1, questions A, B, C}</td>
<td>{TextX, Ch 5-6}</td>
</tr>
</tbody>
</table>

Etc..

Example 3

UNIT 1: {Title of Unit}
{Write two or three sentences explaining the purpose, goals, and topics of the unit so as to fit the unit into the narrative of the course.}
{List the readings students should do in preparation for each day, offer some questions for the students to consider when preparing for class, and indicate what you will do in class that day.}
Applied Behavior Analysis  
SpEd/SchP 402-11

Fall, 2001

INSTRUCTORS
Lee Kern, Ph.D. and Wes Hickman, M.A.
College of Education
Lehigh University
111 Research Drive
Bethlehem, PA 18015
(610) 758-3267
email: lek6@lehigh.edu (Dr. Kern)
soandso@lehigh.edu (Wes)

Office Hours:
Monday and Wednesday, 2:00-4:00
Additional appointments can be scheduled with instructor

COURSE DESCRIPTION
This course is designed to introduce students to the theory, application, and future directions of applied behavior analysis in classroom, clinical, residential, and community settings.

COURSE OBJECTIVES
Upon completion of this course, students will be able to:

1. Demonstrate knowledge of basic principles, characteristics, and applications of applied behavior analysis.
2. Demonstrate the skills to systematically assess, evaluate, and document the behavioral performance of students.
3. Effectively apply basic principles of behavior analysis to develop a behavior change plan.
4. Demonstrate basic skills necessary to conduct an empirical investigation.
5. Critically evaluate behavioral research.

PDE STANDARDS
The following PDE standards for Special Education are met through this course:
I.F. Legal provisions regarding biases in formal and informal assessments
I.G. Selection, administration, evaluation, and interpretation of formal and informal assessment (functional assessment)
I.H. Development and implementation of the IEP and ITP that integrates assessment data within general education curriculum
II.A. Development and implementation of systems that monitor student understanding (formative and summative assessments, feedback to students and parents, modification of instructional strategies)

II.B. Creating a safe psychological and physical environment

II.C. Planning instruction that promotes problem analysis, creative decision making, and determination

II.D. Creating an instructional environment that communicates challenging learning expectations and modifies instructional strategies, resources, and techniques

II.E. Standards of classroom behavior (preventative methods, problem solving strategies, self-determination)

III.B. Integrity and ethical behavior and professional conduct stated in Pennsylvania Code of Professional Practice and Conditions for Educators

III.E. Recognize the impact and importance of decision-making, teaching behavior, ethical practices, and self-reflect on professional development

REQUIRED READINGS


In addition, a packet of readings for the course is available from Campus Communication.

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

COURSE REQUIREMENTS

Midterm Exam 100 points

Final Exam 100 points

Exams will be multiple choice, fill-in, and short answer. They will cover the required readings (text and articles), class lectures, and class discussions.

Homework Assignments (3 @ 50 points) 150 points

Three homework activities will be assigned. Two assignments will be components of the final paper. The third assignment will be review of a research study.
Class presentation  

25 points

Students will present the findings of an empirical research study implementing procedures relevant to the class topic.

Applied Behavior Analysis Project  

100 points

Projects require an individualized assessment and intervention for problematic behavior or skill instruction. Interventions must be nonaversive and, if possible, proactive. Please obtain district and parent permission when required and attach to the final project.

TOTAL POINTS POSSIBLE  

475 points

GRADING SCALE

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage Range</th>
<th>Total Points Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>94-100%</td>
<td>443-475</td>
</tr>
<tr>
<td>A-</td>
<td>90-93%</td>
<td>428-442</td>
</tr>
<tr>
<td>B+</td>
<td>88-89%</td>
<td>414-427</td>
</tr>
<tr>
<td>B</td>
<td>84-87%</td>
<td>399-413</td>
</tr>
<tr>
<td>B-</td>
<td>80-83%</td>
<td>380-398</td>
</tr>
<tr>
<td>C</td>
<td>75-79%</td>
<td>356-379</td>
</tr>
<tr>
<td>F</td>
<td>Lower than 355 points or failure to complete a requirement</td>
<td></td>
</tr>
</tbody>
</table>

GENERAL CONSIDERATIONS

1. Regular attendance is required for all scheduled class meetings and the student is responsible for information covered in assigned readings, handouts, discussions, and activities. If you miss class because of an emergency, please notify the instructor by calling or leaving a phone message.

2. All assignments must be submitted on the assigned due date. Unexcused late assignments submitted after the due date will be lowered by 10 points each week they are late. Prior notification is required for excused assignments. For example, failure to turn in assignments because of medical emergencies or other special circumstances should be discussed with the instructor.

3. All written assignments must be prepared in accordance with the guidelines stated in the Publication Manual of the American Psychological Association, 4th edition (1994). All final products must be typed.

4. Incomplete grades will be assigned only in cases of extreme emergencies.
5. Do your own work. To plagiarize is “to steal and pass off as one’s own the ideas or words of another” (Webster, 1967, p. 646), or to not acknowledge the author of an idea. If plagiarism is evident, you will receive a FAIL in the class and will be referred to the University Disciplinary Committee for possible further disciplinary action.

CLASS SCHEDULE

September 4
TOPIC: Course Overview and Introduction
READ: Chapter 1

September 11
TOPIC: Observing and Measuring Behavior
READ: Chapter 3
Chapter 4

September 18
TOPIC: Single Subject Designs, Graphing Data
READ: Chapter 5
Chapter 6

September 25
TOPIC: Positive and Negative Reinforcement
READ: Chapter 7
October 2

TOPIC: Differential Reinforcement, Extinction, Punishment
READ: Chapter 8

October 9

No class: Pacing Break.

October 11

TOPIC: Functional Assessment and Analysis
READ: Chapter 10

October 16

TOPIC: Functional Assessment and Analysis

October 23  MIDTERM

October 30  ASSIGNMENT #1 DUE

TOPIC: Stimulus Control, Shaping
READ: Chapter 9


November 6
TOPIC: Self-management
READ: Chapter 12


November 13-ASSIGNMENT #2 DUE
TOPIC: Generalization and Maintenance
READ: Chapter 11

November 20-ASSIGNMENT #3 DUE
TOPIC: Classroom Management, School-wide Behavior Support
READ: Chapter 13

November 27 -PROJECT DUE
TOPIC: Ethics and Applied Behavior Analysis
READ: Chapter 2


**December 4 - FINAL EXAM**

**GRADING CRITERIA**

*Homework Assignments (50 points each)*

**Homework Activity #1**

*Defining and Assessing Behavior and Function (Functional Assessment)*

Based on your observation of an individual, identify a behavior warranting change. Describe the participant and setting in which your observations took place. Operationally define relevant dimensions of both the individual’s problem behavior and functionally equivalent replacement behavior. This will require the following: a) functional assessment information is obtained; b) one or more hypotheses are generated regarding behavioral function and potential interventions; and c) potential interventions are identified. The paper must be written in APA style and include the following:

**Method**

*Participant & Setting:* 5

Describe relevant information about the participant (e.g., age, level of functioning, disability, challenging behaviors)

*Behavioral Definitions:* 5

Describe each target behavior and how it was operationally defined

*Measurement:* 5

Describe how each of the target behaviors was measured. Provide detail about your data collection and data analysis system.

*Procedures-Functional Assessment:* 15

Describe the procedures used to conduct your functional assessment. List any instruments used to assist with conducting the functional assessment.

**Results**

*Results-Functional Assessment:* 15

Formulate and include one or more testable hypotheses and describe the assessment information that led to your hypothesis. (Highlight on your
assessment instrument information that contributed to hypothesis development. Attach these completed assessments as an Appendix).

**APA Style**

- TOTAL 50

  On a separate sheet of paper describe your proposed intervention (no points).

**Homework Activity #2**

*Graphing Baseline Behavioral Data*

Once your functional assessment has been completed, you will begin baseline observations. You will graphically display the data collected and report the results. Data collection sheets should be attached to your paper. The following should be included:

**Procedures-Baseline**

- Describe baseline procedures. The procedures should be described in detail sufficient to replicate.

**Results-Baseline**

- Describe the results of baseline.

**Graphic Display**

- Attach a graphic display, in single subject format, depicting the observational data.

**APA Style**

- TOTAL 50

**Homework Activity #3**

*Evaluating Applied Research*

Students will be responsible for critiquing a research study. Each critique should be approximately 5 pages. Questions will be provided to guide your critique.

**Project**

**Requirements and Grading Criteria**

**Abstract**

- 5
The abstract should be 100-150 words and should succinctly summarize your project.

**Introduction**

The introduction should introduce the problem or issue. It should include at least 10 recent references (can use readings from class) that address the topic of project. Your introduction should also explain the purpose of the project.

**Method**

*Participants and Setting:* This section should include a description of the participants and setting.

*Behavioral Definitions:* Include behavioral definitions for each of your target behaviors.

*Measurement:* Describe how target behaviors were measured during the functional assessment, baseline, and intervention.

**Procedures-Functional Assessment**

Describe procedures used to conduct your functional assessment. These should be described in enough detail that a classmate could replicate them. Include assessment information as an Appendix.

**Results-Functional Assessment**

Describe the results of your functional assessment.

**Procedures-Baseline and Intervention**

Describe baseline and intervention procedures. The intervention procedures should be described in detail sufficient to replicate. Attach your Behavior Support Plan (Summary Document) as an Appendix.

**Results-Baseline and Intervention**

Describe the results of baseline and intervention. This should be accompanied by a graphic display, in single subject format, depicting the observational data.

**Discussion**

The discussion should summarize the study. It should also include a description of recommended intervention procedures that you could not or did not implement. If behavioral improvements were limited or not observed, an explanation should be offered. In addition, limitations should be described.

**References**

At least 10 references should be included pertaining to the topic of study.
The majority of these should have been published within the last 10 years. These need to be cited in APA style.

**Graphics and APA Style**  
Graphic displays should be in accordance with APA style.

| TOTAL | 100 |

**Class Presentations (25 points)**

*Requirements and Grading Criteria*
Students will be required to locate an empirical research study illustrating application of a basic concept presented in class. Presentations should be no longer than 15 minutes.

- Research study is consistent with basic concept 5
- Presentation is organized and research is clearly described 20

| TOTAL | 25 |
Business Management Policies
Course #: MGT. 301 – Spring Semester, 2003
Class meetings: Mondays & Wednesdays, 2:35pm-3:50pm

Professor Michael Santoro
office: Rauch Business Center #466  office phone: 610-758-6414
office hours: Mondays and Wednesdays 1:30pm-2:15pm, 4:00pm - 5:00pm and by appointment
e-mail: mds8@lehigh.edu

Course Description and Objectives
Business Management Policies, a.k.a. Business Policy & Strategy or Strategic Management, is a very important course in both undergraduate and graduate business curricula. This course is about creating and maintaining organizational competitive advantage. This semester we will take the point of view of the general manager. That is, we will view the organization from an overall perspective in the context of its environment. We will survey historical perspectives, contemporary theories, and practical applications all in the spirit of developing a broad understanding of strategic management issues. This course aims to expose you to rigorous theoretical analysis, yet strives for relevance to real world business issues and practices.

As the capstone course in the College of Business & Economics, this course requires that you integrate the concepts, knowledge, and skills acquired in previous functional courses and creatively apply them toward understanding and analyzing strategic management issues. The major objectives of this course include a focus on six key areas. 1) Developing a general management perspective - thinking strategically. 2) Gaining a working knowledge of fundamental strategic management concepts. 3) Understanding basic skills for analyzing strategic issues. 4) Formulating and solving complex, unstructured organizational problems. 5) Practicing high-level decision-making. 6) Honing written and verbal communication skills in order to better inform and influence target audiences.

My goal is to engage you in the process of thinking strategically through exposure to good theory and practice. The course objectives will be achieved through several different methods, including lecture, in-class discussions and exercises, and team case analyses. You will also engage in high-level decision making as you compete in a business strategy simulation competition.

Course Readings
The texts provide comprehensive coverage of the field of strategic management. I acknowledge that the reading load is quite heavy (as is the textbook). Your commitment to keeping up on the readings is essential in order for you to obtain an interpretative framework for each topic and assignment. Since we will spend considerable time together critically examining the various strategic management concepts and frameworks, the assigned readings must be completed in preparation for our class meetings. By coming to class prepared, we can have a lively dialogue that will help raise our collective level of understanding. Our text and the
optional book by Cadotte and Bruce provide in-depth guidance for your team case analyses and the business strategy simulation competition.


**Required Business Simulation Game:** Marketplace Business Simulation, Thomson-Southwestern.

**Our Respective Roles**

This course will be most enjoyable and productive if each of us fulfill certain roles. Some of the roles for which I have the responsibility for fulfilling include: discussion leader, class facilitator, lecturer, mentor, and evaluator. Some of the roles for which you are responsible for fulfilling include such things as active participant, analyst, team player, presenter, and evaluator. We will discuss these important roles and several others during the first several weeks of the semester.

**Course Requirements**

**Mid-Term Exam:** There will be one exam. This exam will be given around mid-term, it will be in-class, and will consist of three multi-part essay questions. Successfully answering these questions will require an in-depth understanding of the material covered in this course, including the assigned cases. Critical thinking and an ability to properly integrate all the relevant course concepts are also needed. Mere memorization will not suffice. Rather, this exam is intended to encourage a synthesis of all the material covered up to that point, including the text, lectures, and our class discussions (Note: some key points may or may not be covered in the text).

**Team Case Analysis and Business Strategy Simulation Competition:** Strategy is an art as well as a science. My aim is to have each of you practice the art of strategic analysis and strategic decision-making through two hands-on experiences, a team case analysis and business strategy simulation game.

1) **Team Case Analysis.** The team case analysis requires that your team analyze one of the assigned cases in the text and address the strategic issues listed below the case name in this syllabus. In addressing each of the strategic issues, be sure to read the case carefully and integrate as much course material as is appropriate. This requirement includes a written report (approximately 10-13 double-spaced, typewritten pages) and an oral presentation to the class (no more than 20 minutes in length). The typewritten report should include a brief summary
of the case and the team's responses to each of the strategic issues listed in the syllabus. The oral presentation should be a concise and pointed summary of your team's written report.

2) Business Strategy Simulation Game Competition. The business strategy simulation competition requires that your team run a simulated business organization from start-up to maturity. Your team is to formulate and implement strategic decisions on a weekly basis for a period of nine weeks. Your team's decisions must be sent directly to the Marketplace Simulation Processing center no later than 2:00 PM on each due date. Once the processing center has the decision data from all the teams, they will process your decisions and provide the results to you and to me within 24 hours. Often however, results will be returned that same evening. Each team will be competing against the other teams in our class. Your objective is to maximize your firm's performance based on the criteria provided in the game’s Balanced Scorecard. The specific criteria for the Balanced Scorecard are outlined in the section on “Course Grading Framework” on page 3 of this syllabus. In order to help you maximize your firm’s performance we will spend time in class discussing team results, decision processes, and decision rationale.

As top managers of your simulated business firm, each team is required to create a "Final Report on Operations". This includes a typewritten report (approximately 25 double-spaced pages) and an oral presentation to the entire class (no more than 20 minutes in length). Suggestions for key elements for the Final Report on Operations can be found in the optional Cadotte & Bruce text in Chapter 8 and Chapters 10 through 15. The four key elements to be included in the Final Report on Operations are 1) Executive Summary, 2) Summary of Operations, 3) Summary of Financial Results, and 4) Future Plans. We will spend time in class discussing this assignment as the end of the competition draws near.

To prepare for this semester’s team initiatives, the class will self-select into teams having 3-5 members each. Each team will remain intact for both the case analysis and business strategy simulation competition. Take these assignments seriously, select people that you think you can work with in terms of temperament, intellect, and schedules. Since these are team activities, I will assign a group grade based on my evaluation and the evaluation of your peers. The peer evaluations will come from your teammates and from class members not on your team. Since these are team activities it is imperative that each team member learn to work together in order to maximize your grade, the educational benefit derived, and the amount of fun to be gained from these experiences.

Finally, receiving a good grade on both the case analysis and business strategy simulation competition depends upon your team’s ability to support your actions and recommendations based on the firm's capabilities within its environment. Writing and presenting persuasively are critical to receiving a good grade. As you’ll soon discover, in business strategy there are no right answers! Recommendations inevitably involve trade-offs. Be sure to address these trade-offs in both your written reports and class presentations.

