

Phase 0 Report

A Study of the 2009 Strategic Plan: Full Report

*Phase 0 Report: A Study of the 2009 Strategic Plan***Executive Summary**

Lehigh University is embarking on our first formal strategic planning process and comprehensive strategic plan to be developed since 2009. President Joseph Helble requested a study of the progress achieved as part of the 2009 plan to identify any lessons learned and inform our future efforts. Called Phase 0, this effort was conducted largely by members of Lehigh faculty and staff who were involved in the 2009 plan.

The 2009 Strategic Plan, “Advancing Our Intellectual Footprint,” challenged Lehigh to deliver best-in-class experiences for students; invest in faculty and staff; partner with the Bethlehem community; and respond to the grand challenges of health, globalization and energy, environment and infrastructure. These pillars focused resources toward addressing challenges for society and bettering our global, local and campus communities.

Examples of actions taken to advance the goals of the 2009 plan can be found in trend and comparison data (unless otherwise specified, references below compare 2009 to 2021 data), and across the campus in the establishment of several new services and offices.

The Office of International Affairs celebrates globalization through programs and the support of our international scholars; more students have taken advantage of international experiences than ever before (609 students in 2009 compared to 764 students in 2021). The Center for Innovation in Teaching and Learning fosters pedagogical innovation, promotes high-impact educational practices and supports academic technology adoption. The Baker Institute provides for the incubation of innovation and entrepreneurship opportunities for our students. The Office of Creative Inquiry supports a wide range of interdisciplinary initiatives that help students and faculty pursue new intellectual, creative, and artistic pathways that lead to transformative innovations, expressions and questions.

While staff hiring growth remained flat, diversity increased (URM¹: 6% to 9%). Lehigh’s investment in cluster hiring, in part to diversify the faculty, was negated by low retention, leading to little or no increase in the diversity of full-time faculty. Innovation in teaching pedagogy was reflected in improved rankings for “Best Undergraduate Teaching” (currently No. 13). The creation of a College of Health (COH), the first new college in 50 years, advanced the breadth of academic offerings and expanded opportunities for Lehigh alumni to make a difference in the world.

Research expenditures have held relatively flat; however, competitive funding increased by 30%, with notable growth in Department of Energy (DOE), Department of Defense (DOD), and National Science Foundation (NSF) funding, as well as nearly quadrupled growth for National Institutes of Health (NIH) funding (\$4M compared to \$14.9M).

Student post-graduate placement rates continue to be among the best in the nation (97% for the class of 2021), reflecting a strong return on investment for our alumni. The newly built Singleton, Hitch and Maida residence halls enrich the residential experience for our students, and the SouthSide Commons apartments offer alternative housing options as well as a meaningful connection to the Bethlehem community through outreach programs.

A Deputy Provost for Graduate Education position was created in 2019 and emphasizes the need to support our graduate student community and coordinate efforts to expand and enhance our graduate student academic programs. Several new master’s programs have emerged; Ph.D. graduate enrollment has recently trended upward (735 to 744).

Finally, our student body, both undergraduate and graduate, is more diverse and international than ever and is poised to continue in that direction. Our undergraduate student population grew from 4,809 to 5,451—with the percentage of underrepresented undergraduate students increasing from 10% to 15%, the percentage of female undergraduates increasing from 41% to 46%, and the number of international students increasing from 4% to 8.3%. While we have not seen growth in our graduate population (2,187 compared to 1,812), there is greater diversity (underrepresented graduate students increased from 3.8% to 8.5% and international graduate students increased from 25% to 29.2%).

Since the 2009 plan was conceived, Lehigh has made three leadership transitions and the world has undergone significant changes, including a global pandemic. Lehigh's fiscal health and nimble infrastructure responded well to these challenges; the endowment grew significantly through investment efforts and the great generosity of our donors. The full report outlines many, although not an exhaustive list, of the accomplishments and progress made during this time.

The report analyzes our progress toward the original goals articulated in the 2009 plan and identifies gaps and lessons learned. Several common themes emerged. First, some elements of the original strategic plan lacked clearly defined measures of institutional progress or referenced metrics that were untracked or not transparently communicated to the community. Future strategic planning efforts will benefit from a clear articulation of key initiatives. Additionally, it was noted that Lehigh will better serve its ambitions by identifying ongoing resources and developing the necessary operational infrastructure and processes to support and sustain new programs, including through enhancing the administrative support of new initiatives and identifying individuals who are charged with leading their development. Some topics are better served through the development of a discrete plan to address a specific scope; for example, reviewing efforts to diversify faculty, staff and students is a measure of progress in the 2021 DI&E strategic plan.

To that end, Lehigh must commit to setting goals that are effective in achieving the desired outcomes; clearly, consistently and transparently communicating measures of success for key initiatives; and assessing the efficacy of our efforts to ensure our community has a path for progress throughout the implementation phase of the new plan. The goals of our strategic plan must connect to and result in actionable and purposeful change. Finally, integrating new or existing strategic plans (i.e. DI&E 2021 Strategic Plan) to the key initiatives of the new plan will better enable success and broaden Lehigh's ability to address issues that warrant a full-scale approach.

In short, we have made significant progress. Now it falls to us to build on our foundation, recognizing where we are strong and where we must improve. We also must recognize how the world has changed and how higher education must respond. It is incumbent upon us that Lehigh develops a vision that will allow us not only to keep pace but also to lead.

We thank those **involved** in developing this report.

'A few words about words: Please note that for clarity, this report references language that was originally used in the 2009 strategic planning documents; however, moving forward, some language and terms have been updated for inclusivity and accuracy of description. For example, Lehigh has adopted the term "Underrepresented Racial/Ethnic Groups (UREG)" in place of the term "Underrepresented Minority (URM)," which uses deficit language. Similarly, the term "renaissance" once referred to changes in the local community and has negative connotations associated with gentrification that do not reflect Lehigh's practices or beliefs. There may be other terms that have been similarly used in past contexts and are referenced in the plan but will be updated moving forward.

This page intentionally left blank

Process and Methodology

Four working groups were tasked with reviewing the four components of the **2009 strategic plan**; a fifth working group specifically reviewed the overarching institutional and financial metrics. The following is a compilation of the individual reports from the subgroups, which were asked to review and analyze measured progress, identify gaps in our metrics/progress, and note any recommendations and lessons learned that could be helpful as we plan the new strategic plan for Lehigh. The groups met in Spring 2022, cross-collaborating and consulting with others across the university to inform and develop their insights.

WORKING GROUP 1

Institutional Report

Members

- Chris Cook, Vice President for Strategic Planning and Initiatives
- Pat Mann, Director of Administration, Strategic Planning and Initiatives

Progress Measured

The institutional metrics outlined in the 2009 strategic plan were broken into two categories: 1) institutional financial metrics and 2) institutional metrics.

Financial Metrics

Between 2009 and 2021, the endowment market value and gifts toward the endowment grew; however, endowment distribution as a percentage of all revenue streams was flat (14% to 13.7%).

In 2009, Lehigh's Shine Forever Capital Campaign ended, exceeding the \$500M goal by \$8M. In 2017, Lehigh's Go Capital Campaign launched its public phase with a \$1B goal. As of March 2021, approximately \$730M has been raised. There was an approximate \$8M increase in total cash gift receipts in the last 12 years.

Lehigh has seen a decline in alumni giving since 2009 (32% in 2009 vs. 10% in 2021). One significant factor associated with the dip was the 2008 financial crisis. According to data provided by U.S. News in an annual survey of 1,451 ranked colleges, the average alumni giving rate during academic years 2017-2018 and 2018-2019 was 8%.

External funding for research remains flat, yet external funding support for graduate students has been steady with no significant changes since 2009. The total number of Ph.D. students has increased, reflecting an increase in sponsored awards being used to support graduate students. Support mechanisms for postdocs have seen reasonable growth.

