

Lehigh University
MINUTES OF THE FACULTY MEETING
(Sinclair Auditorium)
December 10, 2007

Presiding: President Alice Gast

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

1. **Minutes:** The October 29, 2007, minutes were approved by the Faculty unanimously as posted on the Faculty Personnel Committee subsection of the Lehigh University Faculty Blackboard.

2. **Committee Motions:** (See end materials included with these minutes.)
Graduate and Research Committee

Prof. John Smith made the following motions:

College of Business & Economics – MBA Program curriculum changes for the establishment of a new elective Project Management concentration based on the current project management certificate program. This would allow current credit-based courses which count towards the MBA degree to also be reported as a concentration within the MBA program. Also, included in this motion were changes to the structure of courses available to students within the Supply Chain Management certificate and MBA concentration. These changes will make both the certificate and concentration more flexible, reducing the number of required courses and increasing the number of electives, for no net change in the number of credits required. No course changes will be needed for Project Management or Supply Chain Management concentrations. Prof. Kolchin seconded the motion and it passed unanimously.

Educational Policy Committee

Prof. Linda Lowe-Krantz made the following motion:

College of Arts and Sciences -- Program and course changes in Design Arts which will facilitate the timing of courses and assure reasonable completion times for majors. There are some changes in pre-requisites and the ordering of courses, but no new courses are required. Prof. Gans seconded the motion and it passed unanimously.

3. **Motions by the Registrar:** (See end materials included with these minutes.)

Registrar Bruce Correll moved the approval of the three customary resolutions permitting the granting of degrees, honors, awards, and prizes to those candidates who shall have completed all requirements by 8:30 a.m. on Wednesday, January 9, 2008.

4. **Unfinished business :**

South Mountain College (SMC) -- Prof. Gunter inquired about the status of this project, which had been passed in concept by the faculty, and also about the progress on changes to R&P or the project implementation to bring the two into agreement. Prof. Lopresti, as chair of the R&P Sub-

committee, stated that there had been some discussion between the CAS faculty and his committee about required changes and he was awaiting further information from the CAS.

Prof. and Associate Dean Raposa reported that the CAS College Policy committee was working on these issues and had convened a second CAS faculty workshop/seminar to consider wording for appropriate R&P changes. Prof. O'Brien asked if any students had been enrolled in SMC courses this fall and, if so, how were the students graded. Prof. Raposa responded that there were students enrolled who were graded in a similar fashion to current practice for most study abroad courses as either credit or no credit. A grade of C or above was "Credit" and C- or below was "No Credit." He was not convinced that this was the best way to implement SMC objectives, however, for the time being, it was a workable solution. He also solicited constructive suggestions for grading.

Registrar Correll reported that if an SMC student passed the course, this created no problem for the course credit to be added on the transcript towards graduation. However, if the student did not pass the course, as would become known over the next few weeks, the "no pass/no credit" report would be treated as an incomplete. The ultimate determination of the final grade would depend on how the instructor and the CAS would close out the incomplete. Prof. O'Brien opined that it should be an F. Prof. Anderson objected to that route because no LU faculty meeting would be held to approve this solution, or any other for that matter. Registrar Correll said that the completion of incompletes could be, by petition, extended into the spring '08 term.

CAS Urban Studies (US) Program proposed discontinuation, postponed at the September 24, 2007, meeting – Prof. and Associate Dean Raposa moved to consider the motion which would allow a vote on the final dissolution of this program, so that no student could enroll in the major or minor. The vote to return this motion to the floor passed unanimously. Prof. O'Brien asked were there current US majors/minors still pursuing the program. Prof. Simon responded that those few who are left will take independent study courses with the surviving US faculty in order to complete their major/minor. Prof. Moglen asked for a review of the reasons why US was proposed to be discontinued. Prof. Simon responded that insufficient staff and resources exist to continue the program in its current form. It could be reconstituted at a future time with a different set of requirements and academic objectives. Prof. Baylor added that a future program would not likely be consistent with the existing program. The question was called and the motion to discontinue the US program passed.

5. New Business:

Ombudsman report – President Gast thanked Prof. Munley for his past 5-plus years of service as the University Ombudsman. She announced that Profs. Mundhenk and Smith would begin on January 1, 2008, as the two Ombudspersons who will become more visible to the University community. The Website is undergoing revision to make it more available and informative.

