

# Lehigh University Diversity Initiative

## Progress Report to

President Alice Gast and Provost Mohamed El-Aasser

August 4, 2006

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## I. Diversity Initiative: Background, Mission, and Goals

For the past 20 years, Lehigh has launched various initiatives to focus on and enhance campus diversity. Efforts such as the Commissions on Minorities and Women (1989-1990), the President's Commission on Diversity (1996-1998), and *Achieving a More Diverse Lehigh* (2002) have moved the institution forward in this critical area. While Lehigh has seen major accomplishments and changes, we are not yet where we want to be.

With the goal of reinvigorating *Achieving a More Diverse Lehigh* and building upon other past initiatives, Lehigh's present diversity effort was launched in Spring 2005. Central to this endeavor was the formation of the University Diversity Leadership Committee (UDLC). Provost Mohamed El-Aasser asked the committee to evaluate the status of diversity efforts at Lehigh and make recommendations for moving ahead.

Membership of the UDLC includes:

- Mark Ironside, Executive Director, Business Services
- Eric Kaplan, Dean, Admissions & Financial Aid (resigned from Lehigh 7.14.06)
- Jackie Matthews, Associate Vice President, Human Resources; *Chair, Task Force for Staff Diversity*
- Anne Meltzer, Dean, College of Arts and Sciences
- Linda Mery, Assistant to the Provost (staff support)
- Tracey Moran, Associate Vice President, University Communications (co-chair)
- Carl Moses, Deputy Provost for Academic Affairs
- Michelle Samuels, Associate Dean of Students
- John Smeaton, Vice Provost for Student Affairs
- Jean Soderlund, Deputy Provost for Faculty Affairs (co-chair); *Chair, Task Force for Faculty Diversity*
- Jennifer Swann, Associate Professor, Biological Sciences; *Chair, Task Force for Student Diversity*
- Susan Szczepanski, Associate Professor, Mathematics, Faculty Personnel Committee
- Janet Tucker, Associate Director, Alumni Association

In Fall 2005, Provost El-Aasser formally established the Diversity Initiative to address a broad set of concerns. The UDLC became the oversight committee for three task forces: the Task Force for Student Diversity, the Task Force for Staff Diversity, and the Task Force for Faculty Diversity (the latter had existed independently since Spring 2005). The task forces have operated with a great deal of autonomy yet in close coordination, recognizing that the strategies required to improve diversity of each group—undergraduate/graduate students, staff, and faculty—will vary considerably. In addition to providing oversight for the three task forces and the overall Diversity Initiative, the UDLC organizes communications regarding the Diversity Initiative; serves as a conduit for campus constituencies to address specific areas of diversity; and assists in managing the collection of campus and national data. Staff members in the Provost's office provide

staff support for the Diversity Initiative, including UDLC and task force meetings and organization, research, website development, and climate survey activities.

Another foundational step was development of the mission statement and goals for diversity, which the Lehigh University Board of Trustees endorsed on June 2, 2006.

### **Mission Statement**

- Lehigh University, an institution committed to educational excellence and learning, will actively promote an inclusive community that values, affirms, and advances the diverse backgrounds, interests, experiences, and aspirations of all its members.
- Achieving diversity at Lehigh requires working toward building a community that is more reflective of our society.
- Fostering a campus culture that embraces diversity will advance the intellectual and social vitality of the Lehigh community, and confirm the symbiotic relationship between diversity and academic excellence.

### **Goals**

**Goal 1: *Campus climate:*** Actively promote an inclusive community that values, affirms, and advances the diverse backgrounds, interests, experiences, and aspirations of all its members. Diversity includes characteristics such as age, color, disability, gender, gender identity, marital status, national or ethnic origin, race, religion, sexual orientation, socio-economic background, and veteran status, and incorporates ideas from different traditions or perspectives.

**Goal 2: *Retention:*** Significantly improve retention rates for students, staff, and faculty from underrepresented groups.

**Goal 3: *Recruitment:*** Significantly improve recruitment rates for students, staff, and faculty from underrepresented groups.

**Goal 4: *Integration of diversity with ongoing institutional operations and strategic planning:*** Coordinate institutional priorities to support our diversity goals, including strategic planning, leadership recruitment, and accountability.

## II. University Diversity Leadership Committee Report

In this report we review briefly the specific activities of the UDLC over the past year and offer recommendations based upon proposals from the task forces and other Lehigh organizations (Part III).

We recommend that the entire report be posted on the Diversity Initiative website in order to update the Lehigh University community on our activities and progress.

