



**LEHIGH**

University

President's Commission on  
Diversity

Richard N. Weisman, Co-Chair  
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Counseling Service

August 27, 1998

**MEMORANDUM**

**TO:** President Gregory Farrington  
Provost Nelson Markley

**FROM:** Members of the Commission on Diversity

**RE:** Final Report

Please find enclosed the report of the President's Commission on Diversity for 1996-98. The Commission was created by President Likins to address issues of diversity in the Lehigh community, to understand problems and issues, and to offer guidance and solutions. He asked that this report be of educational value to the new President. In a meeting last fall with Provost Markley, he asked us to do the same, to delineate the status of diversity at the university. With this report, we conclude our duties on the Commission and the fate of the Commission itself is in your hands.

We ask that you share this report with those members of your staff and the Lehigh community whom you believe ought to read it. If you wish, the members of the Commission (except Tori Bronaugh who is no longer at Lehigh) would be pleased to meet and discuss the content of the report and to help you consider the future course of action for the Commission and for diversity at Lshigh.

Attachments

# ***DIVERSITY COMMISSION REPORT***

**1996 - 1998**

**Prepared by:**

**Members of the  
President's Commission on Diversity**

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International Education**

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## **INTRODUCTION**

Lehigh University is at a crossroads with regard to issues of diversity. In the past two years, our community has welcomed a new Chair of the Board of Trustees, a Provost, a Dean of Admissions, and a Vice-President for Development/Advancement, a Vice-President for Public Affairs and three new Deans of the four academic colleges. Perhaps the most important new appointment with regard to diversity issues is the new President, who will arrive on campus late this summer. All these new administrators will have tremendous influence on future policy, especially those that pertain to diversity issues.

Eight goals are offered in The Lehigh Plan (1994). Goal number three of these states in part:

"Enrich and diversify the social and cultural environment at Lehigh.

- Promote healthy gender relationships...
- Promote healthy race relations... actively pursue the increase of racial diversity in student, staff, and trustee populations.
- ...increase the number of undergraduate and graduate students from diverse national origins."

In the 1998 Operating Principles and Guidelines, President Hittinger declared that Lehigh must "seek improvement in student, faculty and staff diversity. Success will probably come from targeted programs, including goal setting and accountability. Recruitment and retention efforts must be quantified to provide strong support for growth."

This report is an assessment of Lehigh's progress toward diversity goals during the past few years. The Diversity Commission finds that Lehigh is falling short of meeting the diversity goals which we, as a community, have set for ourselves. The accreditation bodies for the College of Business and Economics, the National Collegiate Athletic Association (NCAA) re-certification site visit team, and the Middle States Association of Colleges and Schools have all found Lehigh lacking in various aspects with regard to diversity.

This brings us to the crossroads. The combination of new leadership and problems that are recognized by so many affords an opportunity to make commitments to attain the diversity goals presented in various Lehigh planning documents.

## **ACCOMPLISHMENTS**

The current Diversity Commission has served at the discretion of the President. With the encouragement of Interim President Hittinger and Provost Markley, we have continued to work on our assessment of diversity issues at Lehigh. In our last formal meeting with President Likins, he charged us with the task of creating a report for the new leadership of the university and for the community at large that will "tell it like it is".

## Diversity Commission Report

This report reveals the strides forward that the institution has made in recent years but also lays out the failures and the work left undone. In preparing this report, we interviewed various campus leaders, and asked the following five questions pertaining to diversity achievements at Lehigh.

1. What are the current priorities in your office with regard to diversity issues?
2. What are some of the programs in place to help, encourage, and promote diversity?
3. What outcomes or results have occurred because of these programs?
4. What are the current challenges that your office faces in regard to diversity issues?
5. What programs are in place to help overcome any of the challenges or problems your office faces?

In addition to those interviewed (see Appendix A), the Diversity Commission includes faculty and staff from diverse areas of campus who are responsible for a myriad of activities on campus. The members include people with a long institutional memory of efforts regarding diversity.

In summary, the following recent accomplishments were achieved (as of 5/98):

1. Increase in the number of trustees from differing ethnic and gender backgrounds.
2. Increase in the number of women appointed in key administrative positions including Deans, Department Chairs, Vice Presidents, and Associate Deans.
3. Increase in the number of minorities hired for non-exempt staff positions.
4. Significant increase in international undergraduate students enrolled at the university.
5. A gradual, yet steady increase in the overall numbers of Black and Latino undergraduate admissions.
6. Development of the Women's Studies, the African American Studies, and the Latin American Studies degree programs.
7. Successful celebration of 25 years of Undergraduate Women at Lehigh.
8. Commiversity Day - a unique intellectual and cultural celebration of diversity at Lehigh in September 1996.
9. The Residential Environment Report, which culminated in the construction of the first non-Greek dormitory on the hill.
10. The first permanent sorority house on the hill.

11. Establishment of the President's Council on Women, 1997.
12. Creation of the Global Union and the Global Council in 1997.
13. Creation of organizations in support of gay, lesbian, bisexual and transexual groups.
14. In 1997, a full-time Director of Academic Support for Students with Disabilities was hired in the Student Life area.

### ***WEAKNESSES OR PROBLEM AREAS***

Based on our research and the results of various external reviews, we find that Lehigh is falling short of its stated goals in the following ways:

1. A continued struggle in establishing a representative number of faculty and exempt staff of color at the university. Number of exempt and faculty minorities hired in proportion to the total number of new hires remains low.
2. Increased incidents of backlash toward affirmative action policies.
3. Some individuals in critical areas responsible for making hiring decisions (key administrators and department heads) are not committed to diversity issues.
4. An updated sexual harassment policy for faculty, staff and students is still pending approval by the Board of Trustees.
5. Lack of institutional support for continuing the gains made by the Safe Space in regard to decreasing homophobia at Lehigh.
6. Lehigh has not met the stated goals set by the International Education Office and the 1996 Diversity Commission report (Appendix C).

### ***RECOMMENDATIONS***

To move us forward, the present Diversity Commission offers the following recommendations:

1. Reconstitute and organize the Diversity Commission must be organized in such a manner as to allow no doubt of Lehigh's deep commitment to the creation and maintenance of an educational community that is truly rich in diversity. Practical examples of such commitment include:
  - visible support and participation by the Trustees, the President and a cross section of students, faculty and staff;

## Diversity Commission Report

- appointment of a high level staff member who sits at the President's table (member of President's staff) with a major responsibility for diversity;
  - a commitment in funding commensurate with a high level institutional priority.
2. Provide adequate financial resources to support the necessary programming efforts of the Diversity Commission. Make a good faith and committed effort toward diversity issues at Lehigh.
  3. Expect trustees to set an example for the university community in their conduct, in their appointments, and in their expectations of the rest of the university toward making diversity a critical core value at Lehigh.
  4. Increase the diversity of tenure-track faculty and staff by providing funding for recruiting and retention efforts.
  5. Hold a dialog focusing on multicultural relationships and establishing an enriched cultural environment at Lehigh.
  6. Integrate on-going diversity training within each academic department and college.
  7. Implement a diversity component to the departmental evaluations, stressing to each department and its individual members that efforts toward increasing diversity at Lehigh are valued.
  8. Include specific diversity goals in the *Operating Principles and Guidelines for Academic Affairs* and its constituent colleges, Finance, Advancement, Public Affairs and the Alumni Association.
  9. Establish an endowed award recognizing staff and faculty who make significant contributions to diversity at Lehigh with funding secured by the Development Office.
  10. Enhance retention programs and activities for minority and international students.
  11. Continue to foster a globally aware campus environment by sustained support for the Global Union, the Global Council, and other activities.

Appended to this report are several short statements and summaries obtained from discussions with individuals about the workings of their departments and offices. We hope that you will find this report revealing, accurate and empowering. One element that makes Lehigh so vibrant is that there is always room to grow.

# APPENDICES

**APPENDIX A**  
**Names of Administrators**  
**Interviewed**

## APPENDIX A

Rebecca Bowen	Manager of Employee Relations and Training
Donna Goldfeder	Director of Career Services
Lorna Hunter	Dean of Admissions and Financial Aid
Henry Odi	Assistant Provost
John Smeaton	Dean of Students
William Stanford	Director of Financial Aid
Anne Thomas	Director of International Education

# **APPENDIX B**

## **Short Statement and Summaries**

**APPENDIX B1**  
**Admissions-Recruitment of**  
**Undergraduate Students of**  
**Color**

## SOC Annual Report '96 - '97

Once again, the task was to increase the student of color numbers while improving the academic talent of the incoming class. Top priority was to be given to the **African-American** population because their enrollment numbers had reached a critical point. The Mican-American female numbers were even lower. On the recommendation of last year's report the Financial Aid **office** planned to set aside monies to deal with the issue of late filers. The understanding was that first generation college bound students of color (SOC) do not always file on time and the result is a loss of good candidates. An additional staff member was hired to help with this aggressive plan. Our hope was that we would be able to run more programs even though most counselors were on the road. Ayisha McKenzie's role was very instrumental in putting together more on-campus **programs**. The bottom line was that through more exposure Lehigh hoped to increase it's SOC population.

The best way to evaluate the year is to break up the recruiting into two areas, On **campus programs** and **Off** campus programs. On campus programs includes phone-a-thons, Scholar's Days, Lehigh Leaders, interns, and Prospective Weekend. Off campus **programs** included high school visits, college fairs, alumni programs, outreach workshops and mailings. This report will focus on the African-American and Latino populations only. Mimi Loo will report on Asians and the Native .American population is too small. We enrolled one Native American for 1997.

### ***On Campus Programs***

#### Phone-a-thons

This year there were three separate phone-a-thons. The first one was in January to try to turn soft inquiries into applications and to remind applicants about financial aid deadlines. The second was held in the beginning of March to encourage students to come to prospective weekend. The third and final phone-a-thon was in April to find out who was coming to Lehigh and to talk to those who had yet to make a decision. Phone-a-thons are sometimes difficult to arrange because they **often** conflict with student's schedules. However, they are important, especially the latter two. The first phone-a-thon needs to be moved up because interest in Lehigh drops as we move **further** along the admissions process. The final phone-a-thon definitely helps with matriculants. At least 5 SOC were enrolled due to the final phone-a-thon.

#### Recommendations

- \*move the first phone-a-thon up to November
- \*have the admissions **staff** participate in phone-a-thons
- \*have **alumni** call SOC with high AI

## Scholar's Days & Lehigh Leaders

What was once called L-train tours has a new name: Scholar's Days. The team felt it was time for a name change to give our on campus programs more of an academic feel. Once again Prime, Champ and Prep For Prep visited the campus. This year a Lehigh Valley program was added and Paul Robeson could not participate due to a change in administration. Prime brought the largest group this year with 20 students; Prep For Prep brought 8; Champ brought 8; and the Lehigh Valley program had 3. We had two of the overnights merge with other regular admissions programs. which we felt added to the participation of our staff and enhanced the student's overall experience. These types of programs help create a good inquiry pool and generate applications. Out of all of our on campus programs, the Scholar's Days make the **biggest** impact.

Lehigh Leaders was brand new this year. The program was an early attempt to create new applicants by asking students from Pennsylvania, New York and New Jersey to come and stay for a special overnight. The selection process was based on the student's academic and extra-curricular profile. Those invited were to receive royal treatment which included dinner with the President. The response was good and the number of students in attendance was 18. Overall, the program went very well. Five students from the program enrolled for the class of 2001. One of the comments made about the program was that we needed to have some kind of entertainment lined up for the night.

### Recommendations

- \* overnight programs should include planned entertainment
- \* more Lehigh Leaders Programs should be planned
- \* create overnight visits that can be incorporated into pre-existing programs
- \* continue to look for new groups to invite to campus

## Interns

The intern program is an asset we need to explore more. The program is designed to expose current students to the recruitment process of prospective SOC. **This** year we had four interns which worked out better than last year's eight. The interns helped plan programs on campus, attended college fairs and ran workshops. The interns played a major role in recruiting current students to help with events as well as keeping the admissions office informed of daily happenings in our communities. The one year term has a few problems, however. We have found that as interns really start to understand their role in the office, their time is up. Also, in the past they have not received enough guidance in the **beginning** of the year. Both of these are being addressed currently and will also be a concern next year.

### Recommendations

- \* create a guide book for the interns
- \* increase the term of the position to two years

- \* continue to make the position a special honor
- \* attempt to not have more than four interns

### Prospective Weekend

African-American & Latino prospective weekend was very **successful**. We had 38 students in attendance. This group seemed to work well together and also have **fun**. The Lehigh students were great this year; they pulled themselves together for the weekend. Lehigh Night at the Apollo was excellent thanks to a lot of work by Kim E., Ayisha, and the students. Other than some mishaps with room set-ups and a few other problems, the program worked out well. The alumni felt they needed to be notified sooner. Out of the 38 students who participated, 14 enrolled for the fall producing a **37%** yield. We need to work on increasing the number of students who attend our weekend.

