Lehigh University

MINUTES OF THE FACULTY MEETING

6 February 2006

Presiding: Mohamed El-Aasser (Sinclair Auditorium)

Provost El-Aasser called the meeting to order at 4:10 PM.

1. Minutes. The minutes of the December 5, 2005 faculty meeting were APPROVED.

2. Committee Motions. Professor Mary Beth Deily, on behalf of the Graduate and Research Committee, MOVED a series of course and curriculum changes for the College of Arts and Sciences [see Attachment 1]. The motion was SECONDED.

Professor Bob Folk stated that he wished that a hard copy had been provided to the faculty.

The motion PASSED

Professor Michael Kolchin, on behalf of the Faculty Governance Subcommittee of the Faculty Steering Committee, chaired a discussion on the proposed Faculty Senate [see Attachment 2]. The purposes of the discussion were to review the proposal, to review the process for proposing amendments, and to review the timeline for further discussion and ultimately the faculty vote on the proposal.

Professor Kolchin noted that a special meeting of the faculty will be held on February 20 to discuss the proposal and amendments received. For the February 20 faculty meeting, the Faculty Governance Subcommittee must receive proposed amendments, in writing, not later than February 14. A second faculty meeting will be held on March 20. The deadline for proposed amendments for the March 20 meeting is March 14. Again, those proposed amendments must be in writing.

Professor Sudhakar Nati asked if the subcommittee had received feedback on the proposal from the AAUP. Professor Kolchin stated that AAUP has received the proposal and a response is expected by March 1. Professor Nati then asked how this proposal compared with faculty senates at other institutions. Professor Kolchin replied that the subcommittee investigated the structures of faculty senates at several other private universities, and that there was a great deal of diversity in senate structures. The Lehigh Faculty Senate proposal calls for fewer senators (28) than at many universities.
Professor Barry Bean inquired about the status of the budget for the senate. Professor Kolchin said the subcommittee was still working with the administration on the budget, and emphasized that the subcommittee needed an agreement with the administration on the budget.

Professor Steve Thode asked how referenda were handled by other faculty senates. Professor Kolchin replied that the subcommittee had no data on that question.

Professor Folk expressed his opposition to the formation of a faculty senate.

Professor Alwyn Eades challenged Professor Folk by stating that the current system is not working, and that Professor Folk’s proposed changes to the existing system were cosmetic.

Professor Rich Aronsen found virtue in both Professor Folk’s and Professor Eades’ opinions.

Professor Neti said he believed that faculty input was insufficient under the current system, but wondered whether there was any assurance that the administration would be willing to share more power with the faculty under the proposed structure.

Professor Kolchin replied that he believed there is a chance the new structure will aid communication with the administration leading to greater faculty influence on the board of trustees.

Professor Susan Szczepanski noted that substantive issues have not come to the floor of faculty meetings, but wondered about the effectiveness of a senate if faculty are elected, but don’t show up for meetings.

Professor Rosemary Mundhenk said she believed a key aspect of the proposal is that a faculty member would be chairing the meetings which would stimulate discussions.

Professor Folk urged the faculty to vote ‘no’ on the proposal and rework the current structure. He also requested that the attendance of faculty at faculty meetings be published.

Professor Kolchin observed that the proposed structure if adopted, would be reviewed after 4 years.

Professor Folk did not find that provision adequate.

Professor Kolchin also addressed the issue of whether there would be enough faculty who would stand as candidates for election to the senate. He stated there were two keys to faculty participation. First, faculty must have a sense that
they are making a difference by serving in the senate - that they can influence the decision making process. Second service on the senate must be explicitly connected to the merit system for faculty.

Professor Slade Cargill said he remains optimistic about the faculty approving the proposal and the board of trustees approving the proposal. He affirmed his belief that if the faculty takes the initiative there will be success.

Professor Szczepanski congratulated the subcommittee for their hard work (applause).

Professor Folk stated he did not join in the applause.

3. **Unfinished Business.** None.

4. **New Business** None.

5. **Provost’s Report.** Provost El-Aasser said he was optimistic about the prospects for a new governance system and complimented the subcommittee members who worked on the proposal.

The provost briefly reviewed the activities at the February trustees’ meeting. The FY 2007 budget was approved and communications about the budget would be forthcoming shortly. Three academic deans made presentations to the trustees. Deans Anne Meltzer and David Wu reviewed the impacts of the 20/20 program and the strategic planning process.

The provost also noted there is a solid foundation in place to select a new president.

The meeting stood adjourned at 5:38 PM.

______________________________
Stephen F. Thode
Secretary to the Faculty
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Graduate Course and Curriculum Changes: 2005-2006 (to become effective F'2006)

1. Termination of Degree Programs in Pharmaceutical Chemistry—p. 2

2. Courses:

   A. Biological Sciences—p. 4
   B. Physics—p. 7
   C. Political Science—p. 10
   D. Sociology & Anthropology—p. 12
October 24, 2005

Stephen Cutcliffe
Associate Dean, Graduate Studies
College of Arts & Sciences
Lehigh University
Bethlehem, PA 18015

RE: Termination of Degree Program in Pharmaceutical Chemistry

Dear Steve,

On Friday, September 23, 2005 the Chemistry Department met to discuss a number of issues. One of the items on the agenda was termination of the degree program in pharmaceutical chemistry. There was a good deal of discussion and I agreed to allow a vote by email two weeks after the meeting so everyone had time to reflect on the discussion. On October 5th I sent an email to the faculty and asked for a vote on the motion to terminate the degree program in pharmaceutical chemistry. I gave a deadline of October 7th for the vote. The faculty voted overwhelmingly in favor of terminating the degree program. The overall view of the faculty in the Department of Chemistry is that the program in Pharmaceutical Chemistry is unsustainable once the faculty member who runs it retires. After careful evaluation of the problems associated with the degree program, the faculty have decided it is best to focus on our MS and PhD degree programs in Chemistry and strengthen them in a way that incorporates the needs of students, faculty, Department, and the University.

