

Lehigh University



Peter Likins, President

Alumni Memorial Building
27 Memorial Drive West
Bethlehem, Pennsylvania 18015-3089
telephone (610) 758-3155
fax (610) 758-3154

15 February 1994

MEMORANDUM

TO: President's Staff
FROM: Peter Likins *Pete*
SUBJECT: President's Commissions Recommendations Revisited

It has been almost three years since we revisited the recommendations from the Commissions on Minorities and Women. The time has come for us to provide a progress report and our Lehigh community would like to know how we are doing.

The attached document is the Final Report prepared for public distribution dated 8 April 1991. This seems a convenient format for our progress report, and I request your assistance in completing the task.

Please review the text identified by your initials from the Final Report, and provide my office with any changes that are now appropriate. It would be most convenient if you would work directly on the copy provided, adding inserts where necessary. I would like to incorporate all other changes by March 15, so I can deliver at least a semi-final draft to the President's Council for discussion and approval by March 29, 1994.

A progress report will be requested from you on a two-year basis and an advisory group has been assembled by the Diversity Commission to oversee this evaluation process. This group includes:

Henry Odi	John Smeaton
Patti Ota	Lucy Gans
Becky Bowen	Rick Weisman
Anne Thomas	Judy Lasker
Ray Bell	Roy Gruver

Sharon

I would like to suggest that we publish our final progress report in the LEHIGH WEEK and submit a copy to the BROWN & WHITE. Of course, I welcome other suggestions.

Thank you.

PL:df1

Enclosure: Draft Response to Final Report

cc: Henry Odi Judy Lasker
Patti Ota Becky Bowen
Anne Thomas

8 April 1991

MEMORANDUM

To: Members, Commissions on Minorities and Women
From: Peter Likins
Subject: Response to final report of the commissions

The final report of the Commission on Minorities and the Commission on Women was submitted to me in June of 1990, distributed to our trustees and other members of the university community, and described orally by Patti Ota and myself to those attending the Skytop Retreat on 13 June. The members of the President's Council were asked by memo dated 19 June to review the recommendations, and on 20 August I assigned each of the report recommendations to a vice president (or to myself) for preliminary response. An interim report dated 5 November 1990 was distributed to all members of the commissions, soliciting preliminary reactions. Although our work in this domain will continue for years, it seems appropriate that we now file our last formal report in direct response to the commissions.

The work of the commissions involved hundreds of people over a period of eighteen months. Ten study groups involving eighty-six members (with some repetition) produced one hundred and nine separable recommendations (some assembled as elements of a more comprehensive package of recommendations). These recommendations have been taken very seriously, and substantial progress toward their implementation has been made in the past year. Much remains to be done, and sustained effort will be required for the indefinite future. Still it seems appropriate to chronicle progress, if only to reaffirm our commitment.

In this report, as in the interim report of last November, the responses to the specific recommendations in the commission report were prepared by a vice president or the president. The format includes the initials of the person submitting the response, with the following code:

PL = Peter Likins
AWP = Alan W. Pense
JWW = John W. Woltjen
MAD = Marsha A. Duncan
MGB = Michael G. Bolton

In contrast with the interim report filed last November, the responses in the present report have the endorsement of the President's Council.

The recommendations are outlined in the Executive Summary of the June report in six categories as follows:

- I. Academic Programs
- II. Institutional Climate and Campus Life
- III. Conditions of Employment
- IV. Recruitment, Retention, and Advancement
- V. Sexual Harassment
- VI. Child Care

(These Roman numeral headings were added to the report for convenience in labeling responses.)

In what follows each recommendation will be transcribed from the Executive Summary and a response will be recorded, with the initials of the respondent noted.

I. ACADEMIC PROGRAMS

1. Recommendation: Hire a permanent director of the Women's Studies Program at the rank of full professor and provide appropriate administrative support.

Respondent: AWP

Response: "We have an alternate plan that we believe is responsive to the charge. We have a Women's Studies Council that has been active, but the strength of the Council has been in its untenured members. For this year we have hired, with the concurrence and assistance of the Women's Studies Council, a half-time director who will deal primarily with the administrative and some of the development phases of the program. This will provide support for the program for the 1990-91 year under the direction of the Council.

A tenured woman faculty member, Lucy Gans, Associate Professor of Art and Architecture, has agreed to be Director of Women's Studies starting in the fall of 1991. We are still seeking to add additional faculty, and will do so through reallocation when a suitable position becomes available. One such position has been tentatively identified. Program support has been increased by providing part-time secretarial services, release time for the director and a program budget. The Women's Studies Council is assisting in program development.

This does not meet all of the objectives of this recommendation now, but strengthens the program immeasurably for this 1990-91 year and allows for permanent directorship of the program in the 1991-92 year. This is being done with one-time money (about \$18,000) for the 1990-91 year. Program expense support of \$5,000 has also been added to the program. Long-term support for the program will be needed, but the level of that support will be developed in conjunction with the Women's Studies Council."

2. Recommendation: Appoint tenured Lehigh faculty members as directors of the Hispanic-American, African American, and Women's Studies programs. (In the case of

Women's Studies, the appointment would be as interim director until a permanent director is hired.) Release each director from one course each semester. Provide appropriate administrative support.

Respondent: AWP

Response: "The Women's Studies Program has already been dealt with in the preceding response.

The African American Studies Program now has an acting director. As we have relatively few African American faculty members on campus and not all are in a position to contribute specifically to this program, most of the course work that is being presently offered is not taught by African Americans. The current acting director of the program, Rick Matthews, had some summer support to enable him to devote effort to this activity. We have provided an additional \$5,000 of program support for the 1990-91 year. We have identified an African American director now working on a Ph.D. in another institution who plans to take this role when he joins our faculty after completing his doctorate.

There has been a general strengthening of program support and the transfer of an African-American faculty member, who will participate in the program, from a visiting to a permanent slot. There is a program budget for 1991-92 and some summer support for faculty to develop courses.

We have identified a tenured director for the Latin American Studies Program, and there is budgetary support for programming. The Latin American Studies Council will be trying to determine an appropriate balance between the Latin American and American Hispanic components of the program in the coming months. At this point, we have provided assistance in terms of an additional \$5,000 in program support to enhance and improve the program for this year and are looking for further implementation of this recommendation in the 1991-92 year.

One of the complications in implementation of this recommendation is that Latin American Studies, at the present time, comes under the umbrella of the International Studies Program. Thus, it cannot develop entirely independently, but must fit into the overall activity of this effort. Professor Don Barry, who directs the International Studies Program, is more than willing to work with the Latin American Studies Council.

It is important to realize that these three programs have two somewhat distinct functions. The first is to provide a base of scholarship and teaching specifically concerned with academic issues. The second is to provide, in some sense, social support for Lehigh students. The selection of courses and appointment of faculty to these programs need to fulfill both requirements more or less simultaneously. The programs must have clear-cut academic initiatives and objectives to be perceived as legitimate."

