

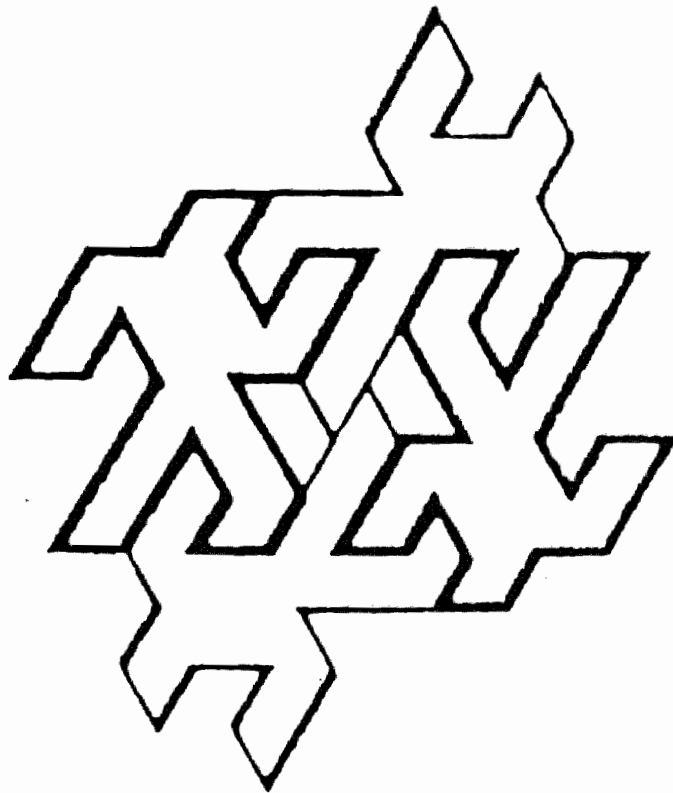
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# FINAL REPORT

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COMMISSION ON MINORITIES

COMMISSION ON WOMEN



Lehigh University

June 1990

## COMMISSION ON MINORITIES

## COMMISSION ON WOMEN

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### List of Commissioners

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(\* study group co-chairperson)

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David Sanchez - Chairperson, Commission on Minorities

Judith Lasker, Patti Ota - Chairpersons, Commission on Women

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### STUDY GROUPS

#### Academic Programs and Services - Minorities and Women

Rick Matthews, Associate Professor of Government \*

Camille McKayle, graduate student (Mathematics) \*

Robin Dillon, Assistant Professor of Philosophy

Antonio Prieto, Assistant Professor of Modern Foreign Languages

Joan Spade, Assistant Professor of Social Relations

Ricardo Viera, Professor of Art/Director of Art Galleries

#### Institutional Climate - Minorities

Sharon Brown, Assistant Dean of Students \*

Mike Bolton, Vice President for Development and University Relations

Pam Brady, undergraduate student (English)

Charlie Dent, Major Gifts Officer, Development

Greg McAllister, Professor of Mathematics

James Miller, alumnus

Vassie Ware, Assistant Professor of Biology

### Institutional Climate - Women

Leon Caldwell, undergraduate student (Economics) \*  
Ralph Lindgren, Professor of Philosophy \*  
Ted Morgan, Professor of Government \*  
Laura Frith, undergraduate student (Mechanical Engineering)  
Sarah Getchell, undergraduate student (Arts Engineering)  
Peter Harter, undergraduate student (Government)  
Brenda Hawks, Assistant Professor of Education  
Sheila Hyde, Dean of Students  
Peter Likins, President  
Bonnie McDonald, graduate student (Public Administration)  
Susan Reilly, undergraduate student (Environmental Studies)  
Cynthia Sharer, alumna  
Paul Wagner, Associate Director of Development

### Campus Life - Minorities

John Smeaton, Assistant Vice President of Student Affairs \*  
Becky Velasquez, undergraduate student (Arts and Science) \*  
Charles Brown, member, Board of Trustees  
Chris Jackson, undergraduate student (Economics)  
Debra Klinek, undergraduate student (Management)  
Maria Hernandez, Secretary, Residential Services  
Julie Williams, Associate Dean, College of Arts & Science

### Campus Life - Women

Denise Whitson Gurer, graduate student (Computer Science) \*  
Al Pense, Dean, College of Engineering & Applied Science \*  
Karen Adams, Associate Director of Athletics  
Judith Bazler, Assistant Professor of Education  
Ian Birky, Director of Counseling Service  
Elizabeth Campi, graduate student (Public Administration)  
Lynn Columba, Assistant Professor of Education  
Zigrida Eberhardt, community member  
Elizabeth Fifer, Professor of English  
Beth Golden, Staff Psychologist, Counseling Service  
Carl Henzelman, alumnus  
John Larsen, Chairperson, Department of Chemistry  
Priscilla Mieses, undergraduate student (Biology)  
Kathy Trexler, Director of MBA Program

Conditions of Employment/Recruitment, Retention, Advancement -  
Minorities and Women

Becky Bowen, Employee Relations Manager, Human Resources \*

Henry Odi, Associate Director of Residential Services \*

Carla Jenkins-McDonald, Secretary, College of Business & Economics

Don Knowles, Business Manager, Facilities Services

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Rita Plotnicki, Writer, Media Relations

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Gail Kriebel, Circulation Manager, University Libraries \*

Gail Vollman, Coordinator, Transportation Services \*

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Pat Boig, Director Of Admissions

Matthew Koff, undergraduate student (Government)

Ed Maclosky, Director of Human Resources

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Recruitment, Retention, Advancement for Faculty and Students  
Minorities and Women

Bob McHugh, Wage and Salary Analyst, Human Resources \*

Dorothy Rhoda, Coordinator, International Students and Scholars \* Kathleen Gallagher, Research Program Development Officer \*

Jennifer Brown, undergraduate student (Engineering) \*

Diane Browder, Associate Professor of Education

Marsha Duncan, Vice President for Student Affairs

William Hittinger, member, Board of Trustees

Tom Hyclak, Associate Professor of Economics

Joanne Heil Male, Academic Assistant, Department of Biology

Norman Melchert, Chairperson, Department of Philosophy

Janice Phillips, Co-chairperson, Department of Chemical Engineering

## TASK FORCES

### Sexual Harassment

Susan Reilly, undergraduate student (Environmental Studies) \*  
Gary Deleo, Associate Professor of Physics  
Geoff Haskell, Student Activities Coordinator, Student Affairs  
Susan Sawyer, undergraduate student (Arts & Science)  
Elizabeth Short, undergraduate student (Management)  
Paul Wagner, Associate Director of Development

### Childcare

Gail Vollman, Coordinator, Transportation Services \*  
Laurie Gostley, Assistant to the President for Human Relations  
Jim Harper, Director of Community Relations  
Patti Ota, Vice Provost

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## Acknowledgments

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This report would not have been possible without the support of hundreds of Lehigh students, faculty and staff. The tremendous amount of cooperation and interest we received is testament to the importance of minority and gender issues within the Lehigh community.

We wish to give special thanks to the 199 undergraduate students, 70 graduate students, 216 faculty, and 491 staff members who took the time to complete our extensive questionnaires. We are especially grateful to Carole Reese who spent many, many hours preparing and processing the questionnaires.

Laurie Gostley, Assistant to the President for Human Relations, contributed in many different ways to the work of the Commissions and the preparation of this report. Her assistance was key to the entire process.

The Commission on Minorities  
The Commission on Women

**FINAL REPORT**  
**COMMISSION ON MINORITIES**  
**COMMISSION ON WOMEN**

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**Table Of Contents**

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**Chapter 1**    Executive Summary

- Introduction
- The Process
- Academic Programs
- Institutional Climate and Campus Life
- Conditions of Employment
- Recruitment, Retention and Advancement
- Sexual Harassment
- Childcare
- Future Action

**Chapter 2**    Study Group and Task Force Reports

- Academic Programs and Services - Minorities and Women
- Institutional Climate - Minorities
- Institutional Climate - Women
- Campus Life - Minorities
- Campus Life - Women
- Conditions of Employment/Recruitment, Retention,  
    Advancement - Minorities and Women
- Conditions of Employment - Women
- Recruitment, Retention, Advancement for Faculty and  
    Students - Minorities and Women
- Sexual Harassment
- Childcare

**Chapter 3**    Survey Results

- Undergraduate Students
- Graduate Students
- Faculty
- Staff

**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**EXECUTIVE SUMMARY**



## INTRODUCTION

The face of higher education has changed dramatically over the last several decades. Whereas women have been a part of higher education for many years, women, including women of color, now are the majority of undergraduate students and are fast becoming the majority of master's degree candidates as well. Together with minority men, women and minorities constitute over 60 percent of all students at the undergraduate level.<sup>1</sup>

In any time, the failure of our society to integrate key segments of its population should be of major concern. It is especially worrisome now, as we look toward the 21st century. Shortly after that milestone, one-third of Americans will be members of minority groups.<sup>2</sup> If the current trends prevail, in about 2056 "whites" will no longer be a majority of Americans.<sup>3</sup>

Lehigh University always has taken great pride in preparing its students well for a useful life. It is even more critical that Lehigh educate today's students for a world that is becoming increasingly culturally diverse and globally interdependent. To do this, Lehigh students, faculty, and staff must include men, women, people from different racial and ethnic backgrounds, and people from all socioeconomic groups and geographic areas.<sup>4</sup>

Diversity in higher education is a topic that is commanding a great deal of attention as colleges and universities respond to both the need for and the demands of pluralistic campuses. At Lehigh, we intend to make a new commitment to improving the quality of life for all members of our University community. We begin by asserting our belief that gender, racial, ethnic, cultural, religious, and other individual or group differences enrich the educational and social environment in which we learn

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<sup>1</sup> The New Agenda of Women for Higher Education: A Report of the ACE Commission on Women in Higher Education (Washington, D.C.: American Council on Education, 1988), p. v.

<sup>2</sup> One-Third of a Nation: A Report of the Commission on Minority Participation in Education and American Life (Washington, D.C.: American Council on Education, 1988), p. ix.

<sup>3</sup> "Beyond the Melting Pot." Time Magazine. April 9, 1990, p. 28.

<sup>4</sup> Peter Likins, January 1989.

and work. However, creating a truly diverse environment requires much more than a simple declaration. We must identify the problems that inhibit communication and understanding at Lehigh and implement strategies for promoting a renewed sense of mutual respect, partnership, and community among the people around us.

In January 1989, President Peter Likins appointed two Presidential Commissions, a Commission on Minorities and a Commission on Women, and gave them an 18-month charge to examine and make recommendations for improving the quality of life for African American, Hispanic American, and female members of the Lehigh community. Recognizing that Lehigh is a single community and that all members of this community are interrelated, we firmly believe that improving the quality of life for minorities and women will greatly benefit everyone.

This final report contains the major findings, conclusions and recommendations of the two commissions. The next section of this chapter briefly describes the 18-month history of the commissions. Subsequent sections contain summaries of their recommendations organized by major agenda areas. The final section proposes future administrative action to be taken in response to this report. Chapter 2 contains the complete study group and task force reports. Chapter 3 contains summaries of student, faculty, and staff questionnaires.

## THE PROCESS

President Likins appointed Provost David Sanchez as Chairperson of the Commission on Minorities and Associate Dean of Arts and Science Judith Lasker as Chairperson of the Commission on Women. Approximately thirty commissioners were named to each commission with representation from faculty, professional staff, support staff, undergraduate students, graduate students, alumni, and members of the Board of Trustees. A temporary position, Assistant to the President for Human Relations, was created to provide staff assistance.

Each commission was divided into five study groups: Academic Programs and Services; Campus Life; Conditions of Employment; Institutional Climate; and Recruitment, Retention and Advancement. Each study group came up with a list of issues of concern and an action plan. In addition, the Commission on Women formed a task force on sexual harassment and a task force on childcare.

As the commissions began to play a visible role on campus, additional faculty, staff, and students expressed interest in working on the commissions. The commission chairpersons welcomed these volunteers and encouraged all members of the Lehigh community to become involved. By May 1989, over 100 people were participating in commission activities.

In June 1989, Lasker and Sanchez presented a preliminary report to President Likins and the Lehigh University Board of Trustees. The Trustees were supportive of the early work of the commissions and encouraged the commissioners to keep up their efforts in anticipation of receiving the final report in June 1990.

During the summer of 1989, it became obvious that efforts and energy could be better utilized if several of the study groups were combined. As a result, the two commissions merged their study groups on Academic Programs and Services and their study groups on Recruitment, Retention, and Advancement. Another change in the Commission on Women was the appointment of Vice Provost Patti Ota as chairperson, replacing Judith Lasker who went on academic leave.

The commissioners realized that in order to understand how members of the Lehigh community felt about the quality of life at Lehigh, that community should be surveyed. Separate questionnaires for students, faculty, and staff were prepared, distributed, and tabulated. Results from the questionnaires were used by the study groups to identify issues and formulate recommendations. (See Chapter 3.) A separate survey was also distributed to all members of the Lehigh community assessing the childcare needs of Lehigh employees and students. The Commission on Minorities also held forums in which panels of African American and Hispanic American faculty, students, and staff discussed their perceptions of the quality of life at Lehigh.