Since I could not find any paperwork for terminating a program, I have outlined issues related to academic and resource impact below.

Academic Impact:

A. The program is interdisciplinary and is shared with Biological Sciences.

B. Linda Lowe-Krentz in Biological Sciences has been consulted about the termination of the program and she said there would be minimal impact on Biological Sciences since so few students are enrolled in the program. The Department Chair, Neal Simon has been notified about the termination as well and had no problems with the decision.

C. No changes will be required in affected programs (Chemistry and Biological Sciences).

D. While students will no longer be accepted into the program, all students presently enrolled in the program will be allowed to complete it for the duration required by University policies (6 years for an MS, etc.). With existing faculty members and continued judicious use of adjuncts now teaching courses in this program, we anticipate
no problem serving the needs of the approximately 50 students currently enrolled, many of whom are nearing completion of their programs already. Students who meet the background requirements for the degree programs in chemistry will be allowed to switch from the MS pharmaceutical chemistry program to the M.S. chemistry program if they choose to do so. Since the program in pharmaceutical chemistry is being terminated, MS chemistry students will not be able to switch into the pharmaceutical chemistry program.

Resource Impact:

A. Since most of the students enrolled in the program are through distance education, there may be a short-term impact on revenue to the distance office and the department. We also offer the MS in chemistry through distance education and have a substantial number of students enrolled in that program. It is our intent to strengthen and market this program as we are winding down the program in Pharmaceutical Chemistry. Furthermore, we will still be offering the certificate programs in Analytical Principles of Pharmaceutical Science, BioOrganic Principles of Pharmaceutical Science, and Regulatory Affairs in a Technical Environment. Further enrollment in these programs should also offset the loss of enrollment in the Pharmaceutical Chemistry program.

B. Terminating this program will allow the faculty to focus solely on the graduate degree programs in chemistry and use our resources to strengthen these programs, which are the backbone of a modern Chemistry Department.

If you have any questions about this document, or require any further information, please don’t hesitate to contact me.

Sincerely,

Bob Flowers
BIOLOGICAL SCIENCES

Course changes for BIOS

1. Courses dropped:

BIOS 419. Bacterial Genetics (3)

BIOS 463. Advances in Plant Molecular Biology (3)

Rationale: These courses have not been offered for many years and there is no plan to offer them in the foreseeable future.

3. Other changes:

BIOS 425. Male Reproductive Biology (1 – 3)

Molecular, cellular, and genetic aspects of the mammalian male reproductive system. Prerequisite: permission of the instructor.

Change Requested: Change in credits [from (2 or 3) to (1 – 3)] and prerequisite.

Rationale for Change: More accurately reflects nature of course as it is presently offered. Change requested by Professor Barry Bean who offers this course.

4. Impacts of course changes:

No impact on curricula, faculty teaching loads or budgets, nor on the libraries, computing or facilities.
CAS: Biological Sciences

Proposed New Course

1. Proposed new course number and course description (as it will appear in course catalogue):
   BIOS 456. Human Genetics and Reproduction (3)

   Frontiers in human genetics, including simple and complex genetic diseases, cancers. Emphasis on genes and structures that enable reproductive processes; genetic functions of mammalian germ lines. Analysis of current publications.

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

3. Rationale for proposed new course:

   Course as been offered several times as 'BIOS 496'. It is now a regular offering and should have a regular course number.
   Change requested by Professor Barry Bean who offers this course.

4. Academic impact on programs affected by new course:

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

      No

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

      No effects anticipated; course has been taught previously with no impacts.

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

      (1) Who was consulted?

      NA

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

      NA

      (3) Will any changes be required in the affected programs? If so, please describe below:
D. Does the proposed new course affect the University's commitment to diversity in any way? If so, please describe below:

NA

5. Resource Impact

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

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

No impact; Library current holdings more than sufficient.

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

No impact

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

No impact; course will be an integral part of Prof. Bean's regular course rotation.

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

No additional facilities needed.

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

No new resources will be required.
Proposed New Course

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

Physics 482  Applied Optics (3 credits)
Review of ray and wave optics with extension to inhomogenous media, polarized optical waves, crystal optics, beam optics in free space (Gaussian and other types of beams) and transmission through various optical elements, guided wave propagation in planar waveguides and fibers (modal analysis), incidence of chromatic and polarization mode dispersion, guided propagation of pulses, nonlinear effects in waveguides (solitons), periodic interactions in waveguides, acousto-optic and electro-optics
Prerequisite: Physics 352 or equivalent
Instructor: Toulouse

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

Lecture, 3 hours a week

3. Rationale for proposed new course:

This course is an advanced course intended for senior students and graduate students interested in careers in optics.
Given the new Optics and Photonics activity on campus, and in the context of the Center for Optical Technologies and the Masters of Photonics introduced two years ago, it is important that the Physics Department offer another optics course beyond the basic courses presently offered: Modern Optics and Laser and Nonlinear Optics. The new course proposed bridges the gap between these two basic courses and the engineering courses offered in the Electrical and Computer Engineering Department or the optics knowledge required to pursue research in the field. The course has already been taught twice as a Special Topics course (Phys. 372-472), in the spring of 2003 and in the spring of 2005. It has been well attended with approximately 6 students both times and has a well developed syllabus. If included in the catalogue, we expect the attendance to grow further.
The general title chosen, Applied Optics, leaves the freedom required for different versions of the course.