#### Recommendations

- \* check all details over as a group
- \* contact alumni sooner
- \* make sure our current students continue to understand the importance of the weekend
- \* reserve rooms early for best selection
- \* create more ways to enhance attendance by prospectives

### ***OFF*** Campus Programs

#### High School Visits

The admissions staff was reminded to visit high schools in their assigned areas with a good percentage of SOC who are college bound. There was no follow up by the SOC team to see how many schools were actually visited. Several days were dedicated to SOC only high school visits. Kim E. visited the Newark area after a four year absence by Lehigh. Overall, not enough time was given to SOC high school visits. It is important that we become more visible in African-American and Latino communities.

#### Recommendations

- \* set aside at least two weeks for SOC visits
- \* create a follow up system for **SOC** high school visits
- \* have our current students return to their high schools to promote Lehigh
- \* do presentations on the admissions process in general when doing SOC visits; include parents if possible
- \* visit church groups in certain areas

## College Fairs

The number of college fairs with good percentages of SOC increased this year with the addition of several National fairs and two NSSFNS fairs. The National fairs added included, Long Island, Philadelphia, New York City, and New Jersey. All of these attract large populations of SOC. The NSSFNS were in Philadelphia and New Orleans. Lehigh needs to continue to find more college fairs that will expose the university to more SOC. This will help increase our inquiry pool. This year we involved the interns in college fairs. Some interns attended fairs with counselors and one of our interns attended a college fair at her old high school with another current student. Having the interns at fairs definitely adds to our credibility and makes us more approachable. Even though our students helped with some fairs, we need to have more students attend programs with counselors.

### Recommendations

- \* have more current students attend fairs with counselors (especially ones held at their old high schools)
- \* use African-American and Latino alumni at college fairs

## Alumni Programs

To address the low number of African-American and Latino women coming into Lehigh we put together two luncheons sponsored by the alumni. One was held in New York City and the second was to be held in Philadelphia, both on the 20th of April. The Philadelphia program had to be canceled due to very low numbers, but the New York one did take place. Ten alumni attended and three prospectives. We attribute the low turn-out to not enough notice and the fact that the luncheons were planned too late in the decision process. If presented better this can make for an excellent enrollment tool.

### Recommendations

- \* have the programs earlier in the spring
- \* mail invitations with more response time
- \* check out more restaurant choices
- \* find other ways to use alumni (i.e. phone calling)

## Outreach Workshops

The team wants to continue to grow in this area. A total of four programs were done, two by Ayisha and two by Reese. The programs were designed to discuss the college process as a whole, and not focus just on Lehigh. From one of the two programs done by Ayisha we were rewarded by having one of the students enroll in the class of 2001. These programs allow Lehigh an opportunity to walk students through the admissions and financial aid processes, as well as soft sell the university. Similar attempts have been done on a larger scale: Access and Choice was the result of one collaboration. Unlike the programs done this year, Access & Choice targets a more

at-risk group. To our disappointment the Access & Choice tour in '97 was canceled. It will be reinstated this year.

### Recommendations

- \*schedule a few more outreach workshops during travel season; the earlier the students get the **information** the better
- \*make sure to take financial aid materials
- \*use counselors with whom we have established relationships
- \*follow up is important

### Mailings

This year we sent out four different pieces to the **African-American** and Latino populations. We sent letters of introduction; reminders about financial aid and admissions deadlines; invitations to programs; and thank you letters. Our intention was to keep interest in Lehigh strong through the use of constant communication. We are not sure if we did enough in this area. If we look at the number of inquiries to applications, (see Table 1), we still need to turn more of our inquiries into applications. More contact needs to be made with prospective students at earlier stages of the admissions process. Also, some letters went out too late to have their desired effect.

### Recommendations

- \* make more contact with students in the early stages of the admissions process.
- \* create more personal **letters**(i.e. b-day wishes)
- \* use the students on campus to write to prospectives
- \* use alumni to write to students
- \* mail a fee waiver to each **alumnus** to use for a special SOC

### Summary

Our team feels that the issue of recruiting and enrolling more SOC is a complicated one with many different parts. We realize that the current state of our African-American and Latino students on campus will directly affect our recruiting efforts. Meaning, if our current population is generally not happy, than we must deal with that as it relates to our overall goal of increasing numbers. In this past year concerned faculty and staff have made some steps in working to create a better climate on campus. And in addition, the cost of Lehigh seems to be more of a burden on some of our students than it has been in the past.

The end result of this year's recruiting efforts brought in a **freshman** class of 31 male African-Americans and 7 female **African-Americans**; 13 male Latinos and 12 female Latinos. As far as inquiries, applications and offers were concerned, all three categories increased. Inquiries for African-Americans rose 23% percent and also rose 5% percent for Latinos. Applications rose

**23%** percent for **African-Americans** and **16%** percent for Latinos. Offers showed a **22%** increase for African-Americans and a **12%** increase for Latinos. The end result was the enrollment of **31** African-American men and **7** African-American women which was up 14 from last year. Thirteen Latino men enrolled and **12** Latino females which was down ten from last year. Arts & Sciences had the largest enrollment of African-Americans and Latinos. Engineering had the next largest and Business followed. The average RI for **African-Americans** was 60.8 which was up from last year's 58.5. The RI for Latinos was 62.7 which rose from **61.7** last year. The average AJ for AA was 168.9 - last year's was 165.8. And the average AJ for Latinos was 180.8, up from 178.4. We increased the numbers of African-Americans for the class of 2001, but not the number of Latinos. The academic profile improved for the incoming **African American** and Latino populations. We hope to build off of this small success. The financial flexibility helped a great deal with enrolling particular students. Seven of the students who enrolled for '97 came down to late packaging. We still missed one or two students because we did not find out about their financial problems in time. Perhaps in the future Mr. Stanford can give admissions a list of African-Americans and Latinos with and without packages when the offer letters are sent. Also, we ran into problems with a good number of academically very strong African-American and Latino students. We were not able to compete with schools offering full scholarships to these students. A recommendation would be to use some of the Dean's scholars awards to help this group.

The number we need to be most concerned with is the amount of inquiries that did not turn into applications, and more importantly, the number of female inquiries that did not turn into applications (see Table 2). A very strong effort must be made to create growth in the number of applications we receive. Some of the recommendations mentioned above can effect the application numbers, but Lehigh will also need to continue to create growth in the African American and Latino inquiry pools. The field is getting tougher for SOC and more schools are buying students and aggressively recruiting them. The students and their parents know this and in addition, Lehigh's price tag makes a lot of people uneasy. The SOC team will have to work even harder to see more growth next year.

*Table 1*

	<b>African-American</b>					<b>Latino</b>				
	<b>Inquiries</b>					<b>Inquiries</b>				
	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>
'92	?	52	25	49	58	0	56	35	54	65
'93	1	99	38	67	53	1	59	23	37	65
'94	2	71	16	63	78	0	68	17	33	99
'95	3	1043	325	294	347	1	703	176	174	296
'96	5	1052	265	250	1030	4	727	191	202	744
'97	12	1322	324	279	1264	10	735	181	189	858
	<b>Applications</b>					<b>Applications</b>				
	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>
'92	6	94	35	50	0	7	93	41	70	0
'93	9	137	37	71	0	7	95	28	52	0
'94	7	111	34	72	0	7	115	34	54	0
'95	3	134	28	66	0	2	98	28	42	0
'96	10	124	40	60	4	9	87	35	61	3
	14	168	47	65	2	11	108	44	64	0

*(Table 1 con't)*

	Offers					Offers				
	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>
'92	2	63	22	41	0	3	57	27	34	0
'93	8	101	19	53	0	5	74	24	42	0
'94	5	73	22	55	0	6	89	20	45	0
'95	2	80	15	46	0	1	67	21	28	0
'96	5	80	20	38	0	7	56	23	45	0
'97	8	104	18	43	0	7	66	26	48	0

	African-American					Latino				
	Deposits					Deposits				
	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>	<i>AE</i>	<i>AS</i>	<i>BU</i>	<i>EN</i>	<i>OO</i>
'92	0	18	5	8	0	0	6	4	4	0
'93	0	23	3	15	0	0	15	6	10	0
'94	1	15	7	8	0	3	16	2	11	0
'95	1	24	0	15	0	1	9	3	8	0
'96	0	14	3	7	0	2	17	4	11	0
'97	2	23	6	7	0	0	12	5	8	0

*Table 2*

	African-American			Latino		
	Inquiries			Inquiries		
	<i>Male</i>	<i>Female</i>	<i>Unknown</i>	<i>Male</i>	<i>Female</i>	<i>Unknown</i>
'92	117	68	1	135	75	0
'93	151	101	2	114	71	0
'94	141	89	0	115	102	0
'95	736	1256	20	563	780	7
'96	964	1623	15	813	1043	12
'97	1109	2020	72	830	1132	11

	Applications			Applications		
	<i>Male</i>	<i>Female</i>	<i>Unknown</i>	<i>Male</i>	<i>Female</i>	<i>Unknown</i>
'92	116	68	1	136	75	0
'93	151	101	2	111	71	0
'94	138	86	0	109	10	0
'95	130	101	0	88	82	0
'96	135	102	1	120	74	1
'97	187	107	2	133	93	1

*(Table 2 con't)*

	Offers			Offers		
	<i>Male</i>	<i>Female</i>	<i>Unknown</i>	<i>Male</i>	<i>Female</i>	<i>Unknown</i>
'92	71	56	1	77	44	0
'93	98	83	2	85	60	0
'94	87	68	0	81	79	0
'95	72	71	0	58	59	0
'96	73	70	1	81	49	0
'97	100	73	2	76	70	0

	African-American			Latino		
	Deposits			Deposits		
	<i>Male</i>	<i>Female</i>	<i>Unknown</i>	<i>Male</i>	<i>Female</i>	<i>Unknown</i>
'92	19	12	0	9	5	0
'93	24	17	0	18	13	0
'94	22	9	0	15	17	0
'95	21	19	0	10	11	0
'96	18	6	0	22	12	0
'97	31	7	0	13	12	0

# **APPENDIX B2**

## **Career Services**

**Career Services**

Person Interviewed: Donna Goldfeder

Career Services is at the end of the educational process since their mission is to assist seniors identify career opportunities. Their ability to influence diversity is limited; since the overall minority student enrollment is low, their task is to place this small population of minority students in positions that will enhance their opportunities to establish successful careers.

The biggest diversity challenge facing Career Services is responding to the plea from recruiting companies for minority graduates. Indeed, in recent years, Fortune 500 companies are making decisions about where to recruit based on the available pool of students. As businesses attempt to diversify their employee population, they look to institutions like Lehigh to provide a diverse pool of applicants. Some companies do not recruit as actively at Lehigh, or no longer recruit at Lehigh, because of the low minority population.

Diversity is also an important criterion in the decision to make a school a "key" recruiting school. Key schools are those in which companies will invest time, money, and energy, not only for recruiting purposes, but also for research money and corporate scholarship funding. Corporations frequently express disappointment with Lehigh's numbers. Career Services can describe current efforts underway at Lehigh to improve diversity: efforts in Admissions, the Challenge for Success Program, and others to try to convince recruiters that Lehigh is serious about diversity. However, without a significant change in minority population, these explanations will no longer be convincing to recruiters.

Historically, the numbers of students have not changed significantly. The class of '96 minority enrollment (the latest available at the present time):

	<b>Arts &amp; Science</b>	<b>Business &amp; Economics</b>	<b>Engineering &amp; Applied Science</b>	<b>Total</b>
Minorities	35	17	20	72
International	3	6	14	23
<b>Totals</b>	<b>38</b>	<b>23</b>	<b>34</b>	<b>95</b>

The class of '96 male/female enrollment:

	<b>Arts &amp; Science</b>	<b>Business &amp; Economics</b>	<b>Engineering &amp; Applied Science</b>	<b>Total</b>
Minorities	210	67	62	339
International	161	156	281	598
<b>Totals</b>	<b>371</b>	<b>223</b>	<b>343</b>	<b>937</b>

There are several efforts underway to promote minority retention and placement:

- Experiential Education Program
- Coop
- Summer Employment
- Internships

- Externships\*
- Part-Time Positions

Special workshop that deals with issues specifically dealing with people of color offered to minority students: interviews, **illegal/unethical** questions, how to sell themselves.

Work with Challenge for Success program: participate in the educational program to let them know about the externships and for future work with placement **office**.