Dependency on tuition and fees persists. In 2009, tuition and fees represented 52% of the total revenue sources, but in 2021 that amount was 62%. Compounding this reality is the steady demand for financial aid. In both 2009 and 2021, 51% of Lehigh's undergraduate students were supported by financial aid. The average institutional financial aid package increased by approximately \$20K.

Institutional Metrics

Undergraduate enrollment has grown since 2009, with the 2016 Path to Prominence driving some of that intentional growth. Lehigh's efforts to increase the recruitment of international undergraduate students resulted in significant growth from 190 international undergraduate students in 2009 to 454 in 2021.

While the number of undergraduate applications increased (11,170 in 2009; 14,107 in 2021), Lehigh's admit/selectivity rate slipped from 32.8% in 2009 to 45.9% in 2021.

Graduate enrollment in Ph.D. programs has increased slightly, but the overall graduate enrollment has significantly declined, reflecting a drop in master's degree enrollment, even though intentional graduate growth was outlined in the 2016 Path to Prominence. The decline in master's degree student enrollment is reflected in the decline of international graduate students.

In the US News and World Report rankings, Lehigh declined in both reputation (No. 69 in 2009 and No. 73 in 2021) and nationally (No. 35 in 2009 and No. 49 in 2021) over 12 years. The number of academic departments earning national rankings increased from 2 in 2009 to 6 in 2021.

Lehigh began capturing international rankings in 2012 through Times Higher Education (THE) World University Rankings. At the onset, Lehigh's overall rank was 301-350 in 2012, and in 2021 was 601-800. QS World University rankings, another reputable source for international rankings, began in 2011. In 2012, Lehigh ranked 501-550, and in 2021 ranked 551-560. It is recommended Lehigh use Times Higher Education World University Rankings if we are to include this metric in our next strategic plan. It is consistent in its practice and methodology, and international institutions are comparing this source to the national US News rankings.

WORKING GROUP 2

Addressing Grand Challenges and National Needs in Strategic Areas of Focus: Energy, Environment & Infrastructure / Health / Globalization

Members

- Yenny Anderson, *Vice Provost, Institutional Research & Strategic Analytics*
- Beth Dolan, *Professor, English & Interim Dean, College of Health*
- Shalinee Kishore, *Professor, Electrical and Computer Engineering and Associate Director of I-CPIE*
- Jill Schneider, *Professor, Biological Sciences*

Progress Measured

Research

- The number of full-time faculty increased from 464 in 2009 to 555 in 2021. Given the missing data from 2009, it is hard to assess how overall faculty scholarship,

authorship, and awards have changed. While there are mechanisms now to track these metrics, the impact of faculty scholarship remains difficult to measure.

- The number of Ph.D. degrees awarded might be seen as a metric of intellectual footprint, but growth in this area has been flat since 2009, along with underperformance in total research expenditures, a decline in the overall size of the graduate student population, and a reduction in research participation of undergraduates. Notably, masters' student applications have dropped significantly (over 40%) while enrollment is down; therefore, admission rates are significantly adjusted.
- It should be noted that research expenditures in the last two years have been lower as many PIs were unable to expense their active grants because of COVID-19-related issues. This may also be true for the number of Ph.D. students supported in 2021.
- Looking ahead, current data indicates that research expenditures will continue to grow in the near future. For example, relative to 2009, faculty are submitting more proposals (~11% more) to a more diversified pool of funding sources, with success rates that grew from 30% to 39%.
- Notably, Lehigh's research expenditures have moved significantly towards competitive federal grants since 2009, increasing by 30%. In total, 48% of Lehigh's research expenditures came from competitive federal sources in 2009; they now comprise 72% of expenditures in 2021. This marked increase in faculty submitting proposals to federal agencies has coincided with reductions in expenditures because of the elimination of federal earmarks, reduction in research services, and a pivot away from some sources of funding that were identified as being outside of the university's mission.
- DOE-related research expenditures have increased by 82%, HHS-related expenditures by 86%, DOD-related expenditures by 45%, and NSF-related expenditures by 25% relative to 2009 levels. These funding sources make up almost 89% of the federal competitive research expenditures for Lehigh in 2021, compared to 78% in 2009.
- Of all of the cluster hires, approximately 50% have left Lehigh University.

Beyond the measures of success identified in the 2009 plan, the university has employed levers to make progress on the three grand challenge areas. The strategies for each of these specific challenges and their outcomes are noted below.

Energy/Environment/Infrastructure

- Cluster Hiring: The Integrated Networks for Electricity (INE) cluster was formed in 2012. Outcomes: three new faculty were hired. Currently, two are on campus and one has left. Faculty hired served as either PI or Co-PI on grants that totaled over \$21M.
- Interdisciplinary Research Institutes (IRIs): In 2018, three IRIs were formed: Institute for Cyber Physical Infrastructure and Energy (I-CPIE), Institute for Data Information and Computation Systems (I-DISC), and Institute for Functional Materials and Devices (I-FMD). Since 2018, the INE Cluster is part of I-CPIE, as are two long-standing centers of excellence: ATLSS and Energy Research Center (ERC). Materials characterization facilities (surface characterization and electron microscope) and nanofabrication facilities are part of I-FMD. Outcomes: IRIs have improved research infrastructure

to support larger team proposals. This includes proposal and budget development support, industry/government liaison, workshops/seminar planning, post-award support, etc. As a result, larger team proposals (>\$1M requested) have gone up almost 35% in the first three years of the IRIs.

- Environmental Initiative (EI): While Lehigh's EI predates the 2009 plan, the initiative has continued operations and is now located at the STEPS building. Since about 2019, faculty from EI have considered broadening their scope under a new proposed Center for Environment, Resilience, and Sustainability (merging expertise from EI, EES, and Environmental Policy programs) because the current EI lacks connections and interrelations outside EES.
- Roughly 13% of tenure-track faculty hired since 2009 are in energy-, environment-, or infrastructure-related research areas.
- Sustainability Progress: Since 2009, Lehigh's Sustainability Office was established, including a Director of Sustainability position. Lehigh's Sustainability Plan was completed in 2020. Outcomes: AASHE's Campus Sustainability Achievement Award. Signed an onsite solar agreement for Goodman Campus. Submitted 7th AASHE STARS report and received a gold certification. Selected as a 2021 U.S. Department of Education Green Ribbon Schools Postsecondary Sustainability Awardee.

Health

- Cluster Hiring: Community Health Cluster was formed in 2013. Outcomes: 3 new faculty hired (2 of these faculty members subsequently left Lehigh).
- Presidential Endowed Chairs: Presidential Endowed Chair in Health (Humanities & Social Sciences), Dena Davis, was appointed in 2011. The Presidential Endowed Chair in Health (Science & Engineering), Wonpil Im, was appointed in 2016 with a joint appointment in CAS and RCEAS. Outcomes: Since 2016, Professor Davis continues at her previous level and Professor Im has published 142 articles, won the Friedrich Wilhelm Bessel Research Award from the Alexander Von Humboldt Foundation, and has won \$1.9M in NIH funding, and \$4M in NSF funding.
- New programs: While the Health Medicine Sciences (HMS) minor predated the 2009 plan, the undergraduate major was developed in 2017, largely in parallel (not integrated with) the COH. The Bioengineering Department in RCEAS was originally a program and became an official department in 2017.
- COH: After groundbreaking in 2019, the new COH currently has 11 faculty with 8 faculty searches underway, and plans to grow to 55 in the future; 60+ faculty from across the university have officially affiliated with COH based on their research in health. With 90 undergraduate students currently enrolled and graduate programs launched in Fall 2022, the college plans to grow to 500 undergraduate students and 150 graduate students over the next 3-5 years. Outcomes: COH has a 50% external funding success rate. Total NIH funding as of March 2022 exceeds \$6M, while total external funding is over \$9M. COH has launched three research institutes: The Institute for Indigenous Studies, the Institute for Health Policy and Politics, and the Children's Environmental Precision Health Institute. COH has partnered with COB to found a Health Data Warehouse.
- Roughly 20% of tenure-track faculty hired since 2009 are in health-related research areas.

