

NEXT MEETING: 4:10 PM 6 February 2006, Sinclair Auditorium.
Refreshments at 3:30 in Sinclair Auditorium lounge

Lehigh University

MINUTES OF THE FACULTY MEETING

5 December 2005

Presiding: Gregory Farrington (Sinclair Auditorium)

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

1. **Minutes.** The minutes of the October 17, 2005 faculty meeting were APPROVED.
2. **Memorial Resolutions.** Professor Philip Blyther read a tribute to Ronald Samuel Rivlin, late Professor Emeritus of Mechanical Engineering and Mechanics. Professor Blythe then MOVED that his remarks be incorporated in these minutes [see Attachment 1] and that a copy be sent to the family. The President declared the motion APPROVED by acclamation and the faculty STOOD for a moment of silence in memory of Ronald Samuel Rivlin
3. **Graduation Motions.** Registrar Bruce Correll MOVED the three usual and customary motions for January commencement as a package [see Attachment 2] The motion was SECONDED and PASSED.
4. **Committee Motions.** Professor Rosemary Mundhenk, on behalf of the Educational Policy Committee, MOVED a revision to R&P Section 3.7.2 - Hour Quizzes [see Attachment 3]. Professor Mundhenk MOVED a waiver of the "7-Day Rule" to consider the motion. The waiver was SECONDED and PASSED. The motion to revise R&P Section 3.7.2 was then SECONDED.

Professor Bob Folk asked why the quiz schedule is not released until the fourth week of instruction. Registrar Correll noted that registration does not end until the tenth day of instruction and that it takes time to sort out conflicts.

Professor Jeff Sands asked why they are called 'quizzes' when, in fact they are exams. Professor Sands asked for a friendly amendment to replace the word "quiz" with the word "exam" and the word "quizzes" with the word "exams."

When asked why a fifth day of exams was required, Registrar Correll noted that, with more internships and specialized programs as IBE and CSB a fifth day was necessary.

The friendly amendment as accepted by the Educational Policy Committee. The question was CALLED. The motion PASSED

Professor Mary Beth Deily, on behalf of the Graduate & Research Committee, MOVED a waiver of the '7-Day Rule' to consider a new course in Counseling Psychology. The waiver motion was SECONDED and PASSED. Professor Deily then MOVED a proposed new course in Counseling Psychology - Counseling Issues and Skills: Advanced Techniques in Counseling. [see Attachment 4] The motion was SECONDED. The motion PASSED.

Professor Michael Kolchin, on behalf of the Faculty Governance Subcommittee of the Faculty Steering Committee, MOVED a resolution on Amendment and Balloting Process for Faculty Governance Review [see Attachment 5]. The motion was SECONDED and PASSED.

Professor Kolchin was then asked if a specific faculty governance proposal was forthcoming. Professor Kolchin replied that there was a conflict yet to be resolved that requires the approval of the president and the provost. Professor Kolchin noted that an additional faculty meeting would be scheduled.

Professor Ed Kay inquired about the nature of the conflict. Professor Kolchin stated that the primary issue was the resolution of recommendations made by the faculty senate that are not approved by the president. Professor Kolchin said he hoped to have a proposal out by early January

President Farrington affirmed that Professor Kolchin had it correct. The process must be done properly.

5. **Unfinished Business.** None.
6. **New Business.** None.
7. **Committee Reports.** None.
8. **President's Report.** President Farrington reported that fewer students applied for Early Decision this year. However, overall applications are up 16%. It is too early in the process to talk about quality in a meaningful way.

The budget process is well underway. A big challenge is the cost of energy.

The capital campaign - Shine Forever - stands at 48% of its goal. The Linderman renovations are at the halfway point. It will reopen January 2007. The Late Night Diner at Lambertson is close to reality and the

Alumni Memorial Building parking garage should open in March 2006.

A search committee has been appointed for replacing Greg. Open forums are scheduled.