### A. UDLC Activities 2005-2006

1. **Diversity Initiative mission and goals.** The UDLC first approved the Diversity Initiative structure then drafted its mission and goals for approval by the President, Provost, and Board of Trustees. The UDLC also approved the statement of responsibilities of each task force and has encouraged each task force to alter its statement as priorities evolve.
2. **Diversity website.** The UDLC supervised development of the site and has provided updates through July 2006.
3. **Presidential search.** The UDLC confronted the issue of whether to launch the new Diversity Initiative during the presidential search rather than wait until a new President was appointed. We decided to proceed, recommending to the search committee strategies for recruiting a new President who would establish diversity as a top priority at Lehigh.
4. **Campus climate survey.** The UDLC endorsed the recommendation of the Task Force for Student Diversity, seconded by the Task Force for Staff Diversity, to engage an external consultant to draft and administer a campus climate survey for Lehigh undergraduate and graduate students, staff, and faculty. Members of the UDLC drafted the RFP, interviewed Rankin and Associates, and worked with Patricia Reich (Director, Purchasing) to reach a contract. Sue Rankin and her colleagues are conducting fact-finding groups and creating a Lehigh-centric survey that they will administer in October 2006. A number of common features in the Rankin survey will permit aggregate benchmarking with the many institutions for which the consultants have worked. Rankin will report on survey results during the Spring 2007 semester and make recommendations for interventions based on their experience at other colleges and universities.
5. **Engagement with other groups.** The UDLC has met with representatives of the LGBTQA Steering Committee and the Women's Studies community, and has plans to meet with representatives from the Disability Advisory Committee and students in Fall 2006. Members of the LGBTQA Steering Committee serve on each of the task forces, members of the Women's Studies community serve on the faculty task force, and students from The Movement are members of the student task force. In Part III of this report we include a summary of the Disability Advisory Committee's work; summaries of the UDLC's discussions

with the LGBTQA Steering Committee and Women's Studies community; and The Movement Proposal.

6. **Progress Report to the President and Provost.** We view this report as an opportunity to summarize the work of the UDLC and task forces to date, and to share with you our recommendations for moving forward to achieve the mission and goals. The Diversity Initiative is a work in progress; it should evolve as goals are met.

## **B. Recommendations**

The Board of Trustees endorsement of the Diversity Initiative and start of President Alice Gast's term represent an opportunity for Lehigh to emphatically recruit and retain students, staff, and faculty of diverse backgrounds and perspectives and to foster a campus culture that actively promotes an inclusive, intellectually vibrant community.

The UDLC recommends that Lehigh pursue the following strategies to fulfill our mission and goals. We propose that these efforts be given priority, with no ranked order within this list. At the same time, we attach the more detailed recommendations from task forces and other Lehigh organizations so that you may review their proposals fully. While we are early on in this initiative, our efforts thus far indicate the following strategies are essential to our continued progress.

1. **Build on this year's success in recruiting African American/ Black and Hispanic/Latino undergraduates.** Analyze success and failures; institutionalize the tactics that worked; develop new short-term and long-term strategies. Recognize that Lehigh's future as a highly ranked university demands recruitment from a broad pool of prospective students nationally and internationally.
2. **Create more intentional short-term and long-term strategies to recruit faculty, research scientists, staff, and administrators from under-represented groups.** Institutionalize these efforts; hold search committees, department chairs, supervisors, deans, and administrators accountable for results.
3. **Expand efforts for retention of students, staff, and faculty from under-represented groups.** Use data from the campus climate survey and focus groups to alter and expand efforts to retain undergraduates, graduate students, staff, and faculty.
4. **Provide full-time professional staff and increased financial support for LGBTQA programs.** Pursue this recommendation as soon as possible with further input from the LGBTQA Steering Committee, Student Affairs, and additional members of the LGBTQ community. This community is underserved; implementation will improve the Lehigh climate for students, staff, and faculty.
5. **Increase accessibility of University facilities and awareness of what is accessible for persons with disabilities.** Address other needs indicated by the Disability Advisory Committee including improved web accessibility and assistive technology.

6. **Evaluate effectiveness of present Diversity Initiative structure:**

**UDLC and task forces.** The UDLC, Task Force for Student Diversity, and Task Force for Staff Diversity are generally satisfied with the present structure. Members of the Task Force for Faculty Diversity believe they would be more effective through regular meetings with the Provost and Deans.

**Expand the charges** of the Task Force for Student Diversity to include LGBTQ and women students, and the Task Force for Faculty Diversity to include LGBTQ faculty.

**Officer for institutional diversity.** The UDLC and the task forces have discussed The Movement's proposal for an office of institutional diversity. We believe that this recommendation merits further discussion primarily because such an officer can fulfill the essential functions that are required in administering a successful diversity program, including (but not limited to):

1. Development of diversity as an institutional and educational resource for the campus.
2. Oversight of affirmative action and equal employment opportunity programs.
3. Advocacy for the needs of various identity groups on campus (e.g., women, racial/ethnic minorities, LGBTQ, persons with disabilities).
4. Development of institutional expertise on diversity and related issues.
5. Coordination of efforts to address diversity issues across institutional stems to promote and ensure effective collaboration.
6. Advocacy for commitment of resources to diversity; coordinating allocation of those resources.
7. Participation in highest level discussions of institutional priorities, initiatives, and allocations.
8. Management of change.

Members of the UDLC and task forces are not agreed on: whether a diversity officer is the most effective means to fulfill these functions at Lehigh; at what level in the administrative structure a diversity office would best be situated if approved; and whether we have made sufficient progress in the past year in changing institutional culture to assure a diversity officer's success.

We recommend that the present structure of committees/ distributed administrative responsibility be evaluated for effectiveness in fulfilling the functions of a successful diversity initiative and a decision made during the next year on whether to establish an office of institutional diversity.

# Lehigh University Diversity Initiative

## Task Force for Student Diversity Report

### Responsibilities

The **Task Force for Student Diversity (TFFStD)** will recommend actions to significantly increase the numbers of African-American/Black and Latino/Latina undergraduate students matriculated at Lehigh as well as to improve the retention and graduation rates of current undergraduate African-American/Black and Latino/Latina students by creating a more supportive environment at Lehigh. The task force will provide opportunities for the campus community to learn about the various issues associated with race, ethnicity, sexual orientation, gender and other broader diversity issues.