Other strategies used by the commissions to accomplish their tasks included contacting other colleges and universities to compare programs and services, bringing in consultants to help analyze Lehigh's climate and to provide suggestions for possible improvements, and circulating commission reports from other institutions, as well as articles and other information about minorities and women. Monthly meetings were held for all commissioners on special topics such as sexual harassment, affirmative action, minority participation in higher education, and student attitudes about balancing professional and personal lives. Commissioners also were encouraged to attend programs on campus sponsored by the Black Students Union, the Women's Studies Council, and the Affirmative Action/Equal Opportunity Commission.

Each of the seven study groups and two task forces submitted their recommendations in March 1990. These recommendations are summarized in the following sections according to the six major agenda areas: academic programs; institutional climate and campus life; employment conditions; recruitment, retention and advancement; sexual harassment; and childcare. Recommendations proposed by more than one study group or task force are included only once in the summaries. Readers of this report are strongly encouraged to read the complete study group and task force reports. (See Chapter 2.)

Concurrent with the operations of the two Presidential Commissions, Lehigh began a series of diversity awareness workshops for all members of the University community. The purpose of these workshops is to make faculty, students and staff more aware and appreciative of differences in perspectives, attitudes and values that are part of a pluralistic campus community. By the end of the 1989-90 academic year, all of the staff, 25 percent of the faculty, and a significant number of undergraduate students will have participated in these on-going diversity awareness programs.

The activities of the Commission on Minorities and the Commission on Women and the diversity awareness workshops have given high visibility to the concerns and status of minorities and women on the Lehigh campus. However, we have only begun to develop a community where diversity is nurtured and respected, and where our differences are recognized as a source of strength and vitality.

#### ACADEMIC PROGRAMS

It is generally accepted that women, African American, and Hispanic American students should have access to courses that help them understand their unique histories. However, in order to prepare Lehigh students for leadership roles in today's diverse and global society, it is important that all our students be exposed to courses that deal with issues of gender, race, class, ethnicity, and other forms of cultural and social diversity. Through such exposure, students not only learn about people of a different gender or with different heritages, but also gain new perspectives on themselves and a richer understanding of how all humans are affected by society and culture.

In order to provide the appropriate academic programs, a two-pronged approach is necessary. First, existing interdisciplinary programs need to be enhanced and new programs developed to expose our students to issues of gender, race, and culture. These programs must reflect not only political and economic considerations, but also the entire spectrum of interests associated with a rich cultural heritage. Second, the curriculum must be revised so that the experiences of women and minorities and issues of diversity are addressed as a matter of course throughout the curriculum. These specific recommendations are designed to accomplish these goals.

1. Hire a permanent director of the Women's Studies Program at the rank of full professor and provide appropriate administrative support.

Responsibility:	Provost, Deans of Colleges
Annual Cost:	\$90,000

2. Appoint tenured Lehigh faculty members as directors of the Hispanic American, African American and Women's Studies programs. (In the case of Women's Studies, the appointment would be as interim director until a permanent director is hired.) Release each director from one course each semester. Provide appropriate administrative support.

Responsibility: Provost, Deans of Colleges  
Annual Cost: \$46,000

3. Hire each year a distinguished visiting scholar or artist-in-residence for the Latin American and Hispanic American Studies program who would offer a course each semester in his or her area of expertise and would assist Lehigh faculty in enhancing its Hispanic American Studies program.

Responsibility: Provost, Deans of Colleges  
Annual Cost: \$50,000

4. Hire two additional visiting faculty for the African American Studies program, one at the senior level and one at the junior level, who would offer courses in their area of expertise and would assist Lehigh faculty in developing an African American Studies program.

Responsibility: Provost, Deans of Colleges  
Annual Cost: \$112,000

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

Responsibility: Vice Provost, Program Directors  
Annual Cost: \$9,000

6. Establish colloquia series for the Women's, Hispanic American, and African American Studies programs. The colloquia should focus on issues, concerns and ideas of women and minorities.

Responsibility: Program Directors  
Annual Cost: \$7,500

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

Responsibility: Library, Program Directors  
One-time cost: \$5,000

8. Plan and implement seminars for Lehigh faculty designed to help them incorporate materials by and about women and minorities into their courses. Utilize outside consultants. Provide stipends for participating faculty. Crucial to these curriculum development efforts is the strong

requirement that activity by faculty in program and course development in minority and women's studies counts in the matrix of factors that affect decisions regarding promotion, tenure, and merit review.

Responsibility: Provost, Deans of Colleges,  
Program Directors  
Annual Cost: \$21,000

9. Establish a Presidential Task Force to investigate the desirability and feasibility of requiring all Lehigh students to take courses that introduce them to gender, multiracial and multicultural issues and to the accomplishments of women and minorities in America and the world at large.

Responsibility: President  
Cost: None

#### INSTITUTIONAL CLIMATE AND CAMPUS LIFE

Of course it is not only the academic programs that affect what and how much students learn. Campus climate, residential life, extracurricular activities, the community at large, and the relationship of the faculty and staff to the students all play a role. It is incumbent on Lehigh to provide an environment that attracts, supports, and encourages the development of a diverse student population and nourishes a community grounded on exchange and mutual respect among all groups of students, faculty, and staff. It is essential that we use every resource at our disposal to enable our students to fulfill their potentials, inside and outside of the classroom, while at Lehigh and during the rest of their lives. The following recommendations address a wide range of issues affecting institutional climate and campus life.

1. Establish the Commission on Minorities and the Commission on Women as standing committees of the University to assist in the implementation and evaluate the progress of the recommendations of the two Presidential Commissions.

Responsibility: President  
Annual Cost: None

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

Responsibility: Admissions, Graduate School, Faculty,  
Student Affairs, Development  
Annual Cost: Unknown/substantial

3. Send clear messages that sexist and racist behavior will not be tolerated at Lehigh.

Responsibility: Trustees, President, Vice Presidents,  
Deans of Colleges, All Managers  
Annual Cost: None

4. Provide a wider range of housing and social alternatives conducive to a more diverse and inclusive community, and provide incentives for students, individually and in groups, to fashion living patterns suitable to their developing needs and interests.

- a. Adopt a policy whereby recognition of all special interest housing groups, including fraternities and sororities, shall be understood as a special privilege, the renewal of which is contingent upon periodic demonstration of significant contribution to the desired campus climate.
- b. Establish clearly articulated standards for "contributing to the desired campus climate" and a residence-review process through a committee consisting of students, faculty, and administrators.
- c. Reduce the influence of the Greek system, and of fraternities in particular, until there is adequate "room for diversity" or until Greek housing and other housing options can compete as equals.

Responsibility: President, Student Affairs,  
Residence Life  
Annual Cost: Unknown

5. Promote additional opportunities for interaction among minority and majority students.

- a. Sponsor events in Club 31, BSU Room, Umoja House, Greek houses, International House.
- b. Encourage key student leadership groups to co-sponsor events with BSU and Salsa.
- c. Encourage student groups to send representatives to BSU and Salsa meetings
- d. Utilize more effectively student presidents' group to enhance communication and collaboration.
- e. Sponsor more movies and events focusing on African American and Latino themes or issues.

Responsibility: Dean of Students  
Annual Cost: \$3,000

6. Sustain efforts initiated last year to improve the residential climate for minority students.
- a. Continue to encourage African American and Latino students to live in on-campus residences.
  - b. Provide support for continued existence and enhancement of Umoja House.
  - c. Persist in efforts to increase the number of minority gryphons and hall directors.

Responsibility: Dean of Students, Residence Life  
Annual Cost: Unknown

7. Improve multicultural and diversity awareness at Lehigh.
- a. Provide on-going multicultural/diversity training for the Lehigh community including members of the Board of Trustees. Expand training to encourage, develop and foster cross-cultural awareness throughout the University community.
  - b. Increase gryphons' educational programming requirements to include programs each semester on issues faced by minorities and women on the Lehigh campus.
  - c. Develop more systematic training for gryphons, peer counselors, and other student leaders on minority and women's issues.
  - d. Increase interdepartmental coordination and co-sponsorship of minority and women's programs; coordinate calendar and advertising essential to large programming efforts; increase liaisons with professional staff and faculty with particular areas of expertise.
  - e. Make diversity training an integral component of freshman orientation.
  - f. Develop a University 101 course to address issues related to women, minorities, sexual and racial harassment, and diversity.

Responsibility: Faculty, Student Affairs,  
Residence Life, AAEOC  
Annual Cost: Unknown



8. Ensure that minority students, faculty and staff are included in all University publications and are depicted in positive ways.  
 Responsibility: University Relations, Admissions,  
 College Relation Officers  
 Annual Cost: None
9. Use the campus media to present views on multi-cultural issues.
  - a. Encourage the use of the Commentary section in Brown and White to educate the campus.
  - b. Identify opportunities to use LehighWeek, WLVR and other campus media to address multicultural issues.
  - c. Have the President and other key officials present visible, clear statements on institutional commitment to a supportive, pluralistic campus climate.
 Responsibility: President, University Relations  
 Annual Cost: None
10. Dedicate University space to Salsa.  
 Responsibility: Dean of Students  
 One-time Cost: Unknown
11. Designate Martin Luther King Day as an official University holiday and provide appropriate programming.  
 Responsibility: President  
 Annual Cost: \$2,500
12. Promote the academic success of minority athletes.  
 Responsibility: Athletics, Deans of Colleges  
 Annual Cost: Unknown
13. Establish a Women's Center and provide appropriate staff and expense support.  
 Responsibility: Provost, Dean of Students  
 Annual Cost: \$40,000
14. Improve recreational facilities and women's athletic programs.
  - a. Expand recreational space and fitness center and provide suitable fitness equipment for women.

Responsibility: Athletics  
One-time Cost: \$50,000

- b. Increase the bus service to Goodman Campus for athletes and students.

Responsibility: Athletics, Transportation Services  
Annual Cost: Unknown

- c. Add varsity women's soccer and golf programs.

Responsibility: Athletics  
Annual Cost: \$50,000

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

Responsibility: Athletics  
Annual Cost: \$75,000

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

Responsibility: Provost, Student Affairs  
Annual Cost: \$2,500

16. Improve campus lighting and pedestrian safety.

Responsibility: Physical Planning, Dean of Students  
One-time Cost: \$100,000

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

Responsibility: Board of Trustees, President  
Annual Cost: Unknown

18. Develop a measurement tool that will assess the institutional climate of the Lehigh community as it relates to minorities and women.

Responsibility: Human Resources, Provost,  
Student Affairs  
Annual Cost: Unknown

19. Incorporate information about racial minorities in academic lectures, and provide opportunities and a forum for discussion for students to research related social issues.

Responsibility: Provost, Deans of Colleges, Faculty  
Annual Cost: None

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

Responsibility: President, Provost, Deans of Colleges  
Annual Cost: Unknown

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

Responsibility: Vice Presidents, Deans of Colleges,  
Faculty  
Cost per Student: \$3,750

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

Responsibility: AAEOC, Human Resources  
Annual Cost: \$8,000

23. Develop closer ties with the local Hispanic communities and provide them opportunities to be a part of Lehigh through such activities as outward bound summer programs, parent/child weekends, summer academic enrichment programs, cultural activities, job fairs, and open houses.

Responsibility: Human Resources, Provost,  
Community Relations, Student Affairs  
Annual Cost: Unknown

#### CONDITIONS OF EMPLOYMENT

While the promotion of a truly pluralistic community is a philosophy that most people appreciate, it is a philosophy that is not often translated into actions in the workplace. All Lehigh employees are entitled to a humane and equitable work environment free from barriers arising from racial, ethnic or gender differences. As diversity must and will continue to grow at Lehigh, we will increasingly need skilled managers comfortable in dealing with people across boundaries of gender, race, class, and ethnicity. We must train these managers to develop these skills, and we must hold managers at every level accountable for implementing affirmative action and staff development policies.

Many women employees are working single parents or members of two income households, and most working women shoulder a greater burden of household and child care responsibilities than do their male counterparts. Moreover, it is common to find women employees "clustered" in positions at the bottom of the organizational hierarchy. As a result, the segment of our

working population with the greatest need for flexibility in scheduling multiple responsibilities has the least power to do so. Lehigh must take a responsive and flexible approach toward helping all of its employees balance work and family.

The following recommendations are designed to improve the conditions of employment for all members of the Lehigh workforce.

1. Prepare and distribute a supervisor's manual dealing with appropriate responses to work/family conflicts such as flexible work schedules, job sharing, reduced workloads, telecommuting, work from home, and family care leaves. Distribute the work/family manual in conjunction with a series of workshops on work/family issues.

Responsibility: Human Resources  
One-time Cost: \$2,000

2. Designate an impartial, confidential mediator in cases where a supervisor denies flexible work options which his or her supervisee feels would be appropriate.

Responsibility: Human Resources  
Annual Cost: None

3. Allow support staff to accumulate unused sick/excused absence days which could be carried over from one year to the next.