3. Recommendation: Hire each year a distinguished visiting scholar or artist-in-residence for the Latin American and Hispanic American Studies program who would offer a course each semester in his or her area of expertise and would assist Lehigh faculty in enhancing its Hispanic American Studies program.
- Respondent: AWP
- Response: The responsibility for identifying appropriate visiting faculty for all three programs rests with the program directors and councils. Outside funding will have to be sought to support this component as all available resources are being put into permanent faculty positions.
4. Recommendation: Hire two additional visiting faculty for the African American Studies program, one at the senior level and one at the junior level, who would offer courses in their area of expertise and would assist Lehigh faculty in developing an African American Studies program.
- Respondent: AWP
- Response: At the present time we are seeking permanent faculty for this program rather than visiting positions. We have added one permanent position and are ready to create a second when our candidate can come. Both of these would be at the junior level.
5. Recommendation: Establish visiting committees for the Women's, Hispanic American, and African American Studies programs.
- Respondent: AWP
- Response: "Yes, we'll do it, but not until 1992. I do not believe these programs are ready at this time for visiting committees, but considerable work has been done to develop the internal program committees for each of these programs. In two cases, the program committees are well established and the Women's Studies Program did have consultants in to evaluate the program last year. It probably does not make sense to appoint visiting committees before 1992."
6. Recommendation: Establish colloquia series for the Women's, Hispanic American, and African American Studies programs. The colloquia should focus on issues, concerns and ideas of women and minorities.
- Respondent: AWP
- Response: "Yes, we already did this. Colloquia series have been recommended to the Councils for each of these three programs and program support has been provided to permit such. Series are already planned for these programs, but are in various stages of completion."

7. Recommendation: Select appropriate material for core library collections in Women's, Hispanic American, and African American Studies.
- Respondent: AWP
- Response: "Yes, we'll do it, but the time frame is not clear. The leadership in this area must come from the Councils of faculty involved in each program. The Director of Libraries has been alerted and has established initial funded accounts for these purposes."
8. Recommendation: Plan and implement seminars for Lehigh faculty designed to help them incorporate materials by and about women and minorities into their courses. Utilize outside consultants. Provide stipends for participating faculty. Crucial to these curriculum development efforts is the strong requirement that activity by faculty in program and course development in minority and women's studies counts in the matrix of factors that affect decisions regarding promotion, tenure, and merit review.
- Respondent: AWP
- Response: "Yes, we are doing this. Under the Faculty Development Program in the Office of the Provost, a seminar to teach faculty how to implement materials concerning women and minorities has been offered in spring 1991. A consultant has been engaged. Implementation throughout the faculty will be a lengthy process, however. The short-term plan is to integrate this responsibility into the duties of the Faculty Development Coordinator, Dina Wills."
9. Recommendation: Establish a Presidential Task Force to investigate the desirability and feasibility of requiring all Lehigh students to take courses that introduce them to gender, multiracial and multicultural issues and to the accomplishments of women and minorities in America and the world at large.
- Respondent: AWP
- Response: The implementation of this recommendation will be delayed to see the outcome of the seminar in Recommendation 8. We hope to be able to decide how to proceed with this later in the spring of 1991.

II. INSTITUTIONAL CLIMATE AND CAMPUS LIFE

1. Recommendation: Establish the Commission on Minorities and the Commission on Women as standing committees of the University to assist in the implementation and evaluate the progress of the recommendations of the two Presidential Commissions.
- Respondent: PL
- Response: "This recommendation must be considered in the context established by the prior existence of the Affirmative Action/Equal Opportunity Commission,

which has a charge overlapping that proposed for the new standing commissions. Our present plan is to subsume the latter as a subcommission within a new "Commission on Diversity," which could also establish other subcommissions as required to monitor progress. The following comprehensive proposal is illustrative of what might be done if sufficient numbers of participants can be engaged.

COMMISSION ON DIVERSITY

Chaired by a faculty member for whom we would request a seat on the Faculty Steering Committee, and populated by the chairs of five (or more) subcommissions as suggested below. It might be appropriate to elect the members of the Commission, and subsequently to recruit and appoint the subcommission members.

SUBCOMMISSIONS

A. AFFIRMATIVE ACTION/EQUAL OPPORTUNITY SUBCOMMISSION

This subcommission would function much like the current AA/EO Commission except the latter would relinquish its programmatic activities. The Diversity Commission chair would sit on the AA/EO subcommission. (Approximately five members.)

B. ACADEMIC PROGRAMS SUBCOMMISSION

This subcommission would continue the Commissions' activities in the area of academic programs. It would work in close cooperation with the Women's Studies Council, the African American Studies Council, and the Latin/Hispanic American Studies Council and would include members from these three councils. This subcommission would help coordinate the activities of the three Councils. This subcommission would be chaired by a faculty member. (Approximately five members.)

C. EMPLOYMENT SUBCOMMISSION

This subcommission would continue the Commissions' activities in the areas of conditions of employment and recruitment, retention and advancement. It would be concerned with improving the conditions of employment for all members of the Lehigh community, but particularly for minorities and women and with the recruitment, retention and advancement of minority and female members of the faculty and staff. It would coordinate and develop programmatic activities in these areas. (Approximately five members.)

D. INSTITUTIONAL CLIMATE AND CAMPUS LIFE SUBCOMMISSION

This subcommission would continue the Commissions' activities in the areas of institutional climate and campus life. It would be concerned with providing a campus environment that attracts, supports and encourages the development of a diverse student population and nourishes a community grounded on exchange and mutual respect among all groups of students, faculty and staff. It would coordinate and develop programmatic activities in these areas. (Approximately five members.)

E. RECRUITMENT AND RETENTION OF STUDENTS
SUBCOMMISSION

This subcommission would continue the Commissions' activities in the areas of recruiting and retention of minority and female undergraduate and graduate students. (Approximately five members.)

2. Recommendation: Increase the percentage of African American and Hispanic American undergraduate and graduate students at Lehigh.

Respondent: MAD

Response: "This is a welcome recommendation that is firmly shared by the Admissions Office. The Class of 1994 represented a 50% increase in the number of African American and Hispanic students over the previous year:

'93 -- 42 African American and Hispanic
'94 -- 61 African American and Hispanic
'95 -- Goal is 75

Staffing is critical to the growth in our numbers. In the current year, the Admissions Office filled an additional position with an African American female, and opted to fill a counselor position on a temporary one-year basis to insure that the position can be permanently filled in the future by a minority staff member.

The current students of color have become increasingly involved in our recruitment efforts and outreach program as full participants in our Student Ambassadors program. This involvement will grow in the coming year.

And finally, financial aid is a critical component of our overall plan to increase the population of minority students. For many years we have met all financial need of those students, with enriched grant packages. As our financial aid resources are increased, we will be in a position to recruit even more aggressively.

In general, this recommendation must be the cornerstone essential to the accomplishment of our overall diversity goals. As such, it must be an institutional priority. The opportunities to address that goal are endless, but include:

- Making the most of our "people" resources.
- Considering how post-graduate successes of minorities might be best marketed.
- Increasingly securing outside resources (e.g., corporate) to assist increasing enrollment through scholarship, internship and mentoring programs"

3. Recommendation: Send clear messages that sexist and racist behavior will not be tolerated at Lehigh.

Respondent: PL

Response: "Appropriate messages must emanate regularly from all of us in the Lehigh community, but the president carries a special responsibility. During the fall semester, the president wrote and distributed widely an essay called "Pacem In Campo," and abridged versions were published in LehighWeek and The Brown and White. The President also sent a letter to The Brown and White disassociating himself from organizations with restrictive membership rules. In the spring semester, the president led a student panel on race relations on WLVR radio, and joined students for an evening at the Umoja House. This is a welcome role for Lehigh's president, both on campus and in the greater society.