There are new street lights on Packer, Webster and Brodhead avenues. He promised to investigate the absence of lighting on Packer Chapel

Provost's Report. Provost Mohamed El-Aasser guaranteed there would be no snow before the end of finals. The CBE Dean search is progressing well; the first candidate was on campus today, and the process of interviewing candidates will be completed by December 15. There is strong interest in Lehigh among the finalists. The search committee will make a recommendation to the provost and president by the end of the year

Professor Steve Weintraub asked about the candidates. The provost referred to the website and that further public information about the candidates would be forthcoming

The provost's office is working on three task forces and a university-wide committee (all involving students, faculty and the administration) to address diversity. Specific emphasis will be placed on the recruitment and retention of African Americans and Latinos. The various groups will have the assistance of a consulting firm to establish "best practices " There will be an oversight committee.

The provost reported on visa denials and suppressed research under the Patriot Act. For the fall of 2005 three graduate students were denied visas - all for unknown reasons. No faculty or staff were denied visas. No faculty member has reported that research was suppressed.

Professor Alwyn Eades asked the nationalities of the graduate students denied visas. Deputy Provost Carl Moses replied they were all from the Peoples' Republic of China. He added that students self-report visa denials.

The meeting stood adjourned at 5:17 PM.

Stephen F. Thode
Secretary to the Faculty
304 Rauch Business Center
(610) 758-4557
FAX: (610) 882-9415
E-mail: sft@

Memorial Resolution for Ronald Samuel Rivlin

After a long and very distinguished career in science and engineering, Ronald Samuel Rivlin, University Professor Emeritus, died at his home in Palo Alto, California, on October 4, 2005, at the age of 90. Ronald was viewed as the father of the modern theory of finite elasticity, and his approach had a major impact on theoretical and experimental analyses of non-linear elastic deformations. Aspects of this work were extended to broad classes of materials, including the development of general constitutive laws, by Ronald and numerous collaborators. Some of his later research was devoted to the correct formulation of the equations and postulates governing non-linear continuum mechanics. Practical applications of Rivlin's ideas range from the mechanics of fiber-reinforced materials to the design of rubber tires.

Ronald was born on May 6, 1915, in London, England. He studied mathematics and physics at St. John's College, University of Cambridge. He graduated with a B.A. in 1937, was awarded an M.A. in 1940, and received an Sc.D. in 1952. During his undergraduate years, the scientific environment at Cambridge was exceptionally strong and Ronald's teachers included, among others, Rutherford, Dirac, Born, and Cockroft. Their views on mathematics and physics undoubtedly had an influence on him. Certainly, he was fond of quoting Rutherford's remark that "The important thing is to get the physics right; you can always find someone who will do the mathematics for half-a-crown."

His professional career started in 1937 as a physicist at the G.E. Research Laboratories in Wembley, England, where he worked in the general area of telephony and, in particular, on optimizing the design of band-pass filters. This was followed by a period (1942-1944) in the British Scientific Civil Service at the Telecommunications Research Establishment in Malvern, England. At Malvern, one of Ronald's tasks was to analyze means of improving the signal-to-noise ratio for radar systems, and the research had obvious importance with respect to the war effort in Europe. When the urgency of war-directed research began to ease, and with the support of L.R.G. Treloar, he moved in 1944 to the British Rubber Producers' Research Association (B.R.P.R.A.) where his life-long interest in finite deformation theory began. Although his initial work was concerned with rubber elasticity, Ronald was able to extend the analysis to general isotropic incompressible materials, and this formulation led to a very fruitful direction for his research.

In 1946, Ronald was a guest worker at the National Bureau of Standards in Washington, D.C. Because of his interest in the Weissenberg phenomenon for viscoelastic fluids, he spent part of the year at the Mellon Institute in Pittsburgh where experimental work on the effect was to be carried out. While at the Mellon Institute, Ronald met Violet LoRusso whom he married in England in 1948. Those of us who know Violet appreciate the critical and important role that she played in Ronald's life.