6. Committee Reports: None

7. Provost's Report:

Provost El-Aasser announced that the undergraduate Early Decision applications were up 17% this year to about 742. Selectivity had increased so that the average SAT was 1290 up from 1250 last year. The admissions applicant pool this year had an increased number of women in

science and engineering as well as an increased number of students of color. Admissions Dean Leon Washington met during the past year with department chairs, which was a key factor in mobilizing faculty for face to face meetings with potential students. The Admissions staff will call upon faculty again.

The Lehigh Sloan Program Advisory Committee includes Prof. Jim Dearden, Prof. Sharon Friedman, Assistant Vice President Kathryn Humphreys, Prof. Hank Korth, Prof. Nick Ladany, Prof. Mike Kolchin, and Deputy Provost Jean Soderlund. This group has worked over the past year to recommend policies for increased faculty career flexibility. The committee recommended guidelines for dual career couples that were approved by the deans and are now being implemented. The Faculty Personnel Committee and department chairs have also seen the details and the guidelines will be posted soon. The intention is to allow the hiring of faculty couples when their specific capabilities match college hiring plans. The objective is to follow best practices in the academic profession for tenure track faculty to enable Lehigh to be competitive in recruiting and retention at different career stages of potential candidates.

Provost El-Aasser also briefly described proposals for other new policies that will improve work-life flexibility such as a 1-year extension for the "tenure clock" for untenured faculty who have a child under 6 years old at the time of their hire at Lehigh. Other extensions under consideration are up to one-year tenure extensions for one's own disability health care, primary care for one's family member (child, parent, partner/spouse), for placement of a child in one's home for foster care, for military service and other personal hardship reasons. Under discussion is the length of the tenure probationary period, perhaps lengthening it from Lehigh's current six (6) years to seven (7) years without increasing the current standards. Two additional, relatively controversial topics in this general area are: Whether to allow for "circumstances beyond the untenured faculty member's control;" and, whether there should be discipline-specific probationary periods. The Lehigh Sloan Program Advisory Committee will hold meetings with faculty and department chairs in January, 2008, and solicit ideas for a formal proposal that may come to the faculty during the spring semester. Please direct any ideas to Prof. and Deputy Provost Jean Soderlund.

Prof. O'Brien asked if with increasing numbers of exceptions allowed, this would create inequities (and possible liabilities for Lehigh) for those who do not receive these advantages. Provost El-Aasser replied that it is important to separate the birth/adoption policies which are already approved from most of the other items he has presented which are still definitely under consideration and need maximum input from faculty.

Prof. Gunter asked what the process would be for formal approval of any of the items still under discussion. Provost El-Aasser replied that once formalized in a specific proposal, the Faculty Personnel Committee would carefully consider issues related to the proposal and make their recommendation to the faculty for a possible vote. Prof. Kolchin added that his position on the Sloan committee is to coordinate the information flow with the FPC.

8. President's Report:

President Gast noted that she has recently observed a degree of fatigue among the faculty and staff at the end of an extremely hard-working semester with Middle States preparation, recruiting potential new students from a much wider pool than in the past. She suggested that the faculty

take time over the break to build new energy for the work to come as we move ahead with important tasks for the future of the University.

For the first item on Lehigh's plate, the President announced the formation of a new action group in the early spring, 2008, the Council for Equity and Community. This will be a standing body to implement and sustain the new goals that have been developed by high level groups of professional staff and faculty since the early in 2007. The Council will have a budget and will report to the faculty, staff and students at least once a semester. This group will be implemented this semester through nominations from members of the University community; there will be elected and appointed members for broad representation. Once formed, it will be a major driver of change at Lehigh. The Council will address issues of class, race, gender, sexual orientation, and safety. It will need to demonstrate progress each semester and will continue to revise its goals as needed. There are seven areas for their focus: Curriculum and pedagogy, research and scholarship, recruiting of students, recruiting of faculty and staff, oversight of college policies and procedures, intra-group relationships, and external relationships. President Gast urged everyone to volunteer for positions on the Council and to nominate other willing colleagues. There will be a formal announcement shortly to the faculty and also everyone may view further information on her web site (Secretary's note: see <http://www3.lehigh.edu/about/president/speeches.asp>). The University Diversity Leadership Committee (UDLC) and other task forces have worked very hard and they will continue to help us move forward.