4. Provide a wider range of housing and social alternatives conducive to a more diverse and inclusive community, and provide incentives for students, individually and in groups, to fashion living patterns suitable to their developing needs and interests.

a. Recommendation: Adopt a policy whereby recognition of all special interest housing groups, including fraternities and sororities, shall be understood as a special privilege, the renewal of which is contingent upon periodic demonstration of significant contribution to the desired campus climate.

Respondent: MAD

Response: "We presently have such a policy in place for our special interest houses. It was this policy, in fact, that resulted in the elimination of a special interest house that was faltering, and the creation of the UMOJA House.

In addition the students have been actively engaged in addressing and identifying standards for all Greek Organizations. The "Greek Affairs Assessment and Standards" group has been working for over a year to establish minimum expectations and a periodic review (probably every other year) of all Greek organizations. Failure to meet these standards would ultimately result in the loss of recognition. The standards should be in place by the 1991-92 academic year."

- b. Recommendation: Establish clearly articulated standards for "contributing to the desired campus climate" and a residence-review process through a committee consisting of students, faculty, and administrators.

Respondent: MAD

Response: "Faculty and students are and will continue to be engaged in developing standards and the review process that will be implemented. In addition, last spring, a Greek Experience Discussion Group was initiated. This group consists of faculty, students, alumni and staff, and will be increasingly engaged in discussing the potential opportunities for enhancing the Greek experience within the context of the overall institutional climate. In order to build a strong momentum, that group participated in a weekend retreat in September."

- c. Recommendation: Reduce the influence of the Greek system, and of fraternities in particular, until there is adequate "room for diversity" or until Greek housing and other housing options can compete as equals.

Respondent: MAD

Response: "We are not, nor will we work to actively reduce the influence of the Greek system. That is the wrong message and will not result in the students who are a part of that system also being active participants in creating a more diverse campus.

If we are to be successful on this front, we must simultaneously engage our Greek system directly in the diversification of the campus, insure that there are clear community standards that are met by those groups, and move more aggressively to develop attractive residential options. Examples to date include Taylor College, the Wellness House and Umoja House. In the years ahead, we will work to strengthen those existing options and identify how, where and when additional options can be initiated."

5. Promote additional opportunities for interaction among minority and majority students.

- a. Recommendation: Sponsor events in Club 31, BSU Room, Umoja House, Greek houses, International House.

Respondent: MAD

Response: See below.

- b. Recommendation: Encourage key student leadership groups to co-sponsor events with BSU and Salsa.

Respondent: MAD

Response: See below.

c. Recommendation: Encourage student groups to send representatives to BSU and Salsa meetings.

Respondent: MAD

Response: "Before "diving in" to implement more cooperative programs among minority and majority students, much will need to be done to nurture openness and a willingness to work together. Considerable dialogue with students must be a necessary component of these overall recommendations. Concurrently, we are actively encouraging co-sponsorship of activities in a variety of locations. As an example the Council of Student Presidents will meet in the BSU Room. And student groups will be encouraged to send representatives to SALSA and BSU."

d. Recommendation: Utilize more effectively student presidents' group to enhance communication and collaboration.

Respondent: MAD

Response: "The Council of Student Presidents has made a significant difference in the positive and on-going interaction of student groups. They continue to meet every other week and increasingly are engaged in the discussion of substantive issues."

e. Recommendation: Sponsor more movies and events focusing on African American and Latino themes or issues.

Respondent: MAD

Response: "A number of events are already scheduled, and approximately \$10,000 has been reallocated to support the development of a "Diversity Series"."

6. Sustain efforts initiated last year to improve the residential climate for minority students.

a. Recommendation: Continue to encourage African American and Latino students to live in on-campus residences.

Respondent: MAD

Response: "Our efforts to encourage African American and Latino students to live on campus have been increased in the past year. The actions that have had a positive impact include: guaranteeing housing for African American and Latino students; the establishment of the Umoja House; regular meetings with minority students to discuss housing issues. In addition, we have developed a long-range planning group with minority students to review long-term residence issues."

b. Recommendation: Provide support for continued existence and enhancement of Umoja House.

Respondent: MAD

Response: "All support staffing, program dollars and facility needs are currently fully funded. An equipped computer room will be added to the house. We continue to upgrade the building and provide additional program dollars as requested."

c. Recommendation: Persist in efforts to increase the number of minority gryphons and hall directors.

Respondent: MAD

Response: "This is a critical component of our ability to succeed. In the current academic year the number of minority gryphons has increased to six and we will continue to actively recruit hall directors and gryphons in the future."

7. Improve multicultural and diversity awareness at Lehigh

a. Recommendation: Provide on-going multicultural/diversity training for the Lehigh community including members of the Board of Trustees. Expand training to encourage, develop and foster cross-cultural awareness throughout the University community.

Respondent: PL

Response: "Diversity workshops initiated last year have been continued in an effort to reach as many members of the Lehigh community as possible, recognizing the need to learn from our experience and make appropriate adjustments in the program. The work of the commissions was reported to the trustees both orally and in writing. The President's Council has participated in diversity workshops, and sexual harassment is on the agenda for the next retreat we can schedule."

b. Recommendation: Increase gryphons' educational programming requirements to include programs each semester on issues faced by minorities and women on the Lehigh campus.

Respondent: MAD

Response: See below.

c. Recommendation: Develop more systematic training for gryphons, peer counselors, and other student leaders on minority and women's issues.

Respondent: MAD

Response: "We presently do extensive initial and ongoing training with gryphons in the area of diversity. Diversity was also the focus of the mid-year gryphon retreat."

In addition all peer counselors and gryphons will be trained in these areas in the current year."

- d. Recommendation: Increase interdepartmental coordination and co-sponsorship of minority and women's programs; coordinate calendar and advertising essential to large programming efforts; increase liaisons with professional staff and faculty with particular areas of expertise.

Respondent: MAD

Response: "The overall coordination of minority programs and women's programs is being addressed jointly by the Provost and Student Affairs Offices. Initial groups have been convened to lay the groundwork for coordinated planning and implementation of the programs."

- e. Recommendation: Make diversity training an integral component of freshman orientation.

Respondent: MAD

Response: "We are piloting a program called the Residential Curriculum, which will require all freshmen to attend small group programs on both diversity issues and male/female relationships. The pilot programs will be implemented and assessed this year, with an eye toward implementation of the program for all freshmen during the next academic year."

- f. Recommendation: Develop a University 101 course to address issues related to women, minorities, sexual and racial harassment, and diversity.

Respondent: AWP

Response: "It is not clear that this should be done or how. This should wait for the task force indicated in I.9. above."

8. Recommendation: Ensure that minority students, faculty and staff are included in all University publications and are depicted in positive ways.

Respondent: MGB

Response: Through diversity training programs in Development and University Relations, the design and editorial staff of Lehigh's publications group has become more sensitized to various ways that minority students and employee groups are featured in university publications. This sensitivity is reflected in recent issues of LehighWeek, the Alumni Bulletin, University View Book and the creation of a special recruitment brochure.

9. Use the campus media to present views on multi-cultural issues.

- a. Recommendation: Encourage the use of the Commentary section in Brown and White to educate the campus.

Respondent: PL

Response: "The president was invited by the Brown and White editors to submit commentaries for publication, and wrote one essay on harmonious diversity.

- b. Recommendation: Identify opportunities to use LehighWeek, WLVR and other campus media to address multicultural issues.

Respondent: MGB

Response: See II-8

Other examples of efforts in this area include LehighWeek coverage of Maya Angelou's visit to Lehigh, the distribution plan for "Pacem in Campo", and the creation of a "Perspective" page in LehighWeek.

