Lehigh University

MINUTES OF THE FACULTY MEETING

13 September 1999

Presiding: Gregory Farrington (University Center 308)

President Farrington called the meeting to order at 4:15 PM.

1. Minutes. The minutes of the April 26, 1999 faculty meeting were APPROVED.

2. Committee Motions. Professor Patricia Ingham, on behalf of the Nominations Committee announced a special election to fill the unexpired term of Professor Ray Bainbridge, who resigned from his at-large seat on the Faculty Compensation Committee. There being no nominations from the floor, Professor Jennifer Becker was elected by ACCLAMATION.

Professor Duke Perreira, on behalf of the Educational Policy Committee, reported on the Project Impact Task Force. He MOVED endorsement of the Educational Policy Committee's Project Impact Resolution of Support [see Attachment 1]. The motion was SECONDED.

Professor Bob Folk spoke of the need for clarifying the definition of alcohol abuse.

The motion PASSED.

Professor Perreira reported that the committee is approximately halfway through its work on changes to R&P. Professor Frank Gunter MOVED a change to R&P 4.2.4.5 - Other Sanctions [see Attachment 2].

Professor Neti questioned the legal implications of the proposed change. Vice President John Smeaton noted the university would exercise discretion.

Professor Darlene Chisholm offered a friendly amendment to change the word "will" in the last paragraph to the word "may" in order to permit flexibility. Professor Gunter stated he believed the word "will" sends a strong message. Professor Al Moe spoke against the amendment.

Professor Dave Amidon asked whether the committee accepted Professor Chisholm's amendment. The answer being in the negative, Professor Amidon offered a hostile remake of the amendment. The hostile remake
was seconded.

Vice President Smeaton stated that he believed the amendment would weaken the message. Professor Chisholm replied that she believed the word “may” permits room for special circumstances. Professor Peter Beidler called for the question. The question call was passed.

The amendment failed.

The main motion passed.

3. Enrollment Report. Registrar Bruce Correll provided a variety of statistics on fall enrollments and academic quality of new students [see Attachment 3]. He noted that the retention rate for sophomores has fallen below 92%, which is not a good sign. He observed that CEAS entering freshmen have higher SAT scores and AIs, but enrollment is down. Professor Folk wondered whether there was a need for a change in financial aid policy.

President Farrington stated that the definition of ‘need’ is changing, especially at places like Harvard and Princeton where formerly “non-need” students are now receiving aid.

Registrar Correll also reported on LEWiS (Lehigh Enterprise Wide Information System). The BANNER system will be up by next August and web-based products will be on line by January of 2001. The catalog will be on line by October 15. On December 13, the university will conduct a mock registration to test the system.

President Farrington offered a number of insights. The admissions rate went below 50% for the first time in a long time, which permits the university the opportunity to be much more selective. The goal is to increase the application rate over a 5 to 8 year period of time to reposition the university in the academic marketplace.

4. Unfinished Business. None

5. New Business None.

6. Committee Reports. Professor Jim Largay, on behalf of the Faculty Compensation Committee, provided an update on the committee’s August 31 meeting [see Attachment 4]. Professor Richard Decker inquired whether the 14 reference schools for compensation comparisons are ranked better or worse than Lehigh. Professor Largay replied that that was a good question, but did note that Lehigh was slipping into the bottom
decile in compensation among the 14 reference schools.

Professor Folk noted the impact on faculty morale and asked whether the administration would be approached. Sensing an opening, Professor Largay affirmed his luncheon meeting tomorrow with Provost Nelson Markley.

7. President’s Report. President Farrington reported on a number of items. The college deans will do raise distributions for the coming year. With respect to overall salaries, he emphasized the importance of comparison groups, but noted Lehigh’s Achilles heel is its academic reputation which is well below the university’s overall ranking.

President Farrington expressed concern about graduate enrollments, noting the university is living largely off undergraduate tuition, which is dangerous. He introduced Dick Durand, new dean of the CBE, and John Chen, interim dean of the CEAS who will serve as Founder’s Day speaker. He also announced that Bonnie Devlin will come on board as Vice President for Advancement on October 4. He noted the appointments of Sharon Basso as Dean of Students and Mark Erickson as ‘Dean of the President.’