Responsibility: President's Council  
Annual Cost: Unknown

4. Continue and fund parenting support groups for employees.

Responsibility: Human Resources  
Annual Cost: \$1,000

5. Make a significant financial effort to bring support staff salaries up to 100% of market equity.

Responsibility: President's Council  
Annual Cost: Unknown

6. Consider qualified internal applicants without formal academic credentials for promotion to an intermediate level pending the acquisition of formal degrees or training.

Responsibility: Human Resources  
Annual Cost: None

7. Publicize Lehigh's educational benefit at regular periodic sessions.

Responsibility: Human Resources  
Annual Cost: None

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

Responsibility: Human Resources  
Annual Cost: \$2,000

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

Responsibility: Human Resources  
Annual Cost: None

10. Arrange biennial gatherings of support staff.

Responsibility: Human Resources  
Annual Cost: \$2,000

#### RECRUITMENT, RETENTION AND ADVANCEMENT

Lehigh needs the perspectives and contributions of minorities and women in all arenas and at all levels of our University. In order to increase the number of minorities and women in our student body, faculty and staff, Lehigh must adopt more aggressive programs for recruiting and retention and must provide appropriate opportunities for advancement. We must never forget, however, that the success of such programs will depend on our ability to foster an interactive community that views its diversity as a unique asset.

The purpose of these recommendations is to improve the recruitment, retention and advancement of minority and women students, faculty and staff.

1. Improve our abilities to recruit and retain minority and women undergraduate students.
  - a. Continue adequate support (staff, computing capabilities, budget) for recently implemented admissions programs (e.g., using volunteer undergraduates as recruiters; using parents of students as recruiters; developing relationships with high school counselors) and for the analysis and evaluation of such programs.
  - b. Continue to explore possibilities for new admissions programs (e.g., purchasing lists of potential applicants, hosting programs for school guidance counselors in geographic areas with large concentrations of minority students).

- c. Increase funding for financial aid.
- d. Review financial aid policies that may have particular impact on Lehigh's ability to recruit and retain minority and women students.
- e. Continue support for programs that have been effective in retaining minority students at Lehigh; explore possibilities of acquiring additional support to enhance such programs.
- f. Encourage the further development of pre-college academic programs both in the schools and on campus, with emphasis on participation of female and minority students.
  - i) Coordinate information on existing local programs and initiatives through the Provost's Office.
  - ii) Pursue funding opportunities to develop pre-college summer programs that draw on a regional and national, as well as local, base.
  - iii) Ensure that faculty efforts in this area are adequately recognized as professional activities.

Responsibility: Admissions, Provost, Student Affairs,  
Development  
Annual Cost: Unknown/substantial

- 2. Improve our abilities to recruit and retain minority and women graduate students.
  - a. Increase our efforts to ensure that the overall environment for and status of graduate students continue to be enhanced.
    - i) Ensure that initiatives and services provided to students by the Graduate School are not diminished following the elimination of the position of a full-time Dean (e.g., Graduate Student Council, TA Training Program, Graduate Student Orientation).
    - ii) Evaluate the adequacy of other services for graduate needs (e.g., Counseling Center, Health Services, fitness facilities, housing) and provide funding where improvements are needed.
  - b. Require graduate programs to develop recruitment plans to increase the enrollment of students from under-represented groups; increase or reallocate funding and staff time needed to implement these recruitment plans.

- c. Increase targeted fellowship support for groups underrepresented in graduate programs.
  - i) Evaluate distribution of current fellowship support in the departments, Colleges, and Graduate School to determine if additional existing fellowships should be targeted for underrepresented groups.
  - ii) Increase support to create new fellowships, in addition to the current two Provost's Fellowships and two University graduate fellowships, designated for minorities.
  - iii) Develop funding to continue support for the two Patricia Roberts Harris Fellowships, which are designated for minorities and/or women in fields in which they are underrepresented, after grant support ceases in 1992.
- d. Encourage the further development, with strong priority on enrollment of minorities and women, of special programs that bring undergraduate students from other colleges to Lehigh (e.g., the summer research programs in the sciences).
- e. Evaluate the data from the forthcoming graduate student survey to determine problem areas identified by students and topics requiring further investigation, paying particular attention to those affecting minorities and women.
- f. Establish a supportive environment for minority and women graduate students at the departmental level:
  - i) Continue diversity awareness workshops for faculty and graduate students.
  - ii) Encourage formation of an informal mentoring program for minority and women graduate students, similar to the program for new women faculty.
  - iii) Strengthen graduate student orientation to respond to student concerns.

Responsibility: Provost, Graduate School,  
Student Affairs  
Annual Cost: Unknown/substantial

- 3. Improve our abilities to recruit, retain and promote minority and women faculty.

- a. Phase in, over a period of four years, a fund of \$200,000 to allow departments to hire minority faculty even if no slots are open. The implication of this would be to reallocate from newly vacated slots somewhere within the University.
- b. Officially designate the Academic Deans as the principal affirmative action officers of their colleges.
  - i) Reaffirm the use of affirmative action performance as an important component in each Dean's merit evaluation.
  - ii) Have each Dean conduct a yearly meeting with the chairpersons of faculty search committees, explaining the meaning of affirmative action in searches, and stressing its importance in accordance with University principles.
  - iii) Require, prior to scheduling of candidate interviews, that each Dean certify to Provost's Office that a sincere effort has been made to identify minority and female candidates for vacant faculty positions. In absence of such certification, have Provost's office refuse to pay costs of interviews.
  - iv) Encourage search committees to involve minorities from other departments, colleges or the community in the search process. Have Provost's Office provide appropriate travel costs and honoraria to external participants in a search.
- c. Further develop the mentoring process for junior faculty, especially women and minorities.
  - i) Develop written guidelines for mentors about the expectations of this role.
  - ii) Gather feedback on the effectiveness of mentoring programs.
  - iii) Add a section to the annual faculty accomplishment forms in which senior faculty may state how they have helped further the careers of junior faculty.
  - iv) Encourage junior faculty to establish collaborations at Lehigh and at other universities, and identify the resources needed to make such collaborations possible.



- v) Encourage and support travel to professional meetings.
- d. Develop methods to hire and retain couples who are both academicians. Help non-faculty spouses find employment.

Responsibility: President, President's Council  
 Annual Cost: \$50,000 (for four years)

- 4. Improve our abilities to recruit, retain and provide advancement opportunities for minority and women staff.

- a. Establish a Higher Education Administration Internship Program to provide advancement opportunities for minorities in staff positions at Lehigh through a rotational learning program.

Responsibility: Human Resources  
 Cost per Participant: \$3,750

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

Responsibility: Admissions, Career Services, Deans of Colleges  
 Annual Cost: \$1,500

- c. Create a position to coordinate local outreach programs in middle schools and high schools.

Responsibility: President's Council  
 Annual Cost: \$28,000

- d. Increase advertising to reach more effectively minority and female applicants for staff positions. Develop methods to increase minority and female representation in applicant pools and to target specific groups.

Responsibility: Human Resources  
 Annual Cost: \$4,600

- e. Prepare a data base of current programs that involve affirmative action and community outreach. Tap the Lehigh employee network and use it for recruiting, public relations and referrals to help develop closer ties with local Hispanic and women's groups.

Responsibility: Community Relations, Human Resources  
 One-time Cost: \$1,000

- f. Provide consistent training to all new supervisors and department heads with management and hiring responsibilities. Topics to be covered include positive employee management, interviewing, selection, affirmative action, and problem solving.

Responsibility: Human Resources  
Annual Cost: \$10,000

- g. Provide recognition to employees for contributions to a better workplace such as cost saving ideas, quality service, years of service, attendance, and community service.

Responsibility: Human Resources  
Annual Cost: Unknown

- h. Evaluate the performance of managers and supervisors based on their efforts to help Lehigh meet its objectives in hiring, retention, employee development, and achieving multi-cultural diversity.

Responsibility: Vice Presidents  
Annual Cost: None

- i. Facilitate support groups and networks for minority employees to promote contact, communication and assistance.

Responsibility: Human Resources  
Annual Cost: None

- j. Hold orientation sessions for new employees to welcome them, help them understand how Lehigh works, meet other employees, and establish a network for assistance and learning.

Responsibility: Human Resources  
Annual Cost: None

- k. Develop a career awareness program to encourage employees to examine their skills, strengths, weaknesses, goals and objectives, and to take control and aim for goals and objectives relating to their career. Target minority and women employees.

Responsibility: Human Resources, Career Services  
Annual Cost: \$4,000

5. Create a position Executive Assistant to the President responsible for the implementation of many of these recommended programs and to maintain a centralized location

for information and assistance in reaching the desired objectives.

Responsibility: President  
Annual Cost: \$50,000

### SEXUAL HARASSMENT

Lehigh reaffirms the principle that the University community should be a place of work and learning for students, faculty, staff, and guests free of all forms of sexual harassment, intimidation, and exploitation. Sexual harassment is defined as an attempt to coerce an unwilling person into a sexual relationship, to subject a person to unwanted sexual attention, to punish a refusal to comply, or to create a sexually intimidating, hostile, or offensive working, social, or educational environment. Sexual harassment is understood to include a wide range of behaviors, from the actual coercing of sexual relations to the intimidating or embarrassing emphasizing of sexual identity. The potential for such inappropriate, unethical and illegal behavior occurs whenever power relationships and social dependencies exist between individuals of the opposite sex. Sexual harassment in any situation is reprehensible, but it is particularly damaging when it exploits the educational dependence and trust between students and faculty.

Researchers have repeatedly documented that sexual harassment is a major problem on college and university campuses. In a 1986 publication from the Project on the Status and Education of Women of the Association of American Colleges, Hughes and Sandler report that "sexual harassment is an issue on campus that will not go away by being ignored: twenty to thirty percent of all female students experience some form of sexual harassment." Sexual harassment pervades all areas of women students' lives.

The following recommendations are intended to create a more visible and effective system of institutional accountability for sexual harassment on the Lehigh campus.

1. Require gryphons, teaching assistants, department heads, and supervisors to participate in seminars on sexual harassment.

Responsibility: President, Vice Presidents, Provost,  
Deans of Colleges  
Annual Cost: None

2. Make gryphons responsible for conducting programs on sexual harassment in their halls. Require all residential units to hold at least one program on sexual harassment each year.

Responsibility: Residence Life, Student Affairs  
Annual Cost: None

3. Promote sexual harassment awareness through brochures and informational materials suitable for different audiences (freshmen, upperclassmen, faculty, staff) and distribute widely. Make the policy clearer and more visible in the Student Handbook.

Responsibility: Human Resources, Student Affairs,  
Provost  
Annual Cost: \$1,000

4. Publicize resources for people who have been sexually harassed.

Responsibility: Human Resources, Student Affairs,  
Provost  
Annual Cost: None

5. Continue diversity awareness workshops initiated this year and provide assertiveness training for women on campus.

Responsibility: Human Resources, Student Affairs  
Annual Cost: \$2,000

6. Examine and revise the process of filing a sexual harassment complaint to make it more supportive of the feelings and concerns of the victim. Review the actions taken against offenders. Provide appropriate support mechanisms for victims.

Responsibility: Human Resources, Student Affairs,  
Provost  
Annual Cost: None

#### CHILDCARE

Since our goal is to make Lehigh University a more caring, humane and effective community, examining issues for family and children is both appropriate and essential. We must think about policies and programs for supporting families in the broadest sense.

The results of a questionnaire assessing the childcare needs of Lehigh employees and students indicated that many Lehigh parents would welcome a childcare facility on the Lehigh campus; in fact, many respondents commented that they felt such a facility was long overdue. Results of the questionnaire were shared with President Likins, who decided that Lehigh should aim at establishing a childcare center in the fall of 1990. Space

for the center was identified in the Saucon Village apartments, a Childcare Advisory Board was appointed, and money was allocated for renovations of the space, equipment, and some financial assistance for parents who can not afford the full cost of childcare. We are extremely pleased to report that Lehigh University will open a high quality childcare center in August, 1990.

#### FUTURE ACTION

Accomplishing the goals set forth in this report will take effort on everybody's part. However, the understanding and support of the administration is essential. For this reason, we recommend that the next step be a careful review of this report by the members of the President's Council. The President's Council is encouraged to involve members of both Commissions (in addition to those already on the Council) to participate in the prioritization of these recommendations. It is hoped that a response to the Commissions' report including a plan of action and timetable for implementation of the recommendations could be developed by the President's Council over the summer and distributed to Commission members by September 1990.

The set of recommendations included in this report is extensive. Some of the recommendations are costly and some are not. Some may sound very familiar, some are new, and some may be controversial. Some will be easy to implement, and some are going to be more difficult. We hope that the recommendations will challenge the entire campus to rethink the way the community functions with respect to minorities and women. Perhaps most important to our success in improving the quality of life for all members of the Lehigh community is believing that it can be done.

Learning to respect diversity, and recognizing that doing so will not be an easy task, are helpful steps in the process of understanding both the need and direction of change. The momentum to perpetuate the prevailing norms is very strong in most institutional settings, so developing a new mind set to appreciate what diversity means takes commitment and perseverance. In a society that values individual performance and achievement as much as ours, understanding diversity can be a real challenge. The struggle to comprehend diversity is in the best tradition of the liberal arts and the scientific method of inquiry, combining what we know from past experience and tradition with a quest to understand what we do not know or understand. Valuing

is more than one right way,  
s more than one world view.<sup>5</sup>

en for Higher Education:  
ommission on Women in  
ington, D.C.:American  
1988), p. 13.