4. Academic impact on programs affected by new course:

The course proposed can serve physics, electrical engineering and materials science students. It is a very useful addition to the Masters of Photonics program electives

A. Is the proposed course to be cross-listed?
Not at this time

B. Identify any known effects of the proposed new course on other programs at the University.
Only positive effects are expected. This course will fill a definite gap between the basic Optics courses offered in Physics and the specialized optical engineering courses offered in ECE.

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

This course will first be introduced as a Physics course, as it has already been offered twice. There are no effects that we know of that would require consultation.

(1) Who was consulted?

Department of Physics faculty (which includes Thomas Koch, ECE and Director, Center for Optical Technologies, and Jeff Rickman, Mat.Sci., both of whom have joint appointments in Physics). Neither ECE nor MatSci are directly affected by the offering of the course, but at least those individual members are aware of the course and are in a position to make its availability known to potentially interested engineering students in those departments.

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

Yes

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

No

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

Not applicable

5. Resource Impact

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

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

There will not be any immediate impact on the library holdings beyond that of individual book requests. The library already holds a number of books in Applied Optics and we shall continue to suggest new acquisitions as we would normally do.

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

None

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

This course will be offered as part of the regular departmental offerings and will not require additional faculty to staff it. This being an advanced course, it will be taught every other year, and will not have an impact on the availability of other courses in Physics need to satisfy any degree requirements.
(4) **Facilities impact statement** (how proposed program affects load on existing facilities or requires new facilities)

No special impact

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

Not applicable
POLS 433 INTRODUCTION TO POLICY ANALYSIS

This course provides students with an understanding of the role analysis plays in the policy-making process with an emphasis on the American political system. Students are introduced to the interdisciplinary language of policy analysis as we consider the political, social and economic factors affecting policy processes and outcomes. Various models of analysis are considered as well as how analysis can be used to improve policy discussions. Students will become "critical consumers" of policy analysis through class discussion of the models and methods, processes and concepts of this "field" of study.

LECTURE, 3 CREDITS, 3 HOURS WEEKLY

3. Rationale for proposed new course:
The Political Science Department has offered this course to our graduate students for several semesters with an experimental number. The course has been very successful therefore we would like to add it to the catalog as a permanent graduate course.

4. Academic impact on programs affected by new course:

A. Is the proposed course to be cross-listed?
   NO

B. Identify any known effects of the proposed new course on other programs at the University.
   NONE

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

   (1) Who was consulted?
(2) Is the proposed new course acceptable to all other programs affected?

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

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

NO

5. Resource Impact

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

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

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

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

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

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

This course will not require any new resources. Also, there will be no additional financial implications or responsibilities required because the course has been offered as part of our graduate schedule repeatedly for several semesters.
Proposed Course Changes

1. Current course number, title, course description, and credits (from present course catalogue):

**SSP 401. Proseminar in Applied Social Theory (3)**
Explores influential sociological theory, the differences between classical theoretical traditions, the main strengths and weaknesses of such traditions. Emphasis is placed on understanding the uses of theory in research, and the implications of theoretical models when applied to contemporary research and problems. Staff. (SS)

**SSP 402. Sociology of Cyberspace (3)**
The course focus is on case-based discussion in the social psychology and sociology of the Internet and the World Wide Web. Questions of what it means to be an individual online, how relationships develop, the nature of groups, democracy and power, and education are considered. Evaluation is based on short papers related to the cases and assigned readings. both in hard copy and online. Rosenwein. (SS)

**SSP 411. Advanced Research Methods (3)**
Study of quantitative and qualitative methodologies, measurement and research design issues at an advanced level. Specific methodologies include participant observation, survey/interview, laboratory or field methods, content analysis, and focus groups. Prerequisite: SR 111 or equivalent. Staff. (SS)

**SSP 470. Social Theory (3)**
Major trends in social science theory in historical context. Comparison of the major theoretical perspectives with an emphasis on underlying philosophy and the development of critical capacities in students. (SS)

**SSP 477. Advanced Computer Applications (3)**
Uses of computers in social sciences, including data collection, management, and analysis, simulations, and decision-making; includes weekly lab. (SS)

**SSP 495. Methods in Observation (3)** Naturalistic and participant observation in uncontrolled field settings. Students will carry out a field project. Tannenbaum (SS)

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

**SSP 401. Classical Social Theory (3)**
Explores influential sociological theory, the differences among classical theoretical traditions, the main strengths and weaknesses of such traditions. Emphasis is placed on understanding the uses of theory in research, and the implications of theoretical models when applied to contemporary research and problems. Staff. (SS)
SSP 403. Sociology of Cyberspace (3)
The course focus is on case-based discussion in the social psychology and sociology of the Internet and the World Wide Web. Questions of what it means to be an individual online, how relationships develop, the nature of groups, democracy and power, and education are considered. Evaluation is based on short papers related to the cases and assigned readings, both in hard copy and online. Rosenwein. (SS)

SSP 411. Advanced Research Methods, Part I (3)
Study of quantitative and qualitative methodologies, measurement and research design issues at an advanced level. Specific methodologies include participant observation, survey/interview, laboratory or field methods, content analysis, and focus groups. Prerequisite: SS 111 or equivalent. Staff. (SS)

SSP 412 Advanced Research Methods, Part II (3)
Application of research methods to specific projects, including design, data collection, and analysis. Focus on use of SPSS and other appropriate software. Prerequisite: SSP 411 or equivalent. Staff (SS)

SSP 493. Methods in Observation (3) Naturalistic and participant observation in uncontrolled field settings. Students will carry out a field project. Tannenbaum (SS)

3. Nature of proposed change(s)

A. Course title change? If so, provide rationale below:
SSP 401 has been a general theory course. Since we’ve decided to divide the teaching of theory into two courses, it will now cover classical theory and the new course—SSP 402—proposed separately, will cover Contemporary Theory (see Proposed New Course form).
We have also decided to change our required methods sequence, currently 411 and 477, to be a two-semester continuing course to be called 411 and 412. The titles reflect this change.

