

LEHIGH UNIVERSITY FACULTY SENATE

Minutes of the Meeting held on May 3, 2019, 1:00 pm

Venue: University Center 308

Faculty Senate Chair Professor Douglas Mahony called the meeting to order.

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

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

1. Minutes of the Faculty Senate Meeting of 04/05/2019

Professor Doug Mahony called for any corrections to the minutes of the Lehigh University faculty senate meeting of 04/05/2019. These had been posted at <https://facultysenate.lehigh.edu/meeting-minutes>.

Motion to approve the meeting minutes was made and seconded. The minutes were unanimously approved.

2. Remarks by Senate Chair Doug Mahony

Faculty were encouraged to attend LVIAC seminars on (1) Faculty preparedness for student arrivals (May 2019) and (2) University budget models (August 2019).

The Senate Executive Committee will continue to work during the summer with specific attention being paid to the R&P document delineating faculty rights and responsibilities, agenda for the upcoming year, and discussions with President Simon regarding the search for the new Provost.

3. Update By Provost Patrick Farrell

Provost Patrick Farrell updated the senate regarding several matters. The following are some of the salient points made during the discussion. All the comments are made by Provost Patrick Farrell unless otherwise noted.

- An overview of the budgeting process followed by the university was discussed.
- 80-90% of the University budget is the same every year.
- University budget is in excess of \$500 million.
- The budgeting process involves frequent weekly meetings in the Fall semester to get a

sense of expenses, employee benefits, and tuition revenue.

- The elements prepared at the unit level are consolidated into a single university budget document in January that is approved by the BOT Executive Committee in February; the budget is approved by the full BOT meeting at its May meeting.
- It is quite common for unit requests for budgetary allocation being denied even for good proposals; the chances of acceptance of requests increase if there is a 50/50 sharing by the requesting unit.
- The good news of student diversity on the socio-economic dimension also increases the need for financial aid; since admission is need-blind, increasing socioeconomic diversity creates less predictability and increased allocation for financial aid. Some students are offered financial aid for the ninth semester as well.
- Most financial aid dollars are to be generated every year since only 20% of the financial aid budget comes from the endowment; it would be useful to have a 5 billion dollar endowment to fully meet the financial aid needs of future Lehigh students.
- Another new expense this year is the money spent on debt service for building Bridge West, since no revenue accrues when the building is being built.
- While it is useful to build the budget based on past data, how is the creation of the College of Health and classes taken by the new students taken into account in budget preparation? [Professor Peter Zeitler]
- Reasonable estimates about course enrollment in all colleges over a 5-year timeline can be made and these projections are used in the preparation of the budget. A substantial increase in faculty budget by CAS has been approved in order to enable the recruitment of new faculty; two-thirds of the request for the increase in the budget for recruiting Teaching Assistants and other term instructional staff has been approved; what was approved is a very substantial increase over this year's supplemental instruction budget. Furthermore, budget for non-academic needs such as health counselling has also been increased.
- There is no strict formula for allocating budget across colleges. Student enrollment in individual colleges are not directly related to the budget allocation. Rather the resource needs in terms of faculty and staff to meet the student needs are the primary drivers of budget determination for the colleges. Similarly, revenue stream is also not the basis for allocating budget. [Provost Patrick Farrell in response to a question from Professor Yaling Liu]
- This is an opportunity to change the skillset of the staff and to do some reallocation of staff to more effectively manage the activities of the university. This sort of structure is not new; CAS implemented a staff redesign already, with the establishment of the Office of Interdisciplinary Programs. [Provost Patrick Farrell in response to Professor Al Wurth's question as to whether the recently announced retirement options for staff is a sign of economic crunch being faced by the University].