**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**STUDY GROUP AND TASK FORCE REPORTS**

**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**ACADEMIC PROGRAMS AND SERVICES**

**MINORITIES AND WOMEN**



PRESIDENTIAL COMMISSIONS ON MINORITIES AND WOMEN  
ACADEMIC PROGRAMS AND SERVICES SUBCOMMITTEE  
FINAL REPORT

Introduction:

In the past few years, Lehigh University has taken bold steps to insure that its graduates are well prepared to meet the challenges of an increasingly sophisticated, technological society. It is now the appropriate time for the University to take equally dramatic measures to insure that its graduates are prepared to participate in a meaningful manner in the multiracial, multicultural, increasingly pluralistic world that awaits them.

Incidents of intolerance, racial tension, and sexual harassment have occurred at an alarming rate on college campuses across the nation in the last few years. While these incidents were sometimes deliberate, more often they were the result of ignorance and insensitivity. Population figures indicate the expanding presence of women and ethnic groups in the United States. The U.S. Bureau of Census estimates that in the year 2000, women will comprise over 51% of the population, African-Americans 13.1%, and Hispanics 9.5%. (These figures fail to capture adequately the heterogeneous nature of each group.) Certainly, it is appropriate for universities to meet the educational needs of their students drawn from these groups, and to seek to increase the representation of these groups among both the student body and the faculty. But even if demographic figures were to the contrary, it would still be of vital importance for universities to educate their students to the variety of cultures both in the United States and the world beyond our borders. While this subcommittee has been specifically charged with examining academic programs and services at Lehigh relative to women and minorities on campus and, consequently, has focused its efforts on programs in Women's Studies, Hispanic-American Studies, and African-American Studies, it is nevertheless the conclusion of the subcommittee that the proposals outlined below should be but the start of a larger initiative designed both to create new courses and to transform the general university curriculum to reflect the plurality of cultural and racial groups both in the United States and the world. Domestically, the list of "hyphenated-American Studies" minor programs must be expanded to include all ethnic and racial groups with historic and cultural associations in the United States: Japanese-American, Chinese-American, and Native-American, to name but the most obvious. In addition, this subcommittee recommends the enhancement and development of programs designed to expose our students to other races and cultures beyond the confines of North America. These courses must reflect not only political and economic considerations, but also the entire spectrum of interests associated with a rich cultural heritage.

## FINAL REPORT

Pluralism is a political concept that can be understood in different ways. Social scientists think of it as a descriptive term for a social system that responds to the competing pressures of diverse groups, each demanding something from the society. In the present context, that would mean the various subgroups on campus--Women, Black, and Hispanic students--requesting a curriculum designed to meet their educational needs. Naturally, it is appropriate for Lehigh to offer courses for these students to help them understand their unique history. We also think, however, it is equally important that pluralism be understood in a broader sense. While Lehigh encourages students from the respective groups to participate in courses corresponding to their affiliation, it is equally important for non-affiliated students to participate in culturally diverse courses in order that they may expand their frames of reference and understanding. If we seek to empower our students for leadership roles in confronting and solving the pressing global problems of our common world, then we must enhance their visions and skills to do so by providing them with a wide variety of educational opportunities. Men need to participate in Women's Studies programs, Whites in courses concerning people of color, Americans in courses about non-American culture. This type of broad, liberal education in diversity can only help lessen the ignorance and insensitivity that surrounds cultural, racial, and gender differences, and help prepare our students for leadership roles in a pluralistic world that demands no parochial souls.

We believe that the University ought to include in a prominent place among its educational goals that our students be confronted with issues of gender, race, class, ethnicity, and other forms of cultural and social diversity and that they be challenged in courses throughout the curriculum to develop appropriate responses to diversity. To meet both of these needs, we believe a two-pronged approach is essential. First, the existent interdisciplinary programs that focus on these issues must be strengthened, and new programs developed in other areas. Second, the University ought to undertake to transform the curriculum so that the experiences of women and minorities, and issues of gender, race, class, ethnicity, and diversity are made visible and are appropriately addressed as a matter of course throughout the curriculum. The aim of such a transformation is to incorporate the new scholarship on women and minorities which seeks to redefine the white male middle-class Eurocentric paradigms that have structured and limited both the traditional curriculum and the larger society. It is particularly important that diversity is addressed at the basic levels of programs, courses, and syllabi, to avoid the "ghetto-ization" of these issues.

### The Current State of the Programs

At present, the College of Arts and Sciences offers minor programs in Latin American Studies and Women's Studies. The University Catalog: Courses for 1989-90 also lists an "interdisciplinary program" in Afro-American Studies. As of the Spring of 1989, Latin American Studies had a single minor while the other programs had no minors. Unfortunately, this number count crudely albeit accurately reflects the reality of these three programs at Lehigh.

## FINAL REPORT

Recognizing the need to evaluate and revitalize these programs, Dean Gunton has supported the efforts of College Committees that have already begun the process of restructuring the programs in these areas. The Presidential Commission Subcommittee on Academic Programs and Services has worked closely with these committees.

Of the three programs, Latin American Studies appears to be the strongest. Its minor program consists of one required course and four additional courses selected from course offerings in five departments. The Latin American Studies program, with financial support from the Presidential Commission, has already started an evaluation process and will be bringing consultants to campus throughout the year to assist them in this process. They have changed the name of the minor to Latin American and Hispanic American Studies; it is the latter component to the minor that needs assistance. Of the three programs, Latin American Studies will require the least monetary support in the immediate future: it requests no additional, full time faculty support, although it would strengthen the program to have a full time Latin Americanist or Hispanic Americanist as program director; nevertheless, it requests University funds to hire, on a visiting basis, a distinguished scholar and/or artists-in-residence [e. g., poets, musicians, painters], to teach at the University and to assist in the further development of the program in Latin American and Hispanic American Studies.

The program in Women's Studies has all but vanished. While many courses are still offered and well enrolled, the program itself has lost its presence at the University. The minor consists of a core course plus five additional courses which can be selected from offerings in a dozen different departments. This wide spectrum of departmental courses demonstrates the interdisciplinary nature of Women Studies as well as the diversity of faculty of both sexes interested in this area. Given the presence of numerous faculty committed to the concerns and ideals of Women's Studies, there is reason to believe that with the appropriate input of University support in a relatively short period of time Women's Studies could become a genuinely exceptional, truly interdisciplinary program at Lehigh. Like their counterparts in Latin American Studies, the Women's Studies program has initiated the rebuilding process. With financial support from the Presidential Commission, they are planning a modest colloquium series for the Spring of 1990 and are bringing consultants to campus to advise them in the restructuring process. In terms of financial support, this program will require the largest amount of immediate funds: it needs to hire, from outside the University, a program director at the rank of professor.

The interdisciplinary program in Afro-American Studies has vanished; it exists in name only. While courses in this area have not been offered in a few years, both the History and English Departments are offering appropriate courses this Spring; and, the Departments of History, English, and Social Relations have expressed a willingness to offer appropriate courses in the future provided student interest remains strong. An African-American Studies program needs long term support and coordination if it is to establish itself

## FINAL REPORT

as an area of study of which Lehigh can be proud. While the project of rebuilding this program may take at least a decade, eventually becoming a viable minor rather than a interdisciplinary program, there are some immediate steps which the University should take so that students have opportunities to take courses in this area at the same time as the slow process of creating and nurturing the program proceeds. In terms of financial support, this program will require significant funds in order to offer courses to students and advise the faculty on building a program: it requests University funds to hire, on a visiting basis, additional scholars and/or artists-in-residence [e. g., poets, musicians, painters], to teach at the University and to assist in the creation of a African-American Studies minor.

### Recommendations for Specific Programs:

Given the unique needs of each of these three areas, no single plan of action can be universally applied. The rebuilding plan for each program will have unique components. We will first spell out our recommendations for each individual program and then make specific recommendations that apply to each of the three. The following action is recommended for a three year period and assumes that all funds for the plan will come from the University. Toward the end of that time period, each program must be critically reevaluated.

#### I. Latin American and Hispanic American Studies

Hispanic American Studies covers the history and culture of the many peoples of Hispanic origin born and raised in North America and whose presence here in some instances dates back several centuries. The predominant groups are formed by people of Mexican, Puerto Rican and Cuban ancestry, but the United States Hispanic population (18.8 million in 1987) also includes the large numbers of immigrants from the Caribbean and Central and South America who continue to settle in this country every day. Hispanics are rapidly becoming one of the largest ethnic minorities in our society. It is estimated that by the end of the next decade the total Hispanic population will amount to 25.2 million people, representing approximately 9.5% of the total United States population.

The strong imprint that Hispanic Americans have left upon the fabric of our society cannot be easily measured, in part due to the assimilation or syncretism of populations of indigenous and African ancestry. The cultural, artistic, and political contributions of this pioneering ethnic group affect the way we function as a nation today, and will continue to do so in the future. Their contributions deserve to be better understood, appreciated, and critically examined by both our students and the academic community as a whole.

## FINAL REPORT

In keeping with the resurgence of ethnic awareness witnessed by this country in the last three decades, many major universities have already taken steps to establish multi-cultural core courses as well as courses in Hispanic history and other specialized offerings. We believe that Lehigh should be among these institutions, fulfilling its academic and social responsibilities in the field of higher education.

Since Hispanic Studies covers a wide range of disciplines, from Sociology to Fine Arts, it can only strengthen the new interdisciplinary focus of this university. As a starting point, our faculty can incorporate into its required curriculum the relevant contributions of Hispanic Americans. In addition, consultants, guest lecturers, visiting professors and artists-in-residence can be readily attracted to Lehigh if given the appropriate level of financial support. The University should also encourage qualified faculty to develop and incorporate new courses dealing with Hispanic American culture. It must be emphasized, however, that the future of these efforts does not depend solely on the allocation of financial resources, but particularly on appropriate academic recognition and commitment on the part of the university.

Therefore we recommend that for a three year period the University each year hire a distinguished visiting scholar or artists-in-residence to join the faculty, offer a course each semester in his or her area of expertise, and spend time assisting the faculty at Lehigh enhance its program in Hispanic American Studies.

## II. African-American Studies

African Americans have always played a significant political, economic, and cultural role in the history of the United States. American history is intimately connected with the history of African-Americans. But the people of Africa have had a profound impact on the entire history of humanity. African-American Studies, therefore, must present a program of studies that offers courses in both the American and world-wide dimensions to the Black experience.

African-Americans Studies is a fundamental component to understanding the complex society in which we live. Students entering universities--both African-Americans and non-African-Americans--begin their education with a very limited knowledge of African-American history and culture; Lehigh should not allow its students to leave the university with the same "narrow" perspective.

Due to its nature, African-American Studies has to be an interdisciplinary program. Nevertheless, it should have a director based in a single department to ensure continuity and strength to the program. Given the current faculty at Lehigh, a temporary director of the program should be appointed. This person should be responsible for beginning the process of re-establishing African-American studies. The issue of appointing a permanent director can be addressed after the program has begun to develop.

## FINAL REPORT

Therefore, for a three year period the University should invite two additional visiting faculty, one at the senior level and one at the junior level, to join the faculty and offer a course in their area of expertise, and spend time assisting the Lehigh faculty in developing its program. Costs:

### III. Women's Studies

Women have always been a crucial part of the world, but the traditional curriculum reflects, perpetuates, and legitimizes a cultural practice of ignoring or devaluing women's lives. A Women's Studies program affirms the importance and value of what women are and do by bringing to light women's contributions and experiences to virtually all aspects of reality. Women's Studies also provides alternative paradigms for interpreting and understanding human experience. A curriculum enriched by Women's Studies provides insight into an increasingly complex reality in which women are taking an increasingly complex part.

Lehigh has always sought to provide "a broad education for a useful life." However, an education is neither broad enough nor useful enough for life in the modern world if it does not treat seriously women and their contribution to society. Further, we have failed to prepare our students to participate fully in society if we have not confronted them with issues of gender, diversity, and domination. A vital Women's Studies program is an essential part of any serious attempt to address these concerns. While the university has had a Women's Studies program for 16 years, it has become marginalized. If Lehigh desires to take its place among the ranks of first-rate universities and enrich the lives of its students, it must significantly strengthen the University's Women's Studies program.

Therefore, we recommend the University hire and retain--from outside the University--a director of the program. This person should be the strongest candidate in the area of Women's Studies; a search should be conducted in all appropriate areas and disciplines. The individual hired should be considered an additional faculty member to the department in her area of expertise. This individual should be appointed at the rank of professor and should sit on each of the four colleges Dean's Councils. In addition, this person needs the requisite administrative support to run the program. Costs:

### General Recommended Action for the Programs

As well as preparing students for their lives and careers after Lehigh, more prominent programs in Women's Studies, African-American Studies, and Latin American and Hispanic American Studies will significantly enhance the quality of campus life itself. Strong programs will be an important component in the university's effort to increase the number of women and minority students and diversify the student body. In addition, as male and female students of every ethnic composition engage in the study of gender, race, and



## FINAL REPORT

ethnicity thereby gaining a better understanding of themselves and others, it is expected that human relations on campus will improve. Towards this end the following are recommended for each program.

