



August 6, 2007

To: Alice P. Gast, President
Mohamed S. El-Aasser, Provost, Vice President for Academic Affairs

FROM: Lehigh University Diversity Leadership Council (UDLC)

SUBJECT: UDLC 2006-2007 Annual Report

The UDLC submits this report summarizing its activities and the actions of its associated Subgroups and Task Forces for the 2006-2007 academic year.

This report reviews:

- The Campus Climate Survey
- The Goals/Actions Grid initiated at the April 27 retreat with Dr. Sue Rankin
- UDLC Subgroup and Task Force achievements
- UDLC commentary regarding Dr. Sue Rankin's recommendations included in her report submitted on June 15

CAMPUS CLIMATE SURVEY

The Campus Climate Survey was administered to Lehigh undergraduate and graduate students, staff, and faculty in October and November of 2006. On February 12 and 13, Dr. Sue Rankin, of Rankin and Associates, presented the Campus Climate Survey findings to the Lehigh community (including undergraduate and graduate students, faculty, staff, and alumni leadership) through a series of on-campus town meetings. On March 28, Dr. Sue Rankin submitted a final report detailing the Campus Climate Survey results. The UDLC and members from three Task Forces participated in a half-day retreat with Dr. Rankin on April 27 at Lehigh. The focus of the retreat was the creation of a Goals/Actions Grid as a tool for achieving change at Lehigh.

GOALS/ACTION GRID

The UDLC and three Task Forces worked together in small and large groups at the Retreat and in subsequent meetings during the summer to fill in the grid by identifying actions and outcomes to move forward with the diversity initiative. Taken as a whole, the grid could be used as the basis of an implementation plan for achieving the over-arching goal of diversity, equity, and community. The grid also provides a basis for conversation and an opportunity to engage the broader Lehigh community in the important work of achieving concrete goals for improving Lehigh. As we move forward with the diversity initiative, we recommend using the grid as a tool for both ongoing work and to start conversations with the Lehigh community.

Over the summer of 2007, the UDLC focused its efforts on goals 1, 2, and 3. Time did not permit extensive review and revisions of the latter sections.

SUBGROUP AND TASK FORCE ACHIEVEMENTS

Below is a concise list of major Subgroup and Task Force achievements for the 2006-2007 academic year:

- Creating and filling a position for the director of LBGTQA Services
- Creating and filling a position for the Assistant Director of the Office of Multicultural Affairs
- Distributing the Campus Climate Project Survey report to the Lehigh community
- Shifting reporting structure of the Women's Center, Office of Multicultural Affairs, and the Office of LBGTQA Services, which now report to the Associate Vice Provost and Dean of Students to enhance coordination and collaboration
- Process for benchmarking for a Chief Diversity/Equity and Community Officer position
- Placing multiple articles in local newspapers and the "Brown and White" on Lehigh's diversity effort
- Consistently maintaining the UDLC web site including providing a list of resource inventories to support recruiting tactics
- Requesting, through the 2007-2008 budget process, and receiving \$30,000 for greater staff recruitment outreach to supplement current departmental funding
- Developing the Goals/Action Grid to guide ongoing work and discussion

COMMENTARY AND RECOMMENDATIONS

The UDLC offers the following comments on Dr. Rankin's recommendations (see Appendix I) as we move forward with the diversity initiative:

Rankin Recommendation: **Structural recommendations**

Disband the current Task Forces and the UDLC following the completion of their final charge.

The UDLC concurs with this recommendation and advocates that a new structure be put in place to sustain the diversity initiative, ensure that work continues on the goals stated in the draft Goals/Action Grid, establish new goals and suggested outcomes, and follow through with adequate assessment to keep the university's diversity and equity initiative aligned with the institution's priorities and needs.

Establish a senior-level position at Lehigh (Senior Administrator for Equity and Community) with a direct report to the President.

The UDLC is not able to endorse this recommendation before the results of its benchmarking study are available for examination. We expect to be able to follow up on that study with recommendations in the fall of 2007. The UDLC is mindful that the objectives of the diversity initiative might be achieved and sustained through a variety of approaches, and we want to be sure that multiple options are considered before we finalize a recommendation.

*Rankin Recommendation: **Structural recommendations, continued***

Establish an Advisory Committee for the Senior Administrator of Equity and Community.

The UDLC concurs with this recommendation in its spirit of bringing together the full range of stakeholders and building a collaborative approach to achieving objectives. We observe that an Advisory Committee is necessary regardless of whether Lehigh adopts the Senior Administrator model for managing the initiative. The UDLC believes that the last point of the recommendation (committee members appointed by the President and receive release time) warrants further discussion. A representative approach to populating the committee might be preferable to Presidential appointments, and release time might create equity issues. Presidential appointments do carry some symbolic weight and may have the virtue of signaling a high level of responsibility, but the UDLC has become sensitive to the fact that we are not a representative group, which limits our ability to speak confidently for the whole campus community.

Establish a Student Advisory Board for the Senior Administrator for Equity and Community and President Gast.

The UDLC concurs with this recommendation in the spirit of engaging a wide range of students (undergraduate and graduate) in the work of the diversity initiative, but we believe the implementation details warrant further discussion. In particular, it might prove worthwhile to have similar groups that serve the same purpose for faculty or staff, but establishing three such commissions would seem to replicate the existing Task Force model. In addition, a representative approach to populating the committee might be preferable to Presidential appointments as noted in our comments on the Advisory Committee recommendation.

Rankin Recommendation: **Recommendations for Assessing Outcomes Outlined in the Plan**

The UDLC endorses the recommended approach to assessing outcomes and notes the importance of having a structure (e.g., an individual, an office, a committee) responsible for ongoing assessment. In addition, we recommend a sustainable reporting plan so that the assessment results are routinely reported across the institution, to senior leadership, and to stakeholder groups.

NEXT STEPS:

The UDLC recommends the following steps for academic year 2007-2008:

- Senior leadership: Structure broad campus engagement with the seven goals on the Goals/Actions Grid and refine the desired outcomes and the actions needed to achieve them. We believe it is critically important to engage groups of the campus community in the diversity initiative. The diversity initiative will only be successful if the broader community recognizes its importance to Lehigh's core mission and takes ownership of the goals, actions, and outcomes.
- UDLC and senior leadership: Complete the process of refining the Goals/Actions Grid by the end of the fall 2007 semester and present a plan for building and sustaining an equitable and respectful community with an appropriate governing structure replacing the UDLC by the middle of the spring 2008 semester.
- Senior leadership: Based in part on the outcomes of the benchmarking study, develop a structure that will replace the UDLC and ensure the sustainability of the diversity initiative.
- Senior leadership: Maintain a structure to carry on the work of the present UDLC until we transition to a new structure. The present UDLC membership is willing to continue in an interim capacity but does not presume the authority to do so.
- Senior leadership: Appoint a staff person to serve as a project manager for the ongoing work in the campus community with the Goals/Actions Grid at least through the fall. This individual will be responsible for convening meetings, maintaining the diversity website, and revising documents. We should carefully consider reporting lines and budgetary support to ensure the success of this endeavor.
- Complete the benchmarking study and make recommendations on a proposed long-term structure by the end of November.