B. Course number change? If so, provide rationale below:
In order to create a second course in theory that follows from SSP 401, we request that the current SSP 402 be changed to 403.
495 is an experimental number we the Registrar – we need to assign a new number to this course which will be 493.
477 is to be changed to 412 to make it clearer that it follows from 411 as indicated in the change of title to Research Methods II.

C. Change in course credits? If so, provide rationale below: n/a

D. Change in course description? If so, provide rationale below:
The change in description for SSP 477, now to be 412 reflects our current plans for that course.
E. Other change(s)? If so, please describe below and provide rationale for each change.

REMOVE SSP 470 This is no longer taught. (previously replaced with SSP 401)

4. Resource Impact

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

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

None

(2) Computer impact statement (attach statement, if provided by LTS)
None—SSP 412 will require the same facilities as currently used in SSP 477

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

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

none

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

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

SSP 455 — Inequalities at Work (3) - The primary focus of this course is on race, gender, and class axes of disadvantage and privilege in work and employment. We will explore both theories and empirical studies of inequality as well as their social, political, and practical ramifications for the workplace. This seminar-style course will rely heavily on student participation with guidance from the instructor. (SS) Krasas.

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

Rationale for proposed new course: No such existing course offered now.

4. Academic impact on programs affected by new course:

A. Is the proposed course to be cross-listed?  NO

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

NONE - ALTHOUGH STUDENTS IN OTHER SOCIAL SCIENCE PROGRAMS MIGHT FIND THE TOPIC INTERESTING AS AN ELECTIVE.

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

(1) Who was consulted?

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

(3) Will any changes be required in the affected programs? If so, please describe below:
D. Does the proposed new course affect the University's commitment to diversity in any way? If so, please describe below:
YES: INCREASES COURSE OFFERINGS IN THIS AREA.

5. Resource Impact

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

(1) Library impact statement (attach statement if provided by LTS) - N/A

(2) Computer impact statement (attach statement if provided by LTS) - N/A

(3) Faculty impact statement (how proposed program affects load on existing faculty or requires new faculty) - N/A - TAUGHT BY NEW FACULTY MEMBER WHO WAS BROUGHT HERE TO TEACH IN THIS AREA.

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

B. Provide a statement indicating who will assume financial responsibility for any new resources required: N/A
**Proposed New Course**

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

   **SSP 402. Contemporary Social Theory (3)**

   Explores post-WWII social theory, with a focus on debates over modernity and critical theory, feminism/multiculturalism, and rationality. Emphasis is placed on understanding the links between classical and contemporary theory, and the application of contemporary theory to current research and social problems. (SS)

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

   Seminar once per week

3. **Rationale for proposed new course:**

   One course in theory for graduate students is inadequate for covering any more than the classic thinkers. We desire to add a course that will address the more modern theories currently in use and being developed.

4. **Academic impact on programs affected by new course:**

   **A. Is the proposed course to be cross-listed?**
   
   No
   
   **B. Identify any known effects of the proposed new course on other programs at the University.**
   
   None
   
   **C. If there are known effects, individuals in charge of the affected programs must be consulted about the proposed new course and the following information provided:**
   
   (1) **Who was consulted?**
   
   (2) **Is the proposed new course acceptable to all other programs affected?**
   
   (3) **Will any changes be required in the affected programs? If so, please describe below:**
D. Does the proposed new course affect the University's commitment to diversity in any way? If so, please describe below:

no

5. Resource Impact

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

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

none

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

none

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

We will require some reallocation of faculty time in order to cover a new course in theory.

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

B. Provide a statement indicating who will assume financial responsibility for any new resources required:
January 30, 2006

Dear Colleagues:

Here at last is the proposal for the establishment of a faculty senate at Lehigh University. It has taken us longer to get the proposal to you than promised, but we felt it best to develop a document that all parties could commit to before bringing it before the faculty for discussion and approval.

The faculty governance subcommittee has been in significant discussions with the administration and the university council to work on language that we hope will be acceptable to both the faculty and administration and hopefully, the board of trustees. The working document we used to shape these discussions was developed after four town hall meetings with interested faculty, meetings with a number of faculty and administration groups, and feedback from other interested parties.

We believe the proposal as written will significantly improve faculty governance at Lehigh by providing:

- A strong, unified voice of the faculty that will allow the faculty to play a greater role in important decisions made by the administration and board;
- A vehicle for shared university governance that will improve communication and understanding among all constituencies at the university;
- Formal links between the faculty and the board of trustees allowing for greater discussion of areas of common concern; and
- A governing body that is chaired and operated by the faculty.

Highlights of the proposal include:

- A faculty senate comprised of 28 senators;
- An executive committee, which will serve as a main communication link between the administration and faculty;
- A financial affairs committee, which will be primarily concerned with broad financial issues that affect teaching, research, and other educational dimensions of the university, with particular emphasis on faculty salary, benefits, and related faculty compensation issues;
- An exempt staff support person who will provide administrative and research support to the senate and its committees;
- A shared university governance structure that includes five standing committees of the faculty; and
- A process by which faculty can bring issues to the senate and review and reconsider senate actions.
More detailed descriptions of the structure and operation of the proposed faculty senate are contained in the proposal itself.