### (1) Appointment of a program director:

A single, tenured person must be responsible for maintaining the minor program. This means the director must coordinate the efforts of the faculty from the various departments who participate in the program, ensure that courses are offered on a systematic basis, develop colloquium and speakers series, encourage students to minor in the area, and bridge the academic and cultural dimensions to their program.

A task of this enormity, especially in the initial stages, requires both release time for the individual director and adjunct support to compensate the department from where the director is selected. The director needs to be released from one course per semester. The director could be from any of the three undergraduate Colleges; in fact, a director from outside the College of Arts and Sciences might be a positive benefit in terms of drawing the entire University faculty and students into this project. Appropriate administrative support should be hired to assist the program directors in the three areas.

Therefore, three adjunct faculty (one for each program) must be retained for the first year and two for each of the subsequent two years. (By the second year of the plan the new director of women's studies, with the appropriate course load, should be in place; hence there is no need for additional adjunct support for her position.) Cost: \$9,000.00 for the first year; \$2,000.00 per year for the remaining two. And appropriate administrative assistance should be retained for the next three years. Cost: per year.

### (2) Visiting Committees:

Each program director, in consultation with the support faculty, should establish a visiting committee analogous to the departmental visiting committees. The visiting committee should assess and assist in the maintenance and development of the minor. The committee should meet during this initial three year period.

### (3) Colloquium & Speakers Series:

Issues, concerns, and ideals involving women and people of color extend beyond the confines of the classroom. Each of the programs needs funds to present programs of interest to the University and Lehigh Valley community at large.

Therefore, each program needs \$2,500.00 per year for its series. Cost: \$7,500.00 per year.

## FINAL REPORT

### (4) Library Support:

While individual faculty do request library material in the above areas, there appears to be no specialized individual coordinating the purchases in an attempt to see that a core collection of materials for each area is available and maintained. Specific funds for this purpose should be allocated. The library--in coordination with the specific program director--should begin the process of building, or enhancing, its collection. The goal is not to have holdings for specialized, graduate programs in each minor but to establish a core of materials for solid, undergraduate educational purposes.

Therefore, a bibliographic librarian in consultation with the program director, should select appropriate material for a core collection for each of these three areas. Costs: \$5,000.00 (Aggregate figure for all three areas.)

### (5) Faculty Training Summer Seminars:

Over the period of three summers, each of the areas should plan and hold a single diversity training seminar for faculty throughout the University. Each seminar is to help educate faculty about ways to incorporate course material by, and about, women and people of color into existing courses and/or assist them in preparing new courses. (See the attached description of the program at Mary Washington College.) This program would require retaining an expert consultant for each of the three areas, and a stipend for each faculty member willing to participate in the program. It would be the clear understanding that faculty who participate in the seminars would alter their courses to reflect their new insights and understanding.

Therefore, each program needs funds for one consultant (\$1,500.00 plus \$500.00 expenses) and 10 stipends of \$500.00 each. Costs: \$7,000.00 per year.

This seminar series raises a--perhaps the--fundamental issue relative to the success of the rebuilding effort of the programs in Women's Studies and minorities' studies at Lehigh, i.e. institutional respect and credit for those involved in the programs. For these programs to succeed, participants must perceive that the work they are undertaking is respected by the University community and that they will receive institutional credit for their efforts. WITHOUT THIS, NO AMOUNT OF MONEY WILL REVITALIZE OR ESTABLISH PROGRAMS. Specifically, this means that whether it is teaching new courses, altering existing ones, or participating in minor programs, individual effort must somehow "count"--in a meaningful manner--in the research, teaching, community service matrix of factors that comprise the criteria involved in promotion, tenure, and salary decisions.

### (6) Adjunct Support for New Courses:

The University should supply adjunct support for departments who provide full time faculty for new courses in the three areas. It is important that where ever possible, full time faculty teach the new courses rather than adjuncts.



## FINAL REPORT

### Final Recommendation:

As discussed in the introduction of this report, the Subcommittee looks upon its recommendations as the start of an ongoing commitment by the University to encourage a curriculum that explores and understands the realities of a pluralistic world. We believe that all university students should be required to take courses emphasizing issues of gender, race, ethnic and cultural diversity. However, a recommendation of this magnitude is beyond the scope of the present committee.

Therefore, we recommend the establishment of a new Presidential Commission, composed of eight members including the Provost and a senior faculty member from the arts, humanities, social sciences, natural sciences, and the colleges of business, engineering, and education. This committee is to inquire into the desirability and feasibility of requiring every Lehigh student to earn from 3 to 6 credit hours in courses specifically designed to introduce students to the multiplicity of issues surrounding the achievements of women and people of color in both the United States and the world at large.

Respectfully submitted,

  
Camille McKayle & Richard K. Matthews  
Co-chairs

COMMISSION ON MINORITIES

COMMISSION ON WOMEN

INSTITUTIONAL CLIMATE

MINORITIES

## COMMISSION ON MINORITIES

### Institutional Climate Study Group Report

We the institutional climate study group wish to applaud the university in its effort to sensitize and diversify its community. We believe that the Lehigh community has been unscathed by overt racism but continues to be plagued by more subtle forms of racism. Many students of color report they are often isolated, ignored, and invisible in many of their classes. They cite examples where they answer questions in class and the instructor glosses over them to receive the answer from another student. In many instances instructors discuss negative issues affecting African-Americans and Latinos without any sensitivity to how these students may feel in the class. In some instances remarks are made by members of the Lehigh community out of ignorance and lack of knowledge and/or exposure to people of color.

Although Lehigh has launched diversity training for the university, much more has to be done to improve the climate for people of color. It is imperative to look at what's happening on our campus and strive to improve the climate. For example a strategic issue to address is the fact that of the few African-American faculty and staff who have come to Lehigh, none have been here for more than eight years. In fact, African-American faculty and staff at Lehigh, have a history of minimal longevity at Lehigh. This is a critical issue when we propose a goal of developing a critical mass and recruiting larger numbers of people.

We must look critically at our commitment to bring in faculty and administrators into key positions. To date, no African-American is holding a major position at our university. All of these issues impact the climate of the institution. We strongly encourage the university to take a more aggressive role in changing the climate and making Lehigh a better place for people of color. It is essential for the university to create an environment that supports, encourages and values its African-American and Latino community.

We offer the following recommendations to assist in this effort:

- (1). The Commission on Minorities become a standing committee of the university. The purpose would be to meet quarterly to assess the number of people of color at Lehigh, to evaluate the progress of our recommendations and to assist in implementation.
- (2). To increase the percentage of African-American and Latino students attending Lehigh as undergraduate and graduate students.

Rationale: Increased numbers will help diversify our campus community, create a larger mass of racial minority students, and create an environment that reflects our society.

- (3). To send clear positive messages that racist behavior will not be tolerated.

Rationale: This will alert the campus community about the seriousness of creating an atmosphere of acceptance for all people.

- (4). To provide on-going, multi-cultural/multi-racial sensitivity seminars for the Lehigh community and extend that training whenever, possible to the Board of Trustees and alumni.

Rationale: This will help sensitize individuals about groups of people who are culturally and racially different and help increase understanding that we all share differences and that those differences should be respected and valued.

- (5). To make a clear statement about the institution's position on apartheid.

Rationale: Divestment is a key issue and one that has many components. However, we need to let the Lehigh community know, we do not support the South African government's system of repression.

- (6). To insure that racial minorities are included in all university publications and depicted in positive ways.

Rationale: We need to convey that Lehigh is an institution that values diversity.

- (7). To develop a tool that will assess the institutional climate of our community as it relates to people of color.

Rationale: This will help us have a better understanding of the climate and what people are thinking and feeling.

- (8). To incorporate as much as possible information about racial minorities in academic lectures, provide opportunities for students to research social issues and create a forum in which they can be discussed.

Rationale: Helps to make students more knowledgeable about racial minorities.

- (9). Identify one or two predominately black colleges or universities that would agree to have a sister relationship with Lehigh, including faculty/staff exchanges, joint academic/research programs, graduate track programs, etc.

Rationale: Provides an opportunity to bring positive role models to our campus.

- (10). To develop a summer internship for minority students to attain experience in various administrative offices and academic areas, i.e. development office, engineering college, public relations.

Rationale: Exposes students to career areas that racial minorities are currently under represented in.

- (11). To have quarterly speakers on "Diversity" that are sponsored by AAEOC for the entire college community.

Rationale: Continued awareness for university employees.

- (12). To develop closer ties with local Hispanic communities and provide opportunities for them to be a part of our institution i.e. outward bound summer program, parent/child weekends, summer academic enrichment programs.

Rationale: Shows diversity is important at Lehigh;  
increases minority presence on campus;  
helps our neighbors.

#### CLOSING REMARKS

Racism is one of the most destructive social diseases that plagues our country. The resurgence of overt racism on college campuses has a major impact on the recruitment and retention of African-American and Latino faculty, administrators and students. In addition, it has thwarted the educational and intellectual development of all students impeding the flow of progress made during the seventies. In global terms, racism has a damaging effect in the growth of our nation. In the report, One Third of a Nation, the introductory remarks state "America is moving backward--not forward--in its effort to achieve the full participation of minority citizens in the life and prosperity of the nation. "In education, employment, income, health, longevity, and other basic measures of individual and social well being, gaps persist--and in some cases are widening--between members of minority groups and the majority population." The report further states that if we allow these disparities to continue, the United States inevitably will suffer a compromised quality of life and a lower standard of living.

The issue of racism will continue to be a critical issue for higher education. Higher education is an integral component of the life and survival of our nation. As a result of this fact the following are possible implications:

- The recruitment of African- American and Latino to predominately white institutions will be greatly affected at the undergraduate and graduate level.
- The retention rate among African-American and Latino students will be affected.
- The lack of cultural and ethnic diversity will continue to foster insensitivity of people with differences
- The rise of social unrest on college campuses will continue to plague institutions

- The recruitment and retention of African-American faculty and staff may be stifled.

It is incumbent upon each institution of higher education to renew their commitment to providing a quality education for all people regardless of their color, religion, socio-economic status and sex if we as a nation are to continue to prosper and grow.

COMMISSION ON MINORITIES

COMMISSION ON WOMEN

INSTITUTIONAL CLIMATE

WOMEN



Presidential Commission on Women

Institutional Climate Study Group

EXECUTIVE SUMMARY

Lehigh has repeatedly recognized the pressing need to foster a more diverse and supportive community. With changing demographics, significant advances toward these goals is even more crucial.

The university has taken and is taking a variety of programmatic steps to enhance diversity and community among its students, but has yet to achieve a breakthrough toward these goals. The lesson to be drawn from this experience is that unless significant changes are made in the structure of the Lehigh living environment, no breakthrough can be expected.

The greatest structural impediment to fostering diversity and community at Lehigh is the dominance of the Greek system, particularly fraternities. The Institutional Climate Study Group recommends that the living environment at Lehigh be restructured so as to nurture and sustain a more healthy social and intellectual life for all our students. Specifically, we recommend:

(1). The university shall provide a wider range of housing and social alternatives conducive to a more diverse and inclusive community, and incentives for students, individually and in groups, to fashion living patterns suitable to their developing needs and interests.

(2). The university shall adopt a policy whereby recognition of all special interest housing groups, including fraternities and sororities, shall be understood as a temporary privilege, the renewal of which is contingent upon periodic demonstration of significant contribution to the desired campus climate.

(3). The university shall establish clearly articulated standards for "contributing to the desired campus climate" through a committee consisting of students, faculty, and administrators. This committee shall also design a residence-review process whereby a designated group (either including or responsive to administrators, faculty, and students) shall review periodically all special-interest housing groups in light of university standards.

(4) The influence of the Greek system, and of fraternities in particular, shall be reduced until their is adequate "room for diversity" or until Greek housing and other housing options can compete as equals.

Presidential Commission on Women

Institutional Climate Study Group

REPORT

Toward the Twenty-First Century:

In ten years, Lehigh will enter a new century in which the college-attending population will be more female and more ethnically diverse. Furthermore, demographic trends during the 1990's indicate that Lehigh will encounter an increasingly competitive environment in attracting and retaining quality students and faculty. In light of these future trends, the university will need to attend to two crucial concerns, in addition to sustaining our traditional academic and fiscal strengths. These are:

- (1) Diversity: We must provide an environment that attracts, supports, and encourages the development of a diverse student population, and
- (2) Community: We must nourish a community grounded on exchange and mutual respect among diverse groups of students.

In part, the presidential commissions on women and minorities were formed with these concerns in mind. They go to the heart of issues facing both women and minorities at Lehigh. By the same token, attention to the needs of Lehigh's female and minority populations underscores the importance of diversity and community for the full development of all Lehigh students.

The institutional climate study group has been charged to look at ways in which the overall climate of Lehigh University detracts from these two objectives. While other study groups examine issues of recruitment, academic and social programming, employment and advancement, we have concentrated on the living environment, which deeply affects the success of all other initiatives.<sup>1</sup> Because it dominates much of the social and cultural life of the campus, the Greek system figures prominently in our analysis.

