

NEXT MEETING: 4:10 PM 15 September 2003 Sinclair Auditorium.
Refreshments at 3:30 PM.

Lehigh University

MINUTES OF THE FACULTY MEETING

5 May 2003

Presiding: Gregory Farrington (University Center Room 308)

President Farrington called the meeting to order at 4:10 PM.

1. **Minutes.** The minutes of the March 24 2003 faculty meeting were APPROVED.
2. **Graduation Motions.** Registrar Bruce Correll MOVED the four customary motions for the June 2002 graduation [see Attachment 1]. The motions were SECONDED and PASSED.
3. **Elections.** Professor Kathleen Olson on behalf of the Nominations Committee called for nominations from the floor. Hearing none, she proceeded to distribute paper ballots and conduct the election of faculty committee positions.
4. **Committee Motions.** Professor Jacob Kazakia on behalf of the Educational Policy Committee, MOVED a conceptual framework for an interdisciplinary technical minor in engineering, and removal of Engineering 2 as a requirement of the Computer Science and Business program [see Attachment 2]. The motion was SECONDED.

Professor Rich Aronson asked if these were new courses in the technical minor. Professor Kazakia replied in the affirmative. Professor Slade Cargill emphasized that these new courses were courses about engineering, not about how to do engineering. The motion PASSED.

Professor George Wilson on behalf of the Graduate Research Committee, MOVED approval of two graduate certificate programs [see Attachment 3]. The motion was SECONDED. Professor Wilson also MOVED approval of a change to dual-degree doctoral program registration requirements [see also Attachment 3]. The motion was SECONDED.

Professor Aronson asked whether dual-degree candidates could get one degree, but not the other. Professor Wilson replied in the affirmative.

Professor Emeritus James Hobbs inquired whether the dual-degree requirements motion necessitated a change to R&P. Professor Wilson

replied in the negative. Professor Hobbs then cited R&P 3.23.3.

Professor Wilson accepted a friendly amendment to the motion to reflect a change to R&P 3.23.3. Paragraph 1.

Professor Aronson asked about the mechanism for choosing academic institution partners for dual degree programs. Dean Mohammed el-Aasser noted that Lehigh was very selective in choosing its partners and that faculty approval was important. The motion was PASSED.

5. **Unfinished Business.** None.
6. **New Business.** Professor Cargill requested that university faculty meetings for academic year 2003-2004 be moved to Sinclair Auditorium. President Farrington agreed.
7. **Committee Reports.** Professor Matt Melone, on behalf of the Faculty Steering Committee, reviewed the activities of the committee [see Attachment 4]. He singled out Nelson Markley and Judy Lasker for their efforts. He highlighted draft changes to policy structure and academic freedom policy

Professor Jim Gunton, on behalf of the Faculty Committee on Personnel and Policy Review, provided the committee's proposed changes to procedures for promotion and tenure [see Attachment 5]. Voting on proposed changes to Section 2 of R&P will occur in the fall following the solicitation of amendments over the summer.

Major changes include creation of a university-wide promotion and tenure committee; a "college" recommendation on promotion and/or tenure; a clarification of the role of the president in P&T; and an affirmation of the role of the Personnel Committee.

Professor Aronson asked for a clarification of the "college" recommendation. Professor Gunton noted the "college" recommendation to be the majority recommendation among the department faculty, college promotion and tenure committee, and the dean. In the event the provost makes an opposing recommendation, the case would go to the university P&T committee which would then make a recommendation to the president.

Professor Barbara Traister, on behalf of the Faculty Governance Review Committee, provided a draft of the committee's annual report [see Attachment 6]. She thanked all committee members for their service. She affirmed the principle of shared governance, and noted the committee will recommend that R&P be separated into several distinct

documents.

Professor Asha Jitendra on behalf of the Faculty Financial Planning and Operation Committee, submitted a draft of the committee's annual report [see Attachment 7]. She thanked the committee members for their service.

Professor George Wilson on behalf of the Graduate and Research Committee noted that the committee's annual report would be e-mailed in the next couple of weeks. As a preview, Professor Wilson said the committee would be getting out of the course and curriculum changes business, instituting a standardized procedure whereby the various colleges would make motions for course and curriculum changes directly to the university faculty.

Academic centers and institutes are under review through a charge from Provost Ron Yoshida to Vice Provost David Williams to form a review committee. GRC guidelines will be merged with Vice Provost Williams committee.

Graduate programs are under review including the development of metrics for individual disciplines. Faculty input is important in this process.

The committee has concerns with respect to distance education including quality of delivery and quality of students. Distance education requires an appropriate oversight process.

Professor Arnold Spokane, on behalf of the Personnel Committee, provided the committee's annual report to the faculty [see Attachment 8]. He thanked committee members and general counsel Frank Roth for their service. The committee heard three appeals from the faculty this academic year; one case was petitioned directly to the board of trustees. Professor Spokane recommended that faculty bring issues to the Personnel Committee before they become intractable. He expressed disappointment in what the committee was able to accomplish and concern with respect to general issues of shared governance.

NOTE: although the Faculty Compensation Committee did not make an oral report they did submit a draft of their annual report [see Attachment 9].

8. **President's Report.** President Farrington noted that research income is up 20 percent for the year and graduate tuition revenue has also increased. From a financial standpoint, the university is in comparatively good shape.

With respect to aesthetics the campus now has many new streetlights.

the university's sculpture inventory is being reorganized, 'Love' is coming to Lehigh, and the Chagall artwork on loan from Muriel Berman has now been donated to the university.

Lehigh had the finest admissions year in history with the lowest acceptance rate and highest quality of admitted students (as measured by SAT scores). The university should easily meet its first year class targets. Multicultural matriculations are up 12%.

The Greek life report is now available on the Web. Not many surprises in the report. The president encouraged faculty to check out the renovated Wilbur Powerhouse and Coppee Hall.

Professor Bob Folk suggested that the university exercise care in promoting the quality of its entering students.

9. **Provost's Report.** The search for a new dean for the College of Arts and Sciences continues. One candidate has been asked to return for additional interviews on May 20 and 21. Steve Devlin has been appointed vice president for institutional research. Campus interviews for the position of dean of admissions and financial aid will occur near the end of June.

44 faculty searches were authorized this year with 18 offers accepted and an additional 8 offers still open. Several searches remain active.

As far as 20/20 is concerned over the last three years 35 new faculty have been hired through the 20/20 program. Iacocca Hall has a new biology center funded through 20/20. Both the Design Arts and International Education programs have received interim 20/20 financial assistance.

The provost will issue a memo on faculty salaries before commencement

The meeting stood adjourned at 5:46 PM

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May 5, 2003

GRADUATION MOTIONS

- I. That with the approbation and consent of the Board of Trustees signified by their mandamus, the appropriate academic degrees be conferred at the end of the current semester on those individuals who shall have completed all requirements for graduation no later than 8:30 a.m. on Wednesday, May 14, 2003, and that the President of the University and the Secretary of the Faculty be authorized to sign, on behalf of the Faculty, diplomas issued to those individuals.
- II. That the appropriate graduation honors be awarded to those individuals whose averages as computed by the Office of the Registrar shall entitle them to be graduated with honors, high honors, or highest honors, according to regulation 3.11.1 of the current edition of the Rules and Procedures of the Faculty.
- III. That the Committee on Standing of Students be empowered to act for the Faculty on any special cases involving candidates for bachelor's degrees which may arise between now and the close of the semester; that the Graduate Committee be empowered to so act in cases involving candidates for graduate degrees.
- IV. That prizes awarded to the appropriate individuals and that the announcement be made in the commencement program.

**A Conceptual Framework For An
Interdisciplinary Technical Minor In Engineering
Draft Final Report April 4, 2003**

Preamble

Lehigh University is dedicated to educating students to succeed in life and their careers. Lehigh students in all undergraduate majors typically cross college lines. Courses taught in one college for the benefit of students in another college are an important component of providing a well-rounded education and preparation for a variety of professions.

In the past, one could argue that the engineering college was on the receiving end more than the servicing end in offering courses to students in the other colleges. We now see a unique and important opportunity to balance the system and to excel in providing an important opportunity to students in the Colleges of Arts and Sciences and Business and Economics

This opportunity has arisen naturally as the need for interdisciplinary teams in almost every business, government, and service organization has emerged. People whose professional life is focused on careers in liberal arts, humanities, business, economics, social sciences, basic science and a broad variety of other professions now have a need to work on integrated teams with engineers or to manage teams that include engineers. In this environment, professionals need to increase their awareness and understanding of what engineers do, the tools that engineers use, and the basic capabilities and limitations of engineers and engineering systems.

Providing a sequence of courses designed to facilitate students in our sister colleges in achieving these capabilities is a major goal of the P.C. Rossin College of Engineering. Therefore, this document sets forward a proposal to create an engineering minor for students in the Colleges of Arts and Sciences and Business and Economics. The proposed engineering minor will not provide a complete engineering education but it will enable students who complete it to better meet the needs defined above.

The engineering minor is interdisciplinary and does not focus on any one engineering discipline. Rather, the minor takes an integrated approach with the expectation that students in various majors in the two target colleges will, with the guidance of their advisors and our faculty, define appropriate sequences of courses to enhance their professional success when they graduate.

Overview

The material in this report is designed to provide an integrated conceptual framework for creating an interdisciplinary technical minor in engineering designed for non-engineering students with majors in A&S or CB&E. The framework as described on the next pages suggests that participants take a minimum of five three-credit courses. The framework offers students a choice by specifying only two courses that all students must take. We then require that each student choose three electives with a minimum of one in (a) Engineering fundamentals and one in (b) Integrated engineering. As a guide to understanding our intent the framework includes ten electives with five elective courses in (a) and five more in (b)

The engineering minor framework which follows is designed to make all students who earn it (i) aware of what engineers do, (ii) to provide an understanding of what engineers do, and (iii) to have some limited (simple but a wide variety) experience(s) in doing the things engineers do. We know that earning an engineering minor does not make a person an engineer. That is not our goal, nor was it the goal of the students we talked to.

As a by-product of participating in this minor, we believe students with A&S and CBE majors will be more effective when working with engineers on joint projects such as in the capstone IPD program at Lehigh or when they interact with engineers professionally after graduation.

Background

This framework is the result of the collaboration of an ad-hoc group of Lehigh Professors. The ad-hoc faculty group currently includes Don Bolle, Slade Cargill, Steven Goldman, Edwin Kay, Art King, Carl Moses, Roger Nagel, Chuck Smith, John Wilson and Emory Zimmers. The group has evolved its membership over time. In the beginning two students from CBE helped us understand the student perspectives; in our last phase we held information meetings in both the A&S College and the CBE which over thirty students attended. The student feedback was very positive, and influenced our thinking as we continued to create this report. As a follow up we made a survey form available to all students in both of the target colleges, and over one hundred and thirty students responded, with significant interest in the opportunity to earn an engineering minor. The survey results are available at <http://www.surveymonkey.com/Report.asp?U=18447890868>. In addition we sent a request to business leaders for additional feedback. These business leaders were selected by Donna Goldfeder after a briefing by a subset of our team. More than thirty six business leaders responded to our survey, and indicated significant interest in the ability to hire A&S and/or CBE graduates with a minor in engineering. The survey results for the business leaders is available on line at <http://www.surveymonkey.com/Report.asp?U=18445081391>. We are grateful to Cheryl Harris for designing both surveys and helping to interpret them for us.

Our assumptions

We envision the creation of an engineering minor as a major milestone, a very important event in the engineering college and for Lehigh University. We recommend that a certificate be awarded to those students who successfully complete the minor, or alternatively that appropriate wording be added to the Lehigh Diploma to give students completing the engineering minor appropriate recognition.

We assumed that most students who would seek this new engineering minor would want an interdisciplinary type of minor. Therefore we have created a framework more suitable to the non-engineering major who seeks an inter-disciplinary minor in engineering. The underlying assumption is that these students would probably not have the rigorous math, physics and chemistry background we expect of engineering majors. Although we did recognize that some students in the other colleges would have that background as would students interested in a minor that may come from the pool of students who start as engineering majors and transfer out of the college.