He discussed the ‘Seven Goals’ initiative with special emphasis on academics. The president will be working with the deans, trustees and academic leadership council on planning for academic opportunities. He touched on the controversy surrounding the sculpture adjacent to the President’s House.

President Farrington concluded his remarks by reassuring the faculty that all faculty can make a positive contribution to the life of the university that there is more than one model for furthering the academic enterprise. He sees the university at the dawn of opportunity and expressed faith in the academic leadership.

The meeting stood adjourned at 5:38 PM.

______________________________
Stephen F. Thode
Secretary to the Faculty
304 Rauch Business Center
(610) 758-4557
FAX: (610) 882-9415
E-mail: stf@
I've been asked to send the following resolution to the faculty for approval at Monday's Faculty Meeting.

Project Impact Resolution of Support unanimously approved by the Committee on Educational Policy:

April 28, 1999; Resolved: Alcohol abuse poses a significant threat to the academic integrity and intellectual quality of the teaching and learning environment at Lehigh University, and to the health and safety of all its members. This academic community cannot tolerate such behavior and still reach the educational excellence goals it sets for itself. The Educational Polity Committee, therefore, resolves that the Lehigh University faculty endorse the recommendations and initiatives of Project Impact (as distributed in August 20 memo). Further, faculty are encouraged to disseminate these policy recommendations in interchanges with all students."
Subject: Project Impact Faculty Resolution

Date: Wed, 08 Sep 1999 14:54:40 -0400

From: Bruce Correll <bcscl@lehigh.edu>
To: Nelson Markley <nmg2@lehigh.edu>, ars1@lehigh.edu, frg2@lehigh.edu, jwa2@lehigh.edu, ND Perreira <ndp0@lehigh.edu>

Nelson, John, Frank, Arnie, and Duke,

Most of you are aware of some confusion concerning the Project Impact resolution passed by Ed Pol last April 28, 1998. Frank Gunter recently made us aware of the fact R&F 4.2.1.5 (noted below) probably requires revision. It is Frank's interpretation that this rule takes away from UCOD the ability to decide between different sanctions in alcohol related matters. The addition of the new paragraph noted below is intended to clarify R&P and support the new policy.

Last year Ed Pol did not consider this a change that required Faculty Meeting Action. The only motion approved was to Frank feels we should submit a revised 4.2.4.5 to the faculty meeting for a vote on Monday.

I would like to send out the resolution and the new paragraph to the faculty for action at Monday’s meeting. The Faculty was notified of these changes in a mailing on August 20th and hopefully the ten day rule will not be a problem.

Current
4.2.4.5 Other sanctions.

Additional sanctions may be applied to cover specific conditions or situations. The following are specific examples, but hearing bodies are not limited to these: restitution or replacement of lost, damaged, or stolen property; payment for damage or personal injury; suspension of privileges to participate in any activity sponsored by the university; suspension of privileges to use certain facilities; suspension of rights to represent the university; suspension of rights to occupy a position or office in a group or organization officially recognized by Lehigh University; community service work to be assigned by the office of the dean of students; referral for alcohol or drug abuse counseling; mandatory periodic meetings with a dean or counselor. Sanctions that suspend students' privileges shall have a set time of duration indicating when and under what conditions students may regain the privilege. Note: students found guilty of academic dishonesty shall be given a sanction of disciplinary expulsion, suspension, probation, or warning. In addition, other sanctions may be given, such as being dropped from the course with a grade of WE. If the committee on discipline hearing panel does not drop the student from the course with a grade of WE, then the grading of all exercises and the determination of the course grade are left to the discretion of the course instructor.

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behavior and still reach the educational excellence goals it sets for itself. The Educational Polity Committee, therefore, resolves that the Lehigh University faculty endorse the recommendations and initiatives of Project Impact (as distributed in August 20 memo). Further, faculty are encouraged to disseminate these policy recommendations in interchanges with all students."

Revision to R&F 4.2.4.5

New paragraph:

Offenses involving violation of policies related to alcohol or drug use:

The University will notify the parents/guardians of students found guilty of any violation of University alcohol or drug policies. Individuals found guilty of two serious alcohol or drug violations (i.e. creating risk to self or others which includes but is not limited to physical violence, serious property destruction, or other serious infractions) will be suspended for a minimum of one semester.