Recent History:

In recent years, we have witnessed numerous incidents of racial and

sexual harassment and abuse. This behavior is totally unacceptable in a university environment grounded on mutual respect. It also reflects widespread ignorance of racial, sexual, and cultural differences and sensitivities --ignorance that reveals how far we need to go to advance diversity and community. These patterns are hardly unique to Lehigh; as the American Council on Education stated in September, 1989, "The quality of student life on campus is a subject of increasing concern to higher education leaders and observers. Substance abuse, escalating violence, racial and sexual harassment, and acquaintance rape pose a serious threat to the entire community."<sup>2</sup>

Lehigh has begun to provide increased support for women and minority students while confronting the need for general education of our students. Over the past ten years, the university has commissioned studies of the Lehigh "ethos" and "cultural diversity."<sup>3</sup> Individual faculty and students have acted through classes and student organizations. The administration has undertaken a variety of initiatives in the Student Affairs realm, from the new social policy to programs like "Challenge for Success" to leadership training and "diversity training" workshops and retreats. Recently, the Student Affairs administration has taken several initiatives that converge with our recommendations --notably, approving the location of two sororities on "the hill," working with Interfraternity Council and Panhellenic leaders and alumni on ways of "strengthening the Greek system" initiating the creation of "standards" for Greek life, and undertaking the evaluation of the housing lottery system.

The task of these two commissions builds on this past. However, recent history clearly suggests that programmatic or recruitment innovations will be insufficient in themselves unless the institutional climate of Lehigh University is transformed. Notwithstanding these initiatives, the institutional climate at Lehigh continues to fall far short of the objectives of diversity and community. Lehigh remains a difficult, some would say hostile, environment for women and minority students.

#### The Need to Build a Diverse Living Environment:

We are far from the first to recognize that the greatest structural impediment to fostering the a campus climate of diversity is the dominance of the Greek system, particularly fraternities. Numerically, Lehigh has a high proportion of students who are members of fraternities.<sup>4</sup> For most students, the Greek system drives out competing residential alternatives at the same time that it shapes much of the social and cultural milieu of campus life.

Fraternities have figured prominently in Lehigh's past. Shortly after the founding of the university, the administration decided to do away with residential dormitories (rented in the few university buildings) and allow students to provide their own fraternity housing in the surrounding area. It wasn't until the early Twentieth Century, after some campus dormitories had been built that the Trustees approved the construction of residential

fraternity houses on the hill.<sup>5</sup> Since that time, the number of fraternities has increased, and eight sororities have been added in the past ten years.

Greek living has been saluted by many for the opportunity it provides young men and women to develop the capacity for leadership and self-government, to share a sense of community with others, and to gain an enhanced sense of institutional loyalty. These strengths have traditionally been affirmed by Lehigh administrators and trustees.<sup>6</sup>

Nonetheless, despite their positive attributes, it is widely recognized that Lehigh's Greek system, led by the fraternities, exercises a dominant influence over the social and cultural life of the campus in ways that detract from efforts to enhance diversity and community among all students. The Heath report of 1981 speaks of the "'dominance' of the fraternity values, i.e., traditional macho values about male-female relationships," and suggests that "Lehigh has expected its women students to accommodate to the dominant ethos of the institution." We have witnessed this accommodation in sororities' participation in fraternity social life. The numerical imbalance between fraternities and sororities compounds this pressure.

The Herrenkohl study on the quality of campus life recognized that "the socializing process at Lehigh University has historically been dominated by the many fraternal organizations on campus" and recommended increased support for social and cultural alternatives.<sup>7</sup> The University has taken a number of significant steps along the lines suggested by the Herrenkohl commission: establishing the residential Taylor College, creating such gathering-places as the "Catacombs," the "Hourglass", and "Club 31." Nonetheless, as most students will attest, student social life remains dominated by "the hill."

Greek dominance is complicated by the relative autonomy of the Greek system. Fraternities and sororities are essentially independent governing units within the immediate leadership framework of the IFC and Panhellenic and the larger context of university (and state) regulations. This is, in fact, one of the most desirable aspects of Greek living --one which would also benefit other students. Panhellenic and IFC leaders have recently been developing incentive plans for improved house maintenance and standards for Greek life, and this involvement should be reinforced.

However Greek autonomy has its problems as well. Fraternities and sororities are largely isolated from non-fraternity students, with the notable exceptions of academic classes, athletics, and fraternity parties. This isolation is a structural obstacle to efforts to enhance exchanges that engender mutual respect among student groups. Furthermore, Greek autonomy places the administration in the role of punishing "bad" fraternities, thereby fostering an in loco parentis relationship between administration and students. Among other things, this makes it difficult to involve fraternity members fully in university programs and innovations designed to enhance campus support for diversity.

### Objectives:

Lehigh University must provide a more diverse and supportive campus living environment if it is to remain competitive in a context of changing demographics. We must foster and sustain a campus climate that:

- (1) Encourages all students to cultivate their own interests and develop their own life projects, both collectively and individually;
- (2) Supports opportunities for each and every student to join with others who share common interests in residential arrangements suited to the size of their groups; and,
- (3) Recognizes only those groups that contribute demonstrably to a campus climate that is mutually respectful and supportive, that values scholarship and the life of the mind, and that honors its responsibilities to the larger community.
- (4) Is physically integrated so that diverse residential options both the hill and the lower campus.

### Recommendations:

In order to foster an institutional environment that encourages diversity and community based on mutual respect, the Institutional Climate Study Group recommends that the campus living environment be restructured in the following ways:

- (1). The university shall provide a wider range of housing and social alternatives conducive to a more diverse and inclusive community, and incentives for students, individually and in groups, to fashion living patterns suitable to their developing needs and interests. This should include the following:

#### Residential Arrangements:

- a. An overhaul of the housing "lottery system" to enable students to fashion their own living patterns in groups of various sizes and a diverse a range of interests and affiliations.
- b. Development of additional residential colleges and special-interest housing, including "mini-house" options (as recommended by the Herrenkohl commission) for smaller groups of students.
- c. Study of the need for new on-campus housing

construction and renovation to meet these objectives.

Social Arrangements:

d. Careful study of the desirability and feasibility of creating an full service pub on the lower campus, for use by those members of the campus community who are of age --older undergraduates, graduate students, faculty, staff, alumni, and visitors.

e. Study of the feasibility of requiring that all fraternity parties be closed.

f. Provision of workshops and other educational experiences that foster the positive development of male identity and encourage healthy interaction between males and females.

The Student Affairs wing of the Administration has begun an evaluation of the current lottery system. We recommend that this study be broadened to incorporate the objectives of the Presidential Commissions and this study group (including a liaison to this group). We also recommend that this evaluation process be expanded to examine both the housing-selection process and distinctive housing alternatives at other institutions (for example the social fraternities at Brown and the residential colleges at Stanford or Yale). Finally, the university should consider alternative staffing for residential units, including graduate students and adequately supported faculty.

(2). The university shall adopt a policy whereby recognition of all special interest housing groups, including fraternities and sororities, shall be understood as a temporary privilege, the renewal of which is contingent upon periodic demonstration of significant contribution to the desired campus climate.

This recommendation entails changing the current dynamic of residential continuity from one of "assumed permanence" (subject to university discipline) to one of a "marketplace" guided by and responsive to university values and objectives. Residential groups will, in effect, have to "justify" their existence in competition with all other groups according to clear standards. They will "sink or swim" according to how well they contribute to the desired campus climate relative to other groups.

(3). The university shall establish clearly articulated standards for "contributing to the desired campus climate" through a committee consisting of students, faculty, and administrators. This committee shall also design a residence-review process whereby a designated group (either including or responsive to administrators, faculty, and students) shall review periodically

all special-interest housing groups in light of university standards.

To expedite this process, we recommend that the recently formulated Dean of Students' "Greek Life Standards" committee include a liaison with Institutional Climate Study Group and its charge be broadened to incorporate standards for all special interest housing. The review process would be coordinated with efforts to encourage alternative housing under recommendation #1.

(4) The influence of the Greek system, and of fraternities in particular, shall be reduced until their is adequate "room for diversity" or until Greek housing and other housing options can compete as equals.

Ultimately, this means that the numerical domination of fraternity life shall be reduced. In gauging the appropriate amount of reduction, the ratio of Greek to non-Greek student populations at comparable institutions and the nation as a whole may be a useful guide. One possible long-term outcome may be co-educational fraternities. Another is that Greek housing and other housing options shall be considered as "equals" subject to their contribution to the desired campus climate. We anticipate that the housing review process will winnow out those fraternities (or sororities, or other housing options) that make less of a contribution to the desired climate. One possible long-term outcome may be fraternities that themselves include both men and women.

We recognize that these changes will require painful adjustments for many individuals. However, we anticipate far greater pain for future generations of Lehigh students if the university living environment is not substantially and methodically restructured to enhance diversity and community.

The Institutional Climate Study Group

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Peter W. Likins  
Bonnie McDonald  
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## NOTES

1. Turnover in personnel and leadership and absence of survey information have limited our efforts in two key areas: the study of living environments on other campuses and awareness of Lehigh student attitudes regarding living environment pressures and options. We strongly urge that a systematic effort to review other institutions' experiences be undertaken and that the student surveys be subjected to careful statistical analysis.
2. "Greek Organizations on the College Campus: Guidelines for Institutional Action," American Council on Education, Office on Self-Regulation Initiatives, Draft Report, September 14, 1989, p. 1.
3. See for example, the Heath Report (1981) and the Ad Hoc ("Herrenkohl") Commission on the Quality of Campus life.
4. Documentation of trends in the proportion of students who are members of Greek systems on various campuses will be forthcoming from the Center for the Study of the College Fraternity.
5. There appears to have been some controversy around this decision. One fraternity alumnus, John Morrow, wrote Alumni officer, H. H. Stoek, to argue that "it will be a very grave and serious mistake to allow buildings to be erected upon our campus as monuments to a selected few of our college body." Instead Morrow urged that Lehigh maintain fraternities as "local clubs or institutions . . . without being recognized by the university."
6. "Fraternities at Lehigh University," 1939. "Statement on Campus Environment," 1989.
7. Lehigh is not alone in addressing these concerns. In recent years, such institutions as Colby, Franklin & Marshall, St. Lawrence, Dartmouth, Middlebury, Amherst, Bucknell, and Colgate have taken steps to constrain fraternity influence on campus. Colby and F&M abolished on-campus fraternities; Colgate's faculty voted to abolish fraternities after a particularly nasty incident in 1989; Amherst severed the college's connection to fraternities, while Middlebury voted to allow fraternities only if they became co-educational.



**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**CAMPUS LIFE**

**MINORITIES**

Recommendation:

Promote additional opportunities for interaction among African-American, Latino, and white students.

- a. Sponsor events in Club 31, BSU Room, Umoja House and Greek houses.
- b. Encourage key student groups (IFC, Panhel, RHC, SAC, Senate) to co-sponsor events with the BSU and/or Salsa.
- c. Ask student groups to send representatives to BSU and Salsa meetings to provide on-going contact.
- d. More effectively utilize the student presidents group to enhance communication and collaboration.
- e. Sponsor more movies and other events that focus on African-American and Latino themes or issues.

Rationale: We believe that providing and encouraging opportunities for white students (as well as faculty and staff) to become acquainted with African-American and Latino students is a crucial part of making Lehigh more supportive and accepting of students of color. We want to start breaking down the

psychological barriers that separate segments of the student population. Positive contact and interaction are keys to understanding and ultimately, the dissolution of prejudice.

Responsibility: Dean of Students Office

Costs Anticipated: No additional funding is anticipated.

Recommendation:

Sustain efforts initiated last year to improve the residential climate for African-American and Latino students.

- a. Continue to encourage African-American and Latino students to live in on-campus residence halls.
- b. Provide support for continued existence and enhancement of the Umoja House program.
- c. Persist in the effort to increase the number of African-American and Latino gryphons and hall directors.

Rationale: The study group recognizes and applauds the efforts to date to enhance the quality of the campus living environment of African-American and Latino students. Our purpose in including this recommendation is to underscore the importance of these endeavors and to urge those responsible to continue to demonstrate leadership and innovative thinking to provide positive residential experiences for our students.

Responsibility: Dean of Students and Office of Auxiliary Services

Costs Anticipated: Unable to anticipate at this time.

Recommendation:

Target key groups for educational experiences aimed at improving multicultural awareness and sensitivity.

- a. Incorporate multicultural education in new student orientations.
- b. Provide gryphons, peer counselors, and other key student leaders with multicultural training.
- c. Provide on-going multicultural/multiracial sensitivity training seminar for the Lehigh community and extend the training to members of the Board of Trustees.

Rationale: Education is the single most important key to success in terms of developing the will and ability to achieve our goal of creating a campus climate which enables students from all racial and ethnic backgrounds to live and learn in harmony. Educational experiences reinforce the power of our commitment; they enrich both the teacher and the learner. It is natural and fitting that education should be the keystone to Lehigh University's cultural transformation.

