

Approved on 10/06/2023

MEETING OF THE LEHIGH UNIVERSITY FACULTY SENATE

Minutes of the Meeting held on September 1, 2023, at 1:10 pm

EWFM 520 and Via Zoom

Do the Minutes include R&P Changes? Yes/~~No~~
Do they require Board of Trustees approval – Yes/~~No~~

The roster of senators present for the meeting appears in Appendix 1.

[Appendix 1 available at <https://facultysenate.lehigh.edu/meeting-minutes>]

1. Memorial Resolution for Professor Emeritus Nick Balabkins (College of Business)

Professor Chad Meyerhoefer presented a Memorial Resolution for Professor Emeritus Nick Balabkins. The Senators observed a moment of silence. They approved the motion to include the resolution in the meeting minutes. The memorial resolution is available in Appendix 2.

[Appendix 2 available at <https://facultysenate.lehigh.edu/meeting-minutes>]

2. Memorial Resolution for Professor Emeritus Michael Notis (RCEAS)

Professor John Dupont presented a Memorial Resolution for Professor Emeritus Michael Notis. The Senators observed a moment of silence. They approved the motion to include the resolution in the meeting minutes. The memorial resolution is available in Appendix 3.

[Appendix 3 available at <https://facultysenate.lehigh.edu/meeting-minutes>]

3. Minutes of the Prior Faculty Senate Meeting

Professor Frank Gunter called for any corrections to the minutes of the combined Faculty Senate and the Lehigh University Faculty meeting of 05/05/2023. A motion to approve the meeting minutes was made and seconded. The Senate unanimously approved the minutes.

The approved minutes are available at <https://facultysenate.lehigh.edu/meeting-minutes>.

3. Senate Chairperson's Remarks

Professor Frank Gunter provided an update on the following items.

1. Effective August 2023, Graduation regalia can be purchased using Professional Development Accounts or Startup funds.
2. Reconciliation of CIM and R&P is in progress, with only major changes approved by the Senate. The Registrar is working on streamlining the process.
3. An email about the Revision of faculty access to students' records has been sent to faculty.
4. A list of faculty names has been provided to the group involved in developing a statement on Academic freedom and free expression. The group will decide whether to adopt the Statement developed by the University of Chicago (with or without modifications) or develop something new.
5. A proposal about awarding emeritus status is forthcoming and will incorporate the Human Resources and Legal implications. The goal is not to narrow the guidelines but to broaden them.
6. Compared to peer institutions, Lehigh salaries have improved last year due to individual equity adjustments. (Provost Nathan Urban added that modest increases have been made to the incremental amounts for promotion to associate professor and professor.)

4. Processing of R&P Changes

Changes to R&P that do not require Senate action – motivated mainly by the creation of term faculty:

- a. Non-substantial Changes to R&P 1.1, 1.2, 1.3, and 1.5 – Already approved by Parliamentarian.
- b. College revisions to R&P 1.4 concerning which college faculty may vote and serve on college committees – After all colleges approve, they will be submitted directly to the Board of Trustees (BOT).

WHEN ALL CHANGES ARE READY, these R&P changes will be sent to BOT as a single set.

5. Consent Calendar (First Readings)

Note: If approved by the Senate, changes to Section 1 require a second reading and, if approved, a vote of the university faculty (R&P 1.2.6.2).

- a. R&P 1.2.2: Size and Composition of the Senate
- b. R&P 1.2.3.1: Chairperson of the Senate
- c. R&P 1.2.6.2: Motions and Consent Calendar
- d. R&P 1.2.8.2: Faculty Petitions and Referendums
- e. R&P 1.3.1: In General (General guidance for faculty committees)

The proposals are available at

<https://facultysenate.lehigh.edu/consent-calendar>

Professor Frank Gunter asked if any Senator would like to pull out any of the above items for a separate discussion. Professor Will Lowry requested to discuss R&P 1.2.3.1. He, along with Professors Nancy Carlisle, Dinissa Duvanova, Angela Hicks, Anders Knospe, and Damien Thevenin, noted the need for more clarity in the language regarding the timing of the vote, who votes, and who is eligible to be elected.

An amendment motion to add “and a current member of the senate” to the end of the first sentence and add a new sentence, “The qualifications for the chair are the same as the qualifications for the vice chair,” to the end of the first paragraph was made, seconded, and approved by the Senate. The revised version of R&P 1.2.3.1 and the remaining items of the consent calendar will come up for a second reading and approval at the next Senate meeting.

6. Consent Calendar (Second Readings)

If approved by the Senate, changes to Section 2 require a vote of the university faculty. If approved by the Senate, changes to Section 3 do not require a vote of the faculty or approval of the BOT. (R&P 1.2.6.2). The following items are deemed approved by the Faculty Senate.

The Approved wordings for the various changes are given below.

R&P 2.10 Graduate Assistants (GAs)

Graduate students at Lehigh University may be appointed to three types of academic Graduate Assistantships: Graduate Research Assistants (GRA), Graduate Teaching Assistants (GTA), and Graduate Project Assistants (GPA).