Respectfully submitted,

Joanne Anderson, Henry Baird, Mark Ironside,
Jackie Matthews, Anne Meltzer, Tracey Moran,
Carl Moses, Debra Nyby, John Smeaton, Jennifer Swann,
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Lehigh University Implementation Plan for Diversity, Equity, and Community Goals/Actions Grid

Goal 1: Curriculum/Pedagogy

Enhance student, faculty (which includes all instructional staff) and staff learning about varied cultures, experiences and perspectives and foster critical, creative and compassionate student and faculty thinking about power and privilege dynamics by:

- a) Continuing to enhance and value an appropriate curriculum and pedagogy
- b) Creating centers of scholarly expertise and deep knowledge
- c) Providing faculty and instructional staff with the tools, resources, & support to teach inclusively
- d) Encouraging involvement in curriculum and pedagogy among all members of the university community

Legend:

Faculty – includes all instructional staff – tenure track faculty, lecturers, adjuncts

Under-represented groups – includes LGBTQ, African Americans, Hispanic/Latino/Latina, women in STEM fields, first generation college students, and other minority groups.

Student Affairs – includes all offices in Student Affairs – Dean of Students, Women’s Center, Graduate Student Life, Residence Life and Fraternity and Sorority Affairs, Multicultural Affairs, First Year Experience, LGBTQA, and University Police.

ACTIONS	Suggested Responsible Person(s)/Group	Resources/Source for Resources	Cross Reference	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
1.1 Create the means for faculty to be exposed to and gain an understanding of issues of power and privilege and to enable them to develop appropriate curriculum and create inclusive classrooms.	Provost, Deans, Department Chairs, Faculty	Faculty Development, Academic Affairs		All faculty understand and are exposed to issues regarding power and privilege			
1.2 Ensure that staff members are exposed to and gain an understanding of issues of power and privilege, and that those with relevant expertise contribute to education on these issues.	Senior leadership			Contribute to the creation of curriculum and support of departments and programs in achieving 1.1	Leveraging the experience and knowledge of these staff members		
1.3 Implement a pilot program to develop a one semester course on power and privilege (covering racism, sexism, homophobia, and	Provost's Office (although course development and assessment by	Provost's Office Rankin's Power/Privilege			Clear student demand and need for substantive training in this area – as indicated by climate survey		Develop pilot during 2007-2008

economic inequality) that might ultimately be taught to all Lehigh undergraduates. (Henry Odi's Arts 250 course might serve as a model.) Faculty members in all 4 colleges with relevant expertise should be actively involved in the development and assessment of this course and its possible implementation as a university wide requirement.	faculty with relevant expertise).	Faculty training			and Movement proposal.	
1.4 Implement a faculty seminar to encourage development of diversity courses by faculty with relevant expertise – use the model of the Global Citizenship and South Mountain College seminars in CAS.	Provost Office and/or Deans of each College; Joint Multicultural Program	Provost's Office			Help to expand existing courses addressing power and privilege issues, and might help to address especially significant gaps in existing curriculum.	Implement in spring 2008.
1.5 Reinforce and expand existing programs in Latin American Studies, Africana Studies, and Women's Studies. These interdisciplinary programs must play a central role in educating students about these issues, but they require additional faculty lines – and commitment from departments to allow faculty with relevant expertise to offer courses more regularly.	Provost and CAS Dean	Provost and CAS Dean			Students indicate that not enough courses are available in these areas in both the Climate Survey and Movement proposal.	Strategic planning and commitment of resources in 2007-2008
1.6 Expanding the curriculum	Provost, Deans		Action 2.1			

Goal 2: Research/Scholarship/Service/Co-Curricular

Create a campus environment that values difference by fostering and recognizing activities outside the classroom (e.g., research/scholarship, community service/experiential engagement, and co-curricular programming)

ACTIONS	Suggested Responsible Person(s)/Group	Resources/Source for Resources	Cross Reference	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
2.1 The University should explore the possibility of launching a major initiative comparable in scope and funding to the Environmental Initiative, focusing on Discrimination, Inequality, and Social Justice. Focus could be articulated as directly in line with the University's diversity initiative.	Provost and Deans	Dean and Provost	Action 1.6	This initiative would galvanize, intensify, and integrate faculty research on racism, sexism, homophobia, and economic inequality, and exploitation and focus on affirmative ideals and movements for social justice. It would enable new forms of research collaboration across the humanities and social sciences for faculty and students alike. Such an initiative could also place a high priority on service-learning, internships, and other forms of community engagement. It would also open up stronger collaboration between academic affairs and student affairs (including the Office of Multicultural Affairs, the Women's Center, the Office of LGBTQA Affairs, and Community Service).	Dramatically enhance the research energies of faculty and students focused directly on issues of power and privilege and would provide enhanced structures for student, faculty and staff to engage these issues at conceptual and practical levels throughout the university.		Develop a proposal for this initiative in academic year 2007-2008.
2.2 Convene a "Service Learning Summit" for all those on campus who are currently involved or interested in being involved in service learning initiatives. The summit should identify and encourage those activities and programs that contribute to the aims of the diversity initiative.	Provost's Office Student Affairs Student Senate	Provost's Office, Student Affairs Student Senate		Enhance service learning opportunities and increase the quality of university-community interactions.	Desire for such opportunities is clearly indicated in the Movement proposal and need for greater integration of university and community indicated in Climate Survey.		Summit should take place in 2007-2008.

Goal 3: Recruitment/ Retention of All Students (Undergraduate and Graduate)

Increase the recruitment and retention of underrepresented/underserved populations among students

ACTIONS	Suggested Responsible Person(s)/ Group	Resources/ Source for Resources	Cross Reference	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
3.1 Assess financial aid availability. The assessment should include whether there is a need to increase available resources for financial aid, as well as graduate student fellowships.	Associate Deans, Graduate Student Life Office, Enrollment Management Team, Vice Provost for Research	Capacity to work with students who speak Spanish, External fundraising		To recruit and admit an undergraduate and graduate student body reflective of society at large, including those under-represented groups.		On going	
3.2 Determine means to generate a pipeline in the Lehigh Valley and beyond	UDLC; Enrollment Management	External fundraising		Increase college readiness of local high school students and increase the number of them who consider Lehigh	-leverage opportunities to work with local communities to achieve greater college readiness -improve community relations	To be determined	Determine means to generate a pipeline in the Lehigh Valley
3.3 Adopt and communicate the adoption of non-cognitive factors in admissions	Enrollment Management; Admissions	Formal Training		-broader recognition of holistic review of applications -better understanding of needs of students in the first-year cohort		Plan this year and implement next year	
3.4 Mentoring of students from under-represented groups should be comparable to that afforded to students from majority populations.	Joint Multicultural Program, Career Services, CBE, Associate Deans, Graduate association(s), Graduate Student Life Office	Funds available for: Mentoring Program (JMP) Peer Mentoring Program (CBE)		Retention rates for students from under-represented groups should be at least as high as that for the Lehigh student population as a whole. These programs should meet the needs of these students.	Retention statistics, as reported by Institutional Research. Focus groups discussions with Student Diversity Task Force Retention Subgroup which suggests students persist when connected to individuals at the University.	Ongoing	Current, annual