In addition, we are attempting to bring key people to Lehigh from schools like Bucknell, Dartmouth and Colgate so that they might give us their perspectives on multicultural issues as well as their successful efforts at minority recruitment of students, faculty and staff.

- c. Recommendation: Have the President and other key officials present visible, clear statements on institutional commitment to a supportive, pluralistic campus climate.

Respondent: PL

Response: "As noted in response to proposals 3 and 9a, the president's commitments in this area have been unusually visible this year."

10. Recommendation: Dedicate university space to Salsa.

Respondent: MAD

Response: "We agree that this should be a priority in our space planning. At the current time, there is no space available -- a common problem that is faced as a result of no student center on the campus."

11. Recommendation: Designate Martin Luther King Day as an official University holiday and provide appropriate programming.

Respondent: PL

Response: "The university calendar is the province of the Forum and its calendar committee. The president would be pleased to implement a positive decision of the Forum."

12. Recommendation: Promote the academic success of minority athletes.

Respondent: MAD

Response: "This is a clear priority for the coming year. An initial and critical component of such a program is to provide successful role models within the athletic department for our minority student athletes. Last year, we hired the first full-time African American athletic coach at Lehigh. His responsibilities are to coach football and serve as the academic coordinator for the football program. His visibility in the academic support role will contribute significantly to promoting the academic success of our athletes.

In addition to the focused programs in athletics, direct academic support is provided to minority athletes through our peer counselor program, the CFS summer preview program, and the tutoring program."

13. Recommendation: Establish a Women's Center and provide appropriate staff and expense support.

Respondent: PL

Response: "The Women's Center celebrated its establishment with an Open House on 8 April 1991. Approximately 400 square feet of space in Johnson Hall provides for a resource room and seminar room as well as a director's office for the women's center. The location is a highly visible one right on the main lobby of the second floor of what is becoming in effect a student services building. It will cost approximately \$15,000.

Kathy Calabrese will serve as an Director for the Women's Center. She is currently meeting with different constituencies on campus to put together goals and objectives for the Center. Also, Kathy is currently serving as a Director for Lehigh University Child Care Center and will share her time equally between the two Centers."

14. **Improve recreational facilities and women's athletic programs.**

- a. Recommendation: Expand recreational space and fitness center and provide suitable fitness equipment for women.

Respondent: MAD

Response: "With the opening of the fitness center we have taken a major step in providing suitable and well-received fitness equipment for women. This move was accomplished through the reallocation process last year. It should be noted that the total cost of this initial step was \$165,000, excluding staffing."

- b. Recommendation: Increase the bus service to Goodman Campus for athletes and students.

Respondent: MAD

Response: "We have worked with the transportation people to add one additional bus that will run during the peak activity periods. Beyond that, the issue is a financial

one. We support expanded transportation services, but have no funds to increase the service at this time."

c. Recommendation: Add varsity women's soccer and golf programs.

Respondent: MAD

Response: "We cannot support adding either of these sports until we can fund appropriate staff and program support. Our history has been to add women's sports without adding resource support and the result has been a less than positive experience for our women's athletes.

Both of these areas have varsity sport merit and women's soccer is ready now. To improve our chances for a smooth transition from club soccer to varsity soccer, at whatever time we can afford to make that move, we have reallocated funds to a part-time professional coach, dedicated solely to women's club soccer. Her leadership has had a very positive impact on that experience for our women's soccer participants.

In golf, we are actively developing a club program under the leadership of our men's golf coach. We believe that varsity women's golf can be added at relatively low cost, when the student interest reaches an appropriate level."

d. Recommendation: Add a minimum of two additional full-time coaching positions for women's sports.

Respondent: MAD

Response: "We have added one full-time woman's coaching position to our staff through reallocation. It is possible that the second position that we desire can be attained through reallocation as well. However, that will involve the elimination of another position and that process is a complicated one that will take time to develop. We are committed to improving the gender balance on our staff, and the ethnic diversity, both of which will be attained over time.

Summary of actions since 7/1/89:

1. Hired a full-time coach who is a minority person.
2. Developed and opened a "unisex" fitness facility that clearly appeals to our women on campus.
3. Improved our woman's club soccer commitment in preparation for varsity status and initiated the development of women's club golf.
4. Added a full-time women's coaching position through reallocation of a previously male position.

5. And, though not referenced in the Commission's recommendations, we have substantially improved our treatment of women varsity athletes in terms of team travel, housing, meals, etc. The total cost of those changes is approximately \$15,000 per year."

15. Recommendation: Appoint a faculty member and/or professional staff member to administer and coordinate a leadership training program for women.

Respondent: AWP

Response: "This is a good idea, but no action has been taken on this recommendation at the present time. Dina Wills, Faculty Development Coordinator, will be assigned this responsibility and will coordinate her activity with Student Affairs and Human Resources. Kathy Calabrese, as Director of the Women's Center will be asked to work with Dina in this effort. This recommendation is intended to apply to all women in the Lehigh community, not just women faculty. This may require additional support, cost unknown."

16. Recommendation: Improve campus lighting and pedestrian safety.

Respondent: JWW

Response: "A tour of the campus is conducted annually by the Facilities Services Office and the Dean of Students Office to review lighting and pedestrian safety needs. Each year a request is made for Special Renovations funding, and each year an amount of between \$5,000 and \$10,000 is allocated. However, this allocation addresses only a fraction of the items on the list and is usually only enough to keep even with the new requests added each year. New lighting requests in the area of residence halls are typically funded from the Residential Services budget.

There are several areas of major concern mentioned in the report but not included in the \$100,000 budget figure quoted. They are new sidewalk construction and Sayre Park street lighting. The students have identified several locations where there is no safe alternative for pedestrians to walk except in the middle of the street. Most notable among these are Grant Street (behind Grace Hall leading to the sororities and dining hall), Taylor Street east of Lamberton Hall, and the entrance drive to Sayre Park west of Taylor College. A rough estimate of \$85,000 was prepared a few years ago for just the widening of Grant Street to allow for a proper sidewalk without the loss of parking, but no source of funding was identified. No estimates have been sought as yet for the other major sidewalk requests.

Regarding Sayre Park street lighting, an electrical survey has just been completed identifying all the existing types of lighting in the area, their circuits and source of power, and the capacity of those circuits. The next step to be funded through the utility budget and to begin this fall is an engineering design for a new, more effective street lighting system and its required new electrical

service. Upon completion of the design, installation estimates will be obtained, and a request for a substantial funding allocation will be made."

17. Recommendation: **Make a clear statement about the institution's position on apartheid.**

Respondent: PL

Response: "In establishing several years ago our scholarship program for black undergraduate South Africans, the university declared its abhorrence of apartheid. The issue has now shifted to divestment as an additional statement. The forum passed a resolution last spring that was referred to the Investment Subcommittee of the Board, whose chair has been unable to schedule a planned meeting with Forum representatives. When the board establishes a new statement of investor responsibilities it will be appropriate to reiterate our opposition to apartheid. Unfolding events in South Africa seem likely to moot this particular issue, but there are other dimensions of the responsible investment principle to be explored.

18. Recommendation: **Develop a measurement tool that will assess the institutional climate of the Lehigh community as it relates to minorities and women.**

Respondent: JWW

Response: "Assessing the institutional climate on a periodic basis is an important activity. We believe the focus should be on the climate's impact on all employees and students and should not be limited to minorities and women. We do not have the necessary budget at this time to develop the tools necessary to conduct the assessment, but would welcome the opportunity to implement such a process."

