Next meeting: 4:10 PM, 8 December 2003, University Center Room 308.
Refreshments at 3:30 PM in the Faculty Lounge.

Lehigh University

Minutes of the Faculty Meeting

3 November 2003

Presiding: Gregory Farrington (Sinclair Auditorium)

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

1. Minutes. The minutes of the September 15, 2003 faculty meeting were APPROVED.

2. Memorial Resolutions. Professor Roger Simon read a tribute to Lawrence Leder, late Professor Emeritus of History, who then MOVED that his remarks be incorporated in these minutes [see Attachment 1] and that a copy be sent to the family. The President declared the motion APPROVED by acclamation and the faculty STOOD for a moment of silence in memory of Lawrence Leder.

Professor Lenora Wolfgang read a tribute to Victor Valenzuela, late Professor Emeritus of Modern Languages and Literature, who then MOVED that her remarks be incorporated in these minutes [see Attachment 2] 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 Victor Valenzuela.

3. Committee Motions. Professor Barbara Traister, on behalf of the Educational Policy Committee, MOVED the deletion of R&P 3.8.1, Item 3, paragraph 2, AND a revision to R&P 3.9 to permit students to repeat a course (for which a grade other than P was received) regardless of the grade received [see Attachment 3]. The motion was SECONDED.

Professor Ken Sinclair expressed his opposition to the motion, worrying that students would "game" the system and noted that many courses are already filled to the brim.

Professor Traister said she agreed on the second point, but noted a student retaking a course would still have to take more credits to graduate.

Dean Kathy Trexler noted that many schools do not delete a previous grade in a course unless the previous grade was a 'D' or 'F'.
Registrar Bruce Correll cited a survey he took in which he found that 1/3 of schools use the highest grade to compute GPA, 1/3 use the average grade, and 1/3 use the most recent grade.

Dean Art King inquired about how common the retaking of courses is at other universities.

Registrar Correll said all schools permit courses to be retaken.

Professor Mary Beth Deily wondered if there was a disadvantage to new students if repeaters are enrolled in a course.

Professor Lucinda Lawson noted that students retaking courses create resource constraints.

Professor Bob Thornton said he would like to see what happened at schools that liberalized "repeat" rules.

Professor Vince Murley was not sure the resource constraint would be severe.

Professor Lawson inquired about how many "repeat" petitions are heard by SOS each year.

Registrar Correll said the number is around 20 - a low figure because students know the petitions will be turned down.

Dean Trexler suggested changing the policy to "B-" or lower to cut down on game playing.

The question was CALLED.

The motion PASSED.

President Farrington noted that Professor Traister is the January Commencement speaker.

Professor George Wilson, on behalf of the Graduate and Research Committee, MOVED a Graduate Certificate Program in Project Management (a joint program of the College of Education and College of Business and Economics) [see Attachment 4]. The motion was SECONDED.

Professor Wilson observed that the proposed program was sent as a link to the faculty meeting agenda, not as a separate e-mail.
The motion PASSED.

Professor Wilson then MOVED a course change in the College of Education, CPsy/Educ 471 – Diversity and Multicultural Perspectives (3) [see Attachment 5]. The motion was SECONDED.

The motion PASSED.

Professor Lawson, on behalf of the Nominations Committee, solicited nominations from the floor for an open position of the Committee on Discipline. There being none the faculty proceeded to vote by paper ballot.

4. **Unfinished Business.** None.

5. **New Business.** President Farrington introduced Athletic Director Joe Sterrett, on behalf of the Greek Life Task Force, who provided an update on the group's activities [see Attachment 6]. In his introductory remarks President Farrington noted that, in addition to the large task force under Joe, there are some sub-task forces, i.e., on health, and safety. President Farrington said the standards under which Greek life exists may be summarized as ‘Be great or be gone’ and ‘Live your creed.’

Joe Sterrett identified several recommendations coming from the task force that include the development of an aspirational vision for Greek life, a makeover of the Greek review system, and improved communications about the system.

Controversial areas include governance, the housing system as a business enterprise, and the role of Greeks in the social life of the university. A written report will be available by the end of the semester.

Professor Sudhakar Neti asked if Lehigh was unique with respect to its Greek life issues.

Joe Sterrett replied ‘no,’ that is, no university has completely figured out how to deal with the challenges and problems.

Professor Bob Folk asked if a member of the development office was on the task force.

Joe Sterrett replied ‘no’ but that development was engaged in the process.

President Farrington said that Greek organizations may be divided into three categories – ‘with it’, ‘blowing smoke’, and ‘waiting to see.’ He
said the odds are some houses will be closed. He concluded by stating that the task force's recommendations will be implemented provided the task force comes up with some "great stuff."

6. **Provost's Report.** Provost Ron Yoshida re-emphasized President Farrington's comments

He gave a report on faculty hiring. 35 searches are underway with the addition of two searches in the College of Education. The College of Business and Economics already has signed on two new hires – one in Management and Marketing, and one in Business Information Systems and Marketing.

7. **President's Report.** President Farrington began by saying that his inspection of sororities found them "neat and clean." He also said women in sororities must play a positive role in the behavior of men in fraternities, and that white, upper middle class women must seek diversity in their sorority sisters.

Professor Lawson announced that Professor Steve Liedtka was elected to the Committee on Discipline

The meeting stood adjourned at 5:35 PM

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MEMORIAL RESOLUTION FOR
LAWRENCE H. LEDER

We record with profound sorrow the death of Lawrence H. Leder, Professor Emeritus of History, on September 5, 2003, at the age of 76.

Larry Leder was born in Manhattan where he grew up and attended the public schools. He began his undergraduate study at Long Island University, but World War II soon interrupted his academic pursuits. After serving in the U.S. Army, including a tour in the Philippines, Larry returned to L.I. University, graduating cum laude with an AB in History in 1949. A year later he received his MA from New York University. Larry then began teaching part time as an Instructor at New York University and Hunter College while continuing to pursue his PhD, which he received from New York University in 1960. During this period he also served as the Assistant Director for Research and Publications at Sleepy Hollow Restorations in Tarrytown, NY.

