

NEXT MEETING: 4:10 PM 16 October 2000, University Center Room 308.
Refreshments at 3:30 PM in the Faculty Lounge.

Lehigh University

MINUTES OF THE FACULTY MEETING

11 September 2000

Presiding: Gregory Farrington (University Center 308)

President Farrington called the meeting to order at 4:12 PM

1. **Memorial Resolution.** Professor Emeritus Lynn S. read a tribute to George C. Driscoll, late Professor Emeritus of Civil Engineering, Beedle who then MOVED that his remarks be incorporated in these minutes [see Attachment 1] and that a copy be sent to the family. The President declared the motion APPROVED by acclamation and the faculty STOOD for a moment of silence in memory of George C. Driscoll.
2. **Minutes.** Professor Bob Folk noted a correction to the minutes of the May 1, 2000 faculty meeting. Under his remarks in the last full paragraph of part 7 – Committee Reports – "enthusiastic" should be changed to "NOT enthusiastic." With that correction the minutes of the May 1, 2000 faculty meeting were APPROVED.
3. **Committee Motions.** Professor Beall Fowler, on behalf of the Nominations Committee, circulated the ballot for the unfilled committee positions for AY 2000-2001. There were no nominations from the floor.
4. **Unfinished Business.** None.
5. **New Business.** Registrar Bruce Correll provided an enrollment report for the fall semester. He detailed a number of statistics that will be sent by hard copy next week. Some highlights: the university targeted 1,060 incoming freshmen and 1,132 enrolled; 125 transfers were expected and 85 enrolled; 3,315 continuing undergraduates were expected and there are approximately 3,398; 4,471 undergraduate FTEs were expected and there are 4,582 at present. The university set a freshmen-to-sophomore retention rate target of 93%. The actual figure is 92.8%. The two-year retention rate is slightly below target and below the Ivy League average but above the Patriot League average.

At the graduate level, enrollments and credit hours are down (versus last year) for all four colleges representing about a 4% decline in tuition enrollment overall.

The larger-than-anticipated freshmen enrollments are creating some housing problems

President Farrington noted that the Class of 2004 had the largest number of applications and lowest acceptance rate in history. The Integrated Business/Engineering Honors Program fielded 550 applications of which 85 were accepted and 36 enrolled. Those 36 have an average SAT of 1400. He told the faculty that Lorna Hunter deserved a round of applause.

6. **Committee Reports.** Professor Ron Hartranft, on behalf of the Faculty Steering Committee, stated that the committee is keeping the lines of communication open and will e-mail a message to the faculty later this week. At their next meeting, the FSC will give advice on major changes including the appointment of a new senior vice president. Professor Judy Lasker will chair the subcommittee on R&P with Professor Frank Gunter serving as resident expert. FSC solicits editorial changes to R&P with substantive changes to go through FSC.

Professor Jim Largay, on behalf of the Faculty Compensation Committee provided an initial report for the year [see Attachment 2]. He noted the process of reference group data gathering is challenging in some cases. He said FCC stands ready to help with this process, including dispute resolution. He solicited faculty feedback on the process.

He also observed that the phased-retirement plan is under review with Nelson Markley spearheading the review.

Professor Bruce Hargreaves, on behalf of the Faculty Financial Planning and Operations Committee, announced the committee's goals for AY 2000-2001 [see Attachment 3]. The committee's newest member is Professor Jim Hall from Accounting. The committee will meet bi-weekly.

Professor Hargreaves identified several key committee goals, namely: review past and current budgets to develop a useful perspective; develop indicators that can mark progress toward achieving university goals; and facilitate communication with faculty and administrators particularly through the Web.

7. **President's Report.** President Farrington began by noting his concurrence with what Professor Hargreaves stated with one clarification. He indicated that the indices we use to measure progress should be the same as those at "Top 25" institutions. The university must pay attention to indices of quality and product.

