

LEHIGH UNIVERSITY

Self-Study Report

2018 MSCHE ACCREDITATION REVIEW



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Self-Study Report

*Prepared for the Middle States Commission on Higher Education
by Lehigh University for its 2018 Decennial Accreditation Review*

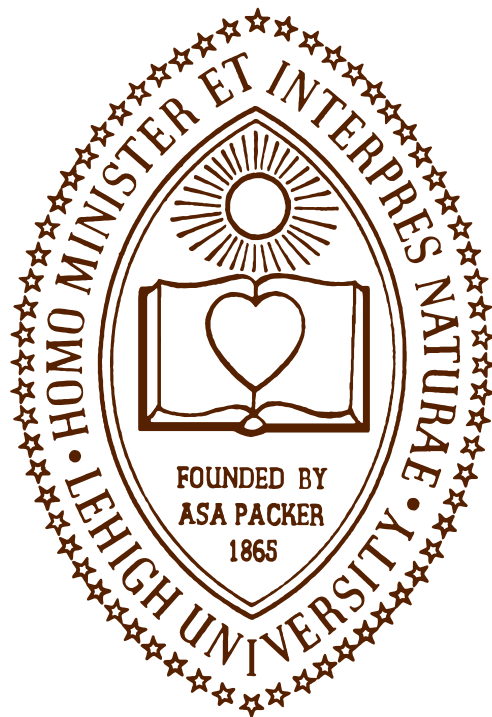


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INTRODUCTION

Institutional Overview

Lehigh is a coeducational, nondenominational, residential research university, ranked annually in the top tier of national research universities. Lehigh currently enrolls approximately 5,000 undergraduates and 2,000 graduate students. Lehigh employs 521 full-time faculty members; approximately 87% hold tenure track positions, and 96% hold a terminal degree in their field. We have 1,215 staff members supporting academic, research, and administrative functions. Lehigh is ranked 46th among national universities by *U. S. News & World Report* (2017).

Located in Bethlehem, Pennsylvania, the university is in close proximity to both New York City and Philadelphia. Three campuses—the Asa Packer Campus, Mountaintop Campus, and Murray H. Goodman Campus—are contiguous, with more than 150 buildings across 4.3 million-plus square feet of classroom, laboratory, office, and living space across more than 1,400 acres.

Lehigh is guided by a mission to advance learning through the integration of teaching, research, and service to others, and is deeply committed to enhancing the quality of the student learning experience.

Founded in 1865, the university has a proven record in providing a well-rounded education that prepares our graduates for industry, a profession, or graduate education. Students pursue careers in science, engineering, medicine, the arts, and many other fields. This experience is enhanced by numerous research programs supported by industry, government, and major scientific institutes.

Lehigh has a strong tradition of supporting interdisciplinary activities. This interdisciplinary focus, combined with research and experiential learning, has generated exemplary, innovative programs—among them Computer Science and Business (CSB); Integrated Business and Engineering (IBE); and the Integrated Degree in Engineering, Arts, and Sciences (IDEAS). Strengthening the academic core of the university through new and distinctive programs is a key to attracting the finest faculty, staff, and students.

Lehigh's attracts outstanding undergraduates from across the nation and world. Approximately half of Lehigh's undergraduates are from Pennsylvania, New York, New Jersey, and Maryland. Approximately 10% are international students. The university expects to maintain an undergraduate student body that includes 10 to 12% international students. Lehigh is working to increase the number of domestic students from states outside the four-state region. ([“Lehigh at a Glance”](#) provides more information on the university and its undergraduate programs and population.)

Except for a small number of commuters who are exempt from the housing requirement because their families live in the area — less than 1% of each incoming class—Lehigh houses all freshmen and sophomores on campus, with opportunities for juniors and seniors to live in campus housing. Housing options for undergraduates include residence halls, university-owned apartments, and university-owned fraternity and sorority housing. There is limited apartment housing for graduate students. More than 98% of undergraduates are full-time students. Just over 60% of graduate students are full-time students.

In 2014, the U.S. Department of Education's Office for Civil Rights investigated a complaint that the university had failed to respond adequately to an act of vandalism at the Umoja House, Lehigh University's multicultural residence hall. In September 2014, Lehigh entered into a voluntary resolution agreement with the Office for Civil Rights and committed to take specific steps to improve the campus climate. Since then, Lehigh has redoubled its efforts to ensure an inclusive climate for all its campus community members.

Approximately 40% of undergraduates are members of Panhellenic, Inter-Fraternity Council, or multicultural Greek organizations. Lehigh has a strong athletics program, including 25 NCAA Division I sports programs for men and women.

Within six months of graduation, 96% of graduates in the undergraduate Class of 2015 had achieved career-related employment, graduate school placement, or other opportunities within their post-graduation plans. With a starting salary of nearly \$60,000 for its graduates, Lehigh is listed regularly on "best value" lists of colleges and universities. Lehigh's employment and graduate school success reflects the success of its students in its three undergraduate colleges.

Lehigh has long-standing graduate programs anchored by senior faculty. All four colleges offer a doctoral degree, with the largest concentrations in engineering and science. Sixty percent of our graduate students are studying for the doctorate. This proportion has increased in recent history, with the number of master's degrees slowly declining, partially due to a greater emphasis on doctoral programs and increased funding for doctoral students, especially in engineering. The programs vary in their national rankings, with some in the top 25 in their field. Roughly 50% of graduates at both the master's and doctoral level are employed in industry after graduation, while roughly 50% turn to academic careers.

Additional information about program and course offerings is provided in the university course [catalog](#).

For more than 20 years, and more intensely over the past 10, **Lehigh University has sharpened its definition as a research university**. In 2009, the most recent strategic plan, *Advancing Our Intellectual Footprint*, set out clear goals to enhance Lehigh's research activity. The university is continuing to target resources to achieve these objectives. A seed investment program was established by the Office of Research, a cluster-hiring strategy, created several research clusters and continues to develop cluster opportunities, and there are new efforts to bring a stronger global perspective to Lehigh's activities. The board of trustees recently authorized the institution to borrow \$250 million to fund new academic initiatives to achieve the university's objectives. Lehigh continues to position itself to strengthen its research profile while maintaining a very strong commitment to undergraduate education.

In 2015, President John Simon initiated *Path to Prominence*, a broad initiative that will increase the size of the undergraduate and graduate student body; launch major infrastructure development on campus; and increase the size of the faculty. Some of this faculty growth will be in a new college of health.

The university's budget is over \$450 million and its endowment is valued at approximately \$1.2 billion. Underpinning the budget and investments is Lehigh's 2009 strategic plan articulating our institutional priorities. Lehigh completed a comprehensive master plan in 2012 and a campaign plan in 2012-13 in order to fully implement this plan.

FIGURE INTRO.3 LEHIGH UNIVERSITY SOURCE OF OPERATING REVENUE 2016 – 2017

\$482,748,000

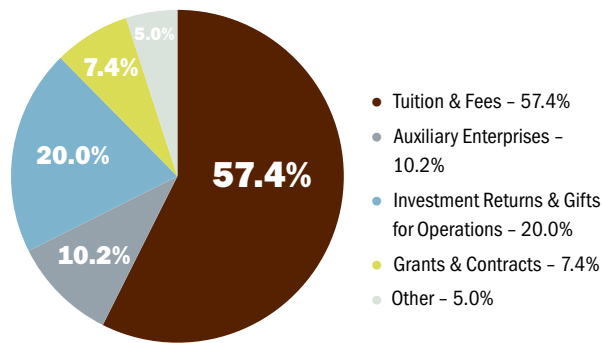
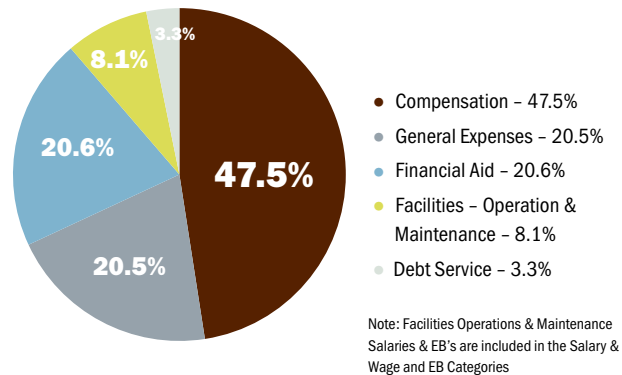


FIGURE INTRO.4 LEHIGH UNIVERSITY OPERATING EXPENDITURE 2016 – 2017

\$482,748,000 BY EXPENSE AREAS



Lehigh utilizes a variety of assessment practices that are strongly supported by the university leadership. We periodically assess our practices to ensure that they are consistent and thorough, and include necessary feedback to enhance unit effectiveness. The 2009 strategic plan lists key measures of success. Progress reports on these measures are shared with many groups, including members of the board of trustees.

The student learning assessment practices employed by our individual colleges are complemented by the assessment practices in offices such as Student Affairs. We strive to integrate assessment and resource allocation, and to ensure that programs are consistent with and contribute to the university's mission and goals.

Organizational Structure

President John Simon is Lehigh's 14th president, taking office in the summer of 2015; his previous position was provost of the University of Virginia. Lehigh's board of trustees and president are joined by 21 officials who comprise the senior leadership, including six vice presidents—two of whom also hold provostial titles—and a provost who maintains budget authority for the university. The university's [organizational chart](#) provides information on the structure of the university; clicking on a position allows the viewer to see the organizational structure below that level.

Lehigh has four colleges. The College of Arts and Sciences, College of Business and Economics, and P.C. Rossin College of Engineering and Applied Science offer bachelor's, master's, and doctoral degree programs. The College of Education offers master's and doctoral degree programs. Many departments also offer certificate programs. The distribution of faculty across the four colleges is as follows:

- College of Arts and Sciences: 49.8%
- P.C. Rossin College of Engineering and Applied Science: 28.2%
- College of Business and Economics: 15.7%
- College of Education: 6.3%

Lehigh's faculty governance rests on faculty-elected committees that operate at the college and university level. The Faculty Steering Committee oversees the work of the university faculty standing committees, and sets the agenda for the university-wide faculty meetings that occur several times each semester.

Lehigh faculty proposed a faculty senate in 1998 and 2007 but neither vote received a majority. However, because the most recent vote was extremely close, throughout 2017 the faculty developed a new proposal for a faculty senate. The faculty passed this proposal in December 2017. The first senators will take their positions in the fall of 2018.

CHAPTER 1

STANDARD I: MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Lehigh University has had a clearly defined, consistently referenced, and stable mission for 25 years, and has had clearly defined institutional goals guiding campus operations for nearly a decade. The mission and goals were developed through deliberative processes that relied upon the collaboration of the many faculty, staff, students, and stakeholders who facilitate, are responsible for, or are interested in the continuous improvement of Lehigh's academic standing and effectiveness as an institution of higher education.

Lehigh is governed under a somewhat decentralized organizational structure, in that many administrative and academic units are independently managed with regard to planning and operations. Consequently, the four academic colleges and the various administrative and student service offices have written and implemented their own local missions, visions, and strategic goals. These local statements are consistently modeled upon or carefully written to correspond to the Lehigh mission and goals statements.

I.1: Lehigh's Mission and Goals Are Defined Within the Context of Higher Education.¹

According to the [bylaws](#) of Lehigh's board of trustees, the board holds the responsibility to determine and define the university's mission and goals, to assess institutional performance in light of the mission and goals, and to support adequate short- and long-term planning necessary to attain the university's goals. In 1991, a University Council, which included faculty and staff representatives from across the campus, deliberated and drafted a new mission statement—"To advance learning through the integration of teaching, research, and service to others"—which the trustees formally adopted in 1992. Thus, Lehigh meets the expectations of **MSCHE Standard I, Criterion 1(c)**. Frequently, the university [mission](#) was supplemented by an approximately 500-word statement that broadly describes key aspects of the university's distinguished history, its aspirations for academic excellence, and its values, including community, diversity, and cooperative achievement. Each year, the long statement was included with the mission statement in the printed and online versions of the course catalog, which did not distinguish the formal mission that trustees approved from the separate statement. These statements clearly meet the broader expectations of **MSCHE Standard I**.

Core Purpose and Core Values

President Alice P. Gast, who served from 2006 to 2014, organized an effort to better integrate institution-wide resource planning with the university's priorities soon after she arrived on campus. The process clarified Lehigh's strategic goals with regard to its existing mission, and *Core Purpose and Core Values* statements were adopted in November 2007. The *Core Purpose* declares Lehigh's "fundamental reason for being," which is "to contribute to society by the creation and dissemination of knowledge through our graduates and the knowledge we create." The mission, core purpose, and core values statements have been included in the course catalog, printed in various other publications, and are available online since their adoption.

Advancing Our Intellectual Footprint

The 2007 core purpose and values statements were key reference texts for Lehigh's strategic plan, which was developed under President Gast, Provost Patrick Farrell, and a core team of campus leaders. The "strategic thinking" process included all units and levels of the university. Ultimately, more than 700 staff and faculty contributed ideas, comments, and cautions about Lehigh's strengths, especially the faculty's success in turning theory into practice, and the university's aspiration to achieve greater recognition as a premier residential research university. During 2008, after compiling and analyzing the results of the previous year's exercise, the leadership team shared a draft plan with the campus for further review and revision.

The final strategic plan was published in 2009, as *Advancing Our Intellectual Footprint*. As introduced by President Gast, the objective was to "build on Lehigh's existing strengths with the ultimate goal of being recognized as a premier residential research university, internationally acclaimed for research excellence, and a distinctive student experience." The plan includes four goals for the university, as follows: to address grand challenges and national needs; to invest in faculty and staff; to provide a best-in-class student experience; and to be a partner in the renaissance of the local community.

In spring 2009, President Gast formed the Strategic Plan Implementation Group (SPIG) to coordinate action among major campus units, and to evaluate progress on meeting the plan's goals. During a December 2009 retreat, SPIG carried out a comprehensive resource analysis, and then identified four "Front Runner Initiatives" to advance the goals of the plan: cluster faculty hiring; focus on first-year and beyond comprehensive undergraduate learning experience; engage with South Bethlehem; and enhance graduate education. As academic and administrative units developed local plans to implement these goals, SPIG offered guidance to and solicited feedback from faculty and staff.

Campus Master Plan

The 2012 [Campus Master Plan](#), an update of earlier master plans, was informed by and clearly supported the key goals of the 2009 strategic plan. For example, the master plan proposed ways in which thoughtfully designed instructional and administrative spaces would be able to meet the needs of an expanding faculty and their increasingly interdisciplinary teaching and research. The recommendations also sought to enhance the student experience, within the classroom and outside it, by addressing the landscape challenges and the accessibility of the Lehigh campus. Finally, the master plan reaffirmed the university's role in the revitalization of South Bethlehem and the steady growth of the Lehigh Valley region.

Lehigh's mission and strategic goals, the values and vision statements, and the campus master plan were developed through collaborative processes, and intentionally included the participation of appropriate stakeholders, as required by **MSCHE Standard I, Criterion 1(a)**. These mutually supporting statements clearly define the university's purpose within the context of higher education, in fulfillment of **MSCHE Requirement of Affiliation 7**.

Lehigh's mission, goals, and plans have all been duly approved by the board of trustees, as required by **MSCHE Standard I, Criterion 1(c)**. The review processes described above yielded strategic goals and action plans that are appropriate for higher education, and are consistent with the longstanding mission, as required by **MSCHE Standard I, Criterion 2**.

I.2: Mission and Goals Are Periodically Evaluated² and Periodically Assessed.³

Since 2009, the goals and plans of the administrative departments and academic units are linked to the goals and initiatives of *Advancing Our Intellectual Footprint*. The ways in which local and university activities have been monitored and assessed can be found on the SPIG [implementation](#) and progress websites. However, the university's strategic plan is approaching the end of its stated ten-year duration. For that reason, Lehigh has taken the preliminary steps to embark on a new strategic path.

A New Vision

Soon after he took office in 2015, President John Simon invited the Lehigh community to participate in a multi-phase review of the university's mission. The initial "visioning" workshop in April 2016 was organized by Deputy Provost for Academic Affairs Jennifer Jensen, and was led by Kathryn Burkgren, senior director of organizational and workplace development at Cornell University, whom Lehigh had engaged to facilitate the review. A subsequent town hall event, as well as an [online forum](#), allowed the university to gather stakeholder comments. These proceedings provided rich material that was later used in a daylong drafting session with faculty, staff, and student representatives. The faculty representatives

were selected from those who had participated in the initial visioning workshop. This drafting session was also facilitated by Burkgren.

After extensive review, Lehigh's leadership team reaffirmed and retained the mission adopted in 1992, as well as the core values statement from 2007. The team also adopted a new vision, which declares, "Lehigh University prepares graduates to engage with the world and lead lives of meaning." This vision challenges Lehigh to strengthen itself in the following seven areas:

- national and international research prominence
- learning experiences grounded in fundamental, transferable skills across all disciplines and in real-world challenges
- strategic risk-taking in the presence of opportunity and adversity
- social, environmental, and economic sustainability
- meaningful connection and partnership with alumni, supporters, and citizens around the globe
- a robust return on the investment in a Lehigh education
- a diverse, inclusive, and financially accessible environment

The reevaluation and ultimate retention of the mission, and the realignment of supporting texts, are evidence that Lehigh's mission and goals are periodically evaluated, in fulfillment of **MSCHE Standard I, Criterion 1(g)**. These review activities are elements of Lehigh's ongoing reconsideration of its institutional strategy, which has progressed through a series of discussions with key constituencies across the campus and with alumni and trustees. These activities provide evidence that Lehigh's mission and goals are periodically assessed to ensure that they remain relevant and achievable, as required by **MSCHE Standard I, Criterion 4**.

A Path to Prominence

In October 2016, President Simon briefed the board of trustees on *Path to Prominence*, a multi-year strategy for expansion and investment that envisions welcoming an additional 1,000 undergraduates to Lehigh by 2025 (approximately 20% growth), approximately 500 more graduate students, and as many as 100 additional tenured and tenure-track faculty. The significant growth in students and faculty would require major modifications to the campus, including constructing and refurbishing residence halls and academic buildings. Moreover, because the plan also calls for Lehigh to establish a new, fifth college to be focused on health, which would be the academic home for as many as half of the new faculty, the construction will likely include a new life sciences laboratory, perhaps on the Mountaintop Campus, and a new health-technology building on the Packer Campus. The board of trustees unanimously endorsed the plan.

As detailed plans are discussed and implemented over the next several years, Lehigh has committed to continue to fulfill its obligation to employ the collaborative and participatory processes described by **MSCHE Standard I, Criterion 1(a)**.

A Path to Prominence defines the university’s purpose within the evolving context of higher education, which will continue to fulfill **MSCHE Requirement of Affiliation 7**. In addition, the framework for future action established in *A Path to Prominence* has been approved by the board of trustees, meeting the expectations of **MSCHE Standard I, Criterion 1(c)**. Although these goals are ambitious, they are also realistic, appropriate for higher education, and consistent with the mission, as required by **MSCHE Standard I, Criterion 2**.

The careful development of *Path to Prominence*, transitioning from the *Advancing Our Intellectual Footprint* strategic plan, is further evidence that Lehigh’s mission and goals are periodically evaluated, in fulfillment of **MSCHE Standard I, Criterion 1(g)**. Moreover, these ongoing deliberations will ensure that Lehigh’s mission and goals are periodically assessed to ensure that they remain relevant and achievable, as required by **MSCHE Standard I, Criterion 4**.

I.3: Mission and Goals Impact and Inform Internal as well as External Constituencies.⁴

The four academic colleges and many administrative divisions at Lehigh have mission and goals statements specific to their role on campus. These academic and administrative units periodically assess and evaluate their mission and goals, in order to align them generally, and in some cases specifically, with the overall mission and goals of the university. Because *Advancing Our Intellectual Footprint* has guided university decisions at all levels for nearly a decade, its language still forms the basis of most planning. It is expected that the emerging framework of *Path to Prominence* will guide the missions, goals, and strategic plans of the various university units in coming years.

Lehigh’s largely decentralized organization leads to some challenges with regard to documenting cross-campus coordination of planning and assessment, both in curricular matters (as described in detail in Chapter 5) and in resource review and allocation (Chapter 6). As illustrated below, however, the local mission statements and strategic plans that guide the academic colleges and administrative service units are consistently framed to correspond with the relevant university documents.

As previously noted, the 2007 *Core Purpose* declares that Lehigh’s “fundamental reason for being” is “to contribute to society by the creation and dissemination of knowledge through our graduates and the knowledge we create.” The emphasis on society is key. Among other goals, the university seeks to prepare students to engage with and to be good, productive citizens in the world community. During the past decade, Lehigh has focused institutional attention on becoming a premier research university, internationally recognized for its research excellence and its distinctive student experience. In support of the implementation of the [2009 strategic plan](#), Lehigh named several key areas of strategic investment, chosen for their potential for making a significant impact on the world and for increasing students’ ability to compete in that world. These areas included energy, environment, and infrastructure; health;

and [globalization](#). The international goal in the 2009 strategic plan is complemented by the university's explicit goal to be a [partner](#) in the local community.

Examples of how Lehigh units' mission and goals inform and address both internal and external contexts and constituencies, at home and abroad, are described below.

College of Arts and Sciences (CAS)

The current five-year [strategic plan](#) of Lehigh's College of Arts and Sciences (CAS) was established in 2012, and is available for review on the college website. The CAS language, as developed by a college committee and approved by the faculty, echoes the university's mission and values in affirming the primacy of teaching and research. The mission further states: "We preserve and transmit knowledge, and we add to knowledge through our research and creative works." In its vision statements, the CAS "aspires to be nationally and internationally known for its distinctive research, scholarship, and artistic activities and for challenging students, faculty, and staff to realize the highest levels of intellectual, professional, and personal success."

The CAS mission statement explicitly calls upon the college to promote "commitment to community" and "global engagement." The statement describes the college's obligation to use its "resources to help address cultural, scientific, environmental, and health-related challenges in the Lehigh Valley, throughout the nation, and across the globe." The plan suggests various avenues for expanded local partnerships. For example, CAS sponsors internships, service learning projects, and programs such as Community Fellows, through which faculty and staff are challenged to "break down the figurative walls surrounding campus and integrate their work with the needs and potentials of the neighborhoods" around Lehigh.

The CAS strategic plan is nearing the end of its five-year duration, and the dean has initiated a process to develop a new plan, through which CAS faculty will review and approve any revised mission, goals, and planning statements. In addition, the college policy committee is currently evaluating the CAS Learning Outcomes, with the aim of establishing best practices.

College of Business and Economics (CBE)

In March 2016, the College of Business and Economics (CBE) published *[Bold Ambitions: A Strategic Direction for the Lehigh University College of Business and Economics](#)*. This put forth five mid-range (five-year) strategic goals:

- 1) Build out the cornerstones of business education
 - Undergraduate
 - Graduate (M.S., MBA, and Ph.D.)
 - Executive education

- 2) Hire and retain top-tier faculty dedicated to teaching and research
- 3) Ensure that our facilities and technology keep pace with the transformations driving businesses forward
- 4) Establish CBE thought leadership in business practice as we strengthen industry engagement
- 5) Share the exciting story of the CBE with key audiences who have a stake in and can influence the college's success.

Bold Ambitions states that this five-prong strategy has been designed to guide CBE in the direction of becoming an internationally recognized center for business education, maintaining excellence at the undergraduate level, but establishing a reputation in the MBA and Executive Education spheres as well, through leadership and industry engagement. Due to deliberate efforts by successive deans, the CBE faculty has grown over the past decade. With an increased emphasis on research, the scholarly prominence of CBE faculty has risen steadily. Along with existing faculty, CBE has coupled key senior scholar hires with the attraction and tenuring of research-oriented junior faculty to magnify the attention and importance of research. In every department, there is a robust scholarly agenda. These goals mesh with the university's goals and *A Path to Prominence*, as well as the broader mission of the university. CBE is now in the process of implementing its vision. Relevant actions have included the following: a college faculty decision to allow variation in teaching loads in line with research expectations; the development of two new master's programs; and a renewed focus on faculty recruitment and research.

P.C. Rossin College of Engineering and Applied Science (RCEAS)

The P.C. Rossin College of Engineering and Applied Science (RCEAS) embeds student outcomes in its mission, which is to “prepare undergraduate and graduate students to be critical thinkers, problem solvers, innovators, leaders, and lifelong learners in a global society and to create an environment where students pursue cutting-edge research in engineering and engineering science.”

The college goals are consistent with the requirements of continued accreditation through ABET. In addition to these industry-standard outcomes, the Rossin College embraced a unique educational mission “to attract and prepare a wider set of society's future leaders—including those who have career aspirations outside the traditional engineering disciplines.” This dual mission guided the development of the Rossin College strategic plan, *Elevating Engineering Excellence via Multidisciplinary Innovation*, which committed the college to “integrate . . . cutting-edge research and inquiry-based education [that] will produce leaders and innovators within [its] disciplinary, intra-disciplinary, and cross-disciplinary programs.” The current Rossin College mission is available online on the website and in the online course catalog, and is well known to internal constituents.

At the direction of the dean, college faculty are conducting an envisioning process, taking external and internal contexts and constituencies into consideration through an emphasis on grand challenges for the college. Three components are guiding this ongoing process: innovation and interdisciplinary education;

scholarship and research impact; and prominence that differentiates the college from others. Accordingly, Rossin College goals focus on building national and international prominence and supporting lifelong learning, consistent with university goals. The ongoing [envisioning](#) process will guide the college faculty, administrators, and staff in making decisions. First, resource allocations must align with college priorities and grand challenges. Second, the visioning should be a living process. The intention is to create a college-wide rubric with milestones for measuring progress, including master's and doctoral programs.

College of Education (COE)

In 2015, a task force consisting of College of Education (COE) faculty and staff was charged to revisit the college strategic plan. The college's former mission was "to develop reflective professionals and scholars informed by theory, research, and evidence-based practice." The new mission, developed for the new [2017-22 strategic plan](#), is "to excel in graduate education by advancing theory, creating new knowledge, and promoting evidence-based practices." Hence, the mission continues to reflect the familiar language of *Advancing Our Intellectual Footprint*, but also begins to align with the emerging strategic direction described in *Path to Prominence*. The new strategic plan includes objectives, strategies, and tactics to track related outcomes and evolve over time. Outcomes will be assessed each semester, in order to determine whether each associated goal is being met. This assessment will also aid in ensuring that the mission and goals remain relevant and achievable.

The [mission and goals statements](#) in the new strategic plan were carefully developed with both internal and external constituencies in mind. For example, the COE plan considers the following: the experiences of students inside and outside of the classroom; the importance of faculty and staff recruitment and support; the need to elevate the reputation of the COE and the university both nationally and internationally; and the need to promote social justice and diversity both within the COE and in its work in communities and schools. The strategic plan has been instrumental in communicating the priorities of the COE to those outside of the university, including potential donors, collaborators, local media outlets, school districts, and health networks. As was the case with the previous plan, the 2017-22 strategic plan was approved by the COE faculty and dean, as well as by the president, provost, and board of trustees. The mission, goals, and strategic plan of the COE are publicized and available on the college website.

Student Affairs

The role of the division of Student Affairs is to be a partner with faculty in support of the university's educational mission in and outside the classroom. The division's [strategic vision](#) is aligned with the university strategic plan, which endorsed student success and best-in-class experiences. In line with these ideals, the division cultivates specific core competencies for students throughout their time at Lehigh. Lehigh students consequently learn and have opportunities to apply the skills they need to build relationships, become leaders, and engage with others, both in the community and in the world beyond Lehigh.

The [mission and goals](#) are prominently placed on the Student Affairs website. Printed materials are also available to the campus community and alumni. Individual units submit annual reports, which are summarized and communicated to the Office of the Provost by the VP for Student Affairs. Discussions in the Student Affairs subcommittee of the board of trustees are key to the successful implementation of the mission and goals.

The Student Affairs division takes a comprehensive approach to students' intellectual and personal development by integrating formal studies with residential life. A critical aspect of this approach is Lehigh's ability to expose students to rich experiences that simultaneously influence their academic, co-curricular, social, and personal development. The division's [strategic planning goals](#) reflect this environmental approach, as follows: integrate academic and student life; provide opportunities for students to develop essential life skills as outlined in the core competencies model; foster an inclusive, equitable environment; cultivate an empowered and engaged campus community; and promote a healthy, safe campus community.

The Student Affairs division establishes annual "key initiatives" that are priorities that represent an emerging or ongoing issue, and that typically span multiple departments. The initiatives require strategic thinking, collaborative partnerships, concentrated attention and resources, and careful assessment and evaluation to be successful. For example, the [key initiatives](#) for 2016-17 were collaboration between faculty and staff, restorative practices, and bystander intervention (that is, prosocial behavior).

Student Affairs staff set annual goals in the late summer/early fall, and progress is evaluated after the spring term. Each department director engages in an ongoing effort to identify and assess progress toward fulfillment of key initiatives associated with the five outcomes in the division's strategic plan. The departments contribute evidence to the [division's annual report](#), providing accountability relative to the goals and objectives for the year.

Library and Technology Services (LTS)

Library and Technology Services (LTS) provides leadership, expertise, and support to Lehigh's faculty, students, and staff as they work together to teach or take classes, conduct research, produce and disseminate scholarship, and conduct university business. Currently, LTS is implementing a [strategic plan for 2016-20](#), which directly references the university's 2009 strategic plan. This effort, coupled with an assessment of current facilities and widespread outreach to the university community, yielded the following goals: foster innovation and excellence in teaching and learning; enhance support for academic research and scholarship; upgrade campus cyberinfrastructure and strengthen cybersecurity; promote efficient and effective university information systems; and develop LTS staff and refine internal LTS operations. The various departments within LTS use the strategic plan to set [annual goals and objectives](#) for each department. The mission and goals are shared with the campus community both in print and online through the LTS website.

Athletics

The Athletics Department's mission is “to advance learning, to develop leadership, and to foster personal growth through comprehensive athletics programming,” which is based on the university's mission. The Athletics mission statement was developed collaboratively in 1998, is periodically reviewed by department staff, and was most recently reaffirmed by the department in 2015. The department posts the mission on the website, on the walls of the department lobby, and in all athletic event printed programs. In executing this mission, the department supports equitable opportunities for all students and staff, including women and minorities. Its sports programs range from NCAA Division I intercollegiate events, through competitive club and intramural competitions, to diverse recreational, instructional, and fitness opportunities. The university's mission and core purpose are included in the annual employment communications for each staff member in Athletics, along with the department's mission, vision statement, values, challenges, and priorities. Collectively, the wide circulation of these documents helps affirm the primacy of the educational mission.

Office of International Affairs (OIA)

Lehigh is an international university, whose faculty and graduate students collaborate with colleagues in more than 55 countries, and whose undergraduates take advantage of more than 250 study abroad programs in some 74 countries. Even so, the university has committed to broader global engagement. The Office of International Affairs (OIA) coordinates and leads international activities at Lehigh, including English as a Second Language, the Fulbright program for incoming researchers and Lehigh faculty, the Iacocca Institute and its international internship program, international student services, the Lehigh-United Nations Partnership, and study abroad. The OIA mission directly supports the university mission: “To further globalize Lehigh's mission of advancing learning through the integration of teaching, research, and service to others through a systematic and sustained engagement between the Lehigh community and the world-at-large.” Faculty from all four colleges and OIA staff have collaborated in recent years to expand study abroad programs, scholarly exchanges, and institutional partnerships with universities around the world.

The American Council on Education (ACE) Internationalization Laboratory

In 2016, in an ambitious strategic initiative, Lehigh joined the American Council on Education (ACE) Internationalization Laboratory. The lab is an invitational learning community that helps member universities develop strategies for comprehensive internationalization, where international or intercultural dimensions are infused in all aspects of teaching, research, and service. ACE discusses globalization in terms of “the movement of people, ideas, goods, capital, services, pollution, and diseases across borders,” and describes internationalization as “higher education's engagement with that reality.” Over the course of nearly two years, Lehigh will have finished its review of international activities, developed student learning outcomes, and created an internationalization strategic plan. The ACE Internationalization Lab focuses on

the following: institutional commitment; administrative structures, policies, and staffing; curriculum and co-curriculum learning goals; faculty policies, practices, and research; student mobility; and partnerships with international institutions.

Lehigh has begun this project from a very solid foundation. The university welcomed a record number of international students in 2015. Indeed, 9.8%% of the Class of 2019, and half of the graduate student body, are international students.

These examples provide evidence of the expectations for engagement contained in **MSCHE Standard I, Criterion 1(b)**. Moreover, the numerous references to Lehigh's mission and goals in these local plans are strong evidence that the mission and goals provide ongoing guidance to the university's internal stakeholders. As noted, the local plans and goals are themselves well publicized in print and online. These conditions satisfy the expectations of **MSCHE Standard I, Criterion 1(f)**.

I.4: Mission and Goals That Support Scholarly Inquiry and Creative Activity⁵

Lehigh's support for scholarly activities appropriate to the higher education context are clearly set forth in the language that has supplemented the university's mission statement for more than two decades. This text affirms Lehigh's ambition to attain international prominence as a university of special distinction through its integration of teaching, research, and service to society. Further, this recognizes that research represents a deep commitment to "the creative search for new understanding of nature and human society." As the [statement](#) affirms, "scholarly inquiry and research of Lehigh faculty and students add value to instruction on our campus, and contribute to the distinction of our university."

In its [2009 strategic plan](#), Lehigh reaffirmed that the creative search for new understanding of nature and human society was an essential element of the learning process. The [plan](#) noted Lehigh's aspiration to be a leader in learning, a leader in innovation, and a leader in creativity. Lehigh's academic and administrative units also support scholarly inquiry and creative activity in their local mission and goals. Among the notable examples of Lehigh's commitment to scholarly inquiry and creative activity is the creation of the new Office of the Vice Provost for Creative Inquiry, which oversees the acclaimed "[Mountaintop Experience](#)," a very creative opportunity for undergraduate and graduate students.

College of Arts and Sciences (CAS)

The CAS [mission and vision statements](#) are explicit in their support for scholarship at all levels, from undergraduate to faculty. As previously noted, the CAS mission echoes the university's mission and values in affirming the primacy of teaching and research, and also adds a category unique to their college: "artistic activities." Thus, their vision statement is that the CAS "aspires to be nationally and internationally known for its distinctive research, scholarship, and artistic activities and for challenging

students, faculty, and staff to realize the highest levels of intellectual, professional, and personal success.” The college has committed to employing exceptional teacher-scholars, who are nationally and internationally recognized for research and creative activities.

College of Business and Economics (CBE)

The CBE mission and goals from 2010 consciously parallel the university’s models to prioritize teaching and research. Specifically, the CBE “strive[s] to occupy that niche position as one of very few universities where both teaching and research are of the highest caliber.” The CBE sets high expectations for its faculty, and consistently reinforces these with college-based awards for outstanding research and outstanding teaching efforts. The business and accounting programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB), a distinction held by only 25% of business schools in the United States. Various undergraduate programs offer students the opportunity to enhance their business skills through interdisciplinary courses and projects, such as the Integrated Business and Engineering (IBE) honors program and the Computer Science and Business (CSB) major, which are offered jointly by CBE and RCEAS.

P.C. Rossin College of Engineering and Applied Science (RCEAS)

The Rossin College commitment to scholarly inquiry is embedded in its mission, which is to “prepare undergraduate and graduate students to be critical thinkers, problem solvers, innovators, leaders, and lifelong learners in a global society and to create an environment where students pursue cutting-edge research in engineering and engineering science.” In addition, the Rossin College strategic plan, *Elevating Engineering Excellence via Multidisciplinary Innovation*, committed the college to “integrate ... cutting-edge research and inquiry-based education [that] will produce leaders and innovators within [its] disciplinary, intra-disciplinary, and cross-disciplinary programs.” The college’s goals correspond with these themes. For example, the Rossin College has committed to attract and promote exceptional students, faculty, and staff and to provide an environment that nurtures creativity, collaboration, innovation, and productivity. One of the aims of the Rossin College’s ongoing re-envisioning exercise is to explore any changes in infrastructure that may be necessary to provide resources to support higher levels of scholarly inquiry and creative activity.

College of Education (COE)

COE offers innovative research programs and exemplary instruction and training, which prepares students to be pedagogical and practical leaders in the field of education. Under the new COE strategic plan for the years 2017 thru 2022, the COE faculty will embrace the goal of maintaining active research programs that provide innovative training for students, which remains in accordance with the university’s

2009 mission. The new [COE mission](#), for example, is “to excel in graduate education by advancing theory, creating new knowledge, and promoting evidence-based practices.” Accordingly, the COE values innovation, rigor, and critical inquiry, and has established the following objectives: lead with high-quality research; expand reach of new knowledge; connect research and practice; promote inclusion and equity; and engage in critical thinking and reflective pedagogy.

Student Affairs

The Student Affairs division works to support the academic mission of the university through various programs and efforts, including: Academic Support (e.g., peer tutoring and mentoring, study skills academic strategies, student-athlete support, ARTS 095 course); LUSI, STEM living-learning program, and Live Lehigh; Summer Success and Aid Program; Student Opportunity Fund; Faculty Committee on Student Life [bLUeprint grants](#) (funds initiatives with a scholarly/academic component); and Student Life Curriculum [bLUeprint projects](#). Student Affairs programs also contribute to faculty’s scholarly work. Examples include: George DuPaul’s ADHD study, George White’s Community Schools, and Lucy Napper’s Work Hard Play Smart. The staff contribute to the development of the field of higher education by participating in professional activities, such as the [Student Affairs Assessment Symposium](#).

Library and Technology Services (LTS)

LTS provides fundamental technological tools and substantial resources necessary for scholarly inquiry at Lehigh. The [Center for Innovation in Teaching and Learning](#), under the LTS division, provides many opportunities for faculty pedagogical development and capacity building. For example, CITL contributes to the Writing Across the Curriculum program.

These examples are evidence that the activities of the university and these units demonstrate the scholarly and creative efforts expected by **MSCHE Standard I, Criterion 1(e)**.

I.5: Mission and Goals Are Guides to Program and Curriculum Development.⁶

The four goals for Lehigh listed in [Advancing Our Intellectual Footprint](#) were addressing grand challenges and national needs, investing in faculty and staff, providing best-in-class student experience, and establishing a partnership with the community. During the past several years, the university has supported various [initiatives](#) that broadly support these goals.

As examples, the administration allocated new resources to diversify the faculty and the curriculum, specifically through [cluster hires](#) in emerging disciplines expected to impact important new areas of knowledge, establishing and funding projects of creative inquiry through the [Mountaintop Experience](#),

and supporting academic research in data analytics through the [DataX](#) program. Finally, the goal included in *Path to Prominence* of [creating a college related to health](#) is actually an extension of an initiative begun under *Advancing Our Intellectual Footprint*. These specific commitments are evidence that Lehigh's mission and goals do in fact guide faculty, administration, staff, and governing structures in making decisions related to planning, resource allocation, and program and curriculum development, as required under **MSCHE Standard I, Criterion 1(d)**.

Lehigh's decentralized organization allows for dynamic, individual planning across the four academic colleges and the major administrative units. Decentralization also allows some variations in the specificity of reference to and reliance on Lehigh's mission and goals when guiding faculty and staff decisions related to program and curriculum development. The discussion below refers to the relationship of mission and goals to local unit planning. With regard to student learning assessment, Lehigh's academic colleges and administrative units exhibit a wide variety of maturity and depth in their approaches. Those issues are discussed more fully in the chapters of this self-study related to **MSCHE Standards III and V** (Chapters 3 and 5, respectively).

Administrative units commonly employ formal planning and improvement processes; for example, the university's financial planning and annual budget process that is aligned with the institution's mission and goals. Resources allotted to individual units is linked to self-reported assessments of outcomes, and new requests are justified in terms of strategic goals. The extent to which the processes are consistently documented and applied varies from unit to unit, however. Yet, some administrative unit planning and improvement processes explicitly incorporate formal assessment techniques, as summarized below (and as described in more detail in Chapter 6).

¹ MSCHE Standard I.

² MSCHE Standard I, Criterion 1(g).

³ MSCHE Standard I, Criterion 4.

⁴ MSCHE Standard I, Criterion 1(b), and MSCHE Standard I, Criterion 1(f).

⁵ MSCHE Standard I, Criteria 1(e), 1(g), and 4

⁶ MSCHE Standard I, Criterion 1 (d).

CHAPTER 2

STANDARD II: ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

To achieve its mission of “advanc[ing] learning through the integration of teaching, research, and service to others,” Lehigh has established a high standard of performance and conduct for employees, while also providing a professional work environment conducive to individual growth and collective achievement. All members of the university community—faculty, staff and students—are held responsible for conducting their individual and collective work with integrity, demonstrating respect for the institution, themselves, and others, and exercising good stewardship of Lehigh’s reputation, property, and other tangible and intangible resources. Indeed, the first item listed in the published *Code of General Workplace Expectations* reminds Lehigh employees to “conduct themselves and all business activities ethically and honestly.” Similarly, both *The Student Handbook* and its constituent *Student Code of Conduct* remind students that academic integrity, intellectual honesty, and mutual respect are fundamental values at Lehigh. Indeed, they are enduring and actionable principles for students and faculty alike.

As educators, mentors, and researchers, faculty have specific responsibilities in assuring integrity in the conduct of research and dissemination of results through teaching and publication. Members of the Lehigh faculty are guided by principles of *research integrity*. Moreover, Lehigh expects everyone who supports faculty and student activity in campus laboratories, libraries, and other educational spaces to understand and to act according to the published standards regarding *Ethical Conduct in Academic Research, Scholarship, and Creative Activities*. The university’s research integrity resources include established policies and procedures, guidance documents, and tutorial materials that are available online. Completion of *Responsible Conduct of Research* (RCR) training is a condition for working on a federally funded project at Lehigh.

Under its *Standards of Performance and Conduct Policy*, Lehigh expects all employees to comply with all university policies, rules, regulations, and procedures, and adhere to all criminal and civil codes of any applicable jurisdiction. These policy statements and guidance documents are widely publicized and consistently enforced. They demonstrate that ethics and integrity are hallmarks of Lehigh’s policies and activities, which clearly fulfill the broad expectations of **MSCHE Standard II**.

II.1: Lehigh University has made institutional commitments to academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights.

