

## Enhancing Equity and Community By Strengthening Related Academic Programs

The mission of the Council for Equity and Community (CEC) at Lehigh is to create an environment where all members of campus work and learn together, transcending racial, cultural, and other boundaries, in order to build a stronger on- and off-campus community and create a richer educational experience for all. Towards this end, the CEC has formed working groups to accomplish a number of goals based on those identified in the 2007 University Diversity Leadership Council (UDLC) final report. They include:

- **Curriculum/Pedagogy:** *Enrich the curriculum by enhancing student and faculty learning about varied cultures, experiences, and perspectives; incorporate learning to foster critical, creative, and compassionate student and faculty thinking about power and privilege dynamics.*
- **Research/Scholarship/Service/Co-Curricular:** *Create a campus environment that values difference by fostering and recognizing activities outside the classroom (e.g., research/scholarship, community service/experimental engagement, and co-curricular programming).*
- **Recruitment/Retention of Students:** *Increase the recruitment and retention of underrepresented/underserved populations among students.*
- **Recruitment/Retention of Faculty, Staff, and Administrators:** *Increase the recruitment and retention of underrepresented/underserved populations among faculty, staff, and administrators.*
- **Inter-group and Intra-group Relations:** *Foster a safe, equitable, and respectful campus climate free from all forms of discrimination, harassment, violence, and sexual victimization.*

The CEC believes that Lehigh's related academic programs (RAPs) --Africana Studies, Asian Studies, Latin American Studies, Women's Studies, and the like-- are pivotal to accomplishing all facets of its mission. This document provides our rationale for drawing that conclusion, describes the current state of Lehigh's RAPs and our concerns for them, and makes recommendations for how to support their potential as outstanding academic and scholarly programs in their own right.

While we recognize there are other academic units on campus that may share similar scholarly missions (including the newly launched Islamic Studies Program), this document focuses on the specific and immediate needs of four related academic program areas – Africana Studies, Asian Studies, Latin American Studies, and Women's Studies. This approach is not intended to exclude other areas from the discussion, but rather to use the history and experience of these four programs to highlight the issues and provide a context for our concerns.

### Rationale

At a research institution like Lehigh, a faculty member's responsibilities have been historically split between "scholarship," "teaching," and "service," with "service" considered

to be the least valuable of the three faculty roles. Because diversity work typically is considered only to fall in the category of service, it often is devalued. However, when scholarship and teaching in related disciplinary areas becomes a central part of a university's diversity initiatives, discussions of equity and community become part of the institution's intellectual discourse and, consequently, truly sustainable change in the overall campus climate is possible (Billingslea-Brown & Gonzalez De Allen, 2009; Hart, Grogan, Litt, & Worthington, 2009).

When the remarkable proliferation of scholarly work in gender studies, cultural studies, ethnic studies, and other interdisciplinary programs that embrace an intersectional approach to understanding inequality and social justice becomes more apparent to faculty, "diversity service work" is recast as an evidence-based and rigorous intellectual enterprise (Checkoway, 2002; Ward, 2003). Because such scholarship explores the complex causes of inequality and historic underrepresentation, this work can help to devise strategies for change and to envision a just society (McLaughlin, Dill, Harley, & Rosenfelt, 2009).

Further, given the realities of gender, race, and culture in our increasingly global society, curricular programs that are centered on these different but interrelated aspects of diversity have become a critical component of a first-rate university education. Research by the Ford Foundation in 1998 indicated that Americans value diversity in education and recognize its growing importance in relation to globalization and increasing social diversity. A 2005 *Journal of Higher Education* study by Laird, Engberg, and Hurtado attested to the effectiveness of diversity-related courses for influencing students' interactions with diverse peer groups. Regardless of their cultural and class backgrounds, it appears students benefit from being exposed to different worldviews and value systems (Saunders & Paquet, 2009).

In these ways, the CEC believes that Lehigh's RAPs are a critical component of its mission. These programs not only educate the average student about world culture and issues sensitive to particular cultural backgrounds, but they provide a home for under-represented students to strengthen their understanding of their own historical and linguistic heritages in the U.S. and international arenas. By strengthening and further supporting these programs, the University will be better positioned to address many of the articulated goals for the CEC.

### **Lehigh's RAPs**

As is the case at many institutions of higher education, Lehigh's RAPs contribute to improving the overall climate for diversity on campus. These programs enrich the curriculum by enhancing student and faculty interaction about specific issues linked to international and American cultures, experiences, and perspectives.

A substantial portion of the coursework in these areas fosters critical, creative, and compassionate student and faculty engagement regarding hierarchies and power and privilege dynamics. The pedagogical models for these programs incorporate more experiential and social justice oriented experiences for students, including a range of opportunities from multinational business internships to local service-learning opportunities.

Additionally, because these programs reach majority students as well, they better the climate for underrepresented students and serve as academic partners in the work undertaken as part of student affairs' mission to improve the campus climate. In each program, classes function as crucibles of interaction between heritage and non-heritage students. For example, a freshman-level introductory class in Film, Fiction, and Gender in Modern China explores issues of identity and nationalism over a 100-year period. This course attracts a range of male, female, Asian, and non-Asian students interested in exploring as a group select literature and movies that define and question one's role in a traditional versus modern society.

Because Lehigh graduates are do-ers and problem-solvers, an important component of a Lehigh education in today's context must include attention to the academic study of cultural differences, social inequalities, and social justice. At Lehigh University, related academic programs (RAPs) in the areas of Africana Studies, Asian Studies, Latin-American Studies, and Women's Studies represent core curricula on topics of difference, diversity, and social inequalities. The future of these RAPs relates directly to our ability to provide this first-rate education for *all* of our students, educating global citizens, and projecting an image of knowledge and understanding to future students and alumni. Lehigh's RAPs embody the university's tradition of training students who are creative and critical thinkers in the context of "real world" problems.

Global Lehigh represents the university's acknowledgement of the importance of this kind of education. According to Lehigh University's 2009 Strategic Plan, *Advancing Our Intellectual Footprint*, one of the grand challenges that the University seeks to address is that of globalization. Recognizing globalization as one of "the defining characteristic[s] of the early 21<sup>st</sup> century" that "provides a new lens for our views of topics like commerce, resource distribution, arts and aesthetics, intercultural relations, academic and literary discourse and relationships among nations," the University further recognizes that "research to understand the nature of globalization and its effects is crucial to the success of business enterprises and the well-being of humans, societies, and cultures around the world." Although the Strategic Plan identifies the Global Citizenship Program, Globalization and Social Change Initiative, Iacocca Institute, Martindale Center, and the new interdisciplinary major in Global Studies as current strengths that contribute to this area, it must necessarily support the critical role of Lehigh's RAPs in the global discourse and research agenda. Any program attempting to focus on globalization or international influences without addressing the contributions of Africans, Asians, Latin Americans, and women on issues regarding the environment, energy, food production, or even "terrorism," will be handicapped and not attract the very best students. Similarly, it would be difficult, if not impossible, for Lehigh to attend to a research agenda focused on globalization without addressing the histories, social/political economies, cultures and lived experiences attendant to Africa and its Diaspora, Asia, and/or Latin America, or without further engaging the contributions of women to our increasingly global realities. Similar educational benefits can be derived from students who are U.S. citizens learning from and about cultures within the U.S. that are often either marginalized, stereotyped, or distanced within a fragmented society. Indeed, transcending this marginalization, stereotyping, and cultural fragmentation is a crucial reason for diversity education in the first place.

Because Lehigh's RAPs are "first-line support" for the academic component of creating a more equitable and diverse community at Lehigh, they are also integral to the mission of the Council for Equity and Community (CEC). In addition to the benefits described above, thriving RAP programs can draw renowned and diverse scholars in these areas to campus either temporarily or permanently. In fact, according to Saunders and Paquet (2009), RAPs can be extremely effective in the recruitment and retention of both faculty and students of color. In this way, several aspects of the CEC's larger curricular and co-curricular recommendations rest on strong structural and financial support of these related academic programs.

### **Current Situations and Needs**

RAPs at Lehigh University share structural challenges that impact the programs similarly and relate primarily to faculty hiring, evaluation and mentoring, curriculum and program development, workload, student identity and community.

In recent years, RAPs along with all interdisciplinary programs have been invited to submit new faculty hiring proposals for consideration. Nevertheless, with the exception of a few searches, hiring for RAPs is usually secondary to departmental searches. Program directors and faculty may have some input on a case-by-case basis, yet there is little institutionalized voice in the hiring decision. For the most part, faculty are gained and lost serendipitously rather than through strategic, co-chaired, defined-effort searches among departments and/or other programs. This hampers programs' ability to do long-term planning and strategic program development and weakens any attempt at academic or other goals the program faculty may develop as a group. Hiring for Globalization and Social Change and the Environmental Initiative should serve as a model of effective interdisciplinary hiring through joint program/department searches.

The same lack of institutionalized voice can occur throughout the promotion and tenure process for faculty who contribute to a program, but were not hired specifically for that purpose. Programs may be asked to provide helpful input to departmental tenure homes, but more often than not are not involved at all. At the minimum, there is no formal representation unless the faculty member was hired explicitly for both the program and the department. Promotion and tenure processes are not designed so that interdisciplinary colleagues are formally incorporated unless the new faculty member enters with a memorandum of understanding. Existing faculty are at a disadvantage in this regard. The importance of programmatic inclusion lies in the unique perspective that interdisciplinary colleagues can offer departments. For example, departments are unlikely to be the best judge of the worth of publications that appear in interdisciplinary journals. How would history evaluate the merit of an article in *Signs* or the *Journal of Asian Studies*? How might Sociology and Anthropology evaluate the merit of a manuscript published in *Africana Studies*? These journals can appear marginal to the department while remaining central to and of high status within the interdisciplinary field. These structural challenges affect existing Lehigh RAP faculty as well as the programs' ability to recruit high quality faculty with interdisciplinary doctorates. Where is tenure located for someone with a Women's Studies, Cultural Studies, or Latin American Studies Ph.D.? How can Asian Studies leverage the hire of an East or South Asianist in History or International Relations? Without any

serious ability to nurture an on-campus identity through faculty commitment, RAPs are unable to mentor new faculty or engage them in issues central to their scholarship and teaching. Hence, Lehigh loses talented faculty and fails to establish a cohesive faculty-student relationships. This ultimately results in weak student recruitment and retention.

Because of the way RAPs are structured, they are largely dependent on the fortuitous conjunction of departmental and personal scholarly prerogatives when it comes to program service and staffing courses. *Without explicit obligations to RAPs, faculty have little incentive to engage actively in programmatic teaching, research, or service --particularly when that participation appears at odds with departmental priorities or culture.* While there exist formal opportunities for recognition of participation in RAPs, any given faculty members' experiences will depend largely on departmental culture. Consequently, RAPs are attempting to do a lot with few resources and uneven institutional support and rewards for participating faculty. In some cases, faculty experience disincentives to their participation due to departmental priorities or culture. For example, while there are three faculty members in the Modern Languages and Literature (MLL) department with expertise in Latin American literature and culture, they seldom have the opportunity to offer corresponding courses in English translation because of the need to service Spanish minor and major courses. In addition, many faculty are told specifically to delay the development of any courses that might be cross-listed with a RAP. Indeed, at times the RAPs sense resistance from departments.

With formal structures favoring departmental-based priorities over the needs of RAPs, programs are unable to develop any sort of an "identity" on campus. The lack of both identifiable spaces and support staff fuels the disconnect and inhibits a sense of "community" among faculty and students and among programs themselves. Further, while some programs engage hundreds of students and have waiting lists for many classes, they may simultaneously have relatively few majors/minors because the current situation provides little structure and support for RAPs to attract students. If students doubt their ability to complete the major or minor, they may take classes in RAPs but avoid committing to the degree. On the other hand, programs may have an intense period of growth and interest which they are unable to fully nurture as has been the case with Asian Studies.

While the RAP programs share many traits and challenges in common, there are also important divergent needs among them due to very different institutional histories and structural locations. Included below, we reference aspirational schools and provide a summary of the most significant challenges faced within each program.

### **Africana Studies**

**History and Challenges:** Lehigh offers both a major and minor in Africana Studies. Both the minor and major are loosely defined, presently offering one common required course. In its current form, the major, in particular, can be described accurately as skeletal; it desperately needs more regularly offered courses.

A recently completed strategic plan for the program's development calls for a revised curriculum organized around three course requirements—*Introduction to Africana Studies*, *Theories and Methods in Africana Studies*, and a *Capstone Experience*, involving community service or a study abroad experience. Currently, beyond the director, a handful of faculty

except for the program director contribute to the program on an irregular basis, depending on departmental priorities. This has prevented the program from regularizing the curriculum in the predictable manner necessary to create a stable roster of courses and viable program in Africana Studies. The program has had to regularly rely on adjuncts, if funding is available, to fill some curricular gaps. To address the critical problem of staff resources, the program proposed in an April 24, 2009 White Paper that a core of four (4) faculty be *hired* with joint appointments in relevant College departments, but with their primary teaching commitments contractually focused in Africana Studies. The paper proposed hires in the following fields:

- 1) History of the African Diaspora
- 2) Literatures of the African Diaspora
- 3) Creative Arts of the African Diaspora
- 4) Religions of the African Diaspora, with emphasis on issues of Gender and Sexuality

Under the leadership of an Interim Director in 2009-2010, the program is inviting distinguished Africana Studies scholars and a team from the Black Studies Association to Lehigh to consult with program and administrative personnel about the program's future. The White Paper also called for the appointment of a new director of Africana Studies --a distinguished senior scholar with an international reputation in one of the identified fields of need-- to take over administration of the program in AY 2011-2012. To attract a top-quality director, it is imperative that the program is seen as growing --that additional personnel and program support is in place and/or in the pipeline. With these specific enhancements, we feel that Africana Studies at Lehigh will have developed a distinguished program in the field that compares favorably with other excellent Africana Studies undergraduate programs in the country. We also feel that such a program is a crucial part of Lehigh's effort to make all students feel welcome at the University.

**Aspirational Schools:** Programs in Africana Studies at aspirational schools such as Emory, Northwestern, and Notre Dame University have been organized as free-standing departments with a critical mass of faculty whose major responsibilities are to the field of "African American" or "African Studies," although they hold joint appointments in traditional departments. These recognized programs in the field of Africana Studies typically cover the history, literature, sociology, anthropology, the creative arts, religion and politics of the black experience, notably in the United States and Africa but not as much in the Caribbean and Latin America. The broad curricular breadth, generally, of these programs enables students to systematically explore critical aspects of the black experience worldwide as well as focus on a particular facet of Africana Studies. Very importantly, Africana programs like those at aspirational institutions offer students extensive opportunity for community service and study abroad experiences. Public service opportunities are consistent with an original thrust of Black Studies programs in the U.S. The highly publicized transnational experiences offered at aspirational schools are supported by a broad range of foreign language instruction, including European and African languages. Relevant language instruction not only prepares students in programs at these institutions for enriched overseas experiences but graduate training in non-English fields of research and teaching as well as careers in international affairs.

## **Asian Studies**

**History and Challenges:** Faculty teaching in the Asian Studies program are drawn from several departments within CAS including three faculty from within MLL, one of whom serves as Director for the program, three from Religion Studies, two from Political Science (new), one from Sociology (new), one from Anthropology, one from International Relations (retired), one part-time from History, and one occasionally from Philosophy and one occasionally from English. The fields covered include: the ancient world, East Asia, Southeast Asia, South Asia, Asian-American issues as well as aspects of specific religions (e.g. Islam, Buddhism, Daoism, Confucianism), literary traditions (e.g. China), history and civilization (China and Japan), languages (China and Japan), and so forth. Both an undergraduate major and minor are offered (with about 20 students each), and there are a number of strong international experience programs that emphasize language proficiency, cultural education, or a social or business practicum that run in conjunction with the program.

The most immediate challenges for Asian Studies concern the ability to reliably offer upper-level language courses to its students and more content (in contrast to language) courses in such fundamental areas as history, international relations, and culture that cover multiple areas of Asia. The program needs to build additional strength in both Chinese and Japanese language and culture to meet the growing student demand for knowledge about how to negotiate a world in which China and Japan run the two next largest economies to the U.S. To accomplish these goals and maintain a strong program, Asian Studies' most immediate need is a second tenure-track position in Japanese language, culture, and literature. It next needs a director with adequate release time and a tenure line that is at least partially committed to the program. As with other RAPs, this director also requires adequate office support. Even with these challenges, the program has a strong, dedicated faculty despite there being no dedicated FTEs within Asian Studies. Nationally, there is significant student interest in Asian Studies. To compete for these students, Asian Studies at Lehigh needs to first build on its traditional base of East Asian studies. Then Lehigh should look to formalizing the secondary focus of South Asian studies.

**Aspirational Schools:** Asian Studies has found that at aspirational schools like Brown, Rice and Wesleyan, Asian Studies programs are typically housed as free-standing academic units be they programs, centers, or departments. These programs generally have numerous faculty whose lines are partially dedicated to the program. Professional specialists (Lecturers, Professors-of-Practice, or Teaching Associates) are utilized to support language teaching, freeing tenured faculty to provide additional content courses required for majors and minors, but which also bring academic richness and diversity to the curriculum. The ability for faculty to teach more content courses is key to drawing exceptional faculty to Lehigh in Asian Studies and cooperating departments.

## **Latin American Studies**

**History and Challenges:** Faculty teaching in the program are drawn from several departments within CAS including three faculty from within MLL, one of whom serves as Director for the program. Faculty are not, however, contractually obligated to offer courses in support of the program. Latin American Studies currently offers a minor and has just

recently been able to schedule an introductory course taught by the pre-doc/post-doc fellow. There are also several innovative --but still sporadic-- international opportunities associated with LAS including the sustainable development group in Costa Rica, winter programs in Martinique, and summer programs through the Microfinance program. Staffing courses in a predictable manner for the minor remains a primary challenge as does the ability to offer sufficient LAS culture and literature courses in English translation.

The program is sorely in need of a critical mass of faculty in content areas across the university --particularly in political science, history, and anthropology-- to complement the Spanish language and Latin American literature coursework and to develop and regularize the curriculum. The program is also in need of a full-time academic program director with adequate release time and corresponding recognition in the tenure and promotion process. Finally, the LAS program has the opportunity to forge links with important initiatives such as Globalization and Social Change as well as with other developing programs like Africana Studies.

**Aspirational Schools:** Latin American Studies has found that aspirational schools like Brandeis and Bucknell are able to reliably offer either a required introductory course or a capstone requirement that supports a well-articulated major. They also have a Latino and Caribbean studies component. While language, literature, and opportunities for international experiences are strong in these programs, there is a significant breadth of coursework offered regularly through social science, business, humanities, and environmental science departments.

### **Women's Studies**

**History and Challenges:** Women's Studies has seen a significant rise in the quality and quantity of its offerings as well as its visibility on campus over the past few years due primarily to the fulfillment of the university's commitment to the addition of a full-time academic Program Director. The increased ability to support the courses on the books has enabled the program to add both an undergraduate major and graduate certificate to its existing undergraduate minor curriculum. Prior to the addition of this position, the Women's Studies program was limited by its reliance on directors who would perform the duties on an overload basis, much like is currently the case for the other RAPs as described above. Through the efforts of thinly stretched but highly committed individuals, the program built a strong base of student interest and faculty affiliations. Even so, it was difficult to fully staff the introductory course as well as the capstone theory seminar.

Today, there is significant interest in the graduate certificate --in its first two years, WS has 8 officially registered certificate students with more inquiries each semester. The program's first two undergraduate majors graduated in May 2009. Women's Studies' classes are consistently full and increasingly drawing students from outside of CAS. Yet, despite the strides made, challenges for the program remain. During some semesters, the program has minimal course offerings because they rely primarily on departments' cross-listing courses as they fit based on their own priorities. As a stopgap measure, WS has utilized adjuncts to support certain areas of the curriculum that they are hopeful will be supported in conjunction with prioritized initiatives such as Globalization and Social

Change and the Healthcare Initiative. Even so, the program's adjunct budget funds less than one full course per year, requiring partnering with departments or other programs.

Like other RAPs, Women's Studies' ability to flourish is hampered by institutional structures and cultures that remain largely departmentally focused despite some important changes made at the college level. Highly committed Women's Studies faculty still find it difficult to navigate the conflicting interests among programs and departments, and may not be able to commit courses or service effort to the program. Moving toward becoming a first-rate and highly visible WS program requires the opportunity for other faculty to play leadership roles that augment the efforts of the director. Yet, there is little institutional reward for them to do so. In fact, WS faculty may participate at their own peril. Finally, WS shares other challenges with all RAP programs including adequate space for programming and student interaction, and structural challenges.

**Aspirational Schools:** Women's Studies has found that aspirational schools like Cornell, Duke, and Brandeis that have similar programs (offering the undergraduate major and minor as well as the graduate certificate) have significantly more dedicated faculty FTEs, additional administrative support, and specific advancement/development efforts that allow them to more fully support student and faculty efforts. Additional resources enable these programs to offer additional coursework, fellowships and awards, visiting faculty, and study abroad opportunities, while maintaining a stable, vibrant program that is well-integrated into each university's efforts to support diversity, equity, and community. These aspirational schools appear to be particularly strong in university-wide diversity efforts.

## **Recommendations**

It is the CEC's belief that, without a change in the current structure, RAPs will continue to be relegated to nothing more than a "service" role rather than reaching their potential as outstanding academic and scholarly programs in their own right. RAPs are greater than the sum of their parts. They do not simply bring together existing groups of students, faculty, and staff. Rather, they generate curricula, programming, and workload over and above what would happen if these programs did not exist.

In the sections that follow, we provide our recommendations for what might be done to close the gap between Lehigh's RAPs as they exist and our aspirations for them.

### **New Faculty Hires**

Key to the success of any RAP program is sufficient and reliable faculty to support the curricula. Several kinds of faculty support are identified.

**Adjuncts:** Given the current situation, adjuncts are critical to the maintenance of these academic programs because they can be immediately available to teach mission-critical courses so that students can complete their academic majors/minors in these areas while longer-term program building is implemented. However, adjuncts cannot and should not be expected to sustain the mission of these programs. We don't expect these programs to continue to be staffed by adjuncts as additional commitments to faculty lines come on board. We anticipate that the level of adjunct support will eventually drop to a minimal

level that would simply support faculty leaves or one-time needs. We recommend that a number of short-term adjunct hires be determined in consultation with each RAP.

**Pre/Post-doc:** “Grow-your-own” type programs have been identified as a means to increase faculty diversity that also serves as a connection with other high-quality programs nationwide. Pre/post-doc programs (recently successfully piloted at Lehigh in Africana Studies and Latin American Studies) serve the purpose of bringing cutting-edge interdisciplinary scholarship to the university with the added benefit of the visibility derived from developing relationships with the home institutions of these scholars.

To be successful, pre/post-doc endeavors must include attention to meaningful multi-dimensional mentoring, a clearly stated commitment to the specific RAP, an established means for transition to tenure-line faculty positions, and competitive salary and benefits. We recommend extending pre/post-doc programs to all RAPs.

**Visiting Scholars/In-Residence Scholars:** Visiting scholars represent another grow-your-own opportunity for the university to connect with other programs nationwide. Visiting and in-residence scholar opportunities (i.e. artist-in-residence/author-in-residence) most obviously serve as temporary expertise and the means to forge connections across institutions. However, visiting and in-residence scholars also provide a potential pool of renowned faculty who may be recruited for tenured and tenure-line opportunities as they arise. Consideration needs to be given to the kinds of “carrots” needed to attract high-caliber visiting scholars, such as opportunities for program building or access to other resources.

**Tenure Track:** Although the model exists in other areas of the institution, there is not a substantial history of joint tenure-track faculty searches between RAPs and their related academic departments. While some faculty in both the Environmental Initiative and Globalization and Social Change have been hired through true joint searches, hires of faculty who “affiliate” with RAPs are largely serendipitous and do not contain specified effort allotments for the faculty member. One exception was the hire of the Women’s Studies Director position, which was a joint search with Women’s Studies as the primary searching unit in cooperation with several other departments, all of which had the opportunity to draw the strongest candidates from their field to compete for the position. True joint hiring efforts with RAPs can create long-lasting connections between these programs and other strategic hires within and across colleges and departments (including Business, Education, and Engineering) through explicitly allocated hires (i.e. contractual). Hiring new faculty who possess cutting-edge interdisciplinary degrees, understand the nature of these programs, and can move them forward toward excellence requires joint, multi-departmental searches led by the program.

### **Advancement/Development**

RAPs provide an opportunity for Lehigh to attract new and different kinds of donors to support the development of these programs. These efforts might also begin to strengthen the relationships between Lehigh and our alumni of color that have become increasingly strained over recent years. Toward that end, we recommend the development stem and RAPs work closely together. Suggested avenues are:

**Advisory Boards:** Many successful RAPs at aspirational schools make use of a strong network of alumni and community advisory board members for fundraising and other purposes. We recommend that RAPs with existing advisory boards work closely with development to make use of this potential avenue for fundraising. It is recommended that RAPs without active advisory boards work to develop a potential network of alumni and community members to serve in such a capacity. If needed, Lehigh could provide or contract out for training for RAP directors and faculty for best practices for utilizing advisory boards.

**Earmarked Gifts:** We recommend that RAPs be made explicitly visible in development efforts including providing opportunities for donors to earmark gifts on behalf of these programs.

**Endowed Chairs:** We recommend making endowed chairs in RAP programs a priority for future University Advancement efforts. Endowed chairs are needed to enhance our ability to attract the renowned scholars who will anchor the programs and extend their national/international reputations. In turn, these established scholars will improve upon our ability to draw and retain up-and-coming scholars.

### **Policies/Contracts/P&T**

All of the programs have identified a set of structural and procedural challenges that impact their faculty and thus the functioning of the program. These stem from the not-quite-a-department standing of many interdisciplinary programs. Short of making departments out of RAPs, we recommend the following to help overcome the difficulties created by their current structure:

**Advocate:** There should be someone outside of the hiring and evaluation processes (like a Chief Diversity Officer or Vice President for Equity and Community) who can advocate on behalf of potential new hires during initial negotiations and who can continue to be involved during the provisional period. This person must be well-versed in attracting and retaining under-represented faculty as a high proportion of potential faculty in RAP fields are from under-represented groups.

**Promotion and Tenure:** While there are memoranda of understanding and procedures in R&P for new hires, existing faculty who contribute substantially to RAPs are in need of clear guidelines for the inclusion of this work. Memoranda of understanding for existing faculty regarding contributions to RAPs may provide a successful model for accomplishing this. Departments and programs will both benefit from clarity in teaching and service priorities as well as formalized RAP input into review processes. For example, existing faculty should have a clear understanding of when and how often they may offer a cross-listed course with their RAP.

**Succession:** Faculty lines need to be partially “vested” with partial FTEs dedicated to the programs rather than just the departments. These positions (or FTEs) must stay with the programs in the case of departures rather than reverting back to the department/college. Programs cannot be sustained otherwise.

## **Structure and Budget**

RAPs need to be recognized as academic “entities” and become “operationalized” through regular attendance at chairs’ meetings, involvement in strategic hiring planning, and inclusion in university-wide initiatives. Although incorporated into the current DAC structure in CAS, program directors should also be required to attend department chairs meetings. Additionally, they should hold their own, regular meetings to draw on common challenges and strengths.

RAPs should have increased input into the development of their budget including regular reviews for budgetary needs. RAPs and their needs should also be part of larger budget conversations that take place within and across colleges. In other words, FTE’s and other accountings must be more closely tied to programs.

## **Facilities**

Unlike departments, RAPs’ faculty and students do not have the opportunity to interact via shared space. RAPs are in dire need of some kind of common facilities for enhancing student/faculty/and staff interactions within and among these programs. We recommend newly renovated office and common space designed and planned in consultation with RAPs. The space should be high quality, and care should be taken not to place these programs in marginal locations where they remain invisible or subject to further space challenges. Ideally, space for RAPs would be in close proximity if not contiguous.

## **Staff**

Increased faculty and curricula in RAPs will require increased staff support. We recommend increasing devoted staff lines (both clerical and administrative) for each program with specific expertise in respective areas. RAPs should be consulted to determine staffing needs and qualifications.

## **Moving Forward**

The CEC recognizes that many of the recommendations set forth in this document require significant budgetary allocations and that the current economic climate will make it difficult to address all of the identified RAPs’ needs immediately. However, we should not allow the economic downturn to delay planning for this critically important component in the success of our equity and community initiatives. The CEC would like the opportunity to partner with the appropriate individuals within University Leadership on prioritizing these recommendations and devising a strategic plan for Lehigh’s RAPs moving forward.

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