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3.5 Faculty Teaching Assistant, Adjunct and staff training to enhance awareness, inclusiveness, and sensitivity. 3.5a Revisit Staff Orientation 3.5b Develop program for TAs in all colleges 3.5c Have outside consultant develop a program to be held at dept. chairs breakfast, to new faculty and staff as part of orientation and to adjuncts.	Lehigh Faculty Development Program; College Deans 3.5a Human Resources, Provost	Faculty Development Program, New Faculty Orientation; Dept. Chairs meeting; Human Resources	Less people of bias in the classroom. More perception of a welcoming and understanding atmosphere This program will begin in the Lehigh Faculty Development Program but work to reach out to all faculty/teaching assistants, adjuncts and staff.	Climate survey, Appendix B Thematic Analysis of Contents	Recommendation to Provost	Next academic year
3.6 Ensure effective marketing of study abroad and internship opportunities to students of color in order to increase their participation. Both Career Services and Study Abroad offices should increase their outreach to students of color. 3.6a Develop a broader range of study abroad opportunities. There should be ongoing assessment of the study abroad interests of traditionally underserved populations at Lehigh to determine whether existing programs meet their needs and interests – and programs should be encouraged that will enhance the ability of all students to learn about cultures different from their own. 3.6b Develop a broader range of internship opportunities. There should be ongoing assessment of the internship interests of traditionally under-	Enrollment Management, Career Services and Study Abroad, Career Services	Office of Multicultural Affairs, Global Lehigh, Career Services	Students of color should study abroad and intern/extern at the same rate as their White peers. Achieving Global Lehigh.	Research bears that students of color and low income/high need students participate in these co-curricular activities less than their White peers, often because of a lack of knowledge about how to take advantage of the opportunities, or misunderstandings regarding funding. Outreach, as well as opportunity, must be increased.	To be discussed by UDLC	Recommendation to be included in UDLC report (generated summer 2007); mandate forthcoming in Fall 2007, potential program evaluation/revamp to be completed by Career Services and Study Abroad, Fall, 2007...?

<p>served populations at Lehigh to determine whether existing programs meet their needs and interests.</p>						
<p>3.7 Proactively connecting students from underrepresented groups to appropriate resources and tracking students at risk of not succeeding, providing these students with the resources to help them.</p>	<p>Joint Multicultural Program; Dean of Admissions and Financial Aid; Multicultural Affairs, Associate Dean of Students, Asst. Dean of Students, LGBTQA</p> <p>New position in multicultural program Enrollment management</p>	<p>Office Resources; Coordinator position in JMP Funded through endowment Faculty training, Faculty</p>		<p>Students gain understanding of how to use university resources. Retention rates for students from under-represented groups should be at least as high as that for the Lehigh student population as a whole. Students get the help they need.</p>	<p>Research shows that students from underrepresented groups often arrive without knowledge of university resources. Rate of referral in Multicultural Affairs suggests that students do not know where to find answers to their questions.</p>	<p>Recommendation of SDTF; discussion required in Summer and Fall 2007</p> <p>Fall/Spring 2007-08</p>
<p>3.8 Build a defined process that students must navigate to leave Lehigh</p>	<p>Enrollment Management</p>	<p>Faculty, Dean of Admissions, Dean of Students Office</p>		<p>Increase early opportunities to influence students to stay, resolve problems thought unsolvable.</p>	<p>Currently, the University plays no formal role in the decision-making process students go through when leaving.</p>	<p>Under discussion</p> <p>Fall 2008?</p>

<p>3.9 Help fraternities and sororities (F/S) understand and assume a positive role in multiculturalism and healthy cross-cultural interaction across campus by:</p> <p>Holdi F/S accountable for the nature of their contribution to campus life thru the accreditation system</p> <p>Help F/S understand their roles in reducing racism, sexism, sexual victimization, homophobia (mentoring and education)</p> <p>3.9a Evaluate the Greek life system to insure that the structure adequately meets Lehigh's needs. In particular, does the decision-making/oversight structure have the capacity to adequately address current equity, respect, and community issues?</p> <p>3.9b Strict enforcement of the same university regulations (including those governing alcohol use) enforced in the residence halls.</p> <p>3.9c constrain the size and growth of F/S</p>	<p>Appropriate offices in Student Affairs</p>	<p>Social Justice Training Institute; Conversations on Race; Faculty; Office of Multicultural Affairs; Greek Partnership Council and the Greek Alumni Council</p>	<p>Goals 5 and 6</p>	<p>Achieve a balance between the positive and negative consequences of having fraternities and sororities at Lehigh that strongly favors the positive consequences for all members of the Lehigh community</p> <p>Reduce the social hegemony of Greek Life and encourage growth of alternatives</p>	<p>3.9a Diversity was not made an issue when the present Greek Life Initiative was developed, but the Campus Climate Survey makes clear the need for F/S to be part of the solution to issues revealed by the Survey. The Greek Life Initiative has been in place long enough to warrant assessment to ensure that it is aligned with current institutional needs and priorities.</p> <p>3.9b uniform enforcement in different residential environments will reduce the ability of F/S to offer social activities (often inappropriate) that are not available in alternative environments</p> <p>3.9c a range of opinions emerged with no clear consensus, ranging from "eliminate F/S" to "actively reduce the number of students in F/S" to "allow no new chapters" to "allow no new chapters except those that are traditional minority chapters"; the only consensus was that the Greek Life system should be small enough in its influence that alternative social options can flourish</p>	
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<p>3.10 Organize co-curricular activities in more developmentally appropriate ways...i.e. form second and third year experiences Allow for the further development of the first year experience.</p>	<p>Student Affairs Faculty Partnerships</p>	<p>Office of the First Year Experience</p>		<p>Broader variety of social and co-curricular activities as alternatives to Greek Social Life Further integrate academic and social life on campus.</p>	
<p>3.11 A campus level group should be convened and charged to create more vigorous responses to acts of intolerance at every level of the campus, including administration, faculty, staff and students: Judicial action should be applied when appropriate Communication of progress made in identifying perpetrators Unacceptable behavior should be decreed by entire campus LUPD should be assisted in understanding their role in fostering an inclusive, respectful, equitable Lehigh community. Ongoing diversity training should be implemented (on issues, for example, of sexual assault; race-relations and racial profiling; bias crimes; etc.) Administration must be quick to make official appropriate responses</p>	<p>Clear mandate from President; Student Affairs; University Relations</p>	<p>Power and privilege training; Social justice training Bias response team Residence Life</p>	<p>Action 6.1</p>	<p>Training and discussions of these incidents There will be serious consequences for acts of intolerance on campus. LUPD serves (and is recognized as) a resource/ally in achieving an inclusive and respectful campus climate</p>	<p>Climate survey reveals dissatisfaction with current public responses and perception that LUPD is insensitive to bias</p>

Provide appropriate support to victims								
3.12 Improving university communications (publications, web sites) to ensure that Lehigh represents the diversity actually present within the campus community	Admissions; University Relations ; Enrollment Management		Goal 5					
3.13 Encourage affinity-based housing. Increase communication about the process involved in forming affinity based housing and the nature of existing houses.	Student Affairs/faculty partnership; Students should drive this effort	Active campaigns Provide appropriate resources for Global Citizenship, South Mountain College and other affinity groups to improve and maintain their houses.		Attractive alternatives.				
3.14 Designate a significant portion of housing as coeducational	Student Affairs			Physically attractive co-educational living spaces on campus				
3.15 Develop strategies to recruit women students in STEM fields. Provide purposeful mentoring to women STEM students to keep them in the field. Work with STEM faculty to increase understanding of gender biases and to eliminate those biases.	Enrollment Management; Provost, deans, faculty; Career Services			Increased enrollment and retention of women in STEM fields				
3.16 Examine enrollment and graduation patterns of under-represented minority students and develop strategies to recruit and retain them in fields in	Enrollment management; Provost, deans, faculty, Career							

which they are particularly under-represented	Services					
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Goal 4: Recruitment/ Retention of Faculty, Staff, & Administrators

Increase the recruitment and retention of underrepresented/underserved populations among faculty, staff and administrators.