The various examples of relevant policy statements and administrative processes described below demonstrate Lehigh's consistent and ongoing institutional commitments to promote and protect academic freedom, intellectual freedom, freedom of expression, and respect for intellectual property rights, fulfilling the expectations of **MSCHE Standard II, Criterion 1**.

Commitment to Academic and Intellectual Freedom and Freedom of Expression

Lehigh faculty have established a statement on academic freedom in the *Rules and Procedures of the Faculty* (R&P), which is widely regarded as the primary repository of specifically academic policies and processes. The relevant section states that the university's mission of teaching, learning, research, and scholarship for the common good depends on an atmosphere in which faculty enjoy the fullest protection for freedom of inquiry, thought, expression, research, publication, and peaceable assembly. Crucially, the statement also notes that academic freedom includes "a corollary concept of responsibility on the part of teacher-scholars to their profession, students, colleagues, institution, and community." To this end, R&P section 2.1.1 states that faculty "must be free from the coercive fear that others, inside or outside the university, may threaten their professional endeavors through censorship, discipline, or any other form of punishment because their views may differ." Furthermore, and among other important topics, Lehigh's official *Policy on Harassment* upholds the key principles of academic freedom and free speech for all community members.

In complement to faculty enjoying the rights associated with academic and intellectual freedom in R&P and other policy documents, the rights of Lehigh's students to engage in personal expression and political activity are set forth in the *Policy on Freedom of Thought, Inquiry, and Expression, and Dissent by Students*, which is part of the *Student Handbook*. This statement affords students and student organizations the freedom to discuss a wide range of topics and questions of interest to them, and the freedom to express opinions publicly and privately. Furthermore, students and student organizations have the freedom to hold demonstrations on campus as expressions of their individual or collective support or dissent for persons or points of view. The policy affirms that a student's right to protest is integral to the freedom of dissent, and is a necessary component of a community grounded on freedom of thought, inquiry, and expression.

Lehigh upholds the principle that free speech and expression, including the right to dissent, are indispensable in achieving the goals of an academic community dedicated to free and open inquiry. However, it is also proper to maintain that the actions of one element of the campus community may not materially infringe upon the protected rights of others. To this end, Lehigh has established that students who are exercising their right to free speech and expression have the responsibility to abide by university policies.

In sum, the university expects that students will act in a civil manner that reflects maturity, social responsibility, and respect toward others and the Lehigh community. Additional guidance regarding expectations of student conduct are included in the *Student Code of Conduct* and related rules, policies, and procedures in the *Student Handbook*.

Political and Controversial Expression

As an institution of higher education, Lehigh is committed to freedom of intellectual inquiry, which depends upon the open exchange of ideas and the open pursuit of knowledge. This includes community members' examination and rational debate of issues of public policy, activities that advance the university's educational mission and serves the public interest by encouraging *civic engagement*. The Office of Student Activities has been designated to assist recognized student organizations in the planning of activities that contain a *political focus*. Any such activity must comply with all university rules, policies, procedures, and legal requirements. For example, *rules* circumscribe expression on campus if the activity raises reasonable concerns about health and safety, community welfare, and regulatory obligations, and students sponsoring a demonstration are advised to notify campus police and consult with faculty and the Dean of Students Office regarding the interpretation of this policy. R&P section 2.1.1 advises faculty that although they remain free and "within their civil rights and liberties, from institutional censorship or discipline" when speaking or writing in the public arena, they should "strive to avoid creating the impression that they speak for the university." Also, because Lehigh provides physical and technical resources to community members to use for academic and individual exploration, the university reserves the right to set appropriate rules. The Library and Technology Services division has disseminated a *Use of Computer Systems and Facilities Policy*, which among other issues, prohibits distributing through electronic means information that "is abusive, profane, or sexually offensive to the average person." Such material would include but is not necessarily limited to annoying, threatening, libelous, or sexually, racially, or religiously offensive messages, and may be considered to be harassment. Finally, under the *Lehigh Social Policy*, student activities and behavior should not be sexually, racially, religiously, or otherwise offensive, and should not promote the irresponsible use of alcohol.

Respect for Intellectual Property Rights

Lehigh faculty, staff, and students are regularly involved in scholarly activities that stem from the core teaching, research, and service missions of the university. The primary focus of these efforts is the advancement of student learning, but the products of scholarship often have potentially profitable applications. As a nonprofit institution of higher education, Lehigh over many years has made large investments in laboratories, libraries, technology, and the physical plant. To protect its investments, the university has adopted policies to preclude improper appropriation of valuable discoveries or inventions derived from work in the campus facilities. To ensure that benefits can be properly shared and fairly

exploited by individuals who participated in the acts of discovery or invention, the board of trustees adopted the current [policy on intellectual property](#) on October 12, 2001. Under section 5.3.4 of the faculty R&P, any employee or student who has made a discovery or invention and has utilized university resources, whether as the direct result of regular duties or otherwise, may be required to assign the discovery or invention to the university and to seek a patent. The [Research at Lehigh](#) webpage is a source for additional information.

These broadly publicized and consistently enforced policy statements and guidance documents clearly meet the expectations of **MSCHE Standard II, Criterion 1**.

II.2: Lehigh has created a climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives.

Lehigh is committed to creating an environment where all community members learn, work, and live together in celebration of and respect for diverse racial, cultural, and other identities. Diversity, access, and inclusiveness are central to Lehigh as evidenced by the university's [Statement on Diversity](#), endorsed by the board of trustees in 2006. It states:

The intellectual diversity of our students, faculty, and staff is a key ingredient for achieving a diverse community on our campus. Academic excellence requires a learning community in which people of different backgrounds and perspectives join in the pursuit of knowledge and truth. Lehigh University is determined to prepare students to succeed in the world, and in a nation, where multiple viewpoints offer challenges and enrich our lives. Thus, we will continue to make it a top priority to make our campus community more diverse for study and working.

At Lehigh, as at many institutions, a truly diverse and inclusive campus is a goal that has not yet been achieved. Lehigh's commitment comes with the recognition that a welcoming climate is a work in [progress](#). Historically, Lehigh has had strong policies in place. In the face of particular challenges in this area in recent years, Lehigh has recommitted to its vision, reinforced already strong policies and procedures, and extended campus resources for training, dialogue, and enforcement. Individuals across the university are committed to improving diversity and inclusivity on campus. As noted below, the most recent climate survey and the diversity profile indicate that more needs to be done. A steadfast and firm commitment to inclusivity, from the highest levels of Lehigh's leadership to every classroom and dorm room, are necessary to continue to improve the supportive campus environment that is required to optimize success.

These policies, processes, resources, and varied activities demonstrate clearly Lehigh's consistent and ongoing institutional efforts to promote and protect a campus climate that fosters respect among students, faculty, staff, and administration from a range of diverse backgrounds, ideas, and perspectives. This commitment clearly fulfills the expectations of **MSCHE Standard II, Criterion 2**.

The Campus Climate: The Umoja House Incident and OCR Investigation

Campus events in recent years have contributed to a greater awareness of the need for a renewed focus on creating a diverse and inclusive environment for all Lehigh faculty, staff, students, guests, and visitors. In 2014, Lehigh was the subject of an investigation by the U.S. Department of Education's Office for Civil Rights (OCR). This investigation was prompted by a complaint filed with OCR, which alleged that Lehigh permitted a racially hostile environment to exist on its campus by not appropriately responding to incidents of harassment based on race and color. This was filed following a November 2013 incident, in which the Umoja House multicultural residence was pelted with raw eggs, and the north side of the building and the steps were spray painted with graffiti. Some parts of the graffiti appeared to be racial epithets. Lehigh cooperated fully with OCR's investigation, providing all requested information to demonstrate the university's legal compliance with regulations enforced by OCR and expressing its willingness to resolve the complaint. In addition to the review of the response to the Umoja House incident in November 2013, OCR's investigation included a review of the policies, procedures, and programs regarding the university's responses to complaints of harassment or discrimination and how the university educates the community to prevent such incidents.

On September 30, 2014, the university entered into a Voluntary Resolution Agreement with OCR to resolve the complaint. As stated in the Agreement, there was no finding by OCR of any violation by the university of any regulations enforced by OCR. While the Agreement resolved the complaint, the university remains steadfastly committed to improving Lehigh's campus climate and ensuring that the university community is free of harassment or discrimination. The Voluntary Resolution Agreement lays out a number of actions Lehigh agreed to take as a means for the university to continue and strengthen efforts to be more inclusive. Since signing the agreement, Lehigh has taken a wide variety of actions to foster a diverse and inclusive community, fulfilling and indeed exceeding the requirements of the OCR agreement. The rest of this chapter demonstrates some of Lehigh's specific initiatives to continually improve the campus climate.

At the highest level of oversight, Lehigh has established a procedural and organizational structure that will ensure continued attention to ethical issues of diversity and to promote a safe and welcoming environment. For example, the board of trustees established a Subcommittee on Diversity in 2008 (renamed the Subcommittee on Diversity and Inclusion in FY 2012), and elevated that body to full [committee status](#) in 2016. Many other initiatives are underway within academic and nonacademic units and within student organizations. Some of these existed prior to the Umoja House incident and investigation but have been reinforced in [recent years](#). Examples of notable policies, procedures, and programs are described briefly below.

Affirmative Action Plan

Lehigh has established policies to create the respectful climate Lehigh students, staff, and faculty desire

and deserve. Also, the university community has instituted practices to build an inclusive and diverse campus culture through ongoing education, training, dialogue, and action. As specified in the *Affirmative Action Plan*, efforts are made to recruit or promote qualified women and minority group personnel as vacant or new positions occur. Faculty and staff throughout the university are expected at all times to maintain a good-faith effort to meet affirmative action objectives and commitments.

Policy on Harassment and Non-Discrimination

The board of trustees adopted a *Policy on Harassment and Non-Discrimination* on June 5, 2015. Lehigh's policy addresses various types of prohibited conduct, ranging from conduct that offends, demeans, harasses, or intimidates to sexual harassment. The policy defines hostile work, learning, co-curricular, social, or living environments as wholly unacceptable at Lehigh, and establishes procedures for reporting and responding to violating conduct, whether such conduct involved a single serious and offensive event or persistent harassing behavior. In addition, the university has established formal channels for community members to report behavior that conflicts with Lehigh's goal for a campus climate of inclusive diversity.

Title IX Notice of Non-Discrimination

Lehigh also disseminates the *Title IX Notice of Non-Discrimination*. Lehigh strictly adheres to Title IX, the federal law prohibiting discrimination on the basis of sex in federally funded education programs or activities. The university strongly encourages (and, depending upon the circumstances, may require) students, faculty, staff, or visitors who experience or witness or have information about sex-based harassment or discrimination in university programs or activities, to immediately report such conduct. The Title IX coordinator or a designee will assist the complainant in identifying the appropriate policy and corresponding grievance procedure to resolve the complaint in a prompt and equitable manner. As needed, the Title IX coordinator may consult with other university administrators to resolve the complaint in the most effective manner.

The Principles of Our Equitable Community

Lehigh encourages faculty, staff, and students to collaborate to prevent harassment and discrimination in any university program or activity, including all academic, extracurricular, and university-sponsored activities. The current effort to foster inclusive diversity engages the entire community, as demonstrated by Lehigh's adoption and widespread distribution and prominent display of *The Principles of Our Equitable Community*. The *Principles* affirm that the university is committed to creating an educational, working, co-curricular, social, and living environment free from harassment and discrimination.

Lehigh Climate Survey

To foster an inclusive campus community, free from harassment and discrimination, it was essential to assess the state of the university's climate. In Fall 2015, as part of its Voluntary Resolution Agreement with OCR, Lehigh launched its first climate survey in 10 years; as part of the agreement, the survey was repeated in Fall 2016 and Fall 2017.

Going beyond the minimum requirement of the agreement, a faculty committee created a survey instrument specific to the university's culture and circumstances. The university branded this [The Lehigh Survey](#) to emphasize its breadth and importance. The result is a wealth of data that not only documents the rate of experiences of bias and exclusion but also provides pathways of understanding to help the university address the causes of harmful behaviors. Overall, 42% of Lehigh students, faculty, and staff completed the survey, which included multiple-choice and open-ended questions. Quantitative and qualitative analysis of the data pointed to major themes that were unique to each constituent group. The survey responses made it clear that, despite progress toward achieving a diverse community of faculty, staff, and administration, there was a need for more effort to foster an inclusive and supportive environment. Concerns that stood out in the climate survey include inappropriate treatment of women and minorities, particularly by peers. For example, many students (male and female) indicated that the Greek culture still supports an environment of sexual assault despite training and enhanced efforts to make reporting sexual assault and harassment easier for survivors and witnesses. Some student and faculty respondents believe that eliminating Greek organizations from campus is the only way to deal with inappropriate treatment of women and minorities. Also of concern was the fact that some (students, as well as faculty and staff) respondents felt too much effort was spent on diversity, gender equality, and campus climate.

The university created a [Lehigh Survey web page](#) with information about the survey's development, timeline, and results, including major themes of student responses, major themes of faculty responses, and major themes of staff responses. Because of the extremely large amount of data that the survey provides, there was a substantial delay in providing summaries to campus.

Increasing the Diversity of the Lehigh Student Body

Lehigh has a stated goal of increasing the diversity of the student body. White Americans represented almost 78% of Lehigh's undergraduate student body in 2006. The effort to diversify the student body, as part of the 2009 strategic plan, has been successful and ongoing.

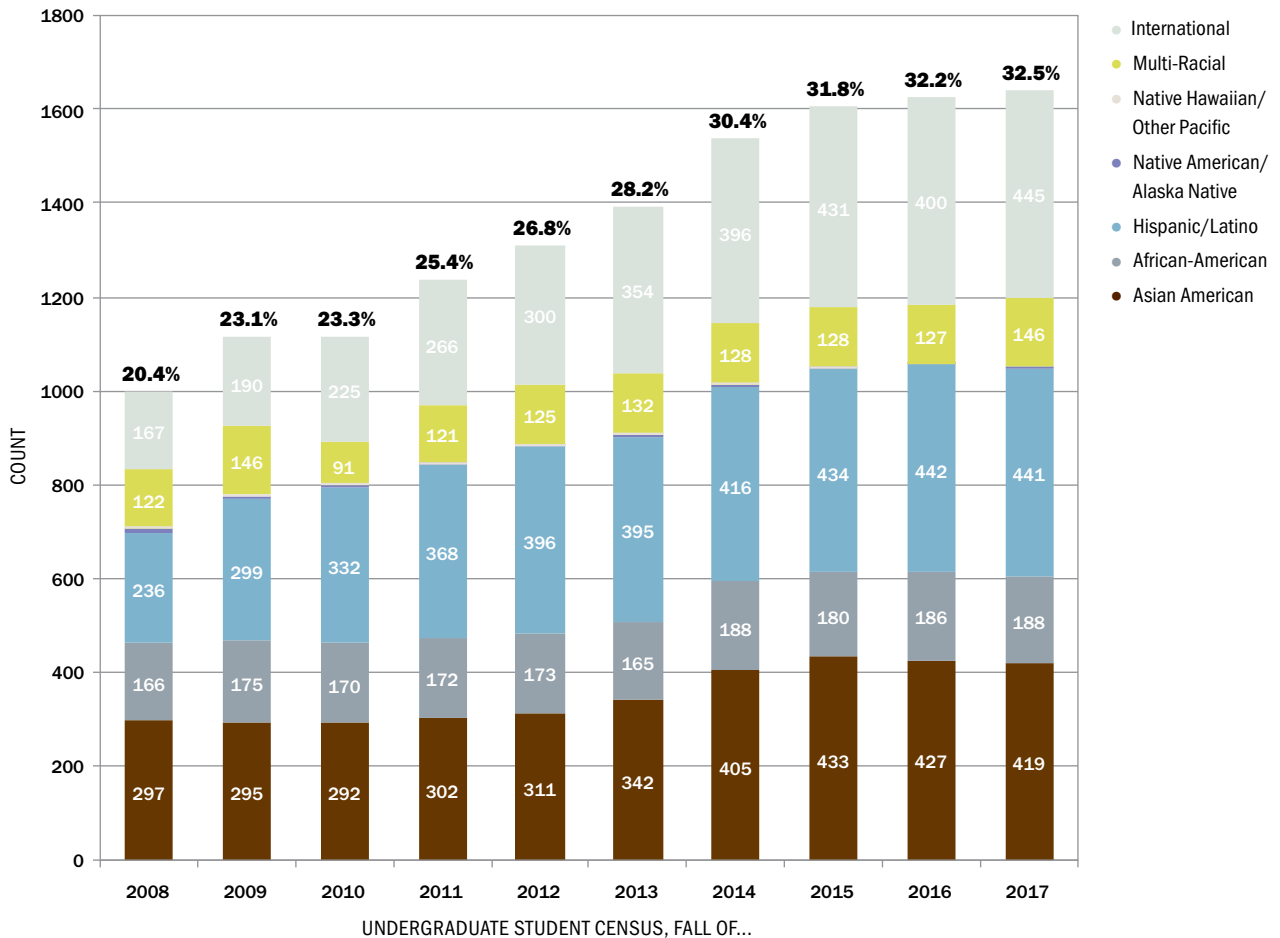
Overall, between 2005 and 2017, the percentage of domestic minority and international students (i.e., students who are neither white nor domestic) increased from 13.9% to 32.5% of the undergraduate population, with the largest growth among international and Hispanic/Latino students. These trends are shown in **Table 2.1**, below. Gender diversity has also improved somewhat in the past decade. The

percentage of females among enrolled undergraduate students increased from 40.9% in 2005 to 44.3% in 2017.

Growing enrollment of minority and underrepresented students is in part due to Lehigh’s [history of initiatives to promote diversity and inclusion](#) and its commitments to meet the financial needs of these students.

In sum, efforts to improve the diversity of the student body have been fruitful. The university also recognizes that these efforts must continue to be priorities. To that end, Lehigh has joined the American Talent Initiative as a founding member, and with the Posse Foundation to welcome a Posse from the San Francisco Bay area in the fall of 2018.

DOMESTIC MINORITY & INTERNATIONAL UNDERGRADUATE STUDENTS
(HEADCOUNTS & PERCENTAGE OF TOTAL UG STUDENTS) (DOES NOT INCLUDE “RACE UNKNOWN”)



Promoting Diversity in Recruiting

Recruitment initiatives include the Diversity Achievers Program (DAP), which allows high-achieving students from underrepresented backgrounds to visit the Lehigh campus. With coordination from the Office of Multicultural Affairs, students selected to participate in DAP attend workshops on the themes of diversity, leadership, and inclusiveness. They attend a class that matches their academic interests. The university has introduced financial aid programs to serve students with demonstrated need. These programs include a bilingual financial aid information session and workshops designed to help families complete complex financial aid paperwork. *Diversity Life Weekend* (D-Life) hosts high-achieving admitted students who will bring racial, cultural, geographic, socioeconomic, and other types of diversity to Lehigh.

Promoting Diversity in Retention

Lehigh offers significant support to matriculated students in order to increase retention. A major initiative in this regard is the *First-Year Experience*, designed to increase cohesiveness in the incoming class, ease the transition to college, and promote academic success among new students. There is some evidence that these and other programs—such as the support services offered by the Office of Academic Transitions—have also helped to increase the retention of minority students (see p. 40 for more information on the Office of Academic Transitions). *Retention data* is available for incoming classes between 2011 and 2016. Because of the short time window, there are few changes between 2011 and 2016 in most categories of minority students, though groups with smaller populations have greater year-by-year variation in their retention rates.

Faculty Diversity

Concurrent with the university's efforts to diversify the student population, Lehigh has been increasing the diversity of its faculty. A decade ago, the College of Education was generally balanced in terms of gender, but the other three colleges were quite unbalanced, having a much higher percentage of male faculty. There have been significant increases in the percentage of female faculty in recent years. The percentage of female faculty in the College of Business and Economics is now 28.2%, up more than six percentage points from 10 years ago. In the College of Arts and Sciences, women now comprise 40% of the faculty, up more than eight percentage points from 10 years ago. In the P.C. Rossin College of Engineering and Applied Science, the percentage of female faculty in 2015 was 16.2%, up almost six percentage points from 10 years ago.

The percentage of female assistant professors has dramatically increased over the past decade, particularly among the junior faculty. Because the population of junior faculty is also increasing, it appears that Lehigh is on a positive trajectory to improve gender diversity among the faculty. Graphs are available that clearly demonstrate Lehigh's successful efforts to improve gender diversity among the faculty.

Improvements in racial diversity of the faculty have also occurred over the past ten years. All four colleges at the university have seen increases in domestic minority faculty, while resident alien faculty percentages have remained steady. Domestic minority faculty levels have risen from 10.2% to 18.5%, with a corresponding decrease in white (non-Hispanic) faculty members in the College of Arts and Sciences. (Note that domestic minority faculty members are defined as Asian Americans born in the United States, African Americans and Hispanic/Latino American-born faculty.) Domestic minority faculty teach in departments throughout the college. In each of the other three colleges, domestic minority faculty have increased by at least three to five percentage points over the past 10 years. A number of initiatives including invigoration of the Africana Studies program, diversity training programs, and opportunity hires have all played a role in these improvements. Opportunity hires are positions made available for a diversity hire when a talented candidate is available, but an open position might not be available. These are necessarily limited by start-up costs.

ADVANCE Grant

Lehigh was awarded an NSF ADVANCE grant aimed at improving the recruitment and retention of women in STEM (Science, Technology, Engineering, and Math) fields. Projects supported by this grant have also contributed to enhancing diversity recruitment and retention. With the support of the Vice Provost for Academic Diversity and the staff of the university's ADVANCE Office, Lehigh trains faculty search committees on inclusive practices, including methods to improve the diversity of candidate pools and ensure that diversity candidates are carefully evaluated during the search process.

Administration Focused on Diversity: Vice President for Equity and Community

Several advocacy offices have been established under the division of Student Affairs, beginning with the Office of Multicultural Affairs in 1986 (originally called Challenge for Success). In 2001, Lehigh created the position of Director of Academic Outreach. This role developed several programs designed to engage the diverse local community and pipeline prospective students for recruitment. In 2011, the position of Director of Academic Outreach was expanded and elevated to Vice Provost for Academic Diversity (VPAD). This new role became responsible for raising diversity awareness and accountability in faculty hiring and retention. In early 2015, the university created the position of Equal Opportunity Compliance Coordinator, a position responsible for coordinating the university's efforts and initiatives to ensure compliance with all equal opportunity laws, as well as engaging the campus community in educational initiatives and implementation of best practices in the reporting and response to incidents of discrimination, harassment, retaliation, and sexual misconduct.

Finally, to provide leadership for institutional efforts to advance diversity, equity, and inclusion, the university created an executive position, the [Vice President for Equity and Community](#) (VPEC). In January 2017, after an extensive search process, Dr. Donald Outing was named the university's

first VPEC. Dr. Outing, as the senior administrator responsible for developing and implementing a comprehensive plan to enhance and continue to build on the university's efforts, reports directly to President Simon.

Regular Training

The Equal Opportunity Compliance Coordinator and Office of Gender Violence Education & Support collaborate to offer in-person training sessions to various student populations on issues relating to harassment, discrimination, retaliation, and gender violence. Training sessions address the definitions of these types of behaviors, reporting options, resources, and university processes and procedures. All first-year students, transfer students, and new graduate students are introduced to these topics during orientation sessions at the beginning of each semester. Gryphons, orientation leaders, peer health advisors, Break the Silence members, student organization leaders, graduate assistants, research assistants, and teaching assistants attend training sessions throughout the academic year to learn about harassment, discrimination, retaliation, and gender violence. Members of the university's fraternities and sororities, as well as members of all varsity and club athletic teams, receive training on these topics as part of a biannual training rotation.

In addition to students, new faculty and new academic department chairs are provided with information about the *Policy on Harassment and Non-Discrimination* during orientation sessions each semester. This information is also presented to new employees during quarterly Human Resources orientation sessions. In addition, various staff and departments receive in-person training on the *Policy on Harassment and Non-Discrimination* throughout the academic year. The Equal Opportunity Compliance Coordinator and the director of the Office of Gender Violence Education & Support attend college faculty meetings and university faculty meetings to educate faculty members on their mandatory reporting obligations relating to the *Policy on Harassment and Non-Discrimination*.

Online training about harassment and discrimination is also offered and available to all students, faculty, and staff. The training, utilizing learning modules created by United Educators, the university's insurance carrier, provides another opportunity to learn about these types of behaviors and how to prevent them from occurring. All employees and faculty complete the online training modules on an annual basis.

Other Communications

In 2015, the Equal Opportunity Compliance Coordinator created a [website](#) containing information about the office, reporting, resources, and other related information. A website containing specific information on Title IX was also created. The Office of Gender Violence Education & Support provides pamphlets and posters relating to reporting incidents of harassment, discrimination, retaliation, and sexual misconduct, support resources, and confidential resources, and definitions of these types of

behaviors have been developed for faculty, staff, and students. The university sponsors programs, speakers, and open forums to address topics relating to diversity, inclusion, multiculturalism, and equity. These events provide faculty, staff, and students many opportunities to experience diverse ideas and topics and to challenge themselves to learn about new fields.

Student-Based Policies

Lehigh continuously reviews, revises, and adapts policies to be in line with nationwide best practices for cases involving sexual misconduct and harassment. The primary student-based policies are the *Student Code of Conduct* and associated policies in the *Student Handbook*. In particular, the *Student Code of Conduct* establishes the expectations of behavior for the student community and the processes for resolving failures to meet these expectations. Using a civil rights/investigative model has led to a more efficient and less adversarial way in which to resolve these matters. Article V of the *Student Code of Conduct* explains this process in detail. Furthermore, the university has trained investigators and decision makers in a variety of topics concerning these issues, including training on questioning techniques, decision-making, and trauma awareness. Finally, although the General Provisions for Occupancy (GPO) does not address inclusion and diversity directly, it describes fundamentally fair and easily understandable policy structures that students can access. The professional staff in the *Office of Residential Services* are able to assist students in navigating these policies.

Faculty- and Staff-Based Policies

Lehigh's internal faculty and staff-based policies and procedures support an inclusive community. The primary policy in this regard is the *Policy on Harassment and Non-Discrimination*. This contains the expectations of faculty and staff, but the policy applies equally to students, faculty, and staff, and establishes a similar civil rights/investigative model of resolving complaints. The General Counsel, the Equal Opportunity Compliance Coordinator/Title IX Coordinator, and the Dean of Students Office have worked to create a fundamentally fair process for faculty, staff, and students that protects the rights of everyone involved and is in compliance with law and best practices.

Advocacy and Awareness

As described briefly below, there are several bodies that serve the campus community in continuing the university's progress toward a diverse, inclusive, and respectful climate. Lehigh is committed to the policy of making reasonable accommodations for staff members with disabilities, to enable them to perform the essential functions of their positions unless doing so would result in an undue hardship. The *University Disability Advisory Committee* is the campus resource for information regarding accommodations for community members with physical, emotional, or intellectual disabilities. The committee promotes

increased sensitivity and awareness about the contributions, needs, and rights of faculty, staff, students, and visitors with disabilities. The goal is to create and sustain a welcoming and inclusive campus culture by ensuring that faculty, staff, students, and visitors with disabilities have equal access to campus resources that will enable them to participate fully in university programs and activities. The members seek to advance the university's commitment to diversity and academic excellence.

The Council for Equity and Community (CEC) began with a charge from President Gast in 2008, and is now a standing committee of faculty, staff, and students committed to serving as a campus resource and agent of cultural change. The CEC fosters constructive dialogue and works toward building an equitable community at Lehigh. Among other things, the CEC works in collaboration with the Equal Opportunity Compliance Coordinator, the Vice Provost for Academic Diversity, and other designated offices or individuals to provide increased attention and focus to issues related to diversity, equity and inclusion, and campus climate. The CEC reports directly to Vice President for Equity and Community Donald Outing, with oversight from the board of trustees Committee on Diversity and Inclusion.

Education of the Lehigh community on topics relating to diversity, inclusion, and equity, such as the issues of harassment, discrimination, retaliation, and sexual misconduct, continues to be a top priority for the university. Substantial efforts have been made in recent years to create numerous opportunities for education on these topics. For example, the Cornell Interactive Theatre Ensemble (CITE) has provided engaging and thoughtful in-person trainings to members of the university community that focus on topics such as unconscious bias, guidelines for hiring (focusing on appropriate questioning of candidates during interviews), and building and appreciating diversity and inclusion. CITE combines interactive theatre and audience participation to educate and train employees on a variety of workplace issues to foster a dialogue about the challenges of working and living together in a diverse world. Nearly nine hundred staff, faculty, and Lehigh trustees have attended CITE trainings since 2014. In addition, the university initiated diversity and inclusion workshops for department chairs in 2017.

In 2014, the university engaged a consultant to assist in its continuing efforts to educate and train on topics relating to diversity, multiculturalism, equity, and inclusions. VISIONS, Inc. (VISIONS) is a consulting firm with 30 years of experience and recognized expertise specializing in working with universities, corporations, government, and nonprofits on inclusive excellence. VISIONS training focuses on a change-oriented approach to diversity and inclusion work. VISIONS consultants have trained various constituencies (primarily faculty and staff members) on campus on diversity, multiculturalism, equity, and inclusion, and continue to offer training sessions on these topics. University senior leadership also participated in an intensive two-day training session with VISIONS, and have continued to consult VISIONS as the university continues its diversity and inclusion efforts.

Despite the remaining issues of climate, Lehigh has made significant efforts to increase diversity, with some positive results in the student population and significant increases in faculty diversity. The university has also made a significant investment in hiring administrators who are specifically focused on these issues. Lehigh has improved training for all members of the community on issues of diversity. These ongoing efforts to promote a campus climate that fosters respect among an increasingly diverse community of students, faculty, and staff demonstrates that Lehigh meets the expectations of **MSCHE Standard II, Criterion 2**.

II.3: Lehigh has a documented and disseminated grievance policy to address complaints or grievances raised by students, faculty, or staff.

Lehigh has established policies to ensure that the members of the campus community are free from discrimination and harassment, are safe and secure, and are able to enjoy the benefits of an open and effective educational environment. The university fully expects faculty, staff, and students to behave respectfully toward one another and to act with the highest ethical standards, in accordance with applicable laws and regulations, and within the established guidelines of official policy and procedures. For example, the *Standards of Performance and Conduct Policy* and other documents inform staff members of these expectations. This information has also been compiled in staff and faculty [guides](#). Faculty have the ethical and professional responsibilities of other employees, but also have specific responsibilities to act according to the [principles](#) of research integrity. Finally, the *Student Code of Conduct* reminds students that academic integrity, intellectual honesty, and mutual respect are fundamental values at Lehigh.

The standards and expectations established in the various policy documents and guidance statements are known, respected, and observed by Lehigh's faculty, staff, and students. Yet, incidents of confusion, concern, and conflict may arise among people of good faith. When such unfortunate situations occur, Lehigh has established policies to guide members of the campus community toward resolution of grievances and complaints. The policies and documents clarify the bases for institutional intercession, identify campus or community resources, and offer guidance through the processes of grievance resolution. The university has made these [policies and procedures](#) widely and easily accessible on its website.

As demonstrated by the various examples, Lehigh's policies intended to address complaints or grievances raised by students, faculty, or staff have been thoroughly documented and widely disseminated, fulfilling the expectations of **MSCHE Standard II, Criterion 3**.

Employee Relations Resources and Problem-Solving Procedures

Employees may request and receive a review of any issue or concern related to any terms or conditions of employment. There are many resources across campus available to Lehigh staff, faculty, and supervisors for the range of issues and events that can affect working relationships and environments. These include the [Employee Relations Advisory Committee](#) (ERAC), which is charged with promoting good employee relations, and the [Employee Assistance Program](#) (EAP). Staff are encouraged to contact Human Resources (HR) when they have concerns about university [policy](#) regarding workplace issues, including but not limited to hiring practices, salary, job classification, promotion, discipline, and termination. In addition, staff may [consult](#) with HR about situations that involve observed or suspected harassment or discrimination based on gender, race, color, religion, ethnicity or national origin, age, sexual orientation, disability, veteran status, or marital status.

Complaint Resolution Network

The university is committed to establishing and maintaining open communications and good working relationships between supervisors and staff. Lehigh HR strongly encourages direct communication between employees and their supervisors as the best means to enhance understanding, clarify situations, and quickly resolve most issues. HR staff can help resolve issues of concern through advice, counseling, facilitated conversations, mediation, and referral. However, if individuals do not feel comfortable discussing troubling issues with their supervisor, Lehigh HR also maintains a [complaint resolution network](#), which is a list of knowledgeable individuals from a range of perspectives.

Problem-Solving Procedure

If staff have not been able to resolve concerns by consulting with HR or their supervisor, they have the right to use an established problem-solving [procedure](#). This provides staff the means to seek fair and objective solutions to their problems or concerns without fear of harassment or repercussion. The first step to trying to resolve conflict is to talk to the other party. This is part of the informal problem-solving process. If the first step does not bring resolution, one or both parties may consult with another person, such as a supervisor, an HR representative, or another trusted colleague. Mediation by an objective third party provides another alternative to Lehigh staff when there is a need to solve a workplace problem. It may be the case that some steps in the problem-solving procedure are inappropriate or uncomfortable for face-to-face discussion. Issues such as sexual harassment and equal opportunity questions, for example, should be brought to the attention of the Director of Employee Relations and Organizational Development in the HR office, who will advise the complainant of the appropriate procedures to be followed.

The Ombuds Office

The [Ombuds Office](#) is open to all members of the Lehigh community. There are two ombuds available to meet with students, faculty, and staff on or off campus at their discretion. The ombuds are designated neutral or impartial dispute resolution practitioners, whose major function is to provide confidential and informal assistance regarding problems that a person has been unable to resolve through other university resources and procedures.

Response to Harassment and Discrimination

Under the harassment and non-discrimination [policy](#), the university strongly encourages staff who experience or witness harassment or discrimination, or have information about harassment or discrimination in university programs or activities, to immediately report such conduct. The policy

prohibits retaliation against, and intimidation or harassment of, anyone who reports or is believed to have reported harassment, discrimination, or other prohibited conduct, or who is a witness or is involved in a harassment or discrimination proceeding.

Ethics and Compliance Hotline

Lehigh expects its employees to perform their duties in accordance with applicable laws and regulations, university policy and procedures, and the highest ethical standards. Employees and others who have serious concerns about potential misconduct are encouraged to raise them with the university before seeking external resolution. At the direction of the Trustee Audit Committee, the university established a confidential [Ethics and Compliance Hotline](#). This allows any member of the Lehigh community the opportunity to report their concerns regarding the operations of the university, including but not limited to financial or ethical misconduct, fraud, noncompliance with government regulations, university requirements, conflicts of interest, or concerns about research.

Grievances Raised by Faculty: Faculty Personnel Committee

Under section 2.2.1.6. of the *Rules and Procedures of the Faculty*, the Faculty Personnel Committee hears appeals concerning alleged arbitrary and capricious actions on the part of university administration or a department chair that allegedly affect the rights, privileges, continued employment, or academic freedom of a faculty member. The committee may also hear appeals regarding a decision in a harassment case in which a faculty member was accused. The committee may petition the president or the board of trustees for reconsideration of the decision that caused the appeal. Discussion of academic freedom is included under section 2.3.

The university's policies and procedures are fair and impartial, and assure that grievances by faculty and staff are addressed promptly, appropriately, and equitably. In sum, these policies and procedures clearly fulfill the expectations of **MSCHE Standard II, Criterion 3**.

Grievances Raised by Students

While Lehigh staff and faculty usually attempt to resolve student concerns through informal means, formal procedures are sometimes needed to resolve student grievances. Academic grievances begin with the instructor, and appeals will follow the chain of authority to the dean. Actions and grievances regarding conduct are centered in the Student Affairs area. Under R&P section 3.12, students have an extensive right to petition on most matters to the Committee on Standing of Undergraduate Students (SOS) or to

the Committee on Standing of Graduate Students (SOGS). The major exceptions are grievances involving alleged discrimination and harassment, which are covered by separate policies and procedures. The options available to students seeking formal redress of their grievances are described below.

Academic Grievance Procedures, Grade Appeals

The procedure for academic appeals follows the administrative hierarchy of the college, so the specific steps may vary from discipline to discipline. In all cases, the student appealing an assigned grade begins with the instructor. If, upon receiving a negative decision within the college structure, the student wishes to pursue further appeal, they may use the [petition process](#) of SOS or SOGS, as appropriate.

Student Conduct System

The *Student Conduct System Policy*, also known as the *Student Code of Conduct*, sets forth Lehigh's judicial process for resolving reported incidents of harassment, discrimination, academic dishonesty, or other prohibited conduct involving students.

Committee on Standing of (Undergraduate) Students (SOS)

The SOS consists of the provost, the dean of students, the deans of the colleges, a faculty member chosen by the Educational Policy Committee (EdPol) from its membership, and the registrar (or the designees of any of those officers). In practice, for many years the provost and deans have been represented by designees (e.g., associate deans). Under R&P section 1.2.3.2.1, the committee has jurisdiction over all undergraduate matters concerning the application of faculty rules, and has power to act in cases of scholastic standing and status.

Committee on Standing of Graduate Students (SOGS)

SOGS consists of the provost, the dean of students, the deans of the colleges, a faculty member chosen by the Educational Policy Committee from its membership, and the registrar (or the designees of any of those officers). Under R&P section 1.2.3.2.2, the committee has jurisdiction over all matters concerning the application of faculty rules, and has power to act in cases of the scholastic standing and status of graduate students.

Grievances Based on Harassment

Grievances based on harassment are covered under procedures specified in the university [policy](#) on harassment. For the purpose of these procedures, a grievance is a claim that a student has been discriminated against on the basis of age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, or veteran status. Formal grievances proceed under the discrimination grievance [procedures](#) detailed in the *Student Handbook*.

Grievances Based on Sexual Misconduct

Complaints against a Lehigh student, faculty, or staff member for violation of university policies and procedures regarding [sexual misconduct](#) should be directed to the Title IX Coordinator. Anyone may file a complaint about sexual misconduct by completing the online Gender Violence Reporting Form, which is received by the Lehigh University Police Department and the Equal Opportunity Compliance Coordinator. After reviewing the information on the completed form, these two offices will consult and determine the appropriate next steps, including which office will contact the individual responsible for completing and submitting the form. Filing a report with the police is separate from pursuing a complaint through the university's [policies and procedures](#).

Grievances Based on Bias Incidents

Bias incidents are reported in the same way as an incident of harassment, discrimination, or retaliation. In addition, anyone may file a complaint about a bias incident by completing the online Discrimination, Harassment, Retaliation, or Bias Incident Reporting [Form](#). For these cases, Lehigh has two confidential campus [resources](#), specifically, the Chaplain's Office and Counseling and Psychological Services.

The university's policies and procedures are fair and impartial, and assure that grievances by students are addressed promptly, appropriately, and equitably. In sum, these policies and procedures clearly fulfill the expectations of **MSCHE Standard II, Criterion 3**.

II.4: Lehigh has a policy designed to avoid conflict of interest or the appearance of such conflict in all activities and among all constituents.

One of the most important obligations of university trustees, officers, faculty, and staff is to maintain the highest standards in all associations and activities. A high degree of personal responsibility, integrity, and judgment on the part of these individuals is imperative. They must conduct all of their activities in a manner that will withstand the sharpest scrutiny. The university's [Conflict of Interest \(COI\) policy](#), as

adopted by the board of trustees in 2002, and amended in 2008, recognizes that these individuals “must conduct all of their activities in a manner that will withstand the sharpest scrutiny.” To set an example with regard to disclosure, all members of the board are provided with a copy of the COI policy and are required to complete the questionnaire on an annual basis.

When a matter requiring action arises in the area of supervision or decision making of a member of either the faculty or staff, and involves that person in a real or apparent conflict of interest, it is the responsibility of that affected party to disclose promptly and completely all related material facts with regard to such relationship, interest, or other circumstances to the Director of Internal Audit and the appropriate college officer.

Each year, the Corporate Secretary will forward to the trustees, and the Director of Internal Audit will forward to the officers, full-time faculty, and staff members who are account executives, a copy of the university’s COI policy. They will ensure that each person reviews the policy and responds that they have read and agree to abide by it. Lehigh’s policy is designed to avoid conflicts of interest or the appearance of conflict, which clearly meets the expectations of **MSCHE Standard II, Criterion 4**.

II.5: Lehigh has established and implemented fair and impartial practices in the hiring, evaluation, promotion, discipline, and separation of employees.

Lehigh establishes a high standard of performance and conduct for its employees so that the university may successfully achieve its mission, while providing a work environment conducive to individual growth and personal achievement. Lehigh’s Human Resources (HR) Office supports these goals through its published *Code of Ethics*. These commitments are compatible with the university’s guidelines on ethics and conflicts of interest, and complement its policies against harassment and discrimination. These policies and processes, and the additional examples described below, ensure that Lehigh’s practices in the hiring, evaluation, promotion, discipline, and separation of employees are fair and impartial, and therefore fulfill the expectations of **MSCHE Standard II, Criterion 5**.

Faculty Search Handbook

Lehigh’s administration of organized and professional search processes will ensure that the best candidates, including women and underrepresented minorities, can be recruited and hired. The introductory Provost’s message in the faculty hiring manual reminds the deans, department chairs, and faculty that they should seek to recruit and hire outstanding, diverse individuals, while striving to create an academic climate that welcomes diversity in many areas, including ethnicity, national origin, religion, race, gender, disability, age, and sexual orientation. These procedures were designed to guard against disparate treatment of

candidates, ensure sound selection procedures, and avoid inadvertent or unlawful discrimination.

Strategic Faculty Hiring Initiative

The Provost's Office has supported certain projects that are intended to complement the standard faculty hiring process. For example, the Strategic Faculty Hiring Initiative aims to advance the university's strategic goals to create a more diversified faculty, and to identify employment opportunities for partners and spouses of faculty candidates (as well as current members of the faculty). This initiative's support takes the form of cost-sharing agreements in specified instances.

Annual Salary Policy

Staff are evaluated under the provisions of the annual performance review mandated by HR, and faculty are evaluated under the directives of the provost. Each stem of the university is responsible for developing its own methodology for determining the rank ordering of individuals to be considered for salary increases based on merit.