### Membership

Linda Bell, Director of Financial Aid  
Karen Collins, Associate Professor, CBE  
Christina Diggs, Undergraduate Student  
Jeff Fleisher, Director of the Joint Multicultural Program  
J. Bruce Gardiner, Interim Dean of Admissions and Financial Aid  
Tom Hyclak, Professor and Interim Dean, CBE  
Kashi Johnson, Associate Professor, CAS  
Anne Meltzer, Professor and Dean, CAS  
Seth Moglen, Associate Professor, CAS  
Carl Moses, Deputy Provost for Academic Affairs  
Linda Mery, Assistant to the Provost (Staff support)  
N. Duke Perreira, Associate Professor, RCEAS  
Antonio Prieto, Associate Professor, CAS  
Calvin John Smiley, Undergraduate Student  
Jennifer Swann, Associate Professor, CAS (chair)  
Alta Thornton, Interim Assistant Dean of Students, Multicultural Affairs  
S. David Wu, Professor and Dean, RCEAS

### Report

#### 1. Identify the policies/programs/topics you have evaluated/explored thus far:

- Office of Admissions recruitment of multicultural and under-represented groups.
- Campus Climate and the Climate Survey.
- Campus Community.
  - Joe Sterrett – educated task force in the area of Athletics.
  - Tom Dubreuil – educated task force in the area of Greek Life.
- Retention of Multicultural Students.
  - Jeff Fleisher – educated the task force in the programs he has been implementing, including Conversations on Race and Faculty Mentors.

**2. List the recommendations your task force is currently evaluating:**

- Build on this year's success in recruiting through collaboration with the Enrollment Management Team.
- Recommendations received from the LGBTQ Steering Committee.
- Recommendations received from the Women's Studies Community.

**3. Recognizing the current Diversity Initiative is in its infancy, identify the recommendations which seem to have the most merit:**

- Increase our efforts in admissions.
  - Analyze what did and did not work and develop new tactics.
  - Institutionalize the tactics that worked
  - Identify and communicate with prospective students who normally would not look at Lehigh as a possibility.
  - Aid families through the financial aid process.
- Inventory and effectively market existing courses and programs that address diversity issues. If needed, develop additional courses.
- Explore the potential value of the creation of an Office of Institutional Diversity.
- Expand the system for anonymously reporting hate crimes and other forms of discrimination and prejudices committed by students and faculty.
- Hire a full time professional staff person to address LGBTQA issues. Further discussion is required to develop the roles, responsibilities and structure of the position.
- Identify and develop sustainable and strong social options for Lehigh's undergraduates.
- Identify underlying reasons when under-represented students choose to leave Lehigh. Develop specific solutions to address key retention challenges, e.g., financial, social, and academic.

**4. Identify the successes we have had as a University community, either directly related to your work or otherwise. In particular, identify successes that correspond to the aforementioned goals of the Diversity Initiative:**

- Substantially diversified the incoming class (Class of 2010).
- The development of the Movement – the way students articulated their concern and how they brought the debate to the forefront; the students' willingness to engage in conversation instead of simply confronting; and their willingness to assist with recruiting programs.
- The structure of the Diversity Initiative – the UDLC and task forces as an organized way of addressing the issue at the university.
- Joint Multicultural Program and its progress in improving the partnership and cooperation between the faculty and Student Affairs.
- The positive faculty response to diversity recruitment initiatives.

**5. Describe whether or not the responsibilities identified on the Diversity Initiative web site still accurately reflect the work of your task force:**

Yes – up until now. The task force needs to broaden the definition of the groups of students we are recruiting, i.e. the focus for this year was African-American/Black and Latino/Latina students. We would like to see our charge modified to read:

The **Task Force for Student Diversity (TFFStD)** will recommend actions to recruit and retain under-represented groups at Lehigh. The task force will provide opportunities for the campus community to learn about the various issues associated with race, ethnicity, sexual orientation, gender, socio-economic status and other broader diversity issues as a critical component of our educational mission and to create a more supportive campus environment. The task force seeks to engage with and collaborate with other groups on campus to foster a diverse environment in which all students can thrive and succeed.

**6. Describe whether or not your membership effectively supports the responsibilities of your task force:**

During the year Jeff Fleisher and student representatives were added to the task force. The students represent the graduate and undergraduate population as well as multicultural and LGBTQA concerns. In the next year we anticipate working with others in a more focused way on specific issues. As we discuss specific topics we anticipate pulling appropriate staff and students into our discussions and then cycle them off. This will prevent the task force from growing too large from a numbers perspective.

**7. Identify suggestions as to how your task force and the UDLC could more effectively work together to advance the goals of the Diversity Initiative:**

- Improve communications with the Lehigh community ... bring them up to date on what is happening, as well as where they can go to obtain information.

**8. Review and provide recommendations concerning the Movement's Proposal.**

- The task force has thoroughly reviewed the Movement proposal and has addressed it in a separate document.
- The task force believes the following Movement recommendations may be implemented now:
  - Establish regular open forum meetings between the president and the student body.
  - Provide online resources available in multiple languages, especially websites pertaining to financial aid, university news, and health services.
  - Create a more extensive system for anonymously reporting hate crimes and other forms of discrimination and prejudices committed by students and faculty.
  - Hire a full time professional staff person to address LGBTQA issues. Further discussion will be required to decide the role, responsibilities and structure of the position.