In this document we use the prefix EMC to stand for any engineering minor course we have suggested. We assume that when an engineering minor is implemented, it will have an ENGR prefix. We did not use ENGR at this time to avoid confusion with any current courses. In creating the framework we assumed that it would be necessary to create all of the courses listed below, we did not do the analysis to see how we could use modules and parts of existing courses

in building these new courses. We have drafted course descriptions for EMC 1-12, the descriptions are designed to show our intent, suggest the content that will be developed when the courses are detailed. Specific comments and suggestions re improvements, additions and or deletions are expected to cause some changes as these courses begin to be developed and implemented. The EMC course descriptions reflect our view that each of the EMC (3-12) electives should contain introductory engineering concepts and capabilities typically combining the expertise from two or more engineering disciplines

Recommended Framework For Minor In Engineering

Prerequisites Minimum of Math 51 and Physics 5 or 10

All students would be required to take the two courses listed below and choose three courses from those that follow with a minimum of one course from each of the two groupings. We have recommended a series of Engineer Minor Courses as listed below and will for convenience use the abbreviation EMC

Required courses of all Students

EMC1: Macro and micro view of engineering: A course designed to be exciting and stimulate a student's further interest in the engineering minor. This course would include an introduction to and hands on experience with engineering problem solving, modeling, simulation, and analysis tools. It would also include some aspects of the STS 12 course "engineering and society" to provide the participants with an understanding of the macro view of what engineering is and what engineers do. The class would be exposed to practicing engineers and make one or two visits to local companies

EMC2: Engineering Practicum: An introduction to the techniques and processes used in the creation of engineered products. An exposure to engineering tasks and processes will be done as a hands-on laboratory, including mechanical and electronic manufacturing and fabrication techniques. The process of product design and function will be examined through the disassembly and reassembly of common engineered products to assess how they work and are manufactured. The course will culminate in a hands-on reverse engineering project, which will require the proposal/implementation of design improvements to an engineered product

Electives:

Participants must take three electives with a minimum of one from each of (A) and (B)

(A) Engineering fundamentals

- **EMC3: Computer Engineering**
- **EMC4: Engineering Structures and Motion**
- **EMC5 Energy Engineering**
- **EMC6 Engineering Materials and Electronics**
- **EMC 7: Systems Engineering**

(B) Integrated engineering

- **EMC8: Information and Knowledge engineering**
- **EMC9: Enterprise engineering**
- **EMC10: Computer aided engineering and control systems**

- **EMC11: Network & Communication Engineering**

- **EMC12: Software Engineering & Collaborative Environments**

(A) Engineering fundamentals

EMC3: Computer Engineering: Computer engineering is the discipline essential to the design and construction of modern automobiles, high performance aircraft, intelligent buildings and bridges, cell phones, HDTV's, computer and microchip controlled machine and power tools, etc. This course will provide the bases for understanding the range of technologies involved and will discuss the principles which underlie the design and development of structures and devices which integrate traditional engineering disciplines with today's sensor, communication, and computer technologies.

EMC4: Engineering Structures and Motion: This course will put particular emphasis on the practical limits imposed on stationary or moving structures, and why exceeding these limits can lead to failure. Students will explore the basic principles governing both stationary structures, such as buildings and bridges, and things that move, such as cars and satellites, and learn how these principles apply in engineering practice. How a stationary structure effectively supports both its own weight and the weight of its users, and why a structure will undergo deflections and deformations during use will be examined. Additionally, how forces and energy are associated with a moving structure, and how these affect the motion of the structure, will be assessed.

EMC5 Energy Engineering: The amount of energy used by a modern society is quite staggering, and a clear understanding of energy processes and constraints is essential knowledge for every citizen. This course will delve into the basics of energy, its measurement, principles governing its use and conversion, methods of production, and the associated consequences on the environment. Concepts related to fossil, as well as nuclear and renewable, energy sources will be considered. The basic concepts governing energy utilization will be developed in a simple form, and employed to examine the use of energy in large and small engineering systems and products from power plants to air conditioners.

EMC6: Engineering Materials and Electronics: Materials are the "stuff" from which we build TV's, cell phones, cars, skyscrapers, and other necessities of modern life. Materials affect design, performance, costs and environmental impacts. Students will use case studies, demonstrations, and hands-on experiments to see how electronics, communications and structures depend on advances in materials engineering: understanding of materials behavior, modeling and simulation of materials properties and performance, methods and databases for materials selection, and engineering processes to control material composition and structure.

EMC 7: Systems Engineering: This is an application-oriented course that emphasizes the systems approach to problem solving in fields such as environmental planning, large-scale infrastructure systems, manufacturing, telecommunication, and delivery of services. Students will develop an understanding of systems analysis concepts and their relation to the determination of preferred plans and designs of complex, frequently large-scale engineering systems. This course will show students how to incorporate performance and cost into project engineering decisions that achieve a balance of resource investments across the major stages of life of an engineering

system. Particular emphasis will be given to the development of functional requirements and satisfactory designs.

(B) Integrated engineering

EMC 8 Information and Knowledge Engineering: This course explores how computers manage information for making decisions automatically, and or advising decision makers. Characterization of database systems, of web technologies, of multimedia, and of the relationships among them. Various representations of knowledge and the use of artificial techniques, including rule-based systems for manipulating these representations. Example systems such as automatic help-desk systems and computer generation of project plans.

EMC9: Enterprise engineering: This is an application-oriented course that provides an understanding of the key elements of modeling and engineering the corporation. This course provides an overview of the concepts and techniques involved in enterprise engineering. Emphasis will be placed on decision analysis, application of quantitative methods to facilities planning, engineering economy, production planning and control, forecasting, material requirements planning, and agile business practices.

EMC10: Computer aided engineering and control systems: Learn about the use of computer-based technologies to design and manufacture products. Techniques and technologies used in the design cycle to create product concepts, analyze various aspects of product design. Develop specifications including data used to control manufacturing processes. Understand how control systems are used in creating agile manufacturing environments including discrete and analog signals, analog to digital conversion, and application case studies. Includes hands-on application(s) and sample exercises from real world examples

EMC11: Network & Communication Engineering: A course designed to introduce students to basic components and methodologies that comprise a modern communication network. This course will discuss important network and communication technologies, architectures, protocols design considerations, and implementations. Students will learn about the design and performance of various types of voice and data networks on both the wired and wireless communication media. Additionally, the course will discuss the broader impact of communication systems on society and familiarize students with trends in communication networks, e.g. emerging standards and architectures.

EMC12: Software Engineering & Collaborative Environments: A course designed to introduce students to software engineering, with its distinct and integrated approach to development, testing, and ongoing (24-7) modification. Discover why building large software systems is very different from using large databases, or designing products such as automobiles with CAD etc. Experience these concepts in the design and implementation of a large team project involving complex data management in a collaborative environment. Learn why and how collaborative environments are becoming essential to modern engineering projects and require the tools and techniques of software engineering to succeed.

CATALOG DESCRIPTION **MINOR IN ENGINEERING**

A minor in engineering is available to students in the Colleges of Arts and Sciences and in the College of Business and Economics. The courses that comprise the minor cannot be taken by students in the College of Engineering and Applied Sciences. The purpose of the minor is to educate non-engineering students about engineering methodology, specifically how engineers solve problems, how they design, manufacture, and analyze, and how factors such as economics, safety, and environmental issues affect the process. The program will not result in an engineering education, but an education about engineering. Note that all the courses in the minor are "integrated"; none is specific to an engineering discipline.

The minor has two prerequisites: a mathematics course (Math 51 or equivalent) and a physics course (Physics 5 or equivalent). There are two required courses in the minor: Engr XX and YY. An additional three elective courses must be taken. At least one course must be taken from each category.

LIST OF COURSES

Category 1

(A) Engineering fundamentals

- EMC3: Computer Engineering
- EMC4: Engineering Structures and Motion
- EMC5: Energy Engineering
- EMC6: Engineering Materials and Electronics
- EMC 7: Systems Engineering

Category 2

(B) Integrated engineering

- EMC8: Information and Knowledge engineering
- EMC9: Enterprise engineering
- EMC10: Computer aided engineering and control systems
- EMC11: Network & Communication Engineering
- EMC12: Software Engineering & Collaborative Environments

Recommendations for the detailed development and phased implementation

Our committee has now completed a second phase of work. In this phase we added detail to the elective course recommendations, and briefed students and faculty in the two target colleges. We also briefed various faculty and the chairs of the Engineering College. As a result of these briefings, we have added an elective course EMC 12 and made a number of recommendations for the development and implementation phases of the creation of an engineering minor. These are detailed below:

1. Development of the courses for the engineering minor will require significant time and resources. **We estimate a faculty summer month or equivalent to be required for the development of each course.** We note that not all courses can or should be developed simultaneously. We recommend beginning with the development of EMC 1 and EMC 2. This could then be followed by a phased development of the ten elective courses, with a possible target of developing five a year over two years.
2. We would advise the developers of each of the courses to consider the **minimum amount of sequence requirements**, and point out that our intention was at most to require EMC1 and

- EMC2 be taken before any elective in the EMC3-12 range. We believe that EMC1 and EMC2 can be designed to be taken in the same semester or sequentially.
3. We recommend that when the courses we labeled EMC1-12 get real numbers that they have an ENGR prefix, and that EMC1 and EMC2 get numbers in the **100 range** with all of the electives in the **200 range**
 4. We believe a comfortable start date for the engineering minor would be September of 2004. **We were however moved by the number of current sophomores who wanted to enroll in the engineering minor and asked us for a transition plan. We thus recommend that a fast track for the program could begin in January of 2004** with the two courses EMC1 and EMC2 both offered in that spring semester. We further recognize that for current sophomores a transition plan might need to be created. We strongly recommend that any transition arrangements be short term only.
 5. When the engineering minor is being taught we recommend that engineering minor courses EMC 1-12 **be unavailable (closed) to students who are majoring in the engineering college.** This recommendation is because we believe the presence of engineering majors will dramatically shift the nature of the course.
 6. That selecting tracks for various majors is a really good idea. However the **selection of tracks should be done by advisors in the target colleges,** with the assistance of engineering faculty if it is needed. We wish to emphasize that we have designed an interdisciplinary minor in engineering, and that tracks are not intended to allow the minor to be viewed as focusing on any one engineering discipline.
 7. We have assumed that the engineering minor would need to be **administered out of the office of the Dean, or an interdisciplinary programs office.** We point out the need for an identifiable engineering minor program director, and support staff. Such an office will have the usual expenses associated with an academic program and will need an appropriate budget. We make no specific assumptions as to amounts required.
 8. We did however discuss and develop several **recommendations with regard to teaching resources** We assumed that the demand for the engineering minor could be met by offering EMC1 and EMC2 every year and five of the electives in each year. Thus **seven classes would need to be offered for the engineering minor in any academic year.** We then made the following assumptions regarding the resources needed to teach each of the courses after they have been developed
 - a. Courses in **the engineering minor should be taught by regular engineering college faculty.** We believe that some team teaching will be required as many of the courses we designed cross engineering disciplines. We do not anticipate that the team teachers would come from either the College of A&S or the CBE.
 - i. We note that faculty who teach in the engineering minor need to have an **obvious passion for the minor and be able to relate engineering concepts to non engineers naturally.** We are confident that many faculty with both the talent and the passion are present in our college.
 - ii We also note **the need for a mechanism which provides incentives to departments, chairs, and faculty to be active** in supporting the ongoing success of the engineering minor program.
 - b. That the EMC courses were designed to have a significant need for using engineering tools and processes such as cad/cam systems, simulation and modeling programs as well as various engineering tools. **For a typical class of 24 to 30 students ½ of a full time TA might be required.**

- c That professors and TAs could and should be **supplemented when possible by apprentice teaching upper division engineering students**. That the opportunity for apprentice teaching by engineering students would be a positive benefit to the engineering college for its own students.
- 9 Because the cost can be significant we touched on the idea of seeking **an endowment gift for the minor and even a named gift opportunity**, e.g., "The Smith and Keller Engineering Minor Program" to acknowledge an endowment of the engineering minor by gifts made from donors Smith and Keller(Made up names used for purposes of illustration only)
- 10. In addition **a grant to support the development of the engineering minor may be possible**. The recent announcement by NSF should be examined. A copy of that announcement is attached

Proposed Program Changes

1. **Name and summary of current program:** Computer Science and Business
2. **Proposed program changes (as they will appear in the catalog):**
Delete Engr 2 as a requirement.
3. **Description of proposed change(s):**
See 2.
4. **Rationale for proposed change(s):**
Engr 2 is no longer being offered.
5. **Academic Impact Statement:**
 - a. **Is this proposed program change interdisciplinary?**
No.
 - b. **Identify any known effects of the proposed program change on other programs at the University.**
None.
 - c. **If there are known effects, individuals in charge of the affected programs must be consulted about the proposed program change and the following information provided:**
 - (1) **Who was consulted?**
N/A
 - (2) **Is the proposed program change acceptable to the affected programs?**
N/A
 - (3) **Will any changes be required in the affected programs? If so, describe.**
N/A
 - d. **Identify any known effects of the proposed program change on the University's commitment to diversity.**
None.