19. Recommendation: **Incorporate information about racial minorities in academic lectures, and provide opportunities and a forum for discussion for students to research related social issues.**

Respondent: AWP

Response: Dina Wills, Faculty Development Coordinator, and Henry Odi, Assistant to the Provost for Special Programs, are offering a series of workshops this semester on diversifying the curriculum. Seven faculty are participating in this program.

20. Recommendation: **Identify some predominantly Black or Puerto Rican colleges or universities that would agree to have collaborative relationships with Lehigh.**

Respondent: AWP

Response: Henry Odi, Assistant to the Provost for Special Programs, has been developing contacts with a number of such institutions for potential relationships, and this is a priority activity for him.

Henry is developing contacts with the following historically Black institutions for potential relationships: Tuskegee University, Morris Brown College, Clark Atlanta University, Spelman College, Morehouse College, Paine College, and Morgan State University.

The following results have been achieved:

- a. A major joint proposal to support minority undergraduate and graduate education has been prepared with Tuskegee University and submitted to NSF.
- b. A minority fellowship program has been developed, and six minority students will begin graduate studies in 1991. Most are from historically Black institutions. Additional minority candidates for advanced study are being sought.
- c. A 3-2 engineering degree program is being developed with Lincoln University.
- d. Minority undergraduates from historically Black schools are participating in the Lehigh Undergraduate Research Experiences Program (ATLSS/REU).

21. Recommendation: Develop summer internships for minority students to obtain experience in various administrative or academic areas.

Respondent: MAD

Response: "This is a recommendation that can make an enormous positive difference. We have begun to address the issue in small ways and in the coming year we need to plan how we can implement a broad-based program.

This year and last we have had an African American student intern in the admissions office, funded through work-study. It's been a wonderfully successful program in that it simultaneously provides a magnificent experience for the intern, and provides another important element in our recruiting. We hope to build a similar internship into the residence life budget in the coming year.

If we are to insure that internships are integrated into the entire University we need to establish a plan to address the following questions. Who should coordinate the internship program? What about internships off the campus? How can we use this opportunity to enhance success? How can we integrate Career Services into the overall program?

In the coming year, we will initiate the planning efforts to address those and other questions."

22. Recommendation: Have the Affirmative Action/Equal Opportunity Commission sponsor quarterly speakers on "diversity" for the entire University employee community.

Respondent: PL

Response: "The response to Recommendation II.1. calls for a Commission on Diversity that would include several subcommissions, including the group presently called the AA/EO commission. The responsibility for campus education would rest within the Commission on Diversity in its several subcommissions."

23. Recommendation: Develop closer ties with the local Hispanic communities and provide them opportunities to be a part of Lehigh through such activities as outward bound summer programs, parent/child weekends, summer academic enrichment programs, cultural activities, job fairs, and open houses.

Respondent: PL

Response: "We have made some progress in this area, and more will come as time permits. For example, Curtissa Odi in Admissions brought children from Broughal Middle School to campus regularly in her program called Students That Are Ready (STAR), until she moved to Broughal herself as a teacher; now Henry Odi is our liaison to Broughal. Lehigh students have been assisting at the Holy Infancy School in the neighborhood. Paul Hanks is active with the Council for Spanish Speaking Organizations. Rebecca Bowen, Jim McIntosh, and Peter Likins are involved with Hogar Crea. And Jim Harper is a familiar ally for many Hispanic groups in the community. There is no comprehensive program for such activities, but there is an increasing amount of contact resulting from various initiatives on campus.

III. CONDITIONS OF EMPLOYMENT

1. Recommendation: Prepare and distribute a supervisor's manual dealing with appropriate responses to work/family conflicts such as flexible work schedules, job sharing, reduced workloads, telecommuting, work from home, and family care leaves. Distribute the work/family manual in conjunction with a series of workshops on work/family issues.

Respondent: JWW

Response: "A supervisor's manual is currently in draft form. The estimated cost to produce the manual is \$3,000. If funds are available, the project could be completed in three (3) months."

2. Recommendation: Designate an impartial, confidential mediator in cases where a supervisor denies flexible work options which his or her supervisee feels would be appropriate.

Respondent: JWW

Response: "Procedures to address workplace problems have been in place since 1982. The Manager of Employee Relations and Training serves as an impartial, confidential mediator to resolve problems that arise between supervisors and supervisees. A disagreement involving flexible scheduling is one example of the types of problems the individual in this position mediates."

3. Recommendation: Allow support staff to accumulate unused sick/excused absence days which could be carried over from one year to the next.

Respondent: JWW

Response: "We agree that this should be done in conjunction with a review of the Salary Continuation Program for nonexempt staff. The costs associated with this type of change are not known at this time. Such a review could be initiated in 1991."

4. Recommendation: Continue and fund parenting support groups for employees.

Respondent: JWW

Response: "We are currently providing Parent Support Groups with limited funding. Additional funding would provide expansion of the program."

5. Recommendation: Make a significant financial effort to bring support staff salaries up to 100% of market equity.

Respondent: JWW

Response: "We have made significant financial effort to bring salaries of all employees, including nonexempt staff, up to 100% of market equity during the last four years. As of 1989-90, we closed one-third of the gap for nonexempt staff and additional funds were committed in the 1990-91 budget. Given the current budgetary constraints and the need to address shortcomings in the financial aid budget, we will not be able to provide as much financial support to this goal as we did in recent years. It will continue to be addressed, but not as rigorously as it had been."

6. Recommendation: Consider qualified internal applicants without formal academic credentials for promotion to an intermediate level pending the acquisition of formal degrees or training.

Respondent: JWW

Response: "Human Resources encourages supervisors to consider internal applicants and promotes the advantages of doing so. There are policies and procedures in place which allow employees who do not have all the necessary credentials to enter into formal training programs in conjunction with on-the-job training. Employees who are promoted into positions at training levels receive a training pay rate until they have acquired the required skills and knowledge. At the

completion of the training period, their salaries are adjusted to the full pay rate for the position. We believe this approach has been well received by the staff members and supervisors who have taken advantage of this option.

Human Resources also encourages employees to decide on a career path and can help in understanding and formulating what needs to be done to achieve their goals."

7. Recommendation: Publicize Lehigh's educational benefit at regular periodic sessions.

Respondent: JWW

Response: "We agree that the educational benefits available to employees are very valuable and should be well communicated. New employees are introduced to these benefits during their benefits orientations. We have begun to publicize the benefits and the procedures related to their use in Spotlight."

8. Recommendation: Make career counseling available twice a year with a modest co-payment by participating staff members.

Respondent: JWW

Response: "Human Resources has added a Career Development program to our regular Training and Development schedule this Fall. The initial program will be facilitated by the Director of the Work Life Center at Northampton Community College. It also includes follow-up consultation with a member of our staff. If employee response is positive, Career Development will continue to be offered on a regular basis."

9. Recommendation: Establish a volunteer mentoring program for professional and support staff.

Respondent: JWW

Response: "A volunteer mentoring program can be developed and administered by Human Resources, but implementation must be deferred until other higher priority objectives are met."