- Despite the immediate decline in staff, we are expecting an increase in the number of staff in the next five years. Over time, the number of students will grow and staff will grow as well. The current plan is not aimed at an overall reduction in staff over a period of time. However, the new staff added will have a different set of skills and responsibilities compared to the current staff.
- There is some uncertainty in terms of the distribution of immediate impacts across units because we do not know who will take advantage of the current buy-out plan.
- There is some anxiety among staff that coordinators have to work for two departments; it will be reassuring to know that the number of staff will increase in proportion to the number of students. [Professor Al Wurth]
- It is important for college deans to systematically evaluate various options related to the deployment of department coordinators and then come up with a plan.
- Campus-wide, cross-subsidy does exist from undergraduate programs to graduate programs and research. Undergraduate tuition supports some 40% of graduate programs and research. However, graduate program revenues do support faculty activities and enhance undergraduate programs; for example, if we are a strictly undergraduate university, the number of classes taught by the faculty will be more. However, it is true that there is no hard separation of what is being paid for by the undergraduate tuition and what is being paid for by graduate tuition. [In response to Professor Mark Bickhard's question about the budget split between undergraduate and graduate programs within a given department]
- The entering class last fall was as expected but some 25-30 more students than usual did not continue in the spring semester. While this is small but significant, the more important issue is to find out the reasons for their discontinuance. [In response to Professor Al Wurth's question related to last year's low enrolment]
- Regarding next year's admission, the academic quality is better than last year but because of the high quality of the students, the yield may be slightly lower. We are expecting 140 more students next year.

4. Update by Dr. Donald Outing, Vice President for Equity and Community, University Diversity and Inclusion Officer:

The following are the salient points mentioned by Dr. Donald Outing.

- The recent trend is students' willingness to demonstrate but not to engage in negotiations aimed at solving the problem.
- Efforts are on to learn about the issues of concern to students and to identify a group of students with whom the administration can engage.
- The student letter recently delivered to President John Simon highlighted issues such as Title IX and how instances of harassment are handled by the university, increasing in the

number of diverse faculty, and the need to rewrite the Principles of Our Equitable Community to address the issues of marginalized groups. [In response to a question from Professor Heibatollah Sami]

- A copy of the letter can be sent to Senate for onward distribution to senators. [in response to Professor Jeremy Littau]
- It will be useful to know how the administration is responding to the issues raised by the student letter and the role of the Faculty Senate in addressing the issues. [Professor Jenna Lay]
- Response will be a collaborative effort among the administration, the Senate, the General Counsel's Office. A message will go out to students to let them know that the students' message has been received and efforts are on to develop a comprehensive response.
- Senate should be engaged in addressing the issues raised by the student and the faculty in general must take ownership of the process of addressing these issues rather than the administration acting alone.
- The Senate is working on a document describing faculty rights and responsibilities in fostering an inclusive environment and will be brought forth for discussion early next year. [Professor Douglas Mahony]
- Ways of communicating with students using social media need to be examined. [Professor Doug Mahony and Dr. Donald Outing]
- Student demonstrations are organized by different factions of students; therefore, it is difficult to identify the leadership structure involved in student demonstrations. Furthermore, some student demonstrations are not specifically aimed at eliciting a response from the administration but more to get more students engaged in the issues. [Dr. Donald Outing in response to Professor Matt Melone]
- It will be useful to share with the students the specific steps the administration is taking. [Dr. Donald Outing]

6. Consent Calendar:

Professor Doug Mahony asked whether any faculty member desired to remove any of the Consent Calendar items for discussion on the floor. Hearing no such request, Professor Doug Mahony declared the consent calendar items approved by faculty assent. The approved course changes are available as Appendix 2.

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

7. Second Readings:

Details are available on Faculty Senate Course Site along with the meeting materials.

- 1.2.2.3 Graduate and Research Committee

Changes to the section were approved after a second reading. The revised section is given below.