ACTIONS	Suggested Responsible Person(s)/Group	Resources/ Source for Resources	Cross Reference	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
4.1 Ensure representation of women and minorities in senior leadership searches	President/Provost	Human Resources Leadership training		Higher representation of women and minorities in leadership group	AA plan		Ongoing
4.2 Develop pipeline of qualified internal candidates to fill open positions	Senior leaders All staff supervisors	Compass Guides Career Management program		Increased opportunities for promotion to other jobs. Increased retention across campus will lead to increased retention of minority hires	AA plan		Ongoing
4.3 Knowledgeable, informed recruiters Creation of full-time exempt recruiter position Advertising	All hiring supervisors Human Resources	Resources created by Staff Diversity Task Force Greater emphasis on excellent LU benefits Human Resources Use of allocated funds - \$30,000		Greater focus on applicant pools and LU's ability to attract the best applicants. Efforts to increase diversity candidates in applicant pools	AA plan		Ongoing
4.4 Adopt Target of Opportunity hiring policy	President, Provost, Deans	Possibly a special hiring budget allocation		Transformational change in the composition of faculty, as a complement to present policies that promote incremental change	Cf. FDTF memo to President Gast March 26, 2007	Under review	Ongoing
4.5 Study more systematic mentoring for Junior faculty	Deans/Chairs	Volunteer of time by senior faculty		Clarify, for junior faculty, the often unarticulated expectations of the Lehigh University culture	Cf. "Coloring the Academic Landscape: Faculty of Color Breaking the Silence in Predominantly White Colleges and Universities"	Under review by FDTF	Ongoing

Goal #5- College Policies, Procedures, and Awareness

Assure equal access, opportunity and safety for all students, faculty, staff, and administrators regardless of difference

ACTIONS	Suggested Responsible Person(s)/Group	Resources/Source for Resources	Cross Reference	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
5.1 Create a comprehensive campaign to educate the community on the university values of diversity. Specific actions may include: slogan, posters, intellectual symposia, components included in student orientation and First Year program, diversity articles communicated through the website and via email	UDLC, Student Affairs, Human Resources, Provost Office, University Relations		Actions 3.9 and 3.13	Communicate the importance of diversity and inclusion to the university and to keep these ideas in the forefront of people's minds	CCS indicates/reveals perception of discrimination, hostile environment, and sexual victimization.		
5.2 Develop Educational Resource Series: Professional Development Series for Staff and Faculty Development Series for Faculty. Include Diversity components in training sessions – not necessarily the entire focus of the training	For staff: Human Resources and associated "expert" staff For faculty: Greg Reihman and college representatives	Funding will be necessary to bring consultants and outside speakers to campus. Course release or stipend for		Faculty – making them aware of what works in teaching today's students and how they can positively influence students through the learning process. Staff – Education and awareness of diversity issues and resources available			

<p>but one portion. Use university experts but also look to bring in outside experts as speakers or consultants.</p>		<p>faculty who will participate – Global Citizenship model.</p>					
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Goal 6: Inter-group and Intra-group Relations

Foster a safe, equitable and respectful campus climate free from harassment, violence and sexual victimization.

Create opportunities for inter and intra group exchanges within a campus environment that encourages open and respectful discourse and recognizes such interactions are important to sustain a healthy campus community

ACTIONS	Suggested Responsible Person(s)/Group	Resources/Source for Resources	Cross Reference	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame
6.1 Support and enhance existing mechanisms and implement new mechanisms for reporting sexual assault	President, Senior Officers, Deans, Department Heads, Human Resources, Ombudsperson, Student Affairs	HR, EAP/IBH, Women's Center, Hotline, Ombudsperson, Bias response team, Harassment Officer, Director-LGBTQA	Actions 3.9, 3.12, and 3.13	Reduced sexual assault and victimization	CCS indicates that among women student respondents, safety is a concern. Forty percent of undergraduate women reported to be subjected to sexual victimization while at Lehigh. Eighty-two respondents reported being sexually assaulted and of these seventy-five were students.	Assess existing resources and amplify as necessary	Assessment end of Oct 07 Amplify end of Dec 07
6.1a. Communicate contacts and resources							
6.1b Training new and continuing employees							
6.2 Increase the likelihood that victims will seek appropriate help	President, Senior Officers, Deans, Department Heads, Human Resources, Ombudsperson, Student Affairs	HR, EAP/IBH, Women's Center, Hotline, Ombudsperson, Bias response team, Harassment Officer, Director-LGBTQA		Reduced sexual assault and victimization		Assess existing resources and amplify as necessary	Ongoing
6.2a Communication of existing resources							
6.2b Assurance of confidentiality							
6.2c Increasing awareness							
6.3 Education and awareness to address the rape culture.				Reduced sexual assault and victimization			

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<p>6.4 Clear articulation of the value of staff</p> <p>6.4a Continue staff recognition programs</p> <p>6.4b Materials for orientation/training programs for news staff/faculty/dept. chairs/supervisors</p> <p>6.4c Reinforce expectations that employees report incidents of disrespect.</p>	<p>President, Senior Officers, Deans, Dept. Heads, HR, Supervisors</p>	<p>Staff recognition budget, information on web, HR information from publications</p>		<p>Staff (exempt and nonexempt) and their contributions are respected and appreciated</p>	<p>CCS suggests Institutional Classism/Privilege among faculty/staff</p>	<p>Ongoing (reward program)</p>	<p>Training - Fall 2007</p>
<p>6.5 Support and enhance mechanisms for reporting harassment</p> <p>6.5a Communication</p> <p>6.5b On-line harassment training</p>	<p>President, Senior Officers, Deans, Department Heads, Human Resources, Ombudsperson, Student Affairs, Harassment Group</p>	<p>HR, EAP/IBH, Women's Center, Hotline, Ombudspers on Bias response team, Harassment Officer, Director of LGBTQA</p>			<p>CCS notes that student respondents reported experiencing offensive, hostile or intimidating conduct most often due to their race, ethnicity or gender. Students of color most often experience this conduct due to their race through acts of racial profiling or through their perceptions of being ignored or excluded.</p>	<p>On-line training under consideration by Harassment Group</p>	<p>Dec 07 – online training Oct 07 - All other items</p>

Goal 7: External Relations

Strengthen and expand working relationships with external constituencies (e.g., alumni, law enforcement, businesses, government, non-profit agencies, K-12 schools, other colleges, religious/cultural institutions, community organizations, media) building on collective strengths to promote equitable communities.

ACTIONS	Suggested Responsible Person(s)/Group	Resources/Source for Resources	Cross Reference	Outcome	Rationale (as relates to C.C. survey and other related reports)	Action Status	Time Frame

Lehigh University/UDLC
2006-2007 Timeline of Events

June, 2006	Rankin and Associates contacted to evaluate the climate at Lehigh using a survey of the Lehigh community
July 26-27, 2006	First round of fact finding groups occurred
July/August, 2006	Survey was developed
September 6-7, 2006	Second round of fact finding groups occurred
October 23 through November 13, 2006	Survey Administration
January, 2007	UDLC subgroups formed and charged
February 12-13, 2007	Rankin presents climate survey results to the campus community
April 27, 2007	Retreat with Sue Rankin – participation by the UDLC and members of the three task forces
June 15, 2007	Receipt of Sue Rankin's final report
June – July, 2007	UDLC and task forces continue to develop action grid
August 6, 2007	Final report to President and Provost