It is our intention to introduce the senate proposal at the February 6th university faculty meeting. We encourage all of our colleagues to read the proposal and to attend that meeting to hear more about what is being proposed. We are also in the process of scheduling an additional faculty meeting in late February or early March where the sole topic of discussion will be the senate proposal and proposed amendments. At the March 20th university faculty meeting, additional amendments will be accepted and voted upon before presenting a final amended proposal for faculty vote through an electronic ballot.

One further note, we have sent a copy of the proposal to the AAUP for their review and comment and have asked for a reply by March 1st.

The proposal you now have before you is the result of many hours of effort by your colleagues working closely with the administration, with the aim of improving university governance at Lehigh. It is our belief that the proposed faculty senate will help in achieving that aim. We fully support the proposal and have worked hard to gain the support of the administration as well. We now hope that you will give the proposal a fair reading, that you will actively participate in discussions of the proposal at the next three university faculty meetings, and that you will vote for its adoption.

If you have any questions concerning the proposal, please feel free to contact any of the faculty governance subcommittee members.

Sincerely,

The Faculty Governance Subcommittee:

Mike Kolchin (CBE), Chair
Slade Cargill (RCEAS)
Mike Gill (CAS)
Art King (CBE)
Alastair McAuley (RCEAS)
Jean Soderlund (CAS)
Barbara Traister (CAS)
George White (COE)
RULES AND PROCEDURES OF THE FACULTY OF LEHIGH UNIVERSITY

Preamble to Governance at Lehigh University

The core objective of Lehigh University is superior teaching and research. A university succeeds in its mission to the extent to which it can take full advantage of the free interchange of knowledge and ideas inherent in a community of scholars. This requires collegiality and a strong sense of joint purpose and responsibility among all members of the community. It also depends on the free flow of information and ideas and the implementation of a governance system that empowers individuals to voice their analyses, concerns, and recommendations and to participate meaningfully in decisions that affect the teaching and research of the university.

The variety and complexity of tasks performed by institutions of higher education produce an inescapable interdependence among the board of trustees, administration, faculty, staff, and students. The governance structure must reflect that the interests of all components are related and entwined, while recognizing each component has responsibility and authority over different aspects of institutional life and function.

The board of trustees is the final institutional authority with all the powers provided to directors by law, and with a special responsibility to insure the long-term viability of the institution. The board has the authority to do all things deemed necessary and expedient in the governance, management, and control of the business and affairs of the university, including the establishment of the university’s general, educational, and financial policies.

The president is the chief executive officer of the university and is the official advisor to and executive agent of the board of trustees and its executive committee. The president has general superintendence over all institutional affairs, insuring that the board remains fully informed in meeting its policy-making responsibilities.

The provost and vice president for academic affairs is the chief academic officer of the university, supervising the academic programs of the university and directing the deans, faculty, and other academic personnel.

The deans are responsible for providing leadership in the areas of curriculum, research, and the financial health of their respective colleges.

The faculty works with the university administration in the task of formulating policies and procedures that promote the academic and research missions of the university, in particular policies pertaining to the admission, registration, curriculum, instruction, and discipline of students; the appointment, promotion, tenure, and dismissal of faculty; the assurance of academic freedom; and the furtherance of scholarship and research.

1. Faculty Governance
To meet its policy obligations, the faculty is responsible for maintaining an active and healthy governance structure, and for abiding by the provisions of that governance structure. The policy and management decisions under faculty jurisdiction must be consistent with board of trustee actions and university policies and meet the same legal and fiscal standards required of all Lehigh University policies. Finally, the faculty is welcome to make known to the board of trustees, the university administration, and the community its collective judgment on any campus issue through a sense of the faculty resolution.
1.1 Faculty
Voting members of the Lehigh faculty (hereafter the faculty) are those with the rank of assistant professor, associate professor, or professor, and instructors with full-time academic appointments in teaching and research provided they are not candidates for Lehigh degrees.

1.2 Faculty Senate

1.2.1 The faculty delegates its governance responsibilities to the representative body called the Lehigh faculty senate (hereafter the senate) with the following qualifications:

- Faculty representatives to the senate and members of standing committees are elected by the faculty normally in the Spring of each year.

- The faculty may at any time redefine governance responsibilities of the senate, and review and reconsider any action of the senate at a duly called faculty meeting.

- Regular meetings of the entire faculty will be held at least once each semester. Special sessions of the entire faculty may be called by the executive committee of the senate or by written request of at least 25 voting members of the faculty.

1.2.2 Organization overview. Key components of the 28-member faculty senate are: sixteen elected representatives of the colleges; four elected senate officers (who comprise the senate's executive committee); one representative from each of three university shared governance committees (educational policy, graduate & research policy, and recruitment, retention, & diversity); four representatives, one from each college, who comprise the senate financial affairs committee; and a representative from the faculty personnel committee.

1.2.3 Senate recommendations. In the rare instance when disagreement with the administration about a senate recommendation occurs, the senate executive committee shall meet with the president or provost to resolve the disagreement. If such disagreement cannot be resolved, the president is encouraged to take the matter to the board of trustees. Any such referral to the board shall be accompanied by a written report from the other interested parties.

1.3 Accountability to the Faculty

1.3.1 Communication. The senate and university committees shall use the university communications network to inform the faculty on a regular basis about senate and committee actions, and pending and upcoming issues. Such communications shall, as appropriate, solicit response from and active involvement of the faculty. The senate shall create and maintain an electronic communications network to facilitate faculty discussion of senate business. Minutes of each senate meeting will be distributed no later than ten working days after the meeting.

1.3.2 Electronic ballots. When an electronic ballot is used, ballots will be electronically submitted to the faculty at least ten days before the date set for their return to the secretary of the faculty senate.