# **APPENDIX B3**

## **Disabilities (Students with Disabilities)**

## Progress Report on Lehigh University Compliance with The Americans with Disabilities Act

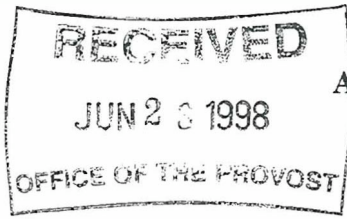
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Since the enactment of the Americans with Disabilities Act in 1990, Lehigh has taken steps to make sure that we are in compliance, such as:

- The President's Commission on Diversity has included disability on its list of priorities.
- With the increasing number of undergraduate students with learning disabilities, the university has hired a full time staff whose role responsibility is to handle the academic support services for these students. This office is located in the Dean of Student Life office. In addition, the academic support services are extended to graduate students.
- The Offices of Facilities Services and Physical Planning have made appropriate modifications to several buildings on campus to make them accessible to individuals with disabilities. In addition, the appropriate specifications are incorporated in new building construction to accommodate individuals with disabilities. Appropriate arrangements are made where possible in the classrooms with special needs.
- The Assistant Provost works with the appropriate offices across the university to provide support services for undergraduate and graduate students, faculty and staff with physical disabilities.
- The transportation department was purchased specially designed buses that are handicap accessible for members of the Lehigh community and visitors to the campus.
- The Residential Services Office has some rooms equipped to accommodate students with physical disabilities in the residence halls.
- Learning and Physical disability is included in the required training workshop for Teaching Assistants and Graduate Assistants.

In order to move the disability support services forward, a line item on the university budget should be added and earmarked for disability.

Attached is a 1997-98 annual report prepared by Ms. Cheryl Ashcroft, Director of Academic Support Services for Students with Disabilities.



## ANNUAL REPORT 1997-98

### Academic Support Services for Students with Disabilities Cheryl A. Ashcroft

The 1997-98 academic year represented the first year that **Lehigh** University provided a full-time Director for academic support services to students with cognitive and sensory disabilities. This opportunity provided the Director with more time to track the freshman who had disclosed their disability to the university, to enhance provider service to upperclass students, and to offer new programming to students, **staff**, and faculty.

At the end of Spring Semester 1998, a total of one hundred and thirty-one (131) undergraduate students qualified for academic support services based on a documented disability. An additional eleven graduate students also sought academic support services bringing the total number of students with cognitive and sensory disabilities to one hundred and forty-two (142) students. Thirty-nine students who did not qualify as "disabled" received services in the form of intake interviews, referrals, or study strategies. A total of one hundred and eight-one (181) students received services through the Office of Academic Support Services.

### FRESHMAN REVIEW

During Fall Semester 1997, twenty-nine freshman disclosed that they were either diagnosed as having a learning disability and/or an attention deficit disorder. Twenty students out of the twenty-nine freshman took advantage of support services and met with the Director on a regular basis. These students obtained an average GPA of 2.79 for their first semester as compared to the students who did not utilize support services and obtained an average GPA of 2.10.

The GPA range for students utilizing services was 1.67 to 3.93 with only one student obtaining a GPA below 2.00. The GPA range for non-participants was 0.00 to 3.41 with one student not returning to the university for spring semester.

These same students were monitored for spring semester. The results were consistent with the fall semester findings. The students who utilized support services obtained a spring semester average GPA of 2.72 with a cumulative GPA average of 2.78. **The cumulative GPA range was 1.92 to 3.93 with a 100% retention rate and no students placed on academic probation.**

The non-participant group obtained a spring semester average GPA of 2.25 with a cumulative GPA average of 2.28. The cumulative GPA range for the non-participant group was 0.00 to 3.12 with two of the nine students being academically dismissed. This resulted in a 78% retention rate for the non-participant group as compared to a 100% retention rate for the participant group.

### **DISTRIBUTION OF STUDENTS BY COLLEGE**

At the end of fall semester, data was collected to determine the number of students who were receiving academic support service by college, and to determine the number of students who were receiving extended time as an accommodation. Only undergraduate students with documented disabilities were reviewed for this study. A total of one hundred and twenty-nine (129) students qualified for services at that time.

In the College of Arts and Sciences, seventy students were identified as having a documented disability. Only 45 (64%) of the 70 students requested extended time as an accommodation.

In the College of Business and Economics, thirty-five students were identified as having a documented disability. Only 24 ( 68%) of the 35 students requested extended time as an accommodation.

In the College of Engineering, twenty-four students were identified as having a documented disability. Only 16 (66%) of the 24 students requested extended time as an accommodation

A total of eighty-five students out of one hundred and twenty-nine (129) students utilized extended time as an accommodation. This represents only 65 percent of the total number of students who have documented cognitive or sensory disabilities. This finding appears to be consistent with regard to the distribution of students across all three colleges.

### **HIGHLIGHTS**

The New Student Orientation program for students with learning disabilities and/or attention deficit disorder was very successful with twenty-two students in attendance and four upperclass students participating in a panel discussion on academic life for students with learning disabilities.

The Office of Academic Support continued to utilize supplementary support through the Center on Writing, Math and Study Skills. Kathy Hartman was the designated graduate student who worked primarily with students needing additional support in reading and study strategies. The working relationship with the Center was enhanced with the appointment of Dr. Judith Rance-Roney. Three workshops were conducted with the graduate staff of the Writing Center to assist with the referral process and to suggest compensatory writing strategies for students with written language disorders.

Annual Report  
Page 3 of 3

Lehigh University hosted the LVAIC conference entitled "Disability Law and Higher Education: Providing Reasonable Accommodations While Maintaining Academic Integrity." Fifty-two participants from nine educational institutions attended the conference with guest speaker, Salome Heyward.

The most rewarding project this year was the development of the Peer Mentor's Program which involved the selection of twelve students who participated in four group meetings and a day long leadership training seminar. These students will act as peer mentors to the incoming **freshman** who have identified themselves as having a learning disability or an attention deficit disorder. They will also take a more active role in educating faculty and staff about the challenges that confront students with disabilities.

The **Office** of Academic Support Services continued to provide staff and faculty in-service training. The following is a listing of the workshops which were presented during the 1997-98 academic year:

- Center on Writing, Math, and Study Skills (3)
- LVAIC College Health Nurses
- Health Center staff
- Department of Counseling Psychology faculty
- Deans of College meeting
- Study Abroad Program
- Career Center staff
- Economics Department faculty

The **Office** of Academic Support Services will be exploring a duplication model with Dr. George DuPaul from the College of Education. The grant, entitled "Data-Based Decision-Making to Improve the Post-secondary Education of Students with Disabilities: The Case for Pharmacological Intervention for Students with ADHD, was implemented at Grand Valley State University in Allendale, Michigan.

# **APPENDIX B4**

## **Employment**

**Employment Activity for Exempt and Nonexempt Staff**

The employment process was decentralized in 1989 and the responsibility for employment and affirmative action decisions delegated to the vice presidents. Human Resources' role is to monitor the employment process and to report outcomes to management. Responsibility for affirmative action belongs at every level in the organization, from the hiring supervisor, to the manager, and to the vice presidents and provost.

At the end of fiscal year 97-98, there were 314 exempt and 464 nonexempt staff members at Lehigh, for a total of 778 staff members.

The number of minority employees in the nonexempt group has grown from 26 (4.67% of 557) in 1989-90 to 37 (7.97% of 464 employees) in 1996-97, representing 42% increase. A total of 9 new nonexempt minority employees were hired last year; 1 minority employee was promoted; there were no transfers and no demotions of minority employees; and 4 minority employees were upgraded. Six nonexempt minority employees left the university (16.2% turnover rate for minorities vs. 6.80% for total employees). The total number of nonexempt staff reflects a reduction of 20% from the number of nonexempt staff members in 89-90.

The composition of the exempt group is 47.77% female and 52.22% male. There are 14 minority staff members in the exempt staff, or a representation of 4.46%. This number is down 12.5% from 89-90 when 5.8% of the group was from minority groups. The total number of exempt staff reflects a slight increase of 2.2% from the number of exempt staff members in 89-90. The exempt group has not demonstrated the same growth rate as the nonexempt group. Numbers for the last fiscal year in this group were poor: there were no new exempt hires; there was one promotion, no transfers; and no demotions. Two minority employees were upgraded in their current positions. In addition, 2 minority employees left the university. The intervening years demonstrate very little variation, with a high of 18 and a low of 14 minority exempt staff members.

The university-wide distribution of employees by stem is as follows:

	Provost	Finance	Development	Public Affairs	Total
Male	356	91	15	10	472
Female	168	89	39	10	306
Total EE's	524	180	54	20	778
Percent of Total	67%	23%	7%	3%	
Minorities	29	20	2	0	51
% Minority	6%	13%	4%	0	6.5%

The following steps would contribute to a more diverse community:

Establish clear mandates to search committees for exempt positions to recruit qualified minority applicants.

Create a central pool to assist in advertising job vacancies in minority publications.  
 Make diversity an important factor in the annual appraisal process.

- Centrally reimburse all costs for a search that results in a minority candidate being employed at Lehigh.  
 Establish institutionally defined minority internships for which departments can apply.
- Centralize the employment function.

The goal stated in the in the 1994 *LU* Plan was to achieve 8.6% level of diversity by June 30, 1996 and 8.6% by the Year 2000. Lehigh has fallen short of the first target and at the current pace, will not reach the year 2000 goals. The following is what each area would look like if the June 1996 goals had been achieved and what each area would look like by the Year 2000 if we were to reach the projected goals assuming a total staff count of 778 (current count):

	Provost	Finance	Development	Public Affairs	Total
97-98 (Actual)	29	20	2	0	51 (6.5%)
1996 Goal	44	15	5	2	67 (8.6%)
Year 2000	65	23	7	3	98 (12.5%)

## NONEXEMPT STAFF EMPLOYMENT UPDATE

STAFF COMP	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
									#	%	
Female	430	402	397	394	366	346	343	335	344	74.14%	2.69%
Male	127	126	133	134	117	126	123	121	120	25.86%	-0.83%
Minority	26	28	32	31	31	27	31	33	37	7.97%	12.12%
NEW HIRES	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
Female	33	44	32	20	29	26	26	22	43	75.44%	
Male	18	16	11	11	8	19	8	6	14	24.56%	133.33%
Minority	7	6	5	3	4	6	5	3	9	15.79%	200.00%
PROMOTIONS	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
Female	13	18	7	12	16	7	12	8	9	100.00%	
Male	3	3	3	1	2	3	1	3	0	0.00%	-100.00%
Minority	0	1	0	0	1	0	0	1	1	11.11%	0.00%
TRANSFERS	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
Female	6	7	10	9	11	13	10	3	7	100.00%	
Male	0	1	1	0	1	0	1	0	0	0.00%	0.00%
Minority	1	0	0	0	0	1	0	0	0	0.00%	0.00%
DEMOTIONS	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
Female	1	2	3	0	4	0	4	3	1	50.00%	
Male	0	2	0	1	1	1	0	0	1	50.00%	100.00%
Minority	0	0	0	0	0	0	0	0	0	0.00%	0.00%
UPGRADES	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
Female	20	14	23	2	21	21	15	27	15	83.33%	
Male	5	2	6	1	0	6	3	10	3	16.67%	-70.00%
Minority	2	1	0	0	0	3	1	4	3	16.67%	-25.00%
TERM	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
Female	33	35	32	25	46	27	23	26	25	78.13%	
Male	22	8	5	11	16	13	12	10	7	21.88%	-30.00%
Minority	3	4	1	2	5	5	5	2	6	18.75%	200.00%
TURNOVER RATES	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
										%	
Total	10.42%	8.10%	6.56%	6.87%	12.16%	8.38%	7.46%	7.80%		6.80%	-12.82%

APPENDIX B4

EXEMPT STAFF EMPLOYMENT UPDATE

STAFF COMP	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		%Change 97 to 98
									#	%	
Female	135	144	149	150	135	138	145	145	150	47.77%	3.45%
Male	172	168	167	172	164	156	149	160	164	52.23%	2.50%
Minority	18	16	18	17	15	16	14	16	14	4.46%	-12.50%
NEW HIRES	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
									#	%	
Female	20	21	14	10	10	19	15	20	22	45.83%	10.00%
Male	20	21	12	9	13	15	17	19	26	54.17%	36.84%
Minority	4	1	3	5	2	6	2	1	0	0.00%	-100.00%
PROMOTION	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
									#	%	
Female	10	5	0	5	2	7	5	9	11	84.62%	22.22%
Male	4	7	3	2	2	5	2	4	2	15.38%	-50.00%
Minority	2	1	0	0	0	1	0	0	1	7.69%	100.00%
TRANSFERS	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
									#	%	
Female	0	0	1	0	1	0	2	2	1	25.00%	-50.00%
Male	2	1	2	1	0	0	2	1	3	75.00%	200.00%
Minority	0	0	0	0	0	0	1	0	0	0.00%	0.00%
DEMOTIONS	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
									#	%	
Female	0	0	0	0	0	0	0	1	1	100.00%	0.00%
Male	0	0	1	0	0	0	0	1	0	0.00%	-100.00%
Minority	0	0	0	0	0	0	0	0	1	100.00%	100.00%
UPGRADES	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
									#	%	
Female	10	9	15	6	12	15	13	33	8	61.54%	-75.76%
Male	5	6	15	2	13	18	10	20	5	38.46%	-75.00%
Minority	1	0	1	0	3	1	0	5	0	0.00%	500.00%
TERM	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
									#	%	
Female	19	14	6	13	20	13	16	25	19	57.58%	-24.00%
Male	21	21	16	8	15	21	17	17	14	42.42%	-17.65%
Minority	1	3	1	1	4	6	3	1	2	6.06%	100.00%
TURNOVER RATES	1989-90	1990-91	1991-92	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98		% Change 97 to 98
									%		
Total	13.42%	11.33%	7.01%	6.68%	11.35%	11.45%	11.45%	12.61%	10.25%		-18.72%

# **APPENDIX B5**

## **Financial Aid**

## SECTION ON FINANCIAL AID FOR UNDERGRADS

## APPENDIX B5

Bill Stanford, Director of Financial Aid, responded to the 5 specific questions (listed below). There are 3 areas to be addressed here: financial aid to help in gender equity issues, financial aid for international student, and financial aid for minority students.

1. Lehigh is making good progress in closing the gender gap. Financial aid does not seem to be an issue here.
2. The Office of International Education is working to develop financial aid for international students.
3. Lehigh does offer generous amounts of financial aid and packages financial aid in special ways for minority candidates. My sense is that financial aid is not a barrier in recruiting and retaining minority students. However, some minority students (along with their majority counterparts) lose their financial aid because of poor academic performance. It is Bill Stanford's opinion, supported by Sharon Brown and myself, that many student could do much better academically if they were in a different curriculum. However, some of these students refuse to change their curriculum, in spite of failure and loss of financial aid.

Below are Mr. Stanford's response to the 5 specific question provided by the President's Commission on Diversity:

*What are some past problems that your office has encountered?*

Our basic, historic problems have been getting complete applications filed on time. That has really been a challenge for us and most (if not all) schools. A second challenging area has been trying to successfully program to help ensure success. Working closely with Sharon Brown, we are, more often than not, totally unsuccessful resulting in the inability to continue aid and the student taking on excessive indebtedness.

*What programs are in place to help overcome those problems?*

Staff accessibility; participating in minority weekend programming; assisting students and parents complete their aid applications; working with the coaches, who have minority athletes. Staff has devoted some nights and weekends to assist. Have been involved with the STAR Academy program, also.

*What outcomes or results have occurred because of those programs?*

We've been underwhelmed by the results of our efforts. Special programming has not made any significant inroads; nor has special sessions for information sharing and forms completion. Maybe success can only be measured what might have been; i.e., how many fewer late or non-filers.

*What are the current challenges that your office faces?*

Getting the student to come in and get their aid packets. Getting renewal apps filed on time and completely. Having problems resolved before registration.

*What are the current priorities in your office with regard to diversity issues?*

Supporting the Admission and retention efforts of the University.

# **APPENDIX B6**

## **International Education**

## International Education

1. What are the current priorities in your office with regard to diversity issues?
  - to increase the number of international students to at least 7% of the undergraduate student body; to increase their diversity
  - to increase the diversity and quality of international graduate students
  - to develop the Global Union as a student academic/cultural/social organization to increase global awareness and understanding at Lehigh
  - to increase US minority involvement in study abroad
  - to develop global awareness campus wide
  - to develop international student scholarships
  
2. What are some of the programs in place to help encourage or promote diversity?
  - Global Union - student centered organization which unites student groups
  - study abroad programs in countries which have appeal for diverse students
  - financial aid for semester/year study abroad goes with each student
  - Lehigh International Lyceum: an undergraduate symposium for students to present their scholarly, creative and research achievements which have international significance
  - the annual International Bazaar, involving all students
  - special orientation for all international students and scholars, with gryphon training
  - Muslim Student Association
  - support for international sponsored graduate students, e.g. Fulbright
  
3. What outcomes or results have occurred because of these programs?
  - flags of the world on display at events, graduation - partial funding by Diversity Commission
  - study abroad programs in: Ghana, Kenya, Senegal, Costa Rica, Mexico, Egypt
  - 19 US minority students on study abroad programs 1997-98, 9% of total - 7 Asian Americans, 4 Latinos, 8 African Americans \*(see below)
  - increased funding for international undergraduate scholarships: 4 excellent students are here now, average GPA 3.86, 1 from Ethiopia, 1 from Trinidad
  - increased diverse applications
  - 10-15 international students on study abroad programs 1997-98
  - wide undergraduate and graduate student involvement in the Bazaar
  - participation in the Lyceum increasing campus wide
  - increased involvement from Muslim students, e.g. dances at the Bazaar, sessions at the Lyceum, more open celebration of Ramadan
  
4. What are the current challenges that your office faces?
  - increasingly stringent INS regulations designed to keep out the foreign students
  - diverse staffing - one staff is from Brazil
  - increasing US diversity in the international programs
  - scholarships for US minority students to study abroad winter/summer programs

5. **What programs are in place to help overcome any of the challenges or problems your office faces?**

- **advocacy with Congress to change laws**
- **continued training for staff**
- **development of a study abroad program in South Africa, partially funded by the Diversity Commission**
- **increased outreach to the general student body to involve them in global activities**
- **Global Union evolving rapidly - partial funding from the Diversity Commission**
- **Lyceum, Bazaar - partial funding from the Diversity Commission**
- **wider outreach with staff hiring**
- **scholarships for study abroad have been proposed**

**\*Study Abroad and US minorities:**

**Summer/Winter Terms:**

**London: 1 African American, 1 Indian American, 2 Latino**  
**Paris: 1 Asian American**  
**Spain: 1 Asian American, 1 Latino**  
**Prague: 1 Latino**  
**Rouen: 2 African American**  
**Belize: 1 Latino**  
**Ghana: 4 African American**

**Semester/Year:**

**2 Asian Americans, 1 African American, 1 Indian American**

## International Students/Scholars Statistics Fall 1997

Country	UG	G	Total	Country	UG	G	Total	Country	UG	G	Total
Albania**	0	2	2	Greece	0	■	1	Peru	1	0	■
Argentina	2	0	2	Guatemala	6	0	6	Philippines	1	1	2
Australia*	1	1	2	Haiti	1	0	1	Portugal	1	1	2
Bangladesh	0	3	3	Hong Kong	11	2	13	Romania	0	4	4
Belarus	0	1	1	Hungary**	1	1	2	Russia	1	5	6
Belgium	1	0	1	India	6	30	36	Saudi Arabia	0	3	3
Bosnia/Herczegovina**	0	1	1	Indonesia	8	0	8	Singapore	0	1	1
Brazil	1	2	3	Italy	1	0	1	Slovenia**	0	■	1
Canada	11	■	12	Japan*	5	2	7	Spain	1	1	2
Central African Rep.	1	0	1	Kenya	0	1	1	Sri Lanka	0	2	2
Chile	0	1	■	Korea	36	30	66	Taiwan	5	29	34
China	3	72	75	Kuwait	0	3	3	Tanzania	1	1	2
Colombia	2	1	3	Lithuania	1	0	1	Thailand	21	42	63
Croatia**	1	0	1	Libya	1	0	1	Trinidad	2	1	3
Cyprus	0	1	1	Madagascar	1	1	2	Turkey	23	42	65
Ecuador	4	1	5	Malaysia	37	1	38	Ukraine	1	2	3
Egypt	0	2	2	Mexico*	2	7	9	United Kingdom	9	4	13
El Salvador	2	0	2	Norway	0	1	■	Venezuela	11	3	14
Ethiopia	1	0	1	Pakistan	1	2	3	Zaire	1	0	1
France*	4	3	7	Panama	1	1	2				
Germany	3	1	4	Paraguay	0	1	1	Total	234	317	551

New students Fall 1997 = 120

UG - includes transf. & exch. = 55

Grad = 65

\*Exchange students = 13

Countries represented = 61

\*\*Countries not labeled on map

## *LEHIGH UNIVERSITY INTERNATIONAL POPULATION TRENDS*

<b><u>Category</u></b>	<b><u>Fall 1987</u></b>	<b><u>Fall 1988</u></b>	<b><u>Fall 1989</u></b>	<b><u>Fall 1990</u></b>	<b><u>Fall 1991</u></b>	<b><u>Fall 1992</u></b>	<b><u>Fall 1993</u></b>	<b><u>Fall 1994</u></b>	<b><u>Fall 1995</u></b>	<b><u>Fall 1996</u></b>	<b><u>Fall 1997</u></b>
Undergraduate Students	146	127	113	108	106	112	133	169	176	205	234
Graduate Students	328	375	388	398	373	343	361	354	349	344	317
Practical Training	11	27	26	38	41	38	35	43	48	25	36
Research Scholars <sup>1</sup> Professors	65	60	65	69	56	44	38	44	36	31	38
H-1 Professionals	27	20	23	34	43	29	25	21	13	10	6
Permanent Residents		40		49	68	73	68	142	120	100	100
Other Visas Types	<u>59</u>	<u>23</u>	<u>51</u>	<u>43</u>	<u>29</u>	<u>51</u>	<u>22</u>	<u>15</u>	<u>33</u>	<u>20</u>	<u>20</u>
<b>Total Served</b>	<b><u>636</u></b>	<b><u>672</u></b>	<b><u>666</u></b>	<b><u>739</u></b>	<b><u>716</u></b>	<b><u>690</u></b>	<b><u>682</u></b>	<b><u>788</u></b>	<b><u>742</u></b>	<b><u>735</u></b>	<b><u>751</u></b>

# **APPENDIX B7**

## **Student Life**

Student Affairs Campus Climate Summary

The committee met with John Smeaton to discuss issues of diversity within Student Affairs. John shared with the group that his area faced several obstacles that impact campus climate and multiculturalism. The areas he identified were: under utilization of campus resources by students of color, inadequate social programming for students of color, and low number of applicants of color in employment pool. Another critical issue that was identified was the lack of acceptance and respect for gay, lesbian, bisexual and transgender students:

Proposed actions:

1. Increase applications **from** people of color for staff positions.
2. Continue training staff within student affairs on diversity with a specific emphasis on gender and minorities.
3. Broaden summer pre-registration into a summer orientation program in which diversity issues can be addressed.
4. Integrate hill.
5. Propose University 101 course focussing on retention and diversity issues.

## Overview

As you know, the intent of the RER was to establish clear expectations in a number of specified categories for our residential units. On-going assessment is conducted with the following criteria applied:

1. Evaluations are completed each semester for all Greek organizations.
2. A minimum of 70 points is required for a passing grade in each of the two semesters during the academic year.
3. Greek organizations with a score below the minimum passing point standard will lose the privilege of hosting social events with alcohol the following semester.
4. Greek organizations failing to satisfy a yearly average of the minimum passing point standard for two consecutive years will lose University recognition and group housing.
5. Greek organizations that fall below the 65% occupancy standard for three consecutive semesters will lose group housing.

The initial transition from the Continuity Policy to the Greek Review Policy was not easy. There was a lot of resistance the first year (1996-1997) we implemented the Greek Review Process. This was due in a large part to the leadership of the Interfraternity Council. They created an "us vs. them" atmosphere and distributed a great deal of misinformation.

The second year (1997-1998) has been much better. After chapters realized that the Greek Review Process was not going to be the end of the Greek system, they began to work with us. The vast majority of our leadership has taken the position that the standards will strengthen the Greek system. We still have our share of resistant students among the general student body.

There are several highlights from the first year:

- 7 percent increase in the number of sophomores living on campus
- slight increased interest in both sororities and fraternities
- lottery process went well
- number of live-in advisors surpassed our wildest expectations
- residential construction on schedule
- Pub moving forward
- meaningful rewards established and distributed
- consumer guide prepared and distributed

The following two pages will break down the Greek Review scores by chapter for the Fall 1996 and Spring 1997:

**GREEK REVIEW SCORES**  
**1996 - 1997**  
**YEARLY AVERAGES**

APPENDIX B7

<u>HOUSE NAME</u>	<u>YEARLY AVERAGES</u>
Alpha Chi Rho .....	91
Alpha Sigma Phi .....	89
Alpha Tau Omega .....	73
Beta Theta Pi .....	87
Chi Phi .....	102
Chi Psi .....	75
Delta Chi .....	62
Delta Phi .....	87
Delta Sigma Phi .....	96
Delta Tau Delta .....	95
Delta Upsilon .....	77
Kappa Alpha .....	73
Kappa Sigma .....	81
Lambda Chi Alpha .....	90
Phi Delta Theta .....	88
Phi Gamma Delta .....	62
Phi Kappa Theta .....	90
Phi Sigma Kappa .....	83
Pi Kappa Alpha .....	81
Psi Upsilon .....	91
Sigma Alpha Mu .....	98
Sigma Chi .....	103
Sigma Nu .....	80
Sigma Phi .....	81
Sigma Phi Epsilon .....	110
Theta Chi .....	87
Theta Xi .....	87
Zeta Psi .....	78

Alpha Chi Omega .....	92
Alpha Gamma Delta .....	94
Alpha Omicron Pi .....	86
Alpha Phi .....	115
Delta Gamma .....	83
Gamma Phi Beta .....	88
Kappa Alpha Theta .....	93

Greek Review Scores  
Yearly Averages  
1996 - 1997  
HIGHEST TO LOWEST

APPENDIX B7

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Sigma Phi Epsilon	110
Sigma Chi	103
Chi Phi	102
Sigma Alpha Mu	98
Delta Sigma Phi	96
Delta Tau Delta	95
Alpha Chi Rho	91
Psi Upsilon	91
Lambda Chi Alpha	90
Phi Kappa Theta	90
Alpha Sigma Phi	89
Phi Delta Theta	88
Beta Theta Pi	87
Delta Phi	87
Theta Chi	87
Theta Xi	87
Phi Sigma Kappa	83
Kappa Sigma	81
Pi Kappa Alpha	81
Sigma Phi	81
Sigma Nu	80
Zeta Psi	78
Delta Upsilon	77
Chi Psi	75
Alpha Tau Omega	73
Kappa Alpha	73
Delta Chi	62
Phi Gamma Delta	62

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Alpha Phi	115
Alpha Gamma Delta	94
Kappa Alpha Theta	93
Alpha Chi Omega	92
Gamma Phi Beta	88
Alpha Omicron Pi	86
Delta Gama	83

## **Recommended Actions**

All except for one of the "Immediate (By Fall '96)" recommended actions in the RER are in place today. The one action not currently in place is to "require University-approved personnel to assist living groups in party management." The Dean of Students/Greek Affairs Offices advertized and conducted interviews with private security firms during the summer of 1996. After the process, there was only one firm (Coley Security) interested in this endeavor. Coley was in place for the Fall of 1996 and the Spring of 1997. We had problems with Coley from the beginning (guards showing up late or not at all; not performing their duties at the entrance/exit; allegations of drinking before they reported to work; and harassing female students).

After working with the management of Coley during the 1996-97 academic year, they decided during the summer of 1997 not to work fraternity events. At this point, we had one other firm interested in working at fraternity events. This firm was turned down because they did not/would not accept Lehigh's requirements (we ask for one guard, they require two and they required that their guards be "armed"). We are interviewing another security firm, Safe Guard Security, on January 23, 1998 to see if they are interested in assuming this role.

We spent the Fall 1997 semester without "University-approved" security. Our fraternities did a very good job of controlling the entrance to social events (using a guest list). However, the fraternities did not attempt to implement "BYOB" (will discuss in more detail later).

We are still in the process of expanding the residential college concept in Brodhead House. It has been difficult to find faculty members willing to move into a residence hall for one semester. We are currently examining what the proper length of stay for a faculty member to establish rapport with the residents.

At this time, we have 18 Live-in Advisors (15 in fraternities and 3 in sororities). With the exception of three advisors (Chi Phi, Pi Beta Phi, & Psi Upsilon) the others do little more than take up space. The Greek Affairs Office approves candidates for the position, while the actual hiring and supervision is conducted by the alumni/ne and/or undergraduates. The Dean of Students/Greek Affairs Office made a deliberate choice a year and a half ago to avoid Live-in Advisors being viewed as an extension of the office. Chapters that pay their advisors must do so through the Fraternity Management

Association (FMA). If they do not pay their advisor, the chapter must place a dollar value on the room and board package the advisor is receiving. This has been implemented for insurance and tax purposes.

The following is a list of "Short-Term (1-3 years)" recommended actions that have been implemented or are in progress:

- ❖ "Build apartment-style residence hall on the hill"  
Will open for the Fall of 1998
- ❖ "Colonize additional sororities to meet demand"  
Pi Beta Phi colonized during the Fall of 1997 with 59 members  
Everything indicates that Pi Beta Phi should have a successful rush this Spring
- ❖ "Coordinate system for upperclass housing choices"  
Students receive their lottery number and bid at the same time and have a week to make this decision on where they will live the following year
- ❖ "Condense pledge period to six weeks"
  - ▶ We are moving into our second year of a six-week pledge period  
The transition from an eight week program was not a difficult one
- ❖ "Require Faculty Advisors as outline in the Greek Review Process"  
This requirement is in place  
We are in need of more "faculty" to serve in this role. Currently, 50% of the advisors are "staff". The "staff" members are doing a fine job, but we would still like to see more "teaching faculty" taking an active role with our Greek organizations.

### Future Issues

**BYOB:** Perhaps the biggest, most difficult issue we are facing is BYOB. In its current form, BYOB is not working as we intended. Once a student is at a social event, the fraternity provides all of the alcohol. The students have turned this into a "cat and

**APPENDIX C**  
**Diversity Commission Report**  
**1994-96**

## Diversity Commission Report, 1994-96

In the spring of 1993, we submitted to the GAP Board a set of three strategic goals and accompanying objectives for enhancing diversity at Lehigh. These were based on the recommendations of the Commissions on Women and Minorities and on the continued work of the Diversity Commission's subcommittees. In this report, we would like to A. Summarize progress to date campus-wide; B. review the Commission's activities of the past two years, including budgetary expenditures; and C. discuss proposals for the coming years.

### A. Campus-wide progress on diversity

Henry Odi has helpfully put together updated reports on all of the original Commissions' recommendations. We particularly appreciate this second effort to return to those documents and measure progress in accomplishing the many ideas and goals laid out by the commissions. We would like to point out a few highlights of that report and of other numbers collected by the administration, as they fit with the three strategic goals of our 1993 report.

#### **1. Increase the proportion of women and people of color in all groups within the university, and increase the number of students from diverse national origins.**

Many new programs and initiatives have been developed in the last several years to enhance recruitment and retention of a more diverse university population. Leadership from the top administration and very hard work on the part of many staff, faculty, and students, are reflected in the reports on such initiatives and changes, which appear in the most recent update.

With regard to increasing numbers of under-represented groups, we compare figures from 1992-93, which were in the Commission report to the GAP board, to the figures from fall 1995, compiled by Scott Knauss in the Provost's office, recognizing that fluctuations during that period may not adequately represent longer term trends. We are pleased to note that in that short span of time, the representation of women has increased among all categories of student, faculty, and staff. Relative to the goals set for June 1996, we have exceeded the target for graduate students but are still short of target for faculty and undergraduates. In addition, the number of women has also increased in the upper level administration, on the University Council, and substantially within the Board of Trustees. Six out of twenty-two members of the University Council are now women, compared to three out of twenty-one last year.

The proportion of international students has increased at the undergraduate level from 2.6% in 1993 to 4.0% in 1995, which was the goal for June 1996. The proportion of international graduate students has dropped slightly from 19.0 to 18.4%. As with other groups in the report, the trend toward increasing international undergraduates might not hold, as competition for international students has increased dramatically among our peer institutions.

Retention of international undergraduate students has become an issue. The ESL program has increased its efforts with new programs, and ESL and the Office of International Education have established undergraduate orientation, an International Club, and a student host program using some upper-class international and minority students as hosts.

The proportions of African-American, Latino-American, and Asian-American undergraduates have all increased since 1993; the target for Asian-American students has been exceeded, but those for African and Latino-American students have not been met. The proportion of these groups among graduate students has declined. We have also seen slight changes both up and down or no change in the representation of these groups among faculty and staff, in all cases except that of Asian-American faculty falling far short of the targeted goals. The presence of minorities on the Board of Trustees and on the University Council is still very inadequate.

Retention continues to be a critical issue, and efforts in the Dean of Students' Office, the International Education Office, and in Career Services are very valuable in this regard. Continued monitoring of this process is vital.

**2. Improve the campus environment so that diversity is continuously acknowledged and celebrated, intolerance rejected, and in which many kinds of people feel comfortable.**

- A. Academic Programs. In a time of cutbacks in faculty and budgets, these need special vigilance. The addition of William Scott has been a big plus for African-American Studies, and the new position in Theatre and English will also help strengthen that program. There have been modest but important gains in Women's Studies and Latin American Studies. A new course in Asian-American Studies was added in 1994-5 and offered for a second time this past year. Sexual orientation is being addressed in a new course made possible by the hiring of Ernie Green as a full-time lecturer. All these programs need continued support and growth through the addition of full-time and visiting faculty.

Lehigh Abroad has added two programs in Africa, three in Asia, and three in Latin America; LVAIC has also added a summer program in Mexico. Latin American Studies and Asian Studies are encouraging their students to study abroad in the region of specialty, and Lehigh Abroad is actively recruiting minority students to study abroad.

## APPENDIX C

Plans to encourage the integration of materials by and about underrepresented groups into the general curriculum have been slower in taking shape, with proposals written to this end but not funded. Anecdotal evidence suggests a growing awareness on the part of some faculty and students of these issues, reflected in changes in language, class discussions, and interest in women's studies and African-American studies courses. Almost 150 students have by now taken A&S 250, "Personal Development In A Changing Society" or the freshman seminar version of this course on multicultural awareness.

- B. Social and Cultural Programs. The 1993 strategic plan called for continuing support for the excellent multi-cultural programming on campus, and the addition of more diverse artistic productions and ethnic food availability. The representation of Latino, African, and African-American speakers and artists has increased, and the annual International Bazaar now incorporates the BSU, SALSA, and Asian Cultural Society with tables, dancing, and fashion shows. Attracting majority students to these events continues to be a challenge.

The 1993 report also encouraged continued development of housing alternatives, and we have seen some progress in this direction and expect important changes to continue. Support for groups representing a variety of interests and encouragement of interaction among groups has also received some important attention, including the work of John Smeaton and James Jackson. This work requires constant attention and its pursuit should be continually encouraged.

- C. Reducing discrimination and harassment. Enhanced training of griphons and the personal efforts of President Farrington in his encounters with student groups (cited in the 1994 response to the Commissions' recommendations) are vital steps in this process. The standards and procedures for redressing sexual harassment still must be codified, and these procedures made better known to the community.

### **3. Ensure that the necessary structural arrangements are in place to achieve these goals...improving coordination...advocacy...and implementation.**

There continue to be many talented and dedicated people working on diversity issues on campus, with commitment and hard work. We are still lacking an overarching strategy and a mechanism for implementing it (see more on next page).

## B. Diversity Commission activities

The Diversity Commission has not been very active and needs some rethinking at this point. However, its budget has been very valuable in promoting a wide variety of activities, and several initiatives were worked on these past year.

The steering committee of the Commission concluded towards the end of the 1993-4 academic year that it would be useful to select a couple of specific goals and establish task forces of faculty, staff, and students to work on those specific goals. Two such groups were established, one to promote interaction among diverse student groups, and the other to work on retention of minority students.

The first groups designed to promote interaction, has been chaired by John Smeaton and James Jackson and met numerous times and have been active in promoting a variety of student activities.

The second group had more difficulty in meeting. They concluded that the various retention efforts now in place need better coordination under the leadership of one person responsible for retention; the **committee** suggested that John Smeaton be assigned this responsibility.

The Commission also addressed the lack of women and minorities on the Trustees and University Council. The **co-chairs** corresponded with President Peter **Likins** about this, met with him, and then met with Bill **Hittinger** about the trustees issue and gave him a summary list of objectives with regard to the situation of women at Lehigh. We also wrote to Sybel Parnucku, head of the university nominations committee, and spoke with some college nomination committee members to encourage the nomination of women and minorities for those committees, which are represented on the University Council.

The Affirmative **Action/Equal** Opportunity subcommittee continues to take an active role in evaluating candidates for leading administrative positions in the University.

The Diversity Budget has contributed in the past two years to the following activities:

1. Support for diversity workshops **run** by the **Office** of Human Resources
2. Assistance for **African-American** students to attend leadership training conferences.
3. Partial support for graduate assistant in the Office of International Education responsible for creating a multitude of programs for international students focused on integrating them with other campus organizations and activities.
4. Contributions to Women's Center programming.

5. Support for African-American Studies Program speaker.
6. Support for Diversity course for undergraduates.
7. Partial salary for Ernie Green to teach courses on diversity and **sexuality/sexual** orientation.

C. What next?

There needs to be some rethinking of the role of the Diversity Commission. Both co-chairs have been constrained by other administrative duties and have not been able to give this activity the attention it requires. The vast majority of what happens to promote diversity at Lehigh occurs in staff and faculty and student **offices** and organizations. What role should a commission be playing? This question is particularly urgent, as a new committee has become active in addressing the specific needs of women at Lehigh on the occasion of the 25th anniversary. It should be clear from this report that Lehigh has been more successful at increasing the proportion of women, advancing women, and improving campus climate for women than it has been with people of color. The Diversity Commission should be focusing its efforts in the next couple of years most intensely on issues for minorities, and it should involve more representation of people of color at Lehigh.

**APPENDIX C**

<b>WOMEN</b>	<b>Actual</b>			<b>Goals</b>	
	1993	Fall 1994	Fall 1995	June 1996	June 200
Undergraduate	36.0%	37.0%	37.1%	39.0%	41.0%
Graduate	40.0%	42.5%	43.7%	43.0%	46.0%
Faculty	18.0%	19.2%	19.7%	21.0%	25.0%
Exempt (Levels 8 - 12)	27.0%	28.8%	35.3%	30.0%	35.0%
Non-exempt (Levels 22-25)	20.0%	22.2%	22.6%	24.0%	28.0%
Research Professionals	25.0%	27.4%	28.6%	28.0%	31.0%

<b>INTERNATIONAL STUDENTS</b>	<b>Actual</b>			<b>Goals</b>	
	1993	Fall 1994	Fall 1995	June 1996	June 200
Undergraduate	2.6%	3.6%	4.0%	4.0%	7.0%
Graduate	19.0%	17.3%	18.4%		

<b>(AFRICAN-AMERICANS</b>	<b>Actual</b>			<b>Goals</b>	
	1993	Fall 1994	Fall 1995	June 1996	June 200
Undergraduate	2.3%	2.7%	3.1%	4.0%	6.0%
Graduate	1.6%	0.9%	1.0%	3.0%	5.0%
Faculty	1.4%	1.2%	1.8%	3.0%	5.0%
Exempt	3.5%	3.5%	3.0%	5.0%	7.0%
Non-exempt	1.5%	0.9%	1.5%	2.0%	2.5%
Research Professionals	1.1%	2.0%	1.0%	3.0%	5.0%

<b>HISPANIC-AMERICANS</b>	<b>Actual</b>			<b>Goals</b>	
	1993	Fall 1994	Fall 1995	June 1996	June 200
Undergraduate	1.5%	2.2%	2.1%	3.0%	5.0%
Graduate	1.3%	0.8%	0.6%	3.0%	5.0%
Faculty	1.6%	2.0%	1.8%	4.0%	6.0%
Exempt	0.9%	1.0%	0.7%	2.0%	4.0%
Non-exempt	3.6%	3.6%	4.2%	4.5%	5.5%
Research Professionals	1.1%	2.0%	2.0%	3.0%	5.0%

<b>ASIAN-AMERICANS</b>	<b>Actual</b>			<b>Goals</b>	
	1993	Fall 1994	Fall 1995	June 1996	June 200
Undergraduate	4.9%	4.9%	5.0%	3.0%	5.0%
Graduate	1.3%	1.0%	1.2%	3.0%	5.0%
Faculty	6.3%	8.0%	8.1%	4.0%	6.0%
Exempt	1.2%	1.3%	1.0%	2.0%	4.0%
Non-exempt	0.9%	0.6%	0.6%	2.0%	3.0%

For Fall 1995, 4.05 % of undergraduate and 23.81% of graduates are of "unknown" ethnicity

# **APPENDIX D**

## **Commission on Minorities and Women Progress Report (1990-94)**

Lehigh University



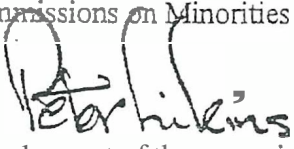
Peter Likins, President

Alumni Memorial Building  
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20 April, 1995

MEMORANDUM

**TO:** Members, Commissions on Minorities and Women

**FROM:** Peter Likins 

**SUBJECT:** Response to final report of the commissions

Attached is a progress report of the Commissions on Minorities and Women recommendations as of 1994. The responses in the present report have the endorsement of the President's Council.

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

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

**1991 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."

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1994 Response: A tenured woman faculty member, Dr. Robin Dillon, Associate Professor for Philosophy, has been appointed as a permanent and full-time Director starting in the fall of 1994.

Program support has been increased by providing full-time secretarial staff, the involvement of additional tenured women faculty from the Colleges of Arts and Sciences and Business who are teaching some courses and serve on the Women's Studies Council, and the program budget.

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

1991 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.

## APPENDIX D

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. "

1994 Response: "The Women's Studies Program has already **been** dealt with in the preceding response.

We hired Dr. William Scott with tenure who is African American in 1993, as a **permanent** and full-time Director for the African American Studies Program and Professor in the History Department. The program expense is supported at the level of \$5,000 and support for an adjunct faculty for spring 1995 to teach a course for the program.

The Latin American Studies Program is now directed by Dr. Antonio Prieto, Associate Professor, on a part-time basis, with tenure in the Modern Foreign Language Department. The Latin American Studies Council has been very active developing minor curriculum and finding creative ways to determine an appropriate balance between the Latin American and American Hispanic components of the program. The Council agreed that, at this time, the Program Directorship will be on a rotational basis among Lehigh faculty within the appropriate departments in the College of Arts and Sciences. The program expense is supported at the level of \$2,000 this year.

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

1991 Response: The responsibility for identifying appropriate visiting faculty for all three program 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.

1994 Response: The Latin American and Hispanic American Studies programs were successful this year in having lecture series in which several distinguished scholars were invited and participated in the series.

We are currently working on securing outside funding to support a Distinguished Visiting Fellow or Artist-in-Residence program. Also, see response to #6 below.

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

1991 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.

1994 Response: One search is currently in progress for a joint junior faculty position for the individual to teach in the African American Studies Program, English and Theater Departments.

5. Recommendation: **Establish visiting committees for the Women's, Hispanic American, and African American Studies programs.**

Respondent: AWP

1991 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."

1994 Response: It is still too early to establish a Visiting Committee for each of these programs. The Studies Councils are well established. I do not believe these programs are ready at this time for Visiting Committees, but we will work towards it.

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

1991 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."

1994 Response: We are doing well in this area but only in the Women's Studies Program. We do not have a Hispanic Studies Program, but we are currently focusing to strengthen the Latin American Studies Program.

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Recommendation: Select appropriate **material** for **core** library collections in Women's, **Hispanic American**, and African **American Studies**.

Respondent: AWP

1991 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."

1994 Response: We are doing it. The Directors for the three programs have been working with the Director of Libraries to provide material for core library collections.

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

1991 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."

1994 Response: Yes, this is on-going

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

1991 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.

1994 Response: A course was developed in 1992 called "Personal Development In A Changing Society." This course is now offered to freshmen in the form of Seminar (Comm 90 every fall) and as a regular course (A&S 250) to upperclass students. This course deals with the issues of race, class, sex and how they impact our society. It is a three-credit course and is team taught by faculty and staff.

## 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**

1991 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.)

1994 Response: The plan proposed in 1991 was implemented successfully.

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

Respondent: **MAD**

1991 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"

1994 Response:

"Since the last report was done, we have made good progress in the recruitment of African-American and Hispanic students. The numbers of students in the freshman class is **as** follows:

'93	42	'96	45
'94	61	'97	73
'95	56	'98	68*projected

These gains have **been** accomplished through the coordinated efforts of all staff members in the Admissions, Financial Aid and Challenge for Success Office.

The Office of Admission in particular has worked hard to involve current students of color in the recruitment process. They are involved in all facets of the process as Student Ambassadors, Tour Guides and most importantly Interns. In fact, five of seven interns this year were students of color. They are an integral part of the office and participate in the planning, design and execution of the recruitment process.

Our Student Ambassador Advisory Board (SAAB) which was started four years ago continues to be active in recruitment and is currently revising the minority recruitment brochure.

Professional staff have also allowed us to impact this area. Currently three of twelve professional staff members are African-American and a fourth is Asian-American.

Financial Aid, as always, plays a critical role in one's ability to attract these students. Competition for the best students of color is fierce and affects our yield.

We continue to look at the success of the six-week summer CFS program as a real edge for us in the recruitment and retention of students of color."

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

Respondent: PL

1991 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.

1994 Response: Efforts to constrain sexist and racist behavior on college campuses have attracted the attention of the media and the courts in recent years, and allegations of 'political correctness' have complicated communications. At Lehigh, we have avoided the **formal** proscriptions that have been constrained by the court, **relying** upon open dialogue and more positive guidance to accomplish our objectives.

For example, as president, I take every opportunity in speaking with students to incorporate the message of celebrating **diversity**, whether the occasion is a formal freshman invocation or an informal talk in a student residence hall. During the past year or two, I have gone beyond the usual talk about race and gender relationships to enter the more complex domain of sexual orientation. When briefing gryphons or the IFC or the residents of a **sorority**, fraternity, or other student residence, I have asked for help in making Lehigh a more comfortable environment for gays and lesbians, who are surely the most oppressed minorities on this campus.

**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

1991 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."

1994 Response: "We presently have had such a policy in place for our special interest houses since 1990. 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."

"Since 1991 a Greek review process has been established for fraternities and sororities. This process provides for a **semesterly** review of all groups. Failure to meet these standards could ultimately result in the loss of recognition. The **specifics** of this process are contained in the recently adopted Chapter Continuity Policy."

d. 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**

1991 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. "

1994 Response: "A review process has been established and is administered by the Student Life Office. We have also convened a **committee** of faculty, staff, students and **alumni** to **look** at the overall undergraduate residence environment. This group will finish its recommendation by the end of the spring 1994 semester.

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**

1991 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. "

1994 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 Arts House and Umoja House. In the years ahead, we will work to strengthen those existing options and identify how, when and when additional options can be initiated.

The movement of fraternity rush to late in the fall semester and bid day to the spring .have created a .more equitable.environment for students to make.,residence choices. The establishment of Upper Grace as the campus social center should also help. The Committee on Undergraduate Residential Environment recommendations will also address this issue.”

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

1991 Response: See below.

1994 Response: See c. below.

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

**Respondent:** MAD

1991 Response: See below.

1994 Response: See c. below.

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

**Respondent:** MAD

1991 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."

1994 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."

"The Council of Student Presidents continues to address these opportunities. The President's of **BSU**, Salsa, Les-B-Gay, and the Asian Cultural Society are all now a part of the CSP group."

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

**Respondent:** **MAD**

**1991 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."

**1994 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**

**1991 Response:** "A number of events are already scheduled, and approximately \$10,000 has been reallocated to support the development of a "Diversity Series". "

**1994 Response:** "Numbers of events are scheduled throughout the year, and reallocation of program dollars supported the development of the 'Diversity Series'. The 'Breaking Barriers Series' this year and a similar series last year brought a variety of speakers to campus. "

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**

**1991 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. "

1994 Response: "Our efforts to encourage African American and Latino students to live on campus **have been increased** in the past few **years**. 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. These meetings have resulted in various adjustments to the residence hall configuration. **Beginning** in fall 1994, **John Smeaton** will be chairing a student, faculty **and** staff group (as a part of the commission on Diversity) to promote interaction among diverse groups on campus."

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

Respondent: **MAD**

1991 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."

1994 Response: "All support staffing, program dollars and faculty needs continue to be fully funded. And since the last report to the Commission, the House has **been equipped** with computers and printer."

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

Respondent: **MAD**

1991 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."

1994 Response: "The minority gryphon numbers have increased annually. Twelve percent of the **Gryphons** are minority student in the 1993-94 academic year."

### **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**

1991 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."

1994 Response: As promised in the 1991 **response**, we did make sexual harassment one of the themes of the next retreat of the President's Council. It was a good experience, which **helped** to prepare some of us to deal more effectively with formal charges of sexual harassment that arose later in specific situations.

Diversity training on a voluntary basis has continued, some in cooperation with St. Luke's Hospital.

Diversity issues figure prominently in The Lehigh Plan, and a presentation on this subject was made by the Diversity Commission to the Goals and Priorities Board, so **members** of the Board of Trustees have been exposed to our concerns in this area. However, we have not required diversity training of our trustees, and have no plans to do so. The Board of Trustees now includes five women and two African Americans, and both groups have begun working with their counterparts on campus, so we are making **good** progress in opening up this leadership group. Next year a woman trustee will join the executive committee and another will join the board's nominating committee, establishing two more "firsts" for Lehigh.

- 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**

1991 Response: See below.

1994 Response: See #7c. below.

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

Respondent: **MAD**

1991 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."

1994 Response: "We presently do extensive initial and ongoing training with gryphons in the area of diversity. In addition all peer counselor and gryphons are trained in these areas.

- 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**

1991 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."

1994 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?**" Our campus-wide TV Cable Calendar should help with the coordination of all events.

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

Respondent: MAD

1991 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."

1994 Response: "We piloted 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 program was implemented 2 years ago. This program has never been implemented to the extent we hoped. With the introduction of hall directors next year we hope it can be more fully implemented."

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

Respondent: AWP

1991 Response: "It is not clear that this should be done or how. This should wait for the task force indicated in I.9. above."

1994 Response: See 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

1991 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.

1994 Response: No change to 1991 response.

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

**1991 Response:** "The president was invited by the Brown and White editors to submit commentaries for publication, and wrote one essay on harmonious diversity.

**1994 Response:** No further activity on this front.

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

**Respondent:** MGB

**1991 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.

**1994 Response:** These efforts as indicated in 1991 response are on-going.

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

**Respondent:** PL

**1991 Response:** "As noted in response to proposals 3 and 9a, the president's commitments in this area have been unusually visible this year."

**1994 Response:** As noted under #3, the president's statements have become more frequent, more personal, and more often directed orally toward specific groups in assembly. This seems to be a more effective strategy than writing memos.

10. **Recommendation:** **Dedicate university space to Salsa.**

**Respondent:** MAD

**1991 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."

1994 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." The movement in Upper Grace may free up some space.

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

Respondent: PL

1991 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."

1994 Response: No change. (Classes started the day after **MLK** day in 1994)

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

Respondent: **MAD**

1991 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."

1994 Response: a. NCAA Graduation Rate Report Results

Report Year	Grad Rate: (All Black Students)	(Black Student-Athletes)
90-91	39%	43%
91-92	53%	100%
92-93	46%	60%

\*We continue to graduate Black student-athletes at a higher rate than non-athlete Black students.

b. Commitment to staffing (role models)

	Full-Time Minority Staff	Part-Time/GA	Total
1990-91	1	0	1
1991-92	1	1	2
1992-93	1	3	4
1993-94	2	5	7

c. Programming

- i. We hired a Black Academic Support Coordinator (he works with all student-athletes) and expanded our direct programs for tutoring, study skills, enrichment programs.
- ii. We have sponsored and presented several distinctive minority speakers for our student-athletes and staff in the areas of multiculturalism, minority recruitment and diversity training.
- iii. We continue to take advantage of the University programs for peer counseling, tutoring, CFS, and special workshops.
- iv. The Athletic Director meets annually with minority student-athletes to review and assess the effectiveness of our efforts relative to the quality of the minority student-athlete experience.

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

Respondent: PL

1991 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."

1994 Response: The Women's Center was established and staffed as planned. The Lehigh Plan includes "Improve the Women's Center" under "Resource Goals."

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

1991 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."

1994 Response:

- Our Fitness Center has been expanded and improved since the 90-91 year in ways that make the atmosphere more attractive to women. Our 'user'

statistics indicate that 35% of Fitness Center participants are women, up from 23% before the improvements.

- We still **need** to improve **locker** facilities, shower rooms, and space available for aerobic fitness activities.

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

**Respondent:** **MAD**

1991 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."

1994 Response:

- We continue to lack the funding necessary to expand service beyond **the** current levels.

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

**Respondent:** **MAD**

1991 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."

1994 Response:

- In the fall of 1991, we added Women's Soccer as a Varsity sport. We did so without **any** additional funding from the University because it **was** the right thing to do. Through reallocation (and, therefore, reduced funding for other men's and women's programs), we have been able to establish a women's program in soccer which is funded equitably with our men's program. In three years of varsity competitions, they are 19 - 29 - 1 against predominantly Division I competition. Twenty-four women were on the Varsity roster in the fall of 1993.
- Women's Golf has been established as a club sport through the effort of our **Varsity Men's Golf Coach, Kelly Gutshall**. We have arranged for a place to play, a modest schedule of competition, and provide instruction clinics. We

also promote the club on Taylor **Gym** message boards and engage in recruitment efforts to grow our numbers. We are not yet ready to move to **Varsity** status.

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

**Respondent:** MAD

1991 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."

1994 Response: • Staffing commitment to women:

	Full-Time Women Coaches	Staff Administrators	Others
1990-91	3	3	9
1991-92	3	4	9
1992-93	4	4	9
1993-94	4	5	8

- We have added one full-time women's coach (Soccer) through internal reallocation efforts. We have also increased our administrative staff numbers by hiring a woman as ticket/business manager.
- We need to add at least one more full-time women's coach, however, we need to do this through continued reallocation (and reduction of other positions) and

we are trying to accomplish this in a year where we will give up 3 to 4 full-time positions in our department.

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

Respondent: AWP

1991 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."

1994 Response: Dina Wills, Faculty Development Coordinator, and Kathy Calabrese, Director of the Women's Center, are working together with Student Affairs and Human Resources to make this happen for all women in the Lehigh University Community.

16. Recommendation: **Improve campus lighting and pedestrian safety.**

Respondent: JWW

1991 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."

1994 Response: Since 1990, a substantial number of improvements have been made. The long-standing problem of pedestrian safety on Grant Street (now University Drive) was corrected by **making** the road one-way east and installing a sidewalk along the south side at a cost of about \$30,000. In addition, \$25,000 was spent on other pedestrian safety items including adding stop signs and creating pedestrian "islands" at the major crosswalk on Packer Avenue. In this time period, over \$63,000 was spent on new lighting, and nearly \$40,000 was spent on security phones in academic and residential areas.

However, the most significant change was made in the residence halls themselves. The prototype security system installed at Centennial II, with its card access and door-prop alarms, was found to be very successful and **was** extended to all major residence halls (Brodhead House, Centennial I, Drinker, Dravo, McClintic-Marshall, Richards, and Taylor College) for a total of about \$450,000. Security screens were also added to the windows of both Centennials at a cost of about \$32,000.

The design of the new street lighting system for Sayre Park was completed (cost: \$15,000), and the upgrade is estimated to be around \$550,000 in 1994 dollars. This still remains the most serious area of need.

Not counting the Sayre Park street lighting problem, there remains approximately \$55,000 on the current campus lighting request list, and about \$94,000 of items on the pedestrian safety list. Since the pace of installations is now more or less keeping up with the pace of new requests, and since it can take a fair amount of time for materials to come in before being installed, the campus safety tours are now **king** conducted every other year.

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

Respondent: PL

1991 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.

1994 Response: With the abolition of apartheid in South Africa, the issue of divestiture dissolved.

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

1991 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."

1994 Response: An assessment of the institutional climate was completed by the Gunneson Group in fall 1992. There were specific questions regarding women and minorities in the questionnaire. We are not sure what was done with the data. The assessment process is expensive and time consuming.

There are two continuous improvement groups that might consider an assessment of the institutional climate as part of their recommendation. The Communication Team, especially, would benefit from such a process.

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

1991 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.

1994 Response: See I.9 (1994 Response above)

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

Respondent: AWP

1991 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.

- 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 king 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).

1994 Response: Henry Odi is developing a plan that will involve several universities and companies to strengthen and expand this effort in addition to efforts by Dr. Louis Martin-Vega, Chair, Industrial Engineering **and** Manufacturing Systems Department with universities in **Puerto Rico** and Latin America.

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

Respondent: **MAD**

1991 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. "

1994 Response: "In 1993-94 The Career Services Office introduced a four-part Minority Career Development **Program** consisting of 1) assessment and career planning, 2) mentoring, 3) **internships/externships** and 4) individualized student **support/counseling**. This program was made possible through one-time grants from Bankers Trust and The Prudential.

**Assessment/Career Planning:** During the summer of 1993, freshmen minority students met bi-weekly in a career **planning class** taught by a career counselor and participated in individualized **personal** assessment. A variety of individual **and** group sessions were held for **upperclass** minority students to increase their **career** awareness **and** research of future options.

**Mentoring:** Contacts are currently being made with minority professionals to serve as "professional **mentors**" for **current** students. During this introductory year a few **local volunteers have served** in this role. More formalized relationships will be in place by the next academic year.

**Internships/Externships:** In 1993-9 minority students were introduced to a new **externship** program which allowed them to spend 3-5 days during winter break shadowing professionals at AT&T, National Starch & Chemical Corporation and Johnson & Johnson. Other organizations already committed to the next placement include Arthur Andersen, Shared Medical Systems, First Fidelity Bank and Bankers Trust. Contacts for future **externship** and internship opportunities reveal much interest on the part of employers and students.

**Individualized Support/Counseling:** Minority student have increased their interactions with counseling staff throughout 1993-94. More in-depth assistance than ever before has been provided with follow-up visits and referrals.

It's exciting to see such positive concrete results after less than one **year's** focused effort. We anticipate even stronger results this time next year."

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

**Respondent:** PL

**1991 Response:** "The response to Recommendation 11.1. 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."

**1994 Response:** No change.

23. **Re~~commendation~~ndation:** 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

**1991 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.

1994 Response: Much has changed since 1991. The S.T.A.R. Academy has expanded quite significantly. Our new "Asa Packer Scholars" program provides cash to meet full need for one Hispanic-American from the local community in each freshman class (as well as one African-American). On ~~many~~ levels the community service activities of Lehigh people have expanded, with consequent benefit to the Latinos in our neighborhood.

### 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

1991 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."

1994 Response: A supervisor's manual is in draft form. The estimated cost to produce the manual is \$3,000. ~~Work/family~~ issues ~~could be~~ addressed in the manual. Development, production and distribution with appropriate workshops needs financial and administrative support.

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

1991 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 supervises. A disagreement involving flexible scheduling is one example of the types of problems the individual in this position mediates."

1994 Response: Procedures to address workplace problems have been in place since 1983. The Manager of Employee Relations and Training and two Human Resources Associates ~~serve~~ as impartial, confidential mediators to resolve problems that arise between ~~the~~ supervisors and employees. A disagreement involving flexible scheduling is one example of the type of problems these individuals mediate.

- Recommendation:** Allow support staff to accumulate unused sick/excused absence days which could be carried over from one year to the next.
- Respondent:** JWW
- 1991 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."
- 1994 Response:** A comprehensive review of the sick/excused absence leave and the short-term disability plan for nonexempt staff was conducted in early 1991. While the plans were found to be fully competitive with those plans offered by other Lehigh Valley employees, we recommended that the benefits be enhanced by adding a provision to allow the carry forward of up to 600 hours sick/excused absence leave. We implemented this change 7/1/91.
4. **Recommendation:** Continue and fund parenting support groups for employees.
- Respondent:** JWW
- 1991 Response:** "We are currently providing Parent Support Groups with limited funding. Additional funding would provide expansion of the program."
- 1994 Response:** OHR sponsored Parenting Support Groups were discontinued due to insufficient attendance at programs. If there is renewed interest, we will offer the program again.
5. **Recommendation:** Make a significant financial effort to bring support staff salaries up to 100% of market equity.
- Respondent:** JWW
- 1991 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."
- 1994 Response:** Significant financial efforts have been made to bring nonexempt staff salaries up to 100% of market equity. As of 1992-93, 78% of the gap had been closed and nonexempt staff salaries were at 97% of market.
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

1991 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."

1994 Response: OHR continues to encourage 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 this 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.

OHR encourages employees to decide on a career path and can help in understanding and formulating what needs to be done to accomplish their goals.

In 1993-9, 38% of position vacancies were filled by internal candidates

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

Respondent: JWW

1991 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*."

1994 Response: We recognize the value of the educational opportunities available to our employees and have made significant improvements to the programs we administer. We initiated a proposal to LVAIC that resulted in doubling the number of courses covered by the employee tuition exchange program each semester. We engaged a continuous improvement team in our area to review and simplify the procedures for employees who want to use the tuition benefits. In addition, we greatly increased the number of programs offered through the training and wellness programs.

All educational benefits available to employees, their value **and** the procedures related to their use are publicized on a regular basis in the *Spotlight*. New employees are **introduced** to the tuition remission benefits **and** the training and wellness programs during their benefit orientations.

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

**Respondent:** JWW

**1991 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."

**1994 Response:** The STEP - Success Through Enhancement of Personal Skills, has been offered three times in the last five years. Although we attempted to offer it once a year, there has been insufficient enrollment to justify the expense of the program. The feedback from participants has been positive. We will continue to offer the program when there are 15 people registered for the program.

Perhaps a bigger issue is the level of support for training and development from many managers and supervisors at **Lehigh**. This is an area that **deserves** attention. Employees may be interested in attending, however, supervisors do not always support their efforts.

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

**Respondent:** JWW

**1991 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."

**1994 Response:** A volunteer mentoring program can be developed and administered by HR, but implementation must be deferred until other higher priority objectives are met.