Graduate Research Assistants (GRAs) are graduate students who receive a stipend and/or tuition remission for participating in a research program that allows them to meet requirements for the degrees sought or is supported by grants. GRAs must be candidates for graduate degrees who devote full time to a program of graduate work (which may include teaching, research and other academic activity as well as courses).

Graduate Teaching Assistants (GTAs) are graduate students who receive a stipend and/or tuition remission for assisting in the delivery of courses. The duties of GTA may include, but are not limited to, grading, monitoring, leading lab and/or recitation sessions, and offering office hour assistance to students. The duties are performed under the supervision of faculty. GTAs who are more educationally advanced or experienced may be appointed as senior GTAs to teach classes.

Graduate Project Assistants (GPAs) are graduate students who receive a stipend and may or may not receive tuition remission for providing assistance in administrative, educational, or research projects. A GPA does not teach a class, recitation, or laboratory. The research project need not be part of the GPA's graduate work that fulfills the GPA's graduate degree.

R&P 2.11 Research and Graduate Project Assistants

Section Deleted

R&P 3.21.1 Graduate Admissions

Undergraduate students who have achieved junior standing and a grade point average of 3.0 or greater may petition the Committee on the Standing of Graduate Students (SOGS) for permission to register for graduate level coursework.

Undergraduate students may also request permission from the college administering the graduate program to apply course credits taken as an undergraduate toward a graduate degree. The following guidelines should be followed:

- 1. No undergraduate student may take 400-level courses during a term where the student's total credits are greater than 18 (including audits).**
- 2. Students requesting a second 400-level course in a given term must petition the Standing of Graduate Students committee and may not register for more than 15 credits total in that term.**
- 3. An undergraduate student may request permission to use no more than 12 credits (with a maximum of 6 credits at the 400 level) taken as an**

undergraduate toward a graduate degree. These courses must be at the 300 and 400 level and beyond all undergraduate degree requirements. Courses at the 200 level must be approved by the course instructor, department chairperson, and the appropriate college dean to be considered eligible for a graduate program credits. The course credits may not have been submitted as part of the requirements for a previous degree. A grade of B or better must be attained.

- 4. Students who elect to pursue a graduate degree at Lehigh University must apply to their program of interest through the graduate application process. Students may elect to reserve credits either before or after their official graduate application is completed, but before the baccalaureate degree is awarded.*
- 5. All students receiving a graduate degree must be enrolled at least one full semester or summer as a regular-status graduate student prior to the awarding of a graduate degree.*

R&P 3.14.5 Special Undergraduate Course Opportunities

*No changes to current R&P 3.14.5.1 and 3.14.5.2.
Add a new R&P 3.14.5.3.*

R&P 3.14.5.3 Courses applied to graduate degrees or programs

Undergraduate students who are interested in taking courses that could be applied to graduate degrees or programs, refer to section 3.21.1 for additional requirements.

3.14.5.2 Cooperative Undergraduate Education

Section deleted.

3.11.1 Undergraduate Graduation Honors

For the purposes of graduation honors calculations, courses taken more than once at Lehigh will only have the most recent grade used in the calculation. Students must meet the regular residency requirement (90 credits of graded coursework, excluding pass/fail) to be considered. Transfer Credits do not count toward GPA and hence are not included when considering Graduation Honors.

Students who spend part of their career at another institution, or are transfer admits to degree programs and have fewer than ninety hours of in residency courses, may qualify for graduation honors under the following condition:

The student must have at least sixty credit hours of regularly graded (not pass/fail) courses that meet Lehigh's residency requirement.

3.15.2 Winter Intersession

Section deleted.

7. Lehigh Strategic Plan

Provost Nathan Urban and Vice President for Strategic Planning and Initiatives Chris Cook provided an update. The slides are in Appendix 4.

Appendix 4 is available at <https://facultysenate.lehigh.edu/meeting-minutes>.

A discussion followed. Salient points are summarized below.

- Need clarification regarding the additional service expectations from faculty to participate in working groups related to the strategic plan implementation. The Faculty Senate should be consulted. Coordination with existing committees should be considered before forming new groups. The qualifications of faculty members for the various strategic plan implementation groups should be specified. Furthermore, the expected outcomes of these different strategic planning groups should be articulated. [Professor Frank Gunter]
- Mission statements for the various strategic plan implementation groups are being developed; the leads for the groups will decide the composition and the nature of faculty participation. These groups will work with existing committees, such as the Educational Policy Committee and the Graduate and Research Committee. Some groups need to spend time defining their objectives and deliverables more clearly. Others have already started their work (for example, work related to retention and graduation rates has already been started by the group of associate deans). Thus, not all groups will work at the same pace. [Provost Nathan Urban]
- The goal is not to create an additional layer of committee structure; as much as possible, the current structures will be used. [Vice President Chris Cook]
- Some targets, such as having ten national academy members, may be difficult to achieve. Instead, the focus should be to achieve a series of smaller improvements that may collectively produce great impact. [Professor Peter Zeitler]
- Hiring National Academy members is difficult; we should instead focus on developing outstanding people with potential and supporting them so Lehigh can increase the number of faculty members who are members of national academies. [Provost Nathan Urban]