Performance Management Program

The university values the contributions of all employees and strives to provide a working environment where merit can be acknowledged. The Performance Management Program allows managers and employees to establish clear and objective goals and expectations, assess performance and provide feedback, promote continual career development, and recognize and reward performance.

Voluntary and Involuntary Separation Policies

The university's goal is to treat all employees with dignity and respect as they leave the institution regardless of the reason for separation. A voluntary separation is one that results when a staff member leaves a position on his or her own initiative, through resignation or retirement. An involuntary separation is initiated by the university and may result for a variety of reasons, including position elimination, job reduction, and discharge. Lehigh also recognizes that there will be times when employees, for a variety of reasons, may not be able to meet expected performance standards. Uncorrected performance deficiencies or serious misconduct may lead to termination of employment. Regardless of the reasons for the need to end employment, the goal of the university is to treat employees fairly and to ensure that proper procedures are followed to achieve consistency across the institution.

Lehigh's policies and processes ensure that the university's practices in the hiring, evaluation, promotion, discipline, and separation of employees are demonstrably fair and impartial, as expected under **MSCHE Standard II, Criterion 5**.

II.6: Lehigh demonstrates honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials and practices, as well as in internal communications.

The provost annually distributes a memo to the university community about the need for safeguarding the accuracy and integrity of external reports. The Office of Institutional Research and Strategic Analytics ([OIRSA](#)) is responsible for the accuracy and integrity of any data or information gathered and released in this process. The Office of University Communications works closely with OIR staff to obtain all facts and statistics used in Lehigh's recruiting and admissions materials, public relations announcements, and advertisements. Lehigh's practices demonstrate honesty and truthfulness in its communications, as expected by **MSCHE Standard II, Criterion 6**.

II.7.a: Lehigh has services or programs in place to promote affordability and accessibility.

The university's largest revenue sources for financial aid are tuition, fees, and endowment earnings. An increase in the [endowment fund portfolio](#) for financial aid continues to make Lehigh more affordable for those who qualify. Restricted endowment funds, including financial aid endowment, are created by donor designation. The growth of available financial aid endowment income is largely dependent upon two factors: the extent to which the university can fund raise gifts for financial aid endowment; and the investment performance of the endowment fund. Institutional priorities determine the use of unrestricted endowment income, which can be used to supplement endowment funds restricted to financial aid. Use of the income from [unrestricted endowment](#) is determined through the university's annual budget process. The university's *Budget Book* provides current information on the amount the endowment provides for financial aid. In addition, revenue generation from the endowment is described in the *Endowment Book*.

[According to the Office of the Provost](#), 35% of Lehigh's endowment is earmarked for scholarships and 65% of students with financial need receive an endowment scholarship. Because undergraduate enrollment has increased only slightly in recent years, this source of aid revenue is relatively stable. Approximately one-third of endowment revenues are earmarked for scholarships, usually by donor designation. Such restricted funds accounted for 37% of the \$65 million payout from the endowment in 2015. Nearly two-thirds of students with demonstrated need receive an endowment scholarship. In addition, 29% of the unrestricted payout from the endowment was also allocated to financial aid. In 2016, financial aid was 20.6% of university expenditures, totaling \$99.2 million.

Lehigh is committed to meeting 100% of demonstrated financial need among applicants and current students. To support a high level of financial aid, Lehigh's advancement staff devotes considerable effort to raising scholarship funds. Between 2014 and 2016, the advancement team raised \$30.5 million for scholarships. In addition, Lehigh developed a group scholarship program that is designed to increase giving by young alumni to scholarships associated with a common cause. Under this mechanism, a team of individuals pools its resources to help fund an annual scholarship for a Lehigh student. Examples of how Lehigh communicates with current and prospective donors are provided in the Advancement Office's Endowment Book and the Admissions Office's tuition and financial aid talking points.

While Lehigh University has a long history of initiatives to promote diversity and inclusion, these efforts have intensified over the past 10 years. The Financial Aid Office strategically deploys resources to attract students from a broad range of backgrounds who might not otherwise be able to afford Lehigh. This includes programs to recruit and retain first-generation and historically underrepresented students. For example, Lehigh implemented a loan reduction and loan elimination program for such students.

These initiatives have contributed to making Lehigh accessible to historically underrepresented students. Between 2005 and 2014, the percentage of domestic minority and international students has increased from 13.9% to 30.4% of the undergraduate population, with the largest enrollment growth among Hispanic/Latino students. Lehigh also offers significant support to matriculated students in order to increase retention. A major initiative in this regard is the First-Year Experience, a program designed to increase cohesiveness among the freshman class, ease the transition from high school to college, and promote academic success among new students. In addition, the Office of Academic Transitions offers numerous services designed to promote retention, including (but not limited to) an academic warning system, academic coaching and counseling, tutoring for core courses, and the Summer Success & Aid Program, which is specifically designed to close the graduation gap between the underrepresented and majority student populations. There is evidence that these and other programs have helped to increase the graduation rates of minority students over the past 10 years.

Lehigh's sound financial management of cost increases and revenue generation allows the university to limit tuition increases. Overall, Lehigh is sound financially and continues to rank above our comparison group average on key financial indicators. For example, Lehigh's compounded growth rate in tuition and fees since fiscal year 2009-10 of 3.0% is below the 3.9% growth rate of the fourteen schools against which the trustees benchmark. Lehigh's processes for managing cost increases and generating revenue are described in detail in the annual budget and budget overview.

The university's ongoing efforts to make tuition affordable for all students, both through financial aid and through appropriate financial management and efficiency efforts that promote affordability and accessibility, meet the expectations of **MSCHE Standard II, Criterion 7(a)**.

II.7.b: As appropriate to its mission, Lehigh’s services and programs enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt.

Applicants can easily determine the cost of attendance using Lehigh’s [net price calculator](#). In addition, both returning students and applicants benefit from financial aid [counseling](#). The latter are [assigned](#) a financial aid staff member throughout the application process.

Lehigh works to provide excellent value—financial and otherwise—to its students. The cost of education at any American higher education institution today is significant, and tuition and fees reflect these costs. Lehigh’s board of trustees, mindful of the cost of education, have worked to maintain tuition and fees at or below the level of Lehigh’s peer institutions. In December 2016, Lehigh was listed #27 on Kiplinger’s list of [Best Values in Private Colleges](#). The Kiplinger’s list considers factors such as the cost of tuition, average financial aid package, average debt at graduation, and starting salaries upon graduation.

Lehigh focuses on student achievement and success, ensuring that a Lehigh education continues to be [highly valued in the marketplace](#). The university’s Center for Career and Professional Development produces a *First Destination Report* to document the positive return on investment (ROI) of earning a Lehigh degree. This data is validated by external organizations. For example, the excellence of the College of Business and Economics (CBE) has been [recognized](#) by the *Philadelphia Inquirer*, *Wall Street Journal*, and *Time* magazine. [PayScale.com](#), an online salary and compensation information company, continues to rank Lehigh in the top 5% of approximately 1,000 colleges and universities examined, and in 2015 ranked Lehigh’s CBE tenth in the country for ROI over a twenty-year period. Based on such [outcomes](#), *Kiplinger’s* listed Lehigh tenth in the magazine’s “10 Great Colleges Where Alumni Earn the Most Money,” and the *US News and World Report* category of “Great Schools, Great Prices” ranks Lehigh 36th in the national university category.

Lehigh’s services and programs enable students to understand funding sources and options, value received for cost, and methods to make informed decisions about incurring debt, which fulfills the expectations of **MSCHE Standard II, Criterion 7(b)**.

II.8.a-d: Lehigh complies with all applicable federal, state, and Commission reporting policies, regulations, and requirements.

Lehigh’s contact with the Middle States Commission on Higher Education is maintained through the President’s Office and Provost’s Office. Lehigh has been in compliance with the expectations of Middle States throughout its history.

The Office of Institutional Research and Strategic Analytics is responsible for outside institutional reporting to federal and state agencies and completion of reporting requirements that include IPEDS

reporting. Other offices and their publications play roles in compliance. Some disclosure is through the admissions and financial aid websites, the university course catalog, and other documents and web pages. All four of Lehigh's colleges comply with the applicable federal, state, and Commission reporting policies, regulations, and requirements as they pertain to each college.

II.9: Lehigh periodically assesses institutional ethics and integrity as evidenced in policies, processes, practices, and the manner in which these are implemented.

The board of trustees has the overall legal authority and responsibility for establishing policies and policy-making procedures for the university. The board delegates to the president the responsibility for executing all aspects of this policy except those specifically requiring trustee action. Under the current [policy structure](#), which the board adopted in 2002 and amended in 2005, all university-level [policies](#) must be reviewed by campus-wide committees, usually elected standing committees with faculty membership, but sometimes administrative committees. In addition, appropriate faculty standing committees are invited to review and provide timely comments on proposed administrative policies.

In addition, the [Ombuds](#) position is independent of the existing administrative structures and reports only to the president. All communications with an ombudsperson are confidential. This function supplements, but does not replace, the university's existing resources for conflict resolution or modes of redress. Because the Ombudsperson is a neutral party, a report made to the Ombuds Office is not considered an official notice to the university. The Ombudsperson can suggest the appropriate steps to begin official action or processes within the university system. The Ombuds are guided by professional principles of confidentiality, impartiality, independence, and informality, as defined by the [International Ombudsman Association Code of Ethics and Standards of Practice](#).

These policies and practices demonstrate that Lehigh periodically assesses institutional ethics and integrity, and that this is demonstrated by its policies, processes, practices, and the manner in which these are implemented. These conditions fulfill the expectations of **MSCHE Standard II, Criterion 9**.

CHAPTER 3

STANDARD III: DESIGN AND DELIVERY OF THE STUDENT EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence of all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting are consistent with higher education expectations.

As discussed in Chapter 1 of this self-study report, the goals listed in Lehigh's 2009 strategic plan, *Advancing Our Intellectual Footprint*, included investing in faculty and staff and providing a best-in-class student experience. The university has supported various initiatives that broadly support these goals, such as the allocation of resources to diversify the faculty and the curriculum through cluster hires in emerging disciplines. The examples of relevant policy statements and administrative processes described below demonstrate Lehigh's consistent and ongoing institutional commitments to provide student learning experiences that are characterized by rigor and coherence. Moreover, student learning experiences are consistent with higher education expectations, which fulfills the broad expectations of **MSCHE Standard III**.

III.1: Lehigh's educational programs are designed to foster a coherent student learning experience and to promote synthesis of learning.

As previously noted, Lehigh's decentralized organization allows for dynamic, individual planning and flexibility across the four academic colleges and the major administrative units. Faculty continue to develop rigorous and consistent programs of study through the ongoing process of curriculum review and development in spite of some challenges with the decentralized model.

Lehigh undergraduate students, admitted into one of the three undergraduate colleges, typically declare their majors by the end of their second year, with many doing so at the end of the first year (including all in the P.C. Rossin College of Engineering and Applied Science). The academic and semester-hour requirements for graduation vary across these colleges, and changes to program curricula and courses are made by faculty according to specified processes, described in more detail later in this chapter. Graduate-level programs in the four colleges, including the graduate-only College of Education, have varying requirements for the master's and doctoral degrees offered by the institution.

In addition to the responsibility of the design and delivery of academic content, the faculty advises Lehigh's administration in all aspects of undergraduate and graduate co-curricular student life. Specifically, the *Rules and Procedures of the Faculty* (R&P sec. 1.2.2.7) provides for a Faculty Committee on Student Life, which is a forum for collaborative discussion related to policy initiatives, community concerns, and

long-range plans that impact Lehigh students. The committee's responsibilities also include providing input on student life issues covered in the *Student Handbook*.

Substantive Changes to Curricula

All members of the Lehigh community contribute significantly to the creation and maintenance of deep and meaningful learning experiences for Lehigh students. Yet, Lehigh's faculty bear specific responsibility for fulfilling the university's educational mission. Faculty follow established written procedures in the deliberate design and delivery of academic courses and curricula, including consideration of new or the review of existing majors, minors, degree programs, and certificates.

Proposed changes originate with individual disciplinary discussions, and proposed changes must have college approval before moving forward for consideration at the university level. The university approval process consists of consideration of proposed changes to graduate education by the Graduate and Research Committee (GRC), and undergraduate education by the Educational Policy Committee (EdPol). In all cases, substantive changes require final approval by the full university faculty.

Under R&P section 3.2.1, nonsubstantive changes require only the department's approval. They are forwarded to the Registrar's Office to ensure that changes are incorporated in the course catalog. Proposed course and curricular changes are deemed substantive if they meet one or more of the following four criteria: new courses or programs not previously approved by the university faculty; changes in prerequisites, course level, content, and credit hours for existing courses and changes in requirements and focus for existing programs; the proposed change affects programs or departments other than the one proposing the changes; and/or a course is to be dropped from the catalog for reasons other than its not being offered for more than two years.

Any proposal for a new undergraduate major, minor, or graduate program must include statements of impact on Library and Technology Services (LTS), laboratory and classroom space, and faculty. These statements, developed by subject librarians, information technology staff consultants, the registrar, and the dean, and working in conjunction with the faculty, are required elements of any proposal forwarded to EdPol or GRC, as appropriate.

Because graduate education is not a separate unit of the university, graduate courses and curricula are developed by individual departments or by departments cooperating with each other. Changes and additions to graduate programs must also be approved by the faculties concerned, the GRC, and the university faculty. These policies are discussed in R&P sections 1.2.2.3, 3.21, and 5.4.2.3.

As described below, each college has a specific internal process to propose changes, each separately coded into Lehigh's online course and curriculum management tool, CIM.

CAS Policy Committee and Course Committee

The College of Arts and Sciences (CAS) curricula are proposed and updated through a process of review that originates in the departments or programs and passes through the CAS policy committee, the college faculty, EdPol, and the university faculty, as described in R&P section 3.14.1. The policy committee is concerned with the continuing improvement of the college and makes proposals and considers all other proposals offered for this purpose by members of the faculty and the dean. The CAS course committee considers new courses, revisions of existing courses, and revisions of existing majors and minors. These recommendations are submitted to the college faculty unless policy questions arise, in which case it submits its recommendations to the policy committee.

CBE Policy Committee

The College of Business and Economics (CBE) policy committee receives from the dean of the college all proposals for undergraduate and graduate courses and curricular changes originating within the departments. The committee reviews these proposals for their conformity to university regulations and to desirable education policy. The committee reports its findings to the dean and presents the proposals with recommendations to the faculty of the college. The CBE policy committee advises the dean and the college faculty on matters involving the objectives of the college. To this end, it undertakes studies of policy matters affecting the college. Proper subjects for its consideration may originate within the committee, from other members of the faculty, or from the dean of the college, as described in R&P, section 1.3.3.2.1.

RCEAS Academic Policy Committee

The P.C. Rossin College of Engineering and Applied Science academic policy committee (APC) acts as a curriculum committee, reviews all new proposals originating from departments regarding undergraduate and graduate courses and curricula, and deals with long-range college-wide educational policy issues. The topics the committee considers may originate within the committee or may be suggested by the dean, the college external advisory council, or the college faculty. The findings of the committee go to the college faculty through the APC for consideration, as described in R&P, section 1.3.3.3.2.

COE Committees

The College of Education (COE) has graduate education only, and proposals for a new COE major, minor, certificate, or program are similar to the procedures for the other three colleges. Thus, it must include statements of impact on Library and Technology Services (LTS), laboratory and classroom space, and faculty. These statements, developed by subject librarians, information technology consultants,

the registrar, and the college deans or designates, and working in conjunction with the faculty, will be required elements of any proposal forwarded to GRC, as described in R&P, section 1.3.3.4.

University Level Change Process

Proposed substantive changes to curricula or courses must have college approval, as noted above, before coming before either EdPol or GRC, as described below. Proposed changes must have approval from one or both of those committees (according to which level of student is affected) before coming to the university faculty for approval. When proposed substantive changes affect both graduate and undergraduate students, those changes shall be reviewed by both committees before going to the university faculty. Once proposed substantive changes have received university approval, the faculty secretary notifies the Registrar's Office to ensure that such changes are incorporated in the university course catalog, as described in R&P, section 3.2.1. The final implementation is straightforward using the online course and curriculum management tool (CIM).

Educational Policy Committee (EdPol)

EdPol attends to such matters as are referred to it by the university faculty, college faculties, or the president. EdPol is responsible for the study of the curriculum, long-range academic plans, and undergraduate academic rules and regulations. The committee will make appropriate recommendations to the president and the university faculty, as described in R&P, section 1.2.2.2.

Graduate and Research Committee (GRC)

The GRC considers policies and procedures related to graduate education and research, and the awarding of Lehigh graduate degrees. The committee reviews and approves substantive graduate course changes and curriculum proposals submitted by the colleges. GRC forwards approved proposals to EdPol, for informational purposes, prior to GRC submitting them to the university faculty, as described in R&P, section 1.2.2.3. GRC has responsibility for overseeing the quality of graduate programs.

University Faculty

The University faculty meets regularly (approximately monthly during the semesters) to consider, among other issues, motions for course changes proposed by either EdPol or GRC. These motions, as well as motions for graduation by the registrar and other motions that the Faculty Steering Committee (FSC) considers to be routine and noncontroversial, are normally placed on the consent calendar, as described in R&P, section 1.1.3. These procedures will change once the recently approved faculty senate is formed and implemented.

These faculty bodies and their established roles in the curriculum demonstrate that Lehigh's educational programs are designed to foster a coherent student learning experience and to promote synthesis of learning, meeting the expectations of **MSCHE Standard III, Criterion 1**.

III.2a: Lehigh's student learning experiences are rigorously designed, effectively delivered, and appropriately assessed by faculty and staff.

Lehigh offers more than 2,300 courses in support of more than 100 undergraduate degree programs and approximately 100 master's and doctoral programs. The academic programs are designed, delivered, and assessed by the faculty of the individual colleges. Current information on and regulations governing all college and cross-college offerings are maintained in the annually updated university course catalog. In addition, the details of the curricular options available in each college are described in R&P, section 5.4.1.

The CAS offers four-year B.A. and B.S. degrees requiring a minimum of 121 credit hours, as well as various distinctive and cross-college programs. In addition, a five-year curriculum in arts-engineering leads to a B.A. or a B.S. degree from CAS and a B.S. degree in an engineering discipline. Also, with a fifth year and two additional summer sessions, students may combine a B.A. degree with a master of business administration.

During the junior year, each CBE student is required to select an area of study in which he or she plans to major. A CBE major consists of at least fifteen semester hours of advanced work in the particular field of concentration. The available areas of study include accounting, economics, finance, marketing, and management. Double majors in CBE are not permitted.

The first-year curriculum is uniform for most students admitted to the P.C. Rossin College of Engineering and Applied Science, except for bioengineering and interdisciplinary degrees involving other colleges. The Rossin College curricula consist of programs with 120 to 140 credit hours exclusive of basic military science and tactics, required summer schools, and summer employment. Any change of this credit-hour requirement is made only on recommendation of EdPol and approval of the faculty.

The COE is a graduate school, consisting of one academic department, the Department of Education and Human Services, which offers academic programs in counseling psychology, educational leadership, educational technology, school psychology, special education, and teacher education. These programs lead to the following degrees: M.A., M.S., M.Ed., Ed.S., Ed.D., and Ph.D. The college also offers teaching and certification programs approved by the Pennsylvania State Department of Education. However, the COE offers an undergraduate minor degree program in education. The COE also offers a joint B.A. or B.S./M.A. or M.Ed. Teacher Certification Program in conjunction with the College of Arts and Sciences.

These well-established, regularly reviewed and updated curricular and course offerings demonstrate that student learning experiences at Lehigh are rigorously designed, effectively delivered, and appropriately

assessed by faculty and staff, as required by **MSCHE Standard III, Criterion 2(a)**. Moreover, Lehigh's student learning programs and opportunities are characterized by rigor, coherence, and appropriate assessment of student achievement throughout the educational offerings, regardless of certificate or degree level or delivery and instructional modality, which fulfills the expectations of **MSCHE Requirement of Affiliation 9**.

III.2b: Lehigh faculty and staff who design, deliver, and assess student learning experiences are qualified for the positions they hold and the work they do.

Tenure-track faculty at Lehigh are hired through substantive international searches conducted by committees comprising voting members of the faculty (specifically, tenured or tenure-track faculty). Lehigh departments and programs identify staffing needs and make requests to college deans for permission to conduct a search. Decisions regarding faculty lines are ultimately made by the provost, in consultation with the deans. Upon receiving approval from college deans, departments form committees to recruit and select qualified faculty.

Equitable and Effective Faculty Search Processes

Lehigh makes a significant effort to ensure that faculty searches are handled equitably and effectively. Between 2012 and 2014, the Provost's Office partnered with Lehigh's [ADVANCE](#) office and the [Vice Provost for Academic Diversity](#) to develop workshops for faculty meant to enhance the faculty search process by raising awareness of the many ways unconscious bias can diminish the quality and effectiveness of the [process](#).

In support of this effort, the [Cornell Interactive Theatre Ensemble](#) (CITE) has offered many workshops on inclusive search processes over the last several years, including "Effective Faculty Search Process—It Depends on the Lens: Unconscious Bias in the Faculty Search Process" and "The Campus Visit." Lehigh's ongoing efforts to address related topics, such as unconscious bias, guidelines for hiring, and building and appreciating diversity and inclusion, are discussed in more detail in Chapter 2.

In 2015, the Provost's Office, guided by the Vice Provost for Academic Diversity, developed and disseminated a [Faculty Search Handbook](#) to "help establish fair, objective, consistent, intentional, and transparent procedures across the university in the search and hiring process, and to guard against disparate treatment of candidates, ensure sound selection procedures, and avoid inadvertent or unlawful discrimination." This handbook offers search committees extensive guidelines to ensure the hiring of highly qualified, diverse faculty.

Lehigh has been very successful in meeting its hiring goals for faculty. According to Lehigh's Office of Institutional Research and Strategic Analytics, not only is the faculty more diverse than ever in its history,

it is more accomplished. In fact, 96.4% of the full-time faculty have doctorates or terminal degrees in their fields, while the average among the *U.S. News & World Report's* top 50 schools is 93.1%, and Lehigh ranks fifteenth in the country on this metric. In addition to the full-time faculty, who constitute 81.8% of the instructional staff, Lehigh relies on part-time adjuncts. Lehigh's reliance on adjunct professors (18.1% of instructional staff) is less than the average of top-50 *USNWR* universities (38.1%); Lehigh ranks twentieth on this metric. This is comparable to Lehigh's Patriot League peers (18.5% Patriot League average). (See [OIRSA spreadsheets](#) for specific faculty data over time.)

Curriculum vitae for Lehigh faculty are available for review. In sum, the Lehigh faculty who design, deliver, and assess student learning experiences are clearly qualified for the positions they hold and the work they do, meeting the expectations of **MSCHE Standard III, Criterion 2(b)**.

III.2c: Student learning experiences at Lehigh University are designed, delivered, and assessed by faculty and staff who are sufficient in number.

Currently, Lehigh has 521 full-time faculty members. This number includes 453 tenured and tenure-track faculty, 51 professors of practice (POP), and a small number of lecturers, instructors, and visiting faculty. Lehigh's overall student-to-faculty ratio is approximately 10:1; although some departments with large numbers of majors (such as Biological Sciences and Psychology) or that teach a large number of students (such as Economics) report a sense that class sizes tend to be larger than faculty would prefer. There is a process in place, as described above, for departments to request additional faculty lines or instructional staff.

The overall satisfactory ratios of students-to-faculty, and the availability of review of faculty provisions, provides evidence that faculty and staff are sufficient in number to provide an excellent student learning experience, meeting the expectations of **MSCHE Standard III, Criterion 2(c)**.

III.2d: Lehigh faculty and staff are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation.

Faculty professional growth is supported principally through the administrative organization, leading from chair, to dean, to the provost, with professional development opportunities offered at each level. In addition, the offices described below are among the many on campus charged specifically to support faculty growth and spark innovation.

- The [Center for Innovation in Teaching and Learning](#) (CITL) offers teaching-related, technology-rich professional development opportunities, including: new faculty orientation, faculty development workshops, individual consulting on traditional and nontraditional pedagogies, classroom observation services, support for Writing Across the Curriculum, digital media and digital scholarship, online teaching, and instructional technologies.

- The [Office of the Vice President and Associate Provost for Research](#) provides opportunities, [resources](#), and support for professional growth and innovation through internal research grants, including: Faculty Research Grants (FRG), Faculty Innovation Grants (FIG), Collaborative Research Opportunity (CORE) Grants, and Lehigh Critical Research Equipment Funds (CREF).
- The [Office of Research and Sponsored Programs](#) (ORSP) helps faculty discover and compete for government, corporate, and foundation funding; supports grant and proposal writing and submission; and helps manage funded programs. Faculty are further supported through research project development [seminars and workshops](#).
- The [Mellon Digital Humanities Initiative](#) and [KEEN](#) (Kern Entrepreneurial Engineering Network) Program provide faculty development workshops and course-development funding to support innovative approaches to teaching and research.
- The Provost's Office administers the Eugene Mercy, Jr. President/Provost Fund for Faculty Development, which [offers](#) funding for conference and research-related travel for associate professors, assistant professors, and professors of practice.
- The University Faculty [Mentoring Committee](#) assists in planning the annual orientation for new faculty, organizes events to bring together mentors and mentees, and functions as a clearinghouse for information regarding mentoring for colleges and departments.
- There is a regular and sustained commitment to allocating resources for ongoing programmatic efforts such as the TRAC program, the Lehigh Lab Fellows, and a wide array of speakers that regularly come to campus to address student learning. The 2013 PRR, [Appendix 5.11](#), includes a list of speakers and events coordinated by the Graduate Office's Teacher Development Series, the Annual Symposium on Teaching and Learning, and Writing to Improve Learning at Lehigh.

In addition, faculty can apply for numerous additional grants for projects that enhance student learning. Examples of these, as described later in this chapter, include the advent of bLUeprint, the Mountaintop Initiative, the BioSystems Dynamics Summer Institute, and other opportunities that support faculty who create research or creative inquiry opportunities for students. See section III.4 below for additional information about these programs. In sum, faculty and staff who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation are meeting the expectations of **MSCHE Standard III, Criterion 2(d)**.

III.2e: Lehigh faculty and staff are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures.

Faculty Performance Review

All full-time faculty at Lehigh submit a Professional Activity Report (PAR) annually, which forms the basis of regular review. Responsibility for ensuring rigor and effectiveness in teaching, scholarly inquiry, and service falls most immediately to the department chair, who reviews faculty on an annual basis,

with merit raises made at the discretion of the dean and department chair. The quality of pre-tenured teaching, research, and service is reviewed on an annual basis by voting members of the department. Department faculty at the appropriate rank serve on college tenure and promotion committees, which report recommendations to the college dean and provost. Triennial review of associate professors is conducted in a similar manner. Throughout this process, review committees follow clear, written policies and procedures that are easily accessible on the “[College Promotion and Tenure Guidelines](#)” section of the provost’s webpage, which also supplies supplemental information specific to each college. These procedures are also described in R&P, section 2.2.

The CAS tenure and promotion committee makes their own independent substantive evaluation of each candidate they consider in accordance with the R&P and the Guidelines for Tenure and Promotion in the College of Arts and Sciences (and departmental appendices included as part of the college guidelines). These committees are described in [R&P](#), sections 1.3.3.1.3 and 1.3.3.1.4, respectively.

The primary purpose of the COE promotion and tenure (P&T) committee is to ensure broad faculty participation in promotion and tenure recommendations made by each department in the college. The P&T committee is responsible for reviewing each tenure and promotion case that is received from the dean. The establishing of department and college standards by which each candidate for promotion and/or tenure is evaluated is the joint responsibility of the candidate’s department, through its individual faculty members, and the dean, as monitored during the annual and triennial evaluations. These committees are described in R&P, section 1.3.3.2.2.

The RCEAS tenure committee is responsible for recommendations concerning tenure in the college. The promotion to full professor committee is responsible for recommendations concerning promotion to full professor in the college. These committees are described in R&P, sections 1.3.3.3.3 and 1.3.3.3.4, respectively.

The COE leadership seeks to form the promotion and tenure committee, whenever possible, such that it reflects the college faculty by including members of underrepresented groups, as defined by US government guidelines for eliminating discrimination in employment. Under R&P section 1.3.3.4.1, COE members of the committee will not vote when the tenured faculty of the college considers a candidate at the departmental stage of the promotion and tenure review process.

Staff Performance Management

Lehigh staff employees and managers are encouraged to have conversations about performance at least four times a year. These conversations help employees and managers work together to understand and share expectations, set goals, and assess and revise performance results. Clearly established performance goals provide the basis for these ongoing discussions between employees and supervisors. Staff and supervisors share the responsibility of monitoring performance and initiating conversations about it. Staff

are encouraged, moreover, to track performance of ongoing key accountabilities and progress toward the goals that they and their supervisor have established. It is the supervisor's role to provide coaching and balanced feedback on a regular basis. In addition to the performance discussions that are expected to occur quarterly, Lehigh [Human Resources](#) also provides a formal annual performance feedback form.

New staff, and current employees beginning a new position within Lehigh, have a six-month provisional period in which supervisors are asked to support adequate training, monitor employees, and deliver ongoing coaching and feedback. Near the end of a new employee's provisional period, the supervisor is asked to complete a provisional report which is shared with the employee. The provisional report focuses on key accountabilities of the position.

These processes demonstrate that Lehigh faculty and staff are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures, meeting the expectations of **MSCHE Standard III, Criterion 2(e)**.

III.3: Lehigh's academic programs are clearly and accurately described in official publications of the institution in a way that students are able to understand and follow degree and program requirements and expected time to completion.

Lehigh's online course [catalog](#) includes descriptions of the requirements for each undergraduate major and minor and graduate program. All courses except experimental courses are listed in the catalog. All degree programs are listed, along with their specific course [requirements](#); for example, [materials science and engineering](#) in the P.C. Rossin College. Finally, an online guide to the format and content of the catalog is [provided](#).

Most college-based programs also have undergraduate and graduate handbooks to guide students with regard to degree and program requirements and expected time to completion. As examples, there are the materials science undergraduate [handbook](#), the Ed.S. school psychology [manual](#), and the guide to business and economics [requirements](#).

The content of handbooks mirrors that of the course catalog to some degree, with some additional college policies, and there are additional explanations to help students navigate their curriculum. Handbooks such as these provide direct links to the official course catalog and indicate that the catalog is the ultimate authority not to be superseded by any individual handbook. Students are advised by academic advisors and department staff where to find the documents that describe degree and program requirements and expected time to completion.

Through 2016, the online Degree Audit Report System ([DARS](#)) enabled [students](#), advisors, registrar staff, and [faculty](#) to evaluate a student's transcript in light of requirements of the program in which they are enrolled. DARS was used to monitor a student's progress toward completing all college and major requirements.

In spring 2017, the Registrar's Office upgraded DARS, and implemented the [uAchieve](#) Suite, which combines degree audit reporting, academic planning, and schedule building into one comprehensive solution for student success. It provides students, faculty, and advisors with helpful visualized progress and interactive graphics. As uAchieve is an upgrade to DARS, all existing settings related to majors, minors, and degree programs remain.

The Registrar's Office continues to require departments and programs to check and update their relevant catalog contents annually. The wide accessibility of these resources, which are continually monitored and updated, demonstrate that Lehigh's academic programs are clearly and accurately described in official publications, in a way that students are able to understand and follow degree and program requirements and expected time to completion. This fulfills the expectations of **MSCHE Standard III, Criterion 3**.

III.4: Lehigh provides sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress.

Integration of teaching, research, and service is the hallmark of Lehigh's mission, which is intended to advance student learning through an experience that promotes discovery, innovation, and collaboration. Lehigh provides a wealth of curricular, co-curricular, and extracurricular opportunities that are sufficiently supported so that students are able to navigate the environment and progress in their academic programs to graduation. Chapter 3 focuses on academic programs, whereas additional information on the complementary programs are presented in Chapter 4.

Advising

Numerous resources are in place to facilitate student progress in their degree program, to facilitate student retention at the university, and to monitor progress toward graduation. Input from academic advisors is the most important resource for students as they progress through their academic program. A variety of advising models are used in the colleges, with faculty input being crucial as a means of providing guidance through academic programs.

The CBE is the only college to include both faculty and professional advisors who collaborate to provide advice. However, the P.C. Rossin College recently hired an advisor who will be a key person in the advising of first-year students. Also, the recently established [Advising Center](#) in CAS has thirty faculty mentor advisors who assist first-year and undeclared students with academic planning. Peer advisors are members of the Advising Center and assist new students with academic transitions. Once a student has declared their major, a faculty advisor in the major department assumes the advising role for the remainder of the student's academic career. P.C. Rossin College students also are assigned a major advisor near the end of the first year, prior to registration for fall sophomore courses, and in most departments that advisor remains their advisor until graduation.

Transfer and Special Student Support

A small number of transfer students are admitted to the university each year. They participate in a required orientation session sponsored by the Office of the First-Year Experience ([OFYE](#)) that focuses on social integration into the campus. Advising for these students is established based on the student's ability to declare a major program and connect with the appropriate major department upon transferring. Advising for the small numbers of transfer students who are undeclared is less well established and could benefit from additional support during the orientation session and thereafter; currently associate deans typically provide initial advising and seek input or advisors from departments as appropriate.

Additional academic support systems are provided in the Student Affairs Office. The [Center for Academic Success](#) (part of Academic Life and Student Transitions) provides peer tutoring and study skills assistance programs, at no cost to students. [Disability Support Services](#) works with students with disabilities to provide accommodations and services that support student academic success. This office also addresses accommodations for students who may have learning style differences as well. The OFYE provides resources and support for first-year students and their families as they transition to the college experience. [Counseling and Psychological Services](#) assists students and the Lehigh community with support services to maximize their potential for growth in the university environment. The Student Affairs [website](#), [Student Handbook](#), and [course catalog](#) are sources where students can find information about additional academic resources and services.

Research, Scholarship, and Independent Inquiry

There are rich opportunities for the development of research, scholarship, and independent thinking across the colleges, departments, and programs at Lehigh. These opportunities are possible due to the quality of the facilities and resources available to students and faculty alike. The physical space at Lehigh is administered by Facilities Services, Campus Planning and Projects ([FSCPP](#)). This office is dedicated to maintaining and improving buildings and grounds to make Lehigh the very best physical environment it can be in order to carry out its mission of excellence in teaching, research, and service to the community. Outside formal curriculum and teaching, there are opportunities for students to engage in research, scholarship, and independent thinking. Examples include [open-access seminars](#) like the ones offered by the Chemical and Biomolecular Engineering Department.

Special Learning Opportunities and Resources

Among the diverse set of major programs across the three colleges that support undergraduate activities are numerous opportunities for experiential learning, engagement in research, and collaborative learning set within an interdisciplinary framework. Examples include the two-semester Technical Entrepreneurship Capstone ([TE Capstone](#), formerly Integrated Product Design), Integrated Business and Engineering

Program ([IBE](#)), Computer Science and Business ([CSB](#)), and the Integrated Degree in Engineering, Arts, and Sciences ([IDEAS](#)).

Student learning is also fostered through numerous opportunities outside the classroom. Prominent examples include community service projects sponsored by the [Community Service Office](#); internships and a culture of entrepreneurship and creativity sponsored by the [Baker Institute](#); more than 250 study abroad opportunities in sixty countries organized by the [Study Abroad Office](#) in the Office of International Affairs; and community-related courses and projects sponsored by the [Center for Community Engagement](#). Student research opportunities are well supported, widely available, and expanding; for example, since 2014, the Howard Hughes Medical Institute–funded [Biosystems Dynamics Summer Institute](#) has expanded student opportunities in research.

The [Mountaintop Initiative](#), launched in summer 2013, has provided students and faculty mentors from all disciplines an “incubator” for discovery, creative inquiry, and innovation outside of a classroom setting. Nearly 400 students have already participated in 79 faculty-mentored projects. Supported through a \$20 million seed funding gift from an alumni donor, the university is now seeking support to expand the initiative, and has recently hired its first Vice Provost for Creative Inquiry and Director of the Mountaintop Initiative. In fall 2017, a series of co-curricular hands-on workshops have been initiated under the [Learn X, Make X, Sprint X umbrella](#). These workshops range from learning how to use power tools and sophisticated laser cutting equipment, to making poetry and micro-documentaries, to co-creating practical solutions to problems faced by refugees in the Lehigh Valley. Frequent workshops and new Creative Inquiry ([CINQ](#)) courses were offered in the fall 2017 semester. Many of the CINQ courses are provisional and do not yet appear in the course catalog, but will appear in the catalog after completing the approval process for permanent courses.

Undergraduate research support is provided from many sources, including the following examples: [Dale S. Strohl '58 Awards](#) for Research Excellence in Humanities and Social Sciences; [Grants in Experiential Learning & Health](#); [Undergraduate Research Grants](#) in CAS; and [Peller Research Assistance Awards](#) in CBE. A complete list of research funding for students can be found on the [website](#) for the Office of the Vice President and Associate Provost for Research and Graduate Studies.

Additional programs and services include the [TRAC Fellows Program](#) (Technology, Research, and Communication), which provides peer tutors across the disciplines to assist with all stages of writing. In AY 2015-16, 72 TRAC writing fellows worked with 45 faculty members and more than 1,500 students in some 5,000 draft conferences. The [LTS Librarian Consulting Team](#) assists students with information technology skill development. Finally, the [Writing and Math Center](#) assists students in developing their writing and math skills, as well as research techniques.

Student Special Circumstances

Several policy initiatives help assure that students sustain progress in their academic programs. Careful academic planning with advisors can help students plan schedules based on typical course availability. Yet, at times students may require course substitutions for program requirements if required courses are not available or are oversubscribed.

The university has a [leave of absence](#) policy that enables students to take a leave for a number of reasons and take coursework elsewhere with approval of the SOS Committee (for undergraduates) or the SOGS Committee (for graduate students). A transfer of credit form from the Registrar's Office must be completed for transfer credit consideration following a leave of absence. A returning student can resume progress toward a degree (with transfer credits, if applicable) by completing a readmission form provided by the Registrar's Office.

In some instances, withdrawal from a course during the semester due to poor performance not only jeopardizes student progress toward their degree, but also affects financial aid because of a reduction in credits below full-time status (12 credit hours for undergraduates). Students may appeal to SOS for additions after certain deadlines, which may restore the student to full-time status.

Several academic alert systems are in place to identify undergraduate students who are experiencing academic difficulties that ultimately may impede their progress toward their degree. The "[Section 3 Process](#)" gives faculty instructors the opportunity to communicate with the Office of Academic Life and Student Transitions, the student's major advisor, and the dean's office if a student is neglecting coursework or creating classroom disruptions. The requirement for signatures from the student's advisor and associate dean on a Section 3 reporting form ensures a connection between the major advisor and the student to address the problem.

The university may issue [mid-semester grade](#) reports for first- and second-year students and provide a mechanism for monitoring student progress in their courses. Grade reports are accessible to faculty advisors, the student, and the student's family (with consent of the student, according to FERPA rules). Additional monitoring of student-athletes is achieved by close association of the Athletics Department's director of [Student-Athlete Academic Services](#) with the Office of Academic Life and Student Transitions.

Students may encounter financial crises that impact their ability to remain enrolled. An [emergency loan program](#) (previously processed through the Office of Multicultural Affairs) is processed by the dean of students; loans are available for any undergraduate student. The loans (\$500 maximum) are interest-free and are available for educational-related expenses. A similar [emergency loan program](#) serves graduate students.

Student Engagement and Community

Woven into factors that impact student progress toward a degree are initiatives and strategies that affect student retention, including fostering students' ability to build campus relationships and community. Some of these initiatives (apart from those previously mentioned) include programming by the following: [Multicultural Affairs Office](#); [Pride Center for Sexual Orientation and Gender Diversity](#); [Center for Gender Equity](#) (formerly the Women's Center); [Leadership Lehigh](#); and [RARE](#) (Rapidly Accelerated Research Experiences), sponsored by the Howard Hughes Medical Institute.

In addition, there are several housing initiatives, including sixteen affinity living-learning [communities](#) (for example, a STEM-themed community was organized in 2015), the services of [Fraternity and Sorority Affairs](#), and more than 150 [student organizations](#).

These examples of programs and procedures demonstrate that Lehigh provides sufficient learning opportunities and resources to support both the institution's programs of study and students' academic progress, in fulfillment of the expectations of **MSCHE Standard III, Criterion 4**.

III.5a: Lehigh's general education program, which is integrated into academic disciplines, offers a scope sufficient to draw students into new areas of intellectual experience, expand their cultural and global awareness and cultural sensitivity, and prepare them to make well-reasoned judgments outside as well as within their academic field.

Lehigh's General Education (GenEd) model is integrated into academic programs by college. An alternative, partial or full freestanding university-wide model, was considered in recent discussions between the MSCHE committee co-chairs and the EdPol Committee, with the final outcome being that the colleges remain primarily responsible for the GenEd program for students in their college. The university-level oversight includes activities such as reviewing commonality at the university level as summarized in reports such as the July 2011 "[Compendium](#)" of Lehigh's progress in developing Student Learning Outcomes (SLOs). The evolution of this discussion is detailed in the [2013 PRR, section 5](#).

Each of Lehigh's three undergraduate colleges have the following distribution requirements as a key element of their GenEd program: Quantitative Analysis; Humanities; Social Science; Natural Sciences; and for communication, each college requires at least the English 1 & 2 composition courses. The distribution requirements are different for each college and published in the university course catalog and on the college websites. For example, the link for CAS can be found by clicking [here](#).

Lehigh's GenEd program is integrated into academic programs, guided by the college requirements, and offers a scope sufficient to draw students into new areas of intellectual experience, expand their cultural and global awareness and cultural sensitivity, and prepare them to make well-reasoned judgments outside as well as within academic fields, fulfilling the expectations of **MSCHE Standard III, Criterion 5(a)**.

III.5b.i: Lehigh's general education program, which is integrated into academic disciplines, offers a curriculum designed so that students acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy.

Lehigh's general education program is managed by the three undergraduate colleges. The learning outcomes for each college, along with information about assessment and improvement, is provided in Chapter 5, and most of the discussion and documentation responding to III.5b.i is in that chapter.