Educational experiences must be made available to all members of the academic community. At the same time, however, we must be mindful of a strategic approach that will yield the greatest results. With that in mind, we suggest in addition to general training opportunities, specific groups i.e., new students, and

student leaders, as primary student audiences. We suggest freshmen because they represent the energy, vitality and spirit that will be the campus climate for four successive years and current student leaders as individuals who have the privilege and responsibility to represent the best we have to offer in terms of campus citizenship.

Responsibility: Collaboration of administrative and faculty efforts coordinated in the office of either the President or Provost.

Costs Anticipated: No specific estimates have been projected but moderate program expenses \$2-3000 would be expected.

Recommendation:

Insure that African-American and Latino students, faculty and staff members are included in all University publications and are depicted in positive ways.

Rationale: Photographic images convey powerful messages about Lehigh as it is and as we would like it to be. Although care should be exercised to avoid exaggeration and misrepresentation of our reality with regard to the composition of the campus population, every effort should be made to include photographs in University publications which send a message that African-Americans and Latinos are important and valued members of the Lehigh community.

Responsibility: Obvious responsibility rests with the Offices of Publications, Media Relations, and Admissions and the College Relations officers. Nonetheless, each office or academic department which produces newsletters, brochures or other publications must make a commitment to sensitivity and awareness in this regard.

Costs Anticipated: No additional costs anticipated.

Recommendation:

Use campus media to present views on multicultural issues.

- a. Encourage the use of the "Commentary" in the Brown & White to educate the campus community.
- b. Identify opportunities to use Lehigh Week, WLVR, and other campus media to address multicultural issues.
- c. Have the President and other key officials present visible, clear statements on institutional commitment to enhance campus climate.

Rationale: We need to identify and utilize opportunities to communicate our personal and institutional commitment to diversity. Use of public forums provided by various campus media outlets reminds Lehigh students, faculty and staff that we have work to do to create the kind of campus environment that fosters understanding and appreciation for the positive impact increased diversity on our campus. If we are to reap the full benefit of this approach, articles, position papers, essays, etc. must appear throughout the academic year not just during Black History Month or in response to a specific problem.

Responsibility: Media Relations

Costs Anticipated: No additional costs anticipated.



Recommendation:

Support the Athletic Department through its administrative staff and coaches in their effort to promote academic success among African-American and Latino student athletes.

Rationale: One criticism of American higher education is that minority student athletes are not expected or encouraged to place a high priority on academic performance. At an institution like Lehigh with the commitment and emphasis we have on the student in student-athlete, it is essential that we use every resource at our disposal to enable young men and women to fulfill their potential in the classroom as well as on the playing field.

Responsibility: The recommendation does not prescribe a specific mechanism to achieve the objective. The committee recognizes that individuals likely to play an important role in the student's success include the student's coach, academic advisor, individual professors, parents and peers. Coordination of the program to promote academic success should most likely be a collaborative responsibility of Director of Athletics and the Academic Deans of the undergraduate colleges.

Costs Anticipated: Cost estimates were not projected.

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Responsibility: The recommendation does not prescribe a specific mechanism to achieve the objective. The committee recognizes that individuals likely to play an important role in the student's success include the student's coach, academic advisor, individual professors, parents and peers. Coordination of the program to promote academic success should most likely be a collaborative responsibility of Director of Athletics and the Academic Deans of the undergraduate colleges.

Costs Anticipated: Cost estimates were not projected.

Recommendation:

Dedicate University space to Salsa.

Rationale: Until very recently Latino students have very often been subsumed under the general category of minority students and in terms of a student organization have been included in the Black Students Union. Given the relatively small numbers and similarity of many of the issues faced by both groups, this approach had some merit. This year, we have witnessed the emergence of a new group, Salsa, which marks a new identity for a number of our Latino students. Although space is at a premium for any student club or organization, the commitment represented by this recommendation will assist in the effort to meet the needs for recognition, affiliation and support among Latino students and will serve as a clear and public statement by the University of our willingness to commit one of the most precious of all Lehigh resources, space, to the process.

Responsibility: Dean of Students Office

Costs Anticipated: Personnel - 0, Equipment, Renovations - minimal; less than \$500

Recommendation:

Designate Martin Luther King Day as an official University holiday.

Rationale: To celebrate the anniversary of Martin Luther King's birth as an official University holiday would recognize and pay tribute to the man, his message and his accomplishments which are consistent with the very essence of our mission to promote harmony, understanding, respect and appreciation among the Lehigh University community.

Responsibility: Office of the President or Provost. The entire campus would be expected to remember and honor the principles for which he stood. A central group would organize specific activities but participation should be encouraged by all.

Costs Anticipated: Personnel: 0    Equipment: 0    Renovations: 0  
Program: \$2500

COMMISSION ON MINORITIES

COMMISSION ON WOMEN

CAMPUS LIFE

WOMEN

**PRESIDENTIAL COMMISSION  
WOMEN AND MINORITIES  
Study Group Recommendation**

Submitted by: Ian Birky

Study Group: Campus Life

**Recommendation:**

Lehigh University, since 1971, has completed its invitation for women to become an integral part of its community; as students, faculty, and professional staff. While to some extent, much of the work of integration has been accomplished, there appears to be some growing sentiment that further effort must be made to help women on campus assume a strong voice of leadership. To that end, it is recommended that the university appoint a faculty member or professional, with leadership training expertise, to administrate and coordinate a proactive ongoing effort to teach and enhance leadership qualities and abilities of women across the university. Adequate money and resources must be made available to this person, to provide advertising and programming of training opportunities to all interested persons. A budget of \$2500 is recommended for the first year of operation, with increases or decreases of that figure for the following years, dependent on the needs of the coordinator. While a direct consequence of such training will most likely be a higher probability that the full range of leadership potential on campus will be tapped, a secondary consequence of possibly equal value may be an overall increase in the experience of self esteem and self confidence so important for optimal performance and sense of well being within a community.

**A. Recommendation rationale:**

After polling a somewhat representative sample (see addendum A) of women on campus about leadership training opportunities available to them while at Lehigh (this ample including departmental secretaries and support staff, graduate teaching and research assistants, professional staff, and faculty), several findings stand out. First of all, very few formally designated leadership training programs exist on campus, with the ones in existence particular to a couple classroom situations, to specific undergraduate groups, to a few offices, and to particular programs such as ROTC (see addendum B). The majority of women questioned about whether they recalled any advertised Lehigh University training opportunities made directly to them, reported an absence of anything in that vein. At the same time, many of the women expressed both an interest and desire to participate in such workshops, feeling it would enhance their productivity, sense of university involvement, and possible mobility.

It also became quickly apparent that individual departments and bosses within the university tended to have special sensitivity to the value of leadership training, and supported and facilitated the involvement of women within their areas in "outside" leadership training seminars. Persons participating in such programs felt personally and professionally empowered, and seemed to have a stronger sense of the universities interest in their overall well being. They advocated similar opportunities for their peers and went on to recommend broadening the scope of such training seminars to include programs on coping skills, stress management, and assertiveness. It should also be noted that the Office of Human Resources has provided such programs at various times during the last several years.

B. What office/department should take principal responsibility for the recommendation.

It is recommended that someone intimately familiar with the structure and resources of the academic wing of the university, and someone else representing the professional and support staff component of the university work in a conjoint relationship to administrate a training effort in the area of leadership. These two individuals might perhaps best be appointed from within the vice president and provost office, and within the office for development and university relations. Full recognition of the services, and access to necessary resources would need to be provided for the coordinators.

C. Other offices/departments that may be affected, and how:

If this recommendation is effectively instituted, a poll within one year of inception of leadership programming should provide evidence that women and men within every office/department on campus have at least been offered opportunity to avail themselves of one program on campus specially designed to address the matter of leadership.

D. Faculty and/or staff needed to support recommendation:

While at first glance, it may appear that certain individuals or particular groups of people within specific role or title categories, should receive specialized leadership training, an argument can be made for leadership seminars in which participants leave titles, roles, job labels and degrees outside the door, and enter as a fully heterogeneous group to develop the essential leadership gifts unique to their personalities. Hopefully, a critical mass of individuals among both faculty, professional, and staff groups will provide leadership in embodying an ideal that supports all individuals interested, in their pursuit of their leadership abilities and potential.

E. Estimated funding required:

It is possible that much of the "within university" training could be provided by university personnel properly recognized for their provision of reputable and valued service. Outside consultants/seminar leaders could be hired for \$1000 to \$1200 per day, with perhaps four, half day sessions provided per semester during the first two years. A determination could be made at that time whether internal resources can be effectively utilized for ongoing training, or whether outcome justifies continued or increased use of "outside" trainers.

F. List possible alternatives to this recommendation:

Include this proposal as one small component of an overall coordinated programming effort at Lehigh University, to address the developmental needs of the community and members within that community.



ADDENDUM "A"

Responses to Phone Survey

September 1989

The question was asked to 46 Lehigh University female employees from various job classifications (17 support staff; 8 TA/GA/RAs; 21 professional administrative staff or Faculty):

"Has Lehigh done anything to help you develop your leadership potential or abilities? (Have you participated in any Lehigh-offered programs or workshops? If so, through what program or person?)"

### SUPPORT STAFF RESPONSES

<u>Response</u>	<u>Comment</u>
No	(None offered)
No	(None offered)
Not exactly	L.U. - no. Boss - Yes. I have attended seminars off-campus (related to my kind of work). LU paid. Boss helps by including me in decisions.
Somewhat	My boss encourages me to take classes. Other than that - no. LU is making an attempt. Mammogram seminar very helpful.
Yes	My dept. sends me to different management seminars that pertain to my area of work. LU pays. Really helps me.
No	(None offered)
Yes	My supervisor encourages me to attend workshops (related to my work). Dept. pays--I'm a member of (a professional organization) and am on their mailing list to learn of training programs, etc.
Somewhat	LU has paid for me to attend Word-Perfect class at NCACC. I've been selected as a trainer by the Cultural Diversity Comm. My supervisor asks me to write up reports, develop brochures, etc. This helps my leadership development.
Yes, Indirectly	My boss lets me make decisions then honors my decisions. Backs me up on my decisions. This develops my leadership abilities (self-confidence).
Yes	I got a new boss and he has been giving me more responsibility. This has developed my leadership. Old boss - NO!
No	I am disgusted with the University. I don't think they really care--although my boss has helped in some ways.
Not Really	(None offered)
No	We need more off-campus programs for support staff. Several years ago I attended a workshop on Assertiveness here at LU--that was good.

No                    Once a support staff (person)--always a support staff (person). I have a new boss--maybe in time he might help.

No                    I came from another private college and they were always doing programs for support staff (e.g. assertiveness training, leadership training)--usually conducted by Human Res. Office. We need this here!

Not directly        In other areas LU has helped--going to NCACC and paying for classes. Computer seminars helpful.

Somewhat            I've taken courses--LU paid tuition. My dept. has had some workshops (stress, assertiveness). LU has not paid too much attention to developing support staff. Some individual supervisors do, but there are some demeaning male supervisors around.

TA/GA/RA RESPONSES

<u>Response</u>	<u>Comment</u>
No	(None offered)
No--not really	My boss has shown confidence in everything I've done and that builds my confidence as an emerging leader in my field.
In some ways	By meeting with people and discussing my work here. No formal training. Mostly internal development. I would like to attend conferences--don't see any postings anywhere.
Yes	By allowing me to teach a recitation class. LU as a whole - NO
Not directly	But faculty is supportive. I have an advisor who has helped me become more marketable. I did attend a conference in California 2 years ago and LU paid for everything.
Indirectly	LU pays for my membership in (a professional organization). Most of my development is on my own.
Yes	(My appointment) has given me lots of experience in my field. LU has paid for conference attendance.
Nothing actively	I do it on my own--attending scientific conferences but nothing in way of leadership development.

PROFESSIONAL STAFF RESPONSES  
(Administrative and Faculty)  
 f = faculty

<u>Response</u>	<u>Comment</u>
No	(None offered)
Yes	Some attempts are made, although my situation makes it difficult--I have no upward mobility available. I attended an outside program and think LU is trying to help.
No	(None offered)
Yes	I attend numerous seminars and training workshops at LU expense. I participate in a management committee under <u>(name)</u> and <u>(name)</u> here on campus and this helps me a lot to know what's going on.
Yes	We have seminars presented for supervisory and management employees conducted by Austin Gavin.
No	But I think LU should do something!
No	But Marsha Duncan supports women and is a fine role model for us. Austin Gavin gave some in-service development seminars. LU has contributed to some of my travel expenses.
Yes	I've attended numerous off-campus seminars paid for by LU--to develop supervisory skills, writing skills, working with different people--conducted by the Padgett Co. and Nat. Business Women's Leadership Assoc.
Indirectly	Through (a colleague) who arranges seminars and programs (for our office). I was asked to attend a Gryphon meeting and talk about our department. LU has done nothing formal. I haven't attended any conferences.
Somewhat (f)	LU as a whole - NO; My department - YES. By being encouraging. TA's teach own classes without supervision. I was formerly a TA now Adjunct Faculty and when I was a TA Lehigh paid for me to attend professional conferences, but not now as an adjunct. I pay my own dues for professional organizations I belong to.