# Lehigh University Diversity Initiative

## Task Force for Staff Diversity Report

### Responsibilities

The **Task Force for Staff Diversity** (TFSD) will review relevant programs and policies and recommend actions for increasing the diversity of exempt, including research staff, and nonexempt staff members at Lehigh University. In particular, the task force will focus initially on campus climate and recruiting and retaining staff from underrepresented groups including LGBTQ.

The "staff" category is comprised of the exempt and nonexempt classified staff as well as exempt research personnel including research scientists/engineers, research associates (including post docs) and the College of Education's (COE) research interns.<sup>1</sup> The task force began its monthly meetings in January 2006.

### Membership

David Ackland, Materials Science and Engineering, RCEAS  
Bill Bettermann, Client Services, LTS and Representative for ERAC  
Lori Bolden, Dean of Students, Student Affairs  
Phil Clauser, Dean's Office, College of Arts and Sciences  
Walt Conway, Internal Audit, Finance and Administration  
Y. Sarah Cooke, Communications, University Relations  
Matt Mattern, Development Office, Advancement  
Jackie Matthews, Human Resources (chair)  
Linda Mery, Provost's Office (Staff to Committee)  
Rob Messner, Dean's Office, College of Education  
Susan Meyers, Alumni Association, Representative for Employment Coordinators  
Linda Parks, Human Resources, Representing the Employment Function  
HollyAnn Slotterback, Residence Life, Student Affairs, Representing LGBTQA  
Programs and Outreach  
Natalie Sokol, Education and Human Services, College of Education,  
Representative for Research Scholars/Scientists Group  
Nancy Speck, Dean's Office, College of Business and Economics  
Gerard Wilcher, Athletics

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<sup>1</sup> According to the Lehigh University October 15, 2005 census report there were 492 nonexempt, 494 exempt and 155 research exempt staff working at 75% or more effort.

## Report

### 1. Identify the policies/programs/topics you have evaluated/explored thus far:

- Reviewed staff diversity data from the 2006 Affirmative Action Report and classified staff recruitment/retention data provided by Human Resources
- Examined the Human Resource programs/processes in place for classified staff<sup>2</sup> recruitment and retention with particular focus on diversity resources
- Formed a subgroup to explore the current recruitment and retention practices of the research staff employee group<sup>3</sup>
- Reviewed the Movement's Proposal in relation to staff diversity issues
- Identified two initial TFSD goals and formed two subgroups to work on them

### **Task Force for Staff Diversity Goals for Spring 2006**

#### **Goal 1 - Enhance Campus Climate through Building Awareness and Understanding of Diversity Issues**

##### Tactics

- Develop a diversity resource list with university information as well as information about the surrounding communities – ensure that it is centralized and available to all who could use it
  - Start with the Diversity Recruitment Guide and supplement with additional information – cultural, social, etc.
- Develop recommendations for diversity awareness activities for staff to become more knowledgeable about diversity
  - The task force members will take this list to their individual constituent groups.
  - The respective constituent groups will review list and augment as appropriate for their areas.
  - Encourage stem leadership to provide opportunities for enhancing diversity awareness through training and other activities.
  - Training list will be placed on the Diversity website with appropriate links.

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<sup>2</sup> The Human Resources employment group works with hiring supervisors to recruit classified staff. Research staff are not recruited through Human Resources.

<sup>3</sup>Included in the research staff category are research scientists/engineers, research associates (includes post-docs) and research interns in the College of Education working in the special education and human services field based programs.

## **Goal 2 – Develop Staff Recruitment Aids to Achieve Greater Diversity Results**

### Tactics

- Develop a list of professional conferences that Lehigh staff attend on a regular basis
- Develop a basic packet of information that a conference attendee may take with him/her that can be supplemented with more specific information based on the conference's professional focus. This packet can be used to do "intentional networking" and help to build relationships with possible future candidates.
- Explore feasibility of developing an overview marketing booklet/DVD and poster for staff recruiting
  - Propose content and format
  - Confirm cost estimates
  - Secure funding

## **2. List the recommendations your task force is currently evaluating:**

Staff Diversity: How can we assure that staff diversity is more fully incorporated into all of Lehigh's planning and operations?

- The TFSD first educated itself about current recruiting processes and began to compile resource inventories to aid in improving diversity recruiting tactics. Task force goals one and two (above) are immediate actions to which the task force committed itself.
- Preliminary recommendations include the following:
  - More explicit endorsement from the senior leadership (vice presidents, college deans, vice provosts, associate/assistant vice presidents and other senior leaders) with concrete activities and accountability identified to flesh out the diversity initiative within each stem and move it from an aspiration to a more visible commitment.
  - More training and discussion regarding diversity recruitment/retention issues and resources. Target hiring supervisors, including faculty supervisors as well as senior leadership and department heads.
  - Highlight the Staff Diversity checklist as a valuable tool for hiring supervisors.
  - Establish a central budget in Human Resources for greater recruitment outreach to supplement current departmental advertising. Proposed budget: \$30,000 [100 positions at an additional \$300 each] or \$65,000 [100 positions at \$650 each]
  - Complete our TFSD spring goals and educate the community about these resources.

- When the climate survey results are available, formulate future goals and associated tactics with particular attention to improving our overall campus climate for staff.
- Advocate for more staff resources in support of the University's diversity work. Current staff are stretched thin and although committed to increased diversity, conflicting priorities constrain Lehigh's ability to have significant, sustained impact.
- Learn more about the concerns of the LGBTQ staff and how they can be best addressed. Recommend that the University further explore the feasibility of appointing a LGBTQ director who would be mandated to include staff needs within the LGBTQ programming and services.