Standing Subcommittee on Writing Instruction

Under the oversight of Lehigh's Educational Policy Committee (EdPol), per R&P section 1.2.2.2.1, there is a university-wide subcommittee on writing instruction that may examine all academic programs, policies, initiatives, and proposals of same having to do with undergraduate and graduate writing, including the First-Year Writing Program and the Writing Across the Curriculum Program. This subcommittee is newly reconstituted for the 2017-18 academic year as EdPol reviews general education expectations.

Lehigh's GenEd program is integrated into academic disciplines. This offers a curriculum that allows students to acquire and demonstrate essential skills including at least oral and written communication, scientific and quantitative reasoning, critical analysis and reasoning, technological competency, and information literacy, meeting the expectations of **MSCHE Standard III, Criterion 5(b)**.

III.5b.ii: Lehigh University's general education program, which is integrated into academic disciplines, includes the study of values, ethics, and diverse perspectives.

In addition to college requirements that relate to the study of values, ethics, and diverse perspectives, Lehigh's broad commitment to leadership and identity development reflects its commitment to values, ethics, and diverse perspectives. The university has adopted the bLUeprint competencies framework, which encompasses the 5 Foundations for Student Success. The bLUeprint program, which received special praise from the external evaluators during Lehigh's 2013 Periodic Review, is designed to develop in undergraduate students five foundations for success: creative curiosity; identify development; collaborative connections; inclusive leadership; and professional growth and success. Through the Office of Student Affairs Assessment and Planning, the university assesses activities regarding the core competencies that are introduced in Lehigh's evoLUtion seminars when first-year undergraduates arrive at Lehigh for orientation.

The bLUeprint's 5 Foundations are closely related to the KEEN Outcomes, which are used by many faculty in the P.C. Rossin College. It has been proposed by current users that faculty across the university

consider incorporation of the KEEN framework with the current university-level outcomes. Rossin faculty will be reaching out to faculty in other colleges in the upcoming years to consider the KEEN approach to innovative teaching.

These programs demonstrate that a Lehigh education includes the study of values, ethics, and diverse perspectives, meeting the expectations of **MSCHE Standard III, Criterion 5(b)**.

III.5c: As Lehigh University is a US institution, MSCHE Standard III, Criterion 5(c) is not applicable.

III.6: Lehigh faculty have credentials appropriate to their roles in providing graduate-level education, guiding opportunities for the development of research and scholarship, and the promotion of independent thinking.

As noted previously, Lehigh does not differentiate between undergraduate and graduate faculty. All faculty are qualified and expected to teach in both undergraduate and graduate programs of study. As documented in Chapter 2 of this self-study report, Lehigh takes care to hire faculty and professional staff qualified to undertake responsibility to assure the quality, continuity, and coherence of the university's educational programs, which fulfills the expectations of **MSCHE Requirement of Affiliation 15**.

However, graduate studies do have particular characteristics and have resources that are considered apart from the undergraduate curriculum. Resources include 521 designated research faculty, 96% of whom hold the terminal degree in their field, who are available to the 1,969 graduate students at Lehigh to collaborate with on research, coursework, or projects. This provides a ratio of approximately 3.78 graduate students for every faculty member. The review process and quality of the graduate degree programs at Lehigh are handled by four groups with clearly designated roles: the individual graduate programs, the four colleges and deans, the graduate associate deans (GADs), and the Graduate and Research Committee (GRC). These entities maintain and enhance graduate education in accordance with the five student developmental competencies: Knowledge, Application (of knowledge), Context (of knowledge), Communication, and Leadership.

The GRC has a central role in developing policies and procedures for graduate education and reviewing the appropriateness and quality of graduate programs (see [R&P](#) section 3.21). The GRC is responsible for reviewing the periodic graduate program reviews, maintaining the calendar for periodic assessment of each graduate degree program, and sharing best practices among graduate programs, both within and across departments and colleges. The GRC [reviews graduate programs](#) every five to seven years. Additional information on the grad program review and graduate student competencies assessment is provided in the section related to section III.8 below.

Graduate Student Mentorship

There are faculty mentoring programs in Lehigh's four colleges as well as at the university level. For example, Lehigh's ADVANCE (Advancing Women in Science and Engineering at Lehigh) program supports interdisciplinary [faculty mentoring](#). Also, the Mountaintop Initiative provides internal funding support to [faculty-student mentoring](#) relationships for both graduate and undergraduate students.

Funded opportunities for mentorship are intended to encourage the development of research, scholarship, and independent thinking at the graduate and professional level. Graduate students are largely advised by graduate faculty within each of the colleges at Lehigh. In addition, graduate programs at Lehigh offer opportunities for mentorship both in academics and research as well as in professional skills. For example, the Provost's Office and the Office of Graduate Student Life provide support for faculty to mentor other faculty, for faculty to mentor students (both undergraduate and graduate), and for students to mentor other students. Faculty-to-faculty mentoring is voluntary through the University Faculty [Mentoring Program](#).

Supplemental activities are provided by the Office of Research and Graduate Studies, which provides information, support, and programs for graduate students to identify, propose, and receive both internal and external funding to support their [academic and research activities](#). Other examples include such Graduate Life programs as the [Dissertation Bootcamp](#), [Tuesdays@10](#), and [Women's Exchange](#). The Graduate Life Office also partners with the CITL in offering a [Teacher Development Program](#) for graduate students. Opportunities for graduate students to explore potential careers in research and beyond are provided through Career Services [workshops](#). Some graduate students also work as "GAs" in academic departments or administrative offices across campus.

These examples demonstrate that Lehigh faculty and staff have credentials appropriate to their roles in providing graduate-level education, guiding opportunities for the development of research and scholarship, and the promotion of independent thinking, meeting the expectations of **MSCHE Standard III, Criterion 6**.

III.7: Lehigh has processes and procedures in place that provide adequate and appropriate institutional review and approval for any student learning opportunities designed, delivered, or assessed by third party providers.

Approval for transfer credit requires the relevant Lehigh academic department to evaluate a course for equivalency and rigor. First-time undergraduate students seeking to transfer advanced credits upon entering Lehigh complete the "[Freshman Transfer Credit Petition](#)." Undergraduate students transferring to the university complete the "[Undergraduate Transfer Credit Petition](#)." Graduate students complete the "[Graduate Course Credit Transfer Petition](#)." Regarding such requests, R&P section 3.1.4 states that the "content of a course must be evaluated for equivalency and appropriate rigor by the appropriate Lehigh

department and must meet minimum standards for transfer credits as determined by the university registrar.”

Lehigh Abroad

Students proposing to study abroad complete either the course approval form or the [short-term course approval form](#), posted on the university’s International Affairs/Study Abroad website. Courses taken through Lehigh Abroad–approved programs and assigned passing grades will count toward fulfillment of the undergraduate residency requirement. However, such courses will transfer on a credit-only basis. That is, grades assigned to these courses will not be used in calculating grade point averages or in determining class rank, except as noted in R&P section 3.11.1. Under R&P section 3.1.4.1, students studying in Lehigh Abroad–approved programs will be limited to two regular terms of study abroad that may be applied toward a single Lehigh undergraduate degree. Summer study abroad in approved programs will not count toward this limit.

These examples demonstrate that Lehigh has processes and procedures in place that provide adequate and appropriate institutional review and approval for any student learning opportunities designed, delivered, or assessed by third party providers, meeting the expectations of **MSCHE Standard III, Criterion 7**.

III.8: Lehigh conducts periodic assessments of programs providing student learning opportunities.

Faculty Engagement with Assessment

In the 2009 university [Strategic Plan](#), Lehigh constituencies, spearheaded by the Student Affairs division, adopted the following university-level undergraduate [student developmental core competencies](#): Intellectual Development; Individual Identity Development; and Interpersonal Development, Equity, Community, and Global Engagement. The assessment program identifies development from introductory through intermediate and advanced stages. By adopting outcomes structured as developmental competencies, Lehigh has a university-level assessment program that complements the college-level curriculum-focused assessment programs.

In 2010, the university-wide, faculty-led EdPol approved eleven student learning outcomes for guiding the First-Year Experience, while engaging with the ongoing discussion of MSCHE’s former Standard 12 (General Education). EdPol [mapped](#) their outcomes to the core competencies. The EdPol outcomes were also mapped to the college learning outcomes by the Student Learning Assessment Committee. The learning outcomes for the College of Arts and Sciences and many of EdPol’s are similar to some of the highly respected American Association of Colleges and Universities ([AAC&U](#)) list of fifteen essential outcomes.

Also in 2010, the Graduate & Research Committee (GRC) began the process of creating a periodic program review plan for all graduate programs in all colleges as part of their charge in R&P. The goal was to rate the appropriateness and quality of graduate programs and research activities in relation to the educational objectives of the university. The following year, the GRC began coordinating with the provost-appointed Enhancing Graduate Education (EGE) Committee, which served as a de facto GRC subcommittee. The EGE focused on developing the *Enhancing Graduate Education document*, which developed from the 2009 strategic plan's focus on graduate education as one of its four "Front Runner Initiatives," and brought all proposals through the GRC to the university faculty. As a commitment to embrace student learning assessment, EGE briefed and obtained campus-wide input from many groups, including GRC, the Strategic Planning Implementation Group (SPIG), all colleges and department chairs, and the board of trustees. EGE's report, providing a statement of the university's overarching goals for graduate education and outlining a sustainable process of periodic program review, was accepted by GRC in 2012.

The GRC 2012 program review framework includes adoption of university-level graduate student competencies and a process for their assessment. Per the framework, each program (or department) explains its interpretation of the five university-level graduate student learning competencies adopted as part of the vision: Knowledge, Application of Knowledge, Context, Communication, and Leadership.

Substantial detail on the information in the reviews conducted by the colleges is available in Chapter 5.

Assessment of Undergraduate and Graduate Programs

The assessment of undergraduate and graduate majors and academic programs is discussed at length in Chapter 5.

Staff Engagement with Assessment

While the heart of the university's assessment program is the faculty's direct assessment of student learning, we also recognize that learning can be embedded in experience, and often occurs beyond the classroom. The "bridge"—connecting the work of the four colleges and the broader university activities and programs—is maintained by administrative and staff units, including Academic Affairs, Student Affairs, LTS, Career Services, and Institutional Research. Each of these units serve students, specifically or generally, but they also respond to faculty needs in very concrete ways, by keeping schedules, records, and classroom technology updated and in good working order. Information regarding the faculty and staff role in achieving assessment goals is included in Chapter 4.

In order to improve performance over time, Lehigh staff employ a wide variety of evaluations, surveys, and program assessments that play a key role in institutional assessment. The staff of the Student Affairs division, for example, have developed a wide variety of [activities](#) to promote, assess, and improve institutional-level [student developmental core competencies](#).

Lehigh has committed resources to support the regular collection of data, some centralized and some designed and implemented in units, to provide multiple measures of achievement of student learning outcomes. These efforts provide primarily indirect evidence about student learning. When used with direct evidence, they can help determine if student-learning outcomes are being achieved. For example, the National Survey on Student Engagement ([NSSE](#)) and Faculty Survey on Student Engagement ([FSSE](#)), each conducted in 2009, 2012, and 2015, provide student self-reported information about undergraduate assessment and engagement. The three-year cycle is designed to survey students as seniors who were surveyed in their first year.

The results are compared to a group of peer schools and other lists that allow Lehigh to normalize results, but do not directly measure student learning outcomes (SLOs) such as critical thinking and communication skills. Non-normed in-house surveys are also used. For example, Lehigh surveys faculty annually and collects data on first-year students, including surveys and exit interviews for those who leave the university.

Lehigh systematically evaluates its educational and other programs, and applies its findings to practical improvements, which fulfills **MSCHE Requirement of Affiliation 8**. Moreover, Lehigh's planning integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and the results of academic and institutional assessments, which fulfills **MSCHE Requirement of Affiliation 10**. In sum, the discussion above demonstrates that, with increasing consistency and depth, Lehigh conducts periodic assessments of programs providing student learning opportunities, meeting the expectations of **MSCHE Standard III, Criterion 8**.

CHAPTER 4

STANDARD IV: SUPPORT OF THE STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

As noted in Chapter 2, the staff of Lehigh's [Office of Admissions](#) manages applications for undergraduate education, considering diverse components (including the high school transcript, scores from standardized tests, evidence of extracurricular involvement and leadership, recommendations from counselors and teachers, and as many as three different essays) to assess an applicant's likely fit with and potential success at the university. In addition, Lehigh's [Office of Financial Aid](#) deploys varied [resources](#) to strategically [recruit](#) and retain historically underrepresented, first-generation, and other student populations that will support the university's goals for broadening [access, diversity, and inclusion](#). Finally, the [Office of Academic Transitions](#) offers significant support to matriculated students in order to increase retention and success. A major initiative in this regard is the [First-Year Experience](#), a [program designed](#) to increase cohesiveness among a matriculating cohort, ease the transition from high school to college, and promote success among the new students.

Lehigh's Admissions Office makes information regarding current and past cohort profiles accessible to prospective students and their families through its website. The office maintains a membership in the National Association for College Admission Counseling (NACAC) and abides by its code of ethics, the Statement of Principles of Good Practice ([SPGP](#)). The SPGP's "member conventions" call for accuracy of disseminating materials, reports, and publications. These ethical and professional principles inform the assembly and distribution of Lehigh's "[tuition and financial aid talking points](#)." Lehigh also publishes specific information on the aid awarded to enrolled undergraduates in the [Financial Aid Table of the Common Data Set](#). This information is compiled by and made available on the website of the Office of Institutional Research and Strategic Analytics.

This commitment to careful recruitment and admission of students, and the ample financial, social, and academic supports described below, allows the university to matriculate students with abilities, interests, experiences, and goals that are congruent with Lehigh's mission and across all educational experiences, levels, and modalities, which fulfills the expectations of **MSCHE Standard IV**.

Admissions to Lehigh's graduate programs are coordinated by each college with close involvement of departments.

IV.1.a: Lehigh has instituted ethical policies and processes that allow it to provide students and prospective students with accurate and comprehensive information regarding expenses, financial aid, scholarships, grants, loans, repayment, and refunds.

Lehigh publishes specific information on aid awarded to enrolled undergraduates in the [Financial Aid Table of the Common Data Set \(Table H\)](#), which is available on the website of the Office of Institutional Research and Strategic Analytics. As demonstrated in the Common Data Set, in AY 2016-17 undergraduate financial aid at Lehigh included \$69,390,520 in need-based scholarships and grants; institutional scholarships and grants accounted for \$64,442,636 of that aid; and Lehigh awarded an additional \$16,642,247 in non-need-based aid. The average financial aid package offered to first-time, full-time, first-year students was \$42,844; the average aid package to full-time undergraduate students (including first-year students) was \$43,376. For students who meet Lehigh's financial aid criteria, Lehigh [caps loans](#) in aid packages at \$20,000 over four years.

The policies, procedures, and practices described below demonstrate the university's ongoing institutional commitment to providing prospective and admitted students with accurate and comprehensive information regarding the costs of attendance and available resources that facilitate the university's efforts to admit, retain, and support successful students.

Undergraduate Students

Prospective applicants to the university can determine the approximate cost of attendance using the online [net price calculator](#). Lehigh is committed to meeting [100% of demonstrated need](#) for all admitted and current domestic students other than transfer students. The Financial Aid Office is responsible for determining eligibility, and sends the [financial aid checklist](#) to all prospective and current students who express an intent to apply for need-based financial aid. The checklist provides a detailed description of all required documents. Students who are applying for institutional need-based aid must, at minimum, submit the Free Application for Federal Student Aid (FAFSA), the College Board College Scholarship Service (CSS) profile, copies of parent(s) and student prior-year tax return, and the Lehigh University Application for Financial Aid. Students who do not wish to apply for institutional need-based aid will only submit the FAFSA, but additional forms may be required if the student is selected for verification by the US Department of Education or if review of their application materials reveals inconsistent information. Requests for additional information can be viewed on the student web portal. The student is also notified via email if there is incomplete information in their file.

Lehigh attempts to assemble an aid package that meets a student's financial need through a combination of self-help (loans and work-study) and gift aid (scholarships and grants). The university uses federal methodology to determine eligibility according to the federal regulations as outlined in the Federal Student Aid Handbook. In addition, Lehigh has established a Policy and Procedure Manual for determining institutional aid. The need evaluation considers many factors, including family income,

assets, size, business tax information, and unusual expenses. In all cases, the financial aid staff is committed to evaluating ability to pay educational costs in an equitable and consistent manner, recognizing that special circumstances can and do affect a family's ability to pay.

Lehigh administers various federal, state, and institutional grants and scholarships, resources that are also known collectively as "gift aid." Most grants are need-based awards, and do not need to be repaid or earned by working. Lehigh University Grants, for example, are need-based awards funded through endowments established by generous alumni and other friends of the university. Federally-funded Pell Grants and Supplemental Education Opportunity Grants (SEOGs) are for students with exceptional need. The value of these grants is determined annually and is based on household and financial information that the student provides on the FAFSA. Many states offer need-based grant assistance, as well. State grants are awarded to students by the scholarship office of the state in which the student resides. Students are responsible for working with their state grant agency to determine eligibility. Finally, Lehigh offers a limited number of merit-based awards. When awarding merit aid, the university takes a holistic approach, looking beyond grades and other statistics related to academic talent alone to examine evidence of distinctive contributions outside the classroom.

Federal student loans are available to Lehigh students who are enrolled at least half-time in an undergraduate or graduate-degree program. Eligibility for a Federal Direct Loan is based on cost of education, the amount of other financial aid being received, and the Expected Family Contribution. The Federal Direct PLUS Loan offers parents or graduate students an alternative means of financing the net cost of the education. The loan is specific to an academic year and the maximum amount is the cost of attendance, minus any aid received. The interest rate and repayment terms for federal loans are determined by the US Department of Education. The University Tuition loan, a subsidized loan with a fixed interest rate (currently 7%), may be awarded to students with financial need. The student is required to begin repayment three months after graduating (or once he or she is no longer enrolled at least half-time).

A private loan may be applied for separately from the need-based application and award. In general, these loan options are used to help finance some or all of the Expected Family Contribution (or net cost after all financial aid resources are considered). Federal Work-Study (FWS) or Institutionally Funded Work Opportunity Awards (WOAs) are need-based awards that may be offered to students who accept on-campus employment. These programs are administered by the Financial Aid Office, in conjunction with guidelines set forth by the federal government.

All prospective and current students who complete a financial aid application receive a financial aid notification (FAN). Prospective students receive the FAN along with their letter of admission, and current students are notified of their updated awards during the summer, usually by mid-June. The accompanying letter lists all sources of financial aid that they are eligible to receive, including descriptions of annual and aggregate limits on aid, interest rates and repayment information where applicable, and university policies on disbursement of funds, withdrawals, and refunds. The FAN also communicates any updates of Lehigh's estimated cost of attendance.

All Lehigh students, both returning students and applicants, benefit from financial aid [counseling](#). The latter are [assigned](#) a financial aid counselor who is available to assist them and their families throughout the application process. In addition, the university maintains a comprehensive website, which features an area to review tuition and other costs, types of financial aid (and a glossary), the aid application process, and forms and policies. The website is evaluated and updated several times throughout the year to ensure the information presented is both clear and accurate.

All undergraduate and graduate students are invited to participate in a loan repayment workshop, where they are provided with critical information on repayment options and are made aware of the tools available to track loan balances. In addition to this workshop, and in compliance with federal regulations, the financial aid team notifies students of the requirement to complete exit counseling when they graduate or drop below half-time status.

Graduate Students

Many graduate students are funded by graduate teaching or research assistantships that are managed by the colleges and departments, and are linked to teaching or research. In addition, the Financial Aid Office also awards federal loan assistance to graduate students in accordance with federal guidelines. The university maintains a comprehensive website with information for graduate students, including [graduate tuition and other costs](#), [types of financial aid](#), and [the aid application process](#). Applicants must be registered at least half-time to be eligible for federal loans (6 credits each semester during the academic year, or 3 credits for each summer session). Enrollment in a degree program is also required. Graduate students who submit a FAFSA application and Lehigh Graduate Student Financial Aid Application and have registered for classes will be notified via email of their federal aid eligibility based on their requested amount.

Lehigh's Graduate Life Office ([GLO](#)) provides a range of programs, services, activities, events, and workshops designed to enhance the academic, personal, and professional development of Lehigh graduate students. GLO's services span all four colleges to support general nonacademic needs that will contribute to graduate student retention and success. The GLO website provides information regarding orientation, support services, health insurance, housing, and many university resources. Prospective students will find updated information about admissions criteria and information about support services on that site. Graduate student handbooks are available from CAS, RCEAS, and COE offices and their websites. Analogous information for the CBE is made available by program rather than comprehensively maintained by the college, although general information regarding career services, financial aid, and residence life is available on the CBE webpage.

Registrar's Office, Registration and Academic Services

Among other responsibilities, the registration and academic services staff in the Registrar's Office establishes procedures for verification of enrollment and attendance, which support requests to defer repayments of student loans. The office also maintains a system for accurately recording grades and reporting academic progress, which support university compliance with government regulations, accreditation standards, and supervising certification of NCAA eligibility.

According to section 5.2.3.1.5 of the *Rules and Procedures of the Faculty* (R&P), this office is also a key resource for prospective students with regards to accurate and comprehensive information about costs and financial aid, as well as information regarding expenses, repayment, and refunds. Information on a student's ongoing responsibilities to maintain eligibility for financial assistance through appropriate enrollment and academic progress is presented through the course catalog, the registrar and bursar websites, and admissions and financial aid brochures. Moreover, under R&P section 1.2.5.4, the registrar is a member of the committee on undergraduate awards and prizes. The committee is responsible for all awards and prizes established for undergraduate students (with the exception of those handled by the Williams senior prize committee).

Lehigh's policies, processes, and practices operate to provide accurate and comprehensive information regarding costs and financial support, and therefore allow the university to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institutional mission, which meets the expectations of **MSCHE Standard IV, Criterion 1(a)**.

IV.1.b: Lehigh has instituted policies and processes by which students who are not adequately prepared for study at the level for which they have been admitted are identified, placed, and supported in attaining appropriate educational goals.

The examples of Lehigh policies, procedures, and practices described below demonstrate the university's ongoing institutional commitment to identify, place, and support students who are not adequately prepared for study at the level for which they have been admitted.

Office of Academic Transitions (OAT)

Lehigh's Office of Academic Transitions, operating within the Dean of Students department in the division of Student Affairs, plays a central role in identifying, placing, and supporting students who may need additional academic or other preparation. OAT staff proactively focus on first-generation college students, students with lower than usual pre-college academic indicators, student-athletes, underrepresented populations, and students who are managing challenging life situations. OAT staff seek

to reach out to these students during the early weeks of their first semester to discuss their experience and share applicable resources with them. The office monitors academic progress and performance, including students who have not met the minimum GPA requirements and are placed on academic probation. By contrast, an academic warning can be issued to students who remain in good academic standing, but earn an exceptionally low term GPA. Academic coaching and counseling is available for students who are experiencing academic and related personal difficulties.

The [Summer Success & Aid Program](#) is a retention initiative initially created by OAT to close the graduation gap between underrepresented and majority student populations. Through SSAP, students receive grant funding for (up to) 8 credits for summer courses, as well as on-campus housing (if applicable) and food expenses for one or both summer sessions. Students are also required to participate in a weekly series of student success workshops with topics that include: time management and study skills, self-advocacy and the utilization of resources, stress management, and career exploration and planning. This office has expanded its outreach to students with financial need who can benefit from taking summer courses to stay on/near track for graduation, and works to identify key courses required by the students.

Special Support Programs

The university offers various other programs to support students with particular challenges. The Lehigh University Student Scholars Institute ([LUSSI](#)), coordinated by the Office of the Vice President for Equity and Community, assists first-generation college students in their academic and social transition to Lehigh. The Rapidly Accelerated Research Experience ([RARE](#)) program facilitates underrepresented students' persistence and success in the STEM fields to include early exposure to research. The [Greer Scholars](#) program supports underrepresented students in the P.C. Rossin College of Engineering and Applied Science. [StepUp](#) is a seven- to nine-week intensive program facilitated by the Office of International Affairs for international students for whom English is a second language. The StepUp program takes place on campus during the summer prior to the student's first semester, and is designed to improve academic English proficiency, develop time management skills, and familiarize new students with American culture.

Disability Support Services ([DSS](#))

Lehigh welcomes students with disabilities, is committed to providing the same opportunities to all students, and complies with the Rehabilitation Act of 1973 and the Americans with Disabilities Act. The Office of Disability Support Services works to develop specific accommodations for students who self-identify their needs in order to ensure equal access to university programs, activities, and services. Policies and procedures have been developed to provide students with as much independence as possible and to promote self-advocacy. This office also addresses accommodations for students who may have learning style differences. The university employs two full-time professional staff, one full-time administrative assistant, and a part-time graduate assistant.

Student Support and Case Management Services

Lehigh's Student Support and Case Management Services provides intervention, assessment, monitoring, education, and support to students exhibiting signs of personal and academic decline. The Student Support Office serves a unique role in linking students with needed support resources on campus, facilitating their access to those resources, monitoring their progress and success, and intervening as necessary. The staff relies on both proactive and reactive education and intervention to identify students at risk, and to facilitate the students' learning to function autonomously and thrive in challenging social and academic environments. The goals of the Student Support staff are to retain students at risk and to foster successful academic careers, including degree completion.

College-Based Student Experience, Including Graduate Student Support

The colleges carefully screen applicants at the program admissions level to only admit students who have demonstrated the capability to succeed. Associate graduate student status may be offered to applicants who apply but fail to qualify for regular graduate student status, and the colleges may also specify required preparatory coursework. For example, CBE students are required to earn prescribed minimum grades in early courses before being allowed to advance. In CAS, students seeking to study in certain STEM fields may be tracked into appropriate foundational classes. RCEAS students who lack sufficient background in a specific area may be required to take foundational courses at Lehigh or elsewhere before full admission is granted. Alternatively, RCEAS students admitted on an associate admission status must earn prescribed minimum grades in their first nine credits in order to continue. Finally, all of the colleges have processes to identify international students who might benefit from language support through OIA's International Center for Academic and Professional English ([ICAPE](#)), and will work with the OIA program to assist these students.

In sum, Lehigh's policies and processes to identify, place, guide, and support students who are not adequately prepared for study at the level for which they have been admitted allow the university to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institutional mission, which meets the expectations of **MSCHE Standard IV, Criterion 1(b)**.

IV.1.c: Lehigh conducts orientation, advisement, and counseling programs to enhance retention and guide students throughout their educational experience.

Office of First-Year Experience

Lehigh's Office of First-Year Experience offers comprehensive programming and services to provide support and resources for the academic and social transition of new students. The office coordinates orientation programs, including for transfer students, and facilitates the evoLUtion seminar, a ten-week fall semester experience required of all first-year students. Additionally, OFYE works with students admitted in January to ensure they have a successful transition and are connected to the resources on campus. These January-admit students attend a two-day split orientation, one day in November to focus on class registration and one day in January to accustom them to campus. They are also required to attend the evoLUtion seminar in their first semester.

Center for Academic Success

Lehigh's Center for Academic Success seeks to empower students to develop the academic self-management abilities which will enable them to become self-confident and independent lifelong learners. Both peer tutoring and academic coaching are offered. The Center offers students several varieties of peer-tutoring experiences for first- and second-year courses. Residential, for example, is a walk-in tutoring program offered for calculus, chemistry, and physics in the study lounges in six residence halls. Students may take advantage of walk-in tutoring for these and a wider variety of courses most evenings of the week. The Center's international tutor training program received certification through the College Reading & Learning Association in June 2017.

University Counseling and Psychological Services (UCPS)

The University Counseling and Psychological Services' individual counseling services provide students with social, emotional, academic, and personal support. UCPS offers services to students struggling with a range of psychological and personal concerns, including depression, anxiety, and social difficulties. UCPS provides students a safe, confidential space to explore and address their concerns. UCPS counseling helps students understand the connection between mental health and academic achievement. UCPS also offers a variety of quality group counseling experiences for students each semester. Group counseling provides students with the opportunity to have intimate conversations with their peers on campus. In a safe and confidential space, students develop deep connections with other students, increasing their overall attachment to the university. Moreover, group counseling services provide students with the space

to practice social skills, which allows students to feel more confident in their ability to engage socially with peers. Finally, workshops for students or their organizations are offered through the [Peak Performance Center](#) that provide psycho-education and discussion on topics relevant to all students at Lehigh.

Registration and Academic Services (Registrar's Office)

Under R&P sections 1.2.3.2.1 and 1.2.3.2.2, the registrar is a member of the Committee on Standing of Undergraduate Students (SOS), which has authority over undergraduate matters concerning the application of faculty rules to the scholastic standing of students and has power to act in cases of scholastic standing and status. Similarly, the registrar is a member of the Committee on Standing of Graduate Students (SOGS), which has authority over the application of faculty rules to graduate students, and has power to act in cases of scholastic standing and status. Both these committees consider petitions to allow exceptions to a number of rules, including those relating to the number of credits allowed in a semester, late registration, and withdrawal.

College-Based Student Experience, Including Graduate Student Support

Lehigh's Graduate Life Office ([GLO](#)) offers two general [orientations](#) per year for graduate students. These programs are supplemented by the two orientations per year offered by the Office of International Students and Scholars ([OISS](#)). Individual academic programs also offer department-specific orientations. Students are invited to seek counsel from the associate dean for graduate student life, the graduate associate deans of the colleges, or the college directors of graduate studies.

Although the [Center for Academic Success](#) focuses primarily on serving undergraduate students in their first two years of study, the Center's study skills programs are available to graduate students. Similarly, the math and writing centers primarily focus on undergraduate needs but are available to graduate students. University-wide support services, such as the health and counseling centers, are also open to graduate students. Finally, all students can visit the [Center for Career and Professional Development](#), which designates one counselor for graduate student needs.

In sum, Lehigh's orientation, advisement, and counseling programs enhance retention and guide students throughout their educational experience, which allows the university to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institutional mission, which meets the expectations of **MSCHE Standard IV, Criterion 1(c)**.

IV.1.d: Lehigh's programs supporting certificate and degree completion, transfer to other institutions, and post-completion placement are designed to enhance the successful achievement of our students' educational goals.

The Registrar's Office serves as a clearinghouse of information for students, providing forms and managing processes that impact a student's progress toward successful completion of a degree or certificate, or other educational goals. Under R&P sections 1.2.2.2 and 1.2.2.3, the registrar is a nonvoting member of the Educational Policy Committee (EdPol), which reviews curriculum issues, long-range academic plans, and proposed changes to undergraduate academic rules and regulations, and also a nonvoting member of the Graduate and Research Committee (GRC), which reviews similar issues affecting graduate programs and graduate students.

The Office of Academic Transitions ([OAT](#)) is another key resource. Students who are seeking to withdraw or transfer from Lehigh submit an online or paper form indicating their decision to OAT. Staff may meet with students to discuss their circumstances and decision, but a meeting is not required. The departing students are also encouraged to take an [online withdrawal survey](#) so that a deeper understanding can be gained of their experience and reason for departure.

The individual colleges frequently aid students in the successful achievement of educational goals by offering degree-specific advisors. For example, the College of Arts and Sciences provides advice and support for all first-year and undeclared students. The faculty-staffed [CAS Advising Center](#) provides support and resources for undecided students. It assists in navigating CAS and university policies and procedures, makes referrals to faculty and campus resources, and introduces students to special programs that will enhance their college experience, helps direct students to campus resources and opportunities, and troubleshoots registration problems. Once a student has declared a major, the student will be assigned a major advisor, who is a faculty member in the student's major program. CAS graduate student support occurs largely at the program or departmental level. Departments engage in discipline-specific professional development, which usually includes guidance on thriving in graduate school and also preparing for careers afterwards.

The College of Business and Economics (CBE) assigns every student a professional advisor who provides support throughout their time at Lehigh. The CBE [college advisors](#) assist students in making academic selections to match their particular background, interests, and future objectives, and helps each student to identify program options, maintain academic pace, and develop academic planning strategies. The advisor also connects students to other resources and support systems available at the university. When business students declare majors during the second year of study, they are assigned a faculty mentor, who is available to discuss details about majors and tracks, and related curriculum and professional opportunities. [CBE graduate students](#) are partnered with their program director and their college advisor before they arrive on campus to aid in their transition to Lehigh. Policies are communicated early and they clearly state what is expected of CBE graduate students. Program directors are responsible for guiding students through their course of study. The college advisor aids program directors in enrollment management processes and in identifying students who may need higher levels of assistance.

The P.C. Rossin College assigns each student a first-year faculty advisor upon matriculation. Because each department provides three or more advisors, the students who indicate an interest in a degree typically get an advisor from the department administering that degree. Near the end of the first-year spring semester, each student declares a major and is assigned a new major advisor. Starting in fall 2018, a professional staff person will take over primary responsibility for first-year advising. The academic advisor is one of the most valuable resources in the educational process, not only to assist in making academic selections that will match a student's background, interests, and future objectives, but also to identify program options, to work out an academic pace, and to develop career planning strategies. The advisor also helps identify resources and support available across the university, such as the Center for Academic Success, Counseling and Psychological Services, and the Center for Career and Professional Development. The Rossin Doctoral Fellows program was created in 2008 to enhance the preparation of selected doctoral students for successful academic careers. This objective is pursued by providing selected students with experiences focused on better preparing them for success in obtaining faculty positions, and better preparing them for success during the critical initial few years in academia. This includes support for seeking grants to support travel for networking and dissemination of research.

In the College of Education, faculty advise students individually. Faculty help with identifying job opportunities and also offer seminar sessions for intern teachers as they near program completion. Doctoral students rely primarily on advisors and mentors for job searching and on seeking guidance regarding publication of their research.

Finally, staff from the [Center for Career and Professional Development](#) offer career services [workshops](#) to begin the students' transitions to opportunities after graduation. Lehigh's programs supporting certificate and degree completion, transfer, and placement enhance our students' achievement of their educational goals, which allows the university to admit, retain, and facilitate the success of students whose interests, abilities, experiences, and goals provide a reasonable expectation for success and are compatible with the institutional mission, which meets the expectations of **MSCHE Standard IV, Criterion 1(d)**.

IV.2: Lehigh has instituted policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential, prior nonacademic, competency-based, and other alternative learning approaches.

The registrar has the formal responsibility for the transfer of credits from other institutions. Transfer credit policies, established and interpreted in accordance with educational mission, goals, and objectives of the university and faculty, are published in the course catalog, which is maintained and updated by the Registrar's Office. Admissions staff share the transfer credit policy information with students during the application process. Once a student is granted admission, transferable credits are examined by the appropriate faculty or departmental representative in coordination with the Registrar's Office. These policies are reiterated to all students upon their matriculation.

First-time undergraduate students seeking to transfer advanced credits upon entering Lehigh complete the [Freshman Transfer Credit Petition](#). Once at Lehigh, undergraduate students seeking credit transfer to the university complete the [Undergraduate Transfer Credit Petition](#). Graduate students complete the [Graduate Course Credit Transfer Petition](#). Regarding such requests, R&P section 3.1.4 states that the “content of a course must be evaluated for equivalency and appropriate rigor by the appropriate Lehigh department and must meet minimum standards for transfer credits as determined by the university registrar.” Although the registrar has the formal administrative authority, in practice these decisions are entrusted to the colleges. Approval for transfer credit requires the relevant Lehigh academic department to evaluate a course for equivalency and rigor.

Similarly, prerequisites may be waived upon presentation of satisfactory reasons, usually evidence of substantially equivalent academic preparation, upon the approval of the instructor in charge of the course, the teaching department chairperson, and the chairperson of the student’s major department. The Registrar’s Office provides a standard form listing acceptable reasons for waiver, and maintains records for all waivers granted. Under section 3.12.3 of the R&P, the registrar notifies the student. There is a similar process for requesting transfer credit at the graduate level.

Each college may have programs with specific criteria that must be followed before the faculty will accept transfer credits. Notably, CAS does not report allowing credit for experiential, nonacademic learning or for engaging in competency-based assessment. In the CBE, transfer credits are permitted by some programs but not by others. Those that do allow transfer credits state that courses must have been taken from, or courses must be taken at, an AACSB-accredited institution and fall within the university’s own grade and time guidelines. CBE also did not report that they allow credit for experiential, nonacademic learning or for engaging in competency-based assessment.

The P.C. Rossin College allows experiential credit in some circumstances. The college offers ENGR 400, Engineering Co-op for Graduate Students, through which, with permission from their department chair, students may receive 1–3 credits for practical work experience. Departments may also use independent study or similar courses to allow students to take advantage of approved internship opportunities. International students may apply for Curricular Practical Training (CPT), which allows them to work outside the university on approved projects for a period of time. Yet, many P.C. Rossin College departments do not award credits for nonacademic learning, competency assessments, or other alternative learning approaches.

In the COE, the graduate associate dean researches classes that have been requested for transfer credit. Regarding credits for experiential learning or prior nonacademic learning or competency-based assessment, COE students can register for internships which include a required academic component such as a written report. Many programs within the college engage in competency-based assessment in the form of a portfolio that includes artifacts that demonstrate competencies.

Lehigh has instituted policies and procedures regarding evaluation and acceptance of transfer credits, and credits awarded through experiential learning, prior nonacademic learning, competency-based assessment, and other alternative learning approaches, which meets the expectations of **MSCHE Standard IV, Criterion 2**.

IV.3: Lehigh has instituted policies and procedures for the safe and secure maintenance and appropriate release of student information and records.

Lehigh created a new Data Governance Executive Committee to provide policy guidance, decision clarity, and leadership oversight over the data governance process and policies at Lehigh University. Effective September 1, 2017, the existing [Data Governance and Standards Committee](#) was renamed the Data Standards Committee (DSC), which will be restructured to include chief data stewards from each functional area. The Data Standards Committee will become the core group to introduce best practices on data quality control, data access and sharing, and data stewardship on campus; it will systematically develop a robust data stewardship program to engage more front-line staff to become more data quality-conscious and more skillful users of data analytics. Lehigh's newly named data governance manager will coordinate all data governance activities, including the development of policy documents and training of data stewards. At the same time, Lehigh's Office of Institutional Research was broadened to the Office of Institutional Research and Strategic Analytics ([OIRSA](#)). With this new charge, oversight of data and data analytics was moved from LTS to OIRSA.

Lehigh's Data Administration Policy and Classification of Data Policy protect the sensitivity of various types of institutional information, including student records. Student information stored within the Banner system is encrypted in both production instance and data backups. Disaster and data recovery exercises are regularly practiced as part of Lehigh's Business Continuity Plan. Backup information is stored and recovery tested at an off-site contracted third-party data center during annual disaster recovery activities. In addition to protecting student information within its Banner system, LTS protects sensitive data on Lehigh community endpoints through a [Desktop Data Encryption Policy](#) which requires that desktop computers be encrypted. LTS also uses a program called Spirion to scan computing systems for possible Personally Identifiable Information (PII), which is any data that could potentially identify a specific individual.

The Registrar's Office acts as Lehigh's primary steward for student data. According to section 5.2.3.1.5 of R&P, the registrar is responsible for the registration of students; recording, reporting, and dissemination of official reports of grades; and preparation and maintenance of permanent records of student academic progress. The registrar approves requests for accounts and access to student information, and strict access controls are enforced on users accessing the Banner system. This includes sensitive data-restricted views for accounts to protect non-directory sensitive student information. All enterprise system access is created and audited by LTS Accounts staff, with users receiving training for proper handling of student information, according to guidelines established by the Family Educational Rights and Privacy Act of 1974 (FERPA), prior to account access. Student data transfer to third parties is approved by the Data Steward and third-

party contracts are [reviewed for data security standards](#) by LTS Information Security in accordance with the data classification policy, the Guide for Evaluating Third Party Providers, and the Third Party's Privacy Policy.

The registrar's staff operates and manages record maintenance processes according to guidelines established by the US Department of Education, FERPA, the American Association of Collegiate Registrars and Admissions Officers (AACROA), and R&P. The registrar includes the university's annual [FERPA notification](#) in the schedule of classes, and notifies students of their rights under the statute in an annual email communication. The Student Records Policy, found in the *Student Handbook*, further advises students of their rights under FERPA and of other university policies protecting significant parts of students' records. The Registrar's Office works closely with the Office of the General Counsel and LTS to develop and conduct training to assist faculty and staff who have access to student records to understand their obligations to maintain those records in accordance with applicable law, including FERPA and university policy.

The registrar works closely with the data governance manager and DSC to assure that student information is protected in accordance with FERPA or related policies created or overseen by the Registrar's Office. As a result, student and other critical information is appropriately classified and protected in storage, processing, and transport, in accordance with Lehigh's [Data Classification Policy](#) and [Data Storage Matrix](#). Student information is retained or decommissioned in accordance with Lehigh's [Records Management and Retention Policy](#). In sum, Lehigh has instituted policies and procedures for the safe and secure maintenance and appropriate release of student information and records, which meets the expectations of **MSCHE Standard IV, Criterion 3**.

IV.4: Lehigh's athletic, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs.

Lehigh has a tradition of excellent, integrated athletics and student life programs that operate as an extension of the university. The Student Affairs division is committed to ensuring that all students leave Lehigh as academically accomplished, self-confident, creative, and productive leaders, and citizens and persons of sound character. The vice provost for student affairs [reports](#) to the provost, is a member of the senior staff, and co-chairs the Student Affairs committee of the board of trustees. Similarly, the dean of athletics is a member of the senior staff, reports directly to the president, and also meets regularly with and is a member the Student Affairs committee of the board of trustees.

Procedures governing the experience of athletes—such as admissions support, financial aid, and registration—are consistent with the broader Lehigh student experience. Admissions and financial aid oversee the admittance and awarding of aid for all students, including student-athletes. Athletics staff work with the university on strategy, planning, and achievement of fundraising goals, and follow all procedures of the Development Office. The Athletics Department further details how this commitment translates to the student experience through [strategic plans](#) and [annual reports](#) which can be found on the websites. Athletics also incorporates a high-performance development initiative, *Better Me Better We*, which is an integrated team approach to holistic student-athlete development.