1.2.2.3 Graduate and research committee

The committee considers policies and procedures related to graduate education and research. The responsibilities and duties of the committee include, but are not limited to:

- 1. Develop general policies and procedures related to graduate education and research activities. These are submitted to the faculty for approval.***
- 2. Review the appropriateness and quality of graduate programs and research activities in relation to the educational objectives of the university.***
- 3. Review and approve substantive graduate course changes and curriculum proposals (see section 3.2.1) submitted by the colleges. The Graduate and Research Committee (GRC) shall send approved proposals to the Educational Policy Committee for informational purposes prior to the GRC submitting them to the university faculty.***
- 4. Interpret and apply faculty rules concerning student or department appeals of petition decisions.***
- 5. Establish policies for awarding fellowships and scholarships to graduate departments and programs.***
- 6. Recommend approval of the formation or termination of research centers and institutes.***
- 7. Recommend policies and procedures to stimulate and coordinate research-related activities.***

The committee consists of twelve elected faculty members, ten ex officio members, and four non-voting members. The faculty are elected by their colleges to three-year, staggered terms, four from the College of Arts and Sciences, two from the College of Business and Economics, four from the P.C. Rossin College of Engineering and Applied Science, and two from the College of Education. Ex officio members are the Vice President for Research, the Director of Office of Research and Sponsored Programs, the Deputy Vice Provost for Graduate Education, Deans of the four Colleges, and the Director of Graduate Student Life, and two Senators selected by the Faculty Senate. The Registrar or his/her delegate serves as a non-voting member of the Graduate and Research Committee. Two graduate students selected by the Graduate Student Senate, and

one undergraduate student selected by the Student Senate, also serve as nonvoting members.

One of the elected faculty members shall chair the committee or two elected members shall cochair the committee. The term of the chair/co-chairs begins on July 1.

The minutes of the committee are sent to the Faculty Senate President and posted on the Lehigh University faculty website.

The committee chairperson (or another committee member) serves as an ex-officio member in the Senate Subcommittees on Research and Academic and Student Affairs.

- 1.3.2.1.1 Standing Subcommittee on Writing Instruction (Dissolution)

The motion to dissolve the committee was introduced for a second reading. The motion was approved. The approved motion is given below.

On June 30th 2019, the Standing Subcommittee on Writing Instruction shall dissolve automatically and the members thereof shall be released and discharged from all duties, and responsibilities as outlined in section 1.3.2.1.1 of the Rules and Procedures of the Faculty.

- 1.3.2.1 Educational Policy Committee

A motion to amend section 1.3.2.1 of the R&P was introduced for a second reading. The details are available on Faculty Senate Course Site along with the meeting materials.

An amendment to change the last two sentences of the section to “The minutes of the committee are sent to the Faculty Senate President and posted on the Lehigh University faculty website. The Committee Chairperson or another designated elected member of EdPol serves as an ex officio member in Senate Subcommittee on Academic and Student Affairs” was moved and seconded. Professor Jenna Lay moved that the amendment be modified to reflect the inclusion of members of the Faculty Senate on the Ed Pol, to be consistent with the language of GRC. The revised amendment was passed.

The main motion with the approved amendment was put to vote and passed.

The approved motion is given below.

1.3.2.1 Educational Policy Committee

The committee on educational policy attends to such matters as are referred to it by the Faculty Senate, by college faculties, by faculty regulations, or by the president. The committee is responsible for the study of the university curriculum, long-range academic plans, and undergraduate academic rules and regulations. The committee will make appropriate recommendations to the president and the Faculty Senate.

As needed, the committee advise and assist with the Offices of International Affairs and Study Abroad by: 1) examining proposals, programs, courses, initiatives, and policies pertaining to Study Abroad; 2) develop and implement quality criteria for Study Abroad programs; 3) Ensure alignment between university academic policies and study abroad policies and credit recognition; and consult with faculty in respective colleges on a core of acceptable and available programs that meet the curricular needs of each college. Where needed, the committee may consult with the Director of Study Abroad Programs, the Chair of the Modern Languages and Literature Department, or other relevant program leaders.

The committee consists of nine tenured members of the teaching faculty, the provost, and the dean of each of the four colleges. If the dean of a college is not present, the associate dean of the respective college may vote in his/her absence. The nine faculty members will serve three-year non-concurrent terms. Three will be elected from the College of Arts and Sciences, three from the P.C. Rossin College of Engineering and Applied Science, two from the College of Business and Economics, and one from the College of Education. All members may vote in the meetings, but none shall be permitted to vote in absentia or to send a voting delegate.