University Diversity Leadership Committee
Subgroups for 2006-07

Subgroup	Membership	Action Items	Timeline
Integration of Diversity in Strategic Planning	Alice Gast, Lead Senior Officers	Discuss how to integrate diversity into planning at Lehigh	January retreat and ongoing
Climate Survey Team	Mark Ironside – Lead John Smeaton Jennifer Swann Tracey Moran Carl Moses Jackie Matthews Michelle Samuels Reps from task forces	<ol style="list-style-type: none"> 1. Mark – point person for Rankin 2. Survey plan – analysis and communication 3. Benchmark other institutions (how to communicate and implement survey results) 4. Guide on how to rollout results 	<p>Preliminary report to BOT Feb 1-2</p> <p>Preliminary report to faculty Feb 12</p>
Communication	Tracey Moran – Lead Sarah Cooke Janet Tucker Amy Fantasia (web) Carl Moses Anne Meltzer Susan Szczepanski Reps from task forces	<ol style="list-style-type: none"> 1. Create a Survey communication plan 2. Manage Web site and its content 3. Messages to the community 4. Email content, etc. 	Ongoing
Resource Management Team	Jackie Matthews – Lead Debra Nyby Joanne Anderson	<ol style="list-style-type: none"> 1. Develop job description and hire a “projects person” to aid the subgroups with their tasks 2. Review and prioritize any additional resource requests during this interim period 	Ongoing
Benchmarking – Possible organizational structures, i.e. Office of Institutional Diversity	Henry Baird - Lead Janet Tucker Jackie Matthews Jennifer Swann Henry Odi Others as needed	<ol style="list-style-type: none"> 1. Confer with Sue Rankin for guidance on institutions to research 2. Use University of Michigan study as additional information source 3. Research models available and decide which, if any is best fit for Lehigh 	Fall, 2007 Preliminary report
LGBTQA Staff Person	John Smeaton – Lead Henry Baird Michelle Samuels	<ol style="list-style-type: none"> 1. Develop job description for LGBTQA staff person 	ASAP - posting by January 16

01-05-07

Communication Subgroup Report

The Communications subgroup met several times over the course of the academic year to discuss short and long term communications goals of Lehigh's diversity initiative. In addition to keeping the university's effort top of mind, the group focused on communications planning and implementation surrounding the campus climate survey and the diversity Web site.

Campus Climate Survey:

Our goal was to build awareness of the survey and encourage participation in the late summer and early fall of 2006. Multiple email messages were sent from President Gast and the UDLC to faculty, staff and students inviting their participation in fact finding groups and the online survey. Guerilla marketing efforts were used as well by members and friends of the UDLC to build awareness. Survey results and next steps were also shared with the community in the spring semester through campus emails, Web articles on Lehigh's Web site, almost monthly articles in Human Resources' Spotlight newsletter, Faculty-Staff Connections e-newsletters, and in the monthly Leadership Update targeting trustees, the President's Leadership Council and department chairs.

UDLC Web Site:

The Web site was updated a few times each semester. The content, site structure, updates and daily management of this site should be discussed moving forward to determine its effectiveness and place in our ongoing efforts.

Communicating Lehigh's Commitment to Diversity:

In addition to the internal vehicles cited above, multiple articles on our diversity effort were pitched and placed throughout the year in local newspapers and the Brown and White, using Dr. Gast as the primary voice. Alumni have been kept informed of our work in this area through articles on the Web, in the Alumni Connections e-newsletter, the Alumni Bulletin, and through conversations hosted by the Lehigh University Alumni Association.

University Relations continues to promote Lehigh diversity efforts in university publications and communications vehicles. Some of these efforts appear as full articles, while others are much more subtle in terms of content and imaging. As is common with a community our size, feedback on our efforts range from "the only thing the university talks about is diversity" to "no one knows what is going on with diversity".

UDLC Resource Management Subgroup Report

The role of the UDLC Resource Management Team is to review and prioritize any requests for logistical support coming from the UDLC and its subgroups. The group is comprised of UDLC members Jackie Matthews (lead), Joanne Anderson and Debra Nyby.

During the course of the spring and summer of 2007, approximately \$15,800 will be expended. Primary expense categories are:

- Climate Survey presentation expenses--refreshments and lodging for Sue Rankin (\$10,000)
- UDLC April Retreat (\$350)
- Printing of extra copies of Climate Survey (\$3,150)
- Lunches for Task Force on Student Diversity meetings (\$600)
- Wages for Graduate Student who is providing support to the Benchmarking group (\$1,000)
- Extra compensation for staff member who is helping with the UDLC report. (\$700)

Benchmarking Subgroup Report

Submitted by Henry Baird

Our intern Xochitl Mota completed four interviews, three of which were especially useful (Brown, Penn State and RPI) and she has submitted notes to the Committee. (Xochitl has now returned to full-time employment.) The Committee will meet this week to review her findings and plan for more interviews.

LGBTQA Staff Person Subgroup Report

The LGBTQA subgroup met several times to discuss the proposed new role. We defined expectations and responsibilities of the new position as well as qualifications for candidates. Also considered were the support elements, non-exempt staff support and program budget, needed to foster success in this new role. Funding to support the salary and operating budget was secured.

Results of these discussions were shared with the Associate Vice Provost and Dean of Students Sharon Basso who created a search committee to recruit for the position of Director of LGBTQA Services. A national search resulted in the appointment of Timothy Gardner who arrived in July, 2007.

As part of a structural reorganization within the Student Affairs area, the Director of LGBTQA reports to AVP Sharon Basso along with the Directors of the Women's Center and the Office of Multicultural Affairs. This new structure will enhance coordination and collaboration among the offices within Student Affairs with principal responsibility to promote an inclusive campus environment.

John Smeaton
LGBTQA Staff Person Subgroup

Task Force for Faculty Diversity Report

The Faculty Diversity Task Force recommends actions to the President and Provost for increasing racial, ethnic, gender, and orientation diversity of tenure-track faculty. In the course of this we review existing LU programs and policies, research best practices at other Universities, and advise on proposals for funding.

Highlights of the last year (since May 2006):

- * helped write the successful Sloan grant proposal on Faculty Career Flexibility;
- * helped to effect the tenure-clock extension for parenthood;
- * proposed references to DP benefits in all faculty searches;
- * helped draft and evaluate the Rankin campus climate survey; and
- * recommended a formal University policy inviting target of opportunity hires.

We are currently reviewing the Colleges' diversity hiring plans and best practices for mentoring of junior faculty who are especially vulnerable to isolation.

The committee has not been able to collect a quorum for meetings during this summer. We will resume regular meetings with the Fall term.

Henry Baird, Computer Science and Engineering, RCEAS

George DuPaul, Education & Human Services, COE

Sharon Friedman, Associate Dean for Faculty and Staff, CAS

Joseph Hartman, Industrial and Systems Engineering, RCEAS

Diane Hyland, Psychology, CAS

Jackie Krasas, Sociology and Women's Studies, CAS

Vincent Munley, Economics, CBE

Monica Najar, History, CAS

Sibel Pamukcu, Civil and Environmental Engineering, RCEAS

William Scott, Africana Studies and History, CAS

Michael Stavola, Physics, CAS

Stephanie Watts, English, CAS

Submitted by Henry Baird, FDTF Chair

Task Force for Staff Diversity Report

The Task Force for Staff Diversity (TFSD) supports the overall mission of the UDLC by reviewing relevant staff programs and policies and recommending actions for providing an inclusive work environment that values, affirms, and advances the diverse backgrounds, interests, experiences, and aspirations of all its members. 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.

The Task Force began its monthly meetings in January 2006 and has focused on campus climate and recruiting and retaining staff from underrepresented groups including LGBTQ.