Faculty Meeting---May 5, 2003

Motions:

- 1. Move that the faculty approve**
 - a. Graduate Certificate in Stereotypes, Prejudice, Discrimination, and Intergroup Relations**
 - b. Graduate Certificate in Cognitive Science**

- 2. Move that the faculty approve a dual-degree doctoral program modification to registration requirements allowing up to 25% of total research credits to be transferred from a partner institution toward the Lehigh degree.**

[...specifically, accept the change in R&P *on the handout* for doctoral registration requirements.]

Proposal for Dual Doctoral Degree Arrangements

It is proposed that the Doctoral Degree Requirements at Lehigh be modified to allow for dual degree arrangements with selected foreign institutions.

Background

Current Registration Requirements at Lehigh

The current Lehigh University 2002-2003 Course Catalog (page 47) describes the doctoral program registration requirements as follows:

"Doctoral students whose graduate study is carried out entirely at Lehigh University must register for a minimum of 72 credits beyond the Bachelor's degree. However, resident students who during their entire doctoral program, including the semester of graduation, have paid full tuition continuously (normally a minimum of 9 credits per academic semester) will have satisfied the tuition requirements for the doctoral degree upon completion of all other requirements. Students who have earned a Master's degree at another university must register for a minimum of 48 credits. These requirements include registration for research or dissertation credits."

Proposed New Registration Requirements at Lehigh

To allow for dual degree arrangements, it is proposed that the doctoral registration requirements at Lehigh be slightly modified as follows: (Each individual student will have a detailed agreement of all requirements and research identified in advance)

Doctoral students whose graduate study is carried out entirely at Lehigh University must register for a minimum of 72 credits beyond the Bachelor's degree. However, resident students who during their entire doctoral program, including the semester of graduation, have paid full tuition continuously (normally a minimum of 9 credits per academic semester) will have satisfied the tuition requirements for the doctoral degree upon completion of all other requirements. Students who have earned a Master's degree at another university must register for a minimum of 48 credits. These requirements include registration for research or dissertation credits. *Students participating in approved dual-degree doctoral programs involving external institutions may transfer up to 25% of their total required doctoral program dissertation/research credits to Lehigh for work that was performed at the external partner institution. Approval of such programs is required by the Dean of the relevant Lehigh college and the Chairman of department of the research advisor.*

Series of bullets in R&P → new passage

will be added after them

Discussion

The current Lehigh requirements do not support the establishment of dual doctoral degree programs with foreign institutions. Such programs are common in Europe. Under the auspices of a dual doctoral program the successful dual degree candidate receives two degrees - one from his or her home institution and one from a second university in a foreign country. In such arrangements, two faculty advisors (one at the home institution and one at the foreign institution) agree to supervise the doctoral student while collaborating on a common research topic. For example, since 1994 the French government has established laws defining and regulating dual doctoral degrees (Cotutelle Arrangements). The Cotutelle permits French doctoral students to receive diplomas from French universities even though they have acquired a significant portion of their education abroad. The main motivation is to create strong links between research universities and researchers in other countries with the student often performing much of his or her research at a foreign university. Though the bulk of the research and course work might not be done in France, it's very important to the student that he/she receives a diploma from a well-recognized French university.

It would be to Lehigh University's benefit to selectively participate in dual doctoral degree programs with prestigious foreign institutions. A number of top-ranked US and foreign universities already participate in such arrangements in an effort to attract top quality foreign students and improve research collaboration. Some universities have developed formal rules for Dual (Cotutelle) Degrees. Since Lehigh University currently has no specific rules for participating in Dual Degree arrangements, a foreign student who would like to obtain a doctoral degree from Lehigh University and his/her home institution must satisfy all of Lehigh's doctoral requirements in terms of residency, paid tuition credits, language requirements, Qualifying examinations, General Examinations, Dissertation and Defense. In most cases, this does not appear to be an insurmountable obstacle for a dual doctoral degree candidate, since these requirements can usually be met in a reasonable time period, even if the student spends a year at his or her home institution performing research *in absentia* under the co-guidance of both advisors. However, the main impediment to this "Lehigh Rules" approach is the lack of any mechanism for transferring doctoral program credits from the foreign university to Lehigh during the time the student spends at his/her home (foreign) institution. In practice, this means that a student would be required to pay tuition credits, e.g., dissertation credits, to Lehigh University during the time period when he or she is physically at his/her home institution. This requirement significantly reduces the likelihood that foreign institutions will encourage their graduate students to participate in 'Cotutelle Arrangements' with Lehigh University. Thus, it is proposed that Lehigh University accept a limited amount of transfer credits for doctoral students participating in approved dual doctoral degree programs with selected foreign universities.

The intent of the proposed new registration requirements is to allow the dual doctoral degree student to transfer approximately 1-year's worth of work performed at his or her home institution to Lehigh. Overall control of the quality of such dual doctoral degree arrangements at Lehigh would be assured by formal approval of each specific program by the Dean of the appropriate College.

Proposal Endorsement:

The attached proposal for Dual Doctoral Degree Arrangements has been endorsed by the Dean and Department Chairs within the P.C. Rossin College of Engineering and Applied Science. It was also unanimously approved by the RCEAS faculty at a college faculty meeting held on April 14, 2003.

Graduate and Research Committee

Proposed New Certificate Program

(Rev. 12/07/02)

1. Title of new certificate program

Graduate Certificate in Stereotypes, Prejudice, Discrimination, and Intergroup Relations

2. Mission statement:

This certificate program is intended to improve understanding of how social groups including those formed on the basis of ethnicity, race, religion, or gender influence the way that people perceive and interact with each other.

3. Identify the proposed market and/or clients that this program is designed to address.

The program is aimed at school administrators, educators, public policy and government workers, and other working adults.

4. Rationale for proposed new program:

This program will serve an important need for the Lehigh Valley community while providing income to the participating departments and the College of Arts and Sciences as a tuition-generating certificate program.

5. Description of proposed new program:

a. Admission criteria:

Applications will be processed by the CAS Graduate Programs office. Applicants must meet minimal requirements for admission to CAS graduate programs. Foreign nationals must meet standard language requirements. Applications will be forwarded to the Chair of the Psychology Department for review and approval or rejection. The Chair may delegate the review to the department Graduate Committee. In case of any question of the suitability of a candidate to pursue graduate level courses in any of the participating departments, chairs or graduate coordinators of those departments will be consulted.

Department permission will also be required for admission to each individual course. We recommend that instructor permission be obtained as a matter of courtesy.

b. Specific program requirements (include specific required and elective courses):

Requirement: A total of four courses, at least two of which must be at the 400-level.

SSP 351^a (WS 351) Gender and Social Change

SSP 379^a (AAS 379) Race and Class in America (prereq: SSP 103 or consent of instructor)

SSP 374^a Social Stratification

SSP 454 Urban Education: Inequality and Public Policy

Hist 325 (SSP 325, WS 325) History of Sexuality and the Family in the U.S.

Hist 326 (SSP 326) Social Class in American History

Hist 442^b Readings in 20th Century American History

Psyc 311 The Psychology of Stereotyping, Prejudice, and Discrimination

Psyc 406 Social Cognition

Psyc 462 Stereotypes, Prejudice, and Discrimination

Psyc 464 Naïve Realism in Social Judgment

Psyc 498 Psychology of Gender

^a can be taken at the 400 level by registering for SSP 461. Contact the Department of Sociology and Anthropology for details.

^b topic varies; will count for the certificate when offered as "Sex, Gender, and Sexuality in Modern U.S. History" or other relevant topic. Contact the Department of History for information on projected topics for upcoming semesters.

6. Academic Impact Statement:

- a. Is the proposed new certificate program interdisciplinary? If yes, identify the programs and or departments involved and the extent of their involvement.

Yes It draws on courses from Psychology, History and Sociology-Anthropology (and, by cross-listing Africana Studies and Women's Studies.) About a third of the courses comes from each of the three departments.

- b. Identify any known effects of the proposed new program on other programs at the University.

Faculty in participating departments will occasionally have one or more students in the certificate program in their course

- c. If there are known effects, individuals in charge of the affected programs must be consulted about the proposed new program and the following information provided:

- (1) Who was consulted?

Chairs and program directors of the departments/programs listed who reviewed the proposal with their faculty as needed. Also instructors of the courses involved

- (2) Is the proposed new program acceptable to all affected programs?

Yes

- (3) Will any changes be required in the affected programs? If so, describe.

No.

- d. Identify any known effects of the proposed new program on the University's commitment to diversity.

This program should reinforce the University's commitment to diversity by providing a program explicitly designed to examine and foster understanding of group identity and associated societal problems.

7. Resource Impact Statement:

- a. Provide each of the following:

- (1) Library impact statement

There should be no impact on the library because all courses are already rostered for existing undergraduate and graduate programs

- (2) Computer impact statement

No impact is expected.

(3) Faculty impact statement

Impact will be limited to the potential addition of one or a small number of adult students to a given course at any time.

(4) Facilities impact statement

None.

c. Provide a statement indicating who will assume financial responsibility for any new resources required:

The departments offering the courses would be responsible for any costs normally associated with their courses as usual. No new or unusual resources are anticipated. The Psychology Department will assume any costs associated with handling applications.

Graduate and Research Committee

Proposed New Certificate Program

(Rev. 12/07/02)

1. **Title of new certificate program**

Graduate Certificate in Cognitive Science

2. **Mission statement:**

Responding to encouragement to develop Graduate Certificates in areas of Psychological and Cognitive Sciences, the Cognitive Science Program in cooperation with the Psychology Department proposes a Graduate Certificate in Cognitive Science. Cognitive Science by its interdisciplinary nature is already configured to provide graduate certification to qualified individuals. We see an opportunity to provide valuable education to a constituency of qualified professionals at little or no cost to the participating departments and instructors.

3. **Identify the proposed market and or clients that this program is designed to address.**

Aimed at people working in technology-related businesses and other qualified individuals with an interest in Cognitive Science

4. **Rationale for proposed new program:**

The specific rationale for this certificate is that it will serve a constituency of professional computer and technology workers with financial benefit to the University, and benefit to the participating programs in bringing professional perspectives to the classroom, with very little investment of resources. The low investment is because the number of certificate students in any particular course will be small and the courses are ones that would be offered in any case.

5. **Description of proposed new program:**

a. **Admission criteria:**

Applications will be processed by the CAS Graduate Programs office. Applicants must meet minimal requirements for admission to CAS graduate programs. Foreign nationals must meet standard language requirements. Applications will be forwarded to the Director of the Cognitive Science program for review and if appropriate approval. The Director may delegate the review to a subcommittee of the Cognitive Science Supervisory Committee.

In addition, to safeguard the interests of participating departments and programs, department permission will also be required for admission to each individual course. We recommend that instructor permission also be obtained as a matter of courtesy.

b. **Specific program requirements (include specific required and elective courses):**

Required course: CogS 423

Electives: three additional courses from the following list, totaling at least 12 credits. At least two of the four courses must be at the 400 level and the three selected courses must be spread over at least two departments. The Cognitive Science Program will periodically update the list of approved courses.