The Registrar, or his/her delegate, and two Senators selected by the Faculty Senate serve as a non-voting members of the Educational Policy Committee. Three undergraduate students, one from each undergraduate college, shall be non-voting members. Two graduate students, one from the College of Education, shall be elected by the Graduate Student Council to be non-voting members. One of the elected faculty members shall chair the committee. At the final meeting of the spring term, the committee shall elect one of the faculty members as chair-elect for the coming year. Both the chair and the chair-elect take office on July 1. Meetings of the committee shall, upon request to the committee chair, 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 is empowered to invite them to address the

committee. The chair is also empowered to close certain meetings so that only voting members are present to transact committee business. The minutes of the committee are sent to the Faculty Senate President and posted on the Lehigh University faculty website. The Committee Chairperson or another designated elected member of EdPol serves as an ex officio member in Senate Subcommittee on Academic and Student Affairs.

- 1.3.4.2 Study Abroad Faculty Policy Board (Dissolution)

The motion to dissolve the board was introduced for a second reading. The motion was approved. The approved motion is given below.

On June 30th 2019, the Study Abroad Faculty Policy Board shall dissolve automatically and the members thereof shall be released and discharged from all duties, and responsibilities as outlined in section 1.3.4.2 of the Rules and Procedures of the Faculty.

- 1.3.4.x Library and Technology Services Faculty Committee
 - R&P 1.3.4.1
 - R&P 1.3.4.3

The motion to dissolve the two committees and create a single committee was introduced for a second reading. The motion passed. The approved motion is given below.

On June 30th 2019, Library Users' Committee and the Online Learning Policy Committee shall dissolve automatically and the members thereof shall be released and discharged from all duties, and responsibilities as outlined in sections 1.3.4.1 and 1.3.4.3 (respectively) of the Rules and Procedures of the Faculty. And, effective July 1st, 2019 establish:

1.3.4.X Library and Technology Services Faculty Committee.

The Library and Technology Services Faculty Committee represents the faculty in advising, recommending, and developing strategic priorities for Library and Technology Services (LTS). The committee collaborates with LTS leadership and staff, with particular focus on:

- ***the development of the university's libraries as a resource for the academic community to serve the needs of students and faculty;***
- ***aligning Center for Innovation in Teaching and Learning programming, consultation services and pedagogical support with areas of faculty interest and need;***

- **ensuring that the uses of academic technologies (including, for example, instructional technologies, research computing, online learning and communication tools, academic software) offered by Lehigh University maintain the quality and vision of Lehigh's broader educational mission and standards;**
- **representing the perspectives of the faculty in LTS strategic planning and strategic plan implementation.**

The Committee consists of six tenured or tenure-track faculty members: one each elected from the colleges of Business and Economics, Education, and Engineering and Applied Science; and one elected from each of the three divisions in the College of Arts and Sciences. There are two ex officio nonvoting members: the Vice Provost and the Associate Vice Provost for Library and Technology Services. Each of the six elected faculty members may serve a maximum of two consecutive three-year terms. The ex officio members and ad hoc advisors serve by virtue of their position. One of the faculty members serves as chair for a one-year term. Each spring, the board elects a chair-elect who serves as vice-chair for the ensuing academic year. Both the chair and the chair-elect take office on July 1. The Associate Vice Provost of LTS serves as secretary to the subcommittee. The Library and Technology Services Faculty Committee will present regular reports to the Faculty Senate.