1.3.3 Faculty appeal. Faculty members may appeal any action of the senate to the faculty as a whole. An appeal of a senate action must be submitted in writing to the senate within 14 calendar days of the distribution of the senate minutes reporting that action, and such appeal must be endorsed by at least 25 faculty members. The senate shall schedule a faculty meeting to deliberate on the appeal within four weeks of receipt of the appeal; and the faculty shall vote on the appeal at that meeting or by electronic ballot after the meeting. A majority vote of at least 1/3 of the faculty excluding those on leave (which is a quorum) can approve, amend, or rescind the senate action.
1.3.4 Referendum. On issues of broad university concern, the senate or faculty may initiate a referendum.

1.3.4.1 The senate initiates a referendum by a majority vote of the senate. The faculty initiates a referendum by a letter to the executive committee bearing the signatures of at least 25 faculty members. Within four weeks of receipt of a properly signed request for a referendum, the executive committee shall schedule a faculty meeting to deliberate that referendum.

1.3.4.2 A referendum submitted to the faculty takes the form of a resolution to be approved or rejected and contains the exact wording of the resolution that is to be put to a vote.

1.3.4.3 Each referendum is voted on by electronic ballot after a faculty meeting is called to discuss the referendum.

1.3.4.4 A resolution submitted to a referendum is approved if it receives the affirmative votes of a majority of those voting, provided that the total votes constitute at least 1/3 of the faculty excluding those on leave (which is a quorum).

1.4 Senate Membership

1.4.1 The 28-member senate consists of at least one representative from each university shared governance committee and from the faculty personnel committee, directly elected college representatives and four elected senate officers. Terms begin July 1.

1.4.1.1 The past chair or designee of each of three university shared governance committees (educational policy, graduate and research policy, and recruitment, retention, and diversity) shall serve as a senator for one year unless otherwise decided by the committee's members.

1.4.1.2 Twenty senators shall be directly elected from their respective colleges, with seven elected from the college of arts and sciences, four from the Rossin college of engineering and applied science, three from the college of business and economics, and two from the college of education; in addition, one from each college will be elected to the senate and serve on the senate financial affairs committee.

1.4.1.2.1 Senators directly elected by the colleges serve four-year staggered terms, unless otherwise noted hereafter. Any senator who has served a full four-year term is ineligible for re-election until after a full academic year's absence from the senate.

1.4.1.2.2 A vacancy occurs when any senator misses two consecutive meetings. That person's constituency shall replace the former senator with a new election during the spring university elections. Until that time, the senate chair (in consultation with the appropriate constituency) appoints a faculty member to fill the vacancy.

1.5 Faculty Meetings

1.5.1 The senate shall call at least one general faculty meeting each semester. The parliamentary authority for faculty meetings is Robert's Rules of Order, Revised.

1.5.1.1 The agenda of the faculty meeting is set by the senate executive committee in consultation with the president and provost (see section 1.8.1.1), which shall include reports from university committees and any resolutions that the executive committee brings to the faculty for a vote.

1.5.2 The president, provost, and the dean of each college are expected to participate in all general faculty meetings. The president, provost, and the dean of each college may be asked to make reports to the faculty.
1.5.2.1 The chair of the senate shall chair faculty meetings. In the case of the chair’s absence, the past-chair of the senate shall preside, and in the event of the past-chair’s absence, the chair-elect shall preside.

1.5.2.2 At faculty meetings, faculty members may refer issues to the senate for consideration, make recommendations to the senate, or vote to initiate an appeal, a referendum, or an amendment to senate procedures.

1.6 Senate Meetings

1.6.1 The senate shall meet monthly during the academic year. Special meetings may also be called. Parliamentary authority for faculty senate meetings is Robert’s Rules of Order, Revised.

1.6.2 Meetings shall be open, with all faculty who are not senators having full voice but no vote.

1.6.3 Notice of meetings and the agenda shall be sent by the secretary of the faculty senate via electronic mail to all faculty at least seven calendar days prior to the scheduled senate meeting.

1.6.4 The executive committee of the senate shall set the agenda, which may include items referred to the senate from university committees, faculty, president, provost, dean of each college, corporate secretary of the board of trustees, or other university groups.

1.6.5 A quorum of seventy-five percent of the voting membership of the senate is required for a vote to be taken on any resolution.

1.6.6 The secretary of the faculty senate is responsible for reporting the minutes of senate meetings to all faculty, the president, provost, dean of each college, and the board of trustees in writing within ten working days of each senate meeting.

1.7 Senate Officers

1.7.1 Senate officers are the chair-elect, the chair, the past chair, and the secretary of the faculty senate. These four persons constitute the executive committee of the senate.

1.7.2 The chair-elect is elected directly by the faculty and serves one year as chair-elect.

1.7.2.1 Responsibilities of the chair-elect include representing the senate chair as liaison to university committees as the chair may direct. The chair-elect is also responsible for maintaining and moderating electronic means for faculty discussion of issues before the senate and for communication among the senate, executive committee, and university committees.

1.7.3 At the end of the one-year term, the chair-elect becomes the senate chair and serves as chair for one year.

1.7.3.1 Responsibilities of the chair include chairing meetings of the executive committee, the senate, and the faculty. The chair serves as the chief liaison between the faculty and administration. The chair shall appoint a senate parliamentarian from among the voting faculty members.

1.7.4 At the end of the one-year term, the chair becomes the past chair and serves as such for one year.

1.7.4.1 Responsibilities of the past chair include chairing meetings of the executive committee, senate, or faculty in the absence of the chair. The past chair may also act as liaison between the faculty and administration, as the chair may direct.
1.7.4.2 At the end of the one-year term, the past chair is ineligible for re-election to the senate for a period of one year.