Examples of Task Force projects and the progress that has been made:

- The TFSD first educated itself about current recruiting processes and reviewed staff diversity data as well as the University 2006 Affirmative Action Plan and the recently issued 2007 Affirmative Action Plan
- It compiled resource inventories to aid in improving diversity recruiting tactics. These resource lists are posted on the diversity website at <http://www.lehigh.edu/diversity/resources.htm>
- The TFSD recommended 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. Timothy Gardner joined Lehigh in July as its first director of the LGBTQA program.
- As part of the 2007-2008 budgeting process, the TFSD requested that a central budget be established in Human Resources for greater recruitment outreach to supplement current departmental advertising. The University has provided \$30,000 for use in the 2007-2008 fiscal year.
- Task force members actively encouraged their colleagues to complete the Climate Survey and attend the February 13, 2007 Climate Survey Results presentation. 60.5% of the nonexempt and 61% of the exempt staff completed the survey. The February 13, 2007 Climate Survey results presentation for staff had by far the largest turnout.
- The Task Force carefully reviewed the Climate Survey results as they pertain to staff campus climate issues and formulated areas for further review and action.
- The Task Force devoted its June 2007 meeting to a discussion of LGBTQ issues in light of the Campus Survey findings.
- Two members represented the Task Force at the April 27th UDLC Climate Survey Retreat and have actively participated in the UDLC goal setting process also engaging the larger Task Force.
- The Task Force closed out the year with a discussion of the 2007 Affirmative Action Plan with an eye to evaluating progress in achieving greater staff diversity.

Task Force for Staff Diversity members

Task Force members were appointed by the senior leader of their respective stem and effectively represent a cross section of the staff. Lehigh staff members at large are encouraged to contact the TFSD representative from their area with suggestions and questions regarding staff diversity.

1. David Ackland, Materials Science and Engineering, RCEAS
2. Bill Bettermann, Client Services, LTS and Representative for ERAC
3. Lori Bolden, Dean of Students, Student Affairs
4. Phil Clauser, Dean's Office, College of Arts and Sciences
5. Walt Conway, Internal Audit, Finance and Administration
6. Y. Sarah Cooke, Communications, University Relations
7. Matt Mattern, Development Office, Advancement
8. Jackie Matthews, Human Resources (Chair)
9. Linda Mery, Provost's Office (Staff to Committee)
10. Rob Messner, Dean's Office, College of Education
11. Susan Meyers, Alumni Association (Representative for Employment Coordinators)
12. Linda Parks, Human Resources, (Representing the Employment Function)
13. HollyAnn Slotterback, Residence Life, Student Affairs (Representing LGBTQA Programs and Outreach)
14. Natalie Sokol, Education and Human Services, College of Education (Representative for Research Scholars/Scientists Group)
15. Gerard Wilcher, Athletics
16. College of Business and Economics (Nancy Speck 1/06-4/07; currently vacant)

Movement Proposal
Response

RESPONSE TO THE MOVEMENT'S LIST OF DEMANDS

Submitted by

Alice P. Gast

Mohamed El-Aasser

January 15, 2007



RESPONSE TO THE MOVEMENT'S LIST OF DEMANDS

January 15, 2007

We, the President and Provost, on behalf of Lehigh University's senior leadership, would like to acknowledge the initiative and thought that went into drafting the Movement's List of Demands. The document clearly demonstrates the interest in and commitment to creating an environment at Lehigh in which all of us – students, faculty, staff, and administrators – can excel, feel safe, and be ourselves.

The following response is a continuation of the ongoing dialogue between the Movement and the administration, as well as all members of the university community. We are fundamentally committed to sustainable change and we recognize that change must be infused in virtually every part of Lehigh life: curriculum, student life, classroom, offices, playing fields, etc. This response document is just one of many ways in which we will set the change in motion for the long term.

Readers will note that the term “demand” has been replaced with the term “proposal.” This change in language reflects the collaborative spirit at the heart of our discussions and decisions. By working together, we will be better able to identify core goals and approaches to achieving them. However, merely achieving the goal is not sufficient. We must also include thoughtful and robust support structures to ensure that the change is sustainable long after we have all left Lehigh.

The List of Demands organizes proposals into three categories: academic; social; and financial aid and recruitment. The following response echoes this convention, but reorganizes the proposals as they relate to communication, education, resources, financial aid, recruitment, and retention. The proposals were reorganized in order to address them within the Lehigh organizational structure.

Our response identifies changes and activities that we will adopt, those that we have identified and intend to address in a shorter time frame, and those that will require a longer time frame. The proposed changes should lead all of us at Lehigh to understand and promote all aspects of diversity that face our nation. We hope that these proposed changes will instill in each of us the desire to become proactive, to lead by example, to help others, and to achieve the overall goal of embracing a truly diverse society both within and beyond Lehigh. It is also our sincere hope that fostering intellectual diversity will become a part of each of our daily lives.

1. Communication

The diversity of the groups working toward change at Lehigh presents an opportunity to collaborate and build consensus; this may occasionally be complicated by competing interests and by differing expectations. This reality should not become the focus of our efforts, but rather a challenge that the campus community faces together. As President Gast said publicly during the open forum and in a meeting with leaders of the Movement, she will be scheduling a number of different venues for students to talk with her and with other senior leaders. Those venues include open office hours for students or small groups several times a semester.

The first open forum with the President and Provost was held in November 2006, with a number of students, faculty, and staff participating. We propose to hold periodic open forums for all members of the Lehigh community, at least annually, where we can continue our dialog about diversity issues. We believe that these forums should be co-sponsored by the student leadership and student organizations across campus, who all share interest in and responsibility for improving Lehigh. We will also meet in office hours or other scheduled meetings with the student sponsors to prepare for these open forums.

2. Education

Education about differences, inclusion, and accepting individuals should be a part of everything we do at Lehigh. One of the major tenets of creating sustainable change is to educate individuals about goals and outcomes and to continually reinforce them in various ways.

At Lehigh, education about diversity takes many forms and is not limited to experiences in the classroom. The term “diversity” covers socio-economic, gender, race, sexual orientation, religious, intellectual and ethnic identification. Life in a residence hall, involvement in clubs or on teams, and community service all contribute to a person’s diversity education. We recognize, however, that structured methods of delivery and multiple opportunities for engagement are also necessary.

Integrating a component exploring existing power hierarchies and prejudices in society into the First-Year Experience (FYE) orientation is a good idea. Leaders of the FYE program are developing this component for all members of the incoming class beginning in the fall of 2007. We will encourage these leaders to work with student representatives and other groups on campus to develop content, which can be tailored to include information about diversity resources on campus.

It is important to allow students to discover and explore diversity as a component of higher education, rather than as a compulsory exercise. For example, existing First Year initiatives such as the “Crash” film screening, South Bethlehem Experience, Volunteer Experience, and Culture Fest are optional. The components of the FYE that are required, such as the Selected Reading, have historically focused on aspects of diversity, but allow students to develop their own ideas and address those issues that are important to them.

With the exception of the FYE, the university does not have a core curriculum or general education requirements in place for all undergraduates. Including a mandatory, credit-bearing seminar for undergraduates across all colleges and curricula requires a great deal of planning and discussion and has an effect on a number of resources. At this time, it is not feasible to require a single standardized course for all undergraduates. However, there are a number of existing courses and seminars that emphasize diversity and differences that are part of the curriculum for a number of students throughout the university. An inventory of these courses is being completed as described in the appendix.