Research Staff: How can Lehigh increase the diversity of research staff?

- Reviewed research staff data (ethnicity, gender) provided by the Office of Institutional Research.
- Generally research staff are funded by research funds and recruited directly by principal investigators, research center and institute directors, and in the case of COE research interns, are students in the COE graduate programs.
- The subgroup--the representatives from the three colleges with research staff (Arts and Sciences, Education, and Engineering and Applied Science) and the representative at large for the research staff-- met twice. Identified an initial priority of building awareness with college deans, department chairs, and research center and institute directors regarding research staff diversity recruitment and retention issues.
- Each college representative conferred with respective dean on current research staff recruitment process and identified possible strategies for increased diversity recruitment outreach. Jackie discussed feasible methods to increase awareness within the research community with Vice Provost for Research David Williams and Provost Mohamed El-Aasser. Preliminary recommendations include:
  - Explore further how increasing diversity in our graduate student ranks may contribute towards greater diversity in some of the research scientist/engineers hires and the COE research interns since some research staff are recruited from our graduates and current graduate students ranks.
  - Request that the topic of how to modify current hiring practices to achieve greater diversity outreach and more diverse candidate pools when recruiting research staff be a future agenda item at the Council of Deans, Department Chairs, and Research Council meetings.

**3. Recognizing the current Diversity Initiative is in its infancy, identify the recommendations which seem to have the most merit:**

- Relative to staff diversity, it is imperative at the stem and department level to move from lip service to concrete actions in support of increased diversity awareness and results. The Student Affairs departments' success in attracting and retaining a more diverse staff and the recent College of Arts and Sciences Diversity Retreat are commendable examples.
- To sustain credibility, climate survey data must be thoughtfully evaluated and specific actions taken to incorporate findings into departmental operations as well as short and longer term University strategic planning and implementation.
- Explicit strategies with accompanying tactics must be developed within each stem addressing how staff diversity will be increased and the overall diversity climate enhanced. Identify responsible individuals and hold them accountable for implementing the strategies. Measure progress and celebrate successes.
- Increase education to build awareness and to achieve results in the recruitment and retention of a diverse staff. Include more training programs and opportunities for the community to come together and deepen its understanding and appreciation of the many factors that contribute to an improved campus climate.
- Recommendation for a senior level diversity staff member warrants further exploration. TFSD agrees that diversity is everyone's responsibility; it also recognizes the value of dedicated staff to lend support and expertise to this effort.
- Recommendation for a director of LGBTQ has merit from a staff perspective as well. Currently most LGBTQ staff are not comfortable being "out" at work.

**4. Identify the successes we have had as a University community, either directly related to your work or otherwise. In particular, identify successes that correspond to the aforementioned goals of the Diversity Initiative:**

- The commitment of the staff task force is very gratifying. Meeting attendance is sustained and the task force is close to completing its initial goals.
- The important task of increasing awareness of the diversity needs within the research staff is underway with discussions with the three deans from the colleges that employ these staff. The research staff group has never received any specific attention that we are aware of relative to recruitment and retention. We recognize the way research staff are recruited presents many challenges in terms of recruiting diverse candidates.

- TFSD commends the momentum generated by the Diversity Initiative and expects that it will be sustained, if not amplified as we move forward with the climate survey and respond to its results.

**5. Describe whether or not the responsibilities identified on the Diversity Initiative web site still accurately reflect the work of your task force:**

The UDLC mission and goals and the Staff Task force's mission and goals as stated on the web site are still accurate. We anticipate that in early fall we will want to post the information generated by our work on our task force goals one and two.

**6. Describe whether or not your membership effectively supports the responsibilities of your task force:**

Membership does support the responsibilities of the task force from the standpoint of task force members being committed and attending meetings. The subgroup structure has worked out well in moving the goals forward. The individual members of the task group all have different and varied job responsibilities but are still able to communicate well within the group.

The task force members will need to make a concerted effort to communicate to their constituencies about what is happening in the diversity initiative, about participating in the climate survey as well as helping the staff understand that diversity is everyone's job and how their words and actions contribute to whether the climate is welcoming or not.

**7. Identify suggestions as to how your task force and the UDLC could more effectively work together to advance the goals of the Diversity Initiative:**

- Have the task forces meet with the UDLC to find out what the other task forces are doing and identify ways to work together
- Sustain the momentum of UDLC and respective task force effort by establishing deadlines and deliverables
- Recommend funding an advertising pool that could be used for diversity advertising on an institutional level [Suggested budget \$30,000 to \$65,000]
- Develop strategies to hold managers accountable for diversity hiring  
Maximize value of the climate survey by encouraging participation in the fact finding groups and in the actual survey completion; Collaborate with UDLC and the faculty and student task forces to evaluate survey results and to develop appropriate follow-up

## **8. Review and provide recommendations concerning the Movement's Proposal.**

At its April 24 meeting, the task force discussed The Movement's Proposal. Many of the proposal's recommendations were directed at student programs. The task force concentrated on the following recommendations that related to staff issues/concerns.

### Social Proposals

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

- As mentioned above, we believe there is merit in further exploring this recommendation.

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

- We suggest that this could be expanded to include faculty and staff.

*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.*

- Some of the activities will be beneficial to staff and bring our staff together with students in more relaxed social settings.