Cognitive Science:

CogS 423 Foundations of Cognitive Science
CogS 478 (Psyc 478): Ontological Psychology.

Computer Science.

CSe 327: Artificial Intelligence Theory and Applications.
Cse 332: Multimedia Design and Development
CSe 357: Data Mining
CSe 368: Artificial Intelligence Programming
CSe 3xx: User Interface Systems and Techniques
CSe 414: Expert Systems
CSe 416: Advanced Issues in Knowledge-based Systems (prerequisite: CSe 414).
CSe 417: Topics in Information Retrieval
CSe 429: Virtual Environments

Psychology:

Psyc 307: Seminar in Cognition
Psyc 313: Person Perception
Psyc 314: Social Cognition and Social Action
Psyc 317: Psychology of Emotion
Psyc 320: Psychology of Language
Psyc 321: Language Development
Psyc 351: Cognitive Development in Childhood
Psyc 369: Memory
Psyc 373: Sensation and Perception
Psyc 3xx: Atypical Language
Psyc 402: Developmental Psychology.
Psyc 403: Cognitive Psychology.
Psyc 406: Social Cognition
Psyc 443: Seminar in Language Acquisition. (Prereq: Psyc 402 or 403)
Psyc 448: Seminar in Psychology of Language (prerequisite: Psyc 403)
Psyc 476: Seminar in Cognition (prerequisite: Psyc 403).
Psyc 478 (CogS 478): Ontological Psychology
Psyc 480: Seminar in Cognitive Development. (Prereq: Psyc 402)
Psyc 464: Naïve Realism in Social Judgment (Prereq: Psyc 406)

Sociology and Anthropology:

SSP 402: Sociology of Cyberspace
Anth 376: Culture and the Individual

6. Academic Impact Statement:

- a. **Is the proposed new certificate program interdisciplinary? If yes, identify the programs and or departments involved and the extent of their involvement.**

Yes. It draws on courses in Cognitive Science (25%), Computer Science Psychology, Sociology/Anthropology. Electives must come from at least two departments so 50% (two courses) is likely to be the maximum involvement of any department.

- b. **Identify any known effects of the proposed new program on other programs at the University.**

Faculty in participating departments may occasionally have students in the certificate track on the roster

- c. **If there are known effects, individuals in charge of the affected programs must be consulted about the proposed new program and the following information provided:**

- (1) **Who was consulted?**

Chairs and Faculty of the Psychology and Computer Science Departments. Instructors of the Soc/Anthro courses. Cognitive Science Supervisory Committee.

(2) Is the proposed new program acceptable to all affected programs?

Yes.

(3) Will any changes be required in the affected programs? If so describe.

No

d. Identify any known effects of the proposed new program on the University's commitment to diversity.

No effects except potential addition of professional/community perspectives to classes.

7. Resource Impact Statement:

a. Provide each of the following:

(1) Library impact statement

There should be no impact on the library because all courses are already rostered for preexisting undergraduate and graduate programs

(2) Computer impact statement

No impact is expected.

(3) Faculty impact statement

Minimal. Faculty may have a few more students in courses, but many of the courses have rather light enrollments and so can easily absorb a few more students.

The required course CogS 423 will need to be offered more regularly.

(4) Facilities impact statement

None.

c. Provide a statement indicating who will assume financial responsibility for any new resources required:

We do not anticipate any appreciable costs. Costs related to course delivery will be carried by the responsible departments or programs.

All Voting Faculty:

At the Monday, May 5 faculty meeting, a motion will be made to approve two Graduate Certificate programs proposed by the College of Arts and Sciences. They were mistakenly omitted from the GRC course and curriculum change motions made at the previous faculty meeting. Supporting materials for these proposals were at the Registrar's web site prior to that meeting under "Course/Curriculum Changes 2003", --> the GRC section, --> "C&C GR CAS Changes", and can still be found there. The Graduate Certificate in Cognitive Science material is found by clicking on a URL of the same name. The Graduate Certificate in Stereotypes, Prejudice, Discrimination, and Intergroup Relations material is found by clicking on "Grad Certificate in Stereotypes PrejDiscrIntergroup Rel".

Regards,
George R. Wilson, Chair
Graduate and Research Committee

Proposal for Dual Doctoral Degree Arrangements

It is proposed that the Doctoral Degree Requirements at Lehigh be modified to allow for dual degree arrangements with selected foreign institutions.

Background

Current Registration Requirements at Lehigh

The current Lehigh University 2002-2003 Course Catalog (page 47) describes the doctoral program registration requirements as follows:

Doctoral students whose graduate study is carried out entirely at Lehigh University must register for a minimum of 72 credits beyond the Bachelor's degree. However, resident students who during their entire doctoral program, including the semester of graduation, have paid full tuition continuously (normally a minimum of 9 credits per academic semester) will have satisfied the tuition requirements for the doctoral degree upon completion of all other requirements. Students who have earned a Master's degree at another university must register for a minimum of 48 credits. These requirements include registration for research or dissertation credits.

Proposed New Registration Requirements at Lehigh

To allow for dual degree arrangements, it is proposed that the doctoral registration requirements at Lehigh be slightly modified as follows: (Each individual student will have a detailed agreement of all requirements and research identified in advance)

Doctoral students whose graduate study is carried out entirely at Lehigh University must register for a minimum of 72 credits beyond the Bachelor's degree. However, resident students who during their entire doctoral program, including the semester of graduation, have paid full tuition continuously (normally a minimum of 9 credits per academic semester) will have satisfied the tuition requirements for the doctoral degree upon completion of all other requirements. Students who have earned a Master's degree at another university must register for a minimum of 48 credits. These requirements include registration for research or dissertation credits. *Students participating in approved dual-degree doctoral programs involving external institutions may transfer up to 25% of their total required doctoral program dissertation/research credits to Lehigh for work that was performed at the external partner institution. Approval of such programs is required by the Dean of the relevant Lehigh college.*

Discussion

The current Lehigh requirements do not support the establishment of dual doctoral degree programs with foreign institutions. Such programs are common in Europe. Under the auspices of a dual doctoral program the successful dual degree candidate receives two degrees - one from his or her home institution and one from a second university in a foreign country. In such arrangements, two faculty advisors (one at the home institution and one at the foreign institution) agree to supervise the doctoral student while collaborating on a common research topic. For example, since 1994 the French government has established laws defining and regulating dual doctoral degrees (Cotutelle Arrangements). The Cotutelle permits French doctoral students to receive diplomas from French universities even though they have acquired a significant portion of their education abroad. The main motivation is to create strong links between research universities and researchers in other countries, with the student often performing much of his or her research at a foreign university. Though the bulk of the research and course work might not be done in France, it's very important to the student that he/she receives a diploma from a well-recognized French university.

It would be to Lehigh University's benefit to selectively participate in dual doctoral degree programs with prestigious foreign institutions. A number of top-ranked US and foreign universities already participate in such arrangements in an effort to attract top quality foreign students and improve research collaboration. Some universities have developed formal rules for Dual (Cotutelle) Degrees. Since Lehigh University currently has no specific rules for participating in Dual Degree arrangements, a foreign student who would like to obtain a doctoral degree from Lehigh University and his/her home institution must satisfy all of Lehigh's doctoral requirements in terms of residency, paid tuition credits, language requirements, Qualifying examinations, General Examinations, Dissertation and Defense. In most cases, this does not appear to be an insurmountable obstacle for a dual doctoral degree candidate, since these requirements can usually be met in a reasonable time period, even if the student spends a year at his or her home institution performing research *in absentia* under the co-guidance of both advisors. However, the main impediment to this "Lehigh Rules" approach is the lack of any mechanism for transferring doctoral program credits from the foreign university to Lehigh during the time the student spends at his/her home (foreign) institution. In practice, this means that a student would be required to pay tuition credits, e.g., dissertation credits, to Lehigh University during the time period when he or she is physically at his/her home institution. This requirement significantly reduces the likelihood that foreign institutions will encourage their graduate students to participate in "Cotutelle Arrangements" with Lehigh University. Thus, it is proposed that Lehigh University accept a limited amount of transfer credits for doctoral students participating in approved dual doctoral degree programs with selected foreign universities:

The intent of the proposed new registration requirements is to allow the dual doctoral degree student to transfer approximately 1-year's worth of work performed at his or her home institution to Lehigh. Overall control of the quality of such dual doctoral degree arrangements at Lehigh would be assured by formal approval of each specific program by the Dean of the appropriate College.

Proposal Endorsement:

The attached proposal for Dual Doctoral Degree Arrangements has been endorsed by the Dean and Department Chairs within the P.C. Rossin College of Engineering and Applied Science. It was also unanimously approved by the RCEAS faculty at a college faculty meeting held on April 14, 2003.

Faculty Steering Committee Report
May 5, 2003
Presented by Matt Melone, Chair

- Acknowledgement of Nelson Markley's efforts. I would like the minutes to reflect the FSC's thanks to Nelson Markley for his efforts over the past three years in shepherding the work of the R&P subcommittee. It has been a very busy three years with much to show for his efforts including the passage of a University Harassment Policy and significant progress made by the other task forces, two of which you will hear from today. Nelson will continue to work with us at least through the fall.
- Acknowledgement of Judy Lasker efforts. Judy has completed her four-year term as the College of Arts & Sciences representative and served as chair of both the FSC and the R&P subcommittee. Her efforts were integral to the work of the committee and are much appreciated. She will be missed.
- Policy Structure
The Policy Structure sets forth the mechanism by which all future university policies are put in place. The Board of Trustees, in June 2002, approved the University Policy Structure. The 2001-02 Faculty Steering Committee did not support the Policy Structure as proposed and wrote a letter, dated May 28, 2002, to Bill Hecht, chair of the Academic Affairs Committee of the Board of Trustees. In that letter the committee made clear its objections to the proposed Policy Structure. Specifically, the Faculty Steering Committee believed that the Policy Structure failed to make explicit the role that the Rules and Procedures of the Faculty plays in the promulgation of policies that affect areas over which faculty have responsibility. Moreover, in the section dealing with the creation of advisory groups, the Policy Structure provided no reference to existing faculty committees with responsibility over the subject matter at issue. Although the Board of Trustees approved the Policy Structure over these objections, Mr. Hecht, in response to the aforementioned letter welcomed recommendations to improve the policy.
The Faculty Steering Committee and its R&P Subcommittee have drafted recommended changes to the Policy Structure. The recommended changes take into account the original objections to the Policy Structure, faculty comments, and the faculty resolution adopted by the College of Arts & Sciences on January 27, 2003. Moreover, we have also taken the opportunity to propose several other small changes of an editorial kind.
- Academic Freedom Policy. A draft Academic Freedom Policy is now posted and comments are welcomed. This draft took into account various comments from the faculty, from the committees represented on FSC, and the resolution from the College of Arts & Sciences. FSC intends to bring the policy for faculty vote by electronic ballot following the procedures used to approve the Harassment Policy. The following is a tentative time line: Proposed Amendments submitted by 9/5/03; Proposed Amendments communicated to Faculty by 9/8/03; Amendments voted on at 9/15/03 faculty meeting; electronic ballots sent 1-2 weeks after faculty

meeting; voting deadline two weeks after ballots distributed. It is likely that the recommendations of the Faculty Personnel Review Committee, chaired by Jim Gunton, will follow the same sequence and be voted upon in a combined ballot.

Report to university faculty meeting
May 5, 2003

Attachment 5

April 25, 2003

Dear Colleagues,

The Faculty Committee on Personnel and Policy Review is now distributing both hard and electronic copies of a *revised* list of possible changes to section 2 of R&P for faculty consideration and comment. In addition, there is a proposed preamble to R&P outlining the expectations for tenure and promotion at Lehigh University. This April 17, 2003 draft is the second major step in the process for bringing a final set of proposed changes to the faculty for a formal vote. The first step was the initial draft of possible changes, distributed to the University faculty in March 2003, and discussed at an open faculty meeting on March 17, 2003. The revised draft takes account of suggestions made at the open faculty meeting and by e-mail to the initial draft. We outline these changes below.