The second major item that the President discussed was the continuation of the Strategic Thinking: Institutional Goal Integration process that also began during the summer, 2007, planning retreat with key administrators and faculty. (Secretary's note: see the President's Update: Strategic Thinking and Long-Range Planning, December 11, 2007, at http://www3.lehigh.edu/pdf/about/remarks_fall07.pdf) We need to strive to integrate individual Lehigh sub-units' goals with the institutional goals in order to move to the next level as a University. We must engage the campus community in meaningful discussion and critique of issues of substance, rather than get bogged down in structure and process. While we cannot abandon the organization provided by procedures, we must be driven towards our goals by substance. What are our aspirations for Lehigh? The President proposed to form a working group of faculty, students and staff to consider three major, interconnected areas: Student Life and Learning, Increase Research and Graduate Programs, and Long Range Planning for Faculty and Staff to Meet Lehigh's Mission and Goals. The President needs to hear from a large and engaged group to take ideas to the Board of Trustees in the summer, 2008. One main issue is how we should [the Lehigh community] participate in a respectful and intensive manner. In order to receive some useful input, President Gast then asked us to in a participate in a brief activity, a "One Minute Essay" that we would write on two questions: "What would each of us recommend for two to four ways to engage faculty to get the most out of strategic work?" and "Reflecting on previous strategic plans and planning activities, how have they failed and how can we prevent these failures from occurring?" All present wrote their responses and submitted them to the President. These can be found at <http://www.lehigh.edu/%7Epres/FacultyRecsSummary-121007.pdf>.

9. Other: None

10. **Adjournment:** By acclamation of the faculty present at 5 pm.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "A. King".

Next Meeting: February 11, 2008 in Sinclair Auditorium,
3:30 p. m. reception;
4:10 p.m. meeting.

2007 – 08 Meeting Schedule

September 24, 2007

October 29, 2007

December 10, 2007

February 11, 2008

March 17, 2008

May 5, 2008

Project Management as an MBA Concentration

1. Nature of proposed changes:

We propose to make the project management certificate program available as a 12-credit concentration within the MBA program. Currently the Project Management curriculum exists only as a certificate program. Current MBA students enrolling in these courses receive course credit toward their MBA degree but are not able to report this program as a concentration within the MBA program. We are not proposing any changes to the established structure and courses; only to establish this program as an elective within the MBA.

2. Background & Rationale:

The Project Management Certificate (PMC) program has been in existence since February 2004. The program consisting of 8 courses totaling 12 credits over an 11 month period is cohort based with three start dates each calendar year. The courses are as follows:

- PMGT 401 Project Management –Course Framework and Project Leader Assessment (1)
- PMGT 402 Project Management – Skills and Abilities for Effective Leadership of Teams (1)
- PMGT 403 Project Management –Initiating the Project and Planning Scope and Schedule (2)
- PMGT 404 Project Management – Planning Resources, Communication, Quality and Risk Management (2)
- PMGT 405 Project Management – Project Leader Communications Expertise and Evaluating Team Performance (1)
- PMGT 406 Project Management – Implementing and Managing Projects (2)
- PMGT 407 Project Management _ Controlling Performance and Assessing Outcomes (2)
- PMGT 408 Project Management _ Problem Solving, Decision Making and Ethics (1)

The popularity of the program and the student enrollment in the program, consisting of MBA students, non-degree students and Executive Education students, continues to increase each year. All of the courses within the PMC program are taught by faculty who have earned their Project Management Professional accreditation from the Project Management Institute (PMI).

In 2006 Lehigh University's PMC program was granted a Registered Education Provider (R.E.P.) status by the PMI. The Global Accreditation Center for Project Management (GAC) within PMI is the governing body for policies, procedures

and standards for an even higher level accreditation for Universities offering Project Management concentrations. PMI research indicates that attaining this higher level of accreditation can be invaluable to an academic program.....the list of GAC accredited programs is one of the most requested educational items by PMI members. The PMC program, here at Lehigh University, desires to obtain this higher level of accreditation. In order to do so, a petitioning University must have its Project Management Program identified as an area of concentration among its degree offerings.

Having the PMC program as an area of concentration would:

- Align the PMC program with other certificate programs within CBE that have dual roles as concentrations and certificates
- Strengthen our position in the competitive arena of PM graduate programs
- Simplify the programs appearance to student prospects by standardization and consistency of offerings

3. Resource Impact; by the Program's Courses:

1. PMGT 401 – Project Management - Course Framework & Project Leader Assessment (1 credit 14 contact hours)

PMGT401 serves as an introduction to the Project Management Certification Course. Students will become acquainted with: the terminology, nine knowledge areas, relationships to other disciplines, project management context and processes.