1.7.5 The secretary of the faculty senate is elected directly by the faculty for a four-year term. In the first year, that person serves an apprenticeship as secretary-elect, working closely with the secretary and attending all senate meetings but having no vote in the senate. At the end of the one-year apprenticeship, the secretary-elect becomes the secretary and a voting member of the senate for the remaining three years of her/his term.

1.7.5.1 The secretary is responsible for: sending the senate agenda and minutes to the faculty, president, provost, vice provosts, dean of each college, and the board of trustees; maintaining the current faculty census; monitoring the number necessary for a quorum for both faculty and senate meetings; supervising all votes of the senate; and maintaining an electronically updated version of R&P. The secretary, working with the executive committee and the chair of the nominations committee in each college, supervises all senate and university committee elections. On behalf of the faculty, the secretary shall affix her or his signature to all diplomas.

1.8 Senate Committees
The two standing senate committees shall be the executive committee and the financial affairs committee.

1.8.1 The executive committee is the major point of formal contact between the faculty and administration. In the spirit of shared governance, this committee meets with the president and provost, and other administrative officers as appropriate, each spring/summer to discuss the university agenda for the upcoming year.

1.8.1.1 The executive committee meets on a monthly basis to: (1) advise the president and provost with respect to any proposed major structural change in the university, and any major senate proposals or faculty initiatives; (2) respond in a preliminary way to ideas and initiatives emanating from the administration but with no formal powers of substantive review; (3) advise the president and provost of appropriate faculty committees for substantive reviews of administration initiatives; (4) share information about present and proposed committee activities; (5) channel faculty initiatives to appropriate committees; (6) monitor the progress of faculty initiatives directed to the administration; and (7) establish the agenda for the faculty senate meetings in consultation with the president and provost.

1.8.1.2 The committee meets with the university faculty in the fall semester to present the senate's agenda for the academic year, and in the spring semester to report on senate activities.

1.8.1.3 The committee is responsible, in conjunction with the chair of each college's nominations committee, for preparing a slate of nominees each spring for election of the chair-elect of the senate, the secretary-elect of the faculty senate, and the five university standing committees.

1.8.1.4 The committee will be provided support for one full-time exempt staff member to provide clerical and research support to the executive committee and other university shared governance committees as the chair may direct. This senate staff member shall report to the chair of the senate.

1.8.2 The financial affairs committee is concerned with broad financial issues that affect the teaching, research, and other educational dimensions of the university, with particular emphasis on faculty salary, benefits, and related faculty compensation issues. The committee consists of four faculty members, one elected by each of the four colleges. These four senate members also serve on the financial resources allocation committee.
1.9 University Shared Governance Committees

The four university shared governance committees are: educational policy, graduate and research policy, financial resources allocation; and recruitment, retention, and diversity. These committees include faculty, administrators, and students.

1.9.1 The educational policy committee is responsible for the study of university curriculum, long-range academic planning, integrity of the university's academic environment, and undergraduate academic rules and regulations. The committee will make appropriate recommendations to the faculty senate.

1.9.1.1 The committee consists of twelve voting and eight non-voting members. Voting members of the committee are: the policy committee chairs from each of the three undergraduate colleges; one faculty representative elected from each of the four colleges who serve four-year staggered terms; the provost or deputy provost for academic affairs; and the dean of each college. Non-voting members are: the dean of students; the associate dean for undergraduate programs in each of the three undergraduate colleges; the registrar; and three undergraduates, one from each undergraduate college. No voting member may vote in absentia, or send a voting delegate.

1.9.1.2 The elected faculty representative in her or his third year on the committee shall chair the committee. Both chair and chair-elect take office July 1. The past chair or designee serves as a senator for one year on the faculty senate.

1.9.1.3 Meetings of the committee shall generally be open to other individuals in the university community. Students, faculty, and administrators who attend under this provision shall be nonvoting listeners, although the chair may invite them to address the committee. The chair may also close certain meetings so that only committee members are present to transact committee business.

1.9.2 The graduate and research policy committee develops general policies and regulations on graduate education and research activities of the university. It establishes policies for awarding fellowships and scholarships to graduate departments and programs, develops policies and provides oversight for forming or terminating research centers and institutes, and reviews the appropriateness and quality of graduate programs and research activities in relation to educational objectives of the university.

1.9.2.1 The committee consists of eleven voting and nine non-voting members. Voting members are: two elected faculty representatives from the college of arts and sciences and two from the Rossin college of engineering and applied science; one elected faculty representative from the college of business and economics and one from the college of education; the provost or vice provost for research; and the dean or his/her designee from each college. Non-voting members are: the associate dean for graduate programs of each college; director of graduate student life; registrar; director of the office of research and sponsored programs; and two graduate students. Elected faculty serve staggered four-year terms.

1.9.2.2 The chair of the committee will ordinarily be a college representative in the third year of service on the committee. The past chair or designee serves as a senator for one year on the faculty senate.

1.9.3 The financial resources allocation committee is expected to develop an understanding of the university's resource allocation process, including budget components, conflicting requirements, and the decision-making process. Deliberations of the committee are confidential, although regular reports will be provided to different constituent groups represented on the committee. The committee will advise the president, provost, vice president for finance and administration, and others as appropriate in a timely way about financial planning and budgetary matters, annual budget assumptions, the capital budgeting process, and other topics of interest.

1.9.3.1 The committee consists of thirteen members: four members of the senate financial affairs committee (who also represent this committee on the faculty senate, see 1.8.2); three faculty members elected at large; provost, vice president for finance and administration; one exempt staff member and one
non-exempt staff member who are selected by the employee relations advisory committee; treasurer of the undergraduate student senate; and treasurer of the graduate student senate. Each faculty member is elected to a four-year staggered term.