[Signature]

Old Secretary

[Signature]

Change

PASSED
### PART 1

**Quality Measures for the New Class**

**1999 Fall Entering Class**

*September 13, 1999*

#### Academic Index

<table>
<thead>
<tr>
<th></th>
<th>1999 Fall</th>
<th>1998 Fall</th>
<th>1997 Fall</th>
<th>1996 Fall</th>
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<td>193.5</td>
<td>185.4</td>
<td>180.0</td>
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<td>186.5</td>
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<td>178.0</td>
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<td>193.5</td>
<td>192.6</td>
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### PART 2

**1999 Fall Mean SAT Scores**

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<th>SAT-V</th>
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<th>SAT-T</th>
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<tr>
<td>TOTAL</td>
<td>604 (+2.4)</td>
<td>543.1 (+2.1)</td>
<td>1249.5 (+3.5)</td>
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<tr>
<td>AS</td>
<td>654.2 (+14.2)</td>
<td>573.3 (+5.3)</td>
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<td>BU</td>
<td>591.9 (+10.9)</td>
<td>632.9 (+1.1)</td>
<td>1224.8 (+9.8)</td>
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<td>EN</td>
<td>616.8 (+8.8)</td>
<td>671.4 (+7.4)</td>
<td>1282 (+16.2)</td>
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</table>

(*) Change from 1996 Fall

### CHART 3

**Undergraduate Enrollment Report**

*September 13, 1999*

### CHART 4

**College Enrollment by Gender**

<table>
<thead>
<tr>
<th>College</th>
<th>New Male</th>
<th>New Female</th>
<th>Total Male</th>
<th>Total Female</th>
<th>Percent in College</th>
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<tr>
<td>AE</td>
<td>11</td>
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<td>59</td>
<td>14</td>
<td>1.6%</td>
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<tr>
<td>AS</td>
<td>172</td>
<td>272</td>
<td>741</td>
<td>1037</td>
<td>39.3%</td>
</tr>
<tr>
<td>BU</td>
<td>142</td>
<td>109</td>
<td>735</td>
<td>477</td>
<td>36.8%</td>
</tr>
<tr>
<td>EN</td>
<td>300</td>
<td>70</td>
<td>1175</td>
<td>289</td>
<td>32.5%</td>
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<tr>
<td>Total</td>
<td>627</td>
<td>453</td>
<td>2710</td>
<td>1817</td>
<td></td>
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Percent 53.1% 41.9% 59.9% 42.1%
### Retention Rates

**New Students Only**

<table>
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<tr>
<th>Number Ending</th>
<th>Admit Term</th>
<th>Sophomore Year</th>
<th>Junior Year</th>
<th>Senior Year</th>
<th>Fifth Year</th>
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<td>1102</td>
<td>88F</td>
<td>90.7</td>
<td>82.5</td>
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<td>1118</td>
<td>91F</td>
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<td>81.7</td>
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<tr>
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<td>86.3</td>
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<td>1113</td>
<td>98F</td>
<td>92.7</td>
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### GRADUATION RATES

**NEW ENTERING FRESHMAN**

<table>
<thead>
<tr>
<th>Semester Entering</th>
<th>% Receiving Degree in 4 yrs. or less</th>
<th>% Receiving Degree in 5 yrs. or less</th>
<th>% Receiving Degree in 6 yrs. or less</th>
</tr>
</thead>
<tbody>
<tr>
<td>FALL 1981</td>
<td>72.7</td>
<td>82.5</td>
<td>83.7</td>
</tr>
<tr>
<td>FALL 1982</td>
<td>70.7</td>
<td>81.8</td>
<td>83.8</td>
</tr>
<tr>
<td>FALL 1983</td>
<td>71.5</td>
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<td>84.2</td>
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<tr>
<td>FALL 1984</td>
<td>71.8</td>
<td>83.0</td>
<td>83.1</td>
</tr>
<tr>
<td>FALL 1985</td>
<td>75.5</td>
<td>88.7</td>
<td>83.8</td>
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<tr>
<td>FALL 1986</td>
<td>76.1</td>
<td>86.3</td>
<td>87.0</td>
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<tr>
<td>FALL 1987</td>
<td>72.1</td>
<td>85.3</td>
<td>83.8</td>
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<tr>
<td>FALL 1988</td>
<td>70.23</td>
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<td>83.1</td>
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<td>83.6</td>
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<tr>
<td>FALL 1995</td>
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* Number will increase with May 2000 graduation