After a further period with B.R.P.R.A., Ronald and Violet returned to the United States in 1953, and Ronald accepted a post as Professor of Applied Mathematics at Brown University. At Brown he served as Chair of the Division of Applied Mathematics from 1958-1963, and he became the L. Herbert Ballou University Professor in 1963. In 1967, Ronald moved to Lehigh University where, from 1967-1980, he was the Centennial University Professor of Mathematics and Mechanics, and Director of the Center for the Application of Mathematics (CAM). After retiring as Director of CAM, he remained at Lehigh as an Adjunct Professor until 1990.

Ronald was the recipient of numerous prestigious awards. These included election as a Fellow of the Institute of Physics (1943), election as a Fellow of the American Academy of Arts and Sciences (1958), election as a Fellow of the American Society of Mechanical Engineers (1983), and election as a Member of the National Academy of Engineering (1985). In addition, he received the Bingham Medal (1958), the Panetti Gold Prize and Medal (1975), the Timoshenko Medal (1987), the Goodyear Medal (1992), and the von Karman Medal (1993). He was also awarded honorary doctorates from the National University of Ireland, the University of Nottingham (England), Tulane University, and the Aristotelian University of Thessaloniki (Greece).

As well as being an outstanding scientist, Ronald was a skilled raconteur and formidable opponent. Time spent in his company usually produced extremely lively discussions. On occasion, he would appear to be unaware of his immediate surroundings, but he was always able to recount minute details of the events that had occurred during his apparent "absence". There are many stories attesting to this and they provide vivid memories of Ronald as a person.

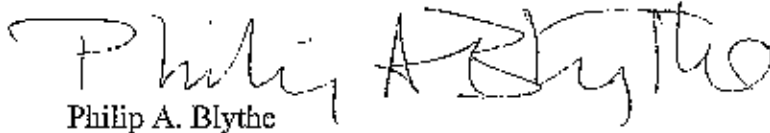
His presence at seminars must have struck terror in the hearts of our younger speakers. Seemingly having been asleep, or at least in deep thought, for the first twenty minutes or so, he would often interrupt with a devastating question on a part of the general topic that interested him. (Whether it had anything to do with the main thrust of the speaker's research was sometimes a matter of debate.)

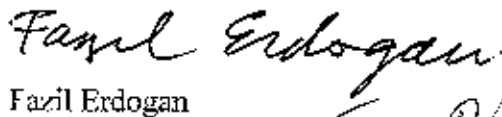
My own first meeting with Ronald was in Paris. Some of you may recall that he drove large cars. His skill in Bethlehem traffic was often a matter of consternation among his colleagues, and I will leave it to your imagination what the experience was like of being driven by him through the middle of a Parisian rush hour!

Our Chair tells a story of when he was a graduate student at Lehigh taking Ronald's course on continuum mechanics. At that time Ronald was a heavy smoker and had the habit of flicking the ash, often a very large amount, into the waste-basket. On one occasion the paper in the basket caught fire, and Ronald tried to put the fire out by stamping on the paper. Unfortunately, his foot became caught in the basket. After a heroic struggle, he extricated himself from the basket, the flames died down, and Ronald continued with the equation on the board as though nothing in the least unusual had happened.

Ronald's departure from Lehigh left a void that has not been filled. His impact on those around him, and on the scientific world, was remarkable. At the time of his death, after a research career that spanned almost seven decades, he still maintained an active interest in theoretical and applied mechanics. We have lost a colleague of world stature, and we extend our deepest sympathy to his wife Violet, son John, daughter-in-law Susan, and grandson Michael.

Respectfully submitted,


Philip A. Blythe


Fazil Erdogan

Fazil Erdogan


Herman F. Nied

Herman F. Nied


Eric Varley

Eric Varley

Mr. President, I move that this memorial resolution be made a matter of permanent record by inclusion in the minutes of this meeting, and that copies be sent to the members of Professor Rivlin's family.



December 5 2005

GRADUATION MOTIONS

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 Wednesday, January 11, 2006, 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 these individuals;

That the appropriate graduation honors be awarded to those individuals whose averages the as computed by the Office of the Registrar, shall entitle them to be graduated with honors, high honors, or highest honors according to the regulation published in section 3 11 1 of the current edition of the Rules and Procedures of the Faculty;

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 January 11 and that the Graduate Committee be empowered to so act in cases involving candidates for graduate degrees.