Other categories

- The establishment of the Africana Studies Program, which included several faculty hires.
- The Health, Science, and Technology (HST) building was built to encourage collaborative faculty research organized into research neighborhoods in health and energy and bringing in faculty from COH, CAS, and RCEAS.

Globalization

- Increases in Institutional Partnerships (2021 versus 2009):
- Institutional partners (27 versus 11) (official Memos of Understanding (MOU))
- Exchange partners (15 versus 11) (Signed official student exchange addendum)
- Strategic partners (5 versus 5) (Strategic Partners are those with official MOUs that go above and beyond the scope of the MOU such as innovative and interesting pilot programs. We include the United Nations in this category as the partnership gives access to a number of UN NGOs)
- Partnerships in the works (6) (MOUs are in the negotiation phase)
- Lehigh joined the American Council on Education's Internationalization Lab in 2017 and spent a year and a half developing the current Global Lehigh plan. This process involved nearly 100 faculty, staff and students and ultimately contributed to Lehigh winning the Simon Award from NAFSA.
- In 2012, Lee Iacocca established the \$10M endowment for the Iacocca International Internship Program. Since it was established, 660 students have completed a fully funded international internship.
- In 2019, Lehigh launched the India Initiative (Lehigh in India), to expand undergraduate and graduate recruiting, alumni engagement, university partnerships and student programs.
- The number of international undergraduates enrolled at Lehigh grew from 190 in 2009 to 454 in 2021. During the same time, the number of international graduate students declined from 547 to 530.
- Office of International Affairs: The office was formed in 2009 with an inaugural VP of International Affairs. Outcomes: As noted above, the office has been responsible for significant growth in international partnerships. OIA was recognized by NAFSA with the Prestigious Simon Award for Comprehensive Internationalization in 2021.
- New programs: Lehigh has instituted several new programs to grow international experiences. These include Global Social Impact Fellowships and a Global Citizenship Scholar-in-Residence.
- Creative Inquiry and Mountaintop: VP for Creative Inquiry and Director of Mountaintop, Khanjan Mehta, was appointed in 2016.
- West Regional Office: WRO opened in San Mateo, CA with an Admissions Officer for international students in 2016. It is possible that the rise in international student recruitment is a result of this addition.

Gaps Identified:

- Better data gathering was needed to set, measure, and identify performance metrics and goals in the Grand Challenges areas. Lehigh did not measure research outcomes and successes in the energy/environment/infrastructure/health spaces. Reasons for this included: 1) it would be possibly too much overhead to ask faculty to submit additional forms for this purpose; 2) tracking this data might cause possible disenfranchisement for those outside the areas; and 3) it could be argued that the grand challenges were broad public problems and would require inputs from all fields of study. Instead, the research office tracked research collaborations and saw the growth in multidisciplinary and multi-investigator proposals and awards.
- Strategic decisions require regular, multidimensional measurements in identified strategic areas. Without these measurements being well defined, it is difficult to incentivize participation, identify concrete successes/shortcomings, and ultimately motivate future strategic investments.
- There was no mandate for the Research Office to track research growth in the Grand Challenges areas identified in 2009.
- Growth in 2009 target areas (e.g., health and energy) was disconnected from existing programs and initiatives or parallel initiatives, wasting potential opportunities for synergistic collaboration. The new initiatives were sometimes detrimental to existing entities. For example, the very successful and important Health, Medicine and Society (HMS) programs are presently left lacking leadership, partly related to retirements not being replaced and partly because HMS faculty members have taken over leadership roles in the colleges. The Department of Biological Sciences plays a central role in health and medicine and operates the Central Animal Facility for university-wide usership in biomedical research. The Biological Sciences facilities, including the Central Animal Facility, operate at full capacity, but on bare-bones university support with outdated infrastructure and equipment. In reality, we were unable to document any significant improvement in synergistic research collaboration between the new COH and any of the CAS faculty members from EI, or from the Biological Sciences or EES departments. This seems like a missed opportunity.

Lessons Learned:

- Senior faculty hires have proved effective because they increased grant funding immediately and provided mentorship to junior faculty in a given area.
- Hiring research faculty (sole focus) can more quickly advance Lehigh's research footprint and outcomes.
- There is a need for Lehigh resources to support faculty hiring initiatives (cluster hire groups had administrative needs that were not met, as well as additional staff expertise—for example, an expert in community engagement, as well as needs for seed funding to initiate new cross-campus collaborations). In the case of the INE cluster, the resources provided by IRIs were more effective for sustainable research cluster activities than the executed cluster hiring (without additional support).
- Climate Change as a grand challenge. At the core of the three areas targeted in 2009 (health, energy, and globalization) there are common aspirations: protection of our habitable atmosphere to optimize the survival and health of current and future generations, adaptation to the climate change that is already locked in, and global

economic growth based on renewable energy and care for future generations. Lehigh's sustainability office is taking actions in this respect, including a climate commitment signed in 2009 and the initiation of a climate action strategy for the university in 2020. The environmental initiative struggles to engage a wider array of students and expand beyond EES. Lehigh has recently hired faculty with distinguished research programs based on environmental justice and community health. The prospective students and researchers we wish to attract to Lehigh are insisting on a career that is not part of the environmental problem, but rather puts us on track to lower carbon emissions and put us on the road to environmental justice, a diverse and thriving ecosystem, and thriving green economies. This grand challenge goes well beyond Lehigh's campus and requires expertise to expand knowledge and educate our students. Moreover, this grand challenge can draw on expertise built in the last several decades (energy, environment, health, infrastructure, sustainability, etc). By advancing these grand challenges, we have organically created a core of experts in this area upon which future growth could be built.

- Improve Lehigh's research infrastructure and services support: investments in support for proposal development, post-award support, administrative support, industry liaison for research, research scientists, research faculty positions, facilities, interdisciplinary research spaces, etc. Identify multi-stakeholder partnerships (industry, government officials, funding agencies, communities, etc.) to grow Lehigh's research enterprise. If future proposals are predominantly sent to competitive federal programs, resources must be provided to ensure greater success. Make investments to get investments.

WORKING GROUP 3

Investing in Faculty and Staff: A Strategic Expansion

Members

- Robert Flowers, Professor, Chemistry and Herbert J. and Ann L. Siegel Dean, College of Arts & Sciences
- Lee Kern, Professor, College of Education
- Vassie Ware, Professor, Biological Sciences

Progress Measured

Notable Areas:

- Data were gathered on the overall number of faculty, and growth is evident from 2009-2021.
 - There has been a large increase in the number of non-tenure-track faculty.
 - There has been a large increase in hiring of Professors of Practice (POPs).
- The data reflect an increase in the number of faculty applicants offered positions who accepted those positions.
- A larger portion of funding comes from federal sources.

- An increase in mentoring activities can be seen subsequent to 2009, primarily through ADVANCE and INC; these efforts also had an interdisciplinary focus.
- There has been a substantial increase in professional development activities.
- Professional Activity Report (PAR) was initiated in an attempt to broaden evaluative efforts (e.g., student advising).
- Staff review seems more consistent and there is satisfaction with the work of staff colleagues
- Faculty growth was not comparable across the colleges. What was the strategy in each college, and was the strategy accomplished? How was each set of faculty investment goals integrated into institutional goals for faculty investment overall? Among the growth of faculty from 2009 to 2021, 31 were Tenure Track (TT), 33 were term faculty (lectures, Professors of Practice, etc.), and 23 were visiting faculty.
- Overall, there were fewer staff members at Lehigh in 2021(1193) than in 2009 (1215) despite a growth in the number of faculty and signature programs at the university. Factors include: 1) an early retirement incentive option in 2019 whereby nearly 100 employees left Lehigh; many vacancies remain as a result, and 2) a loss of 67 FTEs due to the termination of 2 large grants in the College of Education in 2012-13. Still, the key takeaway is there was a lack of attention to staff needs in academic and administrative units necessary to promote the growth of research, the needs of administrative units, and the growing and changing needs of the student body. We view the lack of attention to staff as a major shortcoming of previous planning and implementation.

Missed Opportunities

- The work brought to light both progress as well as some metrics that were not available, suggesting perhaps a weight (or lack thereof) to the priorities.
- Better data could have been collected to assess faculty quality in a manner that accurately and objectively measured progress (e.g., data were gathered on the number of publications overall, but should be reported per faculty, perhaps in addition to the overall number).
- There are no data on the percentage of new faculty who participated in mentoring. Although the data reflect an increase in mentoring activities, these data are not accompanied by metrics of the value of these activities (as reported by mentees). Other aspects of mentoring could be evaluated, such as whether one year is sufficient. The mentoring of faculty who were retained and those who were not (understanding limitations of such data) could be compared.
- Although training activities have increased, data are absent on the quality of professional development/training activities, as reported by attendees.
- There is a marginal and insufficient increase in diverse faculty.

Gaps Identified

Several gaps were identified by our group as we considered university investments in faculty and staff since 2009. In many instances, data are available to show quantitative changes in faculty and staff numbers and/or in several measures of faculty and

staff professional activities. The most straightforward data allowed us to determine quantitative changes, but little data are available to assess faculty/staff quality as described in the 2009 plan. In many instances, it will be challenging to assess the degree of success of investments in this area and the potential impact of those investments institutionally since 2009 because of missing data in several critical areas. Important questions remain and are illustrated below:

- Faculty investment benchmarks with other institutions are missing for many metrics, including faculty hiring success, faculty professional progress, teaching loads, start-up packages, etc., to assess one level of investment compared to peer/aspirational institutions. In hiring practices, how successful were colleges in hiring first-choice candidates? Were there differences between colleges? What factors contributed to successful hiring? What factors were barriers to successful hires?
- Faculty retention data overall are incomplete. How do retention data compare in each college? Data that are provided are difficult to interpret (e.g., some provided as percentages, others as actual numbers retained). Data for URM faculty retention and female retention are presented in a manner that makes a clear picture of successes difficult to interpret.
- Cluster hires were initiated during the evaluation period, but approximately 50% of the hires have left Lehigh in 12 years since initiated. How does this rate of retention compare with retention of non-cluster hires over the past 12 years?
- Awards include only institutional, but the impact of institutional grants (e.g., HHMI) on faculty hiring (tenure-track and non-tenure-track) is not recognized/measured. Note that institutional HHMI awards were not among the initial metrics collected, resulting in diminished recognition of its impact on sectors of the 2009 strategic plan. Metrics to account for the impact of institutional grants on hiring opportunities are missing.
- Initiatives (e.g., HHMI, ADVANCE) need to be contextualized relative to improvements in faculty diversity and hiring opportunities overall.
- Measures related to faculty quality are scarce. No data were provided on grant funding (e.g., dollars per faculty). These data are available through the Office of Research and Sponsored Programs (ORSP) and are important metrics of quality.
- Faculty awards from professional organizations/societies are not readily available. These should be included in faculty PARs. This is another metric of faculty quality. Only faculty internal award data are available.
- PARs produce metrics on faculty mentoring of students (e.g., advisees, papers/presentations co-authored). These data should be part of the evaluation of faculty success and quality. The plan in 2009 stated “excellence in research and teaching are strongly coupled.” There are no metrics to evaluate this link directly, but course-based research experiences, faculty-student presentations, and publications resulting from experiential learning opportunities could be operationalized and tracked.
- There is a dearth of data on staff (diversity, numbers, retention, ratio per faculty); thus, the assessment of investment in staff development is incomplete.

Lessons Learned

One of the major objectives embedded within investing in faculty and staff was an increase in the number of faculty and professional staff. The data for the faculty enabled the group to make some observations, but there were some challenges noted below that we believe are important lessons for future strategic planning:

- Emphasis on the number of faculty with limited attention to quality—both pertaining to existing faculty and new hires—was part of the strategic plan in 2009, but metrics do not allow evaluation of this nature. Metrics such as “quality” should be delineated and defined in future planning.
- Efforts to hire diverse faculty over the past 12 years should be examined and modified given the overall lack of success. In addition, efforts should be linked to specific initiatives, funded appropriately, and assessed regularly to determine what is working, and what needs to be changed.
- There has been some progress with cluster hires, but there are challenges as well. Several faculty have left after being hired into initiatives and feedback on the basis for faculty departure from challenged programs was not clear.
- Overall external growth in funding among faculty was modest, but there was a significant increase in the percentage of funding from federal sources. There was an increase in the level of dissemination of research, scholarship and creative activity, but given a modest increase in funding, it isn’t clear if this was tied to institutional or other means of support.
- The major percentage of faculty growth came from term and visiting faculty. The institution should consider whether this is an appropriate model for continued growth, or whether there should be a clear balance between tenure-track, term, and visiting faculty.
- An important takeaway is there was a lack of attention to staff needs in academic and administrative units necessary to promote the growth of research, needs of administrative units, and the growth and changing needs of the student body.

WORKING GROUP 4

Providing a Best-in-Class Experience: Promoting Student Success through Core Competencies and Student Engagement

Members

- Parveen Gupta, William L. Clayton Distinguished Professor of Accounting
- Kathleen Hutnik, Associate Deputy Provost for Graduate Education
- Greg Reihman, Vice Provost, Library and Technology Services & Director, Center for Innovation in Teaching and Learning
- Meg Munley Stone, Director, Assessment & Student Life Curriculum

Introduction

The 2009 Strategic Plan challenged Lehigh to further “enhance the distinguishing qualities of a Lehigh education while preparing for changes in the student body and the world in which they will live and work”; called on us to “emphasize a university-level student identity that connects undergraduates and graduates to Lehigh’s full range of learning opportunities”; and declared that “The ultimate objective...is to ensure that students leave Lehigh as academically accomplished, self-confident, creative, and productive leaders, citizens, and persons of sound character.”

In this brief report, we address undergraduate and graduate education separately. For each, we offer an overview of efforts to enhance the student educational experience at Lehigh since 2009. The following reports were reviewed to gather information regarding plans and activities to enhance the undergraduate and graduate student experience:

- Advancing our Intellectual Footprint
- 2013 Middle States Reports Periodic Review Report
- 2018 Middle States Report
- Enhancing Graduate Education
- CORE Report
- Path to Prominence
- Graduate Education Task Force
- Research Task Force
- Recent reports from colleges, Center for Innovation in Teaching and Learning (CITL), Creative Inquiry, and the Baker Institute.

Specifically, we describe several major efforts at bringing about pedagogical and curricular innovations, highlight the successes of these initiatives, discuss new curricula and programs, and share metrics that support our overall claims about the ways the educational experience at Lehigh has changed, with suggestions about where future change may be needed.

Undergraduate Education

In addition to the goals listed above, the primary recommendations from the 2009 Plan specifically for enhancing undergraduate education were:

- “Advanc[e] undergraduate student success through an intentional, integrated approach to learning that engages every student in achieving a set of core competencies,” and
- “Adopt pedagogical approaches and experiences that will benefit a broad set of students and connect them as part of an inclusive and equitable community.”

Although the university did not adopt the recommended set of “Core Competencies” to guide the work of faculty and staff across the campus, the ideals at the heart of those competencies nevertheless appear as features of a large number of major initiatives, programs, courses, co-curricular experiences, and extracurricular activities. Put differently, the 2009 vision for student development has operated less as a new polestar

for Lehigh and more as a fundamental expression of what we value as an educational institution; as a result, the intellectual, personal, and interpersonal developmental goals that constituted the Core Competencies have permeated newly created courses, programs, and initiatives.