The next step in the consideration process is the May 5 University faculty meeting, where the April 17 draft will be discussed. Amendments can be proposed over the summer by e-mail. The University faculty will vote on the amendments during the first fall faculty meeting. After the incorporation of any approved amendments, the final proposed changes will be set and distributed to the faculty. In the final step, the University faculty will vote whether to approve the entire set of changes by electronic voting.

We present a short summary of the existing procedures and the most significant proposed changes below. The details of the proposed changes are given in the document.

Summary of current procedures for tenure and promotion:

Under current rules and procedures, the **department** faculty makes a recommendation for or against tenure/promotion, after considering the candidate's materials and the **external reviewers'** evaluations of the candidate's scholarship. All these materials are then sent to the **College Tenure/Promotion Committee**, which writes a recommendation based on its consideration of the candidate's materials, the department faculty recommendations, and the external evaluations. After reviewing the materials, the Dean also makes a recommendation. All documents and recommendations are next sent to the Provost.

If the College/Promotion Committee and the Department agree, their collective recommendations constitute a "**Faculty Recommendation**." The Provost may overturn a faculty recommendation only by presenting the case to the **Academic Affairs Committee of the Board of Trustees**; that committee then advises the **President** and the **Board**. On the other hand, if the recommendations of the

College Tenure and Promotion Committee and the Department do not agree, there is no "Faculty Recommendation." The Provost, after examining the candidate's materials and the recommendations, makes a recommendation to the President and Board.

Summary of proposed major changes:

- We propose to replace the current "faculty recommendation" by "College recommendation." In the revised draft, we have defined the college recommendation to be a majority among the department faculty, the college tenure and promotion committee and the Dean.
- We propose a University Committee on Tenure and Promotion composed of the current chairs of the college tenure and promotion committees of the four colleges, with members serving staggered three-year terms.
- When the Provost does not concur with a college recommendation, rather than referring the case to the Academic Committee of the Board of Trustees (current practice), he or she presents the case to the University Committee on Tenure and Promotion. This committee will conduct its own review of the case and make a recommendation to the President. When the President disagrees with a College recommendation that the provost supports, or disagrees with a University Committee recommendation, the President shall meet with the University Committee to discuss his or her recommendation.

The outline of the draft of the proposed changes is as follows: the changes are ordered by categories: i.e. department, college, Dean, Provost, university committee on tenure and promotion, and President. Within each category we summarize the current procedure, our proposed change and its rationale.

Respectfully submitted,

Faculty Personnel Policy Review Committee

Helen Chan (hmc0)
Manoj Chaudhury (mkc4)
James Dearden (jad8)
George DuPaul (gid3)
Jim Gunton (Chair) (jdg4)
Diane Hyland (dth1)

Nicholas Ladany (nil3)
Rajan Menon (rm04)
Rosemary Mundhenk (rjm4)
Nandkumar Nayar (nnayar)
Roger Simon (rds2)
Perry Zirkel (paz0)

**PROPOSED CHANGES TO R&P SECTION 2
(REVISED DRAFT: APRIL 17, 2003)**

1 Department

A. Current: Section 2.2.6.4 (Departmental Evaluation for tenure) concludes with "...each tenured voting member (including the chairperson, if tenured) submits a written evaluation of the candidate's qualifications based on the criteria."

Similarly, in Section 2.2.9.4 (Departmental Evaluation for promotion) "Each participating faculty member (including the chairperson if tenured and holding a rank above the candidate) writes an evaluation of the candidate based on the criteria specified in the preamble and applied in the triennial evaluations of the faculty member."

Proposed Change: Add the sentence to each of these sections: "These letters of evaluation must be substantive letters that appraise the candidate's record in teaching, research, and service and that address the question of whether or not the candidate merits tenure and the reasons for the recommendation".

Rationale: The committee has heard testimony that letters of evaluation sometimes are inadequate in appraising the candidate's record based on the criteria. This does not serve the best interests of either the candidate or the department.

B. Current: Section 2.2.6.2 (External Evaluation) "...The chairperson then advises the candidate of the people being considered as external evaluators. The candidate may nominate his/her own external evaluators. The Dean, in consultation with the chairperson, approves the final selection of at least three evaluators, at least one of whom must be one of the candidate's nominees."

Proposed Change: "...The chairperson then advises the candidate of the people being considered as external evaluators. The candidate may nominate his/her own external evaluators. The Dean and Provost, in consultation with the chairperson, approve the final selection of a pool large enough to obtain five or more external evaluations, at least one of whom must be one of the candidate's nominees. Should any additional letters be solicited, the above procedure must be followed."

Rationale: There are two parts to this recommendation. The addition of the Provost to the process is to ensure that the Dean and Provost agree on the external evaluators, preventing the need for subsequent solicitation of information from other external sources. The increase to five or more external evaluations is to bring the process into agreement with existing practice in the four colleges.

2. College Committees

A. Current: The charge to the college tenure and promotion committees is inconsistent across the colleges. These college committees are described in Sections 2.2.6.9, 1.3.3.1.2.1 (CAS), 1.3.3.2.2 (CBE), 1.3.3.3.3, 1.3.3.4 (CEAS), and 1.3.3.4.1 (CE).

Proposed Change: The College committee is to make its own substantive and independent recommendation on whether or not a candidate merits tenure or promotion.

Rationale: This statement affirms the defining role of the committee, namely that it must make a recommendation that addresses the merits of the case, and not simply whether the correct procedural steps have been taken. The recommendation of the committee would thus be based on a careful review of all the relevant information in the candidate's tenure or promotion file.

B. Current: There is considerable structural variation among the college tenure and promotion committees in the university. Two of our colleges have separate tenure and promotion committees and two have combined tenure-promotion committees. In addition, the sizes of these committees vary from college to college.

Proposed Change: At least 5 members of each committee must vote without abstention on any tenure or promotion case. The committee will write a letter that summarizes the vote and the majority recommendation.

Rationale: The above proposal would ensure some consistency across the colleges, but still permit a variation in the nature and size of these committees. The need for at least five members to vote on any tenure or promotion case is to ensure a broad view of the candidate as opposed to the limited view of just one or two individuals. It is the recommendation of the committee that the minimum number to make this very important determination is five.

C. Current: There is no formal requirement for a minority report from a college promotion or tenure committee.

Proposed Change: In the absence of a unanimous committee recommendation, the committee chair designates a member representing the minority opinion to write a letter to the Dean expressing the reasons for the vote of the minority. This would modify several sections in R&P: 2.2.6.9, 2.2.9.9, 1.3.3.1.1, 1.3.3.1.4, 1.3.3.2.1, 1.3.3.3.1, 1.3.3.3.3, 1.3.3.3.4, 1.3.3.4.1.

Rationale: Minority positions should be formalized and should be expressed clearly with a strong rationale.

D. Current: CAS currently requires (number 9, R&P 1.3.3.1.4) that "When a committee considers a member of an under-represented group (as currently defined by U.S. guidelines for eliminating discrimination in employment), the Dean will appoint a tenured member of the university's affirmative action/ equal opportunity commission to serve as a non-voting member of the committee for the duration of that specific case. The AA/EOC member will send a separate report to the Dean."

Proposed Change: Remove this requirement.

Rationale: This procedural requirement is unclear, unique to CAS, and could expose the university to claims of unlawful "reverse" discrimination. Currently there are no U.S. government guidelines for defining "under-represented group" in this context; the category therefore relies on self-definition and could result in an endless proliferation of "under-represented groups" and in individuals being identified as members of under-represented groups against their own wishes. The procedures of college tenure and/or promotion committees across the University should be as consistent as possible; this requirement applies only to the College of Arts and Sciences. Furthermore, existing University equal opportunity policies and external legal requirements already mandate that all tenure and promotion reviews must be performed in a non-discriminatory manner. We recommend that education and training of tenure and promotion committees on these non-discrimination principles be undertaken on a regular basis.

3. Replacement of "faculty recommendation" by "College recommendation"

Current: The term "faculty recommendation" is currently used if the department and college tenure or promotion committee concur on a recommendation. R&P Sections 2.2.2.1, 2.2.6.9, 2.2.6.11, 2.2.9.9, and 2.2.9.11.

Proposed Change: At the College level there shall be three recommendations: the department, the College tenure or promotion Committee and the Dean. The "College recommendation" refers to the recommendation shared by two or three of these groups.

Rationale: The proposed change strengthens the role of the Colleges in the tenure and promotion process. This change also is to recognize the formal role of the Dean in the tenure and promotion process. The Dean plays a pivotal role in the process of appointment, promotion and tenure and should have a formal recommendation. The significance of "College recommendation" is spelled out in item 5.

4. Role of the Provost

A. Current: Section 2.2.9.11 Administration's recommendation: "In the absence of a faculty recommendation" (that is, when the departmental recommendation and the promotion and tenure committee's recommendation do not agree) the Provost will review carefully both the departmental recommendation and the promotion and tenure committee's recommendation and evaluate the candidate's qualifications in terms of the criteria (as stated in 2.2.1.5) and as applied in the triennial evaluations) before making his/her final recommendation."

Proposed Change: If the Provost accepts the college recommendation, he or she will communicate this in writing to the President, providing the rationale for the recommendation.

Rationale: This proposal is to take into account the proposed change in terminology from "faculty recommendation" to "College recommendation" and the proposed new role of the President. Otherwise it is in accord with existing practice.

B. Current: Section 2.2.6.11- Administration's Recommendation: "...In the event that the Provost is considering a recommendation contrary to a "faculty recommendation" as described in section 2.2.2.1, the following procedures will be observed: The Provost will call a meeting with the Dean, the college promotion committee, and the voting members of the department who participated in the evaluation of the candidate. The Provost will provide reasons for non-concurrence. All those involved will seek to resolve their differences. In the event that the issue cannot be resolved, the college promotion and tenure committee and the department will select three advocates for the "faculty recommendation". This group and the Provost will present their respective positions to the academic affairs committee of the Board of Trustees, first in writing and then in person. The Academic Affairs

Committee will then render an opinion on the matter for the consideration of the President and the Board of Trustees."

Proposed Change: The Provost may decide to reject a college recommendation following his or her review of the candidate's file. In this event, the following procedures will be observed: The Provost must notify the Dean, the college tenure or promotion committee, and the voting members of the department who participated in the evaluation of the candidate and provide compelling reasons for non-concurrence. The Provost must refer such a case to the University Committee on Tenure and Promotion in a timely fashion, so that the Committee has adequate time to complete its review before the deadline for a tenure or promotion recommendation.

Rationale: The candidate's departmental colleagues work closely with the candidate and work in academic fields either the same as or closely related to the candidate's field. For these two reasons, typically the department is the best judge of the candidate's contributions to the university and the academic discipline. The college promotion and tenure committee and Dean ensure that the college-wide standards are applied consistently across the departments. If the Provost disagrees with a college recommendation, then it is incumbent on the Provost to notify and to provide his or her reasons for non-concurrence to the department, the college tenure and promotion committee, and the Dean. The Provost must then refer the case to the University Committee on Tenure and Promotion (see item 6 below).

5. Creation of a University Committee on Tenure and Promotion

Current: As stated in Section 2.2.6.11 above, in the event that the Provost disagrees with a faculty recommendation ... "the college promotion and tenure committee and the department will select three advocates for the "faculty recommendation". This group and the Provost will present their respective positions to the Academic Affairs Committee of the Board of Trustees, first in writing and then in person. The Academic Affairs Committee will then render an opinion on the matter for the consideration of the President and the Board of Trustees."

Proposed Change: Create a University Committee on Tenure and Promotion whose charge is the following: The University Committee on Tenure and Promotion is charged with the responsibility of reviewing tenure and promotion recommendations when the Provost does not concur with a college recommendation. It is a standing body and shall consist of the Chairs of the Promotion and Tenure committees from each of Lehigh University's four colleges. (There are currently a total of six such Chairs.)