The goal behind the request to offer more courses and opportunities for students to become more aware of and educated about diversity, however, remains an important one and we would like to respond by committing the 2007 spring semester to identifying ways in which issues of diversity and differences can be broadly infused in our curricula, courses, and classroom discussions. This takes more thinking and planning than developing and instituting a single mandatory course. We are in the midst of an accreditation process that requires we review our curriculum and programs. We will ask the college deans to work with the Middle States Accreditation Team, as part of the curriculum evaluation, to integrate diversity into our educational programs as appropriate. They will also develop and implement the appropriate assessment tools to ensure *sustainable, tangible* outcomes in educating students about diversity.

To reach our shared goals, diversity must be a part of the educational fabric of the Lehigh experience, rather than the topic of a single course or seminar. Along with curriculum, college-wide and university-wide events complement and enhance a student's diversity education. We ask that the colleges remain diligent in their efforts to promote all college-specific and university-wide events, as well as resources and opportunities that are available for a wide diversity of students.

In addition to diversity education for students, the Movement also highlighted the need for diversity education for faculty. This need was embodied in the proposal to require faculty to include a Diversity Integrity Statement on their syllabi, indicating that they will respect the individuality of their students. A statement mandated by the administration would ensure that the proposal was implemented, but may not achieve the goal, which is to ensure that students feel comfortable and respected in the classroom. We submit, however, that discussion between students and faculty, perhaps culminating in a jointly drafted statement, would improve communication, build consensus, and achieve the goal. We stand ready to assist a student and faculty group to work toward this.

3. Resources

We all know that new resources will be essential to sustain diversity activities on campus. We need to deal with these requests globally and with a thoughtful and financially sustainable approach. A number of studies and changes related to space planning and increased staff are currently under review or underway.

Centralizing all of the responsibilities for diversity into one office or unit is a concept that Lehigh, along with many other colleges and universities, is investigating. The University

Diversity Leadership Committee (UDLC) is taking on this analysis and has committed to making a recommendation to the President and Provost in 2007.

A review of needs within the Office of Multicultural Affairs is currently underway. In the fall of 2006, the graduate assistant workstation in the Multicultural Center was relocated to expand space available to students. Decisions on staffing arrangements will be finalized in the spring semester.

Student Affairs is currently reviewing the creation of a “Social Environment Improvement Fund.” By reallocating funds in the 2006-07 budget, the Dean of Students Office created a fund specifically designated to promote cultural, educational, and social campus opportunities by providing co-sponsorship funds to student clubs and organizations interested in planning and implementing events, programs, and projects in support of diversity in its broadest sense. Establishing such a fund on a permanent basis will be considered in light of the outcomes and recommendations of the climate survey report.

The Student Spaces Taskforce and appropriate offices have discussed and reviewed the concept of a Student Center. Currently, student spaces exist at the Ulrich Student Center, Lamberton, in the dorms, etc., but, in many cases, are underutilized. The reasons for this have yet to be identified and further review is necessary to determine what works and does not work in student spaces on campus, in pursuit of enhancements to existing space.

An Academic Director of the Joint Multicultural Program has been hired and is working closely with his colleagues in Student Affairs. The needs of the Joint-Multicultural Office activities are assessed and are being met on an annual basis. Additionally, we will hire a Director of LGBTQA Services and an office coordinator during the 2006/07 academic year to provide support to the LGBTQA student population.

Development and implementation of a structure for confidential reporting of bias and hateful acts is well underway and improvements to the current system are in place. The Confronting Intolerance website has been updated and provides expanded definitions and resources available to members of the university community. Acts of discrimination and intolerance are now posted on the Bias Response Team website. We are committed to making a multiplicity of means to report hateful acts and other forms of discrimination readily available to all.

4. Financial Aid, Recruitment, and Retention

As the demography of American high schools shifts from a white majority to a more diverse population of strong achievers, Lehigh must position itself to continue enrolling talented students. With a search underway for a new Dean of Admissions and Financial Aid, we have the opportunity to bring in a professional who can continue to guide us in these important areas.

For many years, Lehigh has maintained a commitment to recruit and select students for admission according to a broad definition of merit and without regard to financial need, to provide financial aid to make a Lehigh education affordable to students from a wide range of family circumstances, and to help students persist in their studies and earn their degrees. We are

constantly evaluating our strategies to achieve those ends and testing new approaches. Among the resources committed to this effort are: institutional financial aid expenditures that are more than 14 percent of the total University budget; staff and students in the Admissions Office who recruit students from multicultural backgrounds; additional funds have been committed on a continuing basis to support the needs of recruitment programs like Diversity Preview Days, the Diversity Achievers Program, the Multicultural Weekend, and the Diversity Delegates Program; and Financial Aid Office staff who are bilingual and provide targeted assistance to multicultural families in completing their financial aid applications. In addition, many faculty, staff, and current students commit their efforts to making admitted students feel that there is a place for them at Lehigh.

Increasing Lehigh's resources for scholarship support for undergraduates is one of the top priorities in Shine Forever: The Campaign for Lehigh, our current comprehensive fund-raising campaign. More than \$70 million in new scholarship endowments have been pledged during the campaign, making available additional resources to help provide need-based aid for students whose families otherwise would not be able to afford a Lehigh education. This aid includes support for students from disadvantaged socio-economic backgrounds in the region, the nation and the world. Lehigh alumni continue to be very responsive to the need for additional long-term resources for financial aid, and we will continue to raise funds for this purpose throughout the current campaign and beyond.

Over the years, Lehigh donors have provided a number of existing endowed scholarships targeted to students from Bethlehem and surrounding communities. We have taken steps toward greater promotion of these resources and more effective utilization of these scholarships in the recruitment of new students, particularly African American and Latino students from South Bethlehem and other Lehigh Valley communities. We will continue to augment these funds to make it possible for more local students to attend Lehigh.

A number of the other requests have been under review by various departments within the university and are highlighted in the appendix. For example, the Enrollment Management group is keenly aware of the current urgency to recruit and enroll a more diverse class and has begun an analysis of income and need levels during the 2006 and 2007 admission cycles to determine the best approach to addressing the question of income and merit aid.

APPENDIX

January 15, 2007

DIVERSITY PROGRESS ORGANIZED by THEME

EDUCATION

For Current Students:

- Course Inventory - The Student Diversity Task Force has begun to inventory all courses currently offered that include components of race, ethnicity, gender/gender identity, sexual orientation, cultural, religious, and other diversity-related subject matter. The timeline for completing the inventory is in time for fall 2007 pre-registration in late March. Those courses including this “diversity” component will be identified so that students may select them in time to build their fall ’07 schedule.
- New courses - Courses, such as “Black Issues in Higher Education,” have been developed by the collaborative work between Student Affairs staff and faculty members in the Africana Studies academic program. Additional courses planned for future years will require increased funding for Africana Studies and Latin American Studies.
- Greek Life Diversity and Inclusiveness Education Initiative - An outcome of the August 2006 retreat, the initiative will work towards making Greek life more inclusive and programming will focus on appreciating and understanding differences.
- Martin Luther King Jr. Day Celebration 2006 - Events included a faculty roundtable focused on MLK’s “Beyond Vietnam” speech, an interfaith breakfast and speaker Rev. Al Sharpton. This year’s celebration will include a faculty roundtable discussion centered on the issue of poverty, an interfaith breakfast and speaker Dr. Eric Michael Dyson.
- Conversations on Race (CoR) - Participants address racial issues, challenges, and solutions in a guided dialogue program, which lasts for six sessions. Students across the university, including members of three fraternities and sororities, have taken part in the program. Additional sessions are planned for spring 2007.
- Umoja House - Promoted the house as a living-learning residence by co-sponsoring and promoting events there. Courses in the spring and fall semester were taught at the house, including Peoples and Cultures of Africa (Spring 2006) and African and African-American Art and Religion.
- Baccalaureate Speaker - Continued focus on diversity in selection process, past speakers included Cornel West, Seyyed Hussein Nasr, Martha Nussbaum, and Bishop John Shelby Spong. This year’s baccalaureate speaker, not yet announced, is an authority of religious pluralism and diversity in the Christian tradition.