*Expand current structure of Lehigh's Students 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*

- Proposals A. and B. are worthy of further consideration subject to availability of resources.
- We have already addressed proposal C above and believe that staff would benefit from a full time LGBTQ director and recommend that if such a position is created the director would also be charged with addressing staff concerns.

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

- More publicity and education is required so that current mechanisms such as the Ombudsman and the Harassment Policy resources are more fully utilized. Any effort undertaken to revise current reporting systems should include staff hate crimes, discrimination, etc. as well.

### Financial and Recruitment Proposals

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

- Although The Movement is referring to recruiting students, the task force believes that if we hire more staff from South Bethlehem, they will help promote our academic programs with the South Side community.

## **Lehigh University Diversity Initiative**

### **Task Force for Faculty Diversity Report**

#### **Responsibilities**

The **Task Force for Faculty Diversity** (TFFD) will recommend actions to the Provost for increasing the racial, ethnic, and gender diversity of tenure-track faculty at Lehigh University. These recommendations will pertain most specifically to recruiting and retaining women faculty in disciplines where they are underrepresented and faculty of color throughout the four colleges. The task force will review relevant Lehigh University programs and policies, make recommendations for change, and advise on proposals for external funding.

#### **Membership**

Henry Baird, Computer Science and Engineering, RCEAS  
George DuPaul, Education and Human Services, COE  
Joseph Hartman, Industrial and Systems Engineering, RCEAS  
Diane Hyland, Psychology, CAS  
Jackie Krasas, Sociology and Women's Studies, CAS  
Linda Mery, Assistant to the Provost (Staff support)  
Vincent Munley, Economics, CBE  
Monica Najjar, History, CAS  
Sibel Pamukcu, Civil and Environmental Engineering, RCEAS  
William Scott, Africana Studies and History, CAS  
Jean Soderlund, Deputy Provost for Faculty Affairs (chair)  
Michael Stavola, Physics, CAS  
Stephanie Watts, English, CAS

#### **Report**

##### **1. Identify the policies/programs/topics you have evaluated/explored thus far:**

- Hiring procedures and policies to recruit faculty from underrepresented groups.
- Spousal hiring assistance, including Lehigh's Partner/ spouse relocation assistance program.
- Department/campus climate and workload of women faculty. Expectation that they will serve as advisors/ mentors to other women faculty and students (beyond normal role of scholar/ teacher); lack of respect from male colleagues, graduate students, undergraduates.
- Family and Medical Leave Policy for Faculty, including funds for hiring adjuncts.
- Tenure-clock extension of one-year for parenthood.
- Availability of child care.
- Members of the task force researched and wrote the 2005 Advance proposal to NSF (submitted July 22, 2005).
- Members of the task force researched and wrote the 2006 proposal on Faculty Career Flexibility to the Sloan Foundation (submitted May 30, 2006).

## 2. List the recommendations your task force is currently evaluating:

The TFFD's recommendations generally fall into three categories: hiring, department/ campus climate, and work-life issues.

Hiring: The highest priority should be placed on recruitment of faculty from under-represented groups, including African-American/ Black and Latino/ Latino faculty across all disciplines and women faculty in the natural sciences, mathematics, engineering, business, and economics.

- Provide training and coaching for search committees; monitor their progress; close and reopen searches as necessary. Appoint an equity advisor (a faculty member with diversity training) in each college to assist the dean in these functions. Include a diversity advocate on each search committee. Monitor the recruiting processes and hiring outcomes of all committees. Provide training on how to avoid easy excuses and self-fulfilling myths.
- Strongly encourage departments to conduct year-round recruiting. Appoint a department specialist who leads this effort. Create alliances in graduate departments that produce potential faculty from under-represented groups. Invite graduate students and post-docs from under-represented groups to give lectures and seminars. Develop visiting dissertation and/or post-doc scholars-in-residence programs in appropriate fields.
- Link college/ department strategic plans with efforts to diversify faculty. Provide bridge funds when department or program identifies appropriate hire in an area that has been approved for program development and/or a retirement is imminent. Consider hiring at senior as well as junior level based on understanding of candidate pool.
- Raise funds as part of the Shine Forever campaign to endow four or five chairs dedicated primarily to diversifying the faculty. Departments would have the incentive to look specifically for highly qualified individuals from under-represented groups for these net new positions. Discipline and specialization would be secondary rather than primary considerations. This strategy would ensure an increase in diversity at the senior level that hopefully would have a spillover effect in traditional hires.
- Ensure that job advertisements are crafted to attract a diverse candidate pool. Highlight Lehigh's domestic partner benefits policy, partner/ spouse relocation assistance program, and faculty FML policy in advertisements and other recruitment materials, and on the Human Resources web site.
- Address the "two-body" problem of career couples in hiring and retaining faculty. Improve Lehigh's current partner/ spouse relocation assistance program; identify ways to be more proactive in addressing the "two-body" problem.
- Incorporate diversity efforts into the evaluation of deans and department chairs.

### Department/ campus climate

- Adopt strategies for improving department/ campus climate included in the Advance proposal (2005), which was based on information from faculty surveys and focus groups. The recommended interventions include: a five-year collegium series on workplace inequality; department self-studies; and college equity advisors.

- Investigate the possibility for President Gast to participate in the “MIT 9” (the Presidents of Nine Universities Group convened by MIT), which has focused on issues of gender equity.
- Hire a full-time director and increase the programming budget of the LGBTQA Center as proposed by the Movement. This would improve climate, help educate the campus community about LGBTQ issues, and enhance the community of LGBTQ students, faculty, and staff.
- Educate undergraduate and graduate students more systematically on issues of race, ethnicity, gender, and sexual orientation. The Movement’s recommendation for a mandatory credit-bearing seminar, if crafted and implemented carefully, could help create a more positive teaching environment for faculty from under-represented groups. The Movement’s proposal for additional courses on these topics and an improved Choices and Decisions Seminar in all undergraduate colleges could have a similar impact.