The Chairs will each serve staggered terms of three years, with two chairs rotating off each year. When the period of service of a given committee Chair expires, that Chair will be replaced by the current Chair of his or her college committee. If a committee member voted on a given case earlier in the process, the member will participate in the discussion of that case, but not vote in the university committee. The Chairs of the Tenure committees will vote on tenure cases; the Chairs of the Promotion committees will vote on promotion cases. The university committee will receive the official tenure or promotion dossier, containing all the material assembled by the department, the letters written by the college tenure and promotion committee, the Dean and Provost. Under normal circumstances the accumulated file on the candidate is the basis for the committee's recommendation. Once the committee reaches a recommendation, it shall submit a report describing its recommendation to the President of the University. If the committee is divided, there shall be two letters, one expressing the majority position, a second representing the minority position.

Note on Suggested Implementation: Initially the Chairs will each serve staggered terms of from one to three years, in order to reach a steady state in which each member serves for three years. The initial terms will be as follows:

Chair of College of Arts and Sciences Promotion Committee: one year
 Chair of College of Engineering and Applied Science Promotion committee: one year
 Chair of College of Business and Economics Tenure and Promotion Committee: two years
 Chair of College of Education: two years
 Chair of College of Arts and Sciences Tenure Committee: three years
 Chair of College of Engineering and Applied Science Tenure Committee: three years

Rationale: In concurrence with the external reviewer's suggestion that the members of the Board of Trustees should not be directly involved with the process of tenure and promotion, formation of a university committee is recommended. It is further recommended that this university committee be composed of the Chairs of the Promotion and Tenure Committees who have direct experiences with various promotion cases. Their collective academic expertise representing all four Colleges will help ensure consistency across the University.

6. Role of the President

Current: The President currently has no formal role in the process.

Proposed Change: The President shall receive the materials that constitute the candidate's tenure or promotion file, along with the recommendation of the Provost, and when applicable, the recommendation and report of the University Committee on Tenure and Promotion. The President shall review all materials pertinent to a recommendation on tenure or promotion and make a written recommendation to the Board of Trustees. If the President does not agree with a recommendation of the University Committee, he or she shall first meet with the committee to review the case and the committee's recommendation. If the President does not agree with a College recommendation that the Provost supports, the President shall first meet with the University Committee on Tenure and Promotion to review the case and discuss his or her recommendation. This proposed change should be appended to the end of revised R & P sections 2.2.6.11 and 2.2.9.11.

Rationale: Tenure and promotion recommendations are not final until approved by the Board of Trustees. In most cases, the President's role would simply involve transmitting the recommendation of the Provost to the Board of Trustees. In cases that are reviewed by the University Committee on Tenure and Promotion, where the Committee concurs with the Provost's recommendation, the President will transmit this recommendation to the Board of Trustees. When the University Committee on Tenure and Promotion does not concur with the Provost's recommendation, the President shall review all materials pertinent to the recommendation, consult with the Committee and the Provost, and make a recommendation to the Board of Trustees. The ultimate responsibility and accountability for faculty personnel recommendations should unambiguously reside with the President.

7. Role of the Personnel Committee

The above changes do not in any way affect the current rights of the faculty to appeal to the Personnel Committee.

Rationale: The right of appeal to the Personnel Committee is essential to protection of faculty due process. Further, nothing in these proposals limits the Personnel Committee's right to petition the Board of Trustees regarding a personnel recommendation, as outlined in R&P 1.2.2.6. The powers of the Personnel Committee are outlined in R&P 1.2.2.6.

DRAFT

Preamble: The Larger Purpose

As an academic community defined by love of learning, dissemination of knowledge, bold inquiry, and civic responsibility, Lehigh aims not only to preserve its achievements but to surpass them, not only to retain its reputation but to extend that reputation nationally and internationally, by persistently improving the quality of teaching and scholarship. Lehigh University's standards and procedures for faculty tenure and promotion should foster these aspirations.

A university can be no better than its faculty. The quality of the faculty will attract superior students to Lehigh, enhance its atmosphere of learning, and strengthen the University's standing as a premier center of learning. The university expects its faculty to excel in all three areas of scholarship, teaching, and service. Lehigh's students deserve teachers who demand the best of them, who foster intellectual independence and critical thinking, and who are dedicated advisors. Faculty must also distinguish themselves as scholars by advancing the boundaries of knowledge and inquiry. Beyond the attainments in teaching and scholarship are the professors' contributions to the University, their profession and the surrounding community.

Lehigh will thus award tenure and promotion for excellence in all three domains. Scholarship will be judged excellent when there is compelling evidence that a professor's academic achievements are recognized and valued in a wider intellectual universe. Detailed assessments of the professor's work by scholars of proven stature are essential for the University to judge whether this latter standard has been met and will supplement the appraisals made by Lehigh's own academic departments. Faculty must demonstrate excellence in teaching, which must be assessed on the basis of a faculty member's performance at Lehigh, through evaluation by university colleagues. Command of the subject, clarity of communication, the active pursuit of new knowledge and insight, and attention to the intellectual development of students are indispensable qualities of effective teachers. Although untenured faculty members are expected to contribute to University governance and community service, their records in this sphere matter less during tenure reviews than their accomplishments as teachers and scholars. By contrast, tenured faculty seeking promotion to the rank of full professors are individuals to whom the University has made a permanent commitment, and they must demonstrate regular and substantial involvement in governance and community service in addition to continuing achievements in instruction and research.

While the standards and procedures for tenure and promotion at Lehigh flow from the vision just articulated, their design and implementation are also grounded in four cardinal criteria of an operational nature.

First, the requirements and procedure for tenure and promotion must be conceived and applied by the faculty, for these guidelines are more than a set of rules; they embody a belief in and commitment to sustaining an intellectual community and will remain formulaic constructs unless the faculty has helped define them, is actively involved in implementing them, and embraces them.

Second, the principles and procedures must be as clear and transparent as possible—to those to whom they are applied and to those who apply them. This ideal can be realized in part through explanatory documents that are precise, but the department chair, the Dean, and the Provost have an equally vital role to play. Professors seeking tenure or promotion will look to these officers of the University for clarification about standards and procedures, and these officers must do their utmost to ensure that candidates understand what the expectations are and how their record stands in relation to them.

Third, the standards and procedures must be fairly applied to all faculty members. Candidates for tenure and promotion must be thoroughly protected from arbitrary and capricious behavior, and there must be mechanisms in place to prevent such conduct and to allow candidates to seek redress.

Fourth, the standards and procedure must not hinder efforts to advance the caliber of teaching and scholarship at Lehigh; they are orderly and reasoned means for betterment, not formulations to defend stasis. As such, they must enable decisions on tenure and promotion that serve the interests of the University and promote its intellectual vitality and growth.

IGRC REPORT

I will be brief. The Faculty Governance Review Committee has nearly completed a draft of its report. It will be circulated electronically before graduation to all faculty members and we ask that you read it and send comments and suggestions for change to committee members over the summer. We will have a revised report to circulate at the first faculty meeting of the fall and will then ~~ask you~~ to follow the procedures developed by the Faculty Steering Committee, those which the Personnel and Policy Review Committee are following, in seeking the endorsement of the faculty for our report.

In short, we will be proposing a reaffirmation from both the faculty and the administration of the principle of shared governance. We will recommend a change from faculty governance by committee of the whole to a system of governance by elected representatives. We will also propose changes to university standing committees which ~~will~~ streamline their workload and empower them as a voice in determining educational and research policy. Finally, we will recommend that the current R&P be broken into several documents, each aimed at a particular university audience and updated annually.

These are substantive and important changes about which we still need your best counsel and advice. Please read our draft report when it arrives on your computer and respond to us. We have already made a number of revisions to our document on the basis of faculty comments and we expect to make many more.

DRAFT
Faculty Financial Planning and Operations Committee
Report to the Faculty for AY 2002-2003
April 30, 2003

Asha Jitendra (Chair), Edward Lotto, Alastair McAulay, John Smith, Stephen Thode

Background on the FFPOC (From R&P 1.2.2.5). The faculty committee on financial planning and operations (FFPOC) consists of five faculty members elected to staggered terms. One at large member at the rank of either assistant or associate professor at the time of election is elected by the university faculty for a two-year term. One member is elected by each of the college faculties for a four-year term. The committee will be chaired by the college representative who is in his or her third year of service on the committee.

The FFPOC Committee is a standing committee at Lehigh and represents the concerns of the faculty in advising the president, provost, and the vice president for finance and administration regarding financial planning. The primary purpose of the committee is to ensure that the long-range academic concerns of the faculty are represented in the financial operations of the university. To this end, the committee shall receive appropriate information and make timely recommendations in the financial planning process. The committee reports regularly to the faculty (R&P 1.2.2.5). The past chair represents the FFPOC committee as a member of the faculty steering committee.

While not stated in R&P, it has been customary for the FFPOC chair to attend meetings of the finance subcommittee of the Board of Trustees at the invitation of the vice president for finance and administration.

Objectives for the past year. During the 2002-2003 academic year, the committee considered the following issues:

1. The effect of the US News and World Report college rankings on Lehigh's planning.
2. Perceptions of the deans of each college regarding issues that impact the financial planning and operation of the college.
3. Changes in number of staff.
4. The 20/20 plan.
5. Communication with other university committees.

US News and World Report Rankings

Our ranking has been decreasing from 34 in 1999 to 38 in 2001 to 40 in 2002. The *US News* articles suggest some directions for further study. One is examining ways to improve our ranking of 54 in Financial Resources (a measure of spending per student on such things as instruction, research, and student services), which accounts for 10% of the ranking. The committee spent some time discussing the *US News and World Report* with the provost to gain insight into Lehigh's plan for improving our overall ranking. Specifically, the committee discussed Lehigh's planning efforts in increasing our financial resources ranking, recruiting top graduate students, and increasing the number of endowed chairs. The provost referred to the Academic Affairs Strategic Plan and Budget decisions, 2002-2003 as a response to these issues. Specifically, he discussed overall factors that would effect change in ranking, such as class selectivity and admission, retention of students (from 84% to 88%), and class size. The provost noted the importance of having students declare their majors early as one strategy for addressing retention. In particular, he noted that the definition of class size has an impact on our rankings. For example, students may enroll in a number of courses resulting in oversized classes at the beginning of the semester and then drop out along the way. The provost discussed a strategy to limit student overload of credits by maximizing scheduling (oversized classes vs. small classes). He noted using the Banner system to get good student data and discussed possibly charging students for overload of credits. The committee was particularly concerned about the faculty student ratio. The provost conceded that this to be a problem and discussed the notion of effective planning in terms of offering specific courses with low enrollments less often and increasing the teaching loads of faculty who don't do research.

Further, the provost discussed graduate recruitment with the committee and noted that it involves more than providing larger stipends to graduate students. His plan delineates ways to improve student life for graduate students such as social offerings, subsidizing health insurance, and increasing visibility of graduate student center. The provost noted that increasing the number of endowed chairs is the highest priority in the capital campaign and in the president's agenda. The goal is to increase the number of faculty from 417 to 450-460 using endowed professorship. Other targets are increasing endowed UG scholarships and construction of a new environmental science building. Another factor discussed was the decrease in alumni giving. In 1996 we were ranked number 2 in percent of alumni giving and in 2001 we had fallen to 17. In 2002, this rank improved to 13 from the previous year. Much of the change was caused by a change in the reporting procedure designed to give more accurate results. The provost responded to this issue by emphasizing the importance of cultivating the younger alumni and working strategically with the development folks in this area. In addition, he discussed the move toward a more consistent technique for reporting data on alumni giving.

The committee decided to focus on examining the budget with respect to the percentage spent on the academic side of things.

A Preliminary Report on the Lehigh Budget

To fulfill its mission, the FFPOC needs to have access to budget information that corresponds to the actual activities of the university. Recently, Peggy Plympton provided the committee with several different budget documents and explained them to the committee. We are very grateful for her time and effort. With her help, the committee has been educating itself on Lehigh's financial status and expenditures. Some of the committee's concerns have been the relative growth of academic versus administrative expenditures and the amount of discretionary spending in the budget. At this point, it is not possible to say anything definitive about either of these issues.