The Graduate Life Office (GLO), within the Research and Graduate Studies stem, follows the same policies and procedures regarding budgeting and financial oversight as all other university administrative offices. The Graduate Student Senate ([GSS](#)) has a separate budget which is overseen by the associate dean of graduate student life. All GSS-endorsed graduate clubs are governed by the GSS constitution and fiscal bylaws.

In sum, Lehigh's athletic, student life, and other extracurricular activities are regulated by the same academic, fiscal, and administrative principles and procedures that govern all other programs at the university, which meets the expectations of **MSCHE Standard IV, Criterion 4**.

The Residential Experience at Lehigh

First- and second-year undergraduate students are required to live on campus during their first two years at Lehigh. Thematic housing opportunities exist for each student. Among the first-year options are STEM, Creative Commons, CHOICE, Outdoor Adventure, and Global housing. Some second-year and above themed options include Culinary House, Creative Vibes, and a live-in Faculty Fellow program. Upper-class students can create their own communities with a faculty or staff advisor. As Lehigh's Greek chapter houses are all university-owned, they are part of Lehigh's on-campus housing options.

Undergraduate and graduate student staff serving as Gryphons live in residence halls and provide community development and learning opportunities to enhance student experiences outside the classroom. The Gryphon-to-student ratio for first-year students is approximately 1:20, and the ratio for upper-class students is 1:45. The residential experience also offers leadership opportunities through the Residence Hall Association. Students in each hall serve in elective leadership positions (president, vice president, advocacy chair, secretary, treasurer), through which they assist with governance and program development.

The Office of Residence Life offers a robust student life curriculum known as bLUeprint, which invites all students to address five foundational themes of student learning and development. Lehigh has recently made a change in the Office of Student Activities and the Community Service Office, implementing a direct focus on leadership development in each of those offices. Student Activities has been rebranded as Student Engagement, for example, and the work of both offices has been expanded to focus on helping students develop transferable leadership skills through their campus involvement experiences.

The Role of Greek Chapters

Fraternities date from Lehigh University's first decade, and the contemporary Greek system remains a prominent aspect of Lehigh's culture. Approximately 40% of the undergraduate population is affiliated with a Greek-letter organization across the 27-chapter community. Lehigh's fraternity and sorority organizations offer opportunities for intellectual advancement, leadership development, community service and engagement, and deep ties of brotherhood and sisterhood. Nearly all Greek organizations reside in university-owned and -maintained chapter houses.¹ The Office of Fraternity and Sorority Affairs is highly resourced, and includes five professional staff who work with the affiliated community.

Unique to Lehigh's fraternity and sorority community is the robust accreditation review process, in which each organization must demonstrate its impact across five key areas of success. Each chapter is evaluated annually by a panel of faculty, staff, students, and alumni volunteers. The panel's findings are attached to university recognition. This process is considered best in practice, as indicated by the fact that other institutions often reach out to Lehigh for critical evaluation for their respective programs. The university holds Greek chapters to high standards; typically, chapters rise to these standards, but when this is not the case, Lehigh will act to discontinue chapter recognition. In 2017, Lehigh removed recognition for two chapters that either failed to meet accreditation standards or were found responsible for significant violations of the Student Code of Conduct.

On-Campus Housing and A Path to Prominence

There is a strong culture of assessment within Student Affairs, and *A Path to Prominence* has provided an opportunity for Student Affairs to consider how the residential experience should evolve as Lehigh grows by 1,000 undergraduate students. Also, as the university assessed existing on-campus housing options, it became clear that the campus needed additional and more engaging housing options for returning undergraduates, options beyond Greek chapter housing. As a result of the review, the university committed to construction of three new projects that will house more than 1,100 students. Campus housing expansions will not include new Greek chapter houses.

¹All Panhellenic and Inter-Fraternity Council chapters reside in on-campus houses. Given very small chapter memberships, the Cultural Greek chapters are not housed.

IV.5: If applicable, adequate and appropriate institutional review and approval of student support services designed, delivered, or assessed by third-party providers.

Lehigh's use of third-party providers is limited to study abroad programs, which encompass more than 250 study abroad opportunities in sixty countries. The program providers are rigorously vetted and regularly reviewed by the [Study Abroad Office](#) in the Office of International Affairs. Students proposing to study abroad complete either the course approval form or the [short-term course approval form](#), posted on the university's International Affairs/Study Abroad website.

These examples demonstrate that Lehigh has processes and procedures in place that provide adequate and appropriate institutional review and approval for any student learning opportunities designed, delivered, or assessed by third-party providers, which meets the expectations of **MSCHE Standard III, Criterion 7**.

IV.6: Lehigh makes periodic assessment of the effectiveness of programs supporting the student experience.

Within the Student Affairs division, assessment provides documentation that demonstrates the value that programs and services add to the pursuit of excellence alluded to in the Lehigh mission. Such assessment also provides a strong basis for decision making to ensure that programs and services within the division continue to promote student success. The Student Affairs 2012 [Strategic Plan for Assessment](#) can be found on the division's website. In addition to this strategic plan, insights from departmental and program assessment are made available as concise charts that communicate [findings and recommendations](#).

The Student Affairs annual [Assessment Symposium](#) presents another opportunity for the division to provide insight and knowledge to the university community regarding both national and Lehigh trends related to student engagement, co-curricular learning, and college student development. The symposium is also a platform where results and conclusions from divisional and departmental assessment efforts are highlighted and showcased for the community. The staff works with and engages a number of faculty as part of its assessment practices.

Lehigh has committed many resources to support the regular collection of data, some centralized and some designed and implemented in units, to provide multiple measures of achievement of student learning outcomes. These provide indirect evidence about student learning. Lehigh participates in the National Survey on Student Engagement (NSSE) and the Faculty Survey on Student Engagement (FSSE), each conducted in 2009, 2012, and 2015. The [2015 NSSE Snapshot](#) and the [2015 FSSE Snapshot](#) provide student information about assessment and engagement. The findings allow the university to compare itself to peer schools, but do not directly measure such outcomes as critical thinking and communication skills. The three-year cycle facilitates surveying students as first-year students and again as seniors for those on track. Non-normed in-house surveys are also used. Lehigh also surveys faculty annually and collects data on first-year students, including exit interviews for those who leave the

university. As noted previously, those students who have decided to leave Lehigh are also encouraged to take an [online withdrawal survey](#) so that the university can gather a deeper understanding of their Lehigh experience.

In addition, the office of Graduate Student Life (GLO) periodically surveys the graduate student population to gain insight into graduate student life issues and effectiveness of programming. The most recent [GLO survey](#) was completed in 2015. Many of the themes expressed in the GLO surveys are summarized in the portion of the [CORE Report](#) that addresses [graduate students](#).

The Athletics Department conducts program reviews for planning, which includes perception surveys from student-athletes and administrators, student-athlete senior exit surveys and interviews, gameday experiences, and formal and informal assessments during meeting discussions. The department evaluates effectiveness by gauging achievements relative to potential, personal growth of participants, and levels of involvement, support and fulfillment. To this end, Athletics was most recently certified in 2007 through the [NCAA Self-Study Cycle](#).

As demonstrated by the examples described above, Lehigh systematically evaluates its educational programs, makes public how well and in what ways it is accomplishing its purposes, and applies its findings to practical improvements, which meets the expectations of **MSCHE Requirement of Affiliation 8**. Further, the university makes periodic assessment of the effectiveness of programs supporting the student experience, fulfilling the expectations of **MSCHE Standard IV, Criterion 6**.

The foregoing examples demonstrate that the university commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals. This support system enhances the quality of the learning environment, contributes to the educational experience, and fosters student success, which clearly fulfills the broad expectations of **MSCHE Standard IV**.

CHAPTER 5

STANDARD V: EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning demonstrates that the institution's students have accomplished educational goals consistent with their programs of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

V.1-3: Lehigh has clearly stated student learning outcomes, which are interrelated with one another, with relevant educational experiences, and with the mission; and has established organized and systematic assessments, conducted by faculty and/or appropriate professionals, evaluating the extent of student achievement of institutional and degree/program goals. Lehigh considers and uses assessment results to improve educational effectiveness.

As noted in the previous chapter, institutional planning at Lehigh integrates goals for academic and institutional effectiveness and improvement, student achievement of educational goals, student learning, and results of academic and institutional assessments, which fulfills **MSCHE Standard V** and **Requirement of Affiliation 10**. Moreover, Lehigh systematically evaluates its educational and other programs, and applies its findings to practical improvements, which meets the expectations of **MSCHE Standard V** and **Requirement of Affiliation 8**.

This chapter provides evidence of student learning outcomes and their assessment, which at Lehigh is college-based. Although separated by discipline and independent in design, college assessment regimes have been established within the context of the university's overall plans. This information was previously discussed in the [2013 MSCHE PRR, Section 5.2, Assessment of Student Learning](#).

This chapter demonstrates that the academic colleges have developed and are assessing student-learning outcomes that are interrelated with one another, with relevant educational experiences, and with the mission, fulfilling the expectations of **MSCHE Standard V, Criterion 1**.

Institutional Support for Assessment

Assessment of SLOs in one form or another is part of the accreditation process of numerous accreditation agencies, including [MSCHE](#), the Association to Advance Collegiate Schools of Business ([AACSB](#)), [ABET](#), and the [Pennsylvania State Department of Education](#) (PDE). Each agency has a different scope, focus, reporting system, and timing, and each also has different criteria and standards. Satisfying the diverse demands can be challenging for many reasons, including leadership and coordination at many levels, avoidance of duplicative effort, faculty support of the effort, and availability of resources. Yet, the added requirements add weight to the argument that SLO assessment is important to the work of faculty in

those programs and that assessment be multifaceted. Programs at Lehigh with “mature” SLO assessment practices include the accredited programs (undergraduate and graduate) of the CBE, the programs in the COE (all graduate), and many in the P.C. Rossin College (primarily undergraduate).

Lehigh allocates resources in a variety of ways to help units support faculty responsible for student learning assessment in those units (departments, programs, and colleges). Assessment practices and assessment-related duties vary by unit, and it is difficult to quantify the specific total resources allocated for assessment activities. Departments do not track even significant amounts of effort for such things as college or program accreditation compliance. For example, faculty put considerable time into course-level assessment of student outcomes, as well as service on program-, department-, and college-level committees with assessment as part of their charge.

Lehigh has invested additional staff resources in the support of student learning and assessment. Examples of positions, some with explicit assessment duties, are as follows:

- Deputy Provost for Academic Affairs, the Academic Liaison Officer (ALO) who has a specific major accountability for leading the accreditation for MSCHE
- Director of Institutional Assessment
- Undergraduate associate deans in each college
 - RCEAS: coordinates the accreditation of engineering programs by ABET, including chairing an accreditation committee with leaders of the programs being accredited and working closely with the chair of the College Policy Committee
 - CBE: lead role in AACSB accreditation, and chair of Undergraduate Curriculum Committee (UCC)
 - CAS: oversight of the CAS repository for learning outcomes and assessment reports, facilitates compliance and ensures quality in assessment; sits as an ex officio member of the College Policy Committee
- Graduate associate deans in each college provide guidance to programs on program review and assessment of student learning outcomes; present program review reports to the university-wide Graduate Research Committee.
- Vice Provost for Institutional Research and Strategic Analytics (OIRSA)
- Associate Vice Provost for Teaching, Learning and Technology and Director of the Center for Innovation in Teaching and Learning
- Coordinator of Writing Across the Curriculum
- Assistant and associate deans of students

Lehigh has committed [resources](#) to send faculty and staff to MSCHE and other accreditation organization conferences and workshops and supports training efforts to improve assessment practice on campus. Lehigh allocates other resources to support assessment, mainly through LTS, for ongoing hardware costs and staff, primarily for the learning management systems that are used for assessment at the course, program, college, and university level. Lehigh makes extensive use of course management software using Course Site (Lehigh’s branded Moodle platform).

Table 5.1, compiled from data supplied by the Office of Institutional Research and Strategic Analytics,

shows that all programs or majors (depending on the college's assessment practice) have assessment programs with documented goals, outcomes, or competencies, and that most have been recently assessed. The exception is tiny majors and degree programs (note 2), defined as those with averaging fewer than three graduates per year since the last Middle States periodic review (2014-2016). Some tiny majors, generally in the College of Arts and Sciences, are out-of-use majors that are still on the books (e.g., International Careers). In many cases, tiny majors are offered by departments that also offer much larger majors. For example, the Department of International Relations offers a popular international relations (IR) major and two much smaller joint majors: IR and economics, and IR and modern languages and literatures.

**TABLE 5.1 LEARNING OUTCOME AND ASSESSMENT PARTICIPATION
BY UNDERGRADUATE MAJORS/ PROGRAMS, BY COLLEGE, AS OF DECEMBER 2017**

Home College(s)	Disciplinary or Professional Accrediting Agency, if applicable	Number of Majors or Degree Programs ¹	Subset that are Tiny Programs ²	% (#) Majors/ Programs with Learning Outcomes (including tiny programs)	% (#) Majors/ Programs with Recent Assessments (excluding tiny programs)
CAS – Accredited Majors/Programs ³	ACS; ABET-CAC; NAST	3	0	100%	100%
CAS – Non-accredited majors	(None)	45	20 ⁴	93% (42)	88% (22)
CBE programs	AACSB	2	0	100%	100%
Rossin – Accredited Degree Programs	ABET	10	0	100%	100%
Rossin – Non-Accredited Degree Programs	(None)	4	4 ⁵	100%	N/A (all tiny programs)
Inter-College					
CAS & P.C. Rossin (IDEAS)	(None)	1	0	100%	0%
CBE & P.C. Rossin (IBE Program) ⁶	AACSB	1	0	100%	100%
CBE & P.C. Rossin (CSB Program)	AACSB & ABET	1	0	100%	100%

¹ Numbers exclude majors and degree programs that have had no graduates from 2014 to 2016.

² Tiny programs are ones with an average of fewer than three graduates per year from 2014 to 2016.

³ In CAS, the B.S. in chemistry is certified by the American Chemical Society (ACS); the B.S. in computer science is accredited by ABET-CAC (Computing Accreditation Commission). The theatre program, whose major leads to the B.A. degree, is accredited by the National Association of Schools of Theatre (NAST).

⁴ The twenty tiny majors/degree programs in CAS are: Africana studies; art; art history; Asian studies; astrophysics; Chinese; classical civilization; classics; German; joint international relations/economics; joint international relations/modern languages and literatures; journalism/science writing; music; music composition; philosophy; religion studies; science, technology & society; sociology/anthropology; statistics; and women's studies.

⁵ The four tiny B.S. programs offered to students in the Rossin College are: chemistry; applied science; engineering mechanics; and engineering physics. The B.S. chemistry and B.S. engineering physics degrees are managed through the chemistry and physics departments in CAS, respectively. The B.S. engineering mechanics degree is administered by the mechanical engineering department within the Rossin College, and the B.S. applied science degree is managed directly by the Rossin College.

⁶ IBE's assessment of programmatic learning outcomes for majors in both CBE and RCEAS are reported annually.

As discussed, Lehigh's academic curricula are college-centric. Lehigh has no university-wide course requirements, though two English composition courses—typically English 1 and English 2—are required by all three undergraduate colleges. (Note that AP exam scores may reduce or exempt students from composition course requirements; furthermore, non-native English speakers may take an alternate composition course.) As a result, not only majors but also general education requirements are housed in the colleges. (As noted in Chapter 3, some aspects of Lehigh's programming on such general education components as cultural and global awareness and cultural sensitivity are also incorporated in such places as [bLUeprint](#) activities.)

Because Lehigh has placed the core of its assessment activities within the colleges and their component departments, we present an overview of assessment of learning separately for each of Lehigh's four colleges. In each college, Lehigh faculty and staff conduct organized and systematic assessment activities, and evaluate the extent of student achievement of institutional and program goals. The listed strengths and weaknesses to be addressed are discussed separately within each college. Taken together, the overviews demonstrate that Lehigh's established organized and systematic assessments, conducted by faculty and appropriate professionals, evaluate the extent of student achievement of stated goals, fulfilling the expectations of **MSCHE Standard V, Criterion 2**.

The College of Arts and Sciences (CAS)

The CAS, with approximately 1,900 undergraduate students and some 250 full-time faculty members, is the most complex and diverse of Lehigh's three undergraduate colleges. The college is distinguished by the disciplinary breadth, comprehensive programmatic offerings, and wide-ranging faculty research interests. Faculty teach in the arts, humanities, social and natural sciences, and many contribute to interdisciplinary programs. Most departments offer undergraduate (B.A., B.S.) and graduate degrees (M.A., M.S., Ph.D.).

The College of Arts and Sciences offers 53 degree programs (majors), not double-counting for certain programs that offer both the B.A. and the B.S. (e.g., the B.A. and B.S. in biological sciences). These majors are distributed across 18 academic departments and many interdisciplinary programs that span the college. According to the [profiles](#) published by the Office of Institutional Research and Strategic Analytics ([OIRSA](#)), the average number of B.A. degrees issued between 2013 and 2015 was 328; the average number of B.S. degrees issued between 2013 and 2015 was 121. Eight departments in the college offer Ph.D. degrees; the average number of Ph.D. degrees issued between 2013 and 2015 was 32.

In contrast to the other colleges, only a small number of CAS programs are formally reviewed and accredited or otherwise certified by a body other than MSCHE. The B.S. in chemistry offered by the chemistry department is approved by the American Chemical Society ([ACS](#)); the B.A. in theatre is accredited by the National Association of Schools of Theatre ([NAST](#)).

General Education Assessment

The CAS college-wide learning outcomes include outcomes that cover the Middle States general education requirements, and also extend to other competencies. For example, they include oral and written communication skills, quantitative reasoning, and information literacy; they cover such areas as inquiry across disciplines, independent discovery, and professional and disciplinary standards. College requirements provide students with multiple opportunities to engage in academic experiences designed to broaden intellectual horizons. The [current learning outcomes](#) were approved in 2010. As discussed later in this chapter, the college is revising its learning outcomes, and has discussed the [draft learning outcomes](#) at a CAS college faculty meeting.

Through a combination of college-wide distribution requirements and major field requirements, Lehigh Arts and Sciences students investigate and acquire knowledge of:

Human cultures and the physical and natural world by studying in these required areas:

- Arts and Humanities
- Mathematics
- Natural Sciences
- Social Sciences

Studying broadly in the areas above and concentrating deeply in a major field will help develop intellectual traits and skills needed to create the lifelong learning habits necessary to confront constantly changing social conditions, emerging technologies, careers, and lives.

Intellectual and practical skills

- Inquiry and analysis
- Critical and creative thinking
- Effective written, oral, and visual communication
- Quantitative, visual, and information literacy
- Teamwork, collaboration, and problem solving

Breadth of study combined with advanced work in select academic areas provides opportunities to integrate knowledge, skills, and achievements across disciplinary boundaries.

Personal, social, and professional responsibility

- Self-reflection, evaluation, and expression
- Social and civic awareness and engagement
- International and intercultural awareness and competence
- Ethical reasoning and action
- Professional and disciplinary standards

Advanced, integrative, and independent learning

- Inquiry across disciplines
- Synthesis within and between disciplines

- Navigating uncertainty, complexity, and ambiguity
- Independent discovery
- Application of knowledge and skills to new settings and complex problems

CAS course distribution requirements, combined with requirements within the major, ensure that all students' curricula cover these learning outcomes. Students' success in mastering the general education requirements is assessed by the departments that offer related courses. For example, the Calculus Committee engages in regular and systematic review of students' quantitative reasoning efforts. The committee is comprised primarily of faculty in the Department of Mathematics and faculty members from programs that require the calculus sequence. Other participants include the undergraduate associate deans in CBE and the P.C. Rossin College as well as other administrators and professional staff members across the university whose duties focus on student success. Meeting at least once a year, the committee prepares extensive documentation on the success of students in gateway mathematics courses. The committee looks beyond examination scores to broader issues of placement and success in subsequent mathematics courses, if pursued.

The Department of English supports the university's undergraduate writing program, including the review of student learning in the English courses that are officially college-level requirements, but that in effect are the university's only common courses for nearly all students.

Assessment in the Undergraduate Programs

In 2008, MSCHE identified what can be called an “assessment gap” in the CAS, resulting in a recommendation that the university submit a progress report showing improved assessment of SLOs in CAS programs by April 2010. In response, CAS developed an in-house data management tool, to be used by academic departments and interdisciplinary programs to document evidence of [student learning](#). A significant advance was the ongoing annual call for and report of assessment activities in all CAS departments, with documents related to undergraduate program assessment placed in this [repository](#). In 2010, MSCHE received the college's progress report, and in 2013, the university as a whole received praise for the work it had done on assessment.

Two combined events led to a change in the documentation process for undergraduate program assessments in the summer of 2017. First, a review in 2016 determined that, while most departments were conducting these assessments, in many cases these assessments reflected standards from 2010 rather than from 2016. For example, many departments were using indirect measures to assess student learning. The college determined that it would initiate an effort to strengthen its assessment practices, putting a stronger emphasis on the direct assessment of student learning outcomes at the program level. The college recognized that the assessment tool—so important in the 2010 progress report—no longer met CAS needs. The college maintained its online assessment tool for one more year, but its structure was not well matched to the current best practices for assessment. Then in 2017, a broader streamlining of college technology systems and resources facilitated a transition to a simpler repository that could serve program assessment needs in a more straightforward way. The new repository was more appropriate for

the assessment documents that faculty members were submitting following 2016 trainings on updated student learning assessment best practices.

Because full program reviews are not sustainable on an annual basis, units typically perform reviews of selected aspects of their programs to ensure their ability to meet stated LOs at various levels within their programs. Units report the results of these reviews to the CAS dean's office, where they are reviewed and archived for dean's office use and for periodic reviews by the programs themselves. Undergraduate program reviews are also posted to Course Site for review by all CAS department chairs and interdisciplinary program directors.

Several programs have used recent assessments to alter their course offerings and revise the structure of their majors. Specific [examples](#) include the Department of Psychology revising its major to include an additional research methods course to ensure students in their programs are trained in the most up-to-date research methods in the discipline. Additionally, the Department of Mathematics used their most recent assessment to alter the structure of MATH 205 to better reflect the needs of their students who pursue applied mathematics and engineering. Finally, a college assessment of the First-Year Seminar series revealed gaps in students' basic information literacy. This skills deficit led to the creation of an Information Literacy course being offered to first-year students for the first time in the fall 2017 semester.

While virtually all 53 undergraduate majors—excepting two that are undergoing transition—have up-to-date, clear learning outcomes, and participation in program assessment has been consistent, the quality of program assessment has varied across programs. In many cases, programs have been following best practices for years. In other cases, programs have focused more heavily on indirect assessment or on assessment only at the course level. The college has planned additional trainings and workshops, and created a CAS Dean's Assessment Committee to lead the ongoing effort. In the fall of 2017 (with additional financial support from the provost) the CAS dean sent the faculty member who is chairing the new committee to the MSCHE assessment workshops in Philadelphia.

In sum, clear statements of learning outcomes have been developed on the college, program, and course level and have appropriate interrelationships to the relevant majors. CAS efforts to assess student learning outcomes are at different levels of implementation in the disciplinary departments and interdisciplinary programs. In programs where student learning assessment has fallen short of best practices, the programs are moving forward with concrete, feasible, and timely plans to improve their assessment practices. The following statement applies to CAS undergraduate programs as a whole: CAS leaders at the college and program level demonstrate sustained support for faculty in promoting an ongoing culture of assessment and for efforts to improve teaching.

Assessment in the Graduate Programs

Starting in 2008, CAS implemented a program review process based on the Council of Graduate Schools (CGS) approach to program review and assessment. The cycle of program reviews is managed by the associate dean for research and graduate programs, and the documents are maintained in that office.

This graduate review process was approved by the Lehigh Graduate Research Committee. Graduate programs in CAS conduct self-reviews every three years (approximately) and external reviews every six years. External review committees are composed of two external reviewers from the discipline at peer or aspirational-peer institutions (typically senior faculty with administrative experience) and three internal reviewers from other graduate departments at Lehigh (usually within the same division, i.e., social science, natural science, or humanities). The associate dean provides the GRC with annual reports of reviews conducted in the previous academic year.

In 2016-17, self-reviews of graduate programs were conducted by English, Earth and Environmental Sciences (EES), Mathematics, Political Science, and Psychology; external reviews were conducted for English, EES, and Mathematics. In 2017-18, self-reviews are being conducted by History, Physics, Chemistry, Environmental Policy, and Sociology; external reviews are being conducted for History, Physics, and Chemistry. In 2018-19, self- and external reviews will be conducted for Biological Sciences, Political Science, and Psychology. All graduate programs in a CAS department will be reviewed by the GRC the year after they undergo college review. For the full schedule of program reviews, please see the CAS Graduate Program Review Schedule, which is included in the published [GRC review schedule](#).

In 2012, the GRC identified five core competencies (i.e., learning outcomes) to be defined by graduate programs in discipline-appropriate ways. In 2016, CAS updated the format of the college self-reviews to focus programs more directly on a set of core issues. These changes included the addition of a question specifically regarding development and assessment of learning outcomes (in terms of the GRC-specified core competencies). The self-review process also directs programs to self-assess in other domains, including: curriculum (and any gaps therein), professional development, recruitment, retention/completion rates, diversity, morale, and alumni success. For the full set of questions graduate programs are asked to answer, see the [CAS Grad Program Review Rubric 2017](#).

In order to accelerate updating of learning outcomes and their assessment (beyond the three-year, self-review cycle), all graduate departments in CAS have been engaged since the fall of 2016 in a process of defining/updating learning outcomes, mapping program components to core competencies, and defining/developing assessment plans. By the end of the fall 2017 semester, graduate directors in each department have been asked to provide the associate dean with reports detailing: updates in definitions of learning outcomes, assessment plans, procedures by which faculty consider how well their students are performing and the program is achieving its learning objectives, and conclusions arising from these procedures regarding needed improvements and plans for implementing changes.

Because of the small number of students in most graduate programs, assessment of student learning often relies on committee discussions of clusters of students, rather than on gathering of quantitative outcomes. The associate dean facilitates warranted program changes through the program modification process that involves votes by the department, college, GRC (typically at a subcommittee level), and full faculty (typically on a consent calendar).

In order to track key indicators, graduate departments also complete and submit annual data reports to the associate dean. These reports include metrics for admissions, student demographics, faculty demographics and contributions to the graduate mission, tuition and financial support, student productivity/scholarship, time to degree, retention, and alumni success. For the format of these data reports, see the [CAS Annual Data Report Template](#) document.

Programs are encouraged to engage in continual, ongoing assessment, punctuated by the self- and external review processes. Overall, there is sufficient engagement, momentum, and simplicity in current assessment expectations to provide assurance that assessment processes will be sustained.

The College of Business and Economics (CBE)

The College of Business and Economics is home to over 1,600 undergraduate students, over 350 graduate students, and 78 full-time faculty members. At the undergraduate level, the college offers eight majors as part of the B.S. in Business and Economics degree, and two intercollege B.S. degrees in collaboration with the P.C. Rossin College. At the graduate level, the college offers four graduate programs leading to the M.S.; four graduate programs leading to the MBA, including two joint MBA programs and an accelerated MBA program; and one graduate program leading to the Ph.D. in business and economics.

The eight undergraduate majors within the B.S. in Business and Economics degree are: [Accounting](#); [Business Information Systems](#); [Business Economics](#); [Economics](#); [Finance](#); [Management](#); [Marketing](#); and [Supply Chain Management](#). Its joint degree programs are [Integrated Business and Engineering](#), which is an honors program, and [Computer Science and Business](#). It offers M.S. degrees in [Accounting and Information Analysis](#); [Analytical Finance](#); [Economics](#); and [Management](#). It offers MBA degree programs which include the [1-MBA](#) intensive one-year degree program; the [1-MBA and Technical Entrepreneurship](#) dual-degree program; and two flex-MBA degrees, the [MBA & Engineering degree \(MBA & E\)](#) joint degree program that is offered with the P.C. Rossin College, and the [MBA & Educational Leadership \(MELBA\)](#) joint degree program that is offered with the College of Education. The college also offers a [Ph.D. in Business and Economics](#).

Some of the masters-level programs have an online component or are fully online.

The College of Business and Economics is accredited by the Association to Advance Collegiate Schools of Business (AACSB), which reviews both undergraduate and graduate programs, as shown by the 2015-16 annual AACSB [Business School Questionnaire](#). The [AACSB general orientation code](#) for the college is BPA-5, “equal for teaching and intellectual contributions,” and the scholarly orientation code is BPB-11, “high emphasis” on discipline-based scholarship and “equal emphasis on contributions to practice and learning & pedagogical research.” The most recent accreditation took place during the 2016-17 academic year, and covered program years from 2011-12 through 2015-16. (Because the 1-MBA program was

not operational until 2016-17, it was not reviewed per se, but the accreditation team was aware of its impending launch; and all programs within the College of Business and Economics will undergo AACSB accreditation under that organization's regular five-year timetable.) AACSB Assurance of Learning (AoL) processes and [results](#) are documented in an AACSB Continuous Improvement Review (CIR) Report every five years and are evaluated by an external review team. The 2017 review, and the [preceding 2012 review](#), found CBE to be fully meeting accreditation standards.

Because the accreditation standards for undergraduate and graduate programs include extensive and specific assessment expectations, the assessment practices in CBE conform to those standards. Lehigh's college-based assessment structure allows for this flexibility.

General Education Assessment

The AACSB expectations for general education "[general skill areas](#)" are similar in content and spirit to MSCHE general education expectations. CBE uses the AACSB general skill areas to guide their curriculum requirements at the undergraduate level.

AACSB General Skill Areas

- Written and oral communication (able to communicate effectively orally and in writing)
- Ethical understanding and reasoning (able to identify ethical issues and address the issues in a socially responsible manner)
- Analytical thinking (able to analyze and frame problems)
- Information technology (able to use current technologies in business and management contexts)
- Interpersonal relations and teamwork (able to work effectively with others and in team environments)
- Diverse and multicultural work environments (able to work effectively in diverse environments)
- Reflective thinking (able to understand oneself in the context of society)
- Application of knowledge (able to translate knowledge of business and management into practice)

As stated on its website page describing the [undergraduate curriculum](#),

The CBE's integrated core emphasizes essential business concepts and skills throughout the college experience. Courses in the core curriculum are required of all CBE students and are logically sequenced in a building block approach.

The core introduces foundational basics, advances to more complex concepts and real-world issues, and culminates in a senior capstone on strategic decision-making. Upon graduation, CBE students are able to add value in a real-time context to solve intricate, often unstructured, business problems.

The core distribution requirements, and a requirement to take 33 additional credits outside of the College of Business and Economics, ensure that all students take a mix of liberal arts and business experiences that include global and diversity courses. The focus is to provide students with an essential understanding of critical skills, including communications and applied critical thinking through a variety of disciplines including English, mathematics, business, and economics courses.

For general education components that are not part of CBE coursework or the core curriculum, such as scientific reasoning, the college defers to the learning outcomes and assessment programs of the CAS departments that offer those courses.

Assessment in the Undergraduate Programs

CBE faculty have been following best practices in assessment for many years. In the 2004-05 academic year, the college formalized [a program of direct assessment](#) for the twelve programs then undergoing AACSB review. All learning outcomes are assessed using direct measures, and the [assessment process](#) links and assesses course, program, and college outcomes. Cognizant of AACSB professional accreditation requirements, CBE faculty now lead intra-college coordination, alignment, and measurement of college-wide learning objectives; they also engage with others outside the department (e.g., Department of Mathematics faculty; Writing Across the Curriculum staff) on these efforts. At the course level, faculty are engaged in assessments of both individual and group learning. At the program level, faculty demonstrate commitment to student learning assessment through annual, evidence-driven assessment reports that augment a larger culture of mapping program goals to the college's [learning objectives](#) and mission.

Learning objectives for the undergraduate program were developed by a college committee and endorsed by the full CBE faculty. The criteria to assess each learning objective are documented on every annual assessment report and archived in a Course Site repository that the college maintains. *(Please see the CBE Undergraduate Learning Outcomes folder in the Course Site documentation repository.)* Annual assessment reports are retained by the college; these are available in the self-study documentation repository. The CBE collects data annually and uses these data to inform regular program-level assessments. Those responsible for program-level assessments identify opportunities for continuous improvement, and improvements are vetted by the CBE and university faculty for implementation. Undergraduate learning objectives are posted to the CBE website and are included in first-year orientation materials for the B.S. in Business and Economics degree.

CBE faculty updated their core curriculum map in 2016, adjusting some mapping and some global-related LOs as part of a [continuous improvement process](#). Since the [core curriculum map](#) is the foundational map for all three undergraduate degrees, CBE also updates all maps by major (for the B.S. in Business and Economics) and by interdisciplinary program (for the B.S.-CSB and B.S.-IBE) within the context of learning goal 6, i.e., build proficiency in a functional area of the student's choice. CBE very recently updated its [major assessment guidelines](#).

Program-level reports are prepared by each program on a regular basis and stored in an archive for AACSB review. Undergraduate curriculum-level reports are also posted to the CBE information Course Site that is accessible to all CBE faculty and staff.

In 2009, the CBE faculty participated in college-wide training on assessment practices; this training was conducted by Dr. Katrina Zalatan, associate dean and director for undergraduate programs, with Dr. Greg Reihman, Lehigh's associate vice provost and director of the Center for Innovation in Teaching and Learning. Since then, new faculty receive training from Dr. Zalatan; all CBE faculty have access to [*Tips on Writing an Effective Course-Specific Assessment Report*](#), prepared by Dr. Reihman. Thus, all CBE faculty have received training in assessment practices. New faculty and course coordinators of undergraduate programs are oriented to the assurance of learning process by the associate dean for undergraduate programs. Instructive materials from workshops and other assessment tools are also posted to the CBE Information Course Site for easy access by faculty.

Assessment in the Graduate Programs

Assessment practices in CBE graduate programs mirror those in CBE undergraduate programs, and are aligned with best practices for AACSB accreditation. In 2012, the GRC identified five core competencies (i.e., learning outcomes) to be defined by graduate programs in discipline-appropriate ways. These core competencies were modeled on those practices already in use by CBE graduate programs (and those in other colleges), and continue to be reflected in the learning outcomes for the graduate programs in CBE. As with the undergraduate programs, all graduate programs have learning outcomes, and all programs submit annual assessment reports.

In addition to the annual assessment activities and reports, CBE graduate programs undergo periodic reviews that are managed by the associate dean for graduate studies, and are aligned in timing with the AACSB accreditation cycle. Documents related to these reviews are maintained on [Course Site](#). This graduate review process was approved by the Lehigh Graduate Research Committee (GRC), and a report detailing the assessment of CBE graduate programs is [presented to GRC every five years](#). Graduate programs in CBE conduct external reviews every 5 years. The CBE also annually reviews the market relevance of its graduate programs, and makes adjustments to the portfolio of programs accordingly. In the past seven years, this has resulted in the creation of two new graduate programs, the M.S. in Management (M²) and the one-year MBA (1-MBA), and the discontinuation of one program, the M.S. in Biopharmaceutical Economics. Other programs have had changes in composition of courses and tracks within the program.

When the faculty determine through the assessment process that program changes are warranted, the associate dean for graduate studies facilitates the program modification process that involves discussion and votes by the department, college, GRC (typically at a subcommittee level), and full faculty (typically on a consent calendar). There is sufficient engagement, momentum, and simplicity in current assessment expectations to provide assurance that assessment processes will be sustained indefinitely.

Assessment activities are supported by CBE administrative leadership, which emphasizes and reinforces the importance of learning outcomes assessment to student achievement and success. Each program's faculty is committed to documenting learning outcomes and documenting learning objectives throughout the core of each program, with overarching assessments provided by the program director to the associate dean. CBE has maintained [archives](#) of annual assessment reports and associated evidence (graded samples of student work) throughout the MSCHE cycle.

The CBE collects data annually and uses this data to inform [regular program-level assessments](#). Those responsible for program-level assessments identify opportunities for continuous improvement, and improvements are vetted by the CBE and university faculty for implementation. The criteria to assess each learning objective are documented on every annual assessment report, which are archived.

Undergraduate Programs - Assurance of Learning and Examples of Continuous Improvement

Faculty members remain engaged in the assurance of learning process. Continuous improvement occurs at the course level (e.g., adjusting methods and materials) and at the program level to modify courses and curriculum. Examples of [program-level continuous improvement](#) over the past five years include:

2011-12:

- The UCC (Undergraduate Curriculum Committee) led a process to identify 13 core courses with substantive global content across the undergraduate core curriculum, and specify a process of assessment including 13 “mini-LOs” that were proposed by core course coordinators, approved by the CBE Global Steering Committee, included on the curriculum map, and assessed annually starting in 2012-13.

2012-13:

- The Management major was revised to include a new core course (MGT 342: *Managing in the International Organization*), a new configuration of tracks for specialization (*Managing Human Resources* and *Small Business and Non-Profit Management*), and a new course in the Managing Human Resources track (MGT 363: *Diversity & Inclusion in the Workplace*).

2013-14:

- Approval was given for a new professional elective course titled CSB 256: *Computing/Business Seminar* that was proposed after two experimental offerings of the course and input from the CSE course assessment review process.

2014-15:

- The marketing major was revised to align with five career tracks (retail management; brand management and innovation; marketing analytics; sales management; and marketing communications). Two marketing major courses were dropped, four were changed, and four new

courses were added.

- Upon the recommendation of the UCC, LAW 201: *Legal Environment of Business* was revised to increase emphasis on ethics and corporate social responsibility.

2015-16:

- After a one-year pilot implementation, approval was given for a new variant of BUS 001 (numbered BUS 002).

Graduate Programs - Assurance of Learning and Examples of Continuous Improvement

Each fall and each spring, program directors receive a directive from the Graduate Programs Office to provide assessment materials for core courses offered in that particular term. Program directors must ensure that these assessments are completed and are charged with collecting syllabi and direct measures of student achievement. After a review of all materials, the program director will meet with program committee members to review the assessments and propose course or program changes that increase assurance of learning, thereby closing the assessment loop. The director then submits a year-end report that details changes, achievements, and challenges for their program.

For example, the M.S. in analytical finance assessment process identified a need to increase student participation in class. On a program level, all instructors are attempting to get more participation during the class period. The identification of this issue occurred through assessments that each instructor must submit to the program director each year. A sample assessment is included for GBUS 421 *Advanced Investments: Fixed Income*. Tactics for increasing participation are listed in the assessment: a.) All students were formed into groups for presenting homework assignments and current events. b.) More time will be devoted to reinforcing the previous lecture at the beginning of each class session. The assessment indicates that these improvements are gaining traction.

On a programmatic level, the Ph.D. program revised their admissions policy and instituted a cohort admissions cycle with an intake every other year. This restructuring has allowed more field courses to be offered on a rotating basis and more cohesion among the students. In addition, the program was able to set stable year-over-year funding packages for students, which resulted in increased yield. New students are funded primarily through teaching assistantships, which consist of full tuition and stipend awards. The university provides competitive Presidential Fellowships and University Fellowships, which provide tuition awards, enhanced stipends, and some research funds, to attract top Ph.D. applicants. The Fellowships also come with a recruitment budget and no service requirement from the student for a yearlong period during the student's course of study as determined by the program director.

New Flex MBA students meet with their advisor through the Graduate Programs Office prior to starting the program. An analysis revealed that the advisor would spend much of the advising appointment reviewing basic material. Based on this analysis, a video series has been developed that provides a baseline of college and university resources. This allows the Flex MBA advisor to spend more time in reviewing the student's goals and course work. Additionally, more time can be devoted to value-added activities,

such as the professional development program and international opportunities. Because of the program's flexibility, students connect with the advisor each semester prior to registration to review their degree plans and study goals.

The P.C. Rossin College of Engineering and Applied Science (RCEAS)

The P.C. Rossin College offers ten disciplinary programs that lead to the B.S. degree: Bioengineering; Chemical Engineering; Civil Engineering; Computer Engineering; Computer Science; Electrical Engineering; Environmental Engineering; Industrial and Systems Engineering; Materials Science & Engineering; and Mechanical Engineering. The college also offers, either singly or jointly with other colleges, four interdisciplinary undergraduate programs that lead to the B.S. degree, two of which are honors programs (B.S., Integrated Business and Engineering (Honors)); B.S., Integrated Degree in Engineering, Arts and Sciences (Honors)); B.S., Computer Science and Business; B.S., Applied Science) and one interdisciplinary five-year dual degree program that leads to two bachelor's degrees in five years, a B.S. from the P.C. Rossin College and a B.S. from CAS. Undergraduate students in RCEAS may pursue as their primary program a chemistry major that is offered by CAS; this leads to the B.S. degree and is not accredited by ABET. Students who are CAS students may pursue a B.S. in computer science as their primary degree.

At the graduate level, the P.C. Rossin College offers 23 programs that lead to the M.S., M.E., or M.Eng degrees. Eleven of these programs also offer the Ph.D. degree: Analytical Finance (an inter-college program); Bioengineering; Biological Chemical Engineering; Business Administration and Engineering; Chemical Energy Engineering; Chemical Engineering; Civil Engineering; Computer Engineering; Computer Science; Electrical Engineering; Energy Systems Engineering; Environmental Engineering; Healthcare Systems Engineering; Industrial and Systems Engineering; Management Science and Engineering; Manufacturing Systems Engineering; Materials Science and Engineering; Mechanical Engineering; Photonics; Polymer Science and Engineering; Structural Engineering; Technical Entrepreneurship; Wireless and Network Engineering.

All but three undergraduate disciplinary programs, each of which is very small, are accredited by ABET. Nine programs leading to the B.S. degree are accredited by the Engineering Accreditation Commission of ABET (EAC-ABET), as follows: Bioengineering; Chemical Engineering; Civil Engineering; Computer Engineering; Electrical Engineering; Environmental Engineering; Industrial and Systems Engineering; Materials Science & Engineering; and Mechanical Engineering.

Two undergraduate programs—including the B.S. in Computer Science (P.C. Rossin College) and the B.S. in Computer Science (CAS)—are accredited by the Computing Accreditation Commission of ABET (CAC-ABET). The B.A. with a major in computer science, offered by CAS, is not ABET-accredited.

The Computer Science and Business (CSB) program leading to the B.S. degree is accredited both by CAC-ABET and by AACSB. The Integrated Business & Engineering (IBE) honors program leading to the B.S. degree is accredited solely by AACSB. The Applied Science, Engineering Mechanics, and Engineering Physics majors that lead to the B.S. degree are not accredited by a disciplinary accrediting agency. Finally, as with most institutions that have undergraduate programs accredited by ABET, Lehigh does not seek accreditation for its engineering graduate programs.

General Education Assessment and Undergraduate Program Assessment

Assessment in the P.C. Rossin College is structured around ABET requirements and review processes; as such, assessment of general education is enmeshed in program assessment, and this section addresses both general education and program assessment. For many years, the P.C. Rossin College has identified and measured outcomes in a way that cuts across both individual programs and multiple course experiences; communication is the primary example. SLO assessment in the college is largely program-driven mainly because the professional standards established by ABET accredits programs (and specifically not colleges) on a six-year cycle. The ABET criteria specify that programs identify, develop, and measure student learning outcomes, and use results derived from these processes to improve how the college meets student needs in the classroom and in preparing students for highly technical careers. Faculty participate in the comprehensive process of integrating student learning objectives in each syllabus, mapping course goals to program outcomes, and aligning these outcomes to college-wide learning expectations.

Each program has a committee that has periodically reviewed student outcome results, typically on an annual or biennial cycle. The P.C. Rossin College has a comprehensive process of assessing the learning objectives of each of the accredited programs. The associate chair for each undergraduate program has primary responsibility for coordinating assurance of student outcomes, with coordination at the college level by the associate dean of undergraduate studies.

All the P.C. Rossin College engineering programs use the ABET a-k outcomes:

- (a) an ability to apply knowledge of mathematics, science, and engineering
- (b) an ability to design and conduct experiments, as well as to analyze and interpret data
- (c) an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability
- (d) an ability to function on multidisciplinary teams
- (e) an ability to identify, formulate, and solve engineering problems
- (f) an understanding of professional and ethical responsibility
- (g) an ability to communicate effectively
- (h) the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context
- (i) a recognition of the need for, and an ability to engage in, lifelong learning
- (j) a knowledge of contemporary issues
- (k) an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice

Recent ABET self-study program reviews include the following: Material Science (2013); CompE (2013); CSCEAS (2016); Chemical Engineering (2016); Electrical Engineering (2013); Industrial & Systems Engineering (2013); Mechanical Engineering (2013); and Civil Engineering (2013). The three computer science programs within the college, instead, share 17 outcomes that map to the ABET a-k outcomes; Computer Science and Business (CSB) adds four more to those. These [21 outcomes](#) are available online.

The P.C. Rossin College assessment process commences with faculty in each undergraduate program setting student outcomes (SOs) and mapping specific courses to the SO. Each program has approximately eleven SOs. Faculty whose course has been mapped to a student outcome will determine how that SO will be measured. Measuring methods included exam questions, projects, presentations, homework assignments, labs, and essay. Faculty determine what level of performance constitutes a proficiency in the SO. In a continuous improvement process, faculty are required periodically to assess their SOs and report back to the program committee. The program committee will write a report with the results and recommendations for improvement in the assessment process.

Assessment in the Graduate Programs

To assure Lehigh graduate programs appropriately support the mission statement, periodic program self-assessment reviews are undertaken. The goal of these reviews is continued improvement and enhancement to ultimately assure quality. The program review process will follow a centralized college [schedule](#), using methodologies based on the type of degree program evaluated (e.g. M.Eng., M.S., or Ph.D.). Methodologies specific to each type of program are included. Program reviews take place every six years. In addition to the comprehensive six-year review, designated professional master of engineering degree programs will undergo a less intensive, “off-cycle” third-year review. The purpose of this extra review is to ensure the sustainability of these programs due to their market sensitivity. Guidelines for off-cycle review are also included.

The university’s adoption of a [vision for graduate education](#) at Lehigh, calling in part for graduate students to be lifelong learners, collaborators, and mentors, marks the university’s continued commitment to offer quality, relevant, and effective graduate degree programs to our students.

The College of Education (COE)

The College of Education is unique among the colleges at Lehigh University in that it is graduate-only and features only one department, Education & Human Services. Enrollment is more than 500 students per semester, with approximately 300 students pursuing masters-level degrees; more than 150 pursue doctorates. More than 50 students are nondegree students or are pursuing certificates; fewer than 20 students seek the educational specialist degree. COE is home to 30 tenure-track faculty members and approximately 8 full-time professors of practice.

The department is comprised of six academic programs: Comparative & International Education; Counseling Psychology; Educational Leadership; School Psychology; Special Education; and Teaching, Learning, & Technology (Instructional Technology Program and Teacher Education). The Comparative & International Education program is fully operational, but as of fall 2017, it is no longer admitting students. The program will serve the needs of all currently enrolled students until they receive their degrees.

As a graduate college, COE has no general education assessment or undergraduate learning assessment program. The college has stringent professional accreditation requirements for most of its programs. Five of the six academic programs prepare candidates for certification as school counselors, teachers, principals, superintendents, school supervisors, or school psychologists. These degree programs are certified through the Pennsylvania Department of Education (PDE). **Table 5.2** summarizes the COE degree programs and their accreditation agencies.

TABLE 5.2. COLLEGE OF EDUCATION PROGRAM ACCREDITATION SUMMARY

Academic program	Doctorate	Ed.S	M.A.	M.S.	M.Ed.
Ph.D. Comparative and International Education	(none)				
M.A. Comparative and International Education			(none)		
M.Ed. Globalization and Educational Change					(none)
Ph.D. Counseling Psychology	APA				
M.Ed. Counseling and Human Services					MPCAC
M.Ed. International Counseling					(none)
M.Ed. School Counseling					PDE
Ed.D. Educational Leadership	PDE				
M.Ed. Educational Leadership					PDE
M.Ed. Educational Urban Leadership					PDE
Ed.S. School Psychology		NASP, PDE			
Ph.D. School Psychology	NASP, APA, PDE				
Ph.D. Special Education	(none)				
M.Ed. Special Education					PDE
Ph.D. Teaching, Learning, & Technology	(none)				
M.Ed. Teaching and Learning					(none)
M.A. Teaching and Learning			(none)		
M.Ed. Secondary Education					PDE
M.A. Secondary Education			PDE		
M.Ed. Elementary Education					PDE
M.S. Instructional Technology				(none)	
Accredited	3	1	1	0	7
Not accredited	3	0	2	1	3

In addition to these PDE certifications, the Ed.S. and Ph.D. degrees offered by the School Psychology program are accredited by the [National Association of School Psychologists](#) (NASP). The Ph.D. programs in Counseling Psychology and School Psychology are accredited by the [American Psychological Association](#). The M.Ed. in Counseling and Human Services and the M.Ed. in International Counseling are accredited by the [Masters in Psychology and Counseling Accreditation Council](#) (MPCAC). The certificate in Behavior Analysis is accredited by the [Behavior Analyst Certification Board](#) (BACB). The Comparative and International Education Program's degree programs do not fall under disciplinary accreditation or certification requirements.

All programs have rigorous requirements. The admission standard for all the degree programs in the college is 3.0, higher than the university minimum. The college faculty also approved more stringent academic *progress* standards than those employed at the university level, including raised expectations for student performance, accompanied by automatic triggering of review for students who do not appear to be making adequate academic progress. Any COE faculty member or instructor can request a review. In addition, some COE programs mandate periodic reviews of the academic progress of all students in those programs, and these reviews may take place without the necessity of a triggering event. Further, several programs in the college employ remediation plans for students whose performance within courses or outside them is below expectations.

All COE programs have core courses emphasizing competencies that practitioners must attain. Programs also employ sequences to foster and track cumulative growth. All programs leading to certification or licensure have capstone experiences in which students demonstrate their competence in the area of the certification or license sought. To obtain certification or licensure, students are required to complete an internship, field experiences, and/or a practicum. Throughout these experiences students are assessed on their content knowledge, their ability to apply that knowledge to practice in their field, their awareness of contexts and structures within a professional site, their ability to communicate appropriately with students/clients, and their ability to work effectively with instructional and/or treatment teams to enhance outcomes in education and human services.

Each year, the COE surveys recent graduates in their academic programs, talks with professionals in the field who have worked with current or former students, and collects and analyzes student performance data. These [results](#) are used in program assessment meetings conducted annually by each program. [Results](#) from these detailed analyses are considered for changes in curriculum, field placements, or pedagogy.

There is a high level of collaborative planning among programs in the college, principally because there are so many shared courses across programs. Programs in the College of Education are bound by common requirements for those seeking certification and/or licensure, as well as by shared values (as exemplified in the COE's strategic plan). The COE employs a one-department model in which all program faculty attend all college meetings, and key curricular and assessment issues are discussed regularly. The result is a common and current awareness among faculty across programs of key assessment issues; such issues are discussed and resolved *across* programs to create mutually acceptable solutions within the college. Student

learning assessment is largely driven by the Pennsylvania Department of Education's external accreditation standards.

At the doctoral level, faculty participate in sustained scholarly mentorships of students, as evidenced by student co-presentation and/or co-publication in scholarly venues. Faculty/student scholarly output is reviewed annually in evaluations of faculty, as well as during faculty reappointment, tenure, and promotion considerations. In addition, many doctoral students preparing for careers in higher education participate in mentored college teaching. The assessment standard for both student and faculty is output- and performance-based.

All programs in the college are reviewed on a 7-year cycle with strategic planning for enhancing each program as it is reviewed. Furthermore, the college periodically revisits and rebuilds its strategic plan through widespread discussion and consensus among faculty. All six programs within the COE have mission statements well aligned with the college's strategic plan and clearly focused on student learning and performance. These faculty-approved standards also align with the five Lehigh competencies for graduate programs: *Content Knowledge*, *Content Application*, *Awareness of Context*, *Skill in Communication*, and *Leadership Development and Growth*.

As the preceding examinations of the four colleges demonstrate, Lehigh considers and uses assessment results in order to make decisions with regard to the improvement of educational effectiveness, fulfilling the expectations of **MSCHE Standard V, Criterion 3**.

V.4. Lehigh conducts adequate and appropriate institutional review and approval of assessment services designed, delivered, or assessed by third-party providers.

Lehigh's use of third-party providers is limited to study abroad programs. These providers are rigorously vetted and regularly reviewed. Extensive additional information on study abroad programs is found in Chapter 8.

V.5. Lehigh undertakes periodic evaluation of the assessment processes that are utilized by the institution, and the results are used for the improvement of educational effectiveness.

Lehigh has a firmly embedded, strongly distributed culture of institutional and student learning assessment, demonstrated both in individual department and college examples, as well as in university-wide reporting. Assessment is a continuous process, as demonstrated by the college assessment programs. Across the university, actions will continue to enhance and expand the assessment activities, feedback loops, and data-management systems that underlie this important institutional priority to continuously improve our programs.

As the examples below demonstrate, Lehigh undertakes periodic evaluation of the assessment processes, and the results are utilized for the improvement of educational effectiveness, which fulfills the expectations of **MSCHE Standard V, Criterion 5**.

CAS

Undergraduate Improvement of Assessment Practices

- Since 2005, CAS has required individual units to subject programs to formal assessments in order to evaluate their effectiveness and identify areas for improvement. These assessment efforts center on making use of innovative pedagogies and curricular development in an effort to improve the educational opportunities for students. These reviews center on how well each unit is meeting its stated learning objectives as evidenced by various forms of student assessment. CAS developed an online assessment tool in 2009. In addition, all proposed programmatic changes are reviewed by the College Policy Committee. The Provost's Office offered an assessment workshop to CAS department chairs and program directors in August 2016. (*Please see the CAS Assessment Workshop folder in the Course Site documentation repository.*) The dean's office includes assessment training as part of new chair training.

Graduate Improvement of Assessment Practices

By spring 2017, as per administrative guidance, all CAS graduate programs have been asked to discuss how well students are meeting program objectives, and to consider potential program changes to better foster and assess student development of core competencies. For quite some time, all graduate programs in CAS have conducted regular self-reviews (now on a 3-year cycle) and receive regular external assessments (on an approximate 6-year cycle). These reviews cover all of these issues and more (also addressing issues of recruitment, retention, diversity, climate/morale, etc.). Programs are being encouraged moving forward to conduct the assessment procedures described in the first paragraph above (for example, program objectives/core competencies) on an annual basis. Many do this already as a matter of course; but not all.

Program-level assessment procedures are evaluated every 3 years as part of program self-reviews and every 6 years as part of the external review process. In each case, the reviews are reported to the CAS dean and graduate associate dean, who provide feedback. In 2016-17, the CAS self- and external-review [procedures](#) were revamped to, among other things, increase evaluation of core competency development and assessment.

CBE

Undergraduate Improvement of Assessment Practices

Continuous improvement of the assessment process happens at several levels in CBE undergraduate programs. At the core course level, faculty receive feedback about their application of assessment methods as a result of the curriculum-level review conducted by the Undergraduate Curriculum Committee (UCC). Examples of this feedback can be found in the Annual Assessment Reports posted to the curriculum-level folders of the CBE's AACSB-related course sites.

At the program level, faculty are encouraged to review learning objectives for ongoing relevance as part of the assessment process. For example, in 2015-16, the UCC invited faculty coordinators of courses mapped to Learning Outcome 1.3 to reassess and update their global mini-LOs, and the map was adjusted to reflect an updated set of 11 mini-LOs, effective 2016-17. Department chairs are also presently engaging in a process to streamline and standardize assessment practices at the major level (for curriculum goal 6). An Undergraduate Core Curriculum Review Committee was also charged by the CBE dean to review the core curriculum and its learning goals during the 2017-18 academic year.

Graduate Improvement of Assessment Practices

The CBE uses assessment results to improve educational effectiveness throughout its curriculum. *(For documentation, please see the 2016-CBE- supportDocsGradReport folder in the Course Site documentation repository.)*

RCEAS

Undergraduate Improvement of Assessment Practices

The P.C. Rossin College has both a college-wide committee and department committees that monitor assessment and recommend and implement improvements. At the college level, the Assessment Committee is focused primarily on ABET requirements, but also considers other accreditation organizations. The 2013 snapshot of the college assessment review is [archived](#). This group meets approximately bi-monthly or monthly, depending where the meeting falls within the accreditation cycle. One example of recent work within this group is the development of surveys for constituents that focus on the PEOs (Program Educational Objectives) and the SOs (Student Outcomes) for recent graduates. Members of the committee are encouraged to attend professional society meetings and share best practices with the rest of the college, thus supporting the development of faculty expertise in assessment.

Graduate Improvement of Assessment Practices

To assure the P.C. Rossin College graduate programs appropriately support the university's vision for graduate education at Lehigh, periodic [program self-assessment reviews](#) are undertaken. The goal of these reviews is continued improvement and enhancement to ultimately assure quality.

COE

Improvement of Assessment Practices

Close upon an accreditation review—or in the case of the Comparative and International Education (CIE) program, in place of an accreditation review—each program goes through a self-study modeled on the Council of Graduate Schools' guidelines and standards for appropriate program assessment.

Prompted by this self-study, COE programs are reviewing their assessment processes. In the Teacher Education and Special Education programs, faculty are working on a portfolio review rubric. The Educational Leadership program is reviewing the process of doctoral exam grading. The program currently uses holistic grading, and will be moving to structured grading with a rubric to review specific criteria. The rubric design process is planned for the spring of 2018.

COE programs have had a steady record of improving assessment practices, as documented in [this rubric](#).

Lehigh undertakes periodic evaluation of the assessment processes, and results are utilized for the improvement of educational effectiveness, fulfilling the expectations of **MSCHE Standard V, Criterion 5**.

CHAPTER 6

STANDARD VI: PLANNING, RESOURCES, AND INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

As described in Chapter 1 of this self-study report, Lehigh University has had a clearly defined, consistently referenced, and stable mission for twenty-five years. Lehigh's most recent strategic plan was published in 2009, as *Advancing Our Intellectual Footprint*. As introduced by then-President Alice Gast, the objective was to “build on Lehigh's existing strengths with the ultimate goal of being recognized as a premier residential research university, internationally acclaimed for research excellence, and a distinctive student experience.” Dr. Gast subsequently formed the Strategic Plan Implementation Group (SPIG) and charged it to coordinate among the major campus stakeholders. SPIG both offered guidance to and solicited feedback from faculty and staff as various academic and administrative units developed local plans that supported broader institutional aims. Among other initiatives, SPIG was responsible for developing processes to evaluate campus-wide progress in major areas of the strategic plan.

As many of SPIG's initiatives matured and were placed in the appropriate units or stems, such as the Provost's Office or a college organization—as examples, SPIG gave focus to areas like the Mountaintop Initiative and the creation of Cluster Initiatives—SPIG itself was disbanded. Several bodies created to promote institutional assessment during the implementation phases of the strategic plan, such as the Budget Integration and Resource Allocation (BIRA) group, and the Institutional Assessment Group (IAG), were similarly retired as either their aims were achieved or their functions transferred to other units. However, others continue to operate, including the Financial Emergency Preparedness Advisory Committee (FEPAC). Also, the Council for Equity and Community (CEC) continues its key work of fostering, encouraging, and emphasizing the importance of diversity and inclusion within the Lehigh community. The Lehigh Environmental Advisory Group (LEAG) is another example of an active body with roots in the work of SPIG.

Since the release of the 2013 MSCHE Periodic Review Report, the university has undergone significant leadership transition, most significant being the departure of President Gast in 2014 and the succession of John Simon in July 2015. As also noted in Chapter 1, President Simon communicated a new institutional vision in October 2016, *Path to Prominence*. A multi-year framework for expansion and investment, *Path to Prominence* envisions the addition of 1,000 undergraduates over the next decade (approximately 20% growth), 500 more graduate students, and as many as 100 new tenured and tenure-track faculty. Moreover, *Path to Prominence* calls for Lehigh to establish a new, fifth college to be focused on health. Achieving these objectives will require major changes to the campus, including constructing and refurbishing residence halls and academic buildings. *Path to Prominence* signals a major new commitment

by Lehigh to create a vibrant center for student life, invest in interdisciplinary programs, and establish centers of research excellence.

As outlined below, the institutional efforts to fulfill the goals from the 2009 strategic plan continue even as Lehigh's staff and faculty begin to elaborate the details of *Path to Prominence*. Both efforts rely on the maturity and strength of the university's planning processes, which are effective in aligning resources and structures. These established processes enable the staff and faculty to fulfill Lehigh's mission and goals, to assess and improve its programs and services, and to respond effectively to opportunities and challenges, which clearly and consistently fulfills **MSCHE Standard VI**.

VI.1: Lehigh's institutional and unit-level objectives are linked to the university's mission and goals, assessed appropriately, and used for planning and resource allocation.

As noted previously, Lehigh is governed under a somewhat decentralized organizational structure, in that most administrative units and the academic colleges are independently managed. These units frequently make their mission, goals, objectives, visions, and planning documents publicly available on their websites. Despite the challenge of explicitly aligning local objectives with institutional planning, assessment, and resource allocation, local plans nevertheless consistently correspond to the university's stated mission and goals. The examples are evidence that Lehigh's mission and goals inform and address internal contexts and constituencies, as required by **MSCHE Standard I, Criterion 1(b)**.

Academic Colleges

The four academic colleges report differing approaches to their individualized planning and improvement processes. The CAS strategic plan deliberately echoes the university's mission and values by affirming the primacy of teaching and research. To fulfill the goals set forth in the CAS plan, it is stated that the dean's decision-making will be guided by the principles of "PIRL:" *planning; interest; resources; and leadership*. CAS faculty and leadership assess progress toward achieving the five goals listed in the plan, and communicate their findings within the context of various reports to the provost, including the annual progress report of the college, the annual budget request report, and the annual faculty hiring plans report. Also, each department provides the CAS dean with an annual report on activities and accomplishments.

Like the CAS, the CBE mission and goals consciously parallel the university's and prioritize teaching and research. Specifically, the CBE "strive[s] to occupy that niche position as one of very few universities where both teaching and research are of the highest caliber." Among other modes of internal planning and assessment, the CBE dean's office conducts annual 360-degree departmental reviews on a rotating basis. Two external reviewers (such as department chairs and deans) conduct an assessment of a given department (for example, Accounting in 2015 and Economics in 2016). This includes a review of CVs,

research output, teaching assessments, and curriculum. The external reviewers also interview members of the department, students, and alumni. The results of this assessment are reported to the dean, and are discussed with the department chair for the purpose of improvement.

The RCEAS mission is to “prepare undergraduate and graduate students to be critical thinkers, problem solvers, innovators, leaders, and lifelong learners in a global society and to create an environment where students pursue cutting-edge research in engineering and engineering science.” The college planning and improvement processes fall into two main areas: curricular and noncurricular. Curricular planning occurs at the college and the department/program level. Common curricular issues are managed by ad hoc committees made up of members from all affected departments. All proposed curricular changes are approved by the RCEAS Academic Policy Committee (APC), and notice is emailed to college faculty for approval via consent calendar at a college faculty meeting. Noncurricular planning occurs at the college level through the chair’s council, college retreats, and faculty-led workshops. The focus is usually on research priorities, facilities renovations, fundraising priorities, and college workload. In addition, the dean has introduced a planning process of “envisioning.”

Under the new COE strategic plan for the years 2017 to 2022, the COE faculty continue to embrace the goal of maintaining active research programs that provide innovative training for students, which remains in accordance with the university’s mission. The new COE mission, for example, is “to excel in graduate education by advancing theory, creating new knowledge, and promoting evidence-based practices.” In these new purpose and values statements, COE faculty have committed to higher and broader standards of performance. Finally, any program in the COE that is not accredited by an external group (for example, by the Pennsylvania Department of Education, or PDE) undergoes a periodic external review organized by the college.

Administrative Units

Planning processes within the many administrative units also demonstrate a common theme in their alignment with the university mission and goals, but are naturally and even necessarily diverse in their individual focus. The Athletics Department’s mission, for example, is “to advance learning, to develop leadership, and to foster personal growth through comprehensive athletics programming,” which is based on the university’s mission. The department tracks its key indicators with a scoreboard/dashboard. (*Please see the Athletics folder in the Course Site documentation repository*). By contrast, individual units in the Student Affairs division align their goals with the core competencies of the university, and submit annual reports to the VP for Student Affairs. Frequent discussions in the Student Affairs subcommittee of the board of trustees are key to the successful implementation of the mission and goals.

The Office of Research and Graduate Studies does not have a written, stem-wide process for planning and continuous improvement. However, the office has the means for continuous improvement built into many routine operations and the ways in which staff run many programs. Various departments within

LTS use the stem's [strategic plan](#) to set [annual goals and objectives](#) for each department. The Office of Development and Alumni Relations has adopted the following strategic goals for 2017: strengthen traditional program areas by adopting practices from best-in-breed organizations, particularly those outside higher education; elevate the priority of digital outreach to engage and motivate alumni; evaluate and evolve volunteer management systems, including consultancy roles with boards across Lehigh and short-term volunteering opportunities; maximize the impact of Lehigh alumni engagement writ large, finding and connecting the dots among activities produced by other departments; and eliminate technical and administrative barriers to participation. *(Please see the Alumni Relations folder in the Course Site documentation repository.)*

A wide diversity of maturity and results can be found in the strategic planning approaches described by the [Registrar's Office](#), [University Communications and Public Affairs](#), the Office of International Affairs *(please see the Office of International Affairs folder in the Course Site documentation repository)*, and the Office of [Finance and Administration](#). Many of these offices communicate planning and improvement processes at regular meetings. However, not all units have the room, resources, or time for all-staff meetings. For those units, documenting and communicating planning and improvement processes are variable. Yet, each of the varied examples drawn from institution-wide and individual units provide evidence about how Lehigh's institutional objectives are assessed, linked to mission and goal achievement, reflect conclusions drawn from assessment results, and used for planning and resource allocation, as required by **MSCHE Standard VI, Criterion 1**.

VI.2: Lehigh's clearly documented and communicated planning and improvement processes provide for constituent participation and incorporate the use of assessment results.

As noted above, Lehigh's planning and improvement practices are diverse. This situation is especially marked in areas of curriculum and program changes. All four academic colleges rely on faculty consensus, developed and confirmed in varying forms through committees, but all convey formal change proposals through Lehigh's course and curriculum approval process. Updates on planning, assessment, and improvement may be communicated at the faculty meetings and through formal or informal reports. In all cases, however, participants and contributors track the steps in the process through [CIM](#), the online course inventory management system, which preserves a historical record of comments, additions, changes, and deletions to courses and programs. In addition, constituent participation in planning and improvement processes occurs through regularly scheduled meetings between chairs and their dean (individually or collectively; for example, the chair's council in the P.C. Rossin College, and the CBE senior associate dean's monthly planning process meeting). Finally, during [internal](#) and [external](#) departmental reviews of COE, evaluators may interview members of the department, students, and alums, including exit interviews and surveys after training events.

Strategic planning sessions are scheduled with widely varying frequency, ranging from annual events for some college leaders to disciplinary retreats every year to every other year, or somewhat less frequently for

some departments. However, college planning and improvement processes consistently allow constituent contributions informed by available assessment results where appropriate. For example, CBE planning for the new 1MBA and M² degree programs, and other proposals for curricular growth, made use of a wide variety of evidence to support the program revisions. Various assessment results also inform departments' reports to the dean (for example, these are reported in CAS and CBE), the self-study reports in the reaccreditation process (such as ABET review for RCEAS), and external reviews (in COE by PDE and in RCEAS by the engineering advising council). Finally, colleges' strategic reports clearly articulate measures or key indicators that serve to assess progress toward strategic goals. Examples of college-level engagements are documented through COE's strategic retreat agendas and the procedures of CBE's Quinquennial Departmental Review.

The examples above demonstrate that Lehigh's documented and communicated planning and improvement processes provide for constituent participation and incorporate the use of assessment results, as required by **MSCHE Standard VI, Criterion 2**.

VI.3: Lehigh's financial planning and budgeting process is evidence-based, aligned with the mission and goals, and clearly linked to institutional and unit strategic plans.

Lehigh's financial planning and budgeting are explicitly aligned with the university's mission and goals. The university has engaged the advisory services of Public Financial Management (PFM) to assist the administration in the development of its multi-year financial models that support Lehigh's strategic initiatives and its mission. On rare occasions, the university will have an opportunity to act outside the usual planning cycles. For example, the decision by the board of trustees in 2016 to incur a large bond debt for extraordinary projects allowed Provost Farrell to make a college-wide call for research program proposals that would call for a major investment of resources.

More typical is the annual resource development process cycle. The pyramid structure of Lehigh's guiding administrative operating model ties the overarching vision to the university's business model, and then to resources. Both administrative and academic units are required to review their area's strategic plans, analyze the unit's current commitments and resources, and identify those activities they propose to expand and those they propose to shrink or eliminate in terms of supporting the goals of strategic plans. Any new requests for resources are expected to be for the most urgent of needs that will have a significant impact on supporting the university's mission and strategy.

In practice, this administrative operating model is implemented through an annual college-wide budget development exercise, which begins each fall with the distribution of a guidance letter that requires units to link their requests for continued or additional resources explicitly to Lehigh's strategic goals and established mission. The units are expected to describe in a three- to five-page document their objectives for the year, and to provide a clear rationale for their requests. Responses also include a brief summary of accomplishments over the past year, including a report about how resource deployment met the demands of operational and core needs and

supported the university's overall goals. Finally, respondents are asked to give specific examples of how they deployed resources (through reallocations, revenue streams, etc.) to meet changing needs.

Unit responses are compiled and reviewed by the budget officers of the university, who distribute the [annual resource allocation letter](#) in early spring. Anticipated changes in the process, or projections regarding the availability of resources pertaining to the next budget cycle, are usually [previewed each spring](#). The preview documentation usually summarizes the overall budget process, announces the [schedule](#) for financial planning meetings with selected units, confirms the [upcoming calendar](#), and reviews the [general guidelines](#). These communications are augmented by various [presentations and discussions of the budget](#).

Finally, discussion and assessment of ongoing and prospective priorities contributed in significant ways to the [academic vision](#) described in *Path to Prominence*. As Provost Farrell outlined at a fall 2016 faculty meeting, a bold capital projects plan is a key element of *Path to Prominence*. The university is carefully investigating facilities enhancements, seeking designs intended to address the most pressing facility needs while simultaneously acting as important catalysts of cultural change at Lehigh. While developing *Path to Prominence*, Lehigh engaged with Wilson Architects for a housing study and a [science and engineering framework plan](#).

In sum, Lehigh employs a well-defined financial planning and budget process that is aligned with the mission and goals, is evidence-based, and is clearly linked to the institution's and units' strategic plans/objectives, as required by **MSCHE Standard VI, Criterion 3**.

VI.4: Lehigh's fiscal and human resources as well as the physical and technical infrastructure are adequate to support the university's operations.

As described above, Lehigh's financial planning and budget process links resource allocation to assessment and to strategic planning by requiring academic and administrative units to describe and to demonstrate need. This annual activity helps the university administration ensure that fiscal and human resources as well as the physical and technical infrastructure remain adequately funded to support ongoing and expected operations. Lehigh employs a multi-year, in-house budget model for both the operating budget and capital project budget. The operating component integrates the university's various funding sources (for example, tuition, fees, room, board, endowment, research grants, and gifts) and costs (compensation, financial aid, operations and maintenance, and debt service). The capital project component of the budget similarly outlines the sources of projects (reserves, plant preservation, debt, and gifts) and the uses of the funds (construction and renovation, land improvements, etc.). During this process, the vice president of finance and administration and the Budget Office work with the president and provost to identify and fund institutional priorities. Along with Lehigh's senior leadership, the Budget Office coordinates with the Office of Facilities Services and Campus Planning to review the capital project list, and to prioritize the [capital projects budget](#). Discussions about strategic priorities and investments in capital projects have been informed by [input](#) from the Faculty Committee on Facilities Planning ([FCFP](#), created in 2014 and

described in R&P section 1.2.2.10), which collaborates with the Office of Facilities Services and Campus Planning. Lehigh's 2015-16 budget review indicated that incremental funding for expenditures went to only the highest priority items and resulted in a modest growth in expense budgets, while some expense increases were partially offset by cost reductions and reallocations. There have been no significant deviations from the university-wide budgets in recent years, and Lehigh has consistently enjoyed strong financial performance. Lehigh's sound financial management of cost increases and revenue generation allows the university to limit tuition increases. Overall, Lehigh is sound financially and continues to rank above our comparison group average on key financial indicators. For example, Lehigh's compounded growth rate in tuition and fees since fiscal year 2009-10 of 3.0% is below the 3.9% growth rate of the fourteen schools against which the trustees benchmark. Lehigh's processes for managing cost increases and generating revenue are described in detail in the annual budget.

The university endowment is a large part of Lehigh's financial resources, and an increase in the endowment fund portfolio for financial aid continues to make Lehigh more affordable for those who qualify. Restricted endowment funds, including financial aid endowment, are created by donor designation. The growth of available financial aid endowment income is largely dependent upon two factors: the extent to which the university can fundraise gifts for financial aid endowment; and the investment performance of the endowment fund. Institutional priorities determine the use of unrestricted endowment income, which can be used to supplement endowment funds restricted to financial aid. Use of the income from unrestricted endowment is determined through the university's annual budget process. The university's Budget Book provides current information on the amount the endowment provides for financial aid. In addition, revenue generation from the endowment is described in the Endowment Book.

Recognized ratings agencies, such as Standard & Poor's (S&P), continue to regard the university's enterprise profile as very strong and its financial profile as strong. The very strong enterprise profile reflects positive enrollment trends, increasing selectivity for high-quality students, and improving profile across the region. S&P also views management as having good financial and budgeting practices, including budgeting for most depreciation expenses, budgeting with a 5% reserve annually to offset unexpected challenges over the course of the year, and steadily implementing effective cost control measures. The Office of Finance and Administration is clearly justified in describing the university's resource allocation process as straightforward and transparent.

The examples demonstrate how Lehigh's documented financial resources, funding base, and plans for financial development are adequate to support its educational purposes and programs and to ensure financial stability, which fulfills **MSCHE Requirement of Affiliation 11**. Furthermore, Lehigh's fiscal and human resources as well as the physical and technical infrastructure are adequate to support the institution's operations wherever and however programs are delivered, as required by **MSCHE Standard VI, Criterion 4**.

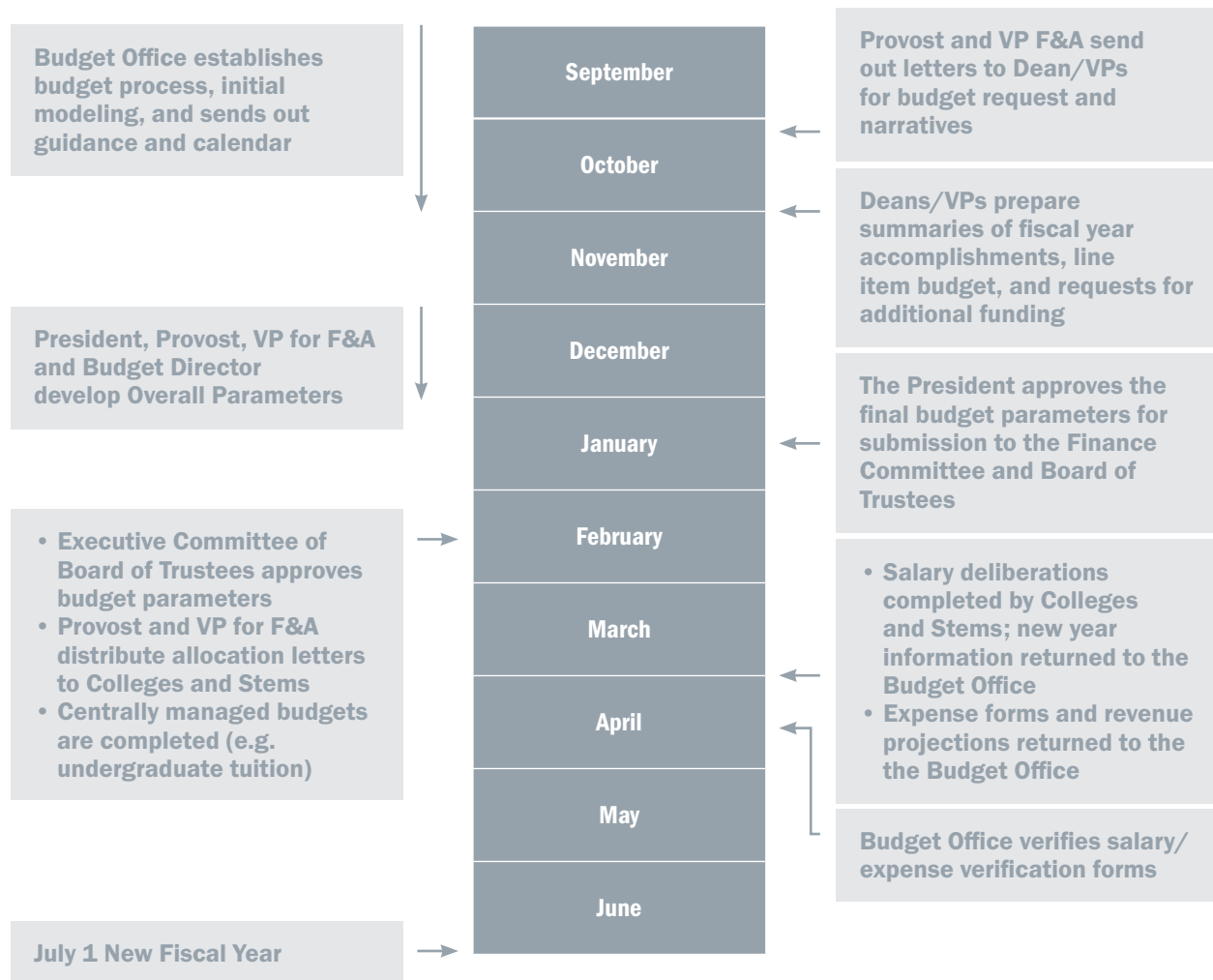
VI.5: Lehigh clearly assigns responsibility and accountability for institutional planning and assessment of results.

According to the bylaws of Lehigh’s board of trustees, the board holds the responsibility to determine and define the university’s mission and goals, to assess institutional performance in light of the mission and goals, and to support short- and long-term planning necessary to attain the university’s goals. However, as noted previously, in practice Lehigh is governed under a somewhat decentralized organizational structure. Most administrative units and the academic colleges independently develop a local mission, goals, objectives, visions, and planning documents. Yet, these units are held responsible in equal measure for planning, and are held accountable for achieving and documenting results.

The financial planning and budget development process described previously is an example of the well-defined line of decision-making, with clear assignment of responsibility and accountability from the individual academic and administrative units to the highest level of university management. The board has the final approval authority, as noted, but each level of Lehigh’s leadership has a responsibility for providing evidence of demonstrated results and continuing need.

The annual institutional planning and budgeting cycle is depicted in **Figure 6.1**, below.

FIGURE 6.1 INSTITUTIONAL PLANNING AND BUDGETING CYCLE



Key stages in the [budget development process](#) are outlined below:

- Deans and vice presidents communicate guidance and direction for departmental budget development
- Business managers (department chairs and heads, and institute and center directors) construct line item budgets for salaries and expenses
- Business managers may be asked to revise or clarify budget requests by the Budget Committee
- The president, provost, VP for finance and administration, and budget director set budget parameters and communicate guidance for budget development for colleges and stems
- The Budget Committee determines fiscal year priorities, evaluates requests (and obtains revisions or clarifications), and allocates funding to selected initiatives
- The Budget Committee communicates funding decisions to colleges and stems and submits the finalized budget to the board of trustees for approval
- The board of trustees reviews and approves tuition, room, and board increases
- The trustees approve the finalized operating budget.

These examples demonstrate Lehigh's clear assignment of responsibility and accountability for planning processes, as required by **MSCHE Standard VI, Criterion 5**.

VI.6: Lehigh links consideration of sustainability and deferred maintenance to the university's strategic and financial planning processes.

Lehigh recognizes that the suitability and sustainability of the campus infrastructure are critical to achieving the university's strategic goals, and also play a role in the successful recruiting of students, faculty, and staff in today's competitive environment. Therefore, Lehigh's strategic and financial planning processes include comprehensive planning for facilities, infrastructure, and technology upgrades where necessary and appropriate.

As noted above, the Budget Office coordinates with the Office of Facilities Services and Campus Planning to prioritize the [capital projects budget](#). Deferred maintenance is a key issue in these annual discussions. Facilities Services and Campus Planning first identifies [projects](#) which can be sorted into basic classifications. Life safety is the highest priority, and this category includes fire and intrusion alarms, smoke detection, and sprinkler systems, as well as emergency lighting and signage. Next in order of priority is the building "envelope," that is, roofs, windows, exterior doors, gutters and downspouts, and similar items that are necessary to preserve the integrity of campus structures. The third level concerns building operation, and includes electrical systems and generators, HVAC systems and controls (heating and air conditioning where applicable), elevators, plumbing, and bathroom fixtures. The repair and replacement of items considered mostly for aesthetic purposes, such as carpet, window coverings, and paint, are also considered when funding is available.

The university engages in regular studies and reviews regarding campus infrastructure, which assist in

capital planning decisions. For example, the external evaluator VFA has been contracted to conduct a building conditions assessment. VFA ranked the criticality of needs, with the most critical being life safety, as above, and included a 5-year suggested priority list. (*Please see the VFA folder in the Course Site documentation repository.*) Lehigh has reviewed the standards published by [APPA](#) (formerly Association of Physical Plant Administrators, now Leadership in Educational Facilities), which provides metrics for educational facilities for benchmarking purposes, and [STARS](#) (Sustainability Tracking, Assessment and Rating System, from the Association for the Advancement of Sustainability in Higher Education), which is a self-reporting tracking and rating system for sustainability performance, such as waste, energy, greenhouse gases, and storm water. The facilities staff also references Eliot Associates (a third-party organization which evaluates cleanliness and janitorial services campus-wide) and plant preservation standards.

Finally, the Lehigh Environmental Advisory Group ([LEAG](#)) has made progress in improving Lehigh's environmental impact through education, good business practices, and operations. LEAG plays a critical role in promoting sustainability on campus, including: gathering input from the campus community about institutional environmental initiatives; evaluating such initiatives for implementation; articulating Lehigh's sustainability commitments; taking advantage of Lehigh's academic programs and the engagement of students; and providing advice to the president and senior leadership on priorities for initiatives to undertake, along with expected timeframe and anticipated impact. Lehigh recently updated its 2012 sustainability plan to the Campus Sustainability Plan 2020. LEAG members and programs will have a key role in implementing this plan by ensuring cross-collaboration among all campus groups.

The examples described above demonstrate how Lehigh has established comprehensive planning for facilities, infrastructure, and technology that includes consideration of sustainability and deferred maintenance and is linked to the institution's strategic and financial planning processes, as required by **MSCHE Standard VI, Criterion 6**.

VI.7: Lehigh undertakes an annual independent audit confirming financial viability and follows up on any concerns cited in that audit.

Lehigh is managed in a fiscally conservative fashion, and the [endowment investment strategy](#) protects Lehigh, to a reasonable extent, from volatility in the financial markets. Moreover, the university administration proactively monitors these markets through a financial emergency preparedness program, led by the Financial Emergency Preparedness Advisory Committee ([FEPAC](#)). As a result of these efforts, the [market value](#) of the endowment has increased 43% over the past decade, and the market value of funds earmarked for scholarships in the permanent [endowment](#) (or functioning as endowment) in 2015 was \$426.8 million. The university has a demonstrated record of responsible fiscal management, has a prepared budget for the current year, and undergoes an [external financial audit](#) on an annual basis, which fulfills **MSCHE Requirement of Affiliation 11**. Moreover, Lehigh undertakes an annual independent audit confirming financial viability with evidence of follow-up on any concerns cited in the audit's

accompanying management letter, as required by **MSCHE Standard VI, Criterion 7**.

VI.8: Lehigh has established strategies to measure and assess the adequacy and efficient utilization of institutional resources.