Progress Measured

To demonstrate that Lehigh has worked strategically not only to transform how undergraduates learn in our classrooms but also to create more experiential, developmental learning opportunities for more of our students, consider the following list of major university-wide initiatives since 2009 that were created specifically to change how our students learn, to encourage wider adoption of active, inclusive pedagogies, and to create new opportunities for engaged, impactful learning experiences outside of the classroom:

- **Office of International Affairs (2009):** As noted under Section II, Grand Challenges, the new division combined areas under one strategic umbrella to promote international experiences for students, better support international faculty, staff, and students, and integrate global themes into courses and curricula. Programs and offices include Study Abroad, the Iacocca Institute, the Global Citizenship program, Fellowship Advising, Passport to Success, Global Union, UN Partnership, International Center for Academic and Professional English (ICAPE), Global Teaching and Learning Fellows.
- **Baker Institute for Entrepreneurship, Creativity & Innovation (2010):** Dedicated to expanding entrepreneurship, creativity, and innovation opportunities for students from all backgrounds, identities, and disciplines who want to make a difference in the world through hands-on entrepreneurial action. Programs include The Hatchery, LehighSiliconValley, Eureka! Venture Program, Global Entrepreneurship Fellowship; New Ventures Club; and annual “Innovate! Celebrate!” event.
- **LTS: Center for Innovation in Teaching and Learning (2013):** Founded as a successor to the Lehigh Lab and the Faculty Development and Learning Innovations program, the CITL fosters excellence and innovation in teaching, learning, and research by providing faculty and students with pedagogical development opportunities, teaching tools, course development guidance, classroom and instructional support, and consultation services. Programs include Winter and Summer Faculty Workshops, Faculty Communities of Practice, and Faculty Fellows Programs promoting the adoption of high-impact pedagogies; a Writing Across the Curriculum, a TRAC Writing Fellows, and a Digital Scholarship Support Team that promote student research and communication skills; a Teacher Development Program for Graduate Students, New Faculty Orientation, and a Classroom Observation Program that promote fundamentals of effective teaching; teams of instructional technology consultants, online learning designers, and classroom technology specialists to support the effective adoption of tech-enhanced teaching; a Symposium on Inclusive Excellence in Teaching and Learning and a “Student Voices” series to promote inclusive teaching practices and highlight the diversity of Lehigh learners; and an annual Symposium on Teaching and Learning to recognize and share innovative teaching practices.
- **Creative Inquiry & Mountaintop Initiative (2016):** Created to support a wide range of interdisciplinary initiatives that help students and faculty pursue new intellectual, creative, and artistic pathways that lead to transformative innovations, expressions,

and questions. Programs include the Mountaintop Summer Experience, Student Fellowships (Global Social Impact Fellowships, Lehigh Valley Impact Fellowships; Campus Sustainable Impact Fellowships); Inquiry to Impact Projects; Creative Inquiry Faculty Fellowships.

- **Office of Diversity, Inclusion and Equity (2017):** Through strategic planning, training, education, research, community relations, policy development, communications, partnerships and regular programming through the Pride Center, Center for Gender Equity, Multicultural Resource Center, Student Access and Success, and the Chaplain's Office, ODIE advances Lehigh's commitment to a more diverse and inclusive campus.
- **Nasdaq Entrepreneurial Center (2016):** Lehigh@NasdaqCenter, a partnership between Lehigh and the Nasdaq Entrepreneurial Center, advances the entrepreneurial spirit and skillsets of Lehigh students in any discipline by offering an Academic in Residence campus extension in San Francisco, one of the most active startup scenes in the world.

And consider the following initiatives since 2009 from within existing campus units that in whole or in part purposefully promoted student development, experiential learning, and pedagogical innovation:

- **Presidential Initiatives:** Commission on Residential Education at Lehigh "CORE" (2015); Western Regional Office
- **Provost's Office Initiatives:** ADVANCE; Lehigh Launch; Center for Community Engagement; Ethics Center; DataX
- **College of Arts and Sciences:** Southside Initiative, Mellon Digital Humanities Initiative, Mellon Humanities Lab, South Mountain College, Biosystems Dynamics Summer Institute, RARE Scholars; and creation of new curricula: English Department's focus on Literature and Social Justice; Women, Gender, and Sexuality Studies (WGSS); a new Film Minor; Certificate in Documentary Storymaking
- **Rossin College of Engineering and Applied Sciences:** Kern Entrepreneurial Engineering Network (KEEN) Initiative; STEM-SI Summer Research, Expansion of Interdisciplinary Capstone; Redesign of ENGR 005 and 010; and the 2016 envisioning process that focused on increasing student-first education; increasing opportunities for students to "be engineers" in the first-year curriculum; and institutionalizing pedagogical innovation
- **College of Business:** Dean's Innovative Teaching Grant and creation of new curricula, including the creation of the Decision and Technology Analytics (DATA) department and a new undergraduate minor in Financial Technology (FinTech)
- **Student Affairs:** bLUeprint (Student Life Curriculum), The LeaderShape Institute, Summer Success and Aid Program, ACES Program, Student Affairs Assessment Symposium, NavigateLU, Flight 45 Athletics Leadership Development Program, CARE team, Sophomore Escape, Great Pocono Escape, Greek Emerging Mentors
- **LTS:** Lehigh Libraries: Education and Outreach Librarians embedded in courses; Special Collections Course Connections; EWFM Collaborative Spaces; Student Internship Opportunities; Diversified eBooks Collections; Navigating Information Program; Community Conversations about Race; EWFM Student Expression Studios

- **LTS: Technology Services:** LTS RampUp, TechTalk and 5x10 orientation activities; Student Experiential Learning and Internship Opportunities; launch of LinkedIn Learning; Assistive Technology and Universal Design for Learning Initiative; LTS Training Seminars for Faculty and Staff; EWFM Creator Spaces
- **Athletics:** Office of Athletics Leadership Development was created in 2008-09; Created Flight 45, a comprehensive and integrated effort to educate, promote, develop and inspire leadership within the Lehigh Athletics community

Across these initiatives, Lehigh has dedicated resources, staff, and energy to further promote undergraduate students' intellectual, personal, and interpersonal development (including collaboration, communication, leadership, and DEI skill sets, at the university, community, and global levels). These goals have guided curricular development, pedagogical innovation, university initiatives, and student programming. Based on the number of faculty who have committed in various ways to these different initiatives (by participating in various course redesign or pedagogy workshops, by working as faculty fellows or research mentors, etc.), we believe that more classes are more intentional about developing students' abilities. And based on the level of faculty, student, and staff involvement in popular co-curricular programs, we believe that more students have more opportunities for creative, entrepreneurial, and experiential learning at the campus, community, national, and global levels.

In addition to these qualitative reports about faculty and student involvement in these new programs, majors, and initiatives, we can also look at the following data to provide insight into our students' experience of undergraduate education.

1. National Survey of Student Engagement (NSSE) is an annual survey that aims to measure the nature and quality of the undergraduate experience. Results are compared against our peers within our Carnegie classification.

Where we outperform peers and have seen improvement relative to peers over time:

Lehigh first-years and seniors tend to score higher in the area of "Learning with Peers" (e.g., asking another student for help understanding material, preparing for exams with other students, and working with other students on course projects or assignments). Lehigh seniors are consistently more likely to participate in NSSE's high-impact practices (=learning communities, research with faculty, internship or field experience, study abroad, culminating senior experience). In tracking participation in high-impact practices over time, we have seen the largest increase in the percent of students reporting having had a culminating senior experience (e.g., capstone, senior project).