President Farrington said he would talk more about moves underway, but not today, as the new provost – Ron Yoshida – will address the faculty. He also introduced several new senior administrative appointments including Nelson Markley who is providing invaluable energy on many academic issues, Dave Williams, the new Vice Provost for Research, Bruce Taggart, Vice Provost for Information Resources and Brad Drexler, Vice President for External Relations.

8. **Provost Comments.** The newly appointed provost – Ron Yoshida – began by thanking the faculty for their trust and confidence and noted he was humbled by the enormity of the role of provost. He then articulated a number of goals and priorities [see Attachment 4]. Among them are: expanding the vision of the university to the global stage; achieving national recognition for scholarship and teaching; recruiting the best faculty; and, encouraging a team-minded approach. He stated that he was open-minded and never says “no” to an idea, but did observe that faculty should not approach his office for money as budgets are set at the college and department levels.

Provost Yoshida provided two key insights. First, that faculty suggestions and solutions are expected. Second, that the faculty must stay focused on the university's vision.

Professor Bob Folk expressed concern about the amount of money allocated to the academic departments. He hoped that the academic side would be “heard louder.”

Provost Yoshida referred Professor Folk to the strategic initiatives fund and encouraged all faculty to submit proposals to the academic affairs areas.

The meeting stood adjourned at 5:10 PM

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Memorial Resolution

for

Emeritus Professor George C. Driscoll, Jr.

The Department of Civil and Environmental Engineering notes with deepest sadness the passing of Emeritus Professor **George C. Driscoll, Jr.**, on May 19, 2000. Professor Driscoll was born in Mineola, New York on January 26, 1927. He was a veteran of the Army Air Force and served in Europe in W.W. II. He received the B.S. degree in Civil Engineering with highest honors from Rutgers University in 1950. He then joined Lehigh University as a Graduate Assistant in Civil Engineering and began his graduate studies. He was awarded the M.S. and Ph.D. degrees, majoring in structural engineering, in 1952 and 1958, respectively, and was appointed as Research Assistant Professor upon completion of his doctorate work. He was promoted to Associate Professor in 1960 and to Professor in 1965.

George was a distinguished teacher and researcher and made many significant contributions in the studies of welded steel structures especially multi-story frames and connections. The results were presented in 1965 to the engineering profession at a summer conference on "Plastic Design of Multi-Story Frames" supported by the National Science Foundation and the steel industry. The conference, which he organized, was held on the Lehigh campus with more than 400 participants worldwide.

He taught undergraduate and graduate courses in structural analysis and design with emphasis on computer applications. He served as Associate Director of Fritz Engineering Laboratory from 1969 to 1984. He became Professor Emeritus in 1994.

He received the Adams Memorial Membership Award and the A.F. Davis Medal, both from the American Welding Society and the Walter L. Huber Research Prize of the American Society of Civil Engineers. He was cited for his research in steel structures by Engineering News Record. He was president of the Lehigh Valley Section of the ASCE and treasurer of the Council on Tall Buildings and Urban Habitat, which is headquartered at Lehigh.

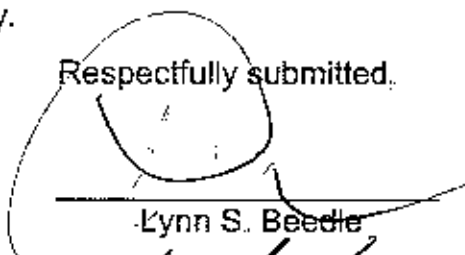
To George being at a university was more than just teaching scholarly material. For example, the Department, because of its international reputation, always attracted a large number of overseas students and visiting scholars who were not familiar with the game of American football. George wanted to make sure that these students and scholars had a chance to learn the rules of the game before the fall semester started. So he offered a short course on football watching with the impressive title, "The dynamics of a prolate spheroid under random human control." George was a strong supporter and morale booster of Lehigh's basketball teams and always kept his own scores of the individual players at the games. He was a member and secretary of Lehigh's Mixed Bowling League for many years.