* DOES NOT include transfers or non-degree admis

Revised: 08/12/99
### 1999 Fall Graduate Enrollment by College *
#### September 13, 1999

<table>
<thead>
<tr>
<th></th>
<th>On Campus</th>
<th>Dist. Educ.</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>AS</td>
<td>289 (1779)</td>
<td>166 (576)</td>
<td>455 (2355)</td>
</tr>
<tr>
<td>BU</td>
<td>256 (1381)</td>
<td>68 (329)</td>
<td>324 (1710)</td>
</tr>
<tr>
<td>EN</td>
<td>424 (2548)</td>
<td>134 (429)</td>
<td>558 (2977)</td>
</tr>
<tr>
<td>ED</td>
<td>479 (2929)</td>
<td>0 (0)</td>
<td>479 (2929)</td>
</tr>
<tr>
<td>Total</td>
<td>1448 (8637)</td>
<td>368 (1334)</td>
<td>1816 (9971)</td>
</tr>
</tbody>
</table>

* Count (credit count)

### Two Year Enrollment Trends 1997 Fall to 1999 Fall

<table>
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<th>On Campus</th>
<th>Dist. Educ.</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>AS</td>
<td>-61 (-428)</td>
<td>+49 (+196)</td>
<td>-12 (-232)</td>
</tr>
<tr>
<td>BU</td>
<td>-70 (-333)</td>
<td>-22 (+2)</td>
<td>-92 (-331)</td>
</tr>
<tr>
<td>EN</td>
<td>-68 (-462)</td>
<td>+88 (+276)</td>
<td>+20 (-186)</td>
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<tr>
<td>ED</td>
<td>+12 (+315)</td>
<td>-1 (-3)</td>
<td>+11 (+312)</td>
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<tr>
<td>Total</td>
<td>-187</td>
<td>+114 (+471)</td>
<td>-73 (-421)</td>
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DE 13.37 % of credits
MEMORANDUM

September 13, 1999

TO: Lehigh University Faculty Colleagues

FROM: Jim Largay

SUBJECT: Initial Faculty Compensation Committee Report

As Chair of the FCC, I convened an early meeting of the Committee on August 31. At that meeting, Committee members discussed our concerns and helped me prepare for the Chair’s annual meeting with Provost Markley, scheduled for tomorrow, Tuesday, September 14. We continue to have the following concerns:

1. The overall level of faculty compensation at Lehigh continues to lag behind reasonable sets of comparable institutions.

2. Salary administration and the resulting distribution of raises may not be adequately recognizing the contributions of a large enough segment of the faculty.

3. There seems to be a widespread feeling that faculty morale is low due in part to compensation issues.

4. We need to work toward getting on the same page as the Administration so that these issues can be effectively addressed.

Last Thursday, September 9, Jim Tiefenbrunn delivered to me the updated comparison of Lehigh faculty compensation with that of the traditional group of fourteen reference schools. I have not yet been able to fully analyze this or to share it with the Committee. A more complete report to you will be made after the Committee’s thorough review of these data. However, it appears that Lehigh fell further behind the 14-school reference group in 1998-1999, with the overall deficit relative to the reference group average increasing from 11.3% to 13.4%. This does not include the larger-than-usual raises in the current 1999-2000 academic year.

We know that the Administration does not embrace this comparison group but we have a long consistent data series spanning almost twenty years that we believe indicates broad trends and should will not be discarded without compelling reasons.
New Graduate Course

ECE 402 Advanced Electromagnetics (3)
Prerequisite: ECE 202, ECE 203

Rationale:
This course was voted by the faculty as one of the required core courses for graduate students.

Faculty load:
The course will be taught once per year. Appropriate faculty are Alastair McAulay, Demetrios Christodoulides, Richard Deckert.