Class Participation: This is not a lecture course. Class discussions, presentations, and dialogue generated from and about each team’s projects depend heavily on each student’s active involvement. Points will be awarded for class participation based on five criteria: 1) attendance, 2) preparation, 3) participation in class discussions and exercises, 4) offering questions, unique insights and practical experiences, and 5) assessing classmates' performance in team case and
final report on operations presentations. Around mid-term you will complete a Class Participation Self-Appraisal that I will then review and return to you. This self-appraisal will serve as a way to gauge your performance up to that point in time. More importantly, this process will provide you with an opportunity to improve your score before the end of the semester. **Since students cannot effectively participate unless they attend class and come to class prepared, unexcused absences will negatively affect your class participation grade.**

**Course Grading Framework**

| (I) Mid Term Exam                          | 75 points |
| (T) Case Analysis                         | 50 points (includes both team report & presentation) |
| (T) Final Report on Operations            | 75 points (includes both team report & presentation) |
| (I) Class Participation                   | 50 points |
| (T) Business Simulation Results           | 50 points (∃ class mean = pts per category, < class mean=0 pts) |

- Total Business Performance = 15 pts
- Financial Performance = 5 pts
- Market Performance = 5 pts
- Marketing Effectiveness = 5 pts
- Investments in Firm’s Future = 5 pts
- Creation of Wealth = 5 pts
- Asset Management = 5 pts
- Manufacturing Productivity = 5 pts

| TOTAL POINTS | 300 points |

(I) = Individual Grade    (T) = Team Grade

Final grades will be based on the following percentage system:

- 92% - 100% = A
- 90% - 91% = A-
- 87% - 89% = B+
- 82% - 86% = B
- 80% - 81% = B-
- 77% - 79% = C+
- 72% - 76% = C
- 70% - 71% = C-
- 60% - 69% = D
- Less than 60 % = F

**Rebuttals to Grading of Exam, Case Analysis, and/or Business Strategy Simulation Competition**
Any controversies regarding the grading of the exam, team case analysis, and/or the business strategy simulation competition activities must be approached through a typed, one-two page paper submitted to me detailing the reason(s) for consideration of additional points. Additional points may be awarded based on the logic and thoroughness of your argument as well as any supporting documentation that you can provide which will help substantiate your position. **My number one priority is to ensure that each of you is evaluated fairly and that your grades in this course accurately reflect the quantity and quality of your contributions.** By insisting that any grading controversies be approached in this manner, we transform a potentially unpleasant activity into a positive, learning experience.

**Caveat:** Minor modifications to the schedule and assignments may be required based on our progress during the semester. Finally, if it appears that many students are not keeping up with the readings and/or are not contributing to our class discussions, the syllabus may be altered to include surprise quizzes.

### COURSE SCHEDULE

**Date** | **Assignment**
---|---
Jan 13th | Introductions and Course Overview
Discuss Case Analyses and Business Simulation Game
Jan 15th | H&J Appendix - Analyzing a Case Study
Overview of Business Simulation Competition
* Grad Assistant to assist with Q&A
Jan 20th | H&J Chapter 1 - The Strategic Management Process
2002 Update – Introduction, New Research Streams and Their Implications for Strategy (pp. 1-16)
Jan 22nd | H&J Chapter 2 - Stakeholders and the Corporate Mission
* Team Assignments Due, Decide on Team Name
Jan 27th | H&J Chapter 3 - External Analysis
* Students buy simulation game certificates
Jan 29th | H&J Chapter 4 - Internal Analysis
* Grad Assistant to provide last-minute instructions for playing business simulation competition
Feb 3rd | H&J Chapter 5 - Functional Level Strategy
** 1st Qtr decisions due Monday 2/3
Feb 5th  H&J Chapter 6 - Business Level Strategy  
H&J Chapter 7 - Competitive Strategy  
** 2nd Qtr decisions due Thursday 2/6**

Feb 10th  H&J Chapter 8 – Strategy in the Global Environment  
** 3rd Qtr decisions due Monday 2/10**

Feb 12th  H&J Chapter 9 - Corporate Strategy  

Feb 17th  Case 14 – ATL Ultrasound, 2001  
Issues: 1) Describe ATL’s key external opportunities and threats? 2) What strategic challenges did ATL’s top management team confront in mid-1998? 3) What is ATL’s distinctive competency or distinctive competencies? What must ATL do to sustain and build this/these competencies? 4) What strategies should ATL’s top management team consider?  
**From the 2002 update:** 5) What are the benefits and risks for ATL from the acquisition by Philips?  

Case 26 – Outback Goes International  
Issues: 1) Conduct a SWOT analysis of Outback 2) Evaluate the various aspects of Outback’s strategy. Are these strategies sustainable for the domestic market? 3) Is expansion into international markets appropriate for Outback?  
**From the 2002 update:** 4) Discuss Outback’s plans for expansion and diversification 5) Critique Outback’s customer and employee satisfaction initiatives as well as their plans for the future.  
** 4th Qtr decisions due Monday 2/17**

Feb 19th  H&J Chapter 10 - Corporate Development  

Feb 24th  Case 24 – Caterpillar, Inc.  
Issues: 1) How did Caterpillar respond to the threat posed by Komatsu? How successful were these strategic initiatives? 2) Discuss the various changes in Caterpillar’s external environment and how these changes have affected Caterpillar 3) How can Caterpillar build a sustainable competitive advantage?  
**From the 2002 update:** 4) Evaluate whether Caterpillar’s diversification and expansion strategies are truly keys for success 5) Describe and comment on Cat’s “commitment to improvement”.  
Case 24 - Komatsu  
Issues: 1) How did Komatsu emerge as a competitive threat to Caterpillar? What role did CEO Kawai play in Komatsu’s success? 2) What caused Komatsu’s performance to plunge so dramatically? What role did Kawai’s successor Nogawa play? 3) How did Tanaka respond to Komatsu’s crisis?  
**From the 2002 update:** 4) Discuss Komatsu’s “G” to
the 21st mid-range management strategy 5) Describe Komatsu’s changes in management structure and cost reduction strategies and how they will affect the firm’s future.

**5th Qtr decisions due Monday 2/24

Feb 26th

Case 33 - Nestle

Issues: 1) What is Nestle’s strategy with regard to business development in emerging markets? 2) How would you describe Nestle’s strategic posture at the corporate level; is it pursuing an international, global, multi-domestic or transnational strategy? 3) Does this overall strategic posture make sense given the markets and countries that Nestle is targeting? **From the 2002 update:** 4) Was 2001 really an excellent year for Nestle? 5) Does Nestle’s strategy of expansion into key markets properly capitalize on the firm’s distinctive competency and current focus? Why or why not?

Case 27 - Nucor

Issues: 1) Fully describe Nucor’s competitive environment 2) Elaborate on the ways in which Nucor’s organizational structure and incentive systems help them achieve a low-cost position in this industry? 3) What are the potential disadvantages of Nucor’s administrative structure? **From the 2002 update:** 4) What are Nucor’s current functional-level and business-level strategies? 5) What affect do import tariffs have on Nucor and the entire steel industry? What are the negative consequences for these tariffs?

March 3rd

Case 32- Enron International in India

Issues: 1) Why did Enron make such a large investment in India? What long-run benefits did the company foresee? 2) Do you think Enron was correct to build a risk premium into its original pricing of the Dabhol project? Was this undue cost padding? 3) What lessons about the requirements of successful investments in India can other foreign companies draw from this experience? **From the 2002 update:** 4) Describe the key elements of Enron’s bankruptcy 5) What is the current state of Enron in India?

Case 17 – Carnival Corporation

Issues: 1) Conduct a SWOT analysis of Carnival Cruise Lines 2) Describe Carnival's corporate-level and business-level strategies **From the 2002 update:** 3) Describe Carnival’s external environment from 1998 to 2002 4) What are the issues surrounding and the implications from the possible merger of P&O Princess and Royal Caribbean? 5) Based on the firm’s expectations for 2002, what are your recommendations for Carnival for 2002 and beyond?

**6th Qtr decisions due Monday 3/3**
March 5th  H&J Chapter 11 - Organization Structure
** 7th Qtr decisions due Thursday 3/6

March 10  Spring Break – No class, no decisions

March 12  Spring Break – No class

March 17th  H&J Chapter 11 – Org Structure (con’t) and Exam Review
** 8th Qtr decisions due Tuesday 3/18

March 19th  *** MID-TERM EXAM - Chapters 1 through 11

March 24th  Complete Class Participation Self-Appraisal Form
Discuss Final Report on Operations
Review Business Simulation Game Results
** 9th Qtr decisions due Monday 3/24

March 26th  Return Mid-term Exam and Discuss Answers

March 31st  H&J Chapter 12 - Strategic Control Systems
** 10th Qtr decisions due Monday 3/31

April 2nd  H&J Chapter 13 – Matching Structure, Control & Strategy

April 7th  H&J Chapter 14 - Implementing Strategic Change

April 9th  2 Team Presentations – Final Report on Operations

April 14th  2 Team Presentations – Final Report on Operations

April 16th  2 Team Presentations - Final Report on Operations

April 21st  2 Team Presentations - Final Report on Operations

April 23rd  De-briefing and course recap.
Complete team member evaluation forms.
Complete course evaluation forms.

*** All written “Final Report on Operations” due

Discussion Questions:
1) What did you learn in this course?
2) How can you apply what you learned in this course to your future professional activities?
Comparative Philosophy: East and West

Professor Gregory Reihman

Instructor’s Contact Information:
Office: EWFM 370a
Phone: 8-6840
Email: reihman@lehigh.edu
Office Hours: MW 3-4

Course Information:
PHIL199/ASIA199/REL199
Spring, 2005
MWF 1:10-2:00
Coppee 101

Course Description
How similar are Eastern and Western philosophy? How different? What can such comparisons tell us about contemporary cultures of Asia and America? This course will seek to address these questions by bringing together a number of texts from the Western and Eastern philosophical traditions. By studying these texts along with works that discuss the challenges of comparative philosophy, we will discover (and hopefully avoid) common pitfalls of cross-cultural and cross-temporal interpretation. Along the way, we will discover the many rewards of the comparative enterprise, including a better grasp of philosophy and a deeper understanding of some of the roots of cultural difference.

Course Goals
By the end of this course, students will be able to
(1) demonstrate an understanding of the core views of the philosophies we read;
(2) articulate the challenges of comparative philosophy;
(3) reflectively compare the philosophical systems under consideration;
(4) apply the principles of reflective comparison to contemporary comparative situations.
(5) engage in productive conversations about philosophy, in class and online.

Required Texts (available at the Lehigh Bookstore)
Expectations

Your preparation, attendance, engagement, and participation are all crucial to the success of this class. In class, I will occasionally deliver brief lectures, but most of our time will be spent discussing the ideas at hand. You will be expected to participate in a variety of in-class and online activities that directly engage in philosophical interpretation, comparison, and reflection. Our end goal will be to disseminate the knowledge we gain. To this end, we will work together develop a web resource for the undertaking of comparative philosophy.

Assignments

Over the course of this semester, you will
- actively participate in class discussion;
- contribute to the online discussion forum (several/week);
- write weekly short inquiry papers;
- write a short paper for each unit;
- compose a comparative paper; and
- create, together with your classmates, a website on comparative philosophy.

Your grade will be determined as follows:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Percentage</th>
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<tbody>
<tr>
<td>Inquiry papers (total):</td>
<td>10%</td>
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<tr>
<td>Four short papers (1 per unit, 5pts ea):</td>
<td>20%</td>
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<tr>
<td>Comparative project:</td>
<td>40%</td>
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<tr>
<td>Participation (including online forum):</td>
<td>30%</td>
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</table>

Inquiry papers, due at the start of class each Wednesday, are short essays (<1 page) that either report on some material or respond to a question I have asked. You will receive a check for a good essay and a check plus for an excellent essay. If the essay is of low quality, I will return it to you and ask you to rewrite it.

I will explain the paper assignments midway through each unit. Each will be between 2-3 pages in length and will involve a direct comparison of the two philosophers under consideration.

For your comparative project, you will be assigned one of the units and will, together with a small group, (a) revisit the course material we have assembled for that unit, (b) edit and enhance the course website for that unit’s topic, and (c) produce two 5-7 page papers (one per person, with input from your partner) that delve deeper into the comparison. I will supply more details as we approach this part of the course.

Policies

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the
Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.

Inclusion: Lehigh University is committed to fostering a supportive learning environment that both 1) welcomes the myriad viewpoints among individuals of all abilities, ages, ethnicities, genders, nationalities, races, religions, sexualities, and socio-economic backgrounds; and 2) challenges all of us to set aside comfortable stereotypes and prejudices that get in the way of learning. Students, faculty, and staff share responsibility for creating this learning environment both inside and outside the classroom. Questions and/or concerns may be directed to the course instructor or the University Ombudspersons, Professors Chuck Smith [x85532, crs1@lehigh.edu] or Rosemary Mundhenk [x83308, rjm4@lehigh.edu].

Academic Integrity: As your professor, I see myself as a teacher, guide, and coach—not as a disciplinarian. For this reason, I would prefer avoiding strict language about behavior, plagiarism, etc in my syllabus. My hope is that you are intrinsically motivated and so I expect that each of you will complete assignments on time, will abide by the rules of academic integrity, and will be civil in everything that you do in this course. If you do, and nearly every student I have ever taught has done so, all will be well and so the policies below will remain irrelevant. However, I see it as only fair that you know the policies for incomplete work, for academic dishonesty, and for disruptive behavior.

- Failure to complete all of the assignments according to their guidelines will result in your failing the class. If you have trouble meeting a deadline, you must contact me 24 hours in advance for an extension.

- The work you do in this course must be your own. This doesn't mean that you have to search the world over to find out if someone else has had the exact same thought you have had. But it does mean that you must be aware when you are building on someone else's ideas and acknowledge when you do so. This includes the ideas of your classmates, your professor, and the philosophers you read. Build on, react to, criticize, analyze the ideas of others, but when you do, make it known whose ideas you are working with. If you ever have questions about drawing the line between others' work and your own, ask me and I will give you guidance. For more information on avoiding plagiarism see http://www.lehigh.edu/%7Eindost/integrity.html#Responsibilities For help with navigating information appropriately, see http://www.lehigh.edu/library/infolit/

- It is imperative that you keep up with the work and that your behavior in the course and not interfere in any way with other students' learning. On these topics, I follow the policy as outlined in the Lehigh Student Handbook:

"If a student appears to be neglecting the work in any course or interferes with the discipline of any course, the faculty member concerned notifies the associate dean of students, who warns the student and, upon the second report, may exclude him
or her from the course which has been neglected. If a student is excluded from
two or more courses, the case is brought to the committee on standing of students
for further action." [http://www.lehigh.edu/~indost/dos/hbook_2.html](http://www.lehigh.edu/~indost/dos/hbook_2.html)

Again, is my hope and expectation that all of these disciplinary details will remain merely
procedural and irrelevant to you.

**Grading-General Comments**

I will give you frequent feedback and guidance on the work you do for this class. Most of
this feedback will be in the form of written comments but an important part will come in
the form of grades. What does a grade mean in a philosophy class? Grades indicate the
quality of the work you do. While the quality of work you do will certainly be affected by
how much time you put into it, in truth, I have no direct way of knowing how you spend
your time. Also, while it may be true that many great ideas exist in your head, I have no
direct access to these ideas. In fact, all I experience are your words: the words you use in
class, the words you choose in your discussion board postings, and the words you write
for your papers. So it is on your words that your grade will be based.

I have a reputation as a demanding but fair professor. I strive to be clear with my
expectations, I give frank feedback on your successes and failures, and I offer specific
advice on what you need to do to succeed in my class. Students who rise to the challenge,
do the work, and are open to suggestions do well in my classes.

A heads-up: Many of my students are surprised on the first several assignments because
they receive lower grades than they expected. Do not be discouraged if this happens to
you. I practice standards-based grading, which means that I do not grade on a curve nor
do I grade the first assignments easier than later ones. It also means that if you pay
attention to the standards I use and work to make the improvements I suggest, you will do
better as you become familiar with the standards and as you acquire the skills and
knowledge I am here to teach you. If you have questions about your grade, I am always
willing to help you understand the grade you earned but I expect that questions you raise
will be made with reference to the standards I supply.

**Grading-Participation**

Participation grades will be assigned according to the following guidelines, which emphasize
the quality rather than the mere quantity of contributions to discussion.

A range: The student is fully engaged and highly motivated. This student is well
prepared, having read the assigned texts, and has thought carefully about the texts’
relation to issues raised in lecture, section, and online. This student's ideas and
questions are productive (either constructive or critical); they stimulate class
discussions. This student listens and responds to the contributions of other students.
B range: The student attends class regularly, is well prepared for discussion, and participates consistently. This student contributes productively to the discussion by sharing thoughts and questions that demonstrate familiarity with the material. This student refers to the materials discussed in lecture and shows interest in other students' contributions.

C range: The student meets the basic requirements of participation: preparedness and regular attendance. This student participates rarely in class discussion. This student may offer a few interesting or insightful ideas from time to time, but these ideas do not connect well to the general discussion: they do not help to build a coherent and productive discussion. (Failure to fulfill satisfactorily any of these criteria will result in a grade of "D" or below.)

Attendance in class and participation in the online forum is required. Should you have to miss class, be certain to contact me in advance to request an excused absence. Each unexcused absence will lower your participation grade one-third of a grade (e.g. a B+ becomes will become a B after one unexcused absence).