#### Work-life issues

- Reintroduce for passage by the University Faculty the “Extension of Tenure-Clock for Untenured Faculty who become the Parent of a Child,” as proposed by the Faculty Personnel Committee on May 1, 2006.
- Adopt Faculty Career Transition Program as recommended in the Sloan proposal (2006). This program for better communication and implementation of Lehigh work-life policies is based upon information from focus group and individual discussions with untenured faculty.
- Address the “two-body” problem of career couples in hiring and retaining faculty. Improve Lehigh’s current partner/ spouse relocation assistance program; identify ways to be more proactive in addressing the “two-body” problem.

### **3. Recognizing the current Diversity Initiative is in its infancy, identify the recommendations which seem to have the most merit:**

- The recommendations included under #2 have the most merit for Lehigh. They are based on substantial research in best practices in higher education.

### **4. Identify the successes we have had as a University community, either directly related to your work or otherwise. In particular, identify successes that correspond to the aforementioned goals of the Diversity Initiative:**

- Lehigh’s domestic partners benefits policy and faculty family and medical leave policy are very good policies and serve as an excellent basis for the proposed Faculty Career Transition Program.
- Unanimous approval by the University Faculty of the “Extension of Tenure-Clock for Untenured Faculty who become the Parent of a Child” is promising. Communication from the Academic Affairs Committee of the Board of Trustees that they would approve the extension without the amendment introduced on May 1, 2006, is also encouraging.
- The substantial increase in recruitment of African American/ Black and Latino/ Latina students for the Class of 2010.

**5. Describe whether or not the responsibilities identified on the Diversity Initiative web site still accurately reflect the work of your task force:**

The TFFD's responsibilities should also include recommendations for recruitment and retention of LGBTQ faculty.

**6. Describe whether or not your membership effectively supports the responsibilities of your task force:**

The membership of the task force currently supports our responsibilities.

**7. Identify suggestions as to how your task force and the UDLC could more effectively work together to advance the goals of the Diversity Initiative:**

- Some members of the task force are dissatisfied with the current structure of the Diversity Initiative. They believe that the overarching UDLC inhibits communication with the Provost and Academic Deans, and has tended in the last year to emphasize student recruitment and retention over faculty concerns. They recommend creation of an independent standing faculty committee for Recruitment, Retention, and Diversity that would focus more broadly on faculty career development.
- The TFFD recommends regular meetings with the Provost and Academic Deans as the group cultivates recommendations. The Deans will then understand why the recommendations are important and the rationale behind them.

**8. Review and provide recommendations concerning the Movement's Proposal.**

The Task Force believes that most of the Movement's proposals are best considered by the Task Force for Student Diversity and university administrators who are well placed to evaluate their potential impact. Therefore we refrain from commenting on most of the proposals. The TFFD could not achieve consensus on the recommendations marked with \* below.

- As noted in #2, the TFFD supports expansion of the LGBTQA Center, including hiring a full-time director and increasing the program budget.
- \*Also as noted in #2, members of the task force believe that some kind of course (or courses) on issues related to diversity could help improve the teaching environment for faculty from under-represented groups (as well as the campus climate more generally). Not everyone agrees that a mandatory course would be productive; some are concerned that such a course would create backlash.
- \*Some members of the task force agree with the Movement's recommendation to create an Office of Institutional Diversity. They believe that this office would provide expertise and coordination that is currently lacking with the current structure of broad responsibility. They believe that the university should hire a chief diversity officer with significant expertise and experience in the field.

## Lehigh University Diversity Initiative

### Disability Advisory Committee Activities, 2005-2006

While the University Diversity Leadership Committee has not yet met with representatives of the Disability Advisory Committee, we plan to hold a meeting early in the fall semester. One member and one former member of the DAC serve on the UDLC. The DAC was originally formed in response to a serious incident on campus. The complex issues associated with this topic have now resulted in establishing this committee as an on-going activity with the Provost's office lending staff support. The efforts of the DAC during the 2005-2006 academic year have been broad-based, engaging a variety of Lehigh administrative departments. The following list, while not exhaustive or detailed, provides an outline of the committee's activities. *The DAC emphasizes the importance of linkage with the Diversity Initiative in order to improve campus climate and accessibility for students, staff, and faculty with disabilities.*

The DAC will provide an annual report to the Provost's office highlighting the university's accomplishments meeting ADA compliance, short-term immediate issues that must be resolved, and the long-term challenges.

1. Comprehensive review, being conducted by Pat Chase and colleagues, of building and parking accessibility with intention to establish priorities for upgrades.
2. Review of legal requirements for accessibility.
3. Revision of University website map and printed maps to indicate building accessibility and parking. A special one-time budget allocation of \$16,000 has been approved for revising the website map.
4. Update of R25 room reservation system to indicate which campus buildings are wheelchair accessible.
5. Review of procedures for disability accommodations for faculty. Draft of Faculty ADA Manual is near completion.
6. Development of Disability Advisory Committee website that will provide information on committee's work and links to services including Dean of Students Academic Support Services for Students with Disabilities; Staff and Faculty ADA manuals; conference planning information; campus map.
7. Library and Technology Services (LTS) has established a variety of ongoing projects to increase accessibility of Lehigh web pages and purchase assistive technology for students with disabilities. The committee has also discussed the need for reserve funds for ASL interpreters and other assistance for students with hearing impairments.