Introduction will be made to the vehicles for course delivery; Blackboard, Elluminate, and MS Project.

Students will also assess themselves as project leaders and explore project leader competencies, roles, responsibilities and stakeholder relationships.

This course is offered on-line.

Instructional Mode

Web based asynchronous instruction with some synchronous on-line sessions using Elluminate

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

Deleted: 10/24/2007

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

2. PMGT 402: Project Management-Skills and Abilities for Effective Leadership of Teams (1 credit 14 contact hours)

Students will enhance project team leadership skills, define the work environment of project teams, team selection, develop a team charter, clearly define the roles and responsibilities of all project team members, set team guidelines, learn methods to promote teamwork, understand the stages of development, manage team dynamics. Additional skills covered: delegation, managing accountability without direct authority over project team members, managing dysfunctional teams, performance improvement, input to performance appraisals, rewards, recognitions, celebrations.

Prerequisites: PMGT 401

Instructional Mode

This course is offered as a two day seminar on-campus.

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

3. Project Management 403 - Project Management-Initiating the Project and Planning Scope and Schedule (2 credits -28 contact hours)

Students will learn techniques for deciding whether to undertake a project and for planning project outcomes and schedules. The relationship of projects to organizational planning and budgeting, information and performance appraisals systems will be discussed. Approaches will be shared for identifying and classifying project stakeholders and designing and conducting a cost benefit analysis. How to define desired project outcomes clearly and completely and how to determine project work to be performed using decomposition and templates will be addressed.

Students will learn how to develop a project charter, a scope statement, a Work Breakdown Structure, a WBS dictionary and a Linear Responsibility Chart. How to create a network diagram and analyze schedule possibilities using the Critical Path Method (CPM) and the Program Evaluation and Review Technique (PERT)

will be explained. Fast tracking and crashing a schedule will also be explored. Displaying a schedule with a Gantt Chart, key events list and activities will be illustrated. How to support these activities using MS Project will be demonstrated.

Prerequisites: PMGT 401, PMGT 402

This course is offered on-line.

Instructional Mode

Web based asynchronous instruction with some synchronous on-line sessions using Elluminate

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

4. PMGT 404- Project Management-Planning Resources, Communication, Quality and Risk Management (2 credits, 28 contact hours)

In this course, students will learn how to estimate the needs for personnel and other types of projects resources, to develop a project budget and to plan for additional project support activities. Determining the type, amount and timing of resource needs will be emphasized. Approaches to resource leveling will be discussed. The different types of project costs will be explained. The use of analogous estimating, parametric modeling, bottom- up estimating and computerized tools to estimate costs will be explored.

Planning to ensure project quality and coordinate project communications will be addressed. Identifying, assessing, and preparing a plan to manage project risks will also be discussed. Planning for project procurement and associated solicitations will be explained.

Students will learn how to develop resource matrices, loading charts and grafts and a project budget. How to support these activities using MS Project will be demonstrated.

Prerequisites: PMGT 401, PMGT 402, PMGT 403

This course is offered on-line.

Instructional Mode

Web based asynchronous instruction with some synchronous on-line sessions using Elluminate

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

5. PMGT 405 Project Management- Project Leader Communications Expertise and Evaluating Team Performance (1 credit 14 contact hours)

The purpose of this weekend seminar is to strengthen the project leader's communication skills, change management skills, conflict resolutions skills and team evaluation skills. Focus areas will also include the following: understanding the art and science of effective listening, the skill of managing multiple expectations, the communication of 'bad news,' and tools and techniques for project team evaluation.

Prerequisites: PMGT 401, PMGT 402, PMGT 403, PMGT 404

Instructional Mode

This course is offered as a two day seminar on-campus.

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

6. PMGT 406-Project Management-Implementing and Managing Projects (2 credits 28 hours).

Students will learn techniques and processes to start and perform the actual project work. Suggestions for working successfully in a matrix management environment will be discussed. Information systems to track schedule performance, labor charges and project expenditures will be expressed.

Developing escalation procedures to address project conflicts issues will be emphasized.