Not really (f) My job requires me to be a leader but nothing from LU. I will say that LU has made a strong effort to network female professors and this has been helpful to me.

No (f) Nothing I can think of.

Not really (f) Maybe indirectly. LU has shown concern for women faculty and this has boosted my confidence. I did attend an assertiveness program for female faculty (Patti Ota) a while back which was helpful to me.

No LU hasn't done anything specific.

No (f) It's more within the dept. Different faculty serve on different committees and this helps develop leadership status.

Somewhat (f) I'm encouraged to do things on my own and participate on committees. I don't recall LU having any specific programs for women employees to develop leadership.

No LU could use it--especially grad students working as GAs.

Yes (f) LU has provided me w/ opportunity to organize and take charge of various events. I deal w/ many external people in my work. I usually don't gather w/ women or attend women's functions. I am a person who doesn't look at things as male or female, although I work in a male dominated world. If too much goes on for women then men are discriminated against. Then I'd feel I have to defend them. I've been to many leadership programs since this is part of my field and wouldn't go if they were offered because I feel I've had enough.

Not really (f) LU has not taken any initiative--but if I wanted to go to a conference LU makes it possible. LU is not opposed to leadership development, but I don't think LU sees that as part of its mission.

In some ways (f) In our classes LU gives us opportunity to set-up our own courses. This makes us feel as though we are assuming a position of leadership. I've attended some computer seminars and a teaching seminar here at LU, as well as an assertiveness program (Patti Ota). They were helpful. Although LU does not pay my dues for prof. organizations,

does pay for travel. I sometimes feel strange going to faculty meetings where most of the audience is male, but in my dept. there are more women than men so I don't feel so isolated. I feel the opportunity for leadership is more within the dept. I come from (a foreign country) and the emphasis on leadership is not nearly as great as it is here.

Yes (f)

I'm given the opportunity to be on several committees where I can practice leadership skills. Kitty Liebhart (Provost's Office) did some faculty development seminars (particularly on teaching techniques) which was very helpful to me. LU does pay for conference travel, but not my dues in professional organizations. As a female I feel I've had to work a little harder on this campus to establish credibility.

ADDENDUM "B"

Responses to Phone Survey

APRIL 1989

A "Leadership Training for Women" questionnaire consisting of 6 questions was asked to the administrative secretaries of 24 Lehigh departments, as well as a few Deans. (see sample questionnaire)



Contact

Person: \_\_\_\_\_

Date: \_\_\_\_\_

PHONE RESEARCH - FOR LU COMMISSION ON WOMEN

Re: Leadership Training for Women

QUESTION #1: Has your dept. ever offered any kind of leadership training for women that you can recall?

If so, what?

Who was (or is being) targeted?

If you have done such programs in the past, or are currently, do you have any data you could send us--such as what you would find in an annual report--perhaps the title of the program, date, location, and attendance figures?

QUESTION #2: Does your dept. offer any academic courses (either credit or non-credit) for developing leadership skills in general where women are encouraged to enroll?

If so, how do you encourage women students to enroll?

QUESTION #3: As far as you know, is anything currently being discussed by your dept. regarding developing leadership in women (for either staff or students)? That is, anything that might be offered by your dept. in the future that you know of?

QUESTION #4: Do you feel there is a need for leadership training for women on campus?

For female students? \_\_\_\_\_ What kind?

For female staff? \_\_\_\_\_ What kind?

QUESTION #5: Do you recall the University ever offering any leadership training to secretaries w/ supervisory or administrative responsibilities?

Do you feel there is a need for such training? \_\_\_\_\_ If so, what should such training include?

QUESTION #6: Do you recall if any females (either professional or support staff) attended any kind of leadership training program either on-campus or off-campus within the past few years?

If so, do you recall the nature of the program?

### Results of Phone Survey - April 1989

1. When calling administrative secretaries some didn't have a clear conceptualization of what leadership is. Several mentioned stress management or time management when asked about leadership programs. One mentioned a nutrition workshop.
2. In talking with administrative secretaries, it was learned that the following departments offer some sort of leadership training (for either staff or students):
  - a) Military Science (has a Leadership Lab)
  - b) Social Relations (Bob Rosenwein)
  - c) Management professor June West offers a communications course for graduate students and another one for undergrads
  - d) Career Services - offered an in-house assertiveness training workshop; and Mid-Atlantic Placement Assoc. did a program that included support staff in which leadership skills were taught.
  - e) Dean of Students Office - offers a leadership training program for IFC and PanHel membership. Includes information on LU rules and regulations (ex: hazing, alcohol) and how to handle violations and clamp down on deviant behavior (per Lisa Hanson). Lisa also mentioned that she thinks Jan Walbert is quite active in leadership training programs for students/staff and that it might be worthwhile checking this out with Jan.
3. Some topics suggested by secretaries to include in leadership training programs: assertiveness training, communication skills, work relationships with males, supervising work-study students, dealing with bosses that don't communicate, handling personnel problems, how to fire someone-- knowing the laws, supervising friends, some sort of general training workshop for supervisory secretaries new to the University, how to deal with people who are angry, confidence-building seminars, developing organizational skills.
4. Several secretaries mentioned that they have not seen any formal leadership training programs offered by LU, but are offered the opportunity to attend seminars, workshops, etc. off-campus by their supervisors if they are interested. Some supervisors even route announcements of such seminars, and programs they receive on to their support staff for their consideration.

5. Some secretaries mentioned that they recalled LU offering leadership training programs for support staff, and when pressed mentioned such things as assertiveness training, stress management, computer seminars, and the Brown Bag Lunch series.
6. There is a clear consensus that there is a need for leadership training programs --both staff and students alike-- and that leadership means having "people skills" and knowing how to supervise others.
7. One secretary mentioned a good leadership program was sponsored by Dun & Bradstreet for the Controller's Office.
8. Judy Lasker stressed that she thinks the University needs to provide the opportunities and vehicles for leadership to occur more than just the training.
9. The administrative secretary of the Social Relations Dept. mentioned that there is a local Professional Women's Group that has monthly business meetings where guest speakers are invited. Leadership for women in the focus of the group.

## WOMEN'S CENTER

Study Group: Commission on Women - Campus Life  
Submitted by: Denise Gurer  
Regarding: Lehigh University Women's Center

### Recommendation:

Lehigh University is committed to providing an environment which will develop the intellectual, social, and professional skills of all of its students. With the admission of women undergraduate students in 1971 came a need to provide a campus environment that was more conducive to the needs of women students.

The introduction of a women's center on campus will allow Lehigh to further meet the needs of men and women in our community. By serving as a focus for women's issues and diversity, enlightenment and mutual respect between the sexes will be facilitated and encouraged.

Space in Johnson Hall has been allocated to house the women's center. If the center is to succeed in its mission however, a stronger commitment must be made by the University. A director of the women's center should be hired and be provided with appropriate support staff. In addition, the center should be furnished with appropriate furniture, office equipment, materials for a resource library, and other supplies.

### Recommendation Rationale:

The women's center can play a vital role in improving the climate for all women at Lehigh. It can serve as a focus for issues of concern to both genders and contribute to Lehigh's objective of creating a more congenial environment for women.

The women's center can facilitate interactions among different women's groups at Lehigh. At present, these groups all share a common devotion to specific issues of concern to women, yet they often work independently of each other. The women's center will provide a central location for the groups to gather and enable them to work more closely together.

The center can also serve as an information source and referral service for members of our community who may be concerned about gender issues or topics.

In addition, the center can assess the needs of Lehigh's women and introduce programs and services to better meet those needs. The formation of outreach programs (using center

volunteers) into residence halls, fraternity houses, and classrooms can showcase the center to members of the community.

Through a variety of programs and services, the center will provide:

- An increased campus awareness of women's needs, goals, and accomplishments.
- A newsletter to keep the Lehigh campus and peer institutions informed of the center's activities.
- Additional counseling and/or referrals to the counseling services already at place at Lehigh.
- Information on scholarships and other financial aid for women.
- Rape crisis information.
- An information library consisting of literature and video tapes concerning women's needs and concerns.
- Referral services to local lawyers, doctors, etc.
- Educational programs, activities, and workshops on topics such as:
  - career exploration and job search strategies
  - body basics on fitness and nutrition
  - women of color issues
  - self-defense
  - life planning
  - decision-making and goal setting
  - lesbian issues
  - women in management or supervisory positions
  - differences in male/female communication
  - marriage and family
  - time management
  - non-traditional careers
  - health care
  - leadership training
  - assertiveness
  - dual-career couples
  - parenting skills
  - separation and divorce
  - self-esteem
- Support groups.
- A place where women can go to meet and socialize and build community.
- A program for Women's History Month and International Women's Day.

What office/department should take principal responsibility for the recommendation?

Provost, Student Affairs

Other offices/departments that may be affected, and how:

All offices and departments at Lehigh will be affected by the addition of a women's center. The resources of the center should be available to all members of the Lehigh community. It is our hope that the Women Studies Program would be involved in the programs and seminars of the women's center.

Faculty and/or staff needed to support the recommendation:

A director of the women's center is needed to procure grants for the center, to investigate grants for Lehigh women, to serve as editor of a newsletter, to develop seminars and programs, and to collect literature, tapes and other resource information.

An advisory board will be formed to assume responsibility for the start-up of the center until a director is hired. This board will be appointed by the President and will consist of members from all areas of the Lehigh community.

Estimated funding required:

Personnel costs: \$40,000/year for director and support staff

Equipment costs: \$8,000 for office equipment, tables, chairs, bookcases, TV, VCR, resource materials.

PRESIDENTIAL COMMISSIONS  
WOMEN AND MINORITIES  
Study Group Recommendation

Submitted by: Karen Adams Study Group: Campus Life

**Recommendation:**

- (a) To develop and expand our recreational space on campus.
- (b) Provide equipment suited for women in the fitness center. Eg. Lifecycles, Stairmasters, rowing machines and nautilus and universal equipment weighted for women.

**A. Recommendation rationale:**

- 1. Current Situation - equipment is either antiquated and/or non-existent. Weights on current nautilus and universal are too heavy for use by women.
- 2. Positive Objective - social alternatives that are constructive and healthy for our students at large.
- 3. Primary Reasons - a) all students, faculty and staff can benefit. b) it's needed - will also help imaging of Lehigh for recruiting freshmen.

**B. What office/department should take principal responsibility for the recommendation?**

Athletic Department

**C. Other offices/departments that may be affected, and how:**

Students affairs, Admissions/recruiting and whole campus

**D. Estimated funding required:**

Equipment costs: Approximately \$50,000 for equipment.

Renovation costs: Renovation of floor space in Grace Hall to accommodate two playing floors instead of the current single playing space. Renovation of floor space for women in the fitness center to make the fitness center a conducive environment for all students. Current set up is aimed primarily at men.

PRESIDENTIAL COMMISSIONS  
WOMEN AND MINORITIES  
Study Group Recommendation

Submitted by: Karen Adams Study Group: Campus I

**Recommendation:**

Increase bus transportation to Murray H. Goodman campus for athletes and students in general to provide more effective use of our facilities.

**A. Recommendation rationale:**

1. Primary Reason - athletic bus run can handle a maximum of 150 athletes to the Goodman Campus (that is three bus runs over and back). We have over 300 athletes needing transportation not counting Intramural sports and other students.
2. Positive Objective - more effective use of the facilities by our students
3. Current Situation - Students are driving themselves causing inequities among students who do not have cars especially freshmen who are not permitted to have cars.

**B. What office/department should take principal responsibility for the recommendation?**

Auxiliary Services, Student Affairs



PRESIDENTIAL COMMISSIONS  
WOMEN AND MINORITIES  
Study Group Recommendation

Submitted by: Karen Adams Study Group: Campus Life

**Recommendation:**

Addition of women's soccer and golf to the women's athletic program

**A. Recommendation rationale:**

1. Primary Reasons -  
Soccer

- a) It is the fastest growing women's sport as supported by NCAA statistics.
- b) The Patriot League will be sponsoring soccer as a women's program.
- c) The need to increase women's intercollegiate participation rate at Lehigh.

Golf

- a) Available for men and would add additional opportunity for women to participate in sports at a very low cost.

2. Positive Objective -

- a) To increase recruiting of out outstanding student athletes.
- b) To provide increased opportunities for women to participate in intercollegiate athletics.

3. Current Situation - club status

**B. What office/department should take principal responsibility for the recommendation?**

Athletic Department

**C. Other offices/departments that may be affected, and how:**

Admissions/recruiting

**PRESIDENTIAL COMMISSIONS  
WOMEN AND MINORITIES  
Study Group Recommendation**

Submitted by: Karen Adams Study Group: Campus

**Recommendation:**

Need for a minimum of two additional full-time staff (coaching) positions for women's sports programs.

**A. Recommendation rationale:**

(See attached history, reasons)

**B. What office/department should take principal responsibility for the recommendation?**

Athletic Department

**C. Estimated funding required:**

In order to reallocate resources and create new full-time positions, this recommendation could be funded by changing the contracts of existing coaches from 12 months to 10 months either through attrