

The Movement's Diversity Proposal

Please find enclosed the proposal of The Movement for spring 2006. The Movement is a student-led group that was created at Lehigh University in the beginning of spring 2006. The group formed in response to countless concerns about the lack of cultural acceptance and the growing presence of racism, homophobia and sexism on campus. The Movement's intention in writing this proposal is to help Lehigh's administration promote diversity, acceptance and understanding within the Lehigh community. The ultimate goal is to create an environment where all students, faculty, and staff can feel welcome to express their individuality in a safe community atmosphere.

We ask that you share this report with those members of your staff and the Lehigh community. Members of The Movement would be pleased to meet and discuss the content of the recommendations and to help you implement a future course of action for diversity at Lehigh.

List of Demands

We want an environment at Lehigh University that promotes a diverse student body, faculty and staff.

We want to assist Lehigh University in its efforts to create an academic environment that will attract, recruit, retain, and prepare a diverse group of students to assume leadership roles in the world wide community; to assist in developing an environment where the faculty, staff, administration, community and curriculum combine to enrich these students; and to expand the intellectual and social horizons of every individual that attends Lehigh University.

Towards this end, the University must execute the following reforms:

ACADEMIC PROPOSALS

- I. Incorporate a required course in the basic curriculum of ALL colleges which would be a weekly, credit-bearing seminar on acceptance, prejudice and other diversity issues
- II. Include a greater breadth of courses offered at Lehigh that focus on racial, cultural, gender, ethnic and LGBTQ studies
- III. Faculty must include a Diversity Integrity Statement on their syllabi indicating that the faculty will respect the individuality of their students
- IV. Integrate a component during the freshman orientation that explores existing power hierarchies and prejudices in society
- V. Require freshmen in ALL colleges to take a revised and improved Choices and Decisions Seminar which will educate incoming students about available student resources

SOCIAL PROPOSALS

- I. Create an Office of Institutional Diversity as the core of Lehigh University's diversity initiatives
- II. Schedule a monthly open forum between the Lehigh University President and student body
- III. Provide common meeting space for student organizations, leading to an effective Student Center
- IV. Maintain a fund of money, known as the "Social Environment Improvement Fund," for the purpose of bringing more diversity-related events to campus. This fund will be placed under the supervision of the Office of Student Activities
- V. Expand current structure of Lehigh's Student Affairs hierarchy
 - A. Hire an additional staff member to serve as Assistant Director for the Office of Multicultural Affairs
 - B. Renovate and expand the Multicultural Center
 - C. Hire a Director of LGBTQA Center, to operate directly under the Vice Provost of Student Affairs
- VI. Create a more efficient system for anonymously reporting hate crimes, other forms of discrimination and prejudices committed by students and faculty

FINANCIAL AID AND RECRUITMENT PROPOSALS

- I. Target low-income students for Merit, Community Service and Financial need-based aid
- II. Increase the Diversity Delegates Ambassador Program budget
- III. Include an essay question addressing diversity on the Undergraduate Admissions Application
- IV. Provide online resources available in multiple languages, especially those websites pertaining to admissions, financial aid, university news and health services
- V. Focus attention on recruiting efforts in the South Side Bethlehem community

ACADEMIC PROPOSAL

I. Incorporate a required course in the basic curriculum of ALL colleges which would be a weekly, credit-bearing seminar on acceptance, prejudice and other diversity issues

Rationale

According to a national survey released in 2000 by the Association of American Colleges and Universities,

“Slightly more than half- 54 percent- of responding colleges and universities have existing diversity requirements, while another 8 percent [were, in 2000] developing requirements. The overall total rises if two-year colleges, which have significantly lower requirement rates, are pulled out of the equation.”ⁱ

One can only speculate that since the conclusion of this study in 2000, the number of institutions with diversity requirements has only increased. Currently, Lehigh University is not within this category of institutions with diversity requirements.

Existing University Commitment

The precedent for an undergraduate course has been set at Lehigh University. The course EDUC 471, “Diversity and Multicultural Perspectives” is regularly offered on a graduate level in the School of Education. According to the course description, students examine the “influence of culture, gender, and disabilities on behavior and attitudes” and discussion focuses on “historical and current perspectives on race, culture, gender, and minority group issues in education and psychology.” The resources from this course may be useful in structuring an undergraduate level curriculum.

Short-Term Demand

Fall 2006: A mandatory one-credit seminar in ALL colleges in which students will share a common and interactive experience with their peers. This seminar will address the following objectives:

- Comprehensively understand bias and prejudices
 - at Lehigh University
 - in the larger society
- Foster a complete idea of “diversity”
 - Including, but not limited to, race, ethnicity, nationality, gender, religion, sexual orientation, gender identity, social class, and disability.
- Exposure to challenges faced by groups within society

This course will emphasize critical thinking and encourage classroom discussion. Course material will be based on relevant and current media sources such as movies, books and news articles.

Long-Term Demand

Fall 2008: Four-credit courses available that expand on the principles addressed in the one-credit seminar. This will be a requirement to graduate from ALL colleges at Lehigh University.

II. Include a greater breadth of courses offered at Lehigh that focus on racial, cultural, gender, ethnic and LGBTQ studies

III. Faculty must include a Diversity Integrity Statement on their syllabi indicating that the faculty will respect the individuality of their students

IV. Integrate a component during the freshman orientation that explores existing power hierarchies and prejudices in society

Rationale

The Office of the First-Year Experience (OFYE) should add a component to the existing freshman orientation that is designed to do the following:

- Increase participant awareness of personal social identities in relation to race, gender, sexual identity, religious affiliation, ability and class
- Increase participant knowledge about diversity at Lehigh
- Provide information and skills in assisting students to explore the relationships between identity and social systems of privilege and disadvantage
- Encourage dialogue across student's identity groups regarding diversity

Existing University Commitment

Our current freshmen orientation process includes an aspect called "Values and Integrity." The proposed program can be an addition to the current "Values and Integrity" structure or it can be an altogether newly-created event.

Further, the OFYE staff includes Lori A. Bolden, Assistant Dean of Students for First-Year Experience, Allison K. Ragon, Coordinator of First-Year Student Programs, and Vanessa Seaman, Administrative Assistant. For this program to be truly effective, we suggest that the Orientation Leaders previously take this seminar during their training and then help facilitate this event with the entire freshmen class.

This type of seminar has been included in the Summer Excel program, which is aimed at incoming minority students. The University recognizes the important transition that these students will make in the fall and thus provides this small percentage of the incoming freshman class this learning experience.

Demand

Fall 2006: Implement the new component for the entire incoming freshman class, rather than only those minority students involved in the Summer Excel Program.

V. Require freshmen in ALL colleges to take a revised and improved Choices and Decisions Seminar which will educate incoming students about available student resources

Rationale

Based on the Choices and Decision description found on the Lehigh website (as noted below), The Movement feels that all students would benefit taking a course with these stated goals:

“In the first semester, first-year students are enrolled in a one-credit section of Choices and Decisions, which is a weekly one-hour group (about 20 students) meeting with the students’ adviser. Starting college is one of life’s major transitions, and Choices and Decisions is intended to provide guidance to students as they begin accepting the responsibility for knowing their requirements, setting priorities, weighing options, and making decisions in view of the consequences of different courses of action.”

Demand

Fall 2006: In addition to making the Choices and Decisions Seminar a mandatory class for all freshmen, ensure that the curriculum includes all pertinent student resources that fall within the Dean of Students Office. We want the numerous resources available at Lehigh University to be better publicized than they are presently.

SOCIAL PROPOSAL

I. Create an Office of Institutional Diversity as the core of Lehigh University's diversity initiatives

Rationale

In order to ensure the success of the diversity initiative and continuously evaluate potential opportunities for improvement, it is imperative that Lehigh University establish commitment and coordination at an institutional level. Although some positive steps have been taken recently, including the launch of the Joint Multicultural Program and Conversations on Race series, these efforts must be fully merged under one umbrella. Furthermore, one central body must be founded to incorporate all underrepresented groups' interests so that the values of the push for diversity are not simplified or marginalized, but rather furthered in an all-inclusive manner.ⁱⁱ

This new *Office* will fall directly under the supervision of the Provost, which will give the diversity initiative the level of attention it deserves and also tie its messages directly to academic affairs. The strategy of the *Office* will be to comprehensively foster understanding throughout all aspects of the Lehigh community. The *Office* will identify different major organizations on campus (such as the Office of Multicultural Affairs, Women's Center, LBGTQA Outreach, OFSA, Residence Life, faculty members, Office of Student Leadership Development, among others) to collaboratively join in its efforts and ensure the success of the overall mission.

Short-Term Demand

The needs of the *Office* are:

- One Full-time Director - \$60,000 starting salaryⁱⁱⁱ
- One Assistant Director - \$40,000 full-time employee
- One Administrative Assistant - \$20,000
- Operating Budget - \$25,000
- Possible Locations: Warren Square, Ulrich, Coxe Hall

Total Cost Estimates: \$145,000 per year

The full-time Director of the *Office* should be hired by August and be in place for the Fall 2007 semester. Support staff should be also hired no later than December 2007. During the fall semester the Director will begin to form close relationships with the necessary offices, faculty, staff and students and address the university's strengths and weaknesses. With the staff in place, diversity-related programming should begin at the institutional level by Spring 2008.

Long-Term Demand

Develop permanent office space for the *Office* within 2 years.

II. Schedule a monthly open forum between the Lehigh University President and student body

III. Maintain a fund of money, known as the “Social Environment Improvement Fund,” for the purpose of bringing more diversity-related events to campus. This fund will be placed under the supervision of the Office of Student Activities

Rationale

The aim of the fund is to have a pool of money available to any on-campus club or organization for the use of sponsoring and running diversity-related events on Lehigh University’s campus. The funds may be used as complete funding or as a supplement to existing funds in running the event.

These events offer an additionally large appeal to prospective students who are concerned with issues of diversity on our college campus. It is hoped that events such as these will play a pivotal role in attracting more students to Lehigh who may have had concerns about Lehigh’s appreciation of diversity.

Existing University Commitment

The separation of this fund from the Student Senate is imperative because the clubs actively involved in helping to bring diversity-related events to campus often struggle with inadequate allocations from the Student Senate. Although this may not be the fault of the Student Senate itself which has to work with limited resources, it is an issue.

A handful of events previously held at Lehigh successfully appealed to a diverse audience. These past events include talks given by Coach Carter, Bobby Seale, Al Sharpton, and Shirin Ebadi.

Demand

The funds will be allocated based on the completion of an application form made under the name of an existing campus club or organization. The form will require specific information on the funds required, the aim of the event, how it’s linked to an issue of diversity, and how the club aims to fully fund and orchestrate the event.

The amount of funds allocated, if any, will be made at the discretion of the Assistant Dean of Students in the Office of Student Activities based on the submitted applications.

We propose that the amount for the first year’s fund be \$20,000. This is based upon a figure given to us by the Assistant Dean of Students in the Office of Student Activities. It is also based upon costs associated with events Lehigh University has previously hosted.

It is requested that the Board of Trustees finance the proposed fund of \$20,000 beginning with the 2006/2007 academic year. Then, pending successful use of the funds in achieving its aim, the Board equals its contributions in subsequent years, with the preference that the allocation increases if the fund has been successful.

The funds would be available to all interested clubs and organizations throughout the academic year, until it is fully exhausted.

IV. Provide common meeting space for student organizations, leading to an effective Student Center

Rationale

A major social problem that arises on Lehigh's campus is the isolation and segregation inherently created by the various student organizations on campus. In order to break down barriers and allow clubs and groups to interact with each other to a greater degree, the university should provide student organizations with their own cubicle office spaces in one central location. This will give student leaders the opportunity to meet one another, share ideas, improve communication and ultimately encourage more partnership. By bringing together committed student groups, Lehigh's campus will be able to move forward in a more unifying spirit.

Short-Term Demand

With the relocation of the Office of Fraternity and Sorority Affairs to Warren Square, Sayre Park Lodge should be converted into office space for at least **30** student organizations for the next academic year. Although Sayre Park Lodge was previously used as a programming space for residence life, this idea is still being proposed with the interests of the student body in mind. All student organizations, residents of Sayre Park apartments and The Dean of Students Office should be consulted on the implementation of this demand.

The organizations to receive space will have to apply for their cubicles by formally submitting their reasoning for wanting the space. A committee of students (TBD) will then select the organizations that articulate the best rationales. In this way, cubicles will be determined in terms of merit and vision, rather than being solely awarded on the basis of membership numbers or preference. Each year the use of the cubicles will be tracked and redistributed.

Total Cost Estimate: Approximately \$20,000

Long-Term Demand

The ideal vision is for the creation of a central Student Center within 5-7 years, where the entire Lehigh student body can interact on a casual, informal basis. In this proposed Student Center, one or more of the floors should be devoted solely to student organization space.

Total Cost Estimate: \$10-\$15 million

V. Expand current structure of Lehigh's Student Affairs hierarchy

Rationale

The Office of Student Affairs in its present state is not adequately equipped to meet the needs of Lehigh's campus. In particular the areas of Multicultural Affairs and LGBTQA Programs and Outreach must be bolstered to provide students with the necessary support and resources to make this campus a more inclusive, safe space for all constituents.

*Demands***A. Hire an additional staff member to serve as Assistant Director for the Office of Multicultural Affairs***Rationale*

Currently, The Office of Multicultural Affairs staff consists only of an Assistant Dean of Students and one graduate assistant, which is insufficient to effectively reach the greater Lehigh community^{iv}. The workload that these two individuals are forced to take on is much too great and consequently stifles the growth of the office. Although programming has been expanded recently, the majority of the campus has not been reached by these efforts, due to this lack of available resources.

Details:

Responsibilities of Programming Director:

- Support the needs of multicultural students and organizations
- Facilitate the expansion of co-sponsored activities with other campus groups
- Focus on increasing the publicity of events to capture a greater percentage of Lehigh's students
- Push for additional integration and involvement in Lehigh's efforts of recruiting multicultural students
- Conduct open houses of the Multicultural Center to welcome greater numbers of students to utilize the space
- Continuously evaluate progress and provide recommendations for improvements

Total Cost Estimates:

- Starting Salary: Between \$37,000-\$49,000 for full-time position; Master's degree required
- Operating Budget: Increase by 20-30% the current level to support more programming efforts

B. Renovate and expand the Multicultural Center*Rationale*

The Multicultural Center space is too small to generate the interaction desired. The center becomes especially crowded at peak times of the day and is unable to comfortably accommodate those who wish to gather there. Additionally, with the push for reaching a wider range of Lehigh students, a larger physical location would be more conducive to achieving the aforementioned goals.

Short-Term Demand

Fall 2006: Refurnish current space.

Long-Term Demand

Fall 2010: Create new office with more space.

C. Hire a Director of LGBTQA Center, to operate directly under the Vice Provost of Student Affairs

Rationale

The Office of Multicultural Affairs, under which LGBTQA Programs and Outreach currently operates, cannot sufficiently address the needs and effectively support the LGBTQ community as our office grows. Further, LGBTQA Programs and Outreach has continually struggled to build on the positive momentum each year brings, largely because of the frequent turn over of staff members. Continuity is needed within this office in order to be able to continue to strengthen the efforts being made.

According to a study by Cornell University professor Ritch Savin-Williams, in the 1970s, the average ages when boys disclosed their sexual orientation to family and friends were the mid-20s. In 1998, the average ages had dropped to 16 to 18 years old. According to a 2000 reader survey by GLBTQ youth group OutProud, the average age when respondents first came out to someone was 16.^v Thus, with students coming out at increasingly younger ages and identifying as LGBTQ before college, many expect that when they go to college they can be out and active in LGBTQ life. Students should have the ability to experience the rich programs and services the university has to offer, rather than working to create them, as they currently are forced to do.

In order to create and strengthen LGBTQA Programs and Outreach in areas such as strategic planning, funding, and resource development, a staff member with substantial training, knowledge and experience with LGBTQA issues is a vital.

Details

Responsibilities of Director:

- Develop and implement a holistic vision
- Work to enact comprehensive campus-wide policies and to advocate for LGBTQ students, faculty, and staff
- Develop, maintain, and integrate services, resources, and programming specifically targeting LGBTQ students, faculty, and staff
- Maintain an LGBTQ-friendly space open to all members of the University community
- Assess the climate for and needs of LGBTQ students, faculty, and staff
- Coordinate and support LGBTQ-related efforts originating outside the Center
- Research availability of grants and contracts, assist in preparation of grant proposals

Qualifications^{vi}:

- Master's or Doctoral degree in Student Development, Education, Psychology, or related field
- Appropriate work experience/background
- Demonstrated commitment to diversity and appreciation of LGBTQ (full list to be determined by HR)

Other needs:

- Director's starting salary: \$50,000 - \$65,000

- One full-time Administrative Assistant: \$20,000
- Two Graduate Assistants
- Programming budget: \$20,000^{vii}

Total Cost Estimates: \$105,000

VI. Create a more efficient system for anonymously reporting hate crimes, other forms of discrimination and prejudices committed by students and faculty

Rationale

We propose a department where students can anonymously voice concerns of possible biases committed against them without fear of reprisal from their professors, advisors, any other authoritative figureheads or their peers.

Existing University Commitment

It was found that the university only has a “Harassment Policy Officer” in order to make complaints about sexually/physically aggressive incidences or hate crimes. Through this person, however, a student may not make a formal complaint. In order to better serve the Lehigh community, this “position” needs to be one of more authority. There needs to be someone in this position who can work in conjunction with University police to file complaints, instead of leaving it up to the student to do so.

Also include the Ombudsperson! For info:
(<http://www.lehigh.edu/%7Einstuaff/confrontingbiasandhate.html#Campus>)

Demand

There should be more than one contact person because one person cannot sufficiently deal with all the crimes that occur on the Lehigh campus. Perhaps an entire office should exist for this purpose and it should be located at a mutually convenient space for all Lehigh students (i.e., Ulrich).

Additionally, there needs to be a forum through which students may freely and confidentially make complaints. Some suggestions include, but are not limited to, an online message box or email system that is checked frequently each day, particularly on weekends and a hotline number that functions 24 hours/day. There should also exist more frequent publicity of crimes that occur on campus or involve campus members. Emails do go out infrequently regarding certain incidents, but we propose that all campus crimes be reported at a more frequent interval so that students are well aware of what is going on around Lehigh (monthly reports regarding how many hate crimes, sexual assaults, robberies, etc. have occurred.)

Existing Models

Boston College has a “Critical Incident Stress Management” that is a forum through which students may receive help in dealing with crimes, tragedies. This system includes:

- 24-hour on call administrator
- On-call psychologist
- Off-campus hotline

- Downloadable form to file a formal complaint

A second model found at Carnegie Mellon University works in conjunction with “lifeline.org”, which is an online behavioral support system for young adults. Here, the reports are sanctioned by the school by requiring a student login to gain access.

Lastly Bowdoin College includes frequently updated online report of incidents that occur on campus or involving students (includes picture of perpetrator, description of crime, etc). Furthermore their website connects students to “securityoncampus.org” and “iaclea” or “International Association of campus law enforcement administrators.”

Lehigh has both of these services already, so we can eliminate these points, or need to suggest how we want it improved

-Sexual Assault hotline

-A student-run escort Service functioning from 5pm to 3am for students fearing for their safety around campus.

FINANCIAL AID AND RECRUITMENT PROPOSAL

I. Target low-income students for Merit, Community Service and Financial need-based aid

Rationale

In order to help encourage a more diverse socio-economic student base to matriculate to Lehigh University, an endowment for new scholarships needs to be created. The goal of these scholarships is to replace the student's self-help portion of the financial aid package. All scholarship recipients would be reviewed by admissions for consideration to receive the awards.

Demands

A. Low-income + high financial need, Merit based scholarship

This scholarship would be awarded to students who show high financial need and exceptional merit in the classroom. Up to 15 students annually would have the self-help portion of their financial aid package replaced with this scholarship. The award would be renewable annually as long as the student remains in good academic standing and continues to demonstrate financial need. Like other merit scholarships, specific criteria would be evaluated by the Admissions office for consideration.

The bracket for "low income" we propose would be \$55,000 and below, based on comparison to other schools of our tier. Both Harvard and Princeton have similar scholarships benchmarked at \$40,000. The University of Pennsylvania has theirs set at \$50,000, and Stanford University's maximum net income for consideration is \$45,000.

B. Community Service Award

This would be a need-based award given to a student who has exemplified great community services efforts and shows promise and intent to continue their work in the South Bethlehem community while at Lehigh University. The scholarship would be renewable annually as long as the student remains in good academic standing and continues to demonstrate financial need. The applicant would be required to present a summary of community service experience to be evaluated by the Admissions office. Up to 15 students annually would have the self-help portion of their financial aid package replaced with this scholarship.

The amount requested to begin implementation of these two endowments is \$1,000,000 each. This figure is comprised from the approximate \$900,000 amount it costs to cover one student's full tuition through the endowment program. We propose that you supply as an initial investment \$2,000,000 to each fund because essentially you would be helping up to 30 students per year at the cost of fully funding only two students for tuition. We are aware of the Shine Forever Campaign and know that \$100 million is the goal to be raised for this program to be implemented. We are also aware that \$53 million of this money has been raised already. We are asking for a small percentage to begin the program and the

advertisement of future donations to the endowment and similar endowments to come. The list does not stop here, as the key to these scholarship proposals is to ensure the money replaces the student's self-help portion of the financial aid award.

II. Increase the Diversity Delegates Ambassador Program budget

Rationale and Existing University Commitment

The Diversity Delegates is a comprehensive recruitment program based out of Lehigh University's Office of Admissions and runs continuously throughout the academic year. The Diversity Delegates are a committed group of students, dedicated to the enhancement of diversity recruitment on Lehigh's campus, through interactive training in areas of racial and social minorities, campus inclusion, and recruitment demographics.

The biggest concerns the program faces are how to get the current students to participate in Diversity Delegates and how to provide those students with the best training and knowledge to effectively recruit prospective students. Training currently consists of on-campus seminars and leadership programs. An increased budget would allow training off-site and at specialized venues.

Demand

Fall 2006: Diversity Delegates needs its own budget to reach its full potential. The proposed budget is \$30,000 dollars for a two year trial period. In two years time, the program can go under review to see the impact the increased budget had on the matriculation of minority students.

Delegates will participate in a number of events which embody Diversity Outreach. Delegates will volunteer to contact students via phone and/or email. All delegates will be part of planning and focus groups for varying aspects of overnight and day programs for prospective students.

The remainder of the funds would be allocated for traveling expenses. Delegates would be able to travel to multiple regions of the country to recruit the best and brightest students to come to Lehigh.

III. Include an essay question addressing diversity on the Undergraduate Admissions Application

Rationale

The Undergraduate Admissions application should be adjusted to help promote a more diverse campus. Within the short answer section of the Lehigh University application, there should be a question that encompasses the issue of diversity. Currently the question asks for the applicant to describe their academic and extracurricular interests and how Lehigh is a good match for the individual. Adding a diversity element to this question or forming a completely new question that includes the diversity issue will notify the applicant that diversity around the campus is important to Lehigh.

Demand

Fall 2007: A diversity related question on the Undergraduate Admissions application.

IV. Online resources available in multiple language translations, especially those websites pertaining to admissions, financial aid, university news and health services

Rationale

The Lehigh University website is a very useful and helpful tool for the student applicants as well as for their parent or guardian. Currently the website is only offered in English. Numerous universities offer information on their websites in Spanish. For example, the University of Michigan has the important dates for admissions, a university news section, health services, and financial aid information all translated into Spanish. Other schools that offer this are Cornell University and Kutztown University. In many situations a student may speak English; however, their parents or guardian do not. Having these sections translated into Spanish will help the applicant give all the correct information to their parent or guardian. These steps are necessary for the admissions process and will help attract a more diverse student body at Lehigh.

Demand

Fall 2006: Multi-lingual website access

V. Focus attention on recruiting efforts in the South Side Bethlehem community

APPENDIX

ⁱ Article Cited: "Study Shows More Than Half of American Colleges Now Have Diversity Requirements", Conciatore, Jacqueline, *Black Issues in Higher Education*, Nov. 23, 2000.

ⁱⁱ <http://www.irvine.org/assets/pdf/pubs/education/CDIStatusandFuture2004.pdf>

ⁱⁱⁱ <http://www.bls.gov/oco/ocos007.htm#earnings>

^{iv} Universities that are nationally ranked in terms of diversity initiatives, such as Rutgers, University of Michigan, Arizona State University, all had Multicultural Offices with a larger staff than Lehigh at present

^v Huegel, K. (2003). "GLBTQ: The survival guide for queer and questioning teens." Minneapolis, MN: Free Spirit Publishing, Inc

^{vi} http://www.lgbtcampus.org/resources/salary_survey_report.pdf

http://www.lgbtcampus.org/new_profession.htm

^{vii} http://www.lgbtcampus.org/resources/development_administration.htm

Proposal from UCSD: <http://orpheus.ucsd.edu/caclgbi/proposal.html>