10. Recommendation: Arrange biennial gatherings of support staff.

Respondent: JWW

Response: "We do not agree that biennial gatherings of nonexempt staff will be advantageous to enhancing support networks or reducing the distinctions between employee groups. We propose that annual gatherings designed for the recognition and interaction of all University employees be introduced. The cost associated with such a program is approximately \$20,000 per year."

V. RECRUITMENT, RETENTION AND ADVANCEMENT

1. Recommendation: Improve our abilities to recruit and retain minority and women undergraduate students.

Respondent: AWP

Response: "An Assistant to the Provost for Special Programs, Henry Odi, has been appointed to develop our retention strategies and our recruitment potential both of students and of faculty of color. He will also take responsibility for coordinating precollege programs and assisting in retention programs in general. He is working with existing programs in the Dean of Students Office and new programs now being developed in the College of Engineering and Applied Science. He will work to see that needed programs will be developed in the other undergraduate colleges. Modest funding for a retention program for students in Business and Economics has already been received."

Respondent: MAD

Response: See below

- a. Recommendation: Continue adequate support (staff, computing capabilities, budget) for recently implemented admissions programs (e.g., using volunteer undergraduates as recruiters; using parents of students as recruiters; developing relationships with high school counselors) and for the analysis and evaluation of such programs.

Respondent: MAD

Response: See below.

- b. Recommendation: Continue to explore possibilities for new admissions programs (e.g., purchasing lists of potential applicants, hosting programs for school guidance counselors in geographic areas with large concentrations of minority students.)

Respondent: MAD

Response: "We are beginning this academic year with substantially enhanced resources to address the overall recruiting of undergraduates. The increased staffing and almost doubling of the program budget will have a direct and immediate impact on our ability to more effectively recruit minority and women students. All of these resources were provided through reallocation in the past year. The following specific actions and programs are now in place:

1. Staffing has been increased three-fold in the past 6 years to the present level of 12, finally comparable with our peer institutions. This staff size will allow us for the first time to focus more clearly on the recruitment of minorities and women.

2. The program budget for the admissions office has been doubled as a result of reallocations. As a result, we will initiate more sophisticated marketing programs, provide more written material to our prospective students and parents, host special cultivation events on campus for candidates and guidance counselors, and expand our support of people resources through recruiting programs involving our faculty, alumni, students and parents.
3. We have just signed an agreement for a state-of-the-art admission system which will allow for increased personalization of the Admissions process, sophisticated tracking of prospects, and state-of-the-art market analysis of our prospect pool.
4. We have established a Student Ambassador Advisory Board (SAAB) that will be heavily populated by minority students, with the purpose of involving students directly in all aspects of recruiting.
5. Inner city guidance counselor breakfasts will be hosted in Philadelphia, Newark, Harrisburg and New York City, that will include students, faculty, staff and minority alumni."

c. Recommendation: Increase funding for financial aid.

Respondent: MAD

Response: See below

d. Recommendation: Review financial aid policies that may have particular impact on Lehigh's ability to recruit and retain minority and women students.

Respondent: MAD

Response: "The entire institution has come together to lay the groundwork for an enormous increase in financial aid resources, beginning in the 1991-92 academic year. As a result of Board action in October, Lehigh will finally be able to meet the need of all students who are recruited and admitted through the regular admissions process. No single action can have a more profound impact on our recruiting.

We have historically placed the highest priority on providing financial aid to our minority students. We will continue to review our policies and practices to insure that we are all doing all that is possible to recruit women and minorities. However, the substantial increase in resources that we anticipate in the coming year that will result in the elimination of our "admit-deny" practice will be the most critical and positive difference in our ability to recruit."

- e. Recommendation: Continue support for programs that have been effective in retaining minority students at Lehigh; explore possibilities of acquiring additional support to enhance such programs.

Respondent: MAD

Response: "The Challenge For Success Program has been a remarkable success story. Resources to support that program have been substantially increased in recent years, yet we are stretched to the limit, and more funds are required.

We have the beginning of a strong foundation to increasingly enhance the success of our minority students, and the next critical step is to insure that the CFS program is more fully integrated into the overall retention and outreach programs. The Provost's Office and Student Affairs Offices have begun to work together effectively in this regard. Much progress can be made in building partnerships with the corporate world that will result in increased program and scholarship funding."

- f. Encourage the further development of pre-college academic programs both in the schools and on campus, with emphasis on participation of female and minority students.

- i. Recommendation: Coordinate information on existing local programs and initiatives through the Provost's Office.

Respondent: AWP

Response: See below

- ii. Recommendation: Pursue funding opportunities to develop pre-college summer programs that draw on a regional and national, as well as local, base.

Respondent: AWP

Response: See below

- iii. Recommendation: Ensure that faculty efforts in this area are adequately recognized as professional activities.

Respondent: AWP

Response: A document listing all existing precollege programs at Lehigh has been prepared with faculty and contact persons identified. In addition, a new program to allow high school students to enroll in a Lehigh course free of charge (the High School Scholars Program) has been developed. Minorities are encouraged. This program will start in the fall of 1991. Up to 35 students will be accommodated.

2. Recommendation: Improve our abilities to recruit and retain minority and women graduate students.

Respondent: AWP

Response: "Henry Odi, Assistant to the Provost for Special Programs, has made and will continue to make a series of targeted contacts with historically Black colleges, both in Pennsylvania and in the South to recruit potential graduate students for our programs. The costs of his activity are not certain at the present time, but will be covered from the Travel Budget of the Provost's Office. Special new fellowships and assistantships have been provided for this effort, which will support up to 6 students in 1991."

a. Recommendation: Increase our efforts to ensure that the overall environment for and status of graduate students continue to be enhanced.

Respondent: AWP

Response: See below

i. Recommendation: Ensure that initiatives and services provided to students by the Graduate School are not diminished following the elimination of the position of a full-time Dean (e.g., Graduate Student Council, TA Training Program, Graduate Student Orientation).

Respondent: AWP

Response: "We are doing as requested. The Associate Dean of Graduate Studies position has been increased in allocated time as needed to accomplish support."

ii. Recommendation: Evaluate the adequacy of other services for graduate needs (e.g., Counseling Center, Health Services, fitness facilities, housing) and provide funding where improvements are needed.

Respondent: MAD

Response: "Many of the factors that must fall into place to support these areas have been discussed in previous sections. (i.e., fitness center)

We are seeing increased use of services by our graduate population. The leadership of the Graduate Student Council meets regularly with various members of the Student Affairs staff, and graduate student appointments to standing committees and search committees are increasing."

b. Recommendation: Require graduate programs to develop recruitment plans to increase the enrollment of students from underrepresented groups; increase or reallocate funding and staff time needed to implement these recruitment plans.

Respondent: AWP

Response: We have used other means to start to accomplish this. We have offered half stipends and tuition awards to departments who recruit minority graduate students. The departments are required to provide the remaining funds. Six minority graduate students will be supported next year under this plan, the limit of our funds. Clear departmental plans have been developed in some departments but are not generally in place, and the Provost's Council has not yet properly addressed this issue. We will take action to start this process this spring.

c. **Increase targeted fellowship support for groups underrepresented in graduate programs.**

- i. Recommendation: Evaluate distribution of current fellowship support in the departments, Colleges, and Graduate School to determine if additional existing fellowships should be targeted for underrepresented groups.

Respondent: AWP

Response: See below

- ii. Recommendation: Increase support to create new fellowships, in addition to the current two Provost's Fellowships and two University graduate fellowships, designated for minorities.

Respondent: AWP

Response: "Already done, see 2c above."