Where we underperform peers and have dropped relative to peers over time:

Compared to peers, our seniors tend to score lower in the NSSE areas of "Learning Strategies" (=identifying key information from reading assignments, reviewing notes after class, summarizing what you've learned in class) and "Reflective & Integrative Learning" (=learning something that changed the way you understand an issue or concept, trying to better understand someone else's views by imagining how an issue looks from his or her perspective, and including diverse perspectives (political, religious, racial/ethnic, gender, etc.) in course discussions or assignments). Looking at changes in NSSE results back to 2015, we see that both first-years' and seniors' rating of 'supportive campus environment' (=quality of interactions with faculty, staff, and students, and institutional emphasis on providing support for students) was lower than peers in 2021, whereas no significant differences compared to peers were seen in prior years.

Read more: [NSSE Summary](#)

2. Survey of Teaching and Learning at Lehigh

In 2018, we surveyed Lehigh students about their experiences as learners and faculty about their approaches to teaching. From the 2018 survey, we can gain some insights into our students' perspectives on their educational experiences.

All undergraduates, "Which of the following instructional approaches have you experienced at Lehigh?" (n=437):

67%: My instructor teaches through dialogue and productive questioning.

56%: My instructor creates online course content or activities (e.g., recorded lectures, discussion forums, online quizzes, videos, etc.) to free up time during face-to-face meetings for students to apply content, get feedback, etc.

56%: My instructor assigns long-term projects in which I investigate and find solutions to complex questions, problems, or challenges.

55%: My instructor uses approaches that help ensure all students, across differences in background, feel welcome, valued, challenged, and supported in succeeding in the class.

54%: My instructor gives me structured learning activities during class time during which I do more than take notes.

41%: My instructor requires me to work with a peer mentor, fellow, or tutor.

38%: My instructor teaches by using cases: I am asked to consider and address carefully presented real-world situations.

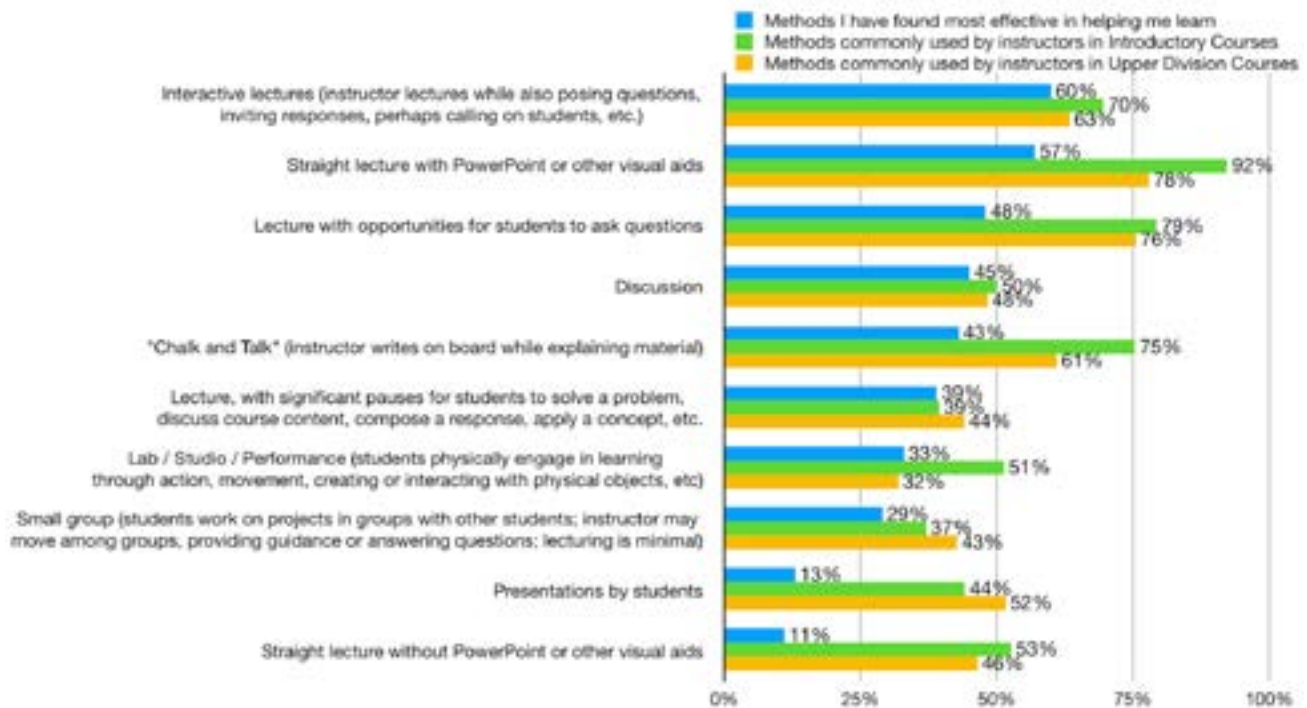
38%: My instructor provides opportunities for me to address real-world challenges with the expectation that my solutions will be implemented and have a long-term impact.

25%: My instructor uses games or simulations to promote learning.

22%: My instructor encourages or requires significant engagement with the community beyond Lehigh, through service learning, outreach, etc.

17%: My instructor creates opportunities for me to learn through experiences off campus and reflect on those experiences.

7%: My instructor teaches me in a fully online course.

All undergraduates (n=437)**Upperclass Students "Which of the following statements are true of your learning at Lehigh"(n=196)**

75%: I am learning how to find reliable, appropriate information and research relevant to my major.

74%: I am learning how to work collaboratively with peers.

73%: I am learning how to evaluate evidence, construct arguments, and think critically.

66%: I am learning how to use the technological tools and software applications that are most relevant to my major area of study.

59%: I receive written feedback on my writing.

66%: I am learning how to give effective presentations.

65%: I am learning about academic integrity, including how to cite sources and avoid plagiarism.

64%: I am learning how to write clearly and thoughtfully about complex concepts in my discipline.

42%: I am learning how to use digital tools to enhance my communication and presentation skills.

42%: I am learning how to use research to construct cogent answers to difficult questions.

Some conclusions: Although the number of responses is relatively low (~9%), we believe the data show areas of success while also highlighting clear areas for improvement:

- **about three-quarters of our undergraduates** report acquiring desired skillsets of information literacy, collaboration, and critical thinking;
- **about two-thirds** report developing skills in using relevant technology and software in their major, and in oral and written communications;
- **more than half of our students** encounter active learning pedagogies, inclusive classrooms, and project-based learning in their classes;
- **about forty percent** encounter peer learning, the case method, or opportunities in classes to seek impactful solutions to real-world challenges;
- **less than a quarter** report engaging in service learning, learning from off-campus experiences, or learning through simulations;
- there is a notable mismatch between how students report learning best from instructors (interactive lectures) and the dominant instructional paradigms they encounter (straight lecture with Powerpoint or other visual aids; “chalk and talk”).

3. 6-year Graduation rates

2019	2021
81.2%	89.5%

4. Number of students with an international learning experience

2019	2021
609	764

5. Annual student service hours

2019	2021
50,000	65,000

6. Prestige scholarships earned by Lehigh undergraduates

2009	2021
4	19

7. Lehigh’s Position on UNSWR’s “The Best Undergraduate Teaching rankings”

2019	2020	2021	2022
No. 32	No. 30	No. 31	No. 13

Finally, the 2009 plan called on Lehigh to “Expand the residence system for undergraduate and graduate students so that we are able to extend the benefits of the university living environment to more students.” We have added 831 beds; opened Singleton, Maida, Hitch Residence Halls Dormitories(403); and the SouthSide Commons (428 affiliated). Lehigh has also seen a significant expansion in the interest and offerings of themed residential communities.