1.9.3.2 The chair of the committee will be selected by the committee from the elected faculty members.

1.9.3.3 The vice president for finance and administration organization will provide staff support; and various of its officers and staff will make presentations to the committee during the year. The committee will meet in the spring to assist in developing budget parameters for the ensuing budget cycle. In the fall the committee will advise the administration on developing the proposed university budget.

1.9.4 The recruitment, retention, and diversity committee develops, coordinates, monitors, and evaluates policies and procedures to enhance a positive climate and culture for work and study. It is concerned with policies and procedures related to recruitment and retention of faculty, staff, and students. It will place high priority on identifying and implementing proactive strategies to achieve and maintain diversity among faculty, staff, and students. The committee will work with campus groups such as the faculty mentoring committee, and will pay particular attention to search committee procedures, faculty leave policies, and other activities that affect recruitment and retention.

1.9.4.1 The committee consists of twelve members: five faculty members who have four-year staggered terms, one elected from each college and one elected at large; the provost or deputy provost for faculty affairs; dean of students; dean of admissions and financial aid; dean of athletics; associate vice president for human resources; and two students, one undergraduate and one graduate. An elected faculty member serves as chair of the committee. The past chair or designee serves as a senator for one year on the faculty senate.

1.10 Faculty personnel committee

1.10.1 The faculty personnel committee acts as the appellate committee of the university faculty. To this end, the committee shall hear appeals concerning alleged arbitrary or capricious actions on the part of the administration or a department chairperson that allegedly affect the rights, privileges, continued employment, or academic freedom of a faculty member. (See section 2.3) Included among its appellate duties, the committee shall:

- hear all appeals alleging arbitrary or capricious action arising from the procedures described in section 2.2. (See section 2.2.1.0). Appeals of denial of tenure or promotion may be made to the committee only after the decision has been made by the board of trustees.
- hear appeals regarding a decision in a harassment case in which a faculty member was the accused (See appendix A, section A8).

1.10.2 The committee is composed of five tenured faculty members, each serving a five-year term on a staggered basis. The four members elected by the university faculty to represent the four colleges must be at the rank of professor. The fifth member must be an associate professor at the time of his/her election to the committee. This fifth member is to be elected at-large by the university faculty. A faculty member may not be reelected to a second full term. The committee member who is senior in years of service represents the personnel committee as a member of the faculty senate.

1.10.3 In the event the committee decides that any current member should not participate in hearing a particular case because of a conflict of interest, that member shall be recused and the committee shall designate as his/her substitute for that case the former member of the committee who most recently represented the college of the temporarily recused member. If no former committee member of that college is available, the committee will select the most recent former member of the committee who is
available to hear the case. As used here availability implies that the individual is willing to serve and is not recused because of a conflict of interest.

1.10.1 In considering any appeal, the personnel committee is empowered to examine all letters and other documents and to question members of the faculty and the administration for the purpose of establishing facts in the case. The personnel committee may petition the president or the board of trustees for reconsideration of the decision that caused the appeal (see section 2.2.1.6) and representatives of the administration, the personnel committee, and the appealing party may participate in any resultant hearing before the board of trustees or its designated committee.

1.10.5 Other duties of the committee include:

- reviewing all decisions to change the tenurability of a faculty position. (See section 2.2.1.3)

- considering any move to dismiss a tenured faculty member for cause. (See section 2.2.11)

- advising the board of trustees on appointments to the office of president and the office of provost & vice president for academic affairs.

- advising the president and provost whenever an appointment is to be made to an academic and/or research position at or above the rank of dean (such as, but not limited to, an associate, deputy, or vice provost) without advertising the vacancy and/or without utilizing a search committee.

- reviewing proposed appointments and making recommendations on those appointments to the administration in cases where a proposed appointment of a visiting faculty member would be for more than two consecutive years. (See section 2.2.3)

The committee may also assume other duties as delegated by the faculty or faculty senate or requested by the administration or board of trustees.

1.10.6 The committee is authorized to make inquiries that are necessary to carry out its duties.

1.10.7 On the basis of the committee's considerations, wherever appropriate, the committee shall derive general principles designed to enhance processes and/or outcomes within its purview and shall report these in writing to the university faculty. The committee shall report to the university faculty at least once each year.

1.11 Senate Representation to the Board of Trustees

1.11.1 The senate is responsible for representing the faculty to the board of trustees. Subject to the board's procedures under university by-laws, the chair and past chair of the senate shall meet with the executive committee of the board at least twice annually to discuss issues of common concern and attend open meetings of the board.

1.11.2 Two second-year senators selected from the college representatives of the senate will serve three-year terms as non-voting faculty representatives, one on the academic affairs committee and the other on the student affairs committee of the board.

1.11.3 Three faculty members from the financial resources allocation committee will serve as non-voting faculty representatives to the following committees of the board of trustees: one on the development committee; one on the finance committee; and one on the physical planning and plant committee.
1.11.4 Other senate members and other committee representatives will attend committee meetings of the board of trustees when deemed appropriate or requested by the board.

1.11.5 Faculty representatives attending committee meetings of the board of trustees will serve as liaison between faculty and the board at such meetings, with the goal of ensuring better communication between faculty and the board. Faculty representatives are responsible for raising faculty concerns with the board and for bringing back to the faculty concerns raised by the board. After attending board committee meetings, faculty representatives will report to the senate and to the university shared governance committees as appropriate respecting necessary confidentialities.

1.12 Faculty Governance Review

1.12.1 A faculty governance review advisory committee will be appointed by the senate executive committee near the end of each four-year period to examine the effectiveness of the senate and its operating procedures. This committee will be composed of a broad representation across colleges and faculty ranks.

1.12.2 Any change recommended by the review committee requires approval of the faculty to become effective.

(Revised 1/27/06)