Procedures for controlling labor and fund charges to a project will be introduced. Key project review and decision meetings will be identified. Planning and implementing quality assurance activities will be addressed. Planning for, awarding and administering contracts will be discussed. How to support these activities using MS Project will be demonstrated.

Prerequisites: PMGT 401, PMGT 402, PMGT 403, PMGT 404, PMGT 405

Instructional Mode

Web based asynchronous instruction with some synchronous on-line sessions using Elluminate

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

7. PMGT 407-Project Management-Controlling Performance and Assessing Outcomes (2 credits 28 contact hours)

Students will learn how to monitor and control project activities in progress and how to bring a project to closure. Approaches for assessing project products and services produced will be explored. Techniques for evaluating schedule and cost performance will be introduced. Variance analysis and earned value analysis will be explained. Quality control and risk monitoring and control will be discussed. Change control systems and procedures will be explained. How to prepare focused progress reports and conduct effective project meetings will be discussed.

Requirements for closing out contracts and procurements will be detailed. Obtaining user acceptance, closing labor and fund charge accounts and other administrative activities will be discussed. Designing and conducting a post-project review will be explored. How to support these activities using MS Project will be demonstrated.

Prerequisites: PMGT 401, PMGT 402, PMGT 403, PMGT 404, PMGT 405, PMGT 406

Instructional Mode

Web based asynchronous instruction with some synchronous on-line sessions using Elluminate

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

**8. PMGT 408 Project Management- Problem Solving,
Decision Making and Ethics
(1 credit 14 contact hours)**

This two day seminar focuses on developing problem solving and ethical decision making skills. Students will learn to recognize project problems, frame the problem, assess risk, manage risk, plan contingencies, recognize the escalation points, and apply alternate methods. Students will also participate in ethical exercises to strengthen their ability to recognize ethical dilemmas and evaluate decisions.

Prerequisites: PMGT 401, PMGT 402, PMGT 403, PMGT 404, PMGT 405, PMGT 406, PMGT 407

Instructional Mode

This course is offered as a two day seminar on-campus.

Academic Impact Statement:

This course has been in place since February 2004. There is no change in Academic Impact

A. Resource Impact Statements:

- Library Impact Statement:

This course has been in place since February 2004. There is no change in Library Impact

- Computer impact statement

This course has been in place since February 2004. There is no change in Computer Impact

- Faculty impact statement

This course has been in place since February 2004. There is no change in Faculty Impact

- Facilities impact statement:

This course has been in place since February 2004. There is no change in Facilities Impact

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

As noted, there are no additional resources required, however, should any arise, it will be the responsibility of the Graduate Programs Office.

SCM Certificate and MBA Concentration PROPOSED PROGRAM CHANGES

1. Nature of proposed changes:

We propose changes to the structure of the courses available to students within the SCM certificate and concentration. No course changes are involved.

2. Background & Rationale:

The SCM concentration and certificate have been offered for a number of years. The current program is not very flexible and does not offer the students enough options to round out their backgrounds in supply chain management. The current SCM concentration is 9 credits made up only with GBUS 450 Strategic Supply Management, GBUS 454 Transportation and Logistics Management, and GBUS 464 B2B Marketing (see Table 1). Students have no options to take other courses that could be relevant to their background and interests. The certificate is a 12 credit hour program that requires the same 3 courses with only one optional course chosen from a list of outdated courses some of which are no longer offered (see Table 1). Feedback from students and recruiters suggest that some students should have more options including enterprise computing, project management, international supply chain management. While these courses currently exist, the structure of three required courses does not allow students to choose these options. We propose to include current course offerings that may be of interest to SCM students as optional courses in the program. Additionally, we are removing some courses that we are no longer offering.

3. Proposal programs (see Tables 2 and 3)

4. Resource Impact; (Course descriptions are listed in Table 4.) There are no changes to course descriptions.

Academic Impact on other programs

Students may take courses currently offered through MSE. Keith Gardner and John Ochs were consulting regarding availability of these courses.

A. Resource Impact Statements:

- Library Impact Statement:

No change in Library Impact

- Computer impact statement

Students who choose GBUS 455 and are on campus could require the labs to complete the enterprise computing assignments.

- Faculty impact statement

Faculty member will need to teach GBUS 455 online. All other courses have capacity.

- Facilities impact statement:

GBUS 455 will need to be taped to move on-line.

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

The Graduate Programs Office will assume responsibility for costs associated with taping GBUS 455 and for additional enrollments in on-line courses. Management Department faculty member will teach the course on-line.