George had two daughters of whom he was very proud, Jeannie and Diane. We conclude with this tribute by Diane.

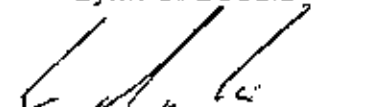
'He taught all of us to live whole-heartedly, to enjoy what we do, and to do what we enjoy. His commitment to living life to its fullest was evident in everything he did, up to and including the last breath he took. His dedication and spirited, strong will and character are the very valuable gifts with which he leaves us, to serve as inspirations in our own lives. In so doing he will always be here.'

Mr. President, we move that these remarks be incorporated into the minutes of this faculty meeting and that copies be forwarded to his family.

Respectfully submitted,



Lynn S. Beedle



Le-Wu Lu



Ben T. Yen



James A. Largay III
 Arthur Andersen & Co. Alumni
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MEMORANDUM

September 11, 2000

TO: University Faculty

FROM: Jim Largay, Chair, Faculty Compensation Committee

SUBJECT: Initial Report

A handwritten signature in black ink, appearing to be "J. Largay", written over the "FROM:" line.

Consistent with its charge to work toward competitive faculty compensation and to address other compensation-related issues, the FCC will be pursuing these items in the short term:

1. Getting back into the loop to have real input into the compensation component of budget determination. Vice-Chair Neal Simon and I met with Nelson Markley and Ron Yoshida on August 28 for initial discussions about how we interface under the new operating agreement made last year. We plan meetings with the FCC and the Administration in early October and again in early-to-mid November to give the FCC the opportunity during the budget process to make the case for increased faculty compensation.
2. Making the reference group data-gathering effort both viable and fruitful. We also discussed this issue on August 28 and believe that this is the only viable way to document noncompetitive compensation. Because this is also the Administration's view, I believe that failure to at least begin rectifying documented problems will be very difficult to explain to anyone's satisfaction. Moreover, the FCC stands ready to help any way it can in this process, including helping to resolve differences of opinion on reference group composition.
3. Review of phased-retirement plan. Now in the third year of a three-year trial period, this program is under review by the Administration. The FCC will be deciding how to make the most useful contribution to this review.
4. Concerns over compensation for summer teaching arose last year and deserve to be aired in the FCC

If you have other compensation issues that you feel the FCC should address, please bring them to me or Neal Simon

FFPOC Report to the Faculty, 11 September 2000

From: Faculty Financial Planning and Operations Committee (<http://www.lehigh.edu/~inffpoc>)
 Bruce Hargreaves (brh0@lehigh.edu), chair **BRH**
 Richard Decker, CEAS (drd0@lehigh.edu), past-chair & FSC representative
 Jim Hall, CBE (jah0@lehigh.edu)
 Asha Jitendra, CE (akj2@lehigh.edu)
 Rick Matthews, CAS (rm02@lehigh.edu)

Subject: Goals for the 2000-2001 academic year

At this first faculty meeting of the academic year we wish to inform the Lehigh community of our general goals for the coming year. We will provide specific suggestions or status at subsequent meetings and through electronic messages.

General goals of FFPOC

1. Review past and current budgets and the budget process.
2. Develop indicators that can mark progress toward achieving University priorities.

For example, to increase Lehigh's rank into the top 25 national universities in the annual U.S. News assessment we must significantly improve our scores in a number of areas. Because of the inter-relatedness of many attributes used in the scoring, there are three target areas that will have the greatest yield given our current status:

- Increasing expenditures on academics;
- Increasing our selectivity;
- Improving our 'reputation' with top administrators of other national universities.

These ratings already indicate that Lehigh performs better than expected in the percent of students graduating in 6 years (predictions based on current expenditures on academics and SAT scores), a likely benefit of the Lehigh Faculty commitment to undergraduate education.