- iii. Recommendation: Develop funding to continue support for the two Patricia Roberts Harris Fellowships, which are designated for minorities and/or women in fields in which they are underrepresented, after grant support ceases in 1992.

Respondent: AWP

Response: As described above, six new fellowships are available but much more needs to be done. Dean Simon, the academic deans and departmental chairpersons need to identify support sources and see that our students apply. We also need to find more support sources for our institution so we can administer fellowships. A continuation proposal for the Harris fellowships has been submitted. Dean Simon has committed himself to finding support for minority graduate students when special opportunities arise and normal resources are not available.

- d. Recommendation: Encourage the further development, with strong priority on enrollment of minorities and women, of special programs that bring undergraduate students from other colleges to Lehigh (e.g., the summer research programs in the sciences).

Respondent: AWP

Response: See response to II 20 above. A summer research program is part of our Tuskegee proposal. We will seek to increase our minority enrollment in existing summer programs in 1991.

- e. Recommendation: Evaluate the data from the forthcoming graduate student survey to determine problem areas identified by students and topics requiring further investigation, paying particular attention to those affecting minorities and women.

Respondent: AWP

Response: "No action taken yet. Dean Simon will study the survey when results are available."

- f. Establish a supportive environment for minority and women graduate students at the departmental level:

- i. Recommendation: Continue diversity awareness workshops for faculty and graduate students.

Respondent: AWP

Response: Diversity workshops have continued, although not specifically targeted for graduate students. Workshops are planned for new teaching assistants, faculty and staff in the fall of 1991. In addition, special emphasis will be placed next year on providing sexual harassment workshops for the University community, beginning with the President's Council this June. Sexual harassment workshops were provided this year for new TA's and a volunteer group of 12 faculty and staff. Sexual harassment workshops also are a component in an orientation program for graduating seniors called "Life After Lehigh."

- ii. Recommendation: Encourage formation of an informal mentoring program for minority and women graduate students, similar to the program for new women faculty.

Respondent: AWP

Response: This has not yet been done. Action will be taken in the 1991-92 year.

- iii. Recommendation: Strengthen graduate student orientation to respond to student concerns.

Respondent: AWP

Response: Orientation for graduate students is conducted in cooperation with the Graduate Student Council. This is a continuing process in Dean Simon's office. We plan to include diversity training as part of the orientation program.

3. Recommendation: Improve our abilities to recruit, retain and promote minority and women faculty.

Respondent: AWP

Response: "Henry Odi, Assistant to the Provost for Special Programs, has assumed some responsibilities for identifying potential faculty, both in historically Black colleges and in colleges in urban centers in New York, New Jersey, and Pennsylvania who may be recruited for our ranks."

- a. Recommendation: Phase in, over a period of four years, a fund of \$200,000 to allow departments to hire minority faculty even if no slots are open. The implication of this would be to reallocate from newly vacated slots somewhere within the University.

Respondent: AWP

Response: We have begun this process, which will take some years to complete. We have transferred one minority faculty member to a permanent slot through reallocation and completed permanent funding for a second. We are adding two more minority faculty, who will be anticipation hires and will eventually fill permanent slots. Although we have not created a specific fund, per se, the aggregate of these four hires is about \$175,000 and represents positions created especially to take advantage of minority hiring opportunities. We also are negotiating with another African American individual to join the Lehigh faculty in 1992 to direct our African American Studies Program. All of this has occurred on an ad hoc basis, however, and the creation of a specific dedicated fund is a better strategy and is our long term goal.

- b. Officially designate the Academic Deans as the principal affirmative action officers of their colleges.

- i. Recommendation: Reaffirm the use of affirmative action performance as an important component in each Dean's merit evaluation.

Respondent: AWP

Response: "We will do this."

- ii. Recommendation: Have each Dean conduct a yearly meeting with the chairpersons of faculty search committees, explaining the meaning of affirmative action in searches, and stressing its importance in accordance with University principles.

Respondent: AWP

Response: This has been done, but needs to be reconsidered. The monitoring of affirmative action processes often requires both local and centralized attention and we are not satisfied we have the right combination.

- iii. Recommendation: Require, prior to scheduling of candidate interviews, that each Dean certify to Provost's Office that a sincere effort has been made to identify minority and female candidates for vacant faculty positions. In absence of such certification, have Provost's office refuse to pay costs of interviews.

Respondent: AWP

Response: "We now require deans to do this and have increased their responsibilities in this area. Punitive aspect of recommendation is not relevant as requirements do not allow any interviews to begin without this review. Our system is still less than perfect.

- iv. Recommendation: Encourage search committees to involve minorities from other departments, colleges or the community in the search process. Have Provost's Office provide appropriate travel costs and honoraria to external participants in a search.

Respondent: AWP

Response: "Committees will be so encouraged, expenses, but not honoraria, paid."

- c. Further develop the mentoring process for junior faculty, especially women and minorities.

- i. Recommendation: Develop written guidelines for mentors about the expectations of this role.

Respondent: AWP

Response: See below

- ii. Recommendation: Gather feedback on the effectiveness of mentoring programs.

Respondent: AWP

Response: See below

- iii. Recommendation: Add a section to the annual faculty accomplishment forms in which senior faculty may state how they have helped further the careers of junior faculty.

Respondent: AWP

Response: See below

- iv. Recommendation: Encourage junior faculty to establish collaborations at Lehigh and at other universities, and identify the resources needed to make such collaborations possible.

Respondent: AWP

Response: See below

- v. Recommendation: Encourage and support travel to professional meetings.

Respondent: AWP

Response: "No action has been taken. The recommendations are good, but will take time to achieve. Items i.), ii.), and iii.) will be studies for action in the 1991-92 year. Item iv.) is already done in some departments. The Provost's Council will study how to do more. Item v.) is already done."

- d. Recommendation: **Develop methods to hire and retain couples who are both academicians. Help non-faculty spouses find employment.**

Respondent: AWP

Response: "These are already done to some extent. Hiring faculty couples will be done when appropriate faculty positions are available. New slots for this purpose are unlikely."

4. **Improve our abilities to recruit, retain and provide advancement opportunities for minority and women staff.**

- a. Recommendation: **Establish a Higher Education Administration Internship Program to provide advancement opportunities for minorities in staff positions at Lehigh through a rotational learning program.**

Respondent: JWW

Response: "We agree that internship programs such as the Higher Education Administration Intern Program are good minority recruitment tools. If funding is made available, departments could take advantage, on an individual basis, of programs offered through various professional organizations. Human Resources' involvement in the establishment of rotational learning internship programs at Lehigh must be deferred until higher priority objectives are met."

- b. Recommendation: **Maintain commitment to middle school programs that encourage students to graduate from high school and attend college.**

Respondent: MAD

Response: "We need to strengthen and expand the STAR program which was initiated a year ago. The program brings together classes from Broughal and Lehigh minority students as tutors. It provides a magnificent opportunity to engage and excite these middle school students in regard to thinking positively about higher education.

The program is inadequately funded and staffed at the current time. (During 1989-90, all funding came from the Admissions Office, but during 1990-91, we are soliciting funds from other departments and businesses.) It is our intent involve volunteers from across the campus.

It will be critical to integrate this program into the overall outreach activities of the University that will be coordinated through the Provost's Office."