10. **Recommendation:** **Arrange biennial gatherings of support staff.**

**Respondent:** JWW

**1991 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."

1994 Response: We do not agree that exclusive nonexempt staff gatherings are advantageous. We believe that the Holiday Party, University Picnic and the Staff Recognition Dinners are useful in reducing barriers between employee groups. These events are designed to encourage mutual recognition and support.

IV. RECRUITMENT, RETENTION AND ADVANCEMENT

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

Respondent: AWP

1991 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."

1994 Response: "An Assistant to the Provost for Special Programs, Henry Odi, will continue to work with the appropriate departments and offices to improve our current efforts in this area. New initiatives are being developed which will include graduate students and alumni."

Respondent: MAD

1991 Response: See below

1994 Response: "Our efforts to recruit women mirror our overall recruitment effort and our results reflect the current composition of the university. Our ability to recruit a larger percentage of women will not change until we see larger numbers of young women graduating from high school interested in Science and Engineering."

1992	385
1993	394
1994	435*

\*to date

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

1991 Response: See below.

1994 Response: See #1.b below.

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

Respondent: MAD

1991 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."

1994 Response: "The increase in staff and program budget over the past three years has enabled us to formulate more effective recruitment strategies.

Excellent relationships have been established with several high school outreach programs including Prime, Champ, I Have a Dream, Outward Bound, and the Posse Program. Through these relationships, we have developed the L-Train Program

which focuses on bringing prospective students to campus. Our feeling is that having students meet our students in the campus environment is far superior to group meetings in local areas.

We continue to explore new and better ways to attract minorities of all kinds to Lehigh this year, we were fortunate enough to retain an Asian-American admissions counselor. Through his good work, we have doubled the number of Asian-American students on campus this fall versus last fall (55 to 105)."

Recommendation: **Increase** funding for **financial aid**.

Respondent: MAD

1991 Response: See below

1994 Response: See #1.d 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**

1991 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. "

1994 Response: "Financial Aid resources for minorities have increased substantially. As a result of our "Financial Aid Guarantee" we have been able to increase the number of minorities attending Lehigh. As we move away from our general guarantee, we will still take care to ensure that all deserving minority students are funded."

Re ~~commendation~~ ommendation: 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

1991 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 program. 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."

1994 Response: "The Challenge For Success Program continues to be 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.

In the fall of 1994, we will begin a partnership with metaNetworks and the National Action Committee for Minority Engineer that will bring fourteen students from the inner-city into our freshman class."

**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.**

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

Respondent: AWP

1991 Response: See below

1994 Response: See f.iii 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

1991 Response: See below

1994 Response: *See* f.iii below

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

Respondent: AWP

1991 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.

1994 Response: We have expanded the document mentioned above to include outreach and undergraduate programs. We have created new programs and expanded the old ones. My office will initiate a plan that will enable directors of these programs to collaborate their efforts. The faculty members involved in these programs are recognized.

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

Respondent: AWP

1991 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."

1994 Response: Our efforts indicated above is on-going and we have added four more fellowships.

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

Respondent: AWP

1991 Response: See below

1994 Response: **See #2.i** 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

1991 Response: "We are doing as requested. The Associate Dean of Graduate Studies position has been increased in allocated time as needed to accomplish support."

1994 Response: We are doing **as** requested, but more needs to be done. The new Assistant Director **in** the Graduate Office will assist in these efforts."

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

1991 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."

1994 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.

Graduate students are regular users of services such as counseling, medical treatment and the like. Recently to acknowledge the importance of graduate student perspectives, the University Forum added a third student representative to the Board of Trustees and stipulated that it would to be filled by a graduate student."

b. Re **ation:** **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

1991 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.

1994 Response: Henry Odi and the Graduate School are currently developing a University Recruitment Program.

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
- 1991 Response: See below
- 1994 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
- 1991 Response: "Already done, **see 2c** above."
- 1994 Response: "Already done and in addition, see 2d below."
- 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
- 1991 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.
- 1994 Response: "We no longer have Patricia Robert Harris Fellowships, but Lehigh has recently joined the National Physical Science Consortium. This organization will provide stipend and summer internship for minority and women students accepted by the organization and admitted to Lehigh for graduate studies in the Physical Sciences. Lehigh will provide four tuition scholarships and faculty mentors effective fall 1995
- 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
- 1991 Response: See response to II 20 above. A summer research program is pan of our **Tuskegee** proposal. We will seek to increase our minority enrollment in existing summer programs in 1991.
- 1994 Response: "We are doing this at a small scale, but we need to do more."

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

1991 Response: "No action taken yet. Dean Simon will study the survey when results are available."

1994 Response: 'No action taken yet, will discuss action plan with the Vice Provost and Dean of Graduate Studies, Dr. Roy Herrenkohl.

**Establish a supportive environment for minority and women graduate students at the departmental level:**

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

Respondent: AWP

1991 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."

1994 Response: The Sexual Harassment workshop is a permanent component of the Graduate Student Orientation program. We must also incorporate other diversity issues into this program. Lehigh and St. Luke's Hospital co-sponsored a successful two-day conference on Diversity on our campus two years ago and several faculty from all four colleges attended. We are using creative ways to recruit more faculty to participate in diversity related activities, but we must do more.

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

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

1994 Response: This has not been done. I will ask the Deans to come up with a plan to make this request happen with assistance from Henry Odi and others.

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

Respondent: AWP

## APPENDIX D

1991 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.

1994 Response: We are doing this, but must do more.

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

Respondent: AWP

1991 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."

1994 Response: We are stepping up our effort in this area to make it happen including what we have been doing, the direct involvement of the Deans and Department Chairs.

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

1991 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.

1994 Response: We have not created a dedicated fund, but we have been addressing this issue on an ad hoc basis, i.e., the hire of the permanent Director for African American Studies. We will continue to find creative ways to make this happen.

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

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

Respondent: AWP

1991 Response: "We will do this."

1994 Response: We have not done this, but I will include this as a subject for discussion in my annual evaluation meeting with the Deans. The Deans are generally supportive.

- 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

1991 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.

1994 Response: The AA/EOC is helping to make this happen by individual meetings with Deans and Vice Presidents to provide guidance. This effort will continue on a regular basis.

- 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

1991 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.

1994 Response: We are doing this, but we will begin monitoring this process more closely.

- 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

1991 Response: "Committees will be so encouraged, expenses, but not honoraria, paid."

1994 Response: We are doing this.

- 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

1991 Response: See below

1994 Response: No formal action has been taken yet, but it is an important recommendation.

- ii. **Recommendation** **Gather feedback on the effectiveness of mentoring programs.**
- Respondent:** AWP
- 1991 Response:** See below
- 1994 Response:** We have collected some information. See #v 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
- 1991 Response:** See below
- 1994 Response:** No formal action has been taken.
- 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
- 1991 Response:** See below
- 1994 Response:** See below
- v. **Recommendation** Encourage and support travel to professional meetings.
- Respondent:** AWP
- 1991 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."
- 1994 Response:** No change. I will bring these important issues to the Provost Council.
- d. **Recommendation:** Develop methods to hire and retain couples who are both **academicians**. Help non-faculty spouses find employment.
- Respondent:** AWP
- 1991 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."
- 1994 Response:** The University's nepotism policy makes this difficult to implement (i.e., husband and wife team in the same department **could** be a problem). We will continue to find ways to make this happen if the husband and wife team is in different areas.

**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

1991 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."

1994 Response: If funding is made available, department could take advantage, on an individual basis, of programs offered through various professional organizations. OHR

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

Respondent: MAD

1991 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."

1994 Response: "The S.T.A.R. Academy is now being directed by Henry Odi, Assistant to the Provost and great strides have been made in acquiring the necessary funding to support this program.

Members of the Admissions Office staff continue to primarily participate in Access and Choice, a program aimed primarily at high school students across the state that is sponsored by the institutions of the Keystone Admissions Group (Lehigh, Lafayette, Allegheny, Bucknell, Haverford, Swarthmore, Gettysburg, Dickinson, Franklin and Marshall, Muhlenberg and Washington & Jefferson). Every spring, staff members from all these institutions do a statewide swing and present programs aimed at getting

high school children to **think** about college. This tour has **been** going on for seven years and is enjoying good success.

**Recommendation:** **Create** a position to **coordinate local outreach** programs in middle schools and **high schools**.

**Respondent:** PL

**1991 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.

**1994 Response:** No change. There 'will be no expansion of staff in this area in the foreseeable future.

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

**1991 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."

**1994 Response:** OHR has no advertising budget. Advertising is the responsibility of each Vice President and Dean.

**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

**1991 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."

**1994 Response:** Community Relations gathered information from employees about what organizations and groups they are interested in and/or involved in. We do not know the status of the database development.

**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

1991 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."

1994 Response: **There** is insufficient budgetary and management support for a comprehensive program at this time.

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.**

Respondent: JWW

1991 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."

1994 Response: Some elements of a staff recognition program including service recognition, formal recognition awards (ERAC, Woltjen and Zirkel Awards), and an annual recognition dinner have been introduced.

A cross-functional continuous improvement team is currently working on developing an approach to recognizing quality improvement efforts on campus.

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

1991 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. "

1994 Response: A new performance appraisal tool, the Performance Evaluation and Planning (PEP) form was introduced in 1992-93. The form includes a Multi-Cultural Diversity attribute for all users. Each Vice President and Dean has the option of using the PEP form.

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

Respondent: JWW

1991 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."

1994 Response: The minority support group luncheons were difficult to schedule on a monthly basis. Last year, the group met four or five **times**. The group always seems to enjoy these lunch meetings. It is something we will continue to do.

j. **Recommendation:** Mold 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

1991 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."

1994 Response: OHR revised its program in 1990 to include both exempt and nonexempt staff in the new staff orientation. The program is offered each semester.

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

1991 Response: "See Page 3, Number 8."

1994 Response: See III.8.

**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

1991 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."

1994 Response: No change.

## V. SEXUAL HARASSMENT

1. **Recommendation:** **Require gryphons, teaching assistants, department heads, and supervisors to participate in seminars on sexual harassment.**
- Respondent:** AWP
- 1991 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."
- 1994 Response:** We are doing it in the form of workshop and course for credits.
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
- 1991 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."
- 1994 Response:** "**Gryphons** are currently trained in sexual harassment issues and frequently **bring** those cases forward to be addressed. We focus on sexual harassment as a part of the **male/female** relationship program in the residential curriculum.
- The Student Life Office has also sponsored a series of open discussions on gender issues which was well attended."
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
- 1991 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 *Sporlighr*, *LehighWeek*, and **Brown and White**. The AAEOC and Human Resources will continue efforts to increase awareness."

- 1994 Response: In 1992, **OHR** prepared **and disturbed** a brochure "Sexual Harassment - Never the Same" in conjunction with Sexual Assault Awareness Week. Every employee received a **copy** of the brochure. There were speakers, informational panel presentations and information tables in the UC. Posters and mailings were widely distributed on campus.
- Recommendation: **Publicize resources for people who have been sexually harassed.**
- Respondent: JWW
- 1991 Response: "Resources for people who have been sexually harassed were published in a past *Spotlight* issue. We will continue to announce these resources periodically."
- 1994 Response: See V.3
- Recommendation: **Continue diversity awareness workshops initiated this year and provide assertiveness training for women on campus.**
- Respondent: AWP
- 1991 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."
- 1994 Response: We are identifying creative ways to do this and I will discuss this with the Provost Council.
- Respondent: JWW
- 1991 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."
- 1994 Response: Follow up for diversity has been difficult to schedule. There have been several programs attended by small groups of employees. In fall 1993, we tried to gather support for inviting the **Cornell** Interactive Troupe to campus, however, we did not receive the support needed to accomplish the objective.

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

1991 Response: "A recommendation to examine this process, including actions against offenders and support for victims, will be presented to the AAEOC."

1994 Response: "A recommendation to examine this process, including actions against offenders and support for victims, will be presented to the AAEOC."

VI. 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 child care needs of Lehigh employees and students indicated that many Lehigh parents would welcome a child care 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 child care center in the fall of 1990. Space for the center was identified in the Saucun Village apartments, a Child care 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 child care. We are extremely pleased to report that Lehigh University opened a high quality child care center in August, 1990.

Respondent: PL

1991 Response: After seven months of operations, we feel very good about our Child care 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.

1994 Response: Lehigh's Child Care Center has been operating successfully for three and a half years, and we are proud of the services provided. Our financial goals proved to be more challenging than we had anticipated, however. We had hoped to operate the Center on a break-even basis after absorbing initial start-up costs, intending to provide "scholarship" support to Lehigh familiar who could not afford the fees required for unsubsidized operations. Instead, we have transferred our intended "scholarship" funds to provide an operating subsidy for the Center.