3. Consult faculty and administrators in order to develop and present faculty perspectives on financial issues.
4. Improve communication with the faculty and administrators, including use of our Web page at www.lehigh.edu/~inffpoc

Colleagues:

Thank you for giving me your trust and confidence to represent the Lehigh community as the provost. For the last 14 days I have been humbled by the enormity of the role and the responsibility that I now assume for helping guide our academic future.

Indeed, the future is bright. Over the past four years, I have found that we share the same core values. We value ideas and the passion to learn more about our world. My job is to help create the setting so that your ideas can continue to flourish. Research and scholarship, and the creation of artistic and musical works, are fundamental to our concept of a Lehigh faculty member.

We are also serious and single minded as teachers who believe in helping students learn. Lehigh is not an academic boot camp that is engaged in social Darwinism. We are a community of scholars who engage our students in exploring learning and creating new ways of thinking about this world that is not the world that we grew up in. Who knew of the potential of the web even three years ago? Who knew about the potential of fiber optics in transmitting data at such speed that the quality of images would equal those of high definition television? Who knew that we could have mapped the human genome?

How can we best harness these technologies in our various programs? For example, we are now engaged in a Mellon-funded project called Clipper to develop five of our key freshman courses on the web to early admits to Lehigh. This spring, we will be testing these courses with careful assessments of whether students learn the material during the course and whether that learning transfers to succeeding courses.

This experience will give us insights into the best ways of using the web to enhance our instructional offerings. I am convinced that we must incorporate the web into our instruction and we must do so with the principle of how it can enhance the learning environment of our students

These changes also challenge our fundamental values and our world views. In this post-modern age, we must promote the spirit the soul, in each of us. Central to this effort are the humanities I see the humanities beyond singular disciplines. We have considerable talent on our faculty but many colleagues seem to be comfortably compartmentalized in their departments. The number of colleagues in these departments is small I believe that we need to think about how each of us regardless of discipline can complement one another With the melding of disciplines I can see Lehigh leading exciting new ways in which the humanities contribute to the learning of every Lehigh student especially those in our applied fields.

Before I move on here's a bit a perspective concerning our place in the academic world. For over 20 years I have dined at a superb Italian restaurant in the Village. The chef Pietro Mosconi, hails from Bologna. I have seen his children grow up and we have talked about their schooling and development. He asked where I was teaching I said Lehigh. He shook his hand and said that Lehigh was one of the top schools and that his son didn't make it That s good news about our reputation.

A few weeks after that. I was standing in line getting my airline boarding pass in Portland, OR. The person behind the counter looked at my driver's license and saw that I was from Bethlehem. She asked me what I did I said that I was a professor at Lehigh

University. She was really impressed. I then asked her how she came to know about Lehigh. Her answer was she was from Lebanon PA. Good news – bad news.

If we are to be a serious player in the academic universe, we cannot settle for the academic reputation that we currently have. Lehigh for its entire history has been known for its superb Engineering. We cannot lose that reputation – more importantly we cannot settle for where we currently are. We also must promote a Lehigh with its more comprehensive nature of the liberal arts and sciences, business, and education. Lehigh is indeed a comprehensive learning institution

We need to work on how we can expand Lehigh's vision to the global stage.

We need to work on making Lehigh's faculty and students diverse because it is in that diverse world that we all need to live and prosper.

So, what are the steps?

First and foremost every one of us must be nationally recognized for our scholarship and teaching. Since many of our departments are small for each department to become nationally ranked may be difficult. However if our fellow academics, our students and their parents, alumni, our business and community partners know that we are first quality scholars and that we have the finest programs it will be easy to attract the best students, contributions from alumni, and support from the private and public sectors.

Second, we must start with recruiting the best faculty members. You have heard this statement before but let me clarify what this means. These faculty members must share our values of national recognition and that research, teaching, and service go

hand in hand. They complement one another. We want faculty members who embrace the whole package.