- The meaning of “adopting universal design” is not clear. After clarification, the desired changes should be reflected in what we do in faculty development. [Professor Peter Zeitler]
- It is important to have aspirational goals (as articulated by Provost Urban) even if they are difficult to achieve; more importantly, deciding mechanisms for resource allocation to achieve those objectives is important. Some of these goals will require a cultural shift in how we operate. [Professor Mayuresh Kothare]
- Other universities have achieved positive results by building a reputation through membership in national academies. We should invite more academy members to our campus, so they are familiar with our accomplishments. Such visits are important because selection to national academies is often by a vote of current academy members. [Provost Nathan Urban]
- It will be useful to identify programs, colleges, or departments that can accomplish our objectives and support them with additional resources. [Professor Eugene Han]
- We should avoid the scenario of having winners and losers. Faculty should be part of the decision-making process. [Professors Angela Hicks and Al Wurth]
- We need to examine broader ways of implementing the promotion and tenure guidelines so a variety of career paths creating a positive impact for Lehigh can be rewarded. [Provost Nathan Urban in response to Professor Lindsey Reuben about the need to support faculty diversity]
- Daycare has become less flexible, and meeting timings are inconvenient for faculty with small children. [Professors Frank Gunter and Nancy Carlsile] This burden is more on assistant professors [Professor Lindsey Reuben]
- It is easier to get faculty buy-in for big-picture goals; implementation is more difficult because of the perception of resulting in winners and losers; inviting competitive proposals internally itself creates stress for faculty members. [Professor Dinissa Duvanova]
- The goal is not to decide things based on initial submissions of proposals; multiple submissions and revisions are expected. The goal is also to bring groups with similar ideas together. [Provost Nathan Urban]
- We cannot let rankings drive our actions, but rankings play an important role. Recent changes by U.S. News include incorporating the success of Pell-eligible students and eliminating class size and alumni giving rate. All three factors are important for us. Furthermore, 30% of the ranking is based on visibility and reputation, often measured by a single question. We should focus on the underlying factors that are important to us rather than focusing on rankings per se. [Provost Nathan Urban]

- There is a need for increased transparency in the decision-making process, how decisions are made, and who makes those decisions. Some of the deadlines for research proposals are ambiguous. [Professors Nancy Carlisle, Angela Hicks, and Will Lowry]
- Is there an internal audit mechanism for funding decisions made by the university? [Professor Frank Gunter]
- We are making the processes as open as possible. There is an open forum on research initiatives in the second week of September 2023. Furthermore, some decisions are more complicated than they appear at first sight. For example, if we were to make an official decision to have only remote classes during Thanksgiving week, the decision would impact the visa status of some international students. [Professor Nathan Urban]
- The slides used for the strategic planning update will be available as part of the minutes and for all faculty to access. [Professor Frank Gunter in response to Professor Al Wurth]

8. Discussion on Committee Structure at Lehigh

The senators engaged in a brief discussion about the committee structure at Lehigh and the number and composition of Faculty Senate Subcommittees. The working document of committee size prepared by the Faculty Senate Executive Committee is available at <https://facultysenate.lehigh.edu/sites/facultysenate.lehigh.edu/files/R%26P%20Committee%20Faculty%2027Aug23.pdf>

The following are the salient points made.

- The goal is not to touch the four committees: Faculty Personnel Committee, Ed Pol, GRC, and Student Disciplinary Committee. The other committees can be streamlined by having a maximum of one member from each college. [Professor Frank Gunter]
- We should ensure that faculty voice (relative to staff voice) is not reduced by decreasing the number of faculty members on a committee. [Professor Angela Hicks]
- The goal is to approach the issue of committee composition on a case-by-case basis rather than using a single rule for all committees. [Professor Frank Gunter]
- We should consider differential weights for different voting members in a committee. [Professor Dinissa Duvanova]
- While faculty complain about too much service, they also expect adequate representation. The faculty senate also duplicates the job of some committees. We

should evaluate the core benefit of a committee and find the best mechanism to achieve that. [Professor Peter Zeitler]

- The unintended consequence of reducing the committee size is decreased service opportunities, especially for early career faculty. [Professors Anders Knopes and Kristi Morin]
- There are differences in service expectations across departments. [Professor Nancy Carlisle]
- There is no proper definition of service. For example, are editorial responsibilities service or research? [Professor Frank Gunter]
- After consulting with the committees, the Faculty Senate should decide on the committee compositions. [Professor Frank Gunter in response to Professor Xuanhong Cheng's question related to who should decide the composition of the various committees]
- The various Faculty subcommittee assignments are being finalized. [Professor Frank Gunter]

Respectfully submitted by

A handwritten signature in cursive script that reads "Siva". The signature is written in black ink and is underlined with a single horizontal stroke.

K. Sivakumar ("Siva")
Arthur Tauck Chair and Professor of Marketing
Secretary of the Faculty