What we have done to this point is look at the financial information and make some general observations.

For comparative purposes, below is a table of percent budget increases for selected functional units of the university from actual FY97 compared to budget FY03.

Functional Areas (selected)	% increase in expenditures from FY97 (actual) to FY03 (budget)
Arts and Sciences	36
Business and Economics	99
Education	38
Engineering and Applied Science	34
Research	70
Library and Technical Services	43
Provost-Other	113
Finance and Administration	49
Financial Aid	32

On the revenue side, the management of the endowment revenue merits some explanation. Lehigh has a policy that endowment expenditures cannot decline from one year to the next. The stated endowment expenditures are now at about \$45 million, an increase of 5 percent over the previous year. The actual endowment earnings are about \$20 million less than what is being spent. (This deficit increased from \$15 million the previous year.) When this deficit is combined with the decline in stock prices, the total endowment declined from \$973 million to \$917 million from FY01 to FY02. New contributions to the endowment were approximately \$12 million dollars. Overall the endowment declined by 5.9%. Finally we wish to note that in the past three years, Lehigh has added \$70 million in long-term debt, albeit at very low interest rates. The total debt is \$150 million.

As part of our analysis of the budget, we would like to become involved in its development starting in the fall of the year. We will work with Peggy Plympton in this part of the project. In addition, in the future we want to make a report on the size of the various budget items a regular part of our annual report.

Perceptions of the Deans Regarding Issues that Impact the Financial Planning and Operation of the College

- The committee or college representatives of each college met with the deans of CEAS, COE, and CBE for the purpose of identifying the deans' perceptions regarding relevant issues for the committee to consider. Each of the three deans was interviewed to gain information about the college's strategic planning efforts with regard to faculty and financial resources, departmental budgets to achieve the mission of the college, space utilization, and plan for technology support. Dean El-Aasser reported that in the CEAS, the strategic planning would lead to a transformation along three axis or goals. They include (1) people, (2) programs, and (3) public relations. According to Mohamed, with the initiation of new programs as a result of the 20/20 funding, faculty renewal is essential. While 21 faculty members in CEAS are expected to retire by the end of 2004, the college's long-range strategic goal is to procure 20 new faculty for AY '02-'03 and to go after 17 open positions in the university during AY '03-'04. Dean El-Aasser indicated that there is no plan to increase beyond 110 faculty. The projection of 110 faculty in CEAS will ensure a student faculty ratio of 12.9 to 1. Based on a funding plan of \$27 million (\$14 million from the college and \$13 million from the 20/20 budget), new programs will be initiated in several areas in CEAS such as bio engineering, environmental IT, computer science and business, and information and systems engineering. Further, Dean El-Aasser pointed out that the new 4-year programs would need laboratory space in addition to faculty in the new areas. He reported the need for fund raising with regard to new space, while reallocation of space may be another means of addressing the space issue. The dean was enthusiastic and noted that when programs initiated this year become successful, then the college is in a better position to go after other funding such as a new Photonic Center funded by the state and federal government. With regard to public relations, Dean El-Aasser pointed out that it is important to publicize the new programs and how students are benefiting from them as well as highlight faculty works and awards. In summary, Dean El-Aasser indicated that the strategic planning for CEAS was positive and would move the college in new directions to benefit the college.
- Dean Sally White's discussion of issues and concerns of the COE as it engaged in its strategic planning was prefaced by her statement that President Greg Farrington is "wildly supportive of Education." He is well thought of and has high expectations for the college. However, there is a seeming disconnect between what we achieve and what we get. Dean White was referring to the fact that while the college has risen in national rankings; it has historically struggled to get the needed resources. Specifically, these include space, faculty, and technology support. She noted that while our research expenditure per capita is the highest in the university and we bring in ICR with all the grants funded, we do not receive our fair share from the university to support us. For example, the classroom of the future was not created as an equal share of allocation of funds. The strategic plan of the college will identify some gaps in terms of faculty and space. Dean White reported that the college would be going for the 20/20 funding to initiate the International program and to ensure that the

newly established Center will be a self-sustaining venture. If we didn't have the 20/20 funding, we would need more operating budget. The strategic plan illustrates the two critical needs in the COE – more faculty and space. The long term strategic planning is good and ties into financial planning.

- An interview with Dean Richard Durand indicated that the College of Business and Economics has developed plans for three critical strategic areas. These include:
 - **Bio-business.** A proposed bio-pharma-business program combining an MBA with biotechnology including chemical engineering and biological sciences. It is aimed at the pharmaceutical industry. Internships with pharmaceutical and medical consulting firms are also part of this initiative;
 - **Information technology.** Plans include a Value Chain Research Institute to partner with industry in sponsored research. Also includes MBA concentrations in project management and strategic management, and a “4+1” master’s program combining an undergraduate engineering degree with a master’s degree in economics; and,
 - **Financial services.** The proposed Innovative Center for Financial Services research would promote, perform and disseminate research in the various areas of financial services. Working with government, corporate and foundation sources, the proposed center would identify issues, pursue research funding and share research results through conferences, publications and curriculum development.

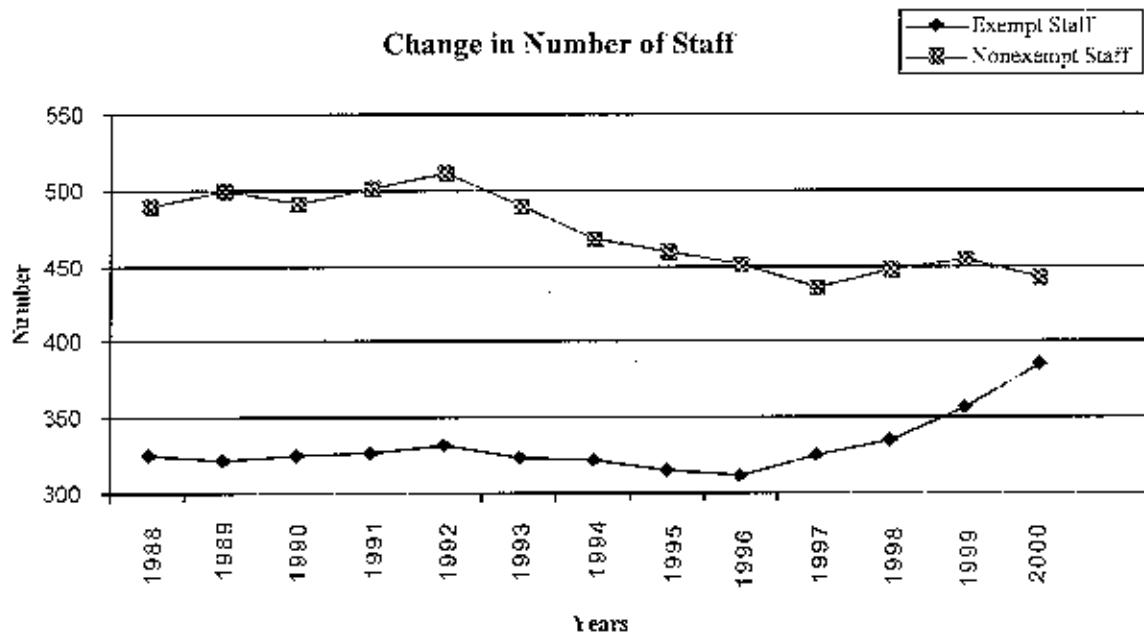
Complementing these initiatives are faculty hiring goals in the areas of health care economics, value chain management and strategy, and financial services.

Changes in Number of Staff

FFPOC has continued its investigation of changes in staff at Lehigh, in part in response to a general faculty feeling that there has been a large growth in staff recently. We have attempted to sort fact from rumor, and present our analysis here. In response to the report of the committee last year, President Farrington and Provost Yoshida sent an email to the entire faculty on May 8, 2002. In it they presented their analysis of the situation. We thank them for helping us in our task. As they note, we have some data from 1988 to 2000 along with some more specific data from 1997-2000.

In the analysis presented in the email of May 8, 2002, all staff members are lumped together, exempt, non-exempt, and research non-exempt. We would like to further refine the analysis by considering the groups separately. Research non-exempt are staff members hired on faculty research grants who help in that research. As such, they are a measure of the amount of research done in the sciences and engineering, but are not part of the staffing patterns of the university as a whole. Thus, we will eliminate them from the analysis. Exempt staff are “exempt” from rules on overtime and thus are typically people in administrative positions. Non-exempt staff are not exempt from those rules and thus are typically support staff working from 9 to 5.

From 1988 to 2000, exempt staff increased from 325 to 386. In that same time period, non-exempt staff decreased from 490 to 443. The number of exempt staff remained fairly constant from 1988 to 1997, fluctuating slightly around 325. From 1997 to 2000 it increased from 325 to 386. The number of non-exempt staff increased from 490 to 512 between 1988 and 1992, but then decreased rapidly to a low of 436 in 1997. Between 1997 and 2000, the number increased slightly to 443 (see Graph).



We have some specific data for the period 1997-2000 for the increase of approximately 60 in non-exempt staff. In that period, Advancement increased by 11.1, Zoellner by 9.5, Finance and Administration by 9.1, Library and Technology Services by 8.2, and Athletics by 7.4. All the other increases are 2.5 or lower. As the president and provost remark in their email, LTS has increased because of the need for computer support, and Advancement has geared up for the new campaign. In addition, we need to put these numbers in perspective, perhaps by taking into account their percentage increase. Unfortunately, the data containing the absolute number of staff members, as opposed to the change, seems to have been lost. One crude measure of the relative size of the change can be obtained by comparing the change to the budget for each area. We will work on this comparison next year.

We look forward to receiving the data for 2001 and 2002. Because of problems in the changeover to the Banner System, this information is still unavailable to us. In addition we will refine our work in order to get a better idea of the specific increases and the reasons for them. Further, in response to a question presented at the last FSC meeting of the year, we want to find out if there are staff at Lehigh not accounted for in the categories of exempt, non-exempt, and exempt research.

20/20

The committee briefly discussed the progress and direction of the 20/20 program with the provost. The Provost provided the committee with data on the 20/20 proposals. Proposals approved in concept from the inception of the 20/20 program include the following: Computer science and Engineering, Industrial and Systems Engineering, Electrical and Computer Engineering, Masters in Accounting, CBE, COE International Programs, Increasing PT Prof Programs, Chemical Engineering, Humanities Center, Choral Arts Program, Design Arts (proposal being revised), Vice Provost for Research, LTS – Linderman Feasibility Study, LIS – Technology Classroom, ITS – Network Infrastructure. These proposals amount to \$709,576 for FY01, \$3,255,939 for FY02, \$8,415,227 for FY03, and \$6,434,998 for future S requests. The cumulative total \$ requested is \$12,671,936. Proposals under review include Scholarly Research and Bioscience/Biotechnology. Proposals not received and not funded are Optoelectronics and Student Affairs – Disabilities, respectively. The goals to be achieved by these programs are categorized as increasing revenue, enhancing existing programs, or providing basic infrastructure.

Input to the FGRC

In response to the Faculty Governance Review Committee (FGRC) regarding issues of faculty governance function and structure of R & P, our committee raised a concern that R&P was selectively utilized by the administration and ignored in personnel decisions and student evaluations of teaching. Specifically, the FFPOC committee's response to the three questions raised by FGRC is described below.

1. What is the charge to your committee, as members of your committee actually understand it today?

It is the understanding of the committee that it represents the concerns of the faculty to the president, provost, and the vice president for finance and administration regarding financial planning with the specific intent that the long-range academic concerns of the faculty are represented in the financial operations of the university. As such, the committee's involvement entails receiving appropriate information and making timely recommendations in the financial planning process.

2. What is working well as your committee responds to this charge?

The administration has been very accessible and responds to most information requested by the committee. In some instances, the information provided is very generous in keeping the committee informed.