Table 1. Existing SCM Certificate Program (12 credits)

Required Courses

- GBUS 450 Strategic Supply Management (3)
- GBUS 453 Transportation and Logistics Management (3)
- GBUS 464 Business to Business Marketing (3)

Elective Courses

- GBUS 447 Negotiations (3)
- GBUS 459 Survey of Project Management (3)

Or choose from the following seminars*:

- GBUS 492 Price Productivity Improvement (1)
- GBUS 492 Cost and Performance Management (2)
- GBUS 492 Activity Based Costing and Management (1)
- GBUS 492 Integrating Suppliers and Customers into Key Supply Chain Processes (1)
- GBUS 492 Legal Aspects of Managing People, Products, and Services (1)

*Note: These seminars are no longer offered.

Existing SCM Concentration within the MBA

Required Courses (9 credits)

- GBUS 450 Strategic Supply Management (3)
- GBUS 453 Transportation and Logistics Management (3)
- GBUS 464 Business to Business Marketing (3)

**Table 2. Supply Chain *Certificate* Program Proposal
(12 credits total)**

The following two classes are required:

Course Number	Course Name	Credits
GBUS 450	Strategic Supply Management	3
GBUS 453	Transportation and Logistics Management	3

Select six credits from the following courses:

Course Number	Course Name	Credits
GBUS 447	Negotiation	3
GBUS 455	E-Business Enterprise Applications	3
GBUS 459	Survey of Project Management	3
GBUS 464	Business-to-Business Marketing	3
MSE 438	Agile Organizations and Manufacturing Systems	3
MSE 446	International Supply Chain Management	3
MSE 423/ME 401	Product Design/Analysis	3
GBUS 492	Field Project	1-4

Note: Other courses may be included as part of the six-credit electives with graduate office approval.

**Table 3. Supply Chain *Concentration* Proposal
(9 credits total)**

The following two classes are required:

Course Number	Course Name	Credits
GBUS 450	Strategic Supply Management	3
GBUS 453	Transportation and Logistics Management	3

Select three credits from the following courses:

Course Number	Course Name	Credits
GBUS 447	Negotiation	3
GBUS 455	E-Business Enterprise Applications	3
GBUS 459	Survey of Project Management	3
GBUS 464	Business-to-Business Marketing	3
MSE 438	Agile Organizations and Manufacturing Systems	3
MSE 446	International Supply Chain Management	3
MSE 423/ME 401	Product Design/Analysis	3
GBUS 492	Field Project	1-4

Note: Other courses may be included as part of the three-credit electives with graduate office approval

Table 4. Course Descriptions

GBUS 447. Negotiation (3 credits)

The class examines the behavioral foundations of the negotiation process. Topics include: The negotiation process, negotiation planning, power in negotiations, communications in negotiations, tactics, concepts of win-win and win-lose, social styles, individual and team negotiations, ethical considerations, cultural differences, negotiating in sole source (customer) situations, using third parties. The concepts will be exposed through both lectures and simulations.

GBUS 450. Strategic Supply Management (3)

A survey course designed to introduce the MBA/MSE student to the vital role played by supply management in achieving overall effectiveness for the firm in today's global economy. The course starts by examining the traditional purchasing process and then moves on to an examination of the evolution of purchasing into supply management and, finally, to the role purchasing plays in improving effectiveness of the entire value chain. Course consists of lectures, discussion and case analysis.

GBUS 453. Transportation and Logistics Management(3)

The control of physical distribution and inventories; the flow of information, products and cash through the integrated supply chain.

GBUS 455. E-Business Enterprise Applications (3)

Implications of key information technologies used within and across businesses to conduct e-business, including customer relationship management, enterprise resource planning, on-line ordering and inventory management, supply chain management, and e-procurement systems, data warehousing, data mining, intra-extranets, and knowledge management. Prerequisite: MBA 403.

GBUS 459. Survey of Project Management (3)

Provides an overview of the project management framework and knowledge areas. It deals with the day-to-day, hands-on problems of managing a project (defined as a temporary structure within a permanent organization, set up to achieve a specific objective). Areas covered will include: project integration, project scope, project planning and implementation, project control and evaluation, project cost and risk management, project resource management and organization, and project communication. Cases will be used to illustrate problems and the techniques to solve them. A basic project management software tool will be introduced and utilized in this course. This course is designed for MBA students who want a general exposure to project management concepts. This course may not be used in the Project Management Certificate Program.