Grading-Papers

Your papers you will be graded not on the conclusions you draw but on the way you handle the topic and support your conclusions. If I disagree with your conclusion, I will tell you and offer my reasons for thinking otherwise. But your grade will be based on the following criteria:

- How clearly you state your position on the topic;
- How well you demonstrate your familiarity with the topic;
- How well you employ the relevant terms, concepts, problems, and arguments that have been discussed in class;
- How effectively you support your views with effective arguments and appropriate evidence;
- How clearly you present your ideas.

I will provide you with prompt feedback on each of your papers. When I do, I will let you know what you're doing well, offer suggestions for improvement, and assign a grade, all based on the following guidelines.

A range: This paper is outstanding in form and content. The thesis is clear and insightful; it addresses the topic, works with the material covered in the course, and offers a compelling way of thinking about the topic. The argument is complex and nuanced; it demonstrates an awareness of the subtleties of the topic and addresses counter-arguments. The evidence (textual or otherwise) presented in support of the argument is carefully chosen and deftly handled. The paper is well
written and carefully proofread.

B range: This paper is strong in form and content. The thesis is clear; the argument is coherent and the evidence supports the argument. The argument shows comprehension of the topic and manifests critical thinking about the issues raised in the course. The paper is reasonably well written and proofread. The argument, while coherent, does not have the complexity, the insight, or the integrated structure of an A range paper.

C range: This paper has some but not all of the basic components of an argumentative essay (i.e., thesis, argument, evidence, coherent structure): for example, it may offer a thesis of some kind, but offers little or no evidence to support this thesis; or it may present an incoherent thesis; or it may make significant mistakes in presenting material from the course; or it may repeat points made in class without an overall argument. Such a paper is usually poorly organized, written and proofread. A paper will fall below a "C" if it lacks more than one of the basic components of an argumentative essay.

Papers are due by the due date. Any request for an extension must come 24 hours in advance of that time. If your paper is late and no extension has been granted, your grade will be lowered by one-third for each day the paper is late (e.g. a B+ becomes will become a B after one day late).

Policies:

Schedule (detailed reading assignments and topics will be distributed at the start of each unit)

<table>
<thead>
<tr>
<th>Week</th>
<th>Dates</th>
<th>Topic</th>
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<tbody>
<tr>
<td>1</td>
<td>Jan 17</td>
<td>Intro: Comparing Philosophies</td>
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<tr>
<td>2,3</td>
<td>Jan 21-Feb4</td>
<td>Unit 1: Plato &amp; Confucius</td>
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<tr>
<td>4</td>
<td>Feb 7- Feb 11</td>
<td>Interlude: Visits &amp; Lectures with Xu Xin, Henry Rosemont</td>
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<tr>
<td>5,6,7</td>
<td>Feb 14-Mar 4</td>
<td>Unit 2: Mencius &amp; Aristotle</td>
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<tr>
<td>8</td>
<td>Mar 7-11</td>
<td>Spring break</td>
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<tr>
<td>9,10</td>
<td>Mar 14- Mar 25</td>
<td>Unit 3: Descartes &amp; Zhuangzi</td>
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<tr>
<td>11,12,13</td>
<td>Mar 28-Apr15</td>
<td>Unit 4: Leibniz &amp; Zhuxi</td>
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<tr>
<td>14,15</td>
<td>Apr 18-29</td>
<td>Unit 5: Group Projects and Website Construction</td>
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</table>

Detailed Schedule (for the first three weeks)
For the first three weeks, we'll proceed in this order:
(1) comparisons, considered generally;
(2) benefits and challenges cross-cultural comparisons;
(3) initial comparison of Plato and Confucius;
(4) closer reading of Confucius;
(5) closer reading of Plato;
(6) revisited comparison of Plato and Confucius.

For Wed, Jan 19th:
- a. Read Martha Nussbaum's "The Study of Non-Western Cultures" from *Cultivating Humanity* (online).
- b. Read the Introduction to Jonathan Spence's *The Chan's Great Continent* (text).
- c. Post in the 'Potential Pitfalls' section one or two of the pitfalls identified by Nussbaum and Spence, together with a brief description.
- d. Join the Unit 1 Discussion Forum -- Kickoff question: What are some of the benefits of studying non-western cultures, according to Nussbaum? Of the many vices listed by Nussbaum which strike you as the most worrisome?

For Friday, Jan 21st:
- b. Read Plato's Crito (text).
- c. Join the Unit 1 Discussion Forum -- Kickoff questions: How would you characterize Confucius' approach to doing philosophy? Socrates'? What initial similarities do you notice? What initial differences? (If you're stuck, you might want to focus on their views of politics, ethics, education, or family.)

For Monday, January 24th:
- b. Join the Unit 1 Discussion Forum -- Kickoff questions: Building on our discussion Friday, how would you characterize Confucius' views about the role of authority in ethical and political action? Which passages from the *Analects* support and which challenge your characterization?

For Wednesday, January 26th:
- a. Begin reading Plato's *Republic* (for Friday)
  - b. Compose your first reflective essay, due Wednesday 1/26 in class:
    Prompt: Based on your understanding of Confucian ethics, discuss the reasons a follower of Confucius might give to justify a change in the rites.
    Note: In crafting your answer, try to give as rich a picture of the Confucian 'way' as possible, and use textual support to justify your answers. When you have finished, submit via the 'assignments' tab on the Course Site. If you have trouble, just email it to me. This should be between 1 and 2 pages long, standard formatting. Remember, although this essay should be written like a paper, the idea is for you to work through your ideas, not necessarily to give your final thoughts on this topic.
  - c. Join the Unit 1 Discussion Forum (before Tuesday, midnight)-- Kickoff question: *Analects* 13:18 implies that our ethical obligations are 'graded' and not universal, i.e. that correct action depends on the other person involved (in this
passage, it would be wrong to turn in the father for theft, but right to turn in a stranger). What do you make of this view?

For Friday, January 28th:
   b. Join the Unit 1 Discussion Forum -- Kickoff questions: In the Discussion Forum, post a message in the following form: "In the Republic, Plato claims that ________. I understand ________, but I don't get ________." Then, respond to one of your classmates’ posts.

For Monday, January 31st:
      b. Join the Unit 1 Discussion Forum -- Kickoff questions: TBA.

For Wednesday, Feb 2nd:
   a. Read Ames and Rosemont's introduction to the *Analects*, especially pp 20-45.
   b. Join the Unit 1 Discussion Forum -- Kickoff questions: TBA.
   c. Reflective Essay #2: Topic TBA

For Friday, Feb 4th:
   a. Review Plato and Confucius material
   b. Prepare for a final discussion of these two philosophies.

**Communication**

Keep me posted about how things are going for you. Visit during office hours (I suggest you schedule an appointment, by email or in person after section, but you may drop in as well; however, if you drop in, I may be meeting with another student and can’t guarantee that I’ll get to see you before I office hours are over). I am available outside of office hours and would love to meet with you for lunch or dinner at your dining hall or over coffee during the day. Let me know. I am reachable by email and will respond as promptly as possible, but please do not expect immediate replies. If you are emailing with questions about a paper, please be as precise and succinct as possible.

**Welcome** to the class! Please do not hesitate to contact me if you have any questions or concerns.
LEHIGH UNIVERSITY
Department of Industrial and Systems Engineering

IE 251 Fall 2002

Production and Inventory Control

Instructor     Dr. Joseph C. Hartman
Office:        479 Mohler Laboratory
Telephone:     758-4430
E-mail: jch6@lehigh.edu
Class Hours:   M, W, F, 8-9 a.m. in 453 Mohler (Section 10)
               M, W, F, 9-10 a.m. in 453 Mohler (Section 11)
Office Hours:  M, W, 10-11:30 a.m. or by appointment

Webpage       http://www.lehigh.edu/~jch6/ie251/ie251.html

Objective     This course is designed to provide a strong foundation in the integration of
               inventory, planning and scheduling concepts within the context of modern
               production systems, whether in a manufacturing or service industry.

Prerequisites  IE 221, either previously or concurrently, and IE 121, 222.

Text           Nahmias, Steven, Production and Operations Analysis, 4th edition,

Grading        Business Operations Game..........  8%
               Projects ............................  20%
               Software Project ....................  20%
               Exams (4)......................... 32%
               Final Exam..........................  20%

Projects       There will be a number of projects (extended assignments) given throughout the
               semester to be performed alone or in teams (depending on the project). The
               software project will be completed in teams.

Bus. Game      A business game simulation competition will occur over the course of the
               semester. Students will make weekly decisions in teams.

Exams          Four hourly exams will be given this semester. The final exam is
               cumulative.

Tips           Read the textbook early. Avoid absences. Pre-test yourself (before night
               before tests). Remember, you have not graduated yet!

Schedule       Check the webpage for daily topics, notes, assignments and test dates.
Course objectives:
Upon completion of this course, students will:
• know the basic operations of any business entity, including forecasting for decision-making, inventory control, production scheduling, machine scheduling, transportation planning, human resource scheduling and aggregate planning
• be able to analyze data and from this analysis, apply model to forecast future changes for decision-making purposes
• be able to apply analytical models to solve a variety of inventory models, including those with uncertain data, lead times, economies of scale, budgets and multiple products
• be able to translate a bill of materials into a material requirements plan
• be able to sequence jobs on a machine to optimize various objectives and heuristically apply these rules to multiple machine and dynamic environments
• be able to schedule a workforce to meet manpower requirements
• be able to locate a facility when considering transportation costs and route vehicles in a network
• understand the purpose and application of MRP/ERP systems and their difficulties
• have the opportunity to enhance computer programming skills through the development of MRP software

Topics covered:
Forecasting: stationary, linear and seasonal data
Inventory Control: EOQ models, (Q,R) systems
MRP systems, Bill of Materials
Machine Scheduling, Single and Multiple Machine Systems, Assembly Line Balancing,
Dynamic Scheduling, Stochastic Scheduling
Transportation Systems, Vehicle Routing, Facility Location, Hub-Routing
Personnel Planning
Aggregate Planning

Accommodations for Students with Disabilities: If you have a disability for which you are or may be requesting accommodations, please contact both your instructor and the Office of Academic Support Services, University Center 212 (610-758-4152) as early as possible in the semester. You must have documentation from the Academic Support Services office before accommodations can be granted.
# Add/Drop

**DROP/ADD FORM**

**LEHIGH UNIVERSITY**

**OFFICE OF THE REGISTRAR**

**DATE:** __/__/____ **SEASON:** __________ **MAJOR:** ________________ **COLLEGE:** __________

**NAME:** ________________ **I.D. #** __/__/____ **PHONE:** ________________

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<th>Course Number</th>
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<td><strong>After 10th day DROP / 5th Day in Summer</strong></td>
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</tbody>
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**Signatures:**

**Advisor:** ________________ **Date:** ________________

**Student:** ________________ **Date:** ________________

This change will not be official until signed by the Registrar's Office. Carry to the Registrar's Office — DO NOT MAIL.
LEHIGH UNIVERSITY
Petition Form

DATE__________________________
Month Day Year

PRINT NAME__________________________
Last First M.

Nature of Petition
(Check One)

☐ Substitutions
☐ Late Add Course*
☐ Alternate Cuts*
☐ Make-up Examination*
☐ Extension of Incomplete*
☐ Late Registration
☐ Removal of Incomplete*
☐ Overload
☐ Reinstatement
☐ Waiver of Prerequisite*
☐ Other (specify)

Student I.D. #_________/_________/_________ User I.D._________

Local Address__________________________________________

Local Phone #__________________________________________

Major__________________________________________________

College: ☐ Arts and Science ☐ Business and Economics Class: ☐ Freshman
☐ Engineering and Applied Science ☐ Sophomore
☐ Other ☐ Junior

Last Semester Average ______ Overall GPA ______

Please use a typewriter or pen, and state your request and your reasons clearly, fully, and legibly. If you need more space, please use the back of this form.

REQUEST:

REASONS:

Signature

The student will take this petition to the instructor (if indicated by an asterisk * on the list of petition types above), to the advisor and to the associate dean of the college who after making a recommendation, will forward the petition to the registrar.

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<th>Signature</th>
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<tr>
<td>Registrar</td>
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<tr>
<td>Dean of Students</td>
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ACTION:
SECTION 3 FORM

DEAN OF STUDENTS OFFICE
OFFICE OF ACADEMIC SUPPORT SERVICES
U.C. ROOM 210 EXT. 84159

RULES AND PROCEDURES OF THE FACULTY 1.2.5. SECTION 3
If a student appears to be neglecting the work in any course or interferes with the
discipline of any course, the course instructor concerned notifies the dean of students, who
warns the student, and upon the second report, may exclude him or her from the course which
has been neglected. If a student is excluded from two or more courses, the case is brought
to the Committee on the Standing of Students for further action.

REPORT # 1 (To be completed by the instructor.)

Student's Name: ___________________________ Date: ____________
Course: __________________ Section: ______ Instructor's Name: ___________________________
Basis for Report: ____________________________________________

Instructor's Signature: _______________________________________

NOTICE TO THE STUDENT. (To be completed by student.)
The instructor above has notified the Dean of Students Office that you are neglecting the
course cited. You are expected to meet with each of the following people [in the order
outlined] to discuss the report. This form should be completed and returned to the Office
of Academic Support Services in the University Center Room 210 by
You should be aware, a second report in this course may result in you being dropped from the
course. If you are dropped after the last day to drop without penalty, you will receive a WF
for the course.

1. Instructor's Signature: ___________________________ Date: ____________
2. Academic Advisor's Signature: ___________________________ Date: ____________
3. Academic Support Office Signature: ___________________________ Date: ____________

REPORT # 2 (To be completed by instructor.) Date: ____________

Basis for Report: ____________________________________________

Instructor's Signature: _______________________________________

NOTICE TO THE STUDENT. (Instructions for student.)
A second report has been filed in this course. You must meet with the instructor to receive
permission to maintain enrollment in the course. If this form with the signature of your
instructor is not received in the Office of Academic Support Services in the University
Center Room 210 by ____________, you will be immediately dropped from the course.
A copy of this second report has been forwarded to your academic advisor.

Permission to Maintain Enrollment: (To be completed by instructor.)
I have met this student and will allow him/her to continue to be enrolled in my class.

Instructor's Signature: ___________________________ Date: ____________

Action: (To be completed by the Office of Academic Support Services.)
Student is involuntarily withdrawn from ____________ as of ____________.
Assoc. Dean of Students Signature: ___________________________ Date: ____________
APPRENTICE TEACHING CONTRACT

Juniors and seniors who wish to participate in apprentice teaching must have a 2.8 cumulative grade-point and should have a 3.32 GPA and have completed at least two courses in the major field in which apprentice teaching is to be done. For apprentice teaching in courses in which there is no major, other evidence of competence may be presented. Before the registrar will roster them for apprentice teaching (course number 300 in the department in which apprentice teaching is done), this form must be completed, approved, and submitted with the registration form to the Registrar. To complete the course, apprentice teachers must submit a written report on their experiences to the supervising faculty member prior to grade submission, after review it is to be forwarded to the Provost’s Office. For more information about Lehigh’s apprentice teaching program, contact the Provost’s Office.

In the space below, write a brief statement describing the duties the apprentice teacher will perform: i.e., brief lecturing, leading discussion, holding office hours for consultation with individual students, helping devise quizzes, as well as how the student will be evaluated. Include any other information relevant to the apprentice teaching relationship. The duties of the apprentice teacher are in no way to be confused with those performed by graduate teaching assistants and should not include grading of exams and finals, unsupervised direction of regularly scheduled lectures, labs, or recitations.

(Continue on back, if necessary)

To apprentice teach in:

Course number: _____________ Name: ______________________________

Professor: ____________________________

name (print)  signature  date

Apprentice: ____________________________

name (print)  signature  date

Cumulative average of apprentice teacher: overall _______  major _______

<table>
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<th>Approval/Disapproval</th>
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</thead>
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<tr>
<td>Dean’s Office</td>
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<td></td>
</tr>
</tbody>
</table>
LEHIGH UNIVERSITY
Office of the Registrar
REQUEST FOR PASS-FAIL GRADING

Name ___________________________ ID# _______/_____/_______
Campus Box ________ College _______ Major _______ Class _______

I request [ ] pass-fail grading (must be in Registrar’s Office by 15th day of
classes)

[ ] cancellation of pass-fail grading (must be in
Registrar’s Office by 15th day of classes)

in

CM number _______________________________ course number and title

for the __________________ semester

Year - fall, spring, summer

I have read and understand the rules written below:

Student’s Signature________________________ Date ___________

ACKNOWLEDGEMENT

_________________ (advisor’s signature) __________________ (date) __________________ (registrar’s signature) __________________ (date)

PRESENT ENTIRE FORM TO REGISTRAR’S OFFICE FOR SIGNATURE AFTER
WHICH ONE COPY WILL BE RETURNED TO STUDENT AND ONE COPY MAILED
TO ADVISOR.

The pass-fail grading option is intended to encourage students that have achieved
sophomore status, are in good academic standing, and have declared a major to take challenging
courses outside the major field that might otherwise be avoided because of the fear of lowering his
or her grade-point average. Students may register for only one course per term with the
optional Pass/Fail grading system, with a maximum of 6 courses in a college career.
Courses numbered below 100 are not permitted to be taken using the optional Pass/Fail
grading system. The student should be aware that there are some possible disadvantages of
pass grades, such as: (1) courses taken pass-fail may not be used in a student’s major or minor
program or used to fulfill distribution and general requirements in the colleges (see your advisor or
associate dean for clarification since rules vary by college); (2) to be eligible for the Dean’s List in
a specific semester, at least 12 hours of regularly graded (not pass-fail) courses must be carried in
that semester; (3) many readers of transcripts either ignore P/F graded courses or assume the
lowest performance that would earn a pass grade; (4) some graduate and professional schools
may not accept pass-fail grades courses as satisfactory for advanced work in a particular field.

Even though the student can transfer from Pass-Fail grading to regular grading and/or from
regular grading to Pass-Fail grading through the 15th day of instruction (or the 5th day of instructor
of a summer term), such course(s) still count toward the maximum number of courses taken pass-
fail during the student’s undergraduate career.
Faculty Resource Guide

Part 2

Faculty Benefits Guide
2012-13
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INTRODUCTORY STATEMENT

The purpose of this guide is to outline in summary form the plans, policies, and procedures of Lehigh University. It should serve as a useful reference tool for you on general questions concerning University policies and procedures. Additional information about specific policies may be found on the Human Resources web site at http://www.lehigh.edu/~inhro/policies.html. In order to avoid confusion or misunderstanding, you must remember that this guide is only a summary and that neither this guide nor the policies or procedures it summarizes constitute a contract between the University and members of its staff. While the University will normally do all it can to apply the policies and follow the procedures it summarizes here, it may become necessary either to change a policy or to depart from a procedure where circumstances require.

Although the University expects to continue the various policies and benefit programs described in this guide, circumstances may require that the programs be changed in the future. The University must therefore reserve the right to amend, modify, or discontinue any of the benefit programs or conditions described in this guide. The University’s right to amend, modify, or discontinue these benefit programs applies both to active employees and to those who have retired or separated from employment.

This document provides summary information only. For complete policy statements, please refer to the HR web site (http://www.lehigh.edu/~inhro/policies.html) or contact Human Resources at 610-758-3900.

Lehigh University does not discriminate against any person based on age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status.

OVERVIEW OF LEHIGH

Lehigh University was founded in 1865 by industrial pioneer and philanthropist Asa Packer. For more than 140 years, Lehigh University (http://www.lehigh.edu) has combined outstanding academic and learning opportunities with leadership in fostering innovative research. A non-denominational institution, Lehigh is among the nation’s most selective, highly ranked private research universities with a mission to advance learning through the integration of teaching, research, and service to others. Dr. Alice P. Gast, a world-renowned researcher with a passion for teaching, assumed leadership as Lehigh University’s 13th president on August 1, 2006. President Gast has set her sights high to build on founder Asa Packer’s vision of an institution that balances classical education with practical experiences that serve societal needs.

The University’s four colleges – College of Arts and Sciences, College of Business and Economics, College of Education, and the P.C. Rossin College of Engineering and Applied Science – provide opportunities to nearly 7,000 graduate and undergraduate students to discover and grow in a learning community that promotes interdisciplinary programs with real-world experience.

Lehigh’s 1,600-acre campus includes roughly 153 academic, residential, and research buildings available for use by the University community. It also has 180 acres of playing fields and half of the campus is preserved as open space. The campus is located in Pennsylvania’s pristine Lehigh Valley – in Bethlehem, Pennsylvania – centrally situated just 50 miles north of Philadelphia and 75 miles southwest of New York City. Undergraduates hail from nearly every state and U.S. territory and more than 40 other nations, with the majority of students coming from the Middle Atlantic region.

An institution clearly on the move in the last decade and beyond, Lehigh can boast improvements across all key indicators of success. In fact, applications to attend Lehigh exceeded 11,500 for the first year class entering fall 2011. Academic quality has increased significantly. Ninety-five percent of incoming students rank in the top tenth of their high school graduating class. SAT ranges of the middle 50% of admitted students were 620-710 for verbal and 660 – 740 for math. Current enrollment includes approximately 4700 undergraduate students and 2200 graduate students. In addition, in the U.S. News and World Report 2011 “America’s Best Colleges,” Lehigh ranked 37th, continuing to rank among the top research universities in the nation. Lehigh’s impressive $1 billion endowment provides significant funding for endowed scholarships and chairs.

With over 1,600 full-time and part-time employees, including approximately 1,200 staff members and over 460 tenured or tenure track faculty, as well as over 51,000 active alumni, Lehigh aims to be an outstanding medium-sized research university which provides a diversity of intellectual opportunities to both undergraduate and graduate students in a highly collegial community. To ensure that Lehigh remains among the best universities, the institution
is committed to achieving higher levels of academic excellence by focusing on the quality of the faculty and their scholarly research, an unwavering commitment to students, and national and international visibility.

Lehigh is accredited by the Middle States Commission on Higher Education, ABET, AACSB, APA, and the Pennsylvania Department of Education.
STARTING YOUR JOB

For purposes of the information contained in this benefit guide, full-time and part-time status is determined by the terms of your appointment letter issued by the University Provost.

Your Orientation & Benefits Enrollment

Human Resources conducts benefits orientations on the first and third Monday mornings of each month. Full-time faculty members are invited to attend a benefits orientation within a few days of their first day of work. At this meeting, a Human Resources staff member is available to answer questions about medical, life, and disability insurance; the retirement plan; and other University programs for which you may be eligible. You will also be provided with appropriate enrollment forms.

Identification Card (ID)

Following your benefits orientation you can go to the ID Card Office, located in the Christmas-Saucon Annex, to obtain an identification (ID) card. Fill out the application form and have your LIN (Lehigh Identification Number) and another form of picture ID available. A photograph will be taken and an ID card will be created immediately.

Your Lehigh ID is your personal identification and should be with you at all times. The following University-related benefits may be a part of your patron account:

- Academic building access
- Athletic events and/or ticket purchases
- Dining Services’ meal plan and/or charge account
- GoldPLUS debit cards
- Gym/Fitness Center access
- Lehigh Bookstore purchases discount
- Library privileges, including the Media Center and Computing Center
- Parking facilities access
- Zoellner Arts Center Events discount

Spouses/domestic partners of faculty members may also obtain an ID card at the ID Office. Use the same application form and be prepared with your LIN, your spouse/domestic partner’s LIN, and another form of ID. The ID card is University property and must be returned upon separation from the University. Additional information is available on the web at:

http://www.lehigh.edu/~inluid

Security Access

Some faculty members may be issued University keys in the course of their employment. It is the faculty member’s responsibility to safeguard these keys in order to maintain adequate security at the University. The duplication of keys is strictly prohibited. If your job requires you to have a key(s), your department head/chair will request the appropriate number of keys in writing from Facilities Services. If you transfer to another department or upon separation from University service, you must return the key(s). A key deposit may be required.

Parking

Parking at Lehigh is limited and parking regulations are strictly enforced. If you want to park on University property, your vehicle(s) must be registered with Parking Services, located in Johnson Hall. Your department can provide you with a registration form (or obtain one at http://www.lehigh.edu/~inubs/parking/Documents/FacultyStaffRegForm.pdf). A parking hangtag should be displayed on your vehicle while at work. There is an annual fee (determined by your annual salary) that will be deducted from your pay on a monthly basis.
All motor vehicles must be operated according to Lehigh University Motor Vehicle Regulations. You will receive a copy of these regulations with your parking hangtag from Parking Services. Additional information is available on the web at:

http://www.lehigh.edu/~inubs/parking/

**Reporting Personal Data Changes**

It is important that you keep your personal records up to date. For example, if you move, change your marital status, or experience a change in dependents, notify Human Resources on a *Personal Information Change* form when the change occurs. These forms are available from Human Resources, or on the web at:

http://www.lehigh.edu/~inhro/forms.html

**Conflicts of Interest**

Faculty members have an obligation to conduct business in such a manner as to avoid actual or potential conflicts of interest. An actual or potential conflict of interest occurs when a faculty member is in a position to influence a decision that may result in a personal gain for that faculty member or for a relative because of the University’s business dealings. For the purposes of this policy, a relative is any person who is related by blood or marriage, or whose relationship with the faculty member is similar to that of persons who are related by blood or marriage.

No “presumption of guilt” is created by the mere existence of a relationship with outside firms. However, if a faculty member has any influence on transactions involving purchases, contracts, or leases involving him/herself or a relative, it is imperative that he or she disclose such to the supervisor as soon as possible so that safeguards can be established to protect all parties.

Personal gain may result not only in cases where a faculty member or relative has a significant ownership in a firm with which the University does business, but also when a faculty member or relative receives any kickback, bribe, substantial gift, special gift, or special consideration as a result of any transaction or business dealings involving the University.

The purpose of these guidelines is to provide general direction so that faculty members can seek further clarification on issues related to the subject of acceptable standards of operation. Contact your department chair, Internal Audit, or Human Resources for more information or questions about conflicts of interest. The conflict of interest policy, in its entirety, is available on the web at:

COMPENSATION

**Paychecks**

It is the practice of the university to pay regular faculty members on a twelve-month basis for services rendered during the regular academic year. This permits salary continuity and benefits protection during the entire calendar year.

Faculty engaged in externally funded research may elect to take their academic salary over a nine-month period when there is a demonstrated research commitment through an approved grant.

Faculty members who wish to be paid for their academic duties over a nine-month period may submit their request on-line, at the following web site (note you will need to type in your network login and password as authorization to open the site): [http://www.lehigh.edu/~inprv/auth/faculty_deferred.html](http://www.lehigh.edu/~inprv/auth/faculty_deferred.html) If you elected to be paid over 9 months last year, that election will continue until you elect to return to 12 month pay. If you previously elected 9 month pay and want to return to 12 month pay, please email inpayrol@lehigh.edu.

All requests for 2012-2013 academic year must be submitted prior to **August 15, 2012**.

As you will see, the website includes a great deal of important information about the implications for faculty members being paid over 9 months. If after reading this information you would like to elect to be paid over 9 months, you will need to click the "submit" button which also indicates the acceptance of the conditions.

If you have any questions about this procedure please contact:

Robbyn Seier  
rls209@lehigh.edu  
Payroll Office

Darlene Barndt  
dab9@lehigh.edu  
Payroll Office

Monthly paychecks are distributed on the last working day of the month. The University automatically deducts federal, state, local, Social Security, and Medicare taxes from your paycheck. Regular payroll deductions will also be made for the benefits in which you have enrolled and for charges you have incurred on personal accounts.

Changes in all deductions must be made in writing. To change your:

- federal tax withholding, submit a new *W-4 Form* to the Payroll Office
- credit union deductions, contact the Credit Union directly at (610) 691-0041
- United Way deductions, notify the Payroll Office in writing
- deduction for US Savings Bonds, contact Payroll

Questions about the cost of benefits or tax-deferred savings should be addressed to Human Resources at extension 83900.

**Payroll Advances**

Occasionally, emergencies may occur which you are not financially prepared to meet. To help you, the University can provide a payroll advance to give you a financial source when you have none other available. Emergency needs are limited primarily to expenses associated with the death of an immediate member of the family, extraordinary medical costs not covered by insurance, and start-up costs associated with the move to Lehigh for new employees. Requests for advances to meet vacation expenses are not granted.

Requests will be processed within five business days of receipt of a request form that has been approved by the dean and provost. *Emergency Salary Advance Forms* are available at:
Payroll Direct Deposit

You can enroll in the automatic check depositing service provided by the University. Under this plan, your paycheck is deposited automatically in your checking and/or savings account(s) each payday. You will receive a pay stub instead of a check through the campus mail. To join the program, you must complete a Direct Deposit Authorization Agreement available from the Payroll Office, Human Resources, or online at http://www.lehigh.edu/~inctr/docs/DirectDepositForm.doc. Please remember to notify Payroll if you close the bank account to which you have had your deposit directed.

To initiate direct deposit while on vacation, the Payroll Office must be given a minimum notice of at least one pay period (one month).
TIME AWAY FROM WORK

Short-term Disability
The Short-term Disability Plan provides benefits in case you are absent from work due to illness or injury for a period of more than 10 continuous work days. Benefits under the plan are for disability periods of 26 weeks or less and are retroactive to the first day of absence. You must provide satisfactory evidence of disability to receive benefits under the plan.

Salary continuation benefits under the plan are based on your base salary at the time of disability and do not include other forms of special compensation.

During the time that you receive short-term disability benefits, coverage under all benefits will continue.

The plan is designed to protect you from financial hardship by replacing earnings that would otherwise have been lost because of your inability to work and be paid as scheduled. If a disability occurs while academic year classes are not in session, salary continuation will begin the day you were scheduled to return to work.

Short-term disability benefits do not apply to any disability that begins while you are on a leave of absence. The benefits may be available the day you are scheduled to return to work.

Short-term Disability for Maternity
During the time that you are unable to work because of pregnancy or pregnancy-related conditions, you are covered by the University’s short-term disability benefit described above. The University’s short term disability administrator establishes the period of disability.

You are entitled to short-term disability and related Family and Medical Leave benefits whether or not you plan to return to work following the disability period. This policy assures you the full benefits for which you are eligible.

If you want to extend your time away from work after your physician has released you, you may request a leave of absence. The total amount of time away from work will determine the terms and conditions applicable to your request (see Family Medical Leave).

Family and Medical Leave (FML)
You are covered by the provisions of the University’s FML Policy for Faculty. The policy provides for up to 12 weeks of paid leave during any 12-month period to allow you to:

• Care for your child within 12 months following birth, or placement for adoption or foster care
• Care for your spouse/partner, child or parent who has a serious health condition, or
• Care for your own serious health condition ; or
• Handle a qualifying exigency related to your spouse or domestic partner, child, or own parent being on active military duty or being notified of an impending call or order to active duty in the Armed Forces, including a member of the National Guard or Reserves, in support of a contingency operation.

The policy also provides for up to 26 weeks of leave during any 12-month period to allow you to care for your spouse or domestic partner, child, own parent, or next of kin (i.e., nearest blood relative) who is a covered servicemember. A covered servicemember is a member of the Armed Forces, including a member of the National Guard or Reserves, who is undergoing medical treatment, recuperation, or therapy, is otherwise in outpatient status, or is otherwise on the temporary disability retired list for a serious injury or illness incurred in the line of duty, or incurred because service on active duty aggravated an existing or pre-existing injury. Military caregiver leave may be used to care for veterans undergoing treatment, recuperation, or therapy for an injury, as long as the veteran was a member of the Armed Forces within five years of requiring care.

In the event of absence as a result of your own serious health condition, FML leaves run concurrently with Short-term Disability Plan benefits.

Your eligibility and coverage under the Flexible Benefits Plan continue during the period of an approved FML. Your payments toward the cost of all benefits are the same as those paid if you were at work. Your eligibility for other benefits during the leave is based on the terms and conditions of those benefits. Leave eligibility will be prorated if you are scheduled to work less than full time.
If you want to initiate a leave request, or would like a complete copy of the University’s policy, please contact Human Resources or go to the Human Resources policy page here: http://www.lehigh.edu/~inhro/policies.html.

**Funeral Leave**

You are entitled to up to five days absence with pay in case of the death of your spouse/partner, child, father, mother, brother, or sister at the time of their death. This applies to step relations also. You are entitled to up to three days absence with pay in case of the death of your father-in-law, mother-in-law, brother-in-law, sister-in-law, son-in-law, or daughter-in-law. Up to one day’s absence with pay will be allowed in case of the death of great-grandparents, grandparents, aunts and uncles, nieces and nephews in order to make final arrangements or attend a service. One day’s absence with pay to attend funerals of other relatives may be granted at the discretion of your supervisor.

The eligibility of part-time faculty for this benefit is dependent on their work schedule. For example, if the funeral of a grandparent is scheduled for a day that you are not scheduled to work, there is no benefit available under this plan.

Your department chair may request a copy of the death notice to verify the need for funeral leave.

**Jury Duty**

In the event you are called for county jury duty, the University will pay your base salary for up to ten working days in any academic year.

If you are dismissed as a juror before noon on any day, you are expected to work for the remainder of the day. If you are to report for jury duty in the afternoon, you are expected to work in the morning.

Federal grand jury duty is a special situation that is handled on an individual basis by Human Resources.

**Military Leave**

If you are an active member of the National Guard or military reserves, you are paid the difference between your base salary and your military pay and allowances during your annual encampment or active-duty training. Faculty members called to emergency military duty also receive differential pay.

To be eligible, you must be on an active pay status with your unit and submit a copy of your pay records and orders for the annual active-duty period to the Payroll Office.

**University Closing Due to Severe Weather**

If the University closes at any time during the day or delays its opening, the announcement will be made through the following media and on Lehigh’s web site http://www4.lehigh.edu/insidelehigh:

**RADIO**

- WAEB News – 790 AM
- WAEB – 104.1 FM
- WBYN – 1160 AM
- WBYN-FM – 107.5 FM
- WCTO – 96.1 FM
- WEST – 1400 AM
- WLEV – 100.7 FM
- WLVR – 91.3 FM
- WODE – 99.9 FM
- WWYY – 107.1 FM

**TELEVISION**

- WFMZ – CHANNEL 69

**OTHER**

- LU Hotline 610-758-NEWS (6397)

LU Alert—text messaging system. These notices can only be received by those who are registered to receive LU-ALERT updates. Sign up at http://www4.lehigh.edu/emergency/prepared/default.aspx

If the university isn’t closed, classes are assumed to be meeting.
EDUCATION AND SPECIAL PROGRAMS

Tuition Benefits Available to You
If you are a full-time faculty member working at least 75% of a full work schedule, you may be eligible to take up to six credits per semester at Lehigh University (six in the fall, six in the spring, six between summer session I and II) at no tuition cost under the tuition remission program. Eligibility begins after the first day of work. Undergraduate and graduate credit courses may be taken at Lehigh University. If you choose to enroll for more credits than the benefit provides, you will be responsible for any additional cost.

Lehigh participates in the Lehigh Valley Association of Independent Colleges (LVAIC) Tuition Exchange Program. The other LVAIC member schools are Cedar Crest College, DeSales University, Lafayette College, Moravian College, and Muhlenberg College. This program allows you to take undergraduate credit courses tuition free at any other member institution. You are eligible to take up to two courses during the fall or spring semester and one course in each summer session. The tuition program with the LVAIC schools is an exchange program and your name is placed on a waiting list until a few days before class is scheduled. You may contact the college you are attending to see if the class is open or full. If the class is full, you may register for another class.

The tuition benefits for full time faculty are limited to two courses at LVAIC institutions or six credits at Lehigh per semester.

Before you can be scheduled to take any classes, you must be admitted by the institution you will be attending. Contact the Admissions Office at the school of your choice for further information. Upon admission, the tuition programs described above will be available.

If you are a part-time faculty member who works at least 50% but less than 75% of a full work schedule, you are eligible for three credits each semester (three in the fall, three in the spring, and three in one of the summer sessions) tuition-free at Lehigh University only.

The tuition remission/exchange programs provide benefits that pay only for tuition. You are responsible for the cost of books, materials, admission fees, and any registration or other special fees. The tuition remission benefit does not apply to on-line or distance education courses that are available in a traditional classroom format. If the course is only available in an on-line or distance education format, additional fees may be imposed.

If you are married to another University employee, tuition benefits are available to you only as an employee. Additional spousal benefits are not available.

Under IRS regulations, tuition benefits related to undergraduate coursework are not subject to income tax. A portion of the benefits you receive for graduate coursework may be taxable, however. The University makes no commitment or guarantee regarding the future taxability of tuition benefits.

For more information about the program and the taxability of graduate tuition, or to request approval forms, contact Human Resources.

Lehigh Tuition Benefits for Your Spouse/Partner and Dependent Child(ren)
If you are a full-time salaried faculty member, Lehigh will provide tuition benefits for your spouse/partner and/or dependent child(ren) to attend classes at the University if qualified for admission.

For purposes of this program, the IRS defines a dependent child as a natural or adopted son, daughter, stepson, or stepdaughter who is your dependent under the Internal Revenue Code. For children of normal college age (17–23), the child must be a full-time student who is being claimed by their natural or custodial parent as a dependent on their 1040 federal tax return. For unmarried adult children over the age of 23, the child must be a full-time student who is residing with and supported by his or her parents. A fully executed Statement of Dependency form and a certified copy of the student’s tax return are required for children over the age of 23.

In addition to meeting the dependency requirements, your child must be matriculated before age thirty for the undergraduate benefit and before age thirty-five for the graduate benefit, and attending full-time thereafter.

Beginning with the semester following your first day of work, your spouse/partner and dependent child(ren) can take Lehigh spring and fall semester undergraduate courses at one-half the full tuition rate. Beginning with the semester in which you will complete five years of eligible service, your spouse/partner and child(ren) are exempt from the payment of the entire undergraduate tuition cost.

Graduate courses and summer session undergraduate credit courses are available to your spouse/partner and child(ren) at no tuition cost beginning with the semester following your first day of work. The full value of any
graduate tuition benefit received by your spouse/partner or child(ren) will be treated as taxable income to you and Lehigh will withhold the appropriate taxes from your paychecks during the semester.

If your spouse/partner has access to a tuition assistance program at his or her place of employment, that benefit must be used before Lehigh’s benefit can be applied.

Currently, the benefits under this program continue to be available to your spouse/partner and dependent child(ren) if you should become totally disabled, die after completing ten years of service, or if you retire after age 59 1/2 with ten years of continuous eligible service or after age 55 with twenty-five years of service.

Before your spouse/partner or dependent child(ren) can be scheduled to take any classes at Lehigh, they must be admitted to the University. Admission to Lehigh University requires that your dependent meets all of the current admission requirements of the institution. Contact the Admissions Office for further information on admittance and registration procedures. If interested in graduate coursework, your spouse/partner or child(ren) must be admitted by the college in which the course(s) is/are offered. Contact the dean’s office in the college in which they are enrolling. Upon admission, the tuition programs described above will then become available.

These benefits apply only to tuition. Additional fees may be imposed by the college or department offering the course. Such fees are the responsibility of the faculty member.

Not all courses are eligible for tuition remission. Confirm eligibility with the college or department offering the course prior to enrolling. The tuition remission benefit does not apply to on-line or distance education courses that are available in a traditional classroom format. If the course is only available in an on-line or distance education format, additional fees may be imposed.

Undergraduate tuition benefits are a taxable benefit for domestic partners and are taxable for dependent children if:

- the student will be 24 years old or older at the end of the calendar year, AND
- the student earns more than the IRS individual exemption amount for the calendar year in which the tuition benefit is paid, OR
- the benefits are provided for the dependent child of a domestic partner.

For more information about the program and/or the taxability of tuition benefits, contact Human Resources.

**Tuition Benefits at LVAIC Schools for Your Spouse/Partner**

If you are a full-time, salaried faculty member, your spouse/partner may be eligible to take two undergraduate courses each fall and two each spring at one of the other LVAIC member schools without payment of tuition costs. The LVAIC Tuition Exchange Program does not include online or distance education courses for spouses/partners and is not available to spouses/partners during summer sessions.

Before scheduling any classes, your spouse/partner must be admitted by the institution he or she will be attending. Contact the Admissions Office at the school for further information. Upon admission, the tuition program described above will be available.

If your spouse/partner has access to a tuition assistance program at his or her place of employment, that benefit must be used before Lehigh’s can be applied. The tuition program with the LVAIC schools is an exchange program and your spouse/partner is entered onto a waiting list until a few days before class is scheduled. He or she may then contact the particular college to see if the class is open or full. If the class is full, he or she may automatically register for another class.

*NOTE: Eligibility for domestic partners to use the benefits of this program is governed by the policy of the LVAIC institution your partner attends, as it relates to recognition of, and benefits extended to, partners at that institution.*

**Tuition Benefits for Your Dependent Child(ren) at Other Institutions**

If you are a full-time salaried faculty member, your dependent children may be eligible for a tuition cash grant award. This grant is for your dependent child(ren) to attend a regionally accredited two or four year post-secondary degree-granting institution. The child must be enrolled as a full-time student pursuing studies towards an associate’s or bachelor’s degree. For purposes of this program, the IRS defines a dependent child as a natural or adopted son, daughter, stepson, or stepdaughter who is your dependent under the Internal Revenue Code. For children of normal college age (17 – 23), the child must be a full-time student who is being claimed by their natural or custodial parent as a dependent on their 1040 federal tax return. For unmarried adult children over the age of 23,
the child must be a full-time student who is residing with and supported by his or her parents. A fully executed Statement of Dependency form and a certified copy of the student’s tax return are required for children over the age of 23. To be eligible for the cash grant, the child must be matriculated in the degree-granting program before age 30.

If you have completed five years of service in an eligible position, the University will pay a cash grant of up to $5,000 per annum toward the cost of your child’s tuition at an eligible institution. Only one $5,000 grant is available on a child’s behalf per academic year and the total lifetime benefit on each child’s behalf is limited to $20,000. The five-year waiting period is waived for employees at the rank of Associate or Full Professor.

If your earnings are such that the Internal Revenue Service (IRS) would classify you as a highly compensated employee, the full value of the tuition cash grant paid on your child’s behalf will be treated as additional taxable income to you. The IRS defines a highly compensated employee as one whose earnings exceed an amount designated by the IRS.

The tuition cash grant is a taxable benefit for dependent children if:

- the student will be 24 years old or older at the end of the calendar year, AND
- the student earns more than the IRS individual exemption amount for the calendar year in which the tuition benefit is paid, OR
- the benefit is provided for the dependent child of a domestic partner.

Currently, the benefits under this program continue to be available to your dependent children if you should become totally disabled, die after completing ten years of eligible service, or if you retire after age 59 1/2 with ten years of continuous eligible service or after age 55 with twenty-five years of service.

The Board of Trustees establishes the amount of the cash grant. Although it is anticipated that the cash grant program will continue, the Board of Trustees reserves the right to change, amend, or cancel the program at any time.

Benefits are different for faculty members employed in an eligible position before September 1, 1986. If you are a member of this group, additional information is available from Human Resources or online at http://www.lehigh.edu/~inhro/TCG.htm.

For more information about the program, total award limitations, approved institutions, taxability of awards, or grant applications, contact Human Resources.

Tuition Benefits for Dependent Child(ren) Domestic Partners

The natural or adopted dependent children of a faculty member’s domestic partner are eligible for tuition remission benefits at Lehigh and tuition cash grant benefits to attend other institutions. The benefit terms and conditions are the same as those described above for eligibility, dependency status, and benefit levels.

Under current federal tax law, the full value of the benefits provided to the natural or adopted child of a domestic partner are fully taxable to the faculty member.

Build and Enhance Skills through Training (BEST) Program

As a Lehigh faculty member, you may take work-related, noncredit courses through the external training subsidy program known as the BEST Program. This program, administered by Human Resources, subsidizes 75%, up to a maximum of $500, of the cost of faculty enrollments in noncredit programs similar to those offered by Northampton Community College (i.e., computer software and hardware courses, management courses). Your department will be responsible for the balance of the cost. There are three eligibility requirements. You must be a full-time faculty member to take two seminars per semester, or a part-time faculty member to take one seminar per semester. You must also have an active assignment on the date of the seminar. Finally, the seminar must be related to your position and be the type of training supported by the program.

To ensure financial support for your course, you must complete the BEST Program Registration Form, have approval from HR before attending the seminar, and your department chair will need to approve your request to take a noncredit course by signing the form.

Since there is a limit to how many courses can be subsidized through the fund, the program is administered on a first-come, first-served basis.
Workplace Learning Programs

Lehigh’s most important resource is people. Success can only be achieved with high levels of individual productivity and effectiveness. The University helps individuals develop their potential through professional development and career opportunities.

In an effort to support these goals, Human Resources identifies, recommends, plans, organizes, and administers programs to develop skills, knowledge, and competencies of University personnel. The department offers a limited number of training and informational programs. Schedules are published in the Spotlight newsletter in the fall and spring semesters and are available on the web at http://www.lehigh.edu/~inhro/workplace_learning_performance.html.

Other Lehigh University departments, such as the Iacocca Institute, Library and Technology Services, and the Environmental Health and Safety Office, also offer a variety of training programs for University employees.

Recognition and Awards

Lehigh University values the contributions of its faculty members. In addition to offering faculty members competitive pay and benefits, the University has several programs of faculty recognition and appreciation throughout the year.

Each year the University hosts a University Recognition Dinner where faculty and staff members are recognized for outstanding achievement, years of continuous service, and involvement in University activities. Retiring faculty and staff members receive special tribute.

Other faculty appreciation activities include the annual Holiday Party.
FLEXIBLE BENEFITS FOR FULL-TIME SALARIED FACULTY MEMBERS

The Lehigh University Flexible Benefits Plan allows you to develop a personalized benefits package. You are eligible to participate in the plan if you are a salaried faculty member who is scheduled to work full time as defined by your appointment letter from the University Provost. Through the Flexible Benefits Plan, you have access to the following benefits:

- Medical Insurance, including prescription drug benefits and vision care
- Dental Insurance
- Life Insurance
- Dependent Life Insurance
- Long-term Disability Insurance
- Health Care Flexible Spending Account
- Dependent Care Flexible Spending Account

The University’s contribution and your costs to participate vary by plan. The elections you make will be in effect from your initial participation date through December 31. An annual re-enrollment period is held each fall to allow employees the opportunity to make new benefit elections for the next calendar year (January 1 through December 31).

Under current Internal Revenue Service regulations, you may change your benefit elections before December 31 if you experience a “qualifying life event” which supports the change. To change your election, you must submit a Request to Change Benefit Elections form and enrollment form, if applicable, to Human Resources within 30 days of the qualifying life event.

The plans are administered in compliance with governing federal and state regulations. In all cases, federal and state legislation, the official plan documents, and insurance contract provisions will determine the terms and conditions of the plan.

For more information about the Flexible Benefits Plan and the benefits available to you, please refer to the Enrollment Booklet and Summary Plan Descriptions.

You are eligible to begin participation in the plan on your first work day. Active enrollment is required before you can participate in the medical plans, dental insurance, supplemental life insurance, dependent life insurance, or flexible spending accounts. Long term disability coverage has a 12 month waiting period for the coverage of pre-existing conditions for which treatment was recommended or sought as early as 3 months prior to university employment. If you want to enroll in these optional benefits, you must do so within thirty (30) days of your first work day. If you do not enroll during that time, you will be required to wait until the next annual re-enrollment period unless you experience a qualifying life event as described above.

FLEXIBLE BENEFITS FOR PART-TIME SALARIED FACULTY MEMBERS

If you are a salaried faculty member who works part-time, you are eligible to participate in Flexible Spending Accounts (FSAs). FSAs provide you with the opportunity to use pre-federal tax dollars to pay for eligible health and dependent care expenses. Under IRS regulations, amounts contributed to the FSAs that are not used are forfeited at the end of the plan year. The terms and conditions of the plan for part-time employees are the same as those applicable to full-time employees. Contact Human Resources for additional information.
RETIREMENT

The Retirement Program

The University maintains an employer-paid defined contribution plan for all regular faculty in benefits-eligible positions who are appointed by the Provost to positions that are classified at 0.5 FTE or greater. If you are 35 years of age or over, you are eligible to participate in the plan on your first day of work. If you are under age 35, you will become eligible to participate in the plan on the first of the month following your 35th birthday or after you have reached age 21 and completed 2 years of service, whichever is earlier.

The current contribution rate is five percent of salary for all faculty members who are under age 30. This increases to ten percent on the first of the month following your 30th birthday. Human Resources will provide you with additional information about the plan and an application form when you become eligible to participate. You must complete and return the application form in order to establish control of your account.

University contributions are forwarded to the Teachers Insurance and Annuity Association-College Retirement Equities Fund (TIAA-CREF) for deposit in your fully vested, individual account.

Social Security

In addition to the benefits you will receive from the retirement program, you may receive Social Security benefits upon your retirement. This federal program provides monthly retirement checks as well as some benefits for health care under Medicare. Benefits for total disability and for your survivors are also available.

You pay a certain percentage of each paycheck into Social Security and the University pays a matching amount. The amount of your retirement check is based on a formula using quarters of coverage in the program and taxable earnings during those quarters. Contact the Social Security Office for more information.

Voluntary 403(b) Retirement Savings Plan

To help you supplement the retirement income provided by Social Security and the retirement program, a voluntary savings plan provides a vehicle for tax advantaged retirement savings. You can choose among investment funds offered by several mutual fund companies (American Century Investments, Fidelity Investments, The Vanguard Group), or save in annuity contracts available from TIAA-CREF. You are eligible to participate in the plan on your first day of work. This plan gives you a variety of ways to invest part of your current salary on a pre-tax basis into accounts that will eventually provide retirement income, or death benefits. The minimum monthly amount you can invest in a 403(b) plan is $15.

The money you put into these accounts, as well as the interest or dividends earned, is tax-deferred. You pay no income tax until the funds are withdrawn during your retirement. If you withdraw your money before you reach 59 1/2 or retire, you will have to pay federal income taxes and may be subject to a federal tax penalty. In addition, your ability to withdraw earnings may be restricted. To learn more about the investment options and legal limitations or to enroll in this plan, contact Human Resources.

Benefits during Retirement

Currently, the following benefits are available to any benefits eligible faculty member who retires at age 59 1/2 with ten or more years of continuous benefits eligible service (i.e., working a full-time schedule in a benefits-eligible position) or after age 55 with twenty-five years of service:

- The Medical Premium Reimbursement Plan will reimburse the retiring faculty member for some of the cost paid as premiums for medical coverage for the retiree and eligible dependents, up to the limit defined by the Plan. The monthly maximum is reviewed on an annual basis, and may be modified from year to year. The benefit is available to the survivor of a deceased University retiree, until and unless they remarry or become deceased.
- In addition, faculty members who retire at age 59 1/2 or older to age 65, after ten or more years of continuous full benefits eligible service or age 55 or older to age 65 after twenty-five or more years of continuous full benefits eligible service, may purchase any of Lehigh University’s medical insurance plans at the premium cost, less the Medical Premium Reimbursement amount, for the retiree and all eligible dependents. This coverage can continue as long as the retiree wishes, as long as it is continuous from employment into and through retirement. Once stopped by the retiree, it cannot be restarted. It is available
to the survivor of a deceased University retiree on this same basis, until and unless they remarry or become deceased.

- Tuition benefits continue to be available to retirees throughout their retired life. They, or their eligible dependents who use the available tuition benefit, must meet all eligibility requirements for the program. The benefit continues to be available to and through the surviving spouse/partner of a deceased University retiree until and unless they remarry or become deceased.

- The retiree and spouse/partner, if applicable, retain the University ID card and parking hangtag and all associated privileges. The benefit continues to be available to the survivor of a deceased University retiree until and unless they remarry or become deceased.

If a retiree should marry or remarry after his or her retirement begins, no benefits accrue to the new spouse or new dependent children.
EMPLOYEE RIGHTS & RESPONSIBILITIES

Honesty in Benefit Plan Use
The University expects you to provide truthful and accurate information in your benefits applications and use of benefit programs by yourself and your family. In addition, it is your responsibility to ensure that you notify Human Resources if there are any changes to the status of your dependents with respect to the benefit programs.

If you or your dependents access or receive benefits to which you are not entitled, you will be responsible for reimbursing the University for the full value of the benefit.

Any person who knowingly and with intent to defraud or deceive the University or any insurance company administering University benefits, files a statement of claim containing any materially false, incomplete, or misleading information, may be subject to criminal prosecution and/or substantial civil penalties.

Return of Property
Faculty members are responsible for all Lehigh property, materials, or written information issued to them or in their possession or control. Faculty members must return all Lehigh property on or before their last day of work. Where permitted by applicable laws, Lehigh may withhold from the faculty member’s check or final paycheck the cost of any items that are not returned when required. Lehigh may also take all action deemed appropriate to recover or protect its property.

Use of Computer Systems and Facilities
Access to the University’s computing and networking facilities and resources is a privilege granted to Lehigh employees. All users of the computing facilities must act responsibly and maintain the integrity of these resources. If any computer system or facility is threatened, such system and/or facility may be monitored and user files examined under the direction of the Vice Provost for Library and Technology Services. In addition, the University will comply with all governmental and law enforcement subpoenas, warrants, or other orders requiring the examination of user files.

Those who do not abide by the Policies on the Use of Computer Systems and Facilities (LU Library and Technology Services) should expect at least suspension of computer privileges and possible disciplinary action under standard University rules for misconduct. Offenders may be subject to criminal prosecution under federal or state law, and should expect Library and Technology Services to pursue such action. As an example, under PA law, it is a felony punishable by a fine of up to $15,000 and imprisonment up to seven years for any person to access, alter, or damage any computer system, network, software, or database, or any part thereof, with the intent to interrupt the normal functioning of an organization. Disclosing a password to a computer system, network, etc., knowingly and without authorization, is a misdemeanor punishable by a fine of up to $10,000 and imprisonment up to five years.

Library and Technology Services should be notified about violations of computer laws and policies, as well as about potential loopholes in the security of its computer systems and networks. The user community is expected to cooperate with Library and Technology Services in its operation of the computer system or networks as well as in the investigation of misuse or abuse.

For a complete copy of the Policies on the Use of Computer Systems and Facilities, published by Library and Technology Services, see http://www.lehigh.edu/security/computepolicy.html

Drug-Free Workplace
In compliance with the Drug-Free Workplace Act of 1988 and the Drug-Free Schools and Communities Act of 1990, Lehigh University is committed to maintaining a healthy, drug-free environment. The unlawful manufacture, distribution, possession, or use of a controlled substance or alcohol, as defined by these acts is prohibited in the workplace and subject to disciplinary action. The use of legally obtained substances, to the point where such use adversely affects performance, is prohibited.

In addition to abiding by this requirement, you are required by the Drug-Free Workplace Act to notify the University of any criminal drug statute conviction for a violation occurring in the workplace no later than five days after the conviction. Upon your notification, the University must report the conviction to the federal government within ten days.
Generally, the University does not require drug testing. Drug testing is required by law for certain positions. Individuals will be notified if their position is affected by law.

Violations of these drug-free laws will be grounds for disciplinary action up to and including ending your employment relationship, and may have legal consequences.

Drug and alcohol dependency is an illness. Employees seeking help are encouraged to contact the Employee Assistance Program. Drug and alcohol awareness programs are conducted periodically to provide you with information. Other resources are available at the University and in the community. Conscientious efforts to seek help for a substance abuse problem will not jeopardize an employee’s position and will be kept strictly confidential.

For copies of the University’s policies on drugs and alcohol, contact Human Resources.

Workplace Violence Prevention
Lehigh is committed to preventing workplace violence and to maintaining a safe work environment. Given the increasing violence in society in general, Lehigh has adopted the following guidelines to deal with intimidation, harassment, or other threats of (or actual) violence that may occur during business hours or on its premises.

All employees, including supervisors and temporary employees, should be treated with courtesy and respect at all times. Employees are expected to refrain from fighting, “horseplay,” or other conduct that may be dangerous to others. Firearms, weapons, and other dangerous or hazardous devices or substances are prohibited from the premises of Lehigh except for Lehigh Police or other law enforcement officers acting in official capacity.

Conduct that threatens, intimidates, or coerces another employee, a customer, or a member of the public at any time, including off-duty periods, will not be tolerated. This prohibition includes all acts of harassment, including harassment that is based on an individual’s sex, race, age, or any characteristic protected by federal, state, or local law.

All threats of (or actual) violence, both direct and indirect, should be reported as soon as possible to your department chair, any other member of management, or the Lehigh University Police, as appropriate. This includes threats by employees, as well as threats by customers, vendors, solicitors, or other members of the public. When reporting a threat of violence, you should be as specific and detailed as possible.

All suspicious individuals or activities should be reported as soon as possible to a supervisor or the Lehigh University Police. Do not place yourself in peril. If you see or hear a commotion or disturbance near your work area, do not try to intercede or see what is happening. Lehigh will promptly and thoroughly investigate all reports of threats of (or actual) violence and of suspicious individuals or activities. The identity of the individual making a report will be protected as much as is practical. In order to maintain workplace safety and the integrity of its investigation, Lehigh may suspend employees, either with or without pay, pending investigation.

Anyone determined to be responsible for threats of (or actual) violence or other conduct that is in violation of these guidelines will be subject to prompt disciplinary action up to and including termination of employment.

Lehigh encourages employees to bring their disputes or differences with other employees to the attention of their supervisors, Human Resources, or the Office of the Provost before the situation escalates into potential violence. Lehigh is eager to assist in the resolution of employee disputes, and will not discipline employees for raising such concerns.

Workplace Accommodations for Individuals with Disabilities
Lehigh University is committed to the policy of making reasonable accommodations for employees with disabilities to enable them to perform the essential functions of their positions. Any questions regarding accommodations should be addressed to your department chair, Dean’s Office, Provost’s Office, or Human Resources.

Nepotism Policy
Lehigh University is committed to a policy of employment and advancement based on qualifications and merit. The Nepotism Policy exists to ensure that the placement of close relatives in specific positions or work groups does not create a conflict with this policy.

A close relative is defined as any one of the following who is related by blood, marriage, or legal procedure to an employee or to the employee’s spouse/partner – parent or child, grandparent or grandchild, brother or sister, uncle or aunt, nephew or niece, cousin, spouse/partner of any of the above, or unmarried couples living together.
In the interest of productivity, equitable treatment of employees, and the protection of University resources, no individual shall be employed in a department or area under the supervision of an immediate relative who has or may have a direct or indirect effect on the individual’s progress, performance or welfare. Moreover, University faculty and staff members are not to initiate nor participate in University decisions involving a direct benefit to their relatives. The full policy can be found at:  
http://cf2.cc.lehigh.edu/FAPolicies/index.cfm  (keyword: nepotism) newfacguide20.docx

Equal Employment Opportunity/Affirmative Action/Non-Discrimination Policy  
Lehigh University and its associated business entities are equal opportunity employers. This means we do not discriminate against employees or position applicants based on an individual’s age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status. For students, this applies to educational programs, residential environments, athletics and other co-curricular programs, social and recreational programs, and student services. For faculty, staff, and student employees, this applies to all employment decisions, including selection, benefits, compensation, tenure, training and educational programs, transfer, promotion/demotion, layoff, return from layoff, and termination. The University will make reasonable accommodations for qualified individuals with known disabilities unless doing so would result in an undue hardship.

Faculty and staff throughout the University should work at all times to help maintain a good-faith effort to meet affirmative action objectives and commitments. As specified in the Affirmative Action Plan, efforts are made to recruit or promote qualified women and minority-group personnel as vacant or new positions occur.

Copies of the University’s Affirmative Action Plan are available for your inspection in the President’s Office, Alumni Memorial Building. Lehigh University’s Equal Opportunity/Affirmative Action/Non-Discrimination Policy is available through Human Resources on the web at:

http://www.lehigh.edu/~policy/university/co.htm

This policy governs all aspects of employment, including selection, position assignment, compensation, discipline, termination, and access to benefits and training. As part of being equal opportunity employers, we are committed to providing a work environment that is both free of discrimination and unlawful harassment. Accordingly, it is our policy that any form of discrimination or other unlawful harassment (such as sexual harassment) are unacceptable behaviors in the workplace and will not be tolerated.

For purposes of this policy, the term “unlawful harassment” includes any unwelcome verbal, visual or physical conduct, or other offensive behavior, directed against a person because of that individual’s age, sex, sexual orientation, race, color, religion, ancestry, national origin, or disability when such conduct has the purpose or effect of unreasonably interfering with an individual’s work performance, or such conduct creates an intimidating, hostile, or offensive work environment.

Policy on Harassment  
Lehigh University strives to provide an educational, working, co-curricular, social, and living environment for all students, staff, faculty, trustees, contract workers, and guests that is free from harassment on the basis of age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status. Such harassment is unacceptable behavior and will not be tolerated. This policy defines prohibited conduct and sets procedures for addressing and resolving harassment complaints.

Education and Prevention. The University provides education about harassment through orientation and follow-up programs for students, staff, faculty, and administrators. All individuals in a supervisory capacity will receive appropriate training to take leadership in implementing the policy. They will inform people under their direction of this harassment policy and assume leadership in implementing the procedures.

Academic Freedom. Lehigh University upholds the principles of academic freedom and free speech.

This policy addresses two forms of harassment – a hostile work, learning, co-curricular, social, or living environment and quid pro quo sexual harassment.

A Hostile Work, Learning, Co-curricular, Social, or Living Environment occurs when a member of the Lehigh University community or a guest is subjected to unwelcome statements, jokes, gestures, pictures, touching, or other conduct that offend, demean, harass, or intimidate. Harassment includes offensive verbal or physical conduct that has the purpose or effect of interfering with an individual’s work or educational performance or has the purpose or effect of creating an intimidating, hostile, or offensive environment. The violating conduct may involve a very serious and offensive event or may involve persistent harassing behavior. A hostile environment can be created

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by supervisors, co-workers, faculty, coaches, students, alumni, or visitors to campus such as vendors and contractors.

Examples of a serious act. An isolated comment or incident usually does not create a hostile work or educational environment. The exception is if the incident is a serious act, such as 1) an intentional, non-consensual touching of an intimate body area of another person; 2) an instructor humiliating a student in class by making a joke about the student’s disability; or 3) a student marking Nazi swastikas on a fellow student’s door.

Examples of persistent hostile behavior. What also constitutes a hostile work or educational environment is failure to stop a behavior that a reasonable person would find hostile or abusive. Examples: 1) students in a class ask a teaching assistant not to tell offensive jokes, but she or he continues to do so; 2) an employee asks a supervisor not to touch him or her, but the supervisor continues to do so.

Stereotyping. Statements that demean people on the basis of age, color, disability, gender, gender identity, national or ethnic origin, race, religion, sexual orientation, or veteran status can also contribute to a hostile work or educational environment. For example, it would be gender stereotyping to ask a man or a woman why he or she is majoring in a discipline such as English, Engineering, or Finance because people of this gender can’t succeed in the area. Another example of stereotyping would be to ask an older colleague why she or he hasn’t retired. Each of these isolated questions is not harassment by itself but could contribute to a hostile environment.

Quid Pro Quo Sexual Harassment occurs when a member of the Lehigh University community explicitly, or implicitly, promises or withholds job-related or education-related benefits based upon the employee’s or student’s acquiescence to sexual advances or behavior.

Quid pro quo sexual harassment includes unwelcome sexual advances and requests for sexual favors, where submission to the conduct is made a term or condition of employment or educational opportunity; or submission to or rejection of such conduct is used as a basis for employment or educational decisions. Such harassment may involve behavior by a person of either sex against a person of the same or opposite sex.

Examples of quid pro quo sexual harassment may include but are not limited to seeking sexual favors or relationships in return for the promise of a favorable grade or other academic opportunity or basing an employment-related action (e.g., hiring, salary increase, performance appraisal, termination) on a sexual favor or relationship.

Supervisory Conflict of Interest. A supervisor should avoid developing a romantic or sexual relationship with an employee. Similarly, an instructor (e.g., advisor, course instructor, teaching assistant) should avoid developing a romantic or sexual relationship with a student taught, advised, or supervised by that instructor. If such a relationship does develop, it is a conflict of interest for one party to continue in any type of supervisory role. In such a situation, the supervisor or instructor must arrange for alternative supervision of the employee or student. For example, a doctoral advisor should confer with the student and the faculty of his or her department to identify and recruit an alternate doctoral advisor. A supervisor and employee should work with their department and Human Resources for reassignment of the employee or supervisor to another department or to institute a change in the supervisory relationship.

It is the responsibility of the person in the supervisory role to resolve the conflict of interest. Failure to resolve a conflict of interest puts the supervisor at risk for charges of sexual harassment.

To view the entire policy, go to http://www.lehigh.edu/~policy/university/harassment.htm.

Bias Response Protocol / Bias Response Team

Lehigh University is committed to an inclusive living and learning community that is free from bias. To assure that incidents of bias can be accurately reported, are investigated, addressed, and victims or witnesses of bias are supported, Lehigh University has established the Bias Response Protocol (BRP) and Bias Response Team (BRT). The BRP creates a clear way to report suspected bias incidents so they can be investigated and addressed, if appropriate, using the existing educational and disciplinary channels. The goal of the BRT is to support and create a campus climate that welcomes and values Diversity and Inclusion and the Principles of Our Equitable Community.

Please visit the Bias Response page on the Provost's Office web site for more complete information: http://www.lehigh.edu/~inprv/initiatives/bias.html.

Ombudsperson

The ombudsperson is a designated neutral or impartial dispute resolution practitioner whose major function is to provide confidential and informal assistance to all students, faculty, and staff in achieving the resolution of problems that they may not have been able to resolve through existing University resources and procedures.
The ombudsperson is neither an advocate for an individual nor for the organization, but rather a source of fairness, who provides information, referral, and aid in answering individual questions, and assistance in the resolution of concerns and critical situations. This function supplements, but does not replace, the University’s existing resources for conflict resolution or modes of redress.

The position is independent of existing administrative structures and reports only to the President. The ombudsperson is available to meet with students, faculty, and staff on or off campus at their discretion. All communications with the ombudsperson are confidential. Additional information can be found on the web at:

http://www.lehigh.edu/~inombs

Privacy of Information

The University maintains a Personnel File on each faculty member for administrative and business purposes. Only the employee and Human Resources or Provost Office staff members access the information in the files on a need-to-know basis. The files are not available to any other person on campus for any reason. You may inspect your Personnel File by contacting Human Resources for an appointment.

As a matter of University policy, information about faculty members is not released upon outside inquiry without written authorization by the employee, or subject to a court order. Specific requests about income, length of service, and related data should be referred to Human Resources.

Anyone who handles personal information about students or other employees has the obligation to maintain strict confidentiality and to comply with the requirements of the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

Any records or documentation you create as a part of your work at Lehigh, or by using University materials or equipment, are the property of the University. All University-owned assets and media are subject to inspection and review by University officials at any time.

General inquiries from media sources should be referred to the Office of University Communications.
EMPLOYEE HEALTH & SAFETY

Employee Assistance Program (EAP)

The EAP is available to you and your dependents if you are a full-time salaried faculty member. The EAP provides information and professional counseling services for you and your dependents. This counseling is to assist you in dealing with personal difficulties such as family and/or marital problems, parent and/or child issues, stress, drug and alcohol abuse, emotional problems, and financial and legal concerns. The EAP provides assessment, referral services, and when appropriate, short-term counseling at no cost to you for up to three sessions per presenting problem per year. After three sessions, there is a fee. All consultations are held in strict confidence. The current provider of this benefit is Integrated Behavioral Health. Counselors can be reached 24 hours a day at 1-800-395-1616, and the organization’s web address is: http://www.ibhcorp.com/.

IBH also offers Work-Life resource information on topics like adoption, after school programs, day care, college planning, parent education, retirement housing, and legal and financial services—among others. To access this information from the company web site, click on “EAP/Worklife” or “Legal & Financial;” then enter the User Name “Lehigh” and Password “univ03” at the prompt.

Environmental Health and Safety

The University has a comprehensive Environmental Health and Safety Plan and Policy Manual that was developed by the Environmental Health and Safety Office. The plan outlines the overall University safety program and describes the structure, responsibilities, specific safety programs, and resources available to implement the safety plan. Specific environmental health and safety programs and documents that have been developed include:

• Bloodborne Pathogen Exposure Control Plan
• Chemical Hygiene Plan
• Confined Space Entry Program
• Crane Operator’s Safety Manual
• Disaster and Emergency Preparedness Plan
• Environmental Preparedness Prevention and Control Plan
• Ergonomics Guideline/VDT Use
• Hazard Communication Program
• Hearing Conservation Program
• Infectious/Biohazardous Waste Disposal Procedures
• Laser Safety Guidelines
• Lockout/Tagout Program
• New Science Faculty Orientation Guide
• Pandemic Leadership Plan
• Personal Protective Equipment Plan
• Radiactive Waste Disposal Procedures
• Radiation Safety Program
• Respiratory Protection Program
• Safety Rules and Practices for Fume Hood Use
• Waste Disposal Procedures Handbook

It is a requirement of employment and a precondition for using University facilities that every employee, visiting employee, or person working at the University become familiar with and comply with the University’s safety and training policies/programs required to work safely in their area.

Because this Faculty Guide is too brief to provide full details on all the environmental health and safety programs, you will need to consult the individual program documents referenced above for a complete description of each program, or you may contact Environmental Health and Safety at extension 84251 for the written programs which impact you and your department. In addition, Environmental Health and Safety maintains a website at:
Hazard Communication Program
In 1987, the Occupational Safety and Health Administration (OSHA) issued the “Hazard Communication Standard” or, as it is more commonly called, the “Right-to-Know Law.” The basic goal of the standard is to ensure that employers and employees know about chemical hazards and how to protect themselves. The University has prepared a written program that explains how it will strive to meet this goal. A copy of the program is available for your review at the Environmental Health and Safety Office.

Access to Employee Exposure and Occupational Medical Records
The purpose of this procedure is to provide you and your designated representatives’ access to employee exposure and occupational medical records as required by OSHA 1910.20.

Your exposure and medical records and analyses derived as the result of exposure to toxic substances or harmful physical agents are available to you or your designated representative by contacting the Environmental Health and Safety Office at extension 84251.

LU-Alert Emergency Communication System
During an emergency, when every minute counts, being able to quickly and effectively reach each member of our campus community with important information is absolutely critical. In the event of an emergency, the LU-Alert system sends out text and/or email messages to all registered campus constituents.

All Lehigh staff, faculty, and students are asked to provide the university's emergency messaging provider e2Campus with their primary cell phone number and/or email address. Cell phone numbers collected through this process are stored in a secure database and are not listed in the Lehigh directory or available on the campus website. The following link provides instructions to register your cell phone. You may also sign up for email alerts only:


Personal Safety
Crime reduction on campus requires the continued active support of the University community. Here are some crime prevention tips to help our University Police Department ensure your personal safety:

- Notify University Police when working alone at night or on weekends. They will try to assist you.
- Walk only in well-lighted areas at night. Walk with a friend, if possible. Try to avoid carrying large sums of money.
- Keep personal and University keys secure at all times. Keep purses inside a locked cabinet or drawer. Appoint someone to make sure your office is locked at night. Make it a team effort.
- Engrave a number that can easily be identified by you on personal items of value at your office or workplace. Contact University Police for an engraver or additional information about Operation Identification.
- Be alert to strangers wandering aimlessly around your office or work area. A common ploy for individuals bent upon criminal intent is to say that they are looking for work or a position.

Reporting Emergencies
Emergency procedures that pertain to fire, spills, fumes, or the need for medical or police assistance are posted in each building and are listed on the first page of the campus telephone directory.

In an emergency, be certain to identify yourself, give the location of the building by name and number, and describe the emergency as completely as you can.

Smoking Policy
Smoking is banned in all buildings, including individual offices and residential spaces. Smoking is permitted out of doors provided it occurs 15 feet away from any building entrance and away from doorways, windows, and ventilation systems to prevent smoke from entering buildings. Cigarette butts must be disposed of properly in an appropriate receptacle.
Worker’s Compensation

The University provides a comprehensive worker’s compensation insurance program at no cost to faculty members. This program covers injury or illness sustained in the course of employment that requires medical treatment. Benefits include payment for all medical services, supplies, and medicines that are reasonable and medically necessary as a result of the injury. Subject to applicable legal requirements, employees who are disabled for more than seven calendar days as a result of a work-related injury or illness may be eligible to collect disability income payments.

Faculty members who sustain work-related injuries or illnesses must inform their supervisor and the Office of Risk Management immediately to ensure coverage. Provide as much information as you can about your injury or illness. Your department chair or other departmental designee will assist you in completing and submitting the requisite forms to Risk Management.

Should you require medical treatment, the University utilizes a Healthcare Provider Panel from which you must choose a physician or other healthcare provider for treatment of your work related injury, as set forth in the Notice to All Employees – Healthcare Provider Panel and Procedures. This notice can be found at the Workers’ Compensation website listed below. If you seek medical treatment for a work-related injury or illness on your own, it is mandatory that you notify the University as soon as possible.

Details about this policy and associated procedures can be obtained from the Office of Risk Management or on the web at:

http://www.lehigh.edu/~inrsk/work_comp_programs.html

Travel Accident Insurance

The University carries an all-conveyance travel policy that offers protection against accidental death, dismemberment, and loss of sight. Coverage is equal to two times your basic annual salary, subject to a $100,000 minimum and a $500,000 maximum if you are under the age of 70. If you are age 70 to 74, coverage is limited to $10,000.

The plan protects you only when you are traveling on University business by automobile, bus, rail, boat, and aircraft (as a passenger only, not as a pilot or crewmember).

This policy does not include medical expense protection since medical insurance or Worker’s Compensation provides such coverage.

Details about this plan can be obtained from the Office of Risk Management.

Personal Automobiles Used on University Business

The University maintains a blanket auto fleet policy that provides you with an additional $1,000,000 of coverage in excess of the bodily injury and property damage liability limit of your own coverage if you use your car to travel on University business. This policy provides coverage only if the coverage limits of your personal automobile insurance have been exhausted.

The University does not provide reimbursement for deductible amounts applicable for personal automobile coverage. This coverage does not apply to your daily commute to work. Further details on the plan can be obtained from the Office of Risk Management.

The Insurance Coverage Policy pertaining to liability, vehicle usage, and personal possessions for University personnel can be obtained from the Office of Risk Management or accessed on the web at:

http://www.lehigh.edu/~inrsk/insurance_coverage.html

Foreign Travel Service Program

If you travel to foreign countries on University business, you have access to medical, personal, travel, and security assistance from the International SOS Program. Refer to the Risk Management and International Affairs websites for additional information on these services. To access these services while traveling, faculty members should print out and carry the SOS membership card.

http://www.lehigh.edu/~inrsk/insurance.html#forliab
**Personal Property**

The University is not responsible for loss or theft of your personal property. However, Lehigh does carry fire, extended coverage, vandalism, and malicious mischief insurance on personal property used in connection with employment. Questions about this coverage as well as reports of losses under it should be directed to the Office of Risk Management.

If you lose or find property, you should also contact Lost and Found located at the reception desk in the University Center.

**Wellness**

Wellness is defined as a way of life designed to enjoy the highest level of health and well-being. Wellness programs advocate the prevention of health problems through education and promote a positive approach to health and well being emphasizing individual responsibility. The dimensions of wellness include self-responsibility, nutritional awareness and physical fitness, stress awareness and management, environmental sensitivity, and spiritual and intellectual growth.

Lehigh’s Wellness Program offers a variety of programs, including HealthSCAN, weight control, and exercise programs. Information is disseminated about health issues on a regular basis. Program schedules are distributed in the fall and spring semesters and are available online at [http://www.lehigh.edu/~inhro/workplace_wellness.html](http://www.lehigh.edu/~inhro/workplace_wellness.html).
SERVICES

Athletic Facilities
The facilities of Taylor Gymnasium and those on the Murray H. Goodman Campus (the Rauch Field House, tennis and squash courts, running track, etc.) are available to you, your spouse/partner, and dependent children when they are not scheduled for University student use. Your Lehigh ID card or the separate ID card your spouse/partner can easily obtain, will gain admission to the facilities and allow you to use lockers and equipment. Complete information on usage policy, restrictions, facilities, times, and charges (where applicable) are available from the Department of Intercollegiate Athletics at (610) 758-4300 or via the Lehigh University Web Site at [http://www.lehighsports.com/info/recreation/facilities.aspx](http://www.lehighsports.com/info/recreation/facilities.aspx).

Banking
Full service banking is available on campus. A branch office of Wells Fargo is located in the University Center. Automated teller machines can be found near the bank office, outside the University Bookstore, in Iacocca Hall on the Mountaintop Campus, and in the Rauch Business Center. For further information, contact the bank office directly at (610) 758-BANK (2265).

Childcare
Lehigh University operates a Child Care Center for children of faculty, staff, and students. Children from six weeks to five years of age are eligible to receive care at the Center. The Center is open every weekday that faculty or staff work from 7:30 a.m. to 5:30 p.m. Call (610) 758-KIDS—or go online at [http://www.lehigh.edu/~inlucc](http://www.lehigh.edu/~inlucc)—for more information.
You may be eligible to pay for certain childcare expenses using pre-federal tax dollars contributed to a Dependent Care Flexible Spending Account. Contact Human Resources for more information.

Commercial Card Expense Reporting System
You can request issuance of a Wells Fargo university-liability credit card and/or access to the Commercial Card Expense Reporting (CCER) system for reimbursement of travel-related and other business expenses. The card is issued in your name for any work-related charges, including travel. Card access is based on business need with these options: 1) travel-only card, 2) non-travel only card, or 3) travel and non-travel card. The card cannot be used for personal expenses, capital equipment or capitalized components, or for transactions that require a signed contract, agreement, or purchase order. At the beginning of each month, card holders review their card statements followed by a reconciliation and approval process. The university pays all approved charges.
The CCER system also enables online submission of reimbursement requests for any miscellaneous out-of-designated account (any bank, checking or savings) via direct deposit.
Anyone who wishes to take advantage of the OneCard program must go through the training process. A series of informational training videos are available to watch and review online along with a OneCard training quiz. All OneCare requesters are required to complete and successfully pass the quiz. For access to the OneCard training, system request form, procedures, and contact information, visit the OneCard web pages at: [http://www.lehigh.edu/~inctr/onecard.shtml](http://www.lehigh.edu/~inctr/onecard.shtml).

Computing Services
Access to office software, e-mail and related account services, computer hardware repair services, Internet access, instruction in use of computing resources, and security services are all provided to staff through Library and Technology Services. In addition, more than 600 computers are maintained for student, faculty, and staff use at some 30 public sites across the campus. For details about this wide range of computing services, see the LTS websites available at [www.lehigh.edu/computing](http://www.lehigh.edu/computing). The first level of computing help is often available through computing liaisons within University departments or the LTS Help Desk (8HELP or 84357).
All faculty members are required to abide by University policies relating to the use of computing resources. Suspected incidents of computing, networking, or telecommunications abuses should be immediately directed to the University Security and Information Policy Officer. See [www.lehigh.edu/security](http://www.lehigh.edu/security) for more details.
Credit Union

Lehigh is affiliated with the Bethlehem Teachers Federal Credit Union. The Credit Union is located at 2317 Easton Avenue in Bethlehem. The telephone number is (610) 691-0041. Hours of operation are 9:00 a.m. to 5:00 p.m., Monday through Thursday; and 9:00 a.m. to 6:00 p.m. on Friday.

A representative from the Credit Union is available on campus every Wednesday from Noon to 2:00 p.m. in Human Resources; and every Thursday from Noon to 2:00 p.m. in Iacocca Hall. Check the Human Resources web site for the Mountaintop room location.

Membership is open to all salaried University staff and their families. Both savings and loan services are offered. Contributions or payments can be deducted from your pay. More information about the Credit Union and its services can be found on the web at: http://btcu.org.

Dining Facilities

University Food Service operates a number of dining facilities across the campus. Many of them are available to University employees and their guests. In the University Center—which is also the location of the Catering Office—there are student dining facilities on the first floor; a food court, Baker’s Junction, and Pandini’s on the second floor; and the Asa Packer Dining Room on the third floor. Other dining facilities open to staff and their guests include:

- Brodhead and Rathbone Dining Halls
- Common Grounds in the Rauch Business Center
- the Hawk’s Nest in Lamberton Hall
- Lucy’s Café in Linderman Library
- Subversions in the Ulrich Student Center
- the Wood Dining Room in Iacocca Hall.

Charge accounts can be established with the Dining Services Office for automatic deduction from your paycheck. Debit accounts are also available. More information can be obtained by calling the Food Service Office at (610) 758-6179 or on the web at: http://www.lehighdining.com/.

Discount Programs

Occasionally, local vendors and suppliers offer special discounts to Lehigh University faculty and staff members through the Purchasing Office. For information about available discount programs, call 610-758-3840 or look on the web at: http://www.lehigh.edu/~inubs/purchasing/documents/SupplierDiscounts.pdf.

GoldPLUS

GoldPLUS is a declining balance program that works like a debit card and is open to all students, faculty, and staff with a valid Lehigh University ID card. A GoldPLUS account is designated especially for you and is encoded on your Lehigh ID card. Your account can be used for purchases made at numerous locations both on and off campus.

Stop by the GoldPLUS office located in the Christmas-Saucon Annex to pick up an application or download it from: http://www.lehigh.edu/~inburs/goldplus_index.html. Complete the application and remit with payment to the GoldPLUS office.

You may open your account with a minimum deposit of $20.00. Once an account has been opened, additional deposits ($20.00 minimum) may be made at the GoldPLUS office or by phone with a personal credit card or debit card. Regular deposits can also be set up as a payroll deduction. Deposited funds can be accessed immediately.

Federal Express (FedEx) Services

Federal Express shipping service is located in the mailroom on the lower level of Building J on the Mountaintop Campus. Federal Express services are available to both departments and individuals. There is a minimal University handling charge for this service in addition to FedEx charges. Drop boxes for FedEx packages prepared through web self service are available at several locations around campus.
**Fitness Center**

The Welch Fitness Center and Racquet Sports Complex, located in Taylor Gymnasium, is a multidimensional facility intended for use by students, student-athletes, faculty, and staff. The Center provides opportunities to the University community for physical fitness and improved health through the use of its “state of the art” equipment and programs. The 10,000 square foot, three-tiered complex offers an expansive amount of cardiovascular and weight training equipment, racquetball and squash courts, and the Lane Challenge indoor climbing wall.

The Fitness Center provides facility orientations and self-directed conditioning programs for individuals to learn more about fitness. Other opportunities include individualized computer strength programs, body composition assessments, and personal training and health promotion education. The Fitness Center coordinates campus group fitness programs, competitive and non-competitive recreational opportunities, instructional programs, and recreation equipment rentals.

For more information about the Welch Fitness Center and programs offered, call 610-758-4431 or visit the website at: [http://www.lehighsports.com/info/recreation/WelchFitnCtrRacCtCmplx.aspx](http://www.lehighsports.com/info/recreation/WelchFitnCtrRacCtCmplx.aspx).

**GlobalFit**

GlobalFit provides a wide range of health and fitness programs and products designed to make it easier and more affordable to get active, lose weight, and feel better. GlobalFit offerings include flexible membership options at fitness clubs, special low pricing on NutriSystem® products, discount pricing on at-home fitness equipment and videos, and customized, one-on-one support with a trained health professional through a 12-week Healthy Changes program.

GlobalFit has convenient phone and online access. Call toll-free at 800-294-1500 to speak to a representative or visit the website: [www.globalfit.com](http://www.globalfit.com). First time users will be asked to register.

**Health Center Services**

The Health Center exists primarily to treat students*. However, the Health Center will occasionally arrange for vaccination clinics that are available to the entire campus, usually through an outside vendor. Information about these events will be posted both on the University announcements and the Health and Wellness Center’s website where additional information is available: [http://www.lehigh.edu/health](http://www.lehigh.edu/health).

* Employees (and their spouses/partners) who may be taking classes at Lehigh are not considered students with access to Health Center services. Limited exceptions may be granted for vaccination clinics.

**HealthSCAN**

HealthSCAN is a personal, preventive health screening performed by Quest Diagnostics. Employees are eligible for a free screening once each year (paid by the Lehigh University benefits programs); spouse/partners and retirees are eligible for the screening at full cost (currently $50).

The HealthSCAN screening program provides a blood test report that includes the result of screening for diabetes, heart disease, gout, liver and kidney disease, HDL and LDL cholesterol calculations, and complete blood count (CBC). A blood pressure reading may also be taken.

HealthSCAN is held twice each year on campus (usually October and April), or employees and spouse/partners can go to any Quest Diagnostics site and have the test performed simply by producing their Lehigh ID card.

**Home Buying Initiative for South Side Bethlehem**

Lehigh University sponsors a mortgage incentive program to support the purchase or remodel of homes in the South Side Bethlehem community. This program is available to all benefits eligible employees working at least 75% of a full-time schedule. Restructured in 2010, a partnership with Wells Fargo allows eligible staff members to buy or remodel homes in South Bethlehem through a combination of forgivable loans and discounts. Three loan plans are available: a choice between two forgivable loan plans for purchase of a primary residence within the
program’s geographic boundaries plus one “curb appeal” deferred payment loan for exterior home improvements. Employees who take advantage of the home buying initiative may also be eligible a homebuyer tax credit.

For additional information, contact the Treasurer’s Office at 610-758-3180. The application form for this program is available on the Human Resources website (select Forms, then look under Benefits Forms).

**Lehigh’s Faculty and Staff of Color Network**

Lehigh's Faculty and Staff of Color Network website provides an online network with useful content and links for new and current faculty and staff. The Faculty and Staff of Color Network offers support and resources to aid in the recruitment, retention and promotion of faculty and staff of color on Lehigh's campus. Visit the website any time and join the network: [http://www.lehigh.edu/fscn](http://www.lehigh.edu/fscn).

**Lehigh University Bookstore**

The University Bookstore, managed by Barnes and Noble, carries a wide range of books, stationery, clothing, and other items. You can open a charge account and have the Bookstore charges deducted from your next pay. The Lehigh University Bookstore offers a fifteen percent discount to faculty members for purchases made at the University Bookstore. Barnes and Noble offers Lehigh full-time employees a ten percent discount on some purchases made at the Lehigh Valley Mall and Bethlehem Township stores. This program requires a special discount card available from the Bookstore.

**LGBTQIA Services**

The mission of LGBTQIA (Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, and Ally) Services is to support, educate, advocate, create visibility, and improve campus life for sexual/affectional minorities, gender-variant individuals, and LGBTQIA students, staff, faculty, alumni, and community.

A variety of educational/support services are available to the campus community. Some of these include: assistance with confidential support referrals, a media library, brown bag lunch discussions, guest speakers, film festivals, LGBTQIA History Month, educational opportunities, and the Safe Zone Program. The Safe Zone Program, which is open to everyone on campus, provides training on the needs and concerns of the LGBTQIA community and on how to be a stronger ally.

All employees, including heterosexual allies, are invited to join the LGBTQIA Faculty/Staff Affinity Group that helps foster and sustain a welcoming campus for LGBTQIA individuals.

For more information on LGBTQIA Services, to suggest/co-sponsor an event, or to join the LGBTQIA Faculty/Staff Affinity Group, please call 610-758-4126 or visit the LGBTQIA Services website at: [http://www.lehigh.edu/~inrainbo](http://www.lehigh.edu/~inrainbo).

**Library and Technology Services and Help Desk**

Library and Technology Services (LTS) is the campus department that provides computing, library, instructional technology, and telecommunications services. Campus offices are served by LTS teams of professionals from these areas. Get to know your LTS team and the office computer liaison if there is one, for help in these areas. General services in all areas are available many hours of the day, evening, and weekend at the LTS Help Desk. Call 610-758-HELP (84357) or contact them through the web at [http://www.lehigh.edu/helpdesk](http://www.lehigh.edu/helpdesk).

The LTS newsletter, LTS Connection, is mailed to faculty four times a year and includes updates on many LTS services. You can also view and/or subscribe to it at [http://www.ltsnews.com](http://www.ltsnews.com). For more information about LTS as an organization, see the LTS web site at [http://www.lehigh.edu/lts](http://www.lehigh.edu/lts).

**Library Services**

Your Lehigh University ID card serves as your library card for borrowing books from the 1.2 million volume University collection housed in the Linderman and Fairchild-Martindale Libraries. The full array of library services, including interlibrary loan and reference assistance, is available to you. The library catalog, most indexes and many scholarly journals are now delivered online. See the library services web site at [http://library.lehigh.edu](http://library.lehigh.edu) for information about, and direct access to, a wide range of materials and services. The Libraries are part of Library and Technology Services.
**Miller-Keystone Blood Center**

The Miller-Keystone Blood Center collects blood for use by local hospitals and surgical facilities. Everyone who lives in the Center’s service area has coverage for the cost of blood and blood products for themselves and their dependents.

The availability of blood depends on donations from area residents. You and your dependents are encouraged to donate blood at least once every year. Call 1-800-223-6667 for more information, or go to the web at: [http://www.miller-keystone.org](http://www.miller-keystone.org).

**Notary Services**

Notary service (with the exception of motor vehicle paperwork) is available free of charge in the Office of Research and Sponsored Programs at 526 Brodhead Avenue and the Treasurer’s Office in the Alumni Memorial Building. The service is available only during certain hours each week. Please call in advance for these services.

**Personal Insurance**

Faculty have the opportunity to purchase personal insurance through payroll deduction from the Liberty Mutual Insurance Company. The benefits of the program include a discount on auto and homeowner’s rates, twelve-month payroll deduction plan, annual policies, no down payment to start a policy, no finance charges, and free roadside assistance. For information or free quotations, you may contact the Liberty Mutual office directly at 800-706-0047, extension 51476.

**Post Office**

A full-service Post Office is located in Campus Square, across from the Bookstore. Stamps, money orders, Express Mail, and all other postal services are available. Hours of operation are Monday through Friday, 8:15 a.m. to 4:30 p.m.

**Printing/Photocopies**

A full-service print shop is located on the lower level of Building J on the Mountaintop Campus. Services include design assistance, offset printing and bindery, digital black and white and digital color copies, bindery services, wide format posters, and banners. A satellite copy center is located in Rauch Business Center; services include digital black and white and digital color copies as well as bindery services. All services are available to both departments and individuals. There is a charge for personal printing services. Both locations accept Gold Plus, MasterCard, and Visa. A coin operated self-service photocopier is also available at the Rauch Business Center (second floor). Additional printing services information is available on the web at: [http://www.lehigh.edu/~inubs/printing/](http://www.lehigh.edu/~inubs/printing/).

**Religious Services**

Campus religious services and programs are under the guidance of the University Chaplain. All services and programs are open to all members of the University community. Lehigh University alumni, faculty, staff, and their immediate family members wishing to be married in Packer Memorial Church may contact the Chaplain’s Office at the earliest possible opportunity for specific information. Inquiries regarding all religious services and programs may be addressed to Chaplaincy Services at 83877. Information is also available on the web at: [http://www.lehigh.edu/~incha](http://www.lehigh.edu/~incha).

**Telephone Services**

Telephone services are managed by Library and Technology Services. As of this writing, campus and local calls are free with voice mail as a departmental chargeable ($5 per month) option. For more information, go to the Telecommunications web site at: [http://www.lehigh.edu/phones/phones.html](http://www.lehigh.edu/phones/phones.html).

**Travel Policy and Services**

It is the policy of Lehigh University to reimburse individuals or pay outside vendors for all necessary and appropriate transportation and travel-related costs incurred by University faculty and staff and others in connection with approved University activities.
While traveling on University business, travelers should expect service and accommodations that are both safe and comfortable, but not lavish or extravagant. Individuals should neither gain nor lose personal funds because of official travel. In addition, travel arrangements must be well planned so that costs will not exceed budgetary limitations. Travel arrangements may be made through Travel Leaders by calling 1-866-502-1924, or through web access starting here: http://www.lehigh.edu/~inpur/travelmanagement.html.

The travel policy does not pertain to your personal travel during the day or travel to and from work. The University travel policy is more fully outlined in the booklet called Lehigh University - Travel and Business Expense Reimbursement Policy and Procedures. You can get a copy by calling the Office of Business Services at (610)758-3840 or accessing the Controller's Office web site here: http://www.lehigh.edu/~inburs/documents/Travel_PolicyStmt_2007.pdf.

United Parcel Service
UPS parcel shipping service is located in the mailroom on the lower level of Building J on the Mountaintop Campus. UPS services are available to both departments and individuals. There is a minimal University handling charge for this service, in addition to UPS charges.

United Way
Lehigh University participates in the United Way. Campaign literature and enrollment material are distributed to faculty each year. Voluntary contributions can be deducted from pay. Access to information and an online pledge form are available at: https://www.lehigh.edu/~intown/secure.

University Functions
You may attend most home athletic events and many on-campus events free of charge or at a reduced cost by showing your Lehigh ID card. Your spouse/partner and dependent children can attend on the same basis with you, and your spouse/partner can gain admittance separately by using his or her own ID.

Discounts may not apply to programs or events at Stabler Arena or the Zoellner Arts Center.

U. S. Savings Bonds
U.S. Savings Bonds can be purchased through payroll deduction. The minimum monthly deduction is $25; the maximum is determined by U.S. Treasury regulations. You can enroll for this deduction at any time by completing the registration form that can be obtained from Payroll or Human Resources. Changes in registration, denomination of bonds, and cancellation of participation must be made in writing to the Payroll Office.
HUMAN RESOURCES (http://www.lehigh.edu/~inhro)

Benefits Administration (http://www.lehigh.edu/~inhro/benefits_administration.html)
Benefits Administration staff are responsible for developing and administering a comprehensive benefits program for employees which is competitive with local employers, and which provides meaningful benefits as part of total compensation. Complete information on all benefit programs is available from Human Resources.

Career Management (http://www.lehigh.edu/~inhro/workplace_career_management.html)
Career Management services are available to staff members and their managers to better manage the career opportunities available at the University. Staff members can receive help to discover their strengths/interests and develop personalized career strategies. Managers, including faculty supervisors, can develop the coaching skills needed to support their staff members. Individual consultation services are provided as well as information sessions and workshops for groups.

Employee Relations (http://www.lehigh.edu/~inhro/employee_relations.html)
Employee Relations staff provide assistance in resolving employee problems, mediation of conflict, and advice about policy questions. This area coordinates special programs for employees such as Wellness activities, the Holiday Party, the University Recognition Dinner, and others.

Employee Assistance Program (EAP) (http://www.ibhcorp.com)
This service provides information, consultation, referral, and short-term counseling at no charge for full-time employees and their families with a personal problem or concern. EAP services are provided at off-campus locations in the Lehigh Valley. All information is held in strict confidence by EAP counselors. For more information, call Integrated Behavioral Health Services (IBH) at 800-395-1616. Or visit their website—select EAP/Work Life Resources; then enter User name “lehigh” and Password “univ03” at the prompt.

Employment (http://www.lehigh.edu/~inhro/employment.html)
Employment staff work with employment coordinators throughout the University and provide support and guidance for hiring managers on issues related to staff employment. Most staff position openings are posted on the web at:

Internal applicants can also select Jobs at LU from the Employment pages of the HR website.

Staff Compensation (http://www.lehigh.edu/~inhro/staff_compensation.html)
Salary Administration staff are responsible for establishing and maintaining the classification and salary administration program for staff members. This area is also responsible for analyzing compensation trends in the various job families employed at the University and for maintaining competitive compensation levels with regard to local employers. This area administers the Fair Labor Standards Act (FLSA) that covers, among other things, minimum wage and overtime pay requirements. If you have questions about the salary program or the FLSA, contact Human Resources at 85020.

Workplace Learning and Performance (http://www.lehigh.edu/~inhro/workplace_learning_performance.html)
Consultation and training services are provided to departments and individuals. These services focus on areas of professional development, preparation for career opportunities, and performance management. Schedules of upcoming programs are distributed every fall and spring semester. For more information on class schedules, contact Human Resources.
CHECKLISTS

Checklist for New Faculty Members

To assure a paycheck and to enroll in benefits plans, you must provide the University with certain information as soon as possible after hire. As a new faculty member, you will complete payroll forms in the hiring department your first day of work. If you are a full-time faculty member, you will also be contacted by Human Resources to complete the required forms and applications for benefits. The following checklist indicates the forms that need to be processed and provides information that new faculty members usually want to know.

1. **U.S. Employment Eligibility Verification (form I-9)** must be processed before you can be paid. The federal government requires that this form must be completed within three days of your first day of employment. You will need to show documentation verifying your identity and eligibility to work in the United States. The most commonly used forms of documentation include a valid passport, a driver’s license along with a certified copy of a birth certificate, or a driver’s license plus an original Social Security card.

2. To complete a **W-4 Form** authorizing the withholding of federal taxes, you will need your Social Security number and information to enable you to declare the number of exemptions you will use for tax withholding purposes. If you are not a U.S. citizen, you must provide tax classification information.

3. Human Resources will contact you to schedule a benefits orientation. You will be provided with information and enrollment forms for the University’s benefits.

4. You can complete an optional **Direct Deposit Authorization Agreement**, if you want your pay deposited directly into your bank account. You will need to provide information about your bank and account number on this form. Requests for direct deposit become effective with the second regular payroll cycle following the request.

5. To open an **LTS computer account**, pick up your **Lehigh Identification Number (LIN)** and **Personal Identification Number (PIN)** at Room 394 in the E.W. Fairchild Martindale Computing Center at 8B East Packer Avenue. You will need to present a picture ID (either a Lehigh ID card or government issued ID) to obtain the LIN and PIN letter which will be issued to you in a sealed envelope. Using the LIN and PIN, you will be able to open a Library and Technology Services (LTS) computer account through the process found at: [https://www.lehigh.edu/open](https://www.lehigh.edu/open).

6. A **Lehigh University Identification Card** may be obtained on your first workday. Cards are issued by the ID Card Office located in the Christmas-Saucon Annex. Please have your LIN (Lehigh Identification Number), and another form of ID available. A photograph will be taken, and an ID card will be available immediately following.

7. A **parking hangtag** is necessary if you will be parking in University lots. It may be obtained from Parking Services; located in Johnson Hall, Room 106, at 36 University Drive.

Checklist for Retirement

At least 90 days before your planned retirement date, you should take the following steps:

1. Notify your department chair/dean so that arrangements can be made for your replacement.

2. Contact the Social Security office to discuss and apply for Social Security benefits.

3. Schedule an appointment with a member of the Human Resources staff to discuss the benefits that are available to you upon retirement.

4. Contact the company(ies) with whom you have invested your retirement savings (American Century, Fidelity, TIAA-CREF, Vanguard) for information about pay options and the procedures necessary to initiate payment. Human Resources will provide assistance in this process at your request.
Checklist for Leaving Lehigh

Notify your department as soon as you know that you will be leaving the University. In addition, you need to consider the items listed below before you leave.

1. **Your Separation Date:** Your separation date will be the end of the month in which your final days of meaningful work occur.

2. **Final Salaried Paycheck:** Your final paycheck will usually be prepared on your separation date. Outstanding parking tickets or other charges to your account will be deducted from your final pay. If sufficient notice was not provided to allow for accurate payroll information or your final paycheck is not sufficient to meet the necessary deductions, you will be billed for the remaining balance.

3. **Ending of Benefits:** Unless you are a benefits eligible retiree, benefits will be stopped at the end of the month in which you leave the University.

4. **University Property:** You are responsible for returning all University property that was issued to you. This includes your keys, ID card, Wells Fargo University-liability credit card and/or access to the Commercial Card Expense Reporting (CCER) system, phone card, parking hangtag, equipment, library books and any other items in your possession.

5. **Personal Accounts:** All personal accounts you have established on campus must be closed. If there are any outstanding balances due, they will be deducted from your final paycheck.

6. **Change of Address:** Inform Human Resources of all address changes so you will receive your COBRA information and your W-2 statement.

7. **Retirement Funds:** TIAA-CREF accounts can be repurchased, rolled over, or left at TIAA-CREF until accessed. Call TIAA-CREF for forms and/or options at (800) 842-2776.

8. **Computer Accounts and Files:** All access to University information systems terminates with your employment. LAN accounts are transferred to your department chair; voice accounts are terminated. Unless you are a benefits-eligible retiree, your E-mail account is closed.