3. What is not working well as your committee responds to this charge?

In general, communication among the committee, administration, separate colleges, and trustees is not working as well as intended. Specifically, the lack of

a college analog to the FFPOC committee makes it difficult to ascertain the degree to which deans may choose to engage with us as they may with other committees. However, this year we chose to invite the deans to meet with the committee as a group or individually with the college representative and their interest and involvement with the committee's agenda was evident.

Recommendations to improve communication among all constituencies would include the following:

1. The role of the FFPOC at Finance Subcommittee Meetings of the trustees needs to be made clear. At present, while not stated in R&P, it has been customary for the FFPOC chair to attend meetings of the finance subcommittee of the Board of Trustees at the invitation of the vice president for finance and administration. However, the role of the chair at these meetings is not clear.
2. Strengthen our communication with the four colleges and the deans' offices in each college. Perhaps, have the dean or associate dean who deals with money report to us from time to time.
3. Any change in governance or faculty concerns should be communicated to all parties involved. For example, following Board of Trustees' meetings, the chairs of university faculty committees should be briefed by the administration about the meeting.

In addition, the FFPOC committee provided feedback to the FGRC regarding ideas for improving their current committee structure. The FFPOC committee felt it makes sense for FCC and FFPOC to combine, since they are both dealing with financial matters that intertwine. However, if either or both of these committees ever get to have any insight into the budget process, the work might become unmanageable for one committee. The combined committee would have to be large enough to complete the committee's responsibilities and would have to be careful in setting up subcommittees to get things done. On the whole, our committee liked the changes, especially the fact that a faculty member would chair the faculty meetings. However, the committee had a problem with item # 8 (i.e., the four college representatives elected to the steering committee should be senior faculty members with distinguished academic records). The committee was apprehensive about who would judge that the college representatives on the steering committee have distinguished academic records and what senior faculty members mean (Associate professor? Full?).

Issues to Work on Next Year

Faculty are at the front line in accomplishing University goals: academic quality; undergraduate education; research, graduate education and lifelong learning; innovation in education; visibility; culture and style; and alumni relations and development (see www3.lehigh.edu/about/lupresidentsevengoals.asp). Therefore, in academic year 2003-2004, FFPOC will focus on ways, within its charter, to expedite progress toward these University goals. The following issues will be considered:

1. Enhance collaboration between faculty, administration and staff to facilitate faculty participation in University goals.
2. Improve perception that FFPOC has an impact on University operation.

3. Provide an avenue to allow faculty to express concerns regarding financial planning and operation.
4. Provide a conduit between administration and faculty with information on enhancing University and College rankings.
5. Continue communication with other University committees.

Faculty Personnel Committee Report 2003

As you may know, the Faculty Personnel Committee is a five person, representative ^{STANDING} committee of the faculty. One full professor is elected from each of the four colleges, and an at large member is elected who must be an associate professor at time of election. Term of membership is five years and no faculty member may serve more than one term on the Personnel Committee. A member normally serves as chair during the fourth year of the five year term, and past-chair and Faculty Steering Committee Member during the fifth year. This year's committee consisted of Me as chair, Professor Richard Aronson as past chair, Professor Jeffrey Sands as chair-elect, and Professors Jacob Kazakia and Jennifer Swann ~~and~~ as Committee Members.

The Faculty Personnel Committee advises the Lehigh Board of Trustees on an appointment to the office of president, vice president, provost, or dean. The Personnel Committee also hears appeals from any faculty member ^{ON A MATTER OF MATTERS}. If an investigation is conducted, the Personnel Committee is empowered to examine all letters and other documents and to question members of the faculty and administration for the purpose of establishing the facts of a case. The Personnel Committee may, at its option, petition the

AND ANY
EVIDENCE
OF ARBITRARY
OR CAPRICIOUS
RETALIATION

Provost, the President or the Board of Trustees for the reconsideration of a decision that caused an appeal. The Committee considers any testimony, discussion, or recommendations to be confidential, but recognizes that such material may not remain confidential after the Committee makes its recommendation.

This year The Faculty Personnel Committee met weekly, and heard appeals from three faculty members on very different grounds. Specific recommendations were made to the President in each of these three cases in accordance with R & P. In addition, in one case the Committee petitioned directly to the Board of Trustees. Finally, we interviewed candidates for administrative jobs, and worked collaboratively with the newly appointed Ombudsperson and Harassment officer.

Because of its advisory status, the Faculty Personnel Committee functions best when both faculty and administrators are candid, open with respect to problem solving, and motivated to resolve rather than escalate problems before them. Very often the committee is the last place a problem lands. Therefore, issues that come before the Personnel Committee are ~~often~~ ^{typically} complex, and emotionally

charged and sometimes intractable. This year was no exception.

We recommend to the faculty that Personnel issues be brought to the Personnel Committee before they become so difficult as to defy solution and that faculty work closely with the newly appointed ombudsperson and Harrassment Officer to prevent problem escalation.

I will speak for myself in expressing disappointment in what the Committee was able to accomplish this year and concern about general issues of shared governance at Lehigh. While Lehigh has great strengths and areas of true distinction, those areas in need of improvement will require the concerted and collaborative efforts, and trusting interactions between Faculty and Administrators at all levels.

Thanks Committee
Gen Council Frank Roth
outside Council. Neal Hamby.

Draft
Faculty Compensation Committee
Report to Faculty for
2002-2003

Members: Tina Richardson (Chair), Laura Olson (Vice Chair), Richard Roberts, Parveen Gupta, Dawn Keetley, April Metzler, Ken Sawyers, Constance Cook, Lee Stanley

Committee Responsibilities. The FCC's responsibility according to R&P 1.2.2.5 indicates ... "The committee investigates the level of faculty compensation and benefits relative to market conditions, peer institutions, university priorities, and faculty need. It meets regularly with the administration to participate in the formation of compensation policy and the distribution of fringe benefits. The committee reports regularly to the faculty on its findings and recommendations. The committee chairperson represents the faculty compensation committee as a member of the faculty steering committee." The Committee was committed to this charter and worked hard to represent faculty interests in spite of certain challenging dynamics associated with organizational change in general and administrative prerogatives.

The committee has been actively involved in tracking the evolution of compensation overtime via the benchmarking data and peer institution comparisons. Additionally we have been involved in reviewing the salary adjustment process and merit pay increase processes. Another major issue FCC directly provided input into is the changes in Lehigh University's health care benefits given national realities. What follows is an overview of compensation and benefits issues that the committee has been involved with for the academic year 2002-2003.

Health Care Benefits

FCC was represented on the Advisory Committee on Employee Health Care Benefits. The recommendations of that Advisory Committee resulted in the decision to offer employees multiple healthcare plan options. The national trends associated with health care cost increases resulted increased employee contributions and increase University contributions to health care which significantly off set some of employee expenses.

Plan options and Changes to Benefits Include

- 1. ClassicBlue (the \$600 deductible fee for service plan)**

2. PPOBlue - the preferred provider organization
3. SelectBlue (the point of service plan)
4. Keystone Health Plan Central (HMO)
5. Integrated Behavioral Health (IBH) benefits which mirrors the benefits previously available through Magellan. IBH specializes in behavioral health plan administration, employee assistance program, psychiatric disability management and work-life services.

Eligibility Dates for Benefits

FCC reviewed and supported recommendations of the staff in Human Resources that effective July 1, 2003 the eligibility start dates for many of the University's benefits programs be changed from its current requirement of "first of the month following" and employee's first work day and benefits end dates defined as "the last day of the month in which an employment ends" to an alternative policy. The proposed policy change will eliminate the waiting period to begin participation in the flexible benefits plan and its affiliated plans and extend first day benefits coverage. Additionally, the ending date for benefits will be the employees last of work. A possible exception to the termination of medical benefits on the last day of work may be permitted for those transferring from Lehigh's medical plan to Medicare. Individuals in that transition may be allowed coverage through Lehigh through the end of the month in which their employment ends.

Merit and Salary Adjustment

Salary Adjustment Process (SAP)

The University's Administration continues to support the SAP and makes some of the salary adjustments necessary each year. This task is complex and difficult. Initially, the salary study and benchmarking data were used to assist in this process. That has remained unchanged in this year of the process; the CUPA-HR data along with other data sets available in specific disciplines will be used again, but the actual list of universities in the sample will be different because participation in the CUPA-HR salary survey varies from year to year. This has implications for salary comparisons as salary targets vacillate each year. The Administration contends that the CUPA-HR and other data sets will be used to provide general guidelines only.

In order to determine relative performance of Lehigh faculty with that of colleagues in peer institutions, data from the NRC 1993 study will be used as a guide for making such comparisons. Merit, which focuses on individuals and individual performance, is based upon performance in three areas: teaching (40%), research and scholarship (40%), and service to the university (20%).

Peer Institutions

Lehigh's AY 2002-2003 CUPA peer institutions list of comparable universities has been modified from the previous year. The Administration describes the change as slight and due to the fact that participation in the CUPA-HR salary survey varies from year to year. This position was the source of spirited discussion and debate during the year.

The peer set from all the institutions participating in the CUPA-IIR survey includes private universities classified as "Doctoral" under the new Carnegie classification scheme and ranked as "Tier 1" or "Tier 2" "National Universities" by U.S. News & World Report. Of about 75 good universities in this scheme only 31 participated in the most recent CUPA-HR faculty salary survey.

Changes to the Peer Institutions List for the AY 2002-2003 included the following:
Institutions dropped: Washington University, Illinois Institute of Technology, Georgetown, and Johns Hopkins

Institutions added: Duke, Duquesne, Howard, University of Dayton, University of St. Thomas and University of Tulsa.

This resulted in the following Comprehensive list of institutions: Baylor University, Boston University, Brown University, Case Western Reserve University, Catholic University of America, Clarkson University, Duke University, Emory University, Fordham University, George Washington University, Howard University, Massachusetts Institute of Technology, Pepperdine University, Saint Louis University, Southern Methodist University, Stanford University, Texas Christian University, Tulane University, University of Dayton, University of Miami, University of Saint Thomas, University of San Diego, University of San Francisco, University of the Pacific, University of Tulsa, Vanderbilt University and Worcester Polytechnic Institute.

FCC in Upcoming Academic Year

Given the FCC committee's responsibility to investigate the level of faculty compensation and benefits relative to market conditions, peer institutions, university priorities, and faculty need, a major task for the upcoming academic year is to work toward increasing the committee's ability to influence decisions that increase benefits that meet the needs of faculty (such as issues regarding life insurance options, health insurance options, the merit review process, and SAP).

The major benefits concerns that will top the agenda for the committee include a review of the healthcare plan options that are currently in place, the SAP, make faculty aware of the fact that next year the three year financial streams may reflect the downturn in the market which means salary raises are likely to be smaller and determine how to best monitor and track the changes in all additional benefits over time. In order to do this the committee will develop a formalized communication system with the faculty to ensure that faculty concerns are addressed and more input is received. This may be done through open meetings with the faculty, brown

bag lunch discussions, electronic surveys regarding benefits and/or other communication mechanisms.

Gianne P. Conard AIA
4637 Kemp Court
Alexandria, VA 22311

June 1, 2003

Mr. Stephen F. Thode
Secretary to the University Faculty
Rauch Business Center
621 Taylor Street
Bethlehem, PA 18015

Dear Mr. Thode:

Please extend my warm thanks to Drs Cargill, Tarby, and Williams for their lovely and fitting Memorial Resolution in memory of our father. It captured the flavor of his life and personality and is a wonderful tribute to a man who lived and loved a full life.

Lehigh was a large part of our lives growing up - from our first swimming lessons to our first fraternity parties [I won't say which came first!]. My sisters and I grew up wandering the corridors and labs of the old Williams Hall, the smell of formaldehyde ever etched in our nostrils and the gems of the geology labs sparkling in our eyes. The embrace of the giant beech tree in front of the library still encircles childhood memories. Visiting our father on campus was always a treat, and the Lehigh community was a warm, welcoming, and stimulating environment.

Lehigh meant a lot to our father, and we are glad to know that his faculty peers recognized and respected his commitment and passion for research and, especially, for teaching the students to whom he dedicated so much of his attention. It means a lot to all of us that this resolution was adopted. Thank you.

Sincerely,



Gianne P. Conard