Lehigh used [multiple strategies](#) to ensure efficient and effective use of existing human and fiscal resources. For example, as noted, during the budget process Lehigh prioritizes those activities that are necessary in order to advance mission-critical strategic efforts. Examples in the most recent cycle included: support for faculty hires associated with Data X; funding for faculty promotion and tenure; funding for new positions, including the two recently established positions – the Vice President for Equity and Community and the Vice Provost for Creative Inquiry and Director of Mountaintop Campus. In addition, Lehigh evaluates its personnel through a structured system of performance management, which is a year-round process designed to help employees achieve their highest potential in their role at the university. Various analyses have been utilized to maintain the success of the personnel supports, such as merit pool allocations, analysis of industry comparisons and projections, examination of turnover and retention statistics, and current and anticipated inflation and market competitiveness for salaries. A baseline budget is set aside for the annual merit salary, which is administered at the departmental level. An additional pool is earmarked for special and meritorious salary adjustments. This special merit pool is administered at the provost and vice presidential level.

The allocation and assessment of faculty resources vary according to the particular college's expectations pertaining to research, teaching, and service. Section 2.2.1.5 of the R&P sets the [general guidelines](#) for excellence in teaching, research, and scholarship, and describes service as a criterion for achieving reappointment, tenure, and promotion. It is generally accepted among Lehigh faculty that for most tenure-track positions, professors will have a basic effort allocation of 40% research, 40% teaching, and 20% service, but this is not formally articulated in R&P. Yet, the CAS faculty [guidelines](#) for balancing research, teaching, and service does specifically state that the service expectation should be 20% of the total faculty effort. This document also contains addenda with [expectations](#) for service that are specific to each department. Additional faculty service expectations can be found in guidelines for promotion and tenure distributed by each of the four colleges. The CAS annual review [guidelines](#) provide the faculty with a detailed matrix of expectations, arranged by department, and with criteria matched with faculty rank (although CBE provides [guidance](#) on weighting faculty effort). In the P.C. Rossin College, this is managed at the departmental level and implemented during the annual [performance reviews](#) from the associate dean. Lehigh supports several interdisciplinary programs, through which faculty may have joint appointments to more than one department, program, or center. Because this arrangement may place additional demands on faculty time, R&P section 2.2.3.1 sets forth guidelines for hiring, promotion, and tenure expectations, including service, during [joint appointments](#).

In each college, the appointment of associate deans or department chairs seems to grow logically out

of regular interactions between the dean and faculty. Colleges reported having a regular, if not fully documented, protocol for such selection. In CAS, for example, there are intentional discussions between the dean or the associate dean for faculty and faculty members, including early-career faculty members, about professional development. CAS has organized a seminar program that helps interested faculty prepare for leadership service. Appointed (that is, nonelected) service roles at the department, college, or university level may follow from earlier service, such as leadership of a committee or program. These opportunities regularly lead to interactions beyond the department, and a demonstrated willingness to accept this type of service can indicate aptitude and motivation to undertake more formal leadership in the future. A similar selection process for nonelected roles guided a recent department chair appointment in CBE. By contrast, the P.C. Rossin College reports that there is no clear articulation of the selection process, and that the college follows R&P where appropriate.

With regard to a well-balanced allocation and assessment of faculty resources, Lehigh has implemented a campus-wide managed process that will replace the individual colleges' professional activity report (PAR) annual reporting systems. Within the Lyterati system, it will be possible to generate a snapshot of service across the university. Elected standing committees and a list of department chairs is available from the provost's website. The colleges maintain internal spreadsheets, websites, or documents that list current members of standing committees. *(Please see the 5.5_Inventory Assessment Committee folder in the Course Site documentation repository.)* Lehigh currently has only a modest amount of data that assesses the balance of teaching, research, and service to the extent that some faculty may be overburdened in one or more areas. Moving forward, it will be easier to gather this information from Lyterati; furthermore, the ongoing ADVANCE program has gathered some information on research-teaching-service balance, specifically as it applies to women at the university level. *(Please see the 5.4_Assessment_RTS_Balance folder in the Course Site documentation repository.)*

The examples described above demonstrate that Lehigh assesses the efficient utilization of institutional resources through its fiscal planning, human resources, and faculty review process, and uses the information to maintain the necessary support for the university's mission and goals, which fulfills **MSCHE Standard VI, Criterion 8**.

VI.9: Lehigh undertakes periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources.

Lehigh supports a wide variety of periodic assessments of the effectiveness of its planning, resource allocation, and renewal processes. The board of trustees, for example, reviews operations on an ongoing basis, but also undertakes a triennial self-assessment. Also, the university recently contracted with Art & Science Group, LLC, a market intelligence firm. Under this engagement, the consultants will provide professional services referencing admissions positioning and a pricing study (e.g., enrollment and financial aid). (As of October 2017, the university had not received the final report.) Unit objectives are usually publicly available on the websites corresponding to the individual units, and most units assess their

objectives using key indicators closely linked to the unit's mission. In most cases, the key indicators are usually unit specific. For example, the communications team tracks media placements. The Admission and Financial Aid office tracks applicant quality, quantity, and diversity, and the Department of Athletics combines its key indicators into a dashboard. *(Please see the Athletics folder in the Course Site documentation repository.)* Some units have an established annual internal review process, including the Lehigh University Police Department (LUPD), which issues an annual crime report, and the Library and Technology Services (LTS) assessments of technology needs and client satisfaction. Some units use ad hoc internal reviews, or external reviews or evaluations. An example of ad hoc internal reviews concerns University Business Services, which organized a printing review and a bookstore review. By comparison, Student Auxiliary Services hired a consulting firm to conduct its dining review and a review of student life. The extent to which unit planning and improvement processes are formally documented and communicated varies, as does the degree to which such processes are centralized and reported for comparison and benchmarking.

Significantly, Lehigh has committed to the goals of data-driven decision-making in planning and resource allocation. Evidence of this commitment includes the recently announced reorganization of the former Office of Institutional Research, which became the Office of Institutional Research and Strategic Analytics (OIRSA). The OIRSA team will lead the development of a data sharing platform and pilot analytics projects in close collaboration with different functional areas to leverage data resources and support data-informed decision-making on campus.

The activities demonstrate how Lehigh undertakes periodic assessment of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources, as required by **MSCHE Standard VI, Criterion 9**.

CHAPTER 7

STANDARD VII: GOVERNANCE, LEADERSHIP, AND ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other unaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Lehigh University is a nonprofit corporation created by and operating under a Charter of Incorporation granted by the Commonwealth of Pennsylvania to the University's founder, Asa Packer. That charter establishes the board of trustees, which is accountable to the Commonwealth for adherence to the university's educational mission, as described in the charter: "to provide outstanding educational opportunities for students at the university level without regard to race, color, religion, gender, age, national or ethnic origin, disability, or veteran status."

The [university's Bylaws](#), section 2.3, articulate various powers and responsibilities of the board of trustees, of which the first is to determine and define the mission and goals of the university, and to assess periodically institutional performance in light of the mission and goals. The Bylaws further state, in section 2.8 (Standard of Care), that each trustee stands in a fiduciary relation to the university and will perform his/her duties in good faith, in a manner he/she reasonably believes to be in the best interests of the university, and with such care, including reasonable inquiry, skill, and diligence, as a person of ordinary prudence would use under similar circumstances.

The Charter, Bylaws, and other institutional documents cited in this self-study demonstrate that Lehigh's board, executives, staff, faculty, and students have established processes and procedures that promote the highest level of good governance, including fiduciary responsibility, administrative accountability, and academic achievement. Lehigh's practices demonstrate adherence to them. Together, this clearly and consistently fulfills **MSCHE Standard VII**.

VII.1: Lehigh's clearly articulated and transparent governance structure outlines roles, responsibilities, and accountability for decision-making by each constituency, including the governing body, administration, faculty, staff, and students.

The university's Charter provides for ten trustees (which the university has designated "corporate trustees") and these ten trustees are "[members](#)" of the university as a nonprofit corporation. These ten serve as the executive committee. While the ten corporate trustees are the university's board of directors and members from a legal perspective, the university Bylaws provide that the board may include up to forty-two trustees.

The officers of the board of trustees are identified in the Bylaws, as are the officers of the university administration. These include the president, two or more vice presidents, including the provost and vice president for academic affairs, and the vice president for finance and administration, and such other officers as the board of trustees may designate from time to time. Only corporate trustees are eligible for election as chair of the board. Frank Roth, general counsel, is the board secretary and deals with the legal aspects of the board. The President's Office handles the administrative aspects of the meetings, including preparation of the agenda, minutes, board communications, and other notices in accordance with the Bylaws.

All trustees have voting authority on the committees on which they serve. Under Article VI of the Bylaws, the board of trustees relies on the following ten standing committees: Academic Affairs; Advancement; Audit; Campus Planning and Operations; Diversity and Inclusion; Nominations and Trusteeship; Executive; Finance; Public Affairs; and Student Affairs. A full list of committees and their charters is included in the university Bylaws. The chair of the board, in consultation with the president, makes assignments primarily based on the needs of committees, taking into account the trustees' expertise, experience, and interests. Committee chairs are also assigned by the board chair, in consultation with the president, often with involvement by the current committee chair. In most cases, new committee chairs have served on the committee and demonstrated leadership.

Board Accountability and Shared Governance

Although the board of trustees is the ultimate authority with legal governance responsibility, the overall governance of the campus should be understood as a collaborative, consultative process, often involving staff, students, and faculty. Article VII of the Bylaws articulates the roles and responsibilities of the faculty, stating:

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, instruction, and oversight of students. They play a role in the appointment, promotion, tenure, and dismissal of faculty. They promote the assurance of academic freedom and the furtherance of scholarship and research. The faculty may be called upon for committee and advisory service related to the academic, research, and disciplinary life of the university.

The governance role of the faculty is not without bounds, even in the areas of academic affairs, in that the Bylaws state that "all policies and procedures of the university, including those pertaining to the faculty which may be contained in the separate *Rules and Procedures of the Faculty*, are subject to the approval of the board." Yet the Bylaws then articulate that the trustees may delegate approval authority to the president and university administration, and note that "faculty are ultimately responsible to the president through lines of authority established for the administration of the academic affairs of the university."

Such delegation is routine. In fact, revisions of Section 3 of the *Rules and Procedures of the Faculty*—which is the section on academic curricula and policies—do not proceed to the trustees after faculty approval. (After approval by the university faculty, proposed revisions of other sections of *R&P* proceed to the trustees for final approval.)

In sum, the history of the Lehigh board of trustees has been one of respect for academic administration, faculty governance, and academic freedom. Notably, in 2016, the board removed itself from the role it had held in certain faculty tenure and promotion cases. Prior to this change, in cases where the tenure or promotion recommendation of the department and college committees were aligned (in such cases, called “the faculty recommendation”), and the provost’s recommendation was at odds with the faculty recommendation, the Academic Affairs Committee of the board of trustees was called to hear presentations both from faculty representatives who spoke for the faculty recommendation and from the provost, and then render a decision. Though this had occurred only very rarely in Lehigh’s history, the board determined that the tenure and promotion process should not include this step. Subsequently, the faculty revised the *Rules and Procedures of the Faculty*, creating a hearing process in these cases that involved the provost but not the trustees. Thus, it was the trustees, and not the faculty, who initiated the effort to eliminate this role in tenure decisions.

The current faculty governance structure is based on college- and university-elected faculty committees; the chairs of each committee, along with elected college representatives, form the Faculty Steering Committee. The chair of the Faculty Steering Committee chairs the university faculty meetings. Changes in most sections of the *Rules and Procedures of the Faculty*, which dictate rules and procedures for a wide variety of the institution—including undergraduate and graduate curriculum, and tenure and promotion—must go to the full faculty for a vote. The use of a consent calendar was introduced within the past ten years so that certain noncontroversial agenda items, such as changes to a specific academic program, can be approved *en masse* by unanimous consent unless a faculty member asks to remove an item from the consent calendar for further discussion and a separate vote.

Attendance at university-wide faculty meetings is consistently low, typically representing fewer than 20% of the voting faculty. In the fall of 2017, after much informal discussion, the faculty began to move forward with a proposal for a [faculty senate](#). Proposals for a senate have been brought to the faculty twice in the past 20 years, once in 1998 and once in 2007; both votes were close, and the most recent proposal for a senate was defeated by the faculty by an extremely narrow margin.

Before the faculty formed a committee to prepare the formal proposal for a senate, there was considerable discussion across the university about the strengths and weaknesses of the current governance system. In response to this discussion, the Faculty Steering Committee charged a Faculty Governance and Engagement Committee, with members elected by their respective college faculties. This committee drafted the proposal for a senate, which linked its representation structure to Lehigh’s college structure.

The written proposal for a senate was put forth to the full faculty, and formal discussion on the proposal commenced at university faculty meetings. Three separate town hall–style meetings were held in the fall of 2017 for faculty to discuss the proposal. The issue was reviewed, for example, by Faculty Steering Committee chair Doug Mahony at the [September 18, 2017](#) meeting of the faculty. The development of the proposal for a faculty senate was driven by members of the faculty, and was considered through the faculty governance process. The Board of Trustees did not play a role in the discussions or process for consideration of a faculty senate.

In the final proposal, as revised through the faculty governance process, the senate would be composed of 5% of the faculty, but not more than 33 faculty members. The faculty senators would be elected by their respective colleges and would hold their positions as senators for two years. Each college would have at least three faculty senators, and no college would have more than 45 percent of the total number of elected senators.

The faculty voted in favor of a faculty senate in December 2017. The first senators will take their positions in the fall of 2018.

The Vote to Establish a Faculty Senate

On December 15, 2017, Professor Doug Mahony emailed the Lehigh faculty on behalf of the Faculty Steering Committee and the Faculty Governance Committee with the outcome of the faculty vote on the [proposal to establish a faculty senate](#).

Faculty voting participation was high, with 316 votes cast (67% response rate). The vote easily met the required two-thirds majority that was required to pass; in fact, more than 50% of all faculty with voting privileges (including those who chose not to vote) supported the proposal for a senate. The final tally was:

Yea votes – 265 (87.2%)
Nay votes – 39 (12.8%)
Abstentions (“Present, but not voting”) – 12

Per R&P, those ballots marked “Present, but not voting” were counted only to determine the overall response rate and were not used to determine the final outcome.

The proposal moves next to the board of trustees for their consideration and approval.

Student Government

There are two governance organizations for Lehigh students. The Student Senate is the undergraduate student government. Fifty senators represent various constituencies and serve on various Student Senate committees to fulfill the Student Senate mission: “Through forward thinking, effective communication, and active representation, the Student Senate will develop an integrated community that is empowered to build a greater Lehigh.” The [Student Senate Bylaws](#) and other information are available on the [Student Senate web site](#). The [Graduate Student Senate \(GSS\)](#) is governed by a [Constitution and Bylaws](#) document that articulates the core values and procedures adopted by the GSS, as well as [objectives](#) that direct the organization.

Lehigh fully discloses and reports upon these legally constituted governance structures. As described above, the governing body, the board of trustees, is responsible for the quality and integrity of the institution and for ensuring that the institution's mission is being carried out, which fulfills **MSCHE Requirement of Affiliation 12**. Moreover, Lehigh's clearly articulated and transparent governance structure meets the expectations of **MSCHE Standard VII, Criterion 1**.

VII.2a: Lehigh's board of trustees serves the public interest, ensures that the university clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the academic quality, planning, and fiscal well-being of the institution.

As previously noted, section 2.8 of the university's Bylaws states that "Each trustee of the university shall stand in a fiduciary relation to the university," and outlines the standard of care applicable to trustees. Generally, a trustee's fiduciary duty is comprised of two basic duties: a duty of care and a duty of loyalty. This follows the Pennsylvania nonprofit corporation law regarding the duty of care of directors of nonprofit corporations, and encompasses two requirements: first, that a trustee acts in good faith in a manner believed to be in the university's best interests; and second, that a trustee uses the reasonable care that a person of ordinary prudence would use. This standard of care, which includes the right and responsibility of a trustee to use his or her independent and informed judgment, is also often referred to as the "business judgment rule." The duty of loyalty is stated in the Bylaws, which requires a trustee to bring to the board all material facts concerning a potential or real conflict of interest and to refrain from voting or participating in board deliberations of a matter in which the trustee has a conflict of interest. The duty of loyalty and duty to avoid conflicts of interest is also stated and implemented through the university's Conflict of Interest Policy (section 2.10, described below). Trustee disclosures are typically made through the annual conflict of interest form. Lehigh professional staff review the reported conflicts to determine if any business disclosures are arms-length transactions, and report to the executive committee of the board the results of these reviews.

Through their work as a full board and in the various committees, the trustees act to oversee and support the university's academic programs, admissions, activities, and relevant progress related to the university's strategic plan, and improve, enhance, and ensure the vitality of all parts of the university, including the student experience.

Lehigh's board of trustees serves the public interest, ensures that the university clearly states and fulfills its mission and goals, has fiduciary responsibility for the institution, and is ultimately accountable for the university's academic quality, planning, and fiscal well-being, meeting the expectations of **MSCHE Standard VII, Criterion 2(a)**.

VII.2b: Lehigh’s board of trustees has sufficient independence and expertise to ensure the integrity of the university; members have primary responsibility to the accredited institution and they do not allow political, financial, or other influences to interfere with their governing responsibilities.

The board of trustees Committee on Nominations & Trusteeship, in accordance with section 6.8, makes recommendations for the most effective composition and organization of the board and develops practices, strategies, and policies that attract, orient, train, organize, and assess the performance of trustees. It ensures that the board’s membership and leadership consists of highly qualified and committed individuals. Moreover, the board of trustees develops strategies to promote stability and ease of transition on and off the board, including succession planning for board members and senior leadership, and for the administration, as well. Finally, as noted, the duty to avoid conflicts of interest is also stated and implemented through the university’s Conflict of Interest Policy, described in section 2.10 of the Bylaws.

As a private institution and a membership corporation, Lehigh’s board of trustees is a self-perpetuating board, meaning that all vacancies are filled by the board itself by nomination and vote of the corporate trustees. Lehigh’s private status and self-perpetuating board ensures continuity in the pursuit of its founder’s mission, independence from governmental control, and a perpetual corporate existence. Lehigh’s private status secures a measure of independence, but it is important to note that Lehigh, like nearly all American universities and colleges, receives substantial federal and state funding for its missions of education and research. This governmental support includes regulatory requirements and accountabilities concerning not only the use of such funds, but general requirements such as equal opportunity and nondiscrimination, annual disclosures of institutional policies and data, auditing and record-keeping, and appropriate use of funded or tax-exempt resources.

In sum, Lehigh’s board of trustees has sufficient independence and expertise to ensure the integrity of the university, members have primary responsibility to the accredited institution, and they do not allow political, financial, or other influences to interfere with their governing responsibilities, meeting the expectations of **MSCHE Standard VII, Criterion 2(b)**.

VII.2c: Lehigh’s board of trustees ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution.

The FAQ document provided to new trustees clearly articulates their role, stating:

The basic responsibility of Lehigh’s board of trustees is to ensure the university’s well-being and oversee the university’s affairs to that end. The trustees, individually and collectively, provide valuable perspectives, expertise, and experience for the benefit of Lehigh. Lehigh’s trustees stand in a fiduciary relationship to the university and its mission, and must make decisions that they might reasonably believe to be in the best interests of the institution.

Trustees are not managers. A key challenge for trustees is to contribute to well-informed decisions, some strategic, others tactical. In no case, however, should the board or individual trustees usurp the role of management. (Italics in the original.)

Later in the same document, the text continues:

Lehigh values highly the background and expertise of all trustees, and [the administration] make[s] a conscious effort to align committee assignments and each trustee's background. The board of trustees also reaches out, regardless of committee assignments, to trustees when their background may be especially helpful to the university. However, every trustee shares the same responsibilities: to understand broadly the issues facing the university, and to exercise their oversight responsibilities and to act in the best interests of the university... Trustees with specific expertise must be especially vigilant to act in an oversight capacity and not preempt or conflict with the role of management.

Lehigh's board of trustees ensures that neither the governing body nor individual members interferes in the day-to-day operations of the institution, meeting the expectations of **MSCHE Standard VII, Criterion 2(c)**.

VII.2d-e: Lehigh's board of trustees oversees at the policy level the quality of teaching and learning, the approval of degree programs and the awarding of degrees, the establishment of personnel policies and procedures, the approval of policies and bylaws, and the assurance of strong fiscal management. Furthermore, the board of trustees plays a basic policy-making role in financial affairs to ensure integrity and strong financial management, including regular reviews of audited financial statements or other documents related to the fiscal viability of the institution.

As stated in the Bylaws, the trustees hold the following as some of their major responsibilities:

- to establish, review, and approve major changes in the educational programs.
- to establish criteria and procedures regarding appointment, promotion, tenure, and dismissal of faculty members, and to approve the granting of tenure and promotion to faculty members. The president may delegate to the provost and vice president for academic affairs the authority to appoint faculty members, subject to board approval of the appointment procedures.
- under section 4.2 (Faculty Appointments), the granting of tenure and the promotion of faculty members to full professor is subject to the approval of the board.
- to oversee and approve the budget of the university and to establish policy guidelines for major fundraising efforts and for management of the university's endowment.
- to authorize the purchase, management, and sale of all land, buildings, and major equipment of the university.
- to authorize construction of new buildings and major renovations of existing buildings.

- to authorize borrowing by the university and mortgages or pledges as security.
- to authorize the university to accept gifts and bequests.

In addition, the board of trustees can exercise oversight through several committees. The specific charters of these various committees are included in the Bylaws. As noted above, the Academic Affairs Committee assists the trustees regarding all aspects of the academic programs and activities of the university. The Finance Committee assists the board in fulfilling its oversight responsibilities relating to financial and investment performance, and policies and practices of the university, and is responsible for the oversight of financial assets, financial planning, development of financial policies of the university, and for coordination of all programs affecting the fiscal affairs or financial condition of the university. The Audit Committee recommends the designation of an independent auditor (which must be a certified public accounting firm) each year and ensures that at least once per year an audited financial statement of the university and its related organization's receipts and expenditures for the audit period, and financial conditions as of the close of the period, are prepared and submitted to the board. The Audit Committee's responsibilities are stated in its Committee Charter, which has been approved by the board and can be amended or supplemented by board resolutions or delegations of other responsibilities from time to time. The Campus Planning and Operations Committee assists the board of trustees in fulfilling its oversight responsibilities relating to all physical campus policies and practices; the state and condition of the university's physical assets; campus master planning, development, and facilities operations; capital project planning and construction; strategic initiatives; and fundraising and alumni relations programs designed to enable the university to realize its short- and long-range goals.

Lehigh's board of trustees oversees at the policy level the quality of teaching and learning; the approval of degree programs and the awarding of degrees; the establishment of personnel policies and procedures; the approval of policies and bylaws; and the assurance of strong fiscal management, including regular reviews of audited financial statements or other documents related to the fiscal viability of the institution. Thus, Lehigh's board of trustees meets the expectations of **MSCHE Standard VII, Criteria 2(d) and 2(e)**.

VII.2f: Lehigh's board of trustees appoints and regularly evaluates the performance of the chief executive officer, the university president.

As described in section 3.7 of the Bylaws, the president is formally the chief executive officer of the university and the official advisor to and executive agent of the board and its executive committee. As educational and administrative head of the university, the president exercises "general superintendence over all the affairs of the institution." Among the powers and responsibilities of the board of trustees stated in section 2.3 of the Bylaws is to appoint and determine the tenure of the president of the university, to provide guidance to the president, and to assess his/her performance based on stated university goals and plans.

As outlined in the Bylaws, the board, executive committee, and Compensation Subcommittee are responsible for the annual evaluation, according to a process described in the Compensation Subcommittee charter. The “Compensation Review Process for Senior Administration” delineates the university’s compensation strategy for senior officers and the annual process for evaluating individual performance and determining annual merit increases. Senior officers are defined as the president and his/her direct reports.

By the end of March each year, the president meets first with the board chair and then with the Compensation Subcommittee for a discussion of major achievements of the prior year, current activities, and major goals for the coming year, with particular focus on the areas of prime engagement for the president. Written summaries of these meetings prepared by the president, the board chair, and the Compensation Subcommittee chair, as well as any materials presented at these meetings, are distributed to the Compensation Subcommittee members. At the spring meeting of the Compensation Subcommittee, the president’s compensation is reviewed in the context of benchmark data. The final merit increase is set and the president is notified shortly thereafter with an effective date of July 1.

Lehigh’s board of trustees appoints and regularly evaluates the performance of the president, meeting the expectations of **MSCHE Standard VII, Criterion 2(f)**.

VII.2g: Lehigh’s board of trustees is informed in all its operations by principles of good practice in board governance.

New board members as well as current board members are invited to an annual trustee orientation program, which includes discussion of roles and responsibilities of trustees and specifically addresses oversight versus interference issues. These programs are ordinarily planned for October of each academic year. On the rare occasions when individual trustees have moved toward management versus oversight roles, both the board chair and university counsel addressed the matter directly with those individuals. In addition, the triennial board self-evaluation is an example of the tools employed by the Committee on Nominations & Trusteeship to inform trustees of principles of good practice in board governance.

Lehigh’s board of trustees is informed in all its operations by principles of good practice in board governance, meeting the expectations of **MSCHE Standard VII, Criterion 2(g)**.

VII.2h: Lehigh’s board of trustees establishes and complies with a written conflict of interest policy designed to ensure impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial, or other interests that could pose or be perceived as conflicts of interest.

The university’s conflict of interest (COI) policy, as adopted by the board in 2002, and amended in 2008, recognizes that Lehigh employees “must conduct all of their activities in a manner that will withstand the sharpest scrutiny.”

Generally, the COI policy, as described in section 2.10 of the Bylaws, requires that trustees are annually provided with the university’s conflict of interest policy and are required to complete the annual conflict of interest [questionnaire](#). Questionnaire responses are shared with the executive committee of the board. The committee takes appropriate action in the event of material conflicts. Conflicts of interest fall into two broad categories: the leverage of position for personal benefit, especially financial; and parallel roles that create issues of institutional loyalty. If a member stands to benefit from a decision of the Lehigh board, even if it is a somewhat indirect benefit or a benefit with the best of mutual motives, that member informs the president and the chair of the board. After this disclosure, the member recuses from both deliberation and voting.

State and federal statutes, and the COI policy, require that the university’s board inquire into the material facts of a proposed transaction between the university and a trustee, officer, their immediate families, or an entity in which they have a significant relationship. It is the responsibility of the trustee or officer and university management to bring all material facts promptly and completely to the board. After completing a review, the board must decide whether the transaction is fair, and not a deviation of normal business practices or procedures, and that the individual is not being unreasonably compensated or rewarded. The board’s review of the material facts and its resulting decision must be documented through a formal resolution contained within the minutes of the meeting. The executive committee may act on behalf of the board in this area.

No trustees are remunerated by the institution, with exception of the president who is an ex-officio trustee without vote. A majority of the institution’s governing body’s members have no employment, family, ownership, or other personal financial interest in the institution. The board of trustees adheres to a conflict of interest policy that assures that those interests are disclosed and that they do not interfere with the impartiality of board members or outweigh the greater duty to secure and ensure the academic and fiscal integrity of the university. These examples demonstrate Lehigh’s fulfillment of **MSCHE Requirement of Affiliation 13**. Moreover, Lehigh’s board of trustees establishes and complies with a written conflict of interest policy designed to ensure impartiality of the governing body by addressing matters such as payment for services, contractual relationships, employment, and family, financial, or other interests that could pose or be perceived as conflicts of interest, meeting the expectations of **MSCHE Standard VII, Criterion 2(h)**.

VII.2i: Lehigh's board of trustees supports the president in maintaining the autonomy of the institution.

Under the university Bylaws section 3.7.1, the president brings such matters to the attention of the board as are appropriate to keep the board fully informed in meeting its policy-making responsibilities. The president reports to the board regarding the appointment of faculty and officers of the administration. Furthermore, the president shall have power, on behalf of the university, to perform all acts and execute all documents to make effective the actions of the board or its executive committee. The president and the vice president for finance and administration present an annual report, in appropriate detail, to the board. Except as otherwise provided in the Bylaws, the president shall be an ex officio member without vote on all board committees.

Lehigh's board of trustees supports the president in maintaining the autonomy of the institution, meeting the expectations of **MSCHE Standard VII, Criterion 2(i)**.

VII.3a: Lehigh's president is appointed by, evaluated by, and reports to the governing body and does not chair the governing body.

As discussed above, among the powers and responsibilities of the board of trustees stated in section 2.3. of the university's Bylaws is the authority to appoint the president and to assess his/her performance. It has also been noted that, except as otherwise provided in the Bylaws (sections 2.4.5 and 3.7.1), the president is an ex officio member without vote on all committees of the board. However, because section 3.6.1 of the Bylaws explicitly calls for the chair of the board to "preside, with right to vote," the president may not serve as chair of the board. Therefore, this also fulfills the requirements of **MSCHE Requirement of Affiliation 13**.

Lehigh's president is appointed by, evaluated by, and reports to the governing body and does not chair the governing body, meeting the expectations of **MSCHE Standard VII, Criterion 3(a)**.

VII.3b: Lehigh's president has appropriate credentials and professional experience consistent with the mission of the organization.

John D. Simon, Lehigh's fourteenth president, is an internationally renowned chemist and highly respected leader in higher education. Dr. Simon took office at Lehigh on July 1, 2015, having previously served as executive vice president and provost at the University of Virginia. In that role, he was responsible for the academic administration of each of the university's eleven colleges, as well as its library system, art museums, public service activities, and foreign study programs. In all, Dr. Simon oversaw the academic

activities of 2,200 instructional and research faculty, 14,500 undergraduate students and 6,500 graduate students, and managed a budget of \$1.4 billion. Dr. Simon received his B.A. from Williams College in 1979 and his Ph.D. from the department of chemistry at Harvard University in 1983.

Lehigh's president has appropriate credentials and professional experience consistent with the mission of the organization, meeting the expectations of **MSCHE Standard VII, Criterion 3(b)**.

VII.3c: Lehigh's president has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission.

The president's duties are outlined in the university Bylaws, section 3.7.1, which provide that the president shall "exercise general superintendence over all affairs of the institution." President Simon has done this, and has the authority and autonomy to do so. One area in which this exercise of duty is evident is the development of *Path to Prominence*, Lehigh's multi-year strategy for expansion and investment. As noted in Chapter 1 of this self-study report, President Simon briefed the university's board in October 2016 on *Path to Prominence*. Following this, the board unanimously endorsed the plan.

President Simon reports to the board of trustees; the other members of the senior leadership report to the president and serve at his direction. The trustees approve the university's annual budget; the budget is proposed by the president, and is subsequently overseen by the president, his leadership team, and the broader administration and professional staff.

Lehigh's president has the authority and autonomy required to fulfill the responsibilities of the position, including developing and implementing institutional plans, staffing the organization, identifying and allocating resources, and directing the institution toward attaining the goals and objectives set forth in its mission, meeting the expectations of **MSCHE Standard VII, Criterion 3(c)**.

VII.3d: Lehigh's president has the assistance of qualified administrators, sufficient in number, to enable the president to discharge his or her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness.

Lehigh's president is able to shape his or her leadership team to meet the needs of the institution. Each president has shaped the membership of the leadership team according to his or her needs. Presidents Gast and Simon have each had a typical number of direct reports; President Simon has chosen to have somewhat fewer direct reports than President Gast. President Simon has requested and reviewed annual

written goals from members of his [senior leadership team](#), including one-year goals, three-to-five-year goals, and five-or-more-year goals. The president approves these goals. These goals are used as part of the president's annual reviews of his direct reports.

Lehigh's president has the assistance of qualified administrators, sufficient in number, to enable the president to discharge his or her duties effectively; and is responsible for establishing procedures for assessing the organization's efficiency and effectiveness, meeting the expectations of **MSCHE Standard VII, Criterion 3(d)**.

VII.4a and 4b: Lehigh's administration demonstrates an organizational structure that is clearly documented and that clearly defines reporting relationships; furthermore, the administration possesses an appropriate size and relevant experience to assist the president in fulfilling his or her roles and responsibilities.

The biographical information of the members of President Simon's senior [leadership team](#) is available on the university's web site, as is a detailed [organization chart](#) that includes several layers of the Lehigh organization. In 2015, President Simon engaged Deloitte Consulting in a review of Lehigh's senior organizational structure. According to the Deloitte report, "the current management scopes of the provost and vice president for finance and administration enable substantive coordination and collaboration both within and across these key sectors." The report recommended several lower level position/reporting changes, many of which have been implemented. Other recommendations are under further review or have been determined to remain as currently configured.

This administration clearly meets the expectations of **MSCHE Standard VII, Criterion 4(a) and Criterion 4(b)**.

VII.4c: Lehigh's administration members possess credentials and professional experience consistent with the mission of the organization and their functional roles.

The leading administrators of the university are the senior leadership and the deans of the four colleges. President Simon's senior leadership includes the provost and vice president for academic affairs, Patrick Farrell (who becomes the lead administrator in the absence or disability of the president); Vice President for Finance and Administration Patricia Johnson; and ten additional members.

Members of President Simon's leadership team are listed on the president's web site; detailed biographical information on their [experience and qualifications](#) is available by following the link from each team member's photo. This senior team clearly meets the expectations of **MSCHE Standard VII, Criterion 4(c)**.

VII.4d: Lehigh’s administration possesses the skills, time, assistance, technology, and information systems expertise required to perform their duties.

The members of Lehigh’s administration bring to their positions a high level of skill and experience. Serving in full-time positions, each is supported by appropriately sized staffs that support both the administrator and the office responsibilities. While most administrators—and faculty members—could benefit from more hours in the day, the responsibilities assigned to university leaders are commensurate with those at other institutions.

Members of the Lehigh leadership are served in their positions by all arms of the university, but rely particularly on several key offices beyond their own for support. One is the Office of Institutional Research and Strategic Analytics, which is responsible for maintaining a number of dashboards for the university leadership and board of trustees, and which provides both information and analysis upon request. Lehigh’s Library and Technology Services (LTS) provides leadership, expertise, and support to the institutional leadership as well as faculty, students, and staff. Additional staff members who focus on data, analytics, and technology serve in additional offices on campus (e.g., within Finance and Administration, Academic Affairs, Athletics, and other divisions), and these staff members collaborate with LTS to support institutional needs.

Together, these and other support systems ensure that Lehigh meets the expectations of **MSCHE Standard VII, Criterion 4(d)**.

VII.4e: Lehigh’s administration demonstrates regular engagement with faculty and students in advancing the institution's goals and objectives.

President Simon, Provost Farrell, and other senior leaders meet with faculty, staff, and students throughout the academic year in order to discuss the university’s strategic and operational plans as well as listen to the ideas, requests, and concerns of these groups to better facilitate meaningful dialogue and understanding.

In addition to attending university faculty meetings and college faculty meetings, President Simon and Provost Farrell regularly attend sessions of the Faculty Steering Committee and the Dean's Advisory Council. They host campus-wide town halls, in tandem with the university's senior leaders, as a means of gathering input from the campus community on a wide array of focus areas, including *Path to Prominence* and the university’s strategic plan. In addition, they attend meetings of the Council for Equity and Community, a committee comprised of faculty, staff, and students that works to advance diversity, equity, and inclusion initiatives at Lehigh.

In order to better understand student initiatives as well as student concerns about academics and the campus, President Simon attends meetings of both the Undergraduate and Graduate Student Senates,

the Council of Student Presidents, Fraternity and Sorority Affairs, athletic teams, and a wide array of student groups. He regularly hosts dinners at the president's house for students, including but not limited to those representing campus clubs and organizations, student leaders, athletics, and Greek life. These informal settings have proven to be ideal for promoting useful dialogue with students, understanding their viewpoints, and implementing positive change across the campus community.

Thus, Lehigh's administration demonstrates regular engagement with faculty and students in advancing the institution's goals and objectives, meeting the expectations of **MSCHE Standard VII, Criterion 4(e)**.

VII.4f: Lehigh's administration employs systematic procedures for evaluating administrative units and for using assessment data to enhance operations.

As noted previously in this self-study report, Lehigh is governed under a somewhat decentralized organizational structure, in that most administrative units and the academic colleges are independently managed. Despite the challenge of explicitly aligning local objectives with institutional planning, assessment, and resource allocation, local plans nevertheless consistently correspond to the university's stated mission and goals. In all cases, however, the university's performance management system is focused on individual performance as well as strong management of individual units. Further details regarding assessment can be found on Lehigh's [website](#).

Lehigh's leaders employ systematic procedures for evaluating administrative units and for using assessment data to enhance operations, meeting the expectations of **MSCHE Standard VII, Criterion 4(f)**.

The following three examples demonstrate some of the ways that Lehigh leadership and trustees access data and analysis.

University Dashboard – Lehigh University implemented a University Dashboard system in 2007. Maintained by the Office of Institutional Research and Strategic Analytics in collaboration with its data partners across campus, the dashboard is provided to the president and provost for their use. It provides a comprehensive collection of data points documenting the changes and progress on a number of key organizational performance indicators. The University Dashboard has a large number of indicators and includes longitudinal data points. These indicators include: fall enrollment, enrollment diversity, academic quality, undergraduate admissions, student life, learning outcomes, student financial aid, financial resources management, endowment and fundraising, faculty research and external funding, and national visibility. A higher-level version of the dashboard (strategic indicators) provides the board of trustees with a higher level of organizational performance. The dashboard and the summary version of strategic indicators allow Lehigh's leadership and trustees to review university performance.

FEPAC Scorecard – In response to the 2008 financial crisis, the university established the Financial Emergency Preparation Action Committee (FEPAC). In addition to a series of policy guidelines and

recommendations, FEPAC developed a set of financial measures to monitor on a regular basis to assess the financial health of the university and to anticipate possible impacts as the environment changes. The FEPAC scorecard includes key performance indicators with growth targets and tolerance level for fluctuations which in effect serve as early warning signals to major deviations from the planned targets. This scorecard includes the following indicators: demands for admissions, selectivity, enrollment growth, tuition and net price changes, faculty and staff size, financial aid funded from institutional sources, student retention and graduation rates, faculty compensation trends, and plant preservation.

Benchmarking Studies – Lehigh University has identified a number of institutions as aspirational and comparison peers. We use these peer institutions as benchmarks to understand our relative positions in admissions practices, enrollment management, resource utilization, faculty and staff compensation, international presence, research funding, and philanthropic activities. While these studies are done on an ad hoc and as-needed basis, the data gathered through such studies are immensely helpful in identifying gaps in performance, resource utilizations, and business outcomes.

Recognizing the importance of data and analytics as strategic assets in promoting organizational excellence and individual accountability, in November 2016, the provost and the vice president of finance and administration charged a group of administrative leaders to develop an action plan to further develop data governance, data management infrastructure, and data-based decision-making culture at Lehigh University. The planning team completed the action plan and received approval in August 2017. This new plan will strengthen many of the organizational assessment and improvement efforts for administrative units on campus.

VII.5: Lehigh’s board of trustees undertakes a periodic assessment of the effectiveness of governance, leadership, and administration.

The Committee on Nominations & Trusteeship (CNT) makes recommendations for the most effective composition and organization of the board and develops practices, strategies, and policies that attract, orient, train, organize, and assess the performance of trustees, ensuring that the board attracts, retains, and develops highly qualified and committed members. CNT reviews and makes recommendations to the board with regard to trustee governance matters and governing documents, such as the Charter and Bylaws. Responsibilities of this committee include the following: design of board composition and development of trustee candidate attributes; assessment of trustee performance and conduct of triennial board self-assessments; identification and cultivation of new trustee candidates; consultation with the Lehigh University Alumni Association regarding selection of key Alumni Association officers and nominees from the general alumni body for alumni trustee positions; management of the new trustee orientation program as well as programs for continued trustee education; monitoring board member term limits and overseeing succession planning through timely identification of future board leadership at the subcommittee, committee, and board officer levels; and reviewing the university governing documents and making recommendations as appropriate to the board.

Besides focusing on board composition, the CNT semi-annually reviews and discusses the following: board governance matters to assess board structure at both the macro and committee/subcommittee levels; the effective and efficient use of board meetings; decision making and responsiveness; and the implementation of the university Bylaws.

In addition, the board of trustees as a whole reviews its governance effectiveness through a triennial self-evaluation.

In 2017, the Lehigh board of trustees executive committee and the CNT began a board governance self-assessment. Among the objectives are to assess the board's structure (e.g., committees and subcommittees), its functioning (e.g., meetings and agendas), and its culture (e.g., engagement and collaboration) and to identify potential areas for improvement. The board seeks to align these elements in order to fulfill its fiduciary responsibilities and be an asset to the university's governance and the pursuit of its missions.

In late 2017, the executive committee and CNT began working with Richard Chait, professor emeritus of education at the Harvard Graduate School of Education, to discern ways to strengthen the board's structure, functioning, and culture. This work is expected to continue through 2018, and possible outcomes could include changes in the number of board committees and subcommittees and changes in board meeting planning, agendas, and outcomes.

Lehigh's board of trustees undertakes a periodic assessment of the effectiveness of governance, leadership, and administration, meeting the expectations of **MSCHE Standard VII, Criterion 5**.

CHAPTER 8

STUDY ABROAD PROGRAMMING AT LEHIGH

This chapter was prepared by Kathryn Welsh Radande, director of Lehigh's Study Abroad Office, in advance of the MSCHE review team member visit to Lehigh's winter program in Cuba in January 2018. Thus this chapter was originally a stand-alone report documenting how Lehigh study abroad programming meets the seven standards.

STANDARD I - MISSION AND GOALS

The institution's mission defines its purpose within the context of higher education, the students it serves, and what it intends to accomplish. The institution's stated goals are clearly linked to its mission and specify how the institution fulfills its mission.

Study Abroad works in collaboration with the campus community to develop and support programming guided by Lehigh's [Core Purpose and Values](#) and aligned with the university mission and vision of “advancing learning through the integration of teaching, research, and service” and “preparing graduates to engage with the world and lead lives of meaning.” The office supports all abroad activity at the undergraduate level, coordinating with senior leadership, colleges and departments, and administrative offices across campus to ensure quality programming that meets industry standards set forth by [NAFSA: Association of International Educators](#) and the [Forum on Education Abroad](#).

In fall 2016, Lehigh joined the 14th cohort of the American Council on Education's (ACE) Internationalization Laboratory, an invitational learning community that helps higher education institutions develop their strategies for comprehensive internationalization. This process engaged the campus at large in developing a comprehensive internationalization and strategic planning process, which will guide international activity and program development moving forward and in alignment with *Path to Prominence*.