Gaps Identified

- There is no centralized collection of the following information identified in 2009 as metrics of success: innovation in pedagogy, innovation in curriculum, senior thesis topics and numbers; undergraduates completing developmental transcripts; # of internship experiences, externship experiences, entrepreneurial experiences; undergraduate research projects supervised; faculty-student service initiatives; faculty-student committee or project experiences; leadership experiences; co-curricular learning experiences; exit interview assessments; young alumni engagement in university activity; career placement statistics for Lehigh graduates; number of graduates who pursue careers in academia; university fellowship acceptance rate; graduate student publications, conference presentations.
- There is no centralized way to track the extent of faculty involvement in the work it takes to transform a class, learn a new pedagogy, participate in faculty development programming, create experiential learning opportunities, and contribute to innovative campus programs or co-curricular activities.
- The 2009 plan called on Lehigh to “Enhance and modernize our campus center [to] create a catalyst for the community by providing a setting for learning via leadership, community service, student organizations, social interaction, and self-directed activities,” (p.15). We have not done that to date, but construction on the Clayton University Center is scheduled to begin in Fall 2022.

Lessons Learned

- The two key recommendations (promote a shared identity; adopt a common set of Core Competencies) were tactical rather than strategic—they proposed a way to unify efforts and create a shared understanding of what we wanted to put our effort toward. The idea at the time was that, if we all had a better understanding of who we wanted our students to become, it would follow that our efforts at improvements would be more successful because they would be better coordinated, more widely understood, and easier to assess. We believe a new polestar, or one like it, would be helpful going forward.
- Adopt a common system for supporting, rewarding, and recognizing faculty who invest extra time in course development, contribute to co-curricular experiential learning programs and participate in campus initiatives.
- Adopt a university-wide system for tracking and using data on faculty effort and accomplishment in this area (a common ePortfolio, badging system, or shared database).
- Adopt a university-wide system for tracking and using data on student involvement and accomplishment (a common ePortfolio, badging system, or shared database).

- Lehigh tends to create new programs with independent leadership, and program-specific goals, rather than growing and connecting successful existing programs. This leads to a proliferation of exciting initiatives, but can also contribute to a disjointed student experience, uncertainty among faculty about where their time is best spent, and competition for resources. Either unify the efforts or create required shared systems that promote a common understanding of opportunities and progress.
- Select clearer metrics, set specific targets, put resources toward meeting those targets, report on progress, and make adjustments. The Teaching and Learning survey of students and faculty is a good start; results should be more widely adopted and used to drive change. The NSSE is helpful but without a focused effort to set goals or use results to drive change, it is data without direction.

Graduate Education

The primary recommendations from the 2009 Plan for enhancing graduate education focused on (1) building community, (2) enhancing the infrastructure supporting graduate education, and (3) fostering “greater interaction between the undergraduate and graduate populations.” The term infrastructure was defined in part as meaning the establishment of a common university-wide application, collection and analysis of university-wide data, access to affordable and convenient housing, provisioning of 12-month funding for doctoral students, and keeping campus services (gym, health center, food outlets, etc) available to them year-round.

Progress Measured

Although the university established a common graduate application in 2013, there has not been progress in any of the other areas until the launch of the Deputy Provost for Graduate Education (see Lessons Learned). Support services for graduate students have increased in the past three years with the hiring of a graduate-specific staff member in the Center for Career and Professional Development, an inaugural assistant director of graduate writing, and an assistant director of graduate life whose primary role centers around integration, belonging, and retention. It’s important to note that these positions were approved due to advocacy from the DPGE.

Some new master’s programs created in each of the colleges are noted in the table below.

RCEAS	CAS	COB	COE
MEng, Structural Engineering (Fall 2008)	MA Environmental policy Design	MBA, 1-year FT (2016)	MS Applied Behavior Analysis
MEng, Energy Systems Engineering (Summer 2009)	MA Public Policy in Political Science	MS Management (2015)	4 +1 MS Spec Ed
MEng, Healthcare Systems Engineering (Fall 2011)		MS Accounting (2019-22)	
MEng, Technical Entrepreneurship (Summer 2012)		MS Bus Analytics (2022)	

Note: The P3 program (**Pasteur Partners Ph.D**) is the newest innovation in doctoral education in STEM.

The creation of the position of deputy provost for graduate education has brought about important, necessary, organized, and effective change in the following ways:

- Launched the first Next Destination survey to start tracking career outcomes for graduate students;
- Worked with Office of Institutional Research and Strategic Analytics (OIRSA) to define and track time to degree completion and retention information;
- Worked with the Offices of Research and ORSP to implement an increase in health insurance subsidies for funded students;
- Designated priority consideration for the Presidential Fellowship for first-generation students, women in male-dominated disciplines, African American, Latinx, and/or Native.
- Designated priority consideration for University Fellowships for STEM nominees participating in the P3 program;
- Crafted the first “time away” policy for funded students;
- Established definitions and minimum compensation for funded students;
- Encouraged and supported college recruitment efforts more centrally;
- Graduate Education and Life will offer a pre-orientation program for URM and first-generation graduate students for the first time in August of 2022.

Gaps Identified

- We have not increased the number of graduate fellowships.
- Although single graduate students can rent space in SouthSide Commons, there is no increase in housing options for graduate students.
- The number of graduate students overall has decreased.
- Although University Communications created a graduate education landing page in 2017, few graduate student accomplishments have been highlighted in the Lehigh news.
- Although there have been pockets of efforts to recruit URM students into master’s and doctoral programs, these efforts have not been coordinated. For example, Lehigh joined the **GEM** consortium in 2019 to connect with URM STEM students, Biological Sciences had a number of students on **GAANN** fellowships (although few of these students were retained) and Earth and Environmental Sciences is participating in **AGU-Bridge** program to diversify the field. Census data provided by OIRSA shows a slight increase in the number of domestic underrepresented students; a small increase among African American students; and a more significant increase among Hispanic students. Data about retention, attrition, and graduation rates are not available.

WORKING GROUP 5

Partnering in the Renaissance of the Local Community

Members

- Mark Ironside, Assistant Vice President for Business Services
- Stephanie Powell Watts, Associate Professor, English

Findings

As noted in the 2009 Strategic Plan, Lehigh, the City of Bethlehem, and the community made great progress before 2009, when steel was no longer the anchor of the Bethlehem economy. Since 2009, Lehigh intentionally assessed institutional needs in the context of the community. Three key concepts emerged in the 2009 Strategic Plan, which are detailed below:

1. Finding appropriate space for selected academic and administrative offices

Lehigh made significant investments in a number of facility projects that ultimately led to many more people working on or adjacent to the SouthSide:

- Partnering with St. Luke's and a local developer to lease 2 floors in the Gateway at Greenway Park Office Building (145 staff members). This included the creation of a new substation for the Lehigh University Policy Department (LUPD) and Bethlehem Police Department (BPD).
- Adding 4 new officers (raising the total to 26) and building a new, state-of-the-art police station on Packer Avenue close to most of the off-campus student housing.
- Investing in a robust renovation to relocate the Small Business Development Center (which provides service to 1,000 businesses annually) to 416 East Fifth Street.
- Leasing two floors in the Flatiron Building for University Communications and Public Affairs (UCPA) and Government Affairs (27 staff members).

2. Encouraging faculty, staff, and graduate students to live in the local community and providing housing incentives

Lehigh made significant investments in housing, which clearly impacted the number of faculty, staff, and students living on or adjacent to the SouthSide:

- SouthSide Commons (SSC) residence hall (400 students) built on a large surface parking lot. This project yielded 6 full-time jobs & 6 part-time student positions. SSC also holds "Live Here Live Well" events, which give back to the community.
- Partnered with a developer to activate an old warehouse by creating 30 market-rate apartments called Brinker Lofts, which now are home to almost 40 people.
- Faculty/Staff/Graduate Student Housing Program included purchasing 33 homes, 18 of which were renovated to provide affordable rental housing to more than 55 faculty, staff and graduate students.
- Curb Appeal Support Program - employees can receive a \$2,500 one-time "curb appeal" deferred payment loan.