- c. Recommendation: Create a position to coordinate local outreach programs in middle schools and high schools.
- Respondent: PL
- Response: There is significant growth in our local outreach programs, coordinated largely by Henry Odi as Assistant to the Provost for Special Programs. A new brochure called "Bridging the Gap" describes many Lehigh outreach programs.
- d. Recommendation: Increase advertising to reach more effectively minority and female applicants for staff positions. Develop methods to increase minority and female representation in applicant pools and to target specific groups.
- Respondent: JWW
- Response: "Effective July 1, 1990, Human Resources has no advertising budget. We suggest that each Vice President allocate money annually to spend on advertising to attract females and minorities."
- e. Recommendation: Prepare a data base of current programs that involve affirmative action and community outreach. Tap the Lehigh employee network and use it for recruiting, public relations and referrals to help develop closer ties with local Hispanic and women's groups.
- Respondent: JWW
- Response: "Community Relations and Human Resources are currently working on developing this database. A preliminary questionnaire has been designed to find out what types of organizations and groups our employees are interested and/or involved in. Upon campus distribution, results will be tallied and individual follow-up will match employees with organizations."
- f. Recommendation: Provide consistent training to all new supervisors and department heads with management and hiring responsibilities. Topics to be covered include positive employee management, interviewing, selection, affirmative action, and problem solving.
- Respondent: JWW
- Response: "We agree that consistent supervisory training should be provided to all new supervisors and department heads but we do not have the budgetary support for a comprehensive program at this time. Currently, a limited number of training programs, funded by vending machine profits, are available to supervisors and staff."
- g. Recommendation: Provide recognition to employees for contributions to a better workplace such as cost saving ideas, quality service, years of service, attendance and community service.

Response: "Some elements of an employee recognition program for nonexempt staff were introduced during the past year. Plans to expand the program for nonexempt staff and to include other employee groups are currently being developed."

- h. Recommendation: Evaluate the performance of managers and supervisors based on their efforts to help Lehigh meet its objectives in hiring, retention, employee development, and achieving multicultural diversity.

Respondent: JWW

Response: "Human Resources plans to meet with the Vice Presidents to discuss their plans for annual performance appraisal. We will recommend that each individual's contributions to multicultural diversity be included in the evaluation."

- i. Recommendation: Facilitate support groups and networks for minority employees to promote contact, communication and assistance.

Respondent: JWW

Response: "Through a joint effort between Human Resources and the Provost's Office, a minority support group for staff and faculty has been organized. Each month, a Vice President or Dean will attend the group's meeting to discuss multicultural issues in their respective areas."

- j. Recommendation: Hold orientation sessions for new employees to welcome them, help them understand how Lehigh works, meet other employees, and establish a network for assistance and learning.

Respondent: JWW

Response: "Human Resources has been conducting orientation programs for new support staff since 1985. In July 1990, Human Resources held the first combined (exempt, nonexempt) new staff orientation. It is a one-day affair including approximately 12 key speakers, a tour of campus and library and lunch. The program cost continues to increase and is funded by the sale of Entertainment Books."

- k. Recommendation: Develop a career awareness program to encourage employees to examine their skills, strengths, weaknesses, goals and objectives, and to take control and aim for goals and objectives relating to their career. Target minority and women employees.

Respondent: JWW

Response: "See Page 3, Number 8."

5. Recommendation: Create a position Executive Assistant to the President responsible for the implementation of many of these recommended programs and to maintain a centralized location for information and assistance in reaching the desired objectives.

Respondent: PL

Response: "I do not intend to create such a position. Many of these objectives are being pursued by Henry Odi in his new role as Assistant to the Provost for Special Programs. Somehow we must meet our obligations without increasing staff, even if we must forego other activities."

V. SEXUAL HARASSMENT

1. Recommendation: Require gryphons, teaching assistants, department heads, and supervisors to participate in seminars on sexual harassment.

Respondent: AWP

Response: "This year Henry Odi and Patti Ota presented a session on sexual harassment as part of the new teaching assistant training program. However, this information needs to be conveyed to all teaching assistants. Henry Odi and Patti Ota will plan more comprehensive workshops on sexual harassment for 1991-92."

2. Recommendation: Make gryphons responsible for conducting programs on sexual harassment in their halls. Require all residential units to hold at least one program on sexual harassment each year.

Respondent: MAD

Response: "Gryphons are currently trained in sexual harassment issues and frequently bring those cases forward to be addressed. Five cases of harassment were reported through the gryphons by mid-September.

It is our intent to focus on sexual harassment as a part of the male/female relationship program in the residential curriculum in the coming year."

3. Recommendation: Promote sexual harassment awareness through brochures and informational materials suitable for different audiences (freshmen, upperclassmen, faculty, staff) and distribute widely. Make the policy clearer and more visible in the Student Handbook.

Respondent: JWW

Response: "In the past year, the Affirmative Action Equal Opportunity Commission (AAEOC) sponsored a series of events to promote awareness of sexual harassment. The University's policies were publicized in Spotlight,

LehighWeek, and Brown and White. The AAEOC and Human Resources will continue efforts to increase awareness."

4. Recommendation: Publicize resources for people who have been sexually harassed.

Respondent: JWW

Response: "Resources for people who have been sexually harassed were published in a past Spotlight issue. We will continue to announce these resources periodically."

5. Recommendation: Continue diversity awareness workshops initiated this year and provide assertiveness training for women on campus.

Respondent: AWP

Response: "Diversity awareness programs developed last year will be continued for faculty. Discussion indicates that the format was acceptable and, by and large, successful. Methods to recruit and encourage faculty to participate in this program are not as yet clear. Current plans are that all new faculty will be invited to participate as an expectation of their employment and older faculty will be added to this group as the new faculty cycle through the program. It is believed that articulating the expectation of all new faculty and staff will participate in the program will provide a rationale for continued cycling of the program through the existing faculty. It is intended to have some programs organized for the new faculty by mid-semester."

Respondent: JWW

Response: "Human Resources continues to offer Multicultural Diversity Workshops for new staff and for those who did not participate in workshops earlier this year. Such employees are encouraged to enroll in the workshop offered on the Fall Training and Development schedule. Plans are being made to develop a follow-up program. Human Resources is also offering a new workshop for women only this Fall. The workshop will focus on assertive behavior."

6. Recommendation: Examine and revise the process of filing a sexual harassment complaint to make it more supportive of the feelings and concerns of the victim. Review the actions taken against offenders. Provide appropriate support mechanisms for victims.

Respondent: JWW

Response: "A recommendation to examine this process, including actions against offenders and support for victims, will be presented to the AAEOC."

CHILD CARE

Since our goal is to make Lehigh University a more caring, humane and effective community, examining issues for family and children is both appropriate and essential. We must think about policies and programs for supporting families in the broadest sense.

The results of a questionnaire assessing the childcare needs of Lehigh employees and students indicated that many Lehigh parents would welcome a childcare facility on the Lehigh campus; in fact, many respondents commented that they felt such a facility was long overdue. Results of the questionnaire were shared with President Likins, who decided that Lehigh should aim at establishing a childcare center in the fall of 1990. Space for the center was identified in the Saucon Village apartments, a Childcare Advisory Board was appointed, and money was allocated for renovations of the space, equipment, and some financial assistance for parents who can not afford the full cost of childcare. We are extremely pleased to report that Lehigh University opened a high quality childcare center in August, 1990.

Respondent: PL

Response: After seven months of operations, we feel very good about our Childcare Center. The subsidy required in the first year exceeded our expectations, but our quality objectives have been met and we expect to grow into our cost structure to meet our financial goals for next year.