In 1959 Larry accepted a faculty position at Brandeis University where he taught colonial American History. Three years later, in 1962, Larry moved to Louisiana State University at New Orleans as an Associate Professor, where he soon rose to Full Professor and Chair of the History Department. Larry came to Lehigh University as Chairman of the History Department in 1968, a position he held for the next twelve years. He then returned to full-time teaching, retiring as Professor Emeritus in 1989.

Larry's area of expertise was in the politics of colonial America with a special focus on New York and the mid-Atlantic colonies, an area less-well studied at the time than it is today. Larry's scholarship was extensive and included authoring or editing a dozen books and scores of journal articles and reviews. His major monographic study, Robert Livingston, 1634-1738, and the Politics of Colonial New York was a model of its type and encouraged other scholars to pursue research in this area. Described by one reviewer as "ambitious,...lucid, well-organized, and always...interesting," the book performed "significant service" in highlighting the role of the Livingston family in New York and in reviving historical interest in the politics of the middle colonies. In 1958 it won the prestigious Annual Manuscript Award of the Institute of Early American History. Larry's scholarship also included more broad reaching topics, and he published books on The Glorious Revolution in America, The Meaning of the American Revolution, and Liberty and Authority: Early American Political Ideology, 1589-1763. His survey, America: 1603-1789: Prelude to a Nation and the accompanying Dimensions of Change: Problems and Issues of American Colonial History served as standard textbooks for countless numbers of undergraduates.

Larry received a number of grants and awards during his career including fellowships from the Folger Shakespeare Library, the American Council of Learned Societies, the New York State Historical Association, and the Huntington Library.

Larry was an excellent instructor as well as scholar, teaching both undergraduates and graduate students with equal enjoyment and skill. Few of his later graduate students
will forget his ever-present Cigarillos, which he smoked during seminar classes in a less health-conscious time as a way to help him stop smoking cigarettes.

Larry’s service to the University was legion as well. In addition to serving twelve years as department chair, he was a co-founding director of the University’s Lawrence Henry Gipson Institute for 18th Century Studies. He was also an original founder of the Lehigh Forum and served as a member in the early years. Larry also chaired the Faculty Compensation Committee.

Larry’s service extended beyond Lehigh to the community, where he played an active role in Bethlehem politics. He was fundraising chair for Gordon Mower’s successful 1974 mayoral campaign, after which Mayor Mower appointed him as chair and treasurer of the Bethlehem City Center Authority. Larry was also active as the local financial chair of the George McGovern presidential campaign in 1972. As Larry liked to say, “McGovern lost the nation, but won the Lehigh Valley.” In his later retirement years Larry was active in the local business community as the owner of the Paws/Claws & Jaws Pet Shop located on Broad Street in downtown Bethlehem.

Larry’s colleagues in the History Department remember him as a supportive Chairperson who worked as a forceful advocate on behalf of the department at a time of growth in the College of Arts and Sciences. He also presided over the expansion of its graduate program and worked to solidify its reputation as a small but significant program educating future scholars, teachers, and museum specialists. We also remember his annual New Year’s Day open houses so graciously hosted with his late wife Bernice. And we remember Larry as a strong minded, but ultimately caring individual, one who will be sorely missed.

Mr. President, on behalf of the Department of History, we offer our sincere sympathy to Professor Leder’s children, Robert and Evelyn, and other family members, to whom we request a copy of this memorial resolution be sent following its formal inclusion in the minutes of this faculty meeting.

Respectfully submitted,

Stephen H. Cuicillo
Joseph A. Dowling
James S. Saeger
Roger D. Simon
Victor Valenzuela

a Memorial Resolution

Lehigh University, November 3, 2003.

Victor Valenzuela, a retired member of the Lehigh faculty, died October 21, 2003, in Ellsworth, Maine, at the home of his daughter Alicia, two days shy of his eighty-fourth birthday.

He was married to Ruth Cannon Valenzuela for 42 years.

Victor was professor emeritus, and he taught Latin American and Spanish literature and was head of the then Department of Romance Languages. He joined the faculty in 1957 and retired in 1985. Previously he taught for the University of Connecticut in Storrs for two years and at Columbia University, New York City, for three years. He wrote twelve books, including several children’s books, and authored numerous articles in English and Spanish on aspects of Latin American literature.

He received a bachelor’s degree in criminology from San Francisco State College in 1951 and a master’s and doctor of philosophy degrees in Spanish and Spanish-American literature from Columbia University in 1952 and 1965.

Born in Chillán, Chile, he was a son of the late Manuel Valenzuela and Cleofílda Ladrón de Guevara. He was an Army veteran of World War II, serving with the 849th Intelligence Service in North Africa, Italy and Switzerland. Before that, he served in the Chilean Cavalry Regiment as a high-speed radio operator in the Navy.

Victor was a founder of Mundo Hispano, the first all Spanish television show produced in 1975 by WLTV-TV Channel 39.

He served on the boards of directors of the station, of the Family Counseling Service of Northampton County, the Bethlehem YMCA and the Council of Spanish-Speaking Organizations of the Lehigh Valley.

President of the Northeast Pennsylvania Association of Teachers of Spanish and Portuguese for three terms, he was appointed a member of the Pennsylvania Department of Education Task Force II.

In addition to his wife and daughter, he is survived by brothers Enrique, Evandro and Luis, all of Santiago, Chile, and Francisco of Winnipeg, Canada.

You need a picture, in color, to see the warmth of the Chilean smile. A proud man, elegant, passionate about honesty and truth, impatient with the trivial and the petty, angry about injustice, who did not suffer fools gladly, or in any other way.

From a proposal he wrote to do research for a book on foreign domination in Chile, the words “control,” “exploitation,” “inhuman conditions,” “inequity,” are key and critical. He dedicated a book to his brother “who, after a military regime took over the government of Chile, spent two years in prison” (The Bethlehem-Globe Times, April 2, 1976). His lectures were never mundane or dry. He inspired enthusiasm. The chair of Geology wrote to him, March 1, 1963, after one of his lectures, “you are a philosopher, a sociologist, an historian; and a student of International affairs.” He participated in a conference on “Exiled Chilean Writers” in 1980. An introduction to the theme of the conference states that, “Since the 1973 coup which ousted Chilean President Salvador Allende, censorship and political repression have forced virtually all literary creativity out of the country.”

He survived things that most of us can only imagine, and he did so with grace and forbearance.

He was a presence that is and will be sorely missed.
Respectfully submitted,

Lenora D. Wolfgang

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 members of Victor's family.
CURRENT:

R&P 3 8.1 item 3 2nd paragraph

Courses in which a grade of C or better are recorded may not be repeated for credit or grade substitution.

R&P 3 9 2nd paragraph

Courses assigned a 'C' or higher grade may not be retaken.

(items underlined are to be deleted)

PROPOSAL:

1  delete R&P 3 8.1 item 3 2nd paragraph (repetitive)
2  revise R&P 3 9 as follows:

Courses assigned a 'C' or higher grade may not be retaken.

When a course is repeated in which a C or lower grade other than F was received, the grade received upon repetition of the course counts in the cumulative average, and the grade(s) and credit hours received when the course was previously taken are dropped from the cumulative average. {(No course taken using the Pass/Fail Option may replace a prior grade other than F C-, D-, D-, or F grade for grade point average calculations.)} A course may only be repeated on a pass/fail grading basis if originally taken on a pass/fail basis.

In order to remove a C or lower grade from the cumulative grade point average, the student must repeat the same course for regular grading. If the course is discontinued, the offering department may designate an equivalent course which is acceptable as a substitute. Courses from other institutions, including those in LVAIC, are not eligible for the purpose of grade substitutions.

Rationale: This policy change was originally proposed by a faculty and staff Ad Hoc Retention Committee that was cochaired by Prof. Raymond Bell and Dean of Students, Sharon Basso in the fall of 1996. The policy was approved by the Educational Policy Committee but defeated at the University Faculty meeting. At the time President Likins felt it might create a large increase in the number of Presidents Scholars.

There have since been changes made to several policies that make that concern less worrisome. The GPA for the Presidents Scholar program has been raised from 3.5 to 3.75. Overload constraints are being more strictly enforced. (The number of overloads has been reduced in one year from 587 to 294 in the last two fall terms.) These factors make the likelihood of students frivolously repeating courses for higher grades less. This new policy would not have worked well with the old overload implementation.

Members of the SOS committee can all give anecdotal information of students who have dropped classes in the last week to avoid a "B+" that, they believed, would hurt their GPA. We have all heard stories from colleagues of students asking for lower grades (C minuses) just so they could avoid a B and repeat the course later.

Students with 130 GPA hours at graduation who have repeated one three credit class and raised their grade from a "B+" to an "A-" will raise their cumulative GPA by 0.088. Thus students who
now have a more restricted credit load thanks to the new overload restrictions, must choose between taking an additional course for the "breadth and depth" or increasing their GPA by 0.0088.

Students who aspire to attend professional schools and who receive a lower grade than what they feel is the best they can do in a core course, often feel strongly that they need to retake the course. They may wish to retake it to increase their knowledge and mastery in that area, and/or to increase their GPA. Many of these students have petitioned to be allowed to repeat based on their need to understand the information at a greater depth. These petitions have been difficult to deny.
Graduate and Research Committee
Proposed New Certificate Program

1. Title of new certificate program
   Project Management Certificate Program

2. Mission statement:
   The purpose of Lehigh University's Project Management Certificate Program is to develop the knowledge, skills, and abilities necessary to manage a wide variety of projects. Students will learn best practices and apply them to real-life work situations in order to improve their ability to complete projects on time, at or under budget, in a way that meets or exceeds goals, and satisfies key stakeholders.

3. Identify the proposed market and or clients that this program is designed to address.
   The Lehigh University Project Management Certificate program is targeted toward individuals with education or professional experience in a variety of industries/disciplines -- such as engineering, health care, information technology, business, instructional design and development, and the like-- who anticipate assuming or already hold responsibilities of managing a project.

   Those who might benefit include:
   - Professionals who manage project teams and need practical strategies and tools to enhance their performance as a project manager.
   - Individuals who anticipate assuming the responsibilities of a project manager as the "next step" in their career advancement.
   - Students enrolled in a graduate program or with an undergraduate degree who expect to work in a position that requires them to participate in and/or manage projects.
   - Managers of small business owners who are required to mentor others in effective project management processes and procedures.

4. Rationale for proposed new program:
   A successful project is one that has been completed on time, remained at or under budget, met or exceeded its goals, and satisfied the client/key stakeholders. Regardless of the size of the project or the organization, the planning and coordination of a successful project requires a specific set of skills in managing time, money, people, and materials -- a skill set that differs from coordinating these aspects in the operational management of an organization. Good project managers are highly desirable and sought-after, particularly as intense global competition increasingly demands that projects be completed on time and within budget. As a result, many colleges and universities are clamoring to add project management to their list of academic offerings (such as Boston College, Brandeis University, CalTech, UC Berkeley, UC Davis, the University of Colorado, DeSales University, George Washington University, Northwestern University, the University of Maryland, Penn State University, the University of Scranton, the University of Texas, Villanova University, and the University of Washington, to name a few).

   Currently, Lehigh University does not offer a comprehensive program in the development of project management skills. Neither the College of Education nor the College of Arts and Sciences have project management courses listed in the 2003-2004 course catalogue. The College of Engineering offers only one project management elective (CEE 266: Project Management) that supplies "an overview of the management and control of engineering ventures and projects." The College of Business & Economics offers one undergraduate course (BIS 371: Managing Information Systems Development) that covers "project management for business systems implementation" and...
one graduate course (GBUS 482: R, D, & E Project Management) that covers “management of cross-functional project teams for introducing technological innovations in the manufacturing and marketing of new products and services in a variety of industries.” The certificate program proposed here would not supplant these exiting courses but, rather, give graduate students the opportunity to pursue project management topics more comprehensively.

A recent Delphi survey of over 12,000 project management professionals identified a broad set of skills and competencies necessary to be a successful project manager. Respondents agreed that project management requires much more than just knowing how to create timelines and manage budgets – A project manager must possess strong management skills in addition to process skills. However, when management skills are taught separately from the process skills, they can seem irrelevant and “decontextualized” – leaving learners unable to apply them in real world situations. Therefore, this program is conceptualized so that students take the process modules (front-end analysis, planning, executing, control/assessment) while concurrently taking leadership/people management modules. This approach will supply more coherence across those leadership competencies and will stress the management skills that were emphasized by the survey respondents, while still contextualizing them into the process skills.

One form of professional validation for project managers is the examination-based Project Management Professional (PMP) certification from the Project Management Institute (PMI) – the field’s leading global professional association. To be eligible for the PMP certification, individuals must first meet specific education and experience requirements and agree to adhere to a code of professional conduct. The final step in becoming a PMP is passing a globally-administered multiple-choice examination designed to objectively assess and measure the individual’s project management knowledge. Lehigh University’s Project Management Certificate Program will become an approved PMI education program that will prepare students to pass the PMP examination.

Finally, given that the likely audience for this new certificate program will be busy working professionals from both from within and far outside the Lehigh Valley region, this certificate program will be offered largely online. However, in order to enhance social-connectedness among students and instructors and capitalize on the sorts of learning opportunities that can be quite difficult to do online effectively, three face-to-face weekend workshops have also been built into the program.

Description of proposed new program:

The 12-credit-hour Project Management Certificate is a post-baccalaureate program offered jointly by the College of Business & Economics and the College of Education. Participants in the Project Management Certificate program will develop the knowledge and skills necessary to be an effective project manager across a wide variety of professions and have the opportunity to apply their knowledge and skills to project management initiatives specific to their field.

Students will move through the certificate program in cohorts with one entry point per year in January. Most of the program will be delivered using a hybrid model of on-campus, online synchronous (Canvas) and asynchronous (Blackboard) sessions. In addition to the online components, students will meet face-to-face for weekend workshops at three points during the program.

In addition to the traditional “for credit” program, a “non-credit” option will be available as well. Only those students taking the courses for credit will be awarded a project management certificate from Lehigh University. Non-credit students will receive a certificate of completion issued by the College of Business & Economics or the College of Education.

a. Admission criteria: The Project Management Certificate program is a post-baccalaureate degree program. Students already enrolled in a graduate program in one of Lehigh University’s four colleges may enroll in the Project Management Certificate program without meeting additional requirements. New graduate students who are not already enrolled in a graduate program at
Lehigh must meet the admissions requirements for graduate studies in either the College of Business & Economics or the College of Education before enrolling in the Project Management Certificate program. Non-credit students must have a 4-year degree from an accredited college or university.

b. **Specific program requirements (include specific required and elective courses):** The Project Management Certificate Program consists of 1 and 2 credit modules that are delivered throughout a calendar year. Our initial schedule will be January through December but different start and end dates may be used. Students will be able to complete this 12-credit program in one calendar year. Course titles are listed below. See attached "Proposed New Courses" form for more course details and specific descriptions.

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

6. **Academic Impact Statement:**

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

   To the extent that most disciplines involve projects that require project management knowledge and skills, this proposed new certificate program is indeed interdisciplinary. However, other than to invite students from across the University to enroll, no programs or departments other than those involved with the development of this certificate will be involved in the management of the program or the delivery of the proposed courses.

   The two active collaborators on this new project management certificate program currently are the College of Business & Economics' MBA Program and the College of Education's Educational Technology Program. While these two programs will jointly oversee the initial curriculum development, general management of the program will ultimately reside in the College of Business & Economics. There is room for input from additional programs, departments, and/or colleges as they become interested—particularly in the addition of elective, discipline-specific modules or courses.

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

   We anticipate marginal effects on other programs at the University. However, it is possible that some students may choose to take the project management certificate program instead of the few scattered courses currently offered by the University.

   We expect that students across the disciplines will view the opportunity to receive Lehigh University's certificate in Project Management as an added value to their education and that, as a result, it might serve as a graduate recruitment tool for existing programs. In addition, the certificate program might attract students who may subsequently become interested in pursuing a masters degree.
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? This certificate program was developed by a team from the College of Business & Economics and the College of Education.

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

(3) Will any changes be required in the affected programs? If so, describe. Eventually, faculty from each of the affected programs might be encouraged to participate in the development of modules or courses. For now, however, this work will be handled by Project Management professionals who are certified by the Project Management Institute.

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

While the Project Management Certificate is not likely to have a direct effect on the University's commitment to diversity, it could be argued that any new program that diversifies our educational offerings helps to broaden our prospective student pool.

7. Resource Impact Statement:

a. Provide each of the following:

(1) Library impact statement

This program should not require additions to existing library resources. The library already has substantial holdings to support management and leadership programs in the College of Business & Economics and the College of Education. In addition, issues of PMI's Project Management Journal since 1999 are available through one of the library's aggregators, ABl Inform. Older issues are available through inter-library loan from Penn State, Carnegie Mellon and the University of Pittsburgh.

(2) Computer impact statement

Because this program will be offered largely online, the largest computing impact this certificate program is likely to have is in technology support from LTS staff. Central and Blackboard support will be available from the LTS technology consultants in the College of Business & Economics and the College of Education. Central charges will be split between the two Colleges. Because the University holds a site-wide Blackboard license, there should be no additional expense incurred; however, this program will impose additional demands on the Blackboard server and course management support systems (setting up new courses, backing up, recycling, and the like).

In addition, students will be using Microsoft Project or some other type of project management software during the certificate program. It is likely that the textbooks used in the certificate program will include the Microsoft Project software. However, if the course books are changed, we may need to provide this software or have the students purchase it elsewhere. The certificate should not require additional computing or computer lab resources since most of the work for the certificate will be done off campus.

(3) Faculty impact statement

The program will not have an immediate effect on faculty resources within the College of Business & Economics or the College of Education. Two PMI-certified project management professionals have been hired by the College of Education and the College of Business & Economics as consultants to begin developing the project management certificate modules. These consultants will deliver these modules in the first year or two of the certificate program with input from appropriate faculty within the College of Education and the College of Business & Economics. Subsequent modules will be developed and delivered by COE and
CBE faculty with consultation by the PMI-certified project management consultants. Current faculty members in both COE and CBE have experience, expertise, and potential interest in designing and delivering future modules in the program.

4. Facilities impact statement

Most of this program is offered online and will not require Lehigh facilities. While there will be some face-to-face workshops that may be offered on campus, they will be held over weekends and are not expected to draw facility resources away from other programs.

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

Financial responsibility for any new resources will be shared by the College of Business & Economics and the College of Education.
Graduate and Research Committee

Proposed New Courses
(Rev. 4/24/01)

Since all the courses for this program have been derived concurrently as part of the Project Management Certificate Program, many of the answers to the questions on this form are identical for all. For brevity’s sake, those “overall course descriptions” are listed immediately below. “Specific course descriptions” (course numbers, course descriptions, prerequisites, and instructional mode) follow below.

Overall Course Descriptions

1. Proposed new course numbers and course descriptions (as they will appear in course catalogue):
   See “Specific Course Descriptions,” below.

2. Instructional mode (i.e., lecture, recitation, laboratory, seminar, independent study, or other) and number of contact hours per week:
   Given that the likely audience for the courses in this new certificate program will be busy working professionals from both from within and far outside the Lehigh Valley region, most of these courses will be offered online. However, in order to enhance social connectedness among students and instructors and capitalize on the sorts of learning opportunities that can be quite difficult to do online effectively, three face-to-face weekend workshops have also been built into the program.
   See “Specific Course Descriptions,” below for more detail on the instructional mode and number of contact hours per week for each course.

3. Rationale for proposed new courses:
   The courses proposed here will comprise a new comprehensive Project Management certificate program. (For more details see the certificate program’s rationale in the attached Proposed New Project Management Certificate Program form.)
   These courses have been developed around the findings from a recent Delphi survey of over 12,000 project management professionals. That research identified a broad set of skills and competencies necessary to be a successful project manager. Working from those findings, the courses listed below have been conceptualized so that students take the process modules (front-end analysis, planning, executing, control/assessment) while concurrently taking leadership/people management modules. We believe this approach will supply more coherence across those leadership competencies and will stress the management skills that were emphasized by the survey respondents, while still contextualizing them into the process skills.
   In addition, development of these courses has focused on meeting the standards set forth by the Project Management Institute’s (PMI) Project Management Professional (PMP) certification. Our plan is that students successfully completing this course work will be prepared to pass PMI’s globally-administered multiple-choice PMP examination, which is designed to objectively assess and measure the individual’s project management knowledge.

4. Academic impact on programs affected by new courses:
   a. Are these proposed new course cross listed? No. None of the courses in the program will be cross-listed. They will, however, bear a new PMGT course number prefix (see below).
   b. Identify any known effects of the proposed new courses on other programs at the University.
      We anticipate this proposed new courses will have marginal effects on other programs at the University. However, it is possible that some students may choose to take courses in the project.
management certificate program instead of the few scattered courses offered currently by the University.

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

(1) Who was consulted? A team from the College of Business & Economics and the College of Education developed the certification program and subsequently these courses.

(2) Are the proposed new courses acceptable to all affected programs? Yes

(3) Will any changes be required in the affected programs? If so, describe. No

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

While these courses are not likely to have a direct effect on the University's commitment to diversity, it could be argued that any new program that diversifies our educational offerings helps to broaden our prospective student pool.

5. Resource Impact Statement:

a. Provide each of the following:

(1) Library impact statement

These courses should not require additions to existing library resources. The library already has substantial holdings to support management and leadership programs in the College of Business & Economics and the College of Education. In addition, issues of PMI’s Project Management Journal since 1999 are available through one of the library’s aggregators, ABI Inform. Older issues are available through inter-library loan from Penn State, Carnegie Mellon, and the University of Pittsburgh.

(2) Computer impact statement

Because these courses will be offered largely online, the largest computing impact is likely to have is in technology support from LTS staff. Centra and Blackboard support will be available from the LTS technology consultants in the College of Business & Economics and the College of Education. Centra charges will be split between the two Colleges. Because the University holds a site-wide Blackboard license, there should be no additional expense incurred; however, this program will impose some additional demands on the Blackboard server and course management support systems (setting up new courses, backing up, recycling, and the like).

In addition, students will likely be using Microsoft Project or some other type of project management software in these courses. It is likely that the textbooks used in these courses will include the Microsoft Project software. However, if the course books are changed, we may need to provide this software or have the students purchase it elsewhere. These online courses should not require additional computing or computer lab resources as all of the coursework is likely to be done off campus.

(3) Faculty impact statement

The program will not have an immediate effect on faculty resources within the College of Business & Economics or the College of Education. Two PMI-certified project management professionals have been hired by the College of Education and the College of Business & Economics as consultants to begin developing the project management certificate modules. These consultants will deliver these modules in the first year or two of the certificate program with input from appropriate faculty within the College of Education and the College of...
Business & Economics. Subsequent modules will be developed and delivered by COF and CBE faculty with consultation by the PMI-certified project management consultants. Current faculty members in both COF and CBE have experience, expertise, and potential interest in designing and delivering future modules in the program.

(4) Facilities impact statement

Most of this program is offered online and will not require Lehigh facilities. While there will be some face-to-face workshops that may be offered on campus, they will be held over weekends and are not expected to draw facility resources away from other programs.

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

Financial responsibility for any new resources required by these courses will be shared by the College of Business & Economics and the College of Education.

Specific Course Descriptions

PMGI 401 - Course Framework & Project Leader Assessment (1 credit)

Description: Introduction to the Project Management Certification Course syllabus, requirements and deliverables. Students will become acquainted with the terminology, nine knowledge areas, relationships to other disciplines, project management context and processes. Introduction to the logistical vehicles for course delivery and the tools to be used. Students will also assess themselves as project leaders and explore project leader competencies, roles, responsibilities and stakeholder relationships.

Prerequisites: None.

Instructional Mode: This Web based course will be delivered via a mix of asynchronous (Blackboard) and synchronous (Centra) technologies. These delivery systems will be used to supply a total of 14 contact hours over the duration of the course.

PMGI 402 - Skills and Abilities for Effective Leadership of Teams (1 credit)

Description: 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: PMGI 401

Instructional Mode: This face-to-face weekend workshop will likely entail a mixture of lecture and individual or group-based activities. It will involve 14 contact hours over the 2-day workshop.

PMGI 403 - Initiating the Project and Planning Scope and Schedule (2 credits)

Description: 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

**Instructional Mode:** This Web-based course will be delivered via a mix of asynchronous (Blackboard) and synchronous (Centra) technologies. These delivery systems will be used to supply a total of 28 contact hours over the duration of the course.

**PMGT 404 - Planning Resources, Communication, Quality and Risk Management (2 credits)**

**Description:** In this course, students will learn how to estimate the needs for personnel and other types of project 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 graphs and a project budget. How to support these activities using MS Project will be demonstrated.

**Prerequisites:** PMGT 401, PMGT 402, PMGT 403

**Instructional Mode:** This Web-based course will be delivered via a mix of asynchronous (Blackboard) and synchronous (Centra) technologies. These delivery systems will be used to supply a total of 28 contact hours over the duration of the course.

**PMGT 405 - Project Leader Communications Expertise and Evaluating Team Performance (1 credit)**

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

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

**Instructional Mode:** This face-to-face weekend workshop will likely entail a mixture of lecture and individual or group-based activities. It will involve 14 contact hours over the 2-day workshop.

**PMGT 406 - Implementing and Managing Projects (2 credits)**

**Description:** 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, PMGI 402, PMGT 403, PMGT 404, PMGT 405

**Instructional Mode:** This Web-based course will be delivered via a mix of asynchronous (Blackboard) and synchronous (Centra) technologies. These delivery systems will be used to supply a total of 28 contact hours over the duration of the course.

**PMGT 407 – Controlling Performance and Assessing Outcomes (2 credits)**

**Description:** 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:** This Web-based course will be delivered via a mix of asynchronous (Blackboard) and synchronous (Centra) technologies. These delivery systems will be used to supply a total of 28 contact hours over the duration of the course.

**PMGT 408 – Problem Solving, Decision Making and Ethics (1 credit)**

**Description:** This 2-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 face-to-face weekend workshop will likely entail a mixture of lecture and individual or group-based activities. It will involve 14 contact hours over the 2-day workshop.
Project Management Certificate
Administrative Process

Admissions: The Project Management Certificate is a post-baccalaureate certificate program. Non-degree students may either be admitted through the College of Business & Economics or through the College of Education and must meet the admissions requirements for the respective college. Students will pay the tuition rate of their college of admission.

Students already admitted to graduate degree programs in any of the four colleges may enroll in the Project Management Certificate Program. The decision whether these credits may be used toward their degree requirements is made by their department/advisor.

Non-credit students will be admitted by the Program Manager. Non-credit students must have a 4 year degree from an accredited college or university. Fees for non-credit students will be decided by the Deans of the College of Business & Economics and the College of Education. Fees will include books and simulation costs.
Dear George

The tuition for this program for students receiving credit for the courses will be governed by the college in which they are enrolled for on-campus courses and by the Distance Education Office for the on-line courses. Engineering and A&S students pay $960, CBE pays $615 and COE pays $490 for the on-campus seminars (3 credits). The rest of the program (9 credits) runs through distance learning so everyone pays $615.

This is true for all students regardless of where they take their courses. If they are engineering students, they pay $920 a credit whether they take a course in business, education, A&S or engineering. All students who take courses through the Distance Learning Office pay $615 regardless of their college rate. So we are consistent with the current policies of the university. We are not setting a special rate for the program itself.

Hope this helps.

Kathy
Graduate and Research Committee

Proposed Course Changes
(Rv. 4/24/01)

1. Current course number and course description (from course catalogue):

CPsy/Educ 471 – Multicultural Issues (3)

Examination of the influence of culture, gender, and disabilities on behavior and attitudes. Historical and current perspectives on race, culture, gender, and minority group issues in education and psychology. Lecture/small group discussion. Course is restricted to graduate students in the College of Education only.

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

CPsy/Educ 471 – Diversity and Multicultural Perspectives (3)

This course examines the influence of race, ethnicity, class, gender, disabilities, sexual orientation, religion and culture in education and human services. Students will be exposed to multiple perspectives via self-exploration, readings, discussions and interpersonal experiences in order to increase competence in responding to diversity. Course is restricted to graduate students in the College of Education only.

3. Description of proposed change(s):

Change in title and description.

4. Rationale for proposed change(s):

New title and description better matches the course purpose and objectives.

5. Resource Impact Statement

None - course currently is taught every semester. This is a change in title and description only.
Greek Life Task Force  
Town Hall Dialogues (10/19/03)  
Executive Summary

Topic A: "A vision for the Greek system"

The need exists for a modern and compelling vision for Greek Life (and more broadly, for any "affiliated living group") at Lehigh. The critical question to be answered by such a descriptive "vision" is: What will make Greek life at Lehigh distinctive, appealing and enduring?

Moderator: Michelle Samuels/George White (Alternate Sessions)  
Task force members: Michelle Sushner  
Alumni Invited: Nick Lewis

Key questions/issues to be addressed:

What will make Greek Life at Lehigh appealing, enduring and distinctive?

How do we create a vision that is fully embraced, supported and championed by all members of the Lehigh community?

What are the critical overarching attributes/themes that must be included in this vision?

Preliminary task force recommendations:

(1) A small representative group shall be charged the responsibility to write the vision statement for the Greek system. The charged writing group must be convened by February 1, 2004 to complete the vision statement by April 1, 2004.

(2) The writing group will be provided a set of parameters that must be included in the construction of this vision. These parameters include:
   a.) A vision that establishes high aspirations for all student life
   b.) A vision that provides concrete direction, yet can respond to students' and our community's evolving needs, goals and interests.
   c.) A vision that promotes a commitment to ownership and accountability by all partners critical to the success of Greek life.
   d.) A vision that suggests opportunities for leadership, growth, and life-long learning.
   e.) A vision where healthy, meaningful relationships are paramount.
   f.) A vision that fosters and encourages unique, diverse expression.
   g.) Other?

(3) As a method to develop and promote their unique identities, all Fraternities and Sororities must develop in concert with their alumni a vision statement for their chapters, which is complementary to the Student life/Greek life vision statement and that embraces the values associated with their national and Lehigh charters. Each chapter must develop this vision statement by January 2005, and review and share the evidence of their ongoing commitment to their professed aspirations on an annual basis.
Topic B: "Governance, supervision, and mentoring for the Greek system"

It seems clear that one of the challenges confronting the Greek system at Lehigh is clarity about roles and responsibilities. Perceptions about "who did or should do what" vary significantly among various constituents. Ultimately, the success of our Greek system will be significantly dependent upon the clarity of a shared vision (report element "A") and the clarity of roles and responsibilities associated with governing, supervising, and mentoring the Greek system and its members.

Moderator: Sharon Basso/Mark Erickson
Task Force members: Kathy Dugan Trimble, Michael Schaeffer, Seth Yerk, Andrew Lucas, and Michael Carey
Alumni participants: Greg McNeal 99

Key questions/issues to be addressed:

1. What should be the roles of the offices of Student Affairs, Greek Affairs, Residential Life, Facilities/Maintenance, FMA?
2. What should be the roles of the IFC, Panhel, and GAC?
3. What is/should be the role of the Alumni Association?
4. What should be the role of national Greek organization offices?
5. Is the oversight structure for Greek life appropriate?
6. Is the mentoring provided adequate?
7. Do we provide the kind of leadership training that is needed?
8. Is more staffing required? (If so, in what areas?)
9. What should the parameters be surrounding chapter continuity and recognition and privilege to live in group housing?

Among the applied questions and issues are clear delineation of reporting lines so as to improve efficiency of action and support, clarity about the degree to which "self-governance" and/or "self-management" can/does/should exist for our Greek chapters, and absolute clarity about responsibility, accountability, and the processes for determining conclusions about each of these.

Preliminary task force recommendations:

1. Organizational structure

- We recommend the creation of a centralized structure that oversees the combined functions and resources of residence life and residential services and FMA functions that presently serve the Greek community.
- The role and interface of the facilities/services operations with residential services/residence life, as they pertain to housing (fraternity/sorority, and on campus) should also be considered.

2. Leadership Development: We firmly believe that leadership training needs to be a priority regarding our engagement with Greek organizations.

- We recommend the development of a one-credit leadership course to be offered to aspiring leaders. We further suggest that completion of such a course be required prior to assuming a leadership role in the chapter.
- We recommend adopting a requirement that students that hold major offices of fraternities/sororities must have junior or senior class standing.
• We recommend that students should hold the major chapter executive offices for a full academic year term, and that all terms be aligned on consistent cycles.

3. **Staffing Support:** If we want our groups to be successful, we must provide them with enhanced staff support.
   - We recommend a model that engages professional Greek Life staff to provide oversight and ongoing support for a cluster of 6 or so Greek letter organizations.
   - We also support the development of trained in-house student consultants (could be the president, house manager, or someone else, etc.) to work in coordination with the professional Greek Life staff to provide house support. Appropriate compensation, such as room and board, should be provided to these “Greek student consultants”.

4. **Standards Boards:**
   - The task force recommends that each fraternity and sorority chapter develop and train an active internal standards board to deal with members’ transgressions and violations of the chapters’ standards and internal rules and values. These internal standards boards will not replace or supersede any legal or criminal proceedings or university judicial processes, but rather would be a peer accountability system.

**Questions or issues still to be resolved:**

1. Issues related to rush and recruitment and who is responsible for those processes? What recommendations should we present regarding the concept of sophomore rush new member education periods, rush timelines, etc.?

2. What will be the parameters recommended by the task force to be forwarded to the group that will be convened to draft a relationship statement and policy/implementation language about chapter recognition, review, and loss of recognition situations?

**Topic C: “Housing”**

What are the key issues surrounding the Greek system as a component of the residential housing system on campus? This dialogue will be divided into two separate groups: one for fraternities and one for sororities.

**Moderators:**
- Joe Sterrett
- Michael Carey

**Task Force Members:**
- Mike Schaefer

**Key questions/issues to be addressed**

1. Who owns what? What responsibilities reside with “ownership”? The constituents include the university, the house corporations and the student actives, and the list of “whats” includes (at least) the house structures and basic utilities, the furnishings and other contents.

2. Should the maintenance (and what does that really mean) of Greek housing units:
   a. Be folded into the full campus residential maintenance system?
   b. Be folded into a Greek life residential system?
   c. Be managed independently and with what terms and conditions?
(3) How should Greek houses be inspected for life/safety compliance and then also for cleanliness? [Note: this question requires both a short term (fall '03) and a long-term response. The short-term requirement is in response to the Board of Trustees resolution.]

Preliminary task force recommendations:

- The task force endorses the standards and associated sanctions for violations of the “life/safety” responsibilities of campus residential life.
- The task force recommends the adoption of a “standardized” lease for all students that reside in campus residential facilities.
- The task force recommends adoption of an “administrative” process (as contrasted with the current “judicial process”) for addressing violations of lease terms. (This administrative process should be designed to achieve consistency [fairness], efficiency, and collaboration among students, alumni, and campus offices [via clarity of expectations, accurate and timely reporting of lease violations, and annual auditing of the process and outcomes].)
- The process for “losing” a house “regaining a house” and “recolonizing” a Greek group should be reexamined.
- The university should make a firm commitment to identify and evaluate building sites and funding options for building or significantly remodeling sorority houses. Resolving the issue of “housing equity” must be addressed.

Questions or issues still to be resolved:

- Where does the challenge/responsibility for housing maintenance fall among the priorities for Greek organizations? (Is it more important to maintain independent responsibility for house maintenance, or more important to spend increased time on improving areas like self-governance, social responsibility, new member recruitment, and new member education?)
- Should the “base” system for house cleaning be handled by a “third party” contractor hired collaboratively by the Greek system (represented by Greek alumni and Greek actives), and the University? (Adopting this system could include a provision for “opting out” of this base system in favor of self-maintenance, as determined by inspection condition of those areas not included in the third party maintenance contract.)
- Should the university be responsible for ensuring that basic furnishings for Greek houses (bedrooms, common areas) are provided? Or should that be the responsibility of the Greek alumni organizations, with financial planning and a periodic inspection/evaluation process that ensures a quality standard for furnishings is adequately maintained?
- What is the best (most effective) way to raise money from Greek alumni for the support of the Greek system priorities (chapter by chapter)?
- Should occupancy capacities be adjusted to allow for more single rooms in Greek houses?
- Should juniors and seniors then be required to live in their Greek houses with a petition process for those wishing to live outside of the house?
- Should Greek sophomores be required to live in campus residence housing? Or to achieve certain GPA levels to earn the privilege of living in a fraternity or sorority house as a sophomore?
- What should be the guiding parameters for achieving housing equity?
- Must “fraternity” or “sorority” be synonymous with “HOUSE”?
Topic D: Social Life

It seems fairly self-evident, though remarkably unstated, that one of the most compelling reasons for students to elect Greek residential experiences is the social life that is provided. Social life has been operationally defined within our Task Force to include two dimensions: the general social interaction of young people including a wide array of activity-based opportunities; and the traditional "party life" of the hill where Greek organizations function as party "hosts" for invited guests. The social life of our Greek organizations is not exclusively or even predominantly focused on this latter form of the definition; however, the "party life" at Lehigh has become very much associated with Greek life (for better and/or for worse) and this "party life" includes use and often abuse of alcohol and/or other drugs.

Moderator: Kathy Duggan Irzyblicz
Task Force members: Seth Yerk

Key questions/issues to be addressed:

- The critical question regarding Greek organization social life is whether groups can manage social behavior in a manner that eliminates abuse of alcohol and the second hand affects of alcohol.
- Who should be responsible for the management of Greek social life and against what standards shall we measure our effectiveness?

Preliminary task force recommendations:

- The subgroup proposes that seniors be required to live-in their Greek houses. Senior presence is essential to managing the social atmosphere and implementing the likely leadership development initiatives that will be recommended. To that end, the group endorses space additions or reconfigurations that would result in more single rooms.
- The sub-committee proposes to create a rewards system (either as a part of the Greek review process or as a separate system) to encourage Greek organizations to sponsor non-alcohol focused events.
- The sub-committee advocates the reconsideration of a campus pub/restaurant as a means of providing a place where alcohol can be used responsibly.

Questions or issues still to be resolved:

- Expanding the definition of "social" (ex: intramural sports; other on and off campus events that are non-alcohol focused)
- Considering the potential benefits of eliminating the availability of hard alcohol at all campus social events involving or including students.
**Topic E: Communication and Information Systems**

It has become abundantly clear that the traditional systems for sharing information about Greek life are ineffective. The breakdown points are multiple: University communications with undergraduates; University communications with alumni; Chapter communications with alumni; Chapter communications with National organizations; and most communications about the Greek system that is distributed to prospective students, parents, or others. The struggles to achieve a more effective mechanism for communicating have adversely impacted trust between and among all the key constituents. We simply must develop a more consistent source of information and a more effective means of disseminating it.

Moderator: Chris Marshall '88

**Key questions/issues to be addressed:**

- How can the web be used effectively as the primary source for providing information about the Greek system, about individual chapters, and about actions that impact the system? How do we communicate with those constituents who are less likely to use the web?
- Should there be a widely disseminated “annual report” on Greek life at Lehigh (directed toward many audiences, including prospective students), and if so, who should be responsible for preparing such a report?
- What other policy or procedural recommendations are needed to ensure ongoing communication efforts are consistent, relevant, timely, and meaningful to all audiences (students, parents, alumni, university administration, nationals)?

**Preliminary task force recommendations:**

- Create a “Greek Life at Lehigh” web site that would be the central gathering point for all information and be the primary communications vehicle to deliver information to all audiences. The Greek Life web site should be prominently linked from the Student Life section of the main Lehigh web site.
- Create a Greek Annual Report that would serve as a document of record for the state of the Greek system that highlights the positive side of Greek Life and also includes data on the current state of Greek Life at Lehigh.
- Create a Greek Life marketing piece to help market the benefits of Greek Life.
- Create an on-campus Greek student newsletter.
- Create and implement a communications plan to be used in instances when a chapter is underperforming and not meeting standards.

**Questions or issues still to be resolved:**

- Should all data on Greek life at Lehigh be made available in a public forum (web site, annual report, etc)? What are potentially contentious data?
- What are the “hot button” items that need constant communication efforts? What vehicles (student vs. alumni)?
Topic F: "The Greek Review System"

A group of students and staff have been working to revise and improve the current Greek review system. Their work has been shared with and endorsed by the Task Force. The proposed changes will be presented for discussion and feedback.

Moderator: Tom Dubreuil

Key questions/issues to be addressed:

1. How do we revise and improve the current Greek review system from one where chapters shoot for the minimum standards to one that encourages chapters to strive for excellence?

2. What are the key components to being a successful fraternity or sorority that need to be examined through a review process?

Preliminary task force recommendations:

- Implement a new Greek review process (perhaps called the Greek Accreditation Process) effective Fall 2004 with Spring 2003 being dedicated to educating students, alumni and national organizations about the new process.

- The Greek review process should provide opportunities for discussion and direct feedback between the Greek review committee and a chapter's leadership and alumni. This will help a chapter in determining what areas they are doing well in and what they need to work on.

- The Greek review process should be structured to engage alumni and students as partners. It should not simply be a review of who has turned in paperwork. Chapters will have to demonstrate their efforts to a committee made up of staff, students, alumni and faculty.

- Although the ideal is that chapters will aspire to excellence out of the desire to be the best that they can, realistically, given the current culture, we need to offer very desirable rewards for chapters who excel while the outcome for chapters who do not, needs to be serious.

Questions or issues still to be resolved:

1. The Greek Review Committee needs to finalize levels of recognition for chapters as outcomes of the Greek Review Process.

2. The Greek Review Committee needs to further discuss and recommend incentives/rewards for chapters that excel as well as outcomes for chapters that do not.