Library impact:
Most of the important journals are currently carried by the university library. New graduate books in the field will need to be purchased as they appear.

Computer resources:
Adequate hardware exists within the EECS department and at public sites within the university.
Software for microwave simulation is in general very expensive. However, the department has been fortunate to obtain the following software:
- Hewlett-Packard has donated their EESof microwave software, 10 copies with floating licences for Unix workstations, and 10 licenses for PC computers.
- Ansoft Corporation has donated 20 licenses for Serenade v7.5 (for PC-s), 20 licenses for Serenade V5 (for Unix), 40 licenses for the Maxwell 3D field simulator (Unix), and 2 copies of Supercirc for PC-s.
- We also purchased, for $500 one copy of Eagleware-s microwave circuit simulator (PC-s).

It is planned to also let students write educational software on a platform of their choice, including PCs, department or university Unix machines. Machine loading will not be known until after the first course. The university IR system has grid generators and IMSL packages that students can use.

Laboratory impact:
Laboratories will be used only for demonstration purposes, including my optics lab and labs managed by other faculty.

Text:
New Graduate Course

ECE 4xx Advanced Circuits and Systems (3)
Review of the fundamentals of Circuits and Systems theory, including the time and frequency domain response of linear time-invariant circuits. Equation formulation for general lumped circuits, including node voltage and loop current analysis. Basic graph theoretic properties of circuits including Tellegen's Theorem. Discussion of passivity and reciprocity including multiport network properties. State space formulation and solution of general circuits (and systems). Modern filter concepts, including synthesis techniques for active filters and externally linear filters, such as Log Domain filters. Techniques for the analysis of weakly nonlinear systems, as time permits. Prerequisites: Graduate standing. ECE 125 or equivalent.

Rationale:
The course not only fulfills the need for a modern course in Circuits and Systems theory at the graduate level, but it also serves as one of the core courses recently selected by the EE Division. This course provides graduate students with a review of key concepts from their undergraduate work. It further provides the students with more sophisticated concepts which appear in the literature. Finally, this course offers exposure to mathematical concepts that are useful in a variety contexts for our graduate students.

Faculty Load:
This course will be taught once a year or, at the very least, once every three semesters, since it has been designated a graduate core course for the EE division. This course will be typically taught by Prof. Frey; however, Profs. White and Holzinger could also teach this course. Professor Frey's commitment to this course's regular offering will necessitate some reduction in his commitment to undergraduate teaching; therefore, the other EE faculty, as a group, will experience a slight load increase.

Library Impact:
Students will be required during the course to access the library for technical journals—for example, the IEEE Transaction on Circuits and Systems—in order to complete assignments and gather reading material. Since the needed journals are already currently in the library, there should be no significant impact on the library's operation.

Computer Resources:
Students may be required during the course to perform simulations, either using a circuit simulator such as Pspice, or with a more generic simulator, such as Matlab. Since this software is generally available, and the course will not require extensive simulations, it is expected that there will be little impact on computing facilities.

Laboratory Impact:
The course has no laboratory component.

Text:
At the present time, no suitable text is available for the course. Handouts and technical articles will form the basic hard copy reading material for the course.
LEHIGH UNIVERSITY  
Center for Manufacturing Systems Engineering  
200 West Packer Avenue, Harold S. Mohler Laboratory, Bethlehem, PA 18015  
(610) 758-5157 FAX: (610) 758-6527

December 9, 1998

MEMO

To: Forbes T. Brown, Chair CEAS APO  
From: Keith M. Gardiner, Center for Manufacturing Systems Engineering

Subject: New Courses for MS in MSE Program – Revised Proposal

In response to the expressed needs of our industry partners, and General Motors, the Center has developed two new graduate-level elective courses. Both courses have been delivered experimentally once and received excellent reviews. They both emphasize the importance of the linkages between business, exploiting communications and the integration of the whole product/process development and manufacturing systems design cycle for generation of customer satisfaction. These are essential ingredients for survival and prosperity in industry today. The courses are designed for practicing engineers from industry, but may also prove suitable as electives for students with industrial experience in certain programs in CEAS, CBE and CAS. They are also ideal courses for non-degree students from industry.

We would like to submit these courses for approval by the College Academic Policy Committee, followed by eventual submission to the Graduate & Research Committee and then for final approval by the University faculty for inclusion in the catalog for the next academic year (1999-2000). Full details are appended:

- **International Supply Chain Management** (experimental number MSE497) was delivered to 13 students in the first summer semester, 1998.

*Catalog Description* — Financial and managerial issues. Evaluation, selection, development and management of suppliers; business models, financial reporting strategies, earnings quality, risk assessment and internal control, team-based new product development. Selected readings, case studies, discussions, lectures, group projects, and presentations. Enrollment limited to 25.

*Faculty*: Professors Farveen P. Gupta and Robert J. Trent, College of Business & Economics

*Texts*:  
- *Understanding Corporate Annual Reports: A Practice Set For Financial Accounting*  
- *Understanding Financial Statements*, Gus Gordon, South-Western, 1992  
  Also selected readings

*Rationale*: The CMSE industrial Advisory Board, comprising companies such as, AMP, Boeing, Ingersoll-Dresser, IBM, Lucent, Mack, Visteon (Ford), have drawn attention to the importance of supply chains as part of their manufacturing strategies, and they also wished to see emphasis placed on international aspects. IAB funds were allocated and an RFP was issued a year ago. The proposal from Professors Gupta and Trent was accepted, and the course was delivered last summer. Sub-contracting and
development of vendor relationships are playing an increasingly important part in global manufacturing. Very few successful companies remain vertically integrated. Management of a global supply chain is a prerequisite for companies to bring a variety of new products and technologies to market rapidly. Neither of the presently offered core business courses in the MSE program dwell on these topics in any detail, and there are no equivalent courses in CBE that are aimed at practicing engineers. Thus, it was important to have a new course developed to satisfy these needs.

**Impact:** It is projected that the course be offered approximately on a two-year cycle to match the scheduling needs of the students from industry in the partial-release MSE program. It can also be available to students enrolled in other Lehigh programs, for non-degree students, and possibly by satellite (Distance Education), as an elective for students undertaking programs with other institutions. The faculty has expressed their concurrence with this schedule, subject to any unforeseen CBE constraints. There are no requirements for additional library resources; information technology and distance education communication needs are unlikely to be extraordinary and can be accommodated within regular scheduling.

- **Agile Organizations & Manufacturing Systems (experimental number MSE498)**

This course was delivered successfully with the title 'Agile Manufacturing Systems' to 22 students both live and asynchronously in fall 1997; it is currently being delivered to 70 students this semester.

**Catalog Description:** Analysis of the factors contributing to the success of manufacturing enterprises in an environment characterized by continuous and unpredictable change. Fundamentals of lean production: aspects of systems design, value stream analysis, flow, setup and cycle time reduction, kaizen, elimination of waste. Fundamentals of agility: global enterprises, virtual organizations, adapting to change, mass customization, manufacturing flexibility, activity-based management.

**Faculty:** A team taught seminar-style course offering. Professors Keith M. Gardiner, Mikell P. Groover, and Roger N. Nagel, CEAS
Professor Manish R. Ray, Theodore E. Schlie, CBE
Professor Steven L. Goldman, CAS


**Rationale:** This course was initially developed in response to an RFP from General Motors that required two offerings to be videotaped and made available asynchronously to GM employees at several sites. The GM contract required rapid development of an experimental course that could be offered simultaneously to Lehigh students, but could not be made available to other non-GM Distance Ed. students. The course is now completing the second trial and there is every sign that it is very relevant and useful for graduate engineering, and business students working in industry as a complement to their other courses. The course integrates many aspects of manufacturing systems design, most particularly dealing with issues at the enterprise level. It satisfies many of the needs currently being expressed by executives from manufacturing industries for imparting learning about the interactions involving business communications, interpersonal and organizational behavior and teamwork. Students from industry that participated in the 1997 offering expressed high degrees of satisfaction. The 1998 offering was necessary to meet the requirements of the GM contract, however, it is an off year for MSE electives and thus has limited local enrollment. GM desires the continued offering of this course, and they have listed it as a core requirement in programs that they are running with Michigan, and Purdue. We have committed to delivery of the course next fall, and at 18-month, or two-year, intervals thereafter depending upon both
resources and projected enrollments. The course is a suitable effective to accompany many Lehigh Distance Education programs that are available to industry, and should prove useful to a wide range of our industry customers. It is also a very different, extraordinarily cross-disciplinary course representative of the kind of offering which Lehigh has the unique ability to create and deliver. It is a suitable and valuable complement to courses in the core MSE program. The faculty that contribute to the course, participate and interact extensively to facilitate a sound graduate-level learning experience of great value to future industrial leaders. The content integrates materials from many areas, but there is no singular duplication of existing course offerings.

Impact: There are no additional requirements for library resources. It is anticipated that information technology and Distance Education support services can be accommodated within existing structures and bounds. This course has absorbed portions of the time of six faculty, and this is viewed as a strength by the companies utilizing the course for the education of their employees. Alternates, rotations and some substitutions are anticipated as the content and structure evolves. It is essential that mechanisms for faculty credit, funds and support are developed to offer appropriate recognition and rewards for individuals engaging in cross-disciplinary initiatives of this nature.
March 3, 1998

To: Graduate and Research Committee

From: Kathleen Trenler
College of Business and Economics

The following changes were approved by the College of Business and Economics faculty at the February 16th and March 2nd faculty meetings:

Proposal: Change in the MOT Program Requirements

From: GBUS 406, Financial Management
To: Either GBUS 406, Financial Management or MBA 402, Managing Financial and Physical Resources

From: GBUS 407, Managerial Accounting and Decision Making
To: Either GBUS 407, Managerial Accounting and Decision Making or MBA 403, Managing Information

Rationale: Due to the changes in the MBA Core, GBUS 406 and 407 will not be offered every semester. Most of the material covered in GBUS 406 is also covered in MBA 402 along with additional topics. Most of the material covered in GBUS 407 is also covered in MBA 403 with the addition on topics in information systems. This proposal will allow MOT students to meet their core course requirements in any semester.

Proposal: Change in course title and description.

From: GBUS 481, Technology, Manufacturing and Competitive Strategy
To: GBUS 481, Technology, Operations and Competitive Strategy

New Description: Develops an understanding and appreciation of the inter-relationships among technology, operations, and the competitive strategy of the firm. Industry analysis and competitiveness; competitive strategy formulation and implementation; value chain analysis;
operations strategy and technology strategy; operation's contributions to competitive advantages in cost, quality, variety, and new product introduction.

Rationale: The new title and description reflects the increased material covered in the course on operations in service industries.

Proposal: **Change MOI 492 to MOI 4XX, Globalization and Management of Technology (Assign a permanent number)**

Description: Management of science and technology in the context of international business and the globalization of markets, competition, and corporations. Management of global industrial R&D; technology-based global strategic alliances; global external technology sourcing; complex human resource and cross cultural issues; etc. Develops appreciation of the scientific and technical capabilities available globally and the potential for global cooperative and/or competition in this regard.

Rationale: Course has been offered 3 times on an experimental basis.

Resource Implications: None. Course is a summer offering. Intent is to continue offering the course in the summer as an elective.

Proposal: Require two years of post-baccalaureate work experience for admission to the MBA Program

Rationale: The MBA Program has been structured for the application and integration of business knowledge to solve business problems. Business knowledge comprises both theory and experience. Students without work experience have had a serious adverse impact on the quality of the classroom experience for all students and all of the faculty members teaching the core MBA classes. Work experience is considered a vital component by virtually all of the schools in Lehigh’s designated peer group as well as all of the top schools in the country. The MBA Core team is working very hard to increase our reputation and our market appeal by developing and teaching a state-of-the-art MBA Program. However, in order to continue on this track, it is important that we admit students with the experience and maturity to add value to our classrooms.

Part-time students average almost 10 years of work experience. Full-time students coming into the MBA Program with work experience average 5.5 years of experience. Many of these students have complained about the lack of applications knowledge and maturity of some of our full-time students who have no work experience and the impact this has had on the classroom discussion and the team assignments that are an integral part of the curriculum.

The primary reasons for the proposal are the impact on the quality of the classroom experience and the integrative nature of the program as well as the
impact of the perception of the program by prospective students looking for a professional experience.