3. Developing strong partnerships between the university, alumni, and the community that can enhance the learning and development of students, provide research opportunities, and provide support and expertise that remains in the community.

Lehigh adopted the Anchor Institute model and developed several new programs and initiatives:

- **SouthSide Ambassadors** (Block by Block www.blockbyblock.com/our-story): The SouthSide Ambassadors are responsible for cleaning South Bethlehem from Broadway to Hayes Street. They provide important beautification and safety services such as mulching, leaf removal, and shoveling for curb access. They also provide hospitality services to the Bethlehem business community as well as safety patrols.
- **Center for Community Engagement:** The Lehigh University Center for Community Engagement (CCE) was created. The center assists Lehigh's faculty, staff, and students who are involved with service-learning classes or community-based research projects globally and locally, mobilizes university-community partnerships to address societal challenges, promotes knowledge and research for the common good, and helps cultivate engaged citizens.
- **Asa**, the Police Horse: Lehigh helped purchase and provides annual support for Asa, a horse for the BPD mounted police unit.
- **Community Policing Program:** A cooperative relationship was formed with the City of Bethlehem Police Department. It has since been expanded to shared bike patrols, interoperability of surveillance systems, and additional equipment.
- Created the **SouthSide Arts District:** \$100K annual contribution (includes funding for a downtown manager) supports events, murals, commissioned art, festivals and the business community.
- Lehigh partners with **ArtsQuest** as a sponsor and provides the Lehigh community (faculty, students, and staff) with tickets to ArtsQuest shows. This program is managed by University Communications and Public Affairs
- The **South Bethlehem Greenway** has transformed a narrow strip of land that once divided South Bethlehem into a scenic linear park that connects neighborhoods, the business district, and the University communities. Lehigh faculty, staff and students collaborate with the City on beautification projects like the Esperanza Garden and the Lehigh-Bethlehem Harmony Pavilion, Southside and Greenway clean-up events that occur twice a year.
- **Rising Tide Community Loan Fund:** Lehigh made a significant contribution to the fund to provide zero-interest loans for South Bethlehem businesses that do not qualify for standard commercial loans.
- **Faux Friday:** Launched for all first-year students the opportunity to dine off campus—with the costs covered by their meal plans—to get students into the South Bethlehem community.
- **Real Estate Services Office** to help support Lehigh's development of a faculty, staff and graduate housing program on the SouthSide.
- Bethlehem Public Library contribution: Lehigh made a significant contribution to the library for capital improvements.

- **Community Schools Initiative:** Lehigh is the lead educational partner for Fountain Hill and Donegan Elementary schools, and Broughal Middle School. The three community school coordinators are Lehigh employees providing support services to students.
- **Family and Community Programs:** Lehigh launched new family-oriented programming for the community including Spring Fling and Spooktacular
- **Education Day:** Lehigh Athletics teams up with nearly 4,000 local elementary and middle schools for their students to attend Education Day in connection with a Lehigh women's basketball game.
- **Ensuring the Arts for Any Given Child:** The John F. Kennedy Center for the Performing Arts chose Bethlehem as the 24th site—and the first in Pennsylvania—for its Ensuring the Arts for Any Given Child program. The primary goal of the program is to assist communities in developing and implementing a plan for expanded arts education in their schools, ensuring access and equity for all students in grades K-8. Lehigh's Zoellner Arts Center will serve as lead coordinator for the four-year collaboration, and dozens of community partners, including the Bethlehem Area School District (BASD), the Mayor's Office, the United Way, ArtsQuest and Lehigh's College of Education, will work together to develop a strategy for in-school arts education tailored to the needs of the Bethlehem community.

Phase 0 Report
Addendum

*Phase 0 Report: Addendum***Community Comments**

On June 2, 2022, **the Phase 0 executive summary** and **full report (Lehigh credentials required)** were shared with the Lehigh Community. Following the announcement, there was a comment period to share insights and suggestions **through a comment form**. As promised, the comments are captured below, and are incorporated in the appendix of the final report. These comments will further help guide our efforts for the input phase and the strategic plan work ahead.

Comments as provided (verbatim) by the respondents

RESPONDENT 1

“A Brief Note on Data

It would be helpful to see data for key statistics annually from 2009 to 2021, instead of just the first year and last year. That might indicate anomalies due to events like the pandemic. It would also be helpful to benchmark key figures with comparable/peer institutions. That could provide context to trends or figures that at first look negative (e.g. declines in alumni giving, rankings, and graduate student body; increase in admissions rate; 50% retention of cluster hires).

A Less-Brief Note on Staff

*It’s a major bummer to see how little attention is paid to staff in this report. Some of that is due to the limitations of the original strategic plan, but only one staff member (not senior leadership) was on the Phase 0 Working Group. Working Group 3: Investing in Faculty and Staff comprised *only* faculty members.*

There are nearly 1,200 staff members at Lehigh, compared to 555 full-time faculty. These staff are an essential part of running an elite residential university, and many are passionate, experienced experts in their fields. Staff implement vital technology, fundraise, recruit and mentor students, manage financial and business operations, design and develop new programs, administer benefits, limit legal liability and risk, gain international attention for faculty research and so much more.

I would very much like to see an end to “and staff” in planning and reports like this. It ignores the distinctive value that staff provide and the unique needs and challenges they face within higher education. Staff make a different and equally valuable contribution to the university’s mission; they have different skills and needs; they’re evaluated according to different metrics; and they don’t have things like academic freedom or sabbaticals.

If we are to adequately recruit and retain the most talented staff, to enable Lehigh to be a better university, we need a separate section of the plan that actually considers the role that Lehigh envisions for staff within the university. What skills do they add? What values do we want them to have? What specific investments do they need to enact the larger strategy? Hopefully the next plan will include staff-focused goals and metrics for assessing quality and progress (which will likely vary from area to area), plans to increase diversity and ensure equity and inclusion, and plans for retention and career development. We won’t get very far if we just keep tacking “and staff” onto goals designed primarily around faculty.”

RESPONDENT 2

“I note the focus on data. I am sure what is there is accurate, yet I think there are relevant quantitative and qualitative data that are not included. There is also little to no discussion of context and constraints. For example, the underlying reasons for part of the decline in USNWR rankings from mid-30’s to high 40’s are not mentioned—yet ignoring those ethical issues and focusing singularly on data outcomes is, in my view, not a good idea. If ‘past is prologue’, how you define the past is significant. I expect you are framing “the past” as an indication of what will be wanted in the next plan. Unfortunately, many readers won’t appreciate that subtlety and will assume the report is a thorough history of strategic plan implementation.

My point in writing is to register my view that this report’s focus on quantitative data represents a small part of the work done under the last strategic plan.”

RESPONDENT 3

“I am quite disturbed by the direction in which Lehigh seems to be heading.

To me the basic function of a university is the creation and transmission of human knowledge. Indeed, I view universities as the stewards of the intellectual heritage of humankind.

This is a heritage that has accumulated not only over centuries, but over millennia. This involves fundamental, basic research. It involves research on questions that have long been of interest to human beings. And it involves research in individual disciplines, as these disciplines have emerged as a result of the need to study questions in depth.

Thus a basic orientation of any university must be toward pure, disciplinary research into questions of long-standing interest.

Everything (and I mean, literally, absolutely everything) I hear from the Lehigh leadership is about the importance of applied, interdisciplinary research on hot topics. Yes, there is a place for this at Lehigh. But there needs to be a proper balance, and I am afraid there is not.

Thus I wish to emphasize that, in my judgment, any (strategic) plan for how Lehigh is to go forward must include a fundamental commitment to pure research, within disciplines, directed by the questions that have naturally arisen in the development of these disciplines.”