- 1.3.2.5 Faculty Committee on Student Life (Dissolution)

The motion to dissolve the committee was introduced for a second reading. The following points were made during the discussion

- The R&P description of the committee is much broader than the actual activities of the committee. By getting rid of the committee, are we getting rid of faculty voice and governance in some important matters? [Professor Jenna Lay]
- Vice Provost for Student Affairs has an advisory committee that handles issues mentioned in the R&P. [Professor Doug Mahony]
- The committee members felt that there is not enough work for the committee; hence its recommendation for dissolution. [Professor Ageliki Nicolopoulou]
- Since advisory committees are not elected, there is a concern about faculty voice. [Professors Jenna Lay, Al Wurth, and Frank Gunter]
- We need to take an inventory of "advisory" committees. [Professor Doug Mahony]
- The Senate subcommittee can address student issues in place of the current committee. [Professor Doug Mahony]

A motion was made to send the proposal back to the Senate Subcommittee to consider ways of addressing the points. The Senate approved the motion.

4. New Business:

Professor Peter Zeitler introduced the motion to create a “Major Initiatives Standing Committee.” The motion was seconded. The details are available as Appendix 3.

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

The following is the summary of salient points made during the follow up discussion.

- The proposal is aimed at increasing faculty engagement and for the senate to become part of the process in deciding on major university initiatives. [Professor Peter Zeitler]
- The definition of “major initiative” is not clear. [Professor James Gilchrist; concurred by Professor Herman Nied and Matt Melone]
- Why not call it “New Initiatives Committee”? [Professor Heibatollah Sami; also supported by Professor Matt Melone]
- BOT may not approve the language in the first paragraph of the proposal. [Professor Frank Gunter]
- The proposal’s aim is to start a dialog about how major initiatives are handled by the university. [Professor Peter Zeitler]
- Starting this dialog using the language in the motion will help the senate design processes so that the Provost can consult formally with the senate on new initiatives. President Simon is very much in support of the idea behind the motion. [Professor Doug Mahony]
- The Senate Executive committee can decide what is “major” and when oversight is needed for new initiatives. [Professor Matt Melone]
- Dollar amount involved in the project could be one criterion to decide what is “major.” [Professor Doug Mahony]
- Senate Executive Committee can decide what is “major.” [Professor James Gilchrist]
- A separate committee as proposed will be useful when the Senate Executive committee does not have the time to engage in more detailed work. [Professor Matt Melone; Professors Doug Mahony and Al Wurth concurred]
- Should it be a standing committee of the university or a subcommittee of the senate? [Professor Jenna Lay]

- Creation of a senate subcommittee does not need R&P change; we can try this out as a senate subcommittee and see if we need to change R&P. [Professor Doug Mahony]
- If it is not in the R&P, it will not be enforced. [Professor James Gilchrist]
- If the Faculty Senate votes on the recommendations of the proposed committee on new initiatives, it will provide a strong signal to the BOT. [Professor Peter Zeitler; Matt Melone concurred]
- The composition of the committee must be clarified – the number of members, whether different committees will be formed for different initiatives, and whether each college should be represented. [Professors Doug Mahony, Matt Melone, and Jennifer Swann]
- Currently, the proposal for the subcommittee is part of the internal functioning of the senate and it need not be voted on by the Senate. The Senate Executive Committee will work on new wording of the proposed motion to get things started. [Professor Doug Mahony]
- Perhaps, the current proposal can be called a “working draft.” [Professor Robert Thornton]
- The process for individual senators to get on the agenda for the senate meetings need to be clarified. [Professor Al Wurth]
- An internal working document of the senate processes will be prepared next year. [Professor Doug Mahony]
- President John Simon is expected to attend the Senate meetings more often. [Professor Doug Mahony]
- During the annual university faculty meeting, it will be useful for the faculty to engage with the President after the State of the University address. [Professor Jenna Lay]
- The President did not want questions in advance. His plan was to seek questions from the audience after his presentation but the presentation went longer than expected and he had to leave for another meeting. [Professor Doug Mahony]
- At the university faculty meeting, it will be useful if faculty members can engage with the members of the Senate Executive Committee and members of the Senate. [Professor Jenna Lay; Professor Doug Mahony agreed]

The meeting was adjourned at 3:00 pm.

Respectfully submitted by

Sira

K. Sivakumar (“Siva”)
Arthur Tauck Chair and Professor of Marketing

Secretary of the Faculty