Current Language

3.7.2 Hour quizzes

Four o'clock quizzes shall be scheduled by the registrar on appropriate dates in the fifth through the seventh weeks and in the ninth through the eleventh weeks of the semester. Priority for scheduling quizzes shall be given to courses involving 100 students in two or more sections. The four o'clock quiz schedule shall be released by the registrar not later than the second week of instruction in any semester. The registrar shall not schedule four o'clock quizzes so they conflict with major religious holidays.

Revised:

3.7.2 Hour quizzes

Four o'clock quizzes shall be scheduled by the registrar on appropriate dates in the fifth through the seventh weeks and in the ninth through the eleventh weeks of the semester. Four days during these periods will be assigned for quizzes. The Quiz Committee may add a fifth day if necessary.

Priority for scheduling quizzes will be given to multi section courses with greater than 100 enrolled students. Quizzes will only be scheduled for courses which offer a common exam. A single instructor may be assigned a quiz time if that instructor's multi section schedule has more than 100 students and other sections of the course do not qualify for a quiz.

In all cases of conflict, the course having the smallest number of students enrolled takes precedence. In cases of conflicts where the courses have the same number of students, the course which has the fewest sections shall take precedence for the first round of quizzes. The course which provides make ups during the first round of quizzes will not be required to provide make ups in the second round. The reverse will take place during the second round of exams. Courses that refuse to provide make up exams will be denied a quiz schedule.

It is recommended that courses with scheduled quizzes give students appropriate release class time, or use those two class periods for non mandatory review sessions.

The four o'clock quiz schedule shall be released by the registrar no later than the fourth week of instruction in any semester. The registrar shall not schedule four o'clock quizzes so they conflict with major religious holidays.

Note: the four o'clock quiz committee is made up of the registrar and faculty representatives from each department proposing a course for quiz scheduling. Each course requesting a quiz may have a representative at the meeting.

**College Of Education:
Counseling Psychology Program**

Proposed New Course

1. Proposed new course number and course description (as it will appear in course catalogue):

CPsy XXX (3) Counseling Issues and Skills: Advanced Techniques in Counseling: The objectives of this course are to help students expand knowledge of traditional counseling theories and facilitate the development of basic counseling and assessment skills. Specifically, the course is designed to: (1) Enhance students' understanding of the intersection of characteristics of effective helping stages of the helping relationship, and the uses of counseling techniques; (2) Expand students' understanding of the difference between foundational skills, commonly used helping skills and techniques that require specialized training; and (3) Provide students with training experiences that expand conceptual understanding of the counseling process from a multicultural perspective (i.e., from initial intake interviews to integrating assessment information to formulating and carrying out intervention plans to termination).

2. Instructional mode (lecture, recitation, laboratory, seminar, independent study, or other) and number of contact hours per week:

The instructional mode will include a lecture format and skill development demonstration lab modules. The course will meet for 3 instructional contact hours per week.

3. Rationale for proposed new course:

The proposed course is needed to better prepare students for internship/practicum placement and ultimately professional practice. The course has been taught 3 times as a special topics course and was created to reinforce students' knowledge of counseling theories that are taught in the program and the translation of that knowledge into effective counseling skills appropriate for serving diverse client populations.

4. Academic impact on programs affected by new course:

A. Is the proposed course to be cross-listed?

No

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

Not that we anticipate

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?

N/A

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

N/A

(3) Will any changes be required in the affected programs? If so, please describe below:

No

D. Does the proposed new program affect the University's commitment to diversity in any way? If so, please describe below:

It should increase students' understanding of counseling techniques that may prove effective with diverse clients and enhance understanding of the cultural and social contexts in which counseling takes place

5. Resource Impact:

A. Provide impact statements in the four areas listed below:

(1) Library impact statement (attach statement if provided by LTS)

There are no new library resources required for this course currently. Given the existence of the current counseling program which is fully accredited by AFA, the proposed course will draw on these existing resources.