STANDARD II - ETHICS AND INTEGRITY

Ethics and integrity are central, indispensable, and defining hallmarks of effective higher education institutions. In all activities, whether internal or external, an institution must be faithful to its mission, honor its contracts and commitments, adhere to its policies, and represent itself truthfully.

Lehigh University sets high standards and expectations for students, faculty, and staff to create a positive environment and carry out Lehigh activity ethically, honestly, and with integrity and respect. Performance and conduct codes and guidelines are clearly communicated: [Student Code of Conduct](#), [Student Handbook](#), [Standards of Performance and Conduct Policy](#), [Principles of Our Equitable Community](#).

Students, faculty, and staff who engage in abroad programming are held to all Lehigh standards. The Study Abroad Student Understanding and Agreement outlines these and additional expectations specific to abroad programming (agreements: [semester programming](#), [faculty-led programming](#), [noncredit programming](#)).

Study abroad processes are also guided by the Forum on Education Abroad [Standards of Good Practice](#) and [Code of Ethics](#). In practice, we work to ensure policy and procedure that allows for transparent student selection, clear guidelines for student behavior expectations, and fair process for related violations. Student grievances and appeals related to study abroad admissions or academic grading issues are reviewed by the Committee on Standing of Students (SOS).

All student program participants and faculty/staff program leaders receive training prior to program departure, at which we review expectations related to upholding Lehigh's expectations for behavior, academic integrity, and acting as ambassadors for Lehigh. All trainings include information on resources available from the Office of Gender Violence Education and Support, Disciplinary Office, Equal Opportunity Compliance, harassment/discrimination reporting requirements and response support services, and emergency response support resources and protocol. The program leader training is mandatory and is attended by both veteran leaders and first-time leaders. In addition to the annual review of how to respond to any issues that occur while abroad, we typically include a guest speaker or table top exercises (previous speakers include ISOS representative reviewing their emergency response process, Lehigh counseling services discussion on mental health issues and response, and ISOS medical staff overview of preparedness for travel and how Lehigh users can maximize ISOS services). Feedback on the mandatory faculty training sessions has been extremely positive and is a high priority in terms of executing our emergency response plan.

STANDARD III - DESIGN & DELIVERY OF STUDENT LEARNING EXPERIENCE

An institution provides students with learning experiences that are characterized by rigor and coherence at all program, certificate, and degree levels, regardless of instructional modality. All learning experiences, regardless of modality, program pace/schedule, level, and setting, are consistent with higher education expectations.

Lehigh has a high participation rate: 43% of the class of 2016 participated in an international experience. According to [IIE Open Doors](#), Lehigh had ranked in the top 40 in the category of "Undergraduate Participation in Study Abroad for Doctorate-Granting Universities" for the past 10 years (Lehigh ranked 38th nationwide in the 2016 report). Student participation represents students from across all colleges, ethnicity, and socioeconomic statuses.

We aim to make available a wide range of affordable opportunities and experiences that can support students' academic, professional, and personal goals. Dedicated staff advisors work to guide students in selecting experiences that enhance their Lehigh career and beyond. International experiences offer students opportunities to take Lehigh courses abroad in faculty-led programs, spend a semester or year at a partner institution, or participate in internship, research, or community service experiences. Through programming and advising, we discuss the benefits of an international experience and its transformative effect for students academically, professionally, and personally.

Semester partners are chosen in consultation with Office of International Affairs senior leadership, college administration, the Study Abroad Office, and the Study Abroad Faculty Policy Board. Partners are selected based on their academic offerings matching those offered by Lehigh, the quality of academics and faculty, and review of student support services. All courses taken at a semester partner are reviewed and approved by the relevant Lehigh department.

Lehigh offers approximately 15 courses annually taught abroad over winter and summer break. These courses are housed within a Lehigh department and new course offerings are reviewed by department, college, and the Study Abroad Faculty Policy Board.

STANDARD IV - SUPPORT FOR STUDENT EXPERIENCE

Across all educational experiences, settings, levels, and instructional modalities, the institution recruits and admits students whose interests, abilities, experiences, and goals are congruent with its mission and educational offerings. The institution commits to student retention, persistence, completion, and success through a coherent and effective support system sustained by qualified professionals, which enhances the quality of the learning environment, contributes to the educational experience, and fosters student success.

The Study Abroad Office is committed to providing international opportunities to all Lehigh students. Faculty-led winter and summer programs offer a wide variety of coursework and are generally open to students in their first through senior years. Semester programs cover a range of disciplines across multiple continents so that students can find a program that suits their academic, personal, and financial needs and continue making progress toward their Lehigh degree. We work with third-party program providers in some locations, as well as direct enrollment schools that can offer a level of support to students comparable to Lehigh. In order to prepare students for this experience, the Study Abroad Office collaborates with the Lehigh Dean of Students Office (DOS). This partnership helps us ensure that students are prepared to represent Lehigh abroad and uphold the Lehigh Code of Conduct. In addition, DOS assists students who may need disability or academic support services while abroad.

The Study Abroad Office requires attendance at a pre-departure meeting for all students prior to an international experience. We provide logistical, health, and safety information relevant to international travel. Lehigh's contract with [International SOS](#), a travel, medical, and security assistance program, is another opportunity for students to

prepare ahead of time to accommodate any personal or health needs or safety concerns. The Study Abroad Office maintains a “Peer Contact Network,” which allows outgoing or prospective students to reach out to returned study abroad students for advice or information. The Lehigh Study Abroad advising staff keeps in regular contact with students via monthly check-in emails to the cohort overseas, or more frequently if necessary. Lehigh’s International Crisis Advisory Group (ICAG) stands at the ready to assist students with emergencies 24/7 throughout the year.

STANDARD V - EDUCATIONAL EFFECTIVENESS ASSESSMENT

Assessment of student learning and achievement demonstrates that the institution's students have accomplished educational goals consistent with their program of study, degree level, the institution's mission, and appropriate expectations for institutions of higher education.

Assessment of international programming occurs at several levels: overall assessment by the Study Abroad Office, program assessment by individual program directors, department review of courses, and institutional course evaluations.

Study abroad administers two student surveys through Qualtrics that collect feedback related to pre-departure orientation and the abroad experience. Additionally, our advising staff debriefs with many semester students through individual meetings once students return to campus.

For Lehigh faculty courses abroad, course evaluations are distributed to student participants per the university process for course evaluations. The Study Abroad Faculty Policy Board has oversight of faculty-led courses, with a process in place for approving new courses. Annual program review occurs between the Study Abroad Office and program director, with SAFPB becoming involved when issues are identified that need to be addressed. For all Lehigh-led programs, Study Abroad Office staff hold regular planning and debriefing meetings with faculty and staff leaders for ongoing assessment and planning; programming adjustments are made on a regular basis based on feedback received through Qualtrics, student debrief sessions, course evaluations, and debrief meetings with faculty leaders.

STANDARD VI - PLANNING, RESOURCES & INSTITUTIONAL IMPROVEMENT

The institution's planning processes, resources, and structures are aligned with each other and are sufficient to fulfill its mission and goals, to continuously assess and improve its programs and services, and to respond effectively to opportunities and challenges.

Lehigh has support and resources in place to support student participation through financial aid, personnel, and emergency response. A staff of nine (6.5 Study Abroad Office staff and 2.5 Iacocca International Internship staff) are dedicated to supporting and executing abroad programming for

approximately 750 students annually. Study Abroad staff work closely with administrative and academic offices across campus to create, promote, and execute abroad programming. To address specific needs of individual students and colleges, each Study Abroad staff advisor is dedicated to working with a specific college (Advisor 1: College of Business and Economics, Advisor 2: P.C. Rossin College of Engineering and Applied Science, Advisor 3: College of Arts and Sciences, Associate Director: pre-health, IDEAS, sciences).

Financial accessibility is important as we work to provide experiences to all students. Students retain and can transfer all of their semester financial aid, making a semester abroad affordable to any Lehigh student. Additional grants and scholarships are available both internally through Lehigh and externally; [comprehensive aid listings](#) are available online.

Study Abroad advisors, Fellowship Advising staff, and Financial Aid Office counselors work to support and guide students through budgeting and applying for additional aid. Financial support for faculty-led coursework is available internally and externally with a [comprehensive list of funding](#) available online.

Office of International Affairs/Study Abroad maintains a crisis management plan, implemented through the ICAG group as described in Standard VII below. The crisis plan was designed in consultation with Cooper Harbor Consulting and is reviewed and updated on a regular basis. Lehigh holds a contract with International SOS (ISOS) and relies on this partnership for pre-departure consultation and emergency response for individuals abroad. As part of crisis planning, contingency funds exist both within Office of International Affairs/Study Abroad and through Lehigh's larger crisis planning within the Office of Risk Management.

STANDARD VII - GOVERNANCE, LEADERSHIP & ADMINISTRATION

The institution is governed and administered in a manner that allows it to realize its stated mission and goals in a way that effectively benefits the institution, its students, and the other constituencies it serves. Even when supported by or affiliated with governmental, corporate, religious, educational system, or other nonaccredited organizations, the institution has education as its primary purpose, and it operates as an academic institution with appropriate autonomy.

Study Abroad is housed within the Office of International Affairs and reports to the vice president and provost of international affairs. There are two campus groups that provide ongoing oversight of abroad programming: Study Abroad Faculty Policy Board (SAFPB) and the International Travel Advisory Committee (ITAC). The International Crisis Advisory Group (ICAG) supports all programming and acts as the on-call responders for crisis management.

SAFPB

Per [Lehigh Rules and Procedures of the Faculty](#) 1.2.4.5, the Study Abroad Faculty Policy Board (SAFPB), a subcommittee of Lehigh's Educational Policy Committee, "is responsible for: the coordination of courses, curriculum, and credit for undergraduate students who study abroad; development and implementation of quality criteria for Study Abroad programs; and consultation with faculty in respective colleges on a core of acceptable and available programs which meet the curricular needs of each college." SAFPB includes representatives from each college and meets regularly to review semester program partners, new faculty-led course requests, and to address ongoing items related to Study Abroad programming and courses. Credit transfer from institutions abroad is awarded per [Lehigh Rules and Procedures of the Faculty](#) 3.1.4, 3.1.4.1, and 3.1.4.2.

ITAC

ITAC was established by Provost Patrick Farrell in 2012. ITAC is chaired by the vice president and provost of international affairs. Other members include the director of the Study Abroad Office, the director of the Iacocca International Internship Program, Lehigh's deputy general counsel; Lehigh's director of risk management, and a representative from Dean of Students. ITAC consults the Study Abroad Faculty Policy Board members as needed. The associate director of the Study Abroad Office serves as the committee's secretary. ITAC advises the provost on issues related to safety and logistics of international travel by students, faculty, and staff that is supported by or related to Lehigh University. This includes, but is not limited to, travel on a for-credit study abroad program, travel with a Lehigh University group as part of a noncredit educational experience, and travel for teaching, research, co-curricular, conference, or administrative purposes. ITAC is responsible for recording and reviewing plans for Lehigh-supported or -related international travel. For travel to certain countries, ITAC is responsible for reviewing travel plans and assessing the safety and logistics of these travel plans.

To manage the review process efficiently for both faculty leaders and ITAC members, and to allow ITAC to focus on programs with proportionately higher risk, ITAC has a two-track proposal process. Travel with higher-risk activities (e.g., remote fieldwork) and to higher-risk locations (e.g., travel warning countries) receives a full review by the committee; other travel proposals undergo an expedited review.

ICAG

ICAG is our response team and is made up of representatives from across campus who implement the "International Emergency Response Plan." A team of seven serve as on-call staff and activate the ICAG as needed to respond to crises. ICAG meets annually and works in real time to respond to any incidents affecting programming abroad. ICAG is co-chaired by the director of Study Abroad and the director of Iacocca International Internships.

The following documents accompany Chapter 8. They are located in Course Site as a single PDF file that can be navigated using bookmarks.

1. Graduating class 2016 report
2. SAFPB faculty-led review
3. ICAG and ITAC committee charges and membership rosters
4. ITAC Expedited Review Form
5. ITAC Full Review Form

CHAPTER 9

RECOMMENDATIONS

In alignment with feedback from faculty, staff, students, and trustees, the Self-Study Coordinating Committee and Lehigh administration trust that this self-study has demonstrated Lehigh's commitment to, and fulfillment of, the MSCHE Standards of Accreditation as well as the Requirements of Affiliation. As Lehigh moves forward, we make three specific recommendations regarding assessment and continual improvement.

Recommendation #1: Strengthen student learning assessment within majors and programs, and within the general education curriculum.

Lehigh's mission and goals are explicitly supported by administrative, educational, and student support programs and services, and the various local plans and processes are consistent with the institutional mission. Yet, Lehigh's academic colleges and administrative units exhibit a considerable variability in terms of the maturity and depth of assessment activities, and this is especially evident in approaches to student learning outcomes assessment. The university recognizes that colleges and departments are at different levels of maturity in their current implementation of assessment and improvement efforts. Generally, programs holding professional accreditations may have deeper foundations upon which to build student learning assessment projects. Those issues are discussed within the chapters of this self-study related to Standard III and (much more fully) Standard V.

In keeping with this understanding, Lehigh should strengthen its focus on student learning assessment and related outcomes. Each of Lehigh's colleges will continue to develop and supervise their own assessment processes. This allows each college to select processes that work best with its curricular goals, faculty culture, and applicable professional accreditation obligations. Program assessment should continue to allow for flexibility, whether focused on majors (in CAS) or degree programs (in the other three colleges). Yet, going forward, all program assessment should consider whether there are any common goals, outcomes, or standards that should be applied across the university.

Lehigh should also study whether it would be advisable to establish a set of university-wide general education learning outcomes. The current potential shortcoming of the university's decentralized system is most evident with regard to general education—something that properly touches every Lehigh undergraduate, and which is generally housed outside major requirements. The university should review its general education learning outcomes and assessment practices to ensure that it is maximizing institutional improvement opportunities across all components of the general education curriculum. Should the university determine it wishes to maintain a system through which general education outcomes and assessment are distributed in the three undergraduate colleges, it should ensure that implementation—even if practices are tailored to a particular college—fits within Lehigh's undergraduate model of interdisciplinary curricula and frequent college transfers.

Recommendation #2: Strengthen Lehigh's process linking academic planning and budgeting with student learning assessment and college and program strategic goals.

Lehigh should strengthen its integration of academic planning and budgeting at the college and department levels. Lehigh's institutional mission, goals, and strategic plans incorporate goals for academic and institutional effectiveness, and for improvement of student learning and achievement of educational goals. Each college has defined local missions, goals, and strategic plans, and these are guided by the relevant university documents. The annual budget process provides an opportunity for academic units to demonstrate their alignment of mission, goals, and resources. Going forward, resource decisions by faculty and staff should be explicitly and effectively linked to results of academic and institutional outcomes assessments undertaken in support of local missions, goals, and strategic plans. By encouraging units to present evidence-based proposals, Lehigh will strengthen its ability to maximize its resources. Lehigh should identify a set of university-wide strategic indicators and set performance targets that will cascade down to colleges and departments, and track the progress on these indicators in deans' and departments' annual reports. Key indicators might include: retention rate, graduation rate, enrollment growth, instructional efforts, faculty and student satisfaction, new research funding awarded, publications and citations, creative works developed, new development dollars, etc.

Recommendation #3: Assess and improve the efficient utilization of faculty time and service resources that are the foundation of effective faculty development, faculty governance (including committees), the faculty merit system, and the faculty review process.

In presenting the third recommendation, the Self-Study Coordinating Committee would like to quote in full the recommendation presented in the report by Working Group 6 (Standard VI):

Institutionally and across colleges, Lehigh has a somewhat uneven articulation and documentation of service roles and opportunities and of the processes used to allocate them...

The sense that service opportunities and rewards for engaging in service are not evenly applied, either real or perceived, can be easily remedied by generating and maintaining a centralized inventory of service roles, including those for special or ad hoc committees...

Accordingly, there is a similar need for a self-evaluation process of elected standing committees to be added to R&P. Faculty would benefit from more clarity in the service expectations for faculty at different stages in their careers at the college level... perhaps further clarified by departmental addenda.

These observations are especially relevant now, in part because they dovetail with the December 2017 university faculty vote in favor of a faculty senate. It is expected that among the first objectives of the new senate will be to reexamine the number and organization of faculty standing committees, as

well as basic expectations of faculty governance expressed through committee service. As this working group noted, assessment of committee effectiveness is essential for the smooth functioning of the university.

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University
Printed on 10/10/2017

A. General Information

		Data on File (2016-17)	
Institution Name	Lehigh University		
IPEDS ID Number	213543		
OPE ID Number	00328900		
Primary Physical Address	27 Memorial Drive West Bethlehem, PA 18015		
Mailing Address			
Telephone	610 758 3000		
Fax	610 758 4361		
Website	www.lehigh.edu		
Student Achievement Website	www.lehigh.edu/~inp rv/heoa/index.html		
Control	Private (Non-Profit)		
Affiliation Type	None		
Affiliated Organization:			
2015 Carnegie Classification	Doctoral Universities - Higher Research Activity		
Calendar	Semester		
Degree Granting Authority Type	State/State Office		
Degree Granting Authority State or Country	Pennsylvania		
Licensed to Operate in	PA		
Related Entities			
Name, State, Country	none		
Approved Credential Levels			
Indicate the number of programs of study that your institution currently offers within each approved credential level. The degree levels reported here should be the degrees or certificates currently offered by the institution and approved within the scope of accreditation. The credential levels reported in the IP must match the institution's approved credential levels. Please ensure these are accurate as changes to credential levels fall under MSCHE Substantive Change policy.			
Substantive change (prior approval) is required to add credential levels. Please see the <u>Substantive Change</u> policy and accompanying <u>Substantive Change Procedures</u> posted on the Commission's website.			
		Data on File (2016-17)	
		Approved	Number of Programs
Postsecondary Award (< 1 year)		no	0
Postsecondary Award (>=1 year, < 2 years)		no	0

Associate's Degree or Equivalent	no	0
Postsecondary Award (>= 2 years, < 4 years)	no	0
Bachelor's Degree or Equivalent	yes	90
Postbaccalaureate Certificate	yes	17
Master's Degree or Equivalent	yes	76
Post-Master's Certificate	yes	7
Doctor's Degree - Professional Practice	no	0
Doctor's Degree - Research/Scholarship	yes	31
Doctor's Degree - Other	no	0
Initial Accreditation		
	1921	
Last Reaffirmed		
	2013	
Next Self-Study Visit		
	2017-18	
Next Periodic Review Report (PRR)		
	June 2023	
MSCHE Staff Liaison		
	Dr. Christy L. Faison	

Notes

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

B. Key Contacts

Verify existing or provide additional information in ALL of the requested fields. If a person has more than one function, please add his or her name to each category. Otherwise, the correct person may not receive postal mail or e-mails that the Commission directs to specific key contacts. Do not leave any contacts blank (unless noted). Do not enter "vacant." Provide the most appropriate contact name for the position.

Do not leave any contacts blank (unless noted). Do not enter "vacant." Provide the most appropriate contact name for the position.

Key Contact	Data on File (2016-17)
Chief Executive Officer	Dr. John D. Simon <i>President</i> 27 Memorial Drive West Bethlehem, PA 18015 Phone: 610 758 3156 Fax: 610 758 3154 Email: jds414@lehigh.edu
Chief Academic Officer	Dr. Patrick V. Farrell <i>Provost and Vice President for Academic Affairs</i> 27 Memorial Drive West Bethlehem, PA 18015 Phone: 610 758 3605 Fax: 610 758 3154 Email: pvf209@lehigh.edu
Chief Financial Officer	Ms. Patricia A. Johnson <i>Vice President for Finance and Administration</i> 27 Memorial Drive West Bethlehem, PA 18015 Phone: 610 758 3178 Fax: none Email: paj214@lehigh.edu
Chief Information Technology Officer	Mr. Bruce Taggart <i>Vice Provost for Information Resources</i> 8A East Packer Avenue Room 754 Bethlehem, PA 18015 Phone: 610 758 3025 Fax: 610 758 3004 Email: bmt2@lehigh.edu

Accreditation Liaison Officer	<p>Dr. Patrick V. Farrell <i>Provost and Vice President for Academic Affairs</i> 27 Memorial Drive West Bethlehem, PA 18015</p> <p>Phone: 610 758 3605 Fax: 610 758 3154 Email: pvf209@lehigh.edu</p>
Coordinator of Distance Education	<p>Ms. Margaret Portz <i>Director, Distance Education and Summer Sessions</i> 436 Brodhead Ave Bethlehem, PA 18015</p> <p>Phone: 610 758 5794 Fax: none Email: mak5@lehigh.edu</p>
Coordinator of Outcomes Assessment	<p>Dr. Jennifer M. Jensen <i>Deputy Provost for Academic Affairs</i> 27 Memorial Drive West Bethlehem, PA 18015</p> <p>Phone: 610 758 3705 Fax: none Email: jjensen@lehigh.edu</p>
Coordinator of Institutional Research Functions	<p>Dr. Henry Y. Zheng <i>Vice Provost for Institutional Research</i> 27 Memorial Drive West Bethlehem, PA 18015</p> <p>Phone: 610 758 3708 Fax: none Email: hyz216@lehigh.edu</p>
Chair: Self-Study Steering Committee	none
Co-Chair: Self-Study Steering Committee	none
Person in the President's Office To Whom MSCHE Invoices Should be Sent	<p>Mr. Erik Walker <i>Chief of Staff</i> 27 Memorial Drive West Bethlehem, PA 18015</p> <p>Phone: 610 758 3131 Fax: none Email: erw209@lehigh.edu</p>
Person Who Should Receive a Copy of MSCHE Invoices (Optional)	<p>Ms. Donna Feist <i>Exec Secretary to President</i> 27 Memorial Drive West Bethlehem, PA 18015</p> <p>Phone: 610 758 3157 Fax: none Email: dlf210@Lehigh.EDU</p>

Person Completing IP Financials

Ms. Theresa Roman
Financial Analyst
Controller's Office
27 Memorial Drive West
Bethlehem, PA 18015

Phone: 610 758 5618
Fax: none
Email: tgr216@lehigh.edu

Person Completing IP (Key User)

Ms. Yenny D. Anderson
Director of Institutional Research
Office of Institutional Research
422 Brodhead Avenue
Bethlehem, PA 18015

Phone: 610 758 5890
Fax: 610 758 5977
Email: oir@lehigh.edu

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

C. Student Achievement

Part 1. Awards Granted

Report all degrees or other formal awards conferred by your institution between July 1, 2015, and June 30, 2016. If an individual received two degrees at different levels during the specified time period, report each degree in the appropriate category.

Please see the instructions for specific inclusions and exclusions.

Awards Granted by Credential Level	Data on File (2015-16)
Postsecondary Award (< 1 year)	0
Postsecondary Award (>=1 year, < 2 years)	0
Associate's Degree or Equivalent	0
Postsecondary Award (>= 2 years, < 4 years)	0
Bachelor's Degree or Equivalent	1229
Postbaccalaureate Certificate	0
Master's Degree or Equivalent	640
Post-Master's Certificate	0
Doctor's Degree - Professional Practice	0
Doctor's Degree - Research/Scholarship	126
Doctor's Degree - Other	0

Part 2. Completers

This section requests completion data on two separate cohorts (150% and 200%) of full-time, first-time, degree/certificate-seeking undergraduate students enrolled in your institution during the specified fall term or academic year. Students must be enrolled full-time in courses that lead to a credit-bearing degree, diploma, certificate or other formal award. Count completers only once and indicate the highest degree level earned. Report the status of these students as of August 31 of the reporting year. Please see the instructions to identify students for inclusion in the specific cohorts.

Screening Questions		
a. Does your institution have undergraduate programs?	yes	
b. Does your institution serve only transfer students?	no	
Completers of Programs of <= 2 Years		Data on File (as of August 31, 2016)
Completers Within 150% of Normal Time		
Fall 2013 cohort		0

Completers Within 150% of Normal Time to Completion	0
Total transfers out	0
Still Enrolled	0
Completers Within 200% of Normal Time	
Fall 2012 Cohort	0
Completers Within 200% of Normal Time to Completion	0
Total transfers out	0
Still Enrolled	0
Completers of Programs of > 2 and <= 4 Years	
Completers Within 150% of Normal Time	
Fall 2010 Cohort	1212
Completers Within 150% of Normal Time to Completion	1073
Total transfers out	0
Still Enrolled	11
Completers Within 200% of Normal Time	
Fall 2008 Cohort	1205
Completers Within 200% of Normal Time to Completion	1067
Total transfers out	0
Still Enrolled	0

Notes

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

D. Enrollment (Unduplicated)

Part 1. Fall Credit Enrollment

	Data on File (fall 2016)	
	Undergraduate	Graduate
Total credit hours of all part-time students	534	2987
Minimum credit load to be considered a full time student per semester	12	9
Full-Time Head Count	5003	1227
Part-Time Head Count	77	752
Adjusted Enrollment	5048	1559

Part 2. Matriculation

	Data on File (fall 2016)
Matriculated (degree-seeking) Students	6957
Non-Matriculated Students	102
Total	7059

3. Dual Enrollment Courses for High School Students

	IP Data (fall 2016)
During the fall semester, did any high school students take courses for college credit through your institution?	Yes

4. Non-Credit Enrollment (Prior Year)

	Data on File (2015-16)
Non-Credit Graduate Level Courses	0
Non-Credit Undergraduate Level Courses	0
Non-Credit Avocational Continuing Education	0

Notes

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

E. Distance and Correspondence Education

Distance education means education that uses one or more technologies to deliver instructions to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor. See the Instructions for a full explanation.

Part 1. Distance Education

Part 1 Distance Education collects data on the number of courses, students, and programs offered via distance education. Please see the instructions and help sections for definitions.

	Data on File (2015-16)
Part 1. Distance Education - Screening Question	
Did your institution, in the most recent prior year (July 1, 2015 - June 30, 2016), offer distance education courses, as defined in the Instructions?	Yes

Distance Education Courses

If you selected 'yes' in the previous question, then please complete this section.

Provide: (a) the unduplicated headcount of all students in the most recent prior year (July 1, 2015 - June 30, 2016) who took distance education courses for credit by your institution; and (b) the total number of registrations of all students. The registrations may be duplicated if a student enrolls in more than one course.

Provide an explanation in the Notes context box if this reporting year's total is greater than the prior year and you have significant growth in distance learning enrollment.

	Data on File (2015-16)
Distance Education Headcount	704
Distance Education Registrations	897

Distance Education Programs

Programs. Report the number of degree or certificate programs offered during the previous year (July 1, 2015 - June 30, 2016) for which students could meet at least 50% of their requirements for any of the programs by taking distance education courses.

Substantive change (prior approval) is required to offer Distance Education Programs. Please see the Substantive Change policy and accompanying Substantive Change Procedures posted on the Commission's website. You may also email sc@msche.org or your staff liaison with questions.

	Data on File (2015-16)
Number of Distance Education Programs	16

Part 2. Correspondence Education

Correspondence education means: (1) Education provided through one or more courses by an institution under which the institution provides instructional materials, by mail or electronic transmission, including examinations on the materials, to students who are separated from the instructor; (2) Interaction between the instructor and the student is limited, is not regular and substantive, and is primarily initiated by the student; (3) Correspondence courses are typically self-paced; and (4) Correspondence education is not Distance education.

Substantive change (prior approval) is required to offer Correspondence Education Programs. Please see the Substantive Change policy and accompanying Substantive Change Procedures posted on the Commission's website. You may also email sc@msche.org or your staff liaison with questions.

	Data on File
Part 2. Correspondence Education - Screening Question	(2015-16)
Did your institution, in the most recent prior year (July 1, 2015 - June 30, 2016), offer Correspondence education courses, as defined in the Instructions?	No

Notes

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

F. Other Regional, National, and Specialized Accreditation

Accreditors Recognized by the U.S. Department of Education

In the column on the right, check the box next to the name of the U.S.D.E. recognized accreditors that currently accredit your institution or its programs. Include accreditors for which your institution is a candidate for accreditation (provide a note in the Notes section indicating that you are a candidate for a particular accreditor).

The list of U.S.D.E recognized accrediting organizations your institution reported last year are shown in the left column labeled "Data on File". The items you selected last year are not automatically pre-populated to the current "IP Data" column for the current reporting year. You must make check box selections each year.

It is not necessary to report the Middle States Commission on Higher Education, and it is excluded from this list.

Data on File (2016-17)

Accreditors Recognized by U.S. Secretary of Education

- National Association of Schools of Theatre, Commission on Accreditation

Notes

Information in the Notes section does not constitute formal notice to the Commission. It is explanatory and contextual for any evaluator or other person reading the Institutional Profile. **Please do not exceed 500 characters.**

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

G. Instructional Staff

Report an unduplicated headcount of full-time and part-time instructional personnel employed by your institution as of fall 2016.

Please see the full instructions for more information about inclusions and exclusions.

Data on File (fall 2016)		
	Full-Time Headcount	Part-Time Headcount
Total Faculty	540	171

Notes

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

H. Other Geographical Locations

Report all study abroad sites. Verify existing data and add new countries that are considered study abroad sites for the current reporting period (July 1, 2016 - June 30, 2017). If your semesters abroad run into the next reporting year (i.e. summer programs that start in June but run through August for example), include them in the current reporting year. Use the start of the semester as the date for inclusion in the current reporting timeframe.

This section is only required if your institution's Self-Study Visit is scheduled for 2017-18 or 2018-19.

Note:

Your institution's next Self-Study Visit is scheduled for 2017-18.

H-1. Study Abroad

	Data on File (2016-17)
Country	Belgium
Number of Sites	1
Total Students at All Sites	19
Country	China
Number of Sites	1
Total Students at All Sites	24
Country	Costa Rica
Number of Sites	1
Total Students at All Sites	14
Country	Cuba
Number of Sites	1
Total Students at All Sites	10
Country	Czech Republic
Number of Sites	1
Total Students at All Sites	77
Country	France
Number of Sites	1
Total Students at All Sites	9
Country	Germany
Number of Sites	1
Total Students at All Sites	16

Country	Ghana
Number of Sites	1
Total Students at All Sites	15
Country	Ireland
Number of Sites	1
Total Students at All Sites	23
Country	Italy
Number of Sites	1
Total Students at All Sites	15
Country	Martinique
Number of Sites	1
Total Students at All Sites	15
Country	Scotland
Number of Sites	1
Total Students at All Sites	12
Country	South Korea
Number of Sites	1
Total Students at All Sites	16

Notes

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered branch campuses for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change (prior approval) is required to add, close, relocate or reclassify Branch Campuses. Please see the Substantive Change policy and accompanying Substantive Change Procedures posted on the Commission's website. You may also email sc@msche.org or your staff liaison with questions.

H-2. Branch Campuses

**Data on File
(2016-17)**

No Branch Campuses.

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered additional locations for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change (prior approval) is required to add, close, relocate or reclassify Additional Locations. Please see the [Substantive Change](#) policy and accompanying [Substantive Change Procedures](#) posted on the Commission's website. You may also email sc@msche.org or your staff liaison with questions.

H-3. Additional Locations

Data on File (2016-17)
No Additional Locations.

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

H. Other Geographical Locations

Verify existing data and provide missing information for all geographical locations that are considered other instructional sites for the current reporting period (July 1, 2016 - June 20, 2017).

Your institution's Title IV funding could be in jeopardy if the address provided to MSCHE is not identical to the one provided to the federal government for Title IV purposes.

Substantive change (prior approval) is not required to add, or delete instructional sites.

H-4. Other Instructional Sites

**Data on File
(2016-17)**

No Other Instructional Sites.

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

I. Financial Information (Part 1)

Report the same Operating and Non-Operating expenses on the Institutional Profile that your institution reports to IPEDS (Integrated Postsecondary Higher Education Data Systems). The IPEDS Part and Line numbers are noted for each data element listed.

Verify the Fiscal Year Begin and Fiscal Year End dates. The default dates displayed represent the most recent fiscal year for which you would have audited financial statements.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Shaded information cannot be modified online.

	Data on File Fiscal Year Ending 2016
Which reporting standard is used to prepare your institution's financial statements? Your selection determines the value in the column IPEDS Part-Line below. FASB (Financial Accounting Standards Board) GASB (Governmental Accounting Standards Board)	FASB
<small>Note: For Private and International institutions, the value is automatically set to FASB. FASB is the closest equivalent to the standard used by International institutions.</small>	
Is your institution's Auditor's report on financial statements Unqualified or Qualified? Fiscal Year Begin Fiscal Year End	 7/1/2015 6/30/2016
Did your institution receive a <u>letter</u> from USDE with a Financial Responsibility Composite Score below 1.5 for fiscal year ended 2015 or 2016?	No
IPEDS Part E-1	Data on File Fiscal Year Ending 2016
Line	Expenses
Instruction *	\$144,281,000
Research *	\$39,285,000
Public Services *	\$3,258,000
Academic Support *	\$32,460,000
Student Services *	\$36,216,000
Institutional Support *	\$69,522,000
Auxiliary Enterprises	\$37,757,000
Net Grant Aid to Students*	\$0
Hospital Services	\$0

Independent Operations	10	\$11,240,000	
Other Functional Expenses *	12	\$0	
See Part 2 for Depreciation and O&M expenses			
Total Expenses		\$437,645,000	\$374,019,000
Total Expenses from IPEDS Report	13		\$374,019,000

* = Educational & General Expenses used for Annual Dues billing.

Notes

Total 2015 expenses should be 367,726,000. Please refer to the notes within the IPEDS Finance survey for additional comments.

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

I. Financial Information (Part 2)

REMINDER: Please make sure to use the TAB key instead of the ENTER key to navigate from field to field. The ENTER key will cause the data to be submitted (i.e., clicking on the Update button).

Report the same data on the Institutional Profile in Section 2A below that your institution reports to IPEDS. The IPEDS Part and Line numbers are noted for each data element listed.

Report financial data in whole dollars. Round cents to the nearest whole dollar. For example, enter 124, not 123.65.

Do not enter data in thousands of dollars. For example, enter 1,250,000, not 1,250.

Complete every field for which you have financial data. Fields marked with an asterisk are required. You will not be able to "lock down" your data and submit the Institutional Profile if these fields are not completed.

Shaded information cannot be modified online.

	IPEDS Part-Line	Data on File Fiscal Year Ending 2016	
SECTION 2A -- Data from Audited Financial Statements			
Property, Plant and Equipment, net	A-19	\$401,190,000	
Total Assets	A-02	\$2,054,948,000	
Long Term Debt Related to Property, Plant and Equipment	A-03a	\$227,000,000	
Unrestricted Net Assets	A-04	\$839,051,000	
Temporarily Restricted Net Assets	A-05b	\$309,160,000	
Permanently Restricted Net Assets	A-05a	\$525,983,000	
Change in Net Assets	B-04	(\$88,848,000)	
Net Assets (Beginning of Year)	B-05	\$1,763,042,000	
Adjustment to Net Assets (Beginning of Year)	B-06	\$0	
Net Assets (End of Year)	B-07	\$1,674,194,000	
Discounts/Allowances (Applied to Tuition & Fees)	C-08	\$86,597,000	
Tuition and Fees Revenue (Net of Allowances)	D-01	\$185,644,000	
Operation and Maintenance of Plant	E-2 13-4	\$35,884,000	\$35,884,000
Depreciation Expense	E-2 13-5	\$27,742,000	
SECTION 2B -- Data from Audited Financial Statements and Supporting Documents			
Total Unrestricted Operating Revenue		\$386,301,000	
Total Unrestricted Operating Expense		\$374,019,000	
Change in Unrestricted Net Assets		(\$42,746,000)	

Deposits Held by Bond Trustees		\$0
Principal Payments on Long Term Debt		\$41,021,000
Interest Expense on Long Term Debt		\$0

Notes

Total 2015 expenses should be 367,726,000. Please refer to the notes within the IPEDS Finance survey for additional comments.

Middle States Commission on Higher Education Institutional Profile

[0522] Lehigh University

K. Required Attachments

Please upload the required attachments listed below as soon as all of the items are available but no later than **April 18, 2016-17**.

- A copy of the institution's fiscal year 2016 Audited Financial Statements [**AFS**]. If the institution's Management Letter is included in the AFS file, please use the label [**AFS-Mgmt**].
- A copy of the institution's fiscal year 2016 Management Letter [**Mgmt**]. If the institution does not have a management letter, please put a Note on the Financial Information (Part 1) page.
- A copy of the Finance section of the institution's IPEDS submission [**IPEDS**] for fiscal year 2016 (if you submit annual financial data to IPEDS).
- A copy of the institution's current Catalog [**Catalog**], PDF format preferred. If the catalog is not available in an digital/electronic that can be uploaded, please upload a Word document with the link(s).

Upload Files

To upload electronic versions of the documents listed above do the following: (**Note: documents can only be uploaded one at a time.**)

1. Click on the **Add File** link below to display the **Select File to Upload** popup window.
2. Click on the **Browse** button to display the **File Upload** popup.
3. Locate the file to be uploaded in the **File Upload** popup window.
4. Double click on the file or single click on the file and then click on the Open button.
5. The **Select File to Upload** popup window will become the active window and the full pathname of the selected file will be displayed in the textbox.
6. Click on the **Upload** button to upload the selected file to the MSCHE server.
7. The **Select File to Upload** popup window will display a message once the file has been successfully loaded.
8. Close the popup window and repeat steps 1 to 7 to upload another file.
9. The selected file will be listed in the table below after it has been successfully uploaded.

Uploaded Files

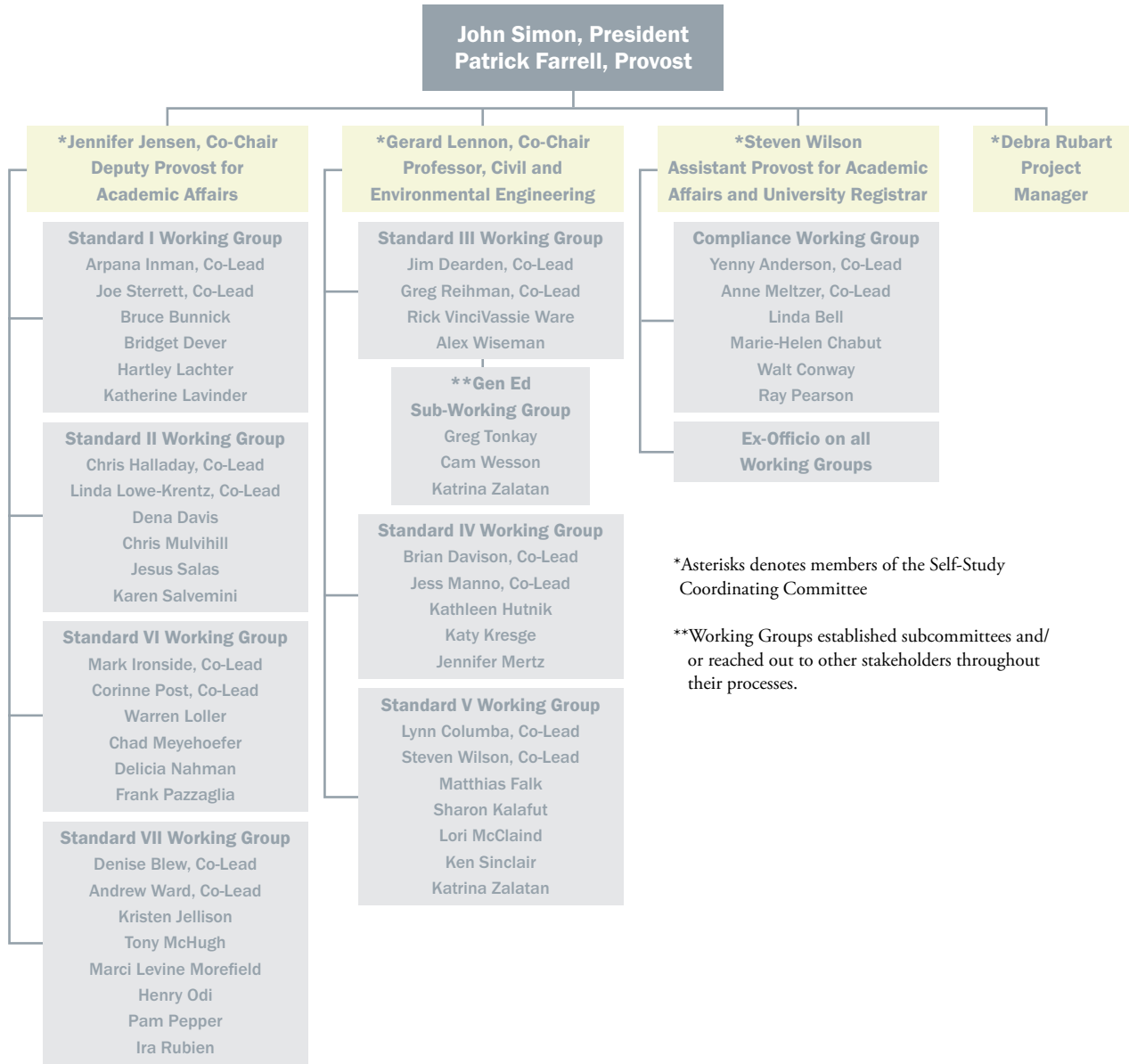
File Type	File Size	Last Updated
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Audited Financial Statements	376.9 KB	4/25/2017 10:19:04 AM
Catalog	2474.86 KB	4/25/2017 10:19:42 AM
IPEDS Finance	155.89 KB	4/25/2017 10:19:33 AM
Management Letter	55.7 KB	4/25/2017 10:19:20 AM

Contact Information

Please contact our support center at support@msche.org or (215) 662-5605 with any questions related to the Institutional Profile.

**MIDDLE STATES COMMISSION FOR HIGHER EDUCATION
 SELF STUDY ORGANIZATION CHART
 SEPTEMBER 13, 2016**



**EVALUATION VISIT ROSTER #34783
PEER VISIT FOR APRIL 8-11, 2018**

Rev. Joseph M. McShane, S.J., CHAIR

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Dr. Paul Marthers

Vice Provost for Enrollment Management
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Email: paul.p.marthers@emory.edu
Phone: (404) 276-0361

Note: Seventh member to be determined.



27 Memorial Drive West
Bethlehem, PA 18015