GBUS 464. Business-to-Business Marketing (3)

This course focuses on marketing strategies and tactics in firms whose customers are other institutions, not individuals. Topics covered include organizational buying behavior, managing strategic buyer-seller relationships, sales force deployment, communication strategies, and so on. Specific attention is given to the impact of information technology and globalization in the business-to-business context.

GBUS 494. Fields Projects (1-4)

The field projects course will provide MBA students with an opportunity to apply MBA concepts with an employer, corporate partner or other suitable organization. Students will work with a supervising professor and a corporate representative on a project designed by the student. Students must prepare a written proposal for the project including the expected outcomes and an estimate of the hours required for completion. Students will present their proposal to a faculty member of their choice for approval. The academic rigor and time required to complete the project will determine the number of credits earned.

MSE 438. Agile Organizations & Manufacturing Systems (3) 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, set-up 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.

MSE 446. International Supply Chain Management (3) 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.

MSE 423. Product Design/Analysis (3) Integrated approach to design and analysis of products and systems. Principles for robust design and use of computer-aided engineering to model, evaluate, and enhance design. Case studies and design assignments are major components of this course.

COURSE CHANGE FORM
Changes due November 15, 2006

Submitting department/program: Design Arts

Contact person with e-mail/phone: Anna Chupa, anc304@lehigh.edu, 758-3718

1. Courses added:

2. Courses dropped:

3. Changes in course descriptions, titles, or numbers:

DES 40: Product Design I (3) Introduction to the field of Industrial Design. Through research, analysis, drawing and prototyping, students will acquire an understanding of the various aesthetic, technological, and business issues a designer must consider when creating a product. Prerequisite: Art/DES 3 or ART 11, and ART/DES 4, and DES 5 or department permission. (HU)

ART/DES 53 Graphic Design I (3)

Design principles are explored with emphasis on visual communication. Students learn basic concepts for design and typography including the vocabulary and historical precedence of graphic design and computer graphics. Introduction to professional-level formal exercises contributes to the development of visual thinking and original ideas. Prerequisite: ART/DES 3, ART 11 or 35, and DES 5 or department permission. (HU)

DES 80 Computer Imaging I (3)

Introduction to 3-D computer modeling, animation, and rendering, commonly used in the entertainment industry. Students create and edit an original 3-D animated movie. Students will also learn about 2-D and 3-D visualization techniques, used in the creation of storyboards and the narrative of the movie. Prerequisite: ART/DES 3, ART 11 or 15, and DES 5 or department permission. (HU)

4. Cross-listings with other programs or departments added or dropped (Have the other departments been consulted?):

Yes, the Department of Art and Architecture met and approved the proposed changes in prerequisites for cross-listed classes.

5. Rationales for changes:

DES 40 course description change:

The course description places less emphasis on reverse-engineering and allows for more breadth in course content and methodology.

DES 40 and DES 80 HU designation:

The Product Design and Computer Imaging courses, like other studio courses offered in Design Arts, Art and Architecture have sufficient contact hours to allow for introduction of social and historical contexts for the evolution of design concepts. The HU designation exists for similar studio courses designed to give students an introduction to an emphasis area.

DES 40, ART/DES 53 and DES 80: Prerequisites

By making 3 of the 4 media skills (foundation courses) prerequisites for the concentration we can be certain students enter the concentrations with common skill sets. A forced studio sequence with prerequisites will reduce the amount of time spent on teaching basic skills (drawing, shop or digital) in emphasis courses. Some flexibility will be lost, but greater rigor in the concentration will be gained. The number of courses in the major or minor will not change.

The catalog currently states that it is strongly recommended that media skills courses be completed before the concentration sequence begins: "The student must complete Design Foundations I, Design Foundations II, and Digital Foundation prior to completing the Design Sequence. It is strongly recommended that the three foundation courses be completed prior to beginning the major concentration."

That statement is not strong enough and some students are entering the concentration without the necessary skills to succeed.

6. Impacts on students already in the program (that could affect their ability to complete the program):

The prerequisites listed are already listed under media skills for the majors. All incoming majors and minors have been strongly advised to take a drawing class for product design, drawing or painting for graphic design, and drawing or figure for computer imaging as the optional media skills course as these are crucial to concept development.

7. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department (that could affect their ability to complete

those programs. Have the affected departments been consulted?):

Basic computer skills and graphics applications are not taught in DES 40, 53 or 80. The requirement that all design students complete Digital Foundations before the emphasis will have a positive impact, particularly for those students who enter Lehigh with little to no experience with digital media.

Requiring ART/DES 4 for product Design is a safety issue. Students in ART/DES 4 undergo multiple levels of certification on shop equipment.

Other courses listed as prerequisites (ART/DES 3 and a drawing course) are already required for majors and minors. The change is addressing the problem of students taking advanced level courses (200-300 level) concurrently with foundations-level courses (ART/DES 3 or 4, DES 5) and/or introductory discipline-specific courses (ART 11, 15, 35).

The increase in media skills is balanced by a decrease in concentration courses required in the minor. The total number of credits required to complete the minor and major will not.

Art & Architecture, Marketing, Theatre and Mechanical Engineering departments have been consulted regarding the changes and have given approval.

- 8. Impacts on faculty resources in your program** (including class sizes, ability to offer certain courses or their frequency, additional faculty or TA staffing needs, etc.):

The prerequisite courses are already required, therefore, there is no change in the faculty resources.

- 9. Impacts on faculty resources in other programs or departments** (including enrollments, cross-listings, etc. Have the other departments been consulted?):

The department of Art and Architecture met on October 25, 2006 and approved the proposal for increasing the number of prerequisite courses.

The plan for prerequisite courses was prepared jointly with Anthony Viscardi (dept. chair Art & Architecture). The departments met on October 25, 2006 and approved the proposal. One additional section of ART 11 per year has been offered to accommodate increased demand. The increase in ART sections is already in place and is covered by existing full-time faculty.

- 10. Impacts on other university resources** (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

NA - the prerequisites are existing courses.

CAS PROGRAM CHANGE FORM

Changes due November 15, 2006

Submitting department/program: Design Arts

Contact person with e-mail/phone: Anna Chupa, anc304@lehigh.edu, 758-3718

- 1. Description of proposed program change** (categories warranting submission of this form include new or dropped majors or minors, new or dropped tracks or options within a major, or changes in requirements for completion of a major or minor):

Old catalog statement:

Choose one from the following:

ENGL/THTR 60: Dramatic Action

DES 60: Design Process

Choose one from the following:

Art/DES68 Color Theory

DES 164 Ergonomics

Proposed:

Choose two from the following in consultation with the major advisor:

ARCH 209: Architecture and Ideas

ARCH 342: Theory of Architecture

ARCH 361: Evolution of High-rise Building Construction

ARCH 363: Evolution of Long-span Bridge Building

DES 60: Design Process

DES 164: Ergonomics

DES 68: Color Theory

ENGL/THTR 60: Dramatic Action

2. Rationale:

Design Process was not offered in AY 2006-2007 and will not be offered in the near future due to faculty shortages. This is primarily a housekeeping change and offers more flexibility for students.

- 3. Impacts on students already in the program** (that could affect their ability to complete the program):

This actually makes it easier to complete the program on time.

- 4. Impacts on students pursuing majors or minors in other programs or departments who are required to take courses in your department** (that could affect their ability to complete

those programs. Have the affected departments been consulted?):

None anticipated.

5. Impacts on faculty resources in your program (including class sizes, ability to offer certain courses, additional faculty or TA staffing needs, etc.):

The main effect on class sizes has been the rapid increase of majors and minors.

6. Impacts on faculty resources in other programs or departments (including enrollments, cross-listings, etc. Have the other departments been consulted?):

The other departments have been consulted. Art and Architecture and Design Arts have made joint requests for increase in adjunct funds to meet the increasing demand on for Color Theory sections.

The other departments have been consulted. The department of Art and Architecture met on October 25, 2006 and approved all submitted courses and curriculum changes. The Architectural Theory and History courses have a higher cap than studio courses so the existing class size and frequency of course offerings will accommodate design students. Funding for adjunct coverage for one additional section of color Theory per year (a total of 2 sections per year) has been approved by the Dean when enrollment figures indicate the need for 2 sections.

7. Impacts on other university resources (staff, facilities, library and computing resources, etc. Have the affected units been consulted?):

As more sections of Color Theory and Ergonomics are offered, there is increasing demand on the space in Wilbur Powerhouse. So far, we have been able to schedule all of the sections needed.