(2) Computer impact statement (attach statement if provided by LTS)

Given that this course has been taught once a year for the past three years, no new computer impact is expected. The program will draw on the expertise within the COE through the current Library and Technical Services consultant for technical support for the use of Blackboard and when other technology resources are used.

(3) Faculty impact statement (how proposed program affects load on existing faculty or requires new faculty)

The course will be offered by existing faculty in the department as part of their standard teaching load. In particular, all of the Counseling Psychology faculty members in the COE have expertise that will enable them to teach the advanced counseling skills course.

(4) Facilities impact statement (how proposed program affects load on existing facilities or requires new facilities)

This proposal has no new impact on facilities since the course has been offered for the past three years under the CPsy 466 – Special Topics in Counseling course number.

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

The proposed course can be implemented using existing faculty resources.

RESOLUTION

Amendment and Balloting Process for Faculty Governance Review

RATIONALE

The Faculty Governance Subcommittee of the Faculty Steering Committee has been working since March 2005 to draft a proposal for a new faculty governance structure at Lehigh. The subcommittee plans to present a draft revision of the relevant sections of R&P at the December 5, 2005, faculty meeting. It has been the subcommittee's overriding goal to make this process open and consultative, and we have sought faculty input on the process at every stage.

The following motion sets forth the process by which the voting faculty will discuss, consider amendments for, and vote upon the Faculty Governance Subcommittee's proposal for a new governance structure. There are several considerations that we have taken into account in seeking the best possible way to proceed:

1. In the same spirit of full consultation that has guided this process, all faculty members must have the opportunity to vote on the proposal for a new governing structure. There are a variety of conflicts that make it difficult or impossible for some faculty members to attend meetings at 4:00 P.M. on Monday.
2. We are also cognizant of the fact that, particularly when changes to R&P have important legal ramifications, or when the proposed changes are structural and complex, the vote must be on a document that has been written carefully so that it is understandable, explicit, and consistent with applicable laws. The final document should reflect the wisdom of the committee that has intensively studied the issue and the many people who have offered thoughtful suggestions for change.
3. Faculty members should also have an opportunity to read and reflect on the final version that they will be voting on; this, and #2, both militate against last minute changes of wording or intent.
4. Because the process of creating a new governance structure (or constitution) requires more than the usual attention to checks and balances, the faculty should have two opportunities to propose and discuss amendments.

With these considerations in mind, we propose the following motion:

RESOLUTION

The Faculty Steering Committee moves that the Faculty Governance Subcommittee carry on extensive consultation with the voting faculty and appropriate members of the administration as it drafts and revises the proposal for a new governing structure;

that faculty and appropriate members of the administration will have a number of opportunities to review drafts of the proposed governing structure and to make suggestions for changes, both electronically and in faculty meetings;

that after such opportunities for feedback and revision, the proposal will be distributed to the faculty electronically. Any faculty member desiring to propose amendments to the subcommittee's proposal must submit those in writing for distribution to the faculty seven days in advance of a meeting where they will be discussed and voted on;

that the subcommittee will incorporate amendments approved by the faculty, along with amendments the subcommittee considers friendly, into the proposal. The subcommittee will then distribute the revised proposal electronically. During this second amendment process, any faculty member desiring to propose amendments to the subcommittee's revised proposal must submit those in writing for distribution to the faculty seven days in advance of a meeting where they will be discussed and voted on;

that the final proposal for a new governing structure, with the amendments approved by the faculty, will be submitted to the entire voting faculty for an electronic vote, with two weeks allowed for a response. At least one-third of the voting faculty must cast ballots for the vote to be valid. ^{At least} two-thirds of those participating in the ballot must vote in the affirmative in order for the proposal to be approved. The electronic votes will be submitted to a secure site where the votes will be tallied. This site will be monitored to insure there are no duplicate votes. The Personnel Committee, the Faculty Steering Committee, and the President or Provost will each designate one person to serve on a committee to oversee the voting procedure.