For First-Year Students:

- “Crash” film screening - Film screening on the University Lawn intended to provoke dialogue about diversity issues.
- South Bethlehem Experience (SBE) - Overnight pre-orientation experience for first-year students that introduces them to S. Bethlehem and its historical and cultural heritage.
- Volunteer Experience (VE) - A pre-orientation experience that allows incoming students to volunteer with community organizations.
- Culture Fest - A program designed to introduce students to the variety of cultures on Lehigh’s campus and beyond through social interaction.
- Selected reading - Kashuo Ishiguro’s Never Let Me Go was examined in terms of power hierarchies and in/out group dynamics. Students were asked to extrapolate the book to their lives and Lehigh experience.
- Post-orientation sessions - Students met with their orientation groups later in the semester to discuss inter/intrapersonal development issues as they relate to diversity.
- Lehigh Life Program - Students are exposed to topics (e.g. values/integrity and diversity/community) and then break into smaller discussion groups.
- Mentoring Program - Pairs first-year students from underrepresented groups with faculty members - mentors offer guidance and support. This program will increase recruitment efforts in the spring 2007 semester.

For Faculty:

- Lehigh Lab Forum - A forum focused specifically on diversity in the classroom and opportunities to increase awareness of diversity. This program will be expanded in the Spring/Fall of 2007 to address more specific faculty concerns and needs.
- Formation of an LGBTQ Affinity Group - This faculty/staff group will work with the newly formed Gay and Lesbian Alumni (LUGALA) group to bring speakers and programming to campus.

RESOURCES

- Director, Joint Multicultural Program - Jeffrey Fleisher assumed this role in fall 2005.
- Two new staff members for the LGBTQA Programs and Outreach - The University will hire a Director of LGBTQA Services and an office coordinator during the 2006/07 academic year to provide support to the LGBTQA student population.
- Web-based reporting of bias related incidents - This pending protocol will allow a person to anonymously submit a report on a bias related incident online.

NOTE: Issues related to resources and space planning can be better assessed after examining the results of the Climate Survey.

FINANCIAL AID, RECRUITMENT, and RETENTION

Financial Aid:

- Community Service Award - Students will be nominated by the admissions staff based upon information in their application for admission (e.g., essays, teacher or counselor recommendations). The awards will be need-based and the package will consist of a grant, a merit award to cover any loans in the package, and a work-study grant that should be used for work in community service. Up to 15 of these awards are anticipated in each incoming class. We will be working to make these awards more visible.
- Multicultural Scholarship Opportunities/Multicultural Events and Activities Flier - Currently in development, the flier will provide a listing of the various scholarships available to applicants from underrepresented groups and will highlight various annual multicultural events and heritage celebrations sponsored by The Office of Multicultural Affairs.
- Providing additional long-term resources for undergraduate financial aid is a major priority of *Shine Forever: The Campaign for Lehigh*, Lehigh's comprehensive fund-raising effort. Alumni, parents and foundations have pledged more than \$70 million so far towards an overall goal of \$100 million in new scholarship endowment for undergraduates. Many of these new funds give preference to students from diverse and/or socio-economically disadvantaged backgrounds – from local, national and international high schools.
- The William Randolph Hearst Foundations recently awarded Lehigh University \$100,000 to fund scholarships for African-American and Latino students. This recent award doubled the existing William Randolph Hearst Endowed Scholarship Fund, established in 1999, to \$200,000.

Student Recruitment:

- Budget increase - The budget of the Diversity Delegates Ambassador Program has been increased.
- Local Recruitment Efforts - Admissions and Financial Aid have inventoried several endowed scholarship funds that have a preference for students from the Lehigh Valley. Some of them specify, for example, Easton High School or have some other preference that would make them unusable for South Bethlehem, but there are several that would work. The offices are preparing a plan to make the availability of those scholarships known in the community and to better communicate with guidance counselors as well. In addition, they are preparing a similar plan to communicate the availability of scholarships for multicultural students (see above). South Bethlehem is at the intersection of those plans.

- Diversification over time

Ethnicity	Fall 2004		Fall 2005		Fall 2006	
Non-Resident Alien	NA	NA	131	3%	132	2%
African American Non-Hispanic	131	3%	112	2%	133	3%
Asian American	282	6%	252	5%	269	6%
Hispanic/Latino	112	2%	111	2%	165	4%
Native American/Alaska Native	12	0%	9	0%	7	0%
Native Hawaiian/Other Pacific	1	0%	1	0%	2	0%
Other / Unknown	482	11%	306	6%	341	7%
White Non-Hispanic	3557	78%	3757	80%	3694	78%
Total	4577	100%	4679	100%	4743	100%

- Outreach pieces are sent to students identified through the Ventures Scholars Program, the National Hispanic Recognition Program, and the Ron Brown Scholar Program.
- A Support Services for Students with Disabilities brochure has been developed to outline services available to students who are considering attending Lehigh and who are substantially limited by a diagnosed disability.
- A Clubs and Organizations Information Sheet has been developed for prospective students during the recruitment cycle to promote the wide variety of extracurricular opportunities (e.g. language and culture, religious affiliation, environmental and political interests) that exist on campus.
- In an effort to attract the very best international students to campus each year, Lehigh submits an overview covering information on attending Lehigh including colleges, programs, degrees, admissions requirements, and more to American Universities and Colleges (part of the Private Colleges and Universities family) to be published (for a fee) in their annual magazine.
- Diversity Preview Day - A special one-day program (typically held in the fall) that is designed to provide prospective high school juniors and seniors with a glimpse of diversity at Lehigh, the many issues facing students as they enter and adapt to college life, and an opportunity to meet current students, faculty and staff.
- Diversity Achievers Program - A two-day program (typically held in the fall) that enables prospective high school seniors to become acquainted with the different cultures of the university, learn about the many resources Lehigh offers multicultural students, attend classes, enjoy meals with current students and faculty, and take part in various events sponsored by student organizations.
- Diversity Life Weekend - An opportunity for admitted students who are in the decision phase of their college search to become better informed about campus life and cultural diversity, meet faculty members, and participate in fun activities while visiting Lehigh's campus in April.

- Lehigh Valley Resources Guide - The Diversity Initiative website has been updated with information that highlights opportunities and resources to help prospective faculty, staff, and students learn about the Lehigh Valley.
- Online diversity chats - The Admissions Office conducts multicultural chats each semester (fall for prospects and spring for admitted students), and a broader diversity-oriented chat that would include spaces for various identities and affinities is under discussion.

Student Retention:

- Honor Network - An effort to educate students from underrepresented groups about possible honors and awards available at the university and to strive for them. This will include an informational part via pamphlets and a website, but also awards given to students with high GPAs at the Multicultural Affairs Awards Ceremony.
- Honor Network Dinner at Career Fair - Students awardees will be publicly honored at a special dinner at the Career Fair with employers present. This will provide an opportunity to publicly recognize these students as well as a unique networking opportunity.
- Fostering retention is a critical responsibility of the Enrollment Management team, which is awaiting the results of the climate survey before developing an approach to addressing retention of students of color.
- Outreach efforts - Emails and letters targeted at underrepresented students about Career Networking Receptions and Freshman Sendoffs to increase participation.