## Lehigh University Diversity Initiative

### Recommendations from LGBTQA Steering Committee

Six members of the LGBTQA Steering Committee met on May 10, 2006 with the University Diversity Leadership Committee. The discussion focused on the campus climate and level of administrative/ program support for LGBTQ students, staff, and faculty at Lehigh and recommendations for addressing these issues. Major points from the meeting and follow-up discussion include:

#### *Issues*

- Lehigh provides limited opportunities for openly gay/transgender faculty and staff to interact with students. This has an impact on recruitment of LGBTQ students to the university and constrains creation of mentoring relationships. The addition of the Rainbow Room is a good start, but staffing for LGBTQA Programs and Outreach is limited to a quarter-time coordinator thus curtailing hours and programs.
- There is not enough critical mass; it is difficult for students, staff, and untenured faculty to “come out”; students have been the victims of harassment and/ or vandalism of property.
- Safe classrooms do exist on campus but are difficult to find.
- Domestic partner benefits policy needs to be highlighted in recruitment materials for faculty and staff – and on HR website.

#### *Recommendations*

- Hire a full-time staff member and graduate assistant, and provide a programming budget in Dean of Students Office to promote LGBTQA programming and safe zones. This would provide greater support for education and awareness of LGBTQ issues for all students, staff, and faculty.
- Revisit harassment policy and adjust to reduce confusion regarding multiple points of contact.
- Invite members of the LGBTQ steering committee to be included in the climate survey process (meeting with the consultant/s, reviewing and discussing questions, methodology, etc.).
- Expand scope of anonymous hotline already established for sexual assault; expanded scope should include LGBTQ issues and problems, and harassment more generally.
- Provide information on services and organizations to incoming class very soon after they arrive on campus, with follow-up later in the fall semester.
- Schedule meetings between the Steering Committee and UDLC twice per semester; and a meeting with the three task forces.
- Conduct an environmental scan (a broad and encompassing commitment to look at all aspects of the Lehigh culture and community) with an eye to whether we consistently convey the message that this is an inclusive, diverse community that does not tolerate intolerance or homophobia/transphobia). The scan should include the words of the institutional leadership, student leadership, faculty leadership, and staff leadership; and encompasses everything from our policies and activities to our public face in promotional materials.

## Lehigh University Diversity Initiative

### Recommendations from Women's Studies Community

Seven members of the Women's Studies community met on May 24, 2006 with the University Diversity Leadership Committee. The discussion focused primarily on the Lehigh campus climate/ culture for women students and faculty, with recommendations for addressing these issues. Major points from the meeting include:

#### *Issues*

- Undergraduate women report a party culture that is accepted by many male and female students, and leads to instances of date rape.
- Undergraduate women experience a dominant male presence on campus; women defer to men and expect to be touched by men as part of life on campus. This situation has not changed over the past 25 years.
- Graduate women experience disrespect and differential treatment from faculty; disrespect and harassment from undergraduates; credentials are questioned particularly in STEM fields.
- Women faculty indicate that problems include expectation that they will serve as advisors/mentors to other women faculty and students (beyond normal role of scholar/teacher).
- Women faculty report lack of respect from male colleagues, graduate students, undergraduates; failure of departments to address problems directly (i.e., listening to class from hallway).
- Women faculty continue to find the work/family balance particularly challenging; support additional policies and programs to address these issues for faculty at the assistant professor and associate professor ranks..

#### *Recommendations*

- Reactivate the President's Council of Women and Leaders in Residence program to increase the visibility of women on campus – particularly successful women alumni.
- Create a structure for people to air confidential concerns outside the chain of command.
- Create an Office of Institutional Equity – office needs to have access to the President and authority to implement change.
- Expand present anonymous Student Affairs hotline for reporting sexual assault to include reporting of harassment of various kinds.
- Review the NSF ADVANCE grant proposal (2005) for ideas to implement, including:
  - Equity advisor in each college to work with departments on searches and department culture.
  - Sabbatical leave enhancement fund – to assist mid-career faculty women in making optimal use of sabbatical leaves (when family responsibilities may prevent them from doing so).
- Publish annually student/staff/faculty demographics by gender.
- Offer a larger selection of courses on diversity to allow students more choice of courses on gender, race, ethnicity, and sexuality.
- Provide training for faculty and staff on gender equity issues – for example, avoiding gender-specific examples in classroom; faculty search processes; equity in faculty evaluation by departments and college T&P committees.

## 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.”<sup>i</sup>

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.<sup>ii</sup>

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 salary<sup>iii</sup>
- 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<sup>iv</sup>. 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.<sup>v</sup> 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<sup>vi</sup>:

- 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<sup>vii</sup>

*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

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

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

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

<sup>iv</sup> 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

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

<sup>vi</sup> [http://www.lgbtcampus.org/resources/salary\\_survey\\_report.pdf](http://www.lgbtcampus.org/resources/salary_survey_report.pdf)

[http://www.lgbtcampus.org/new\\_profession.htm](http://www.lgbtcampus.org/new_profession.htm)

<sup>vii</sup> [http://www.lgbtcampus.org/resources/development\\_administration.htm](http://www.lgbtcampus.org/resources/development_administration.htm)

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