However, there are some misconceptions floating around the community. About a year ago some of the colleagues were talking with me about recruiting. They had come to conclusion that the president and provost would consider only candidates with credentials meaning those from the Ivies or other name institutions. That's entirely wrong. The finest means just that regardless of institution. It does happen that there is a positive correlation between most good prospects coming from the name institutions. But don't be blinded by this. Ask yourself the question. 'Does this person share our values? Does this person have what it takes to become a full professor at Lehigh?' Don't settle for less. There are no placeholders here at Lehigh.

Third our faculty has to be team-minded within departments, colleges, with student affairs IR Admissions, the Registrar Athletics and Administrative Services. Every time we act -- whether positively or negatively -- we affect our personal and Lehigh's reputation. Lehigh meaning -- you and me. Make no mistake. We don't have to think alike; we have to think together.

When we are the finest faculty in the way that I have described and when we are collectively focused on the right core values -- creativity, passion for scholarship, and the desire to communicate our discoveries and those of others to our students, the Lehigh environment will become even more intellectually vibrant. When we are the finest faculty in the way that I have described, life at Lehigh will become even more extraordinarily rewarding. It is the paradise that many of us seek

Let me add one last ingredient. I have already mentioned that many of our departments are small. But I have learned about common interests of faculty across departments. One of great joys of being a dean and now provost is to discover connections among faculty. You are looking at a web in the head -- and I will make sure that you learn about colleagues with common interests. Because these common interests cut across departments and colleges, we are positioned to develop superb interdisciplinary programs for our undergraduate students, for our graduate students and for the professional community at large -- whether they are enrolled on campus or are learning from afar. I ask you to think big -- think about how we can use our talents to the fullest.

Do I have the single pathway to all of this? No. The Lehigh culture has looked to the president and the provost to "solve" problems. But our destiny lies with all of us. Locked in our beings are the ideas and the passion to create the Lehigh that we all want. And, it is my job to help unlock this energy because I know that it is there.

Here's some final thoughts about how I work.

I am open to ideas. I never say no to an idea. You never know where the idea will lead us. We will need to explore and see how it will fit into Lehigh's overall vision.

However, don't ask me for money. I am committed to the model that the deans, the colleges, and every office in Academic Affairs are the level at which key decisions are made about vision, strategies, and budget priorities.

The following paradox amuses me. Faculty members often complain that the provost engages in micro-management. Yet this does not deter them from asking the provost for money. Of course, the provost in turn asks them questions and perhaps

wants a report at the end of the project. This reciprocal action is frequently interpreted as micro-management. In the next month the deans, the vice provosts and I will engage in determining the priorities for the Strategic Funding Initiatives. I am looking to seed new ideas and to support current good ones. We will repeat this process again next year.

In addition, we will be presenting various incentive formulas that have been nearly a year in the making. We will ask for comment. In the end I will be making the decisions about them. The bulk of the return will be to the colleges with a small portion to the central budget. It is intended to be a way for colleges to generate funding to support growth. If this plan works and as dean of Education I know that it does the major growth in revenues will be found in the colleges not in the central budget. Deans will need to work with you to adjust budgets as these initiatives are successful and lead to other opportunities.

Let me end with two insights that I have developed. First, as we engage in a discussion about the future of Lehigh I expect solutions and suggestions. My patience is short with complaining. I promise you that I will listen. With these ground rules in mind I will meet with any colleagues at college meetings, in departments, and individually. Just appreciate that my time is limited.

Second, stay focused on the vision and do not get caught up in the rumor mill, or the myths that are the inevitable byproduct of change. Every moment not spent on your primary work takes you farther away from helping you and your students succeed. I plan to discuss academic issues at every faculty meeting. Raise questions -- let's get accurate information out to the community.

Over my career Lehigh is the best place that I have lived. As I begin this new adventure many friends and colleagues have offered condolences. I don't feel that condolences are in order because you have given me the opportunity to have the best time of my life. When I walk the campus and see colleagues and students I often hear the third movement of Beethoven's Violin Concerto in my head. Lehigh is my family. It is a family that I care very much about. I look forward to working with you so that no matter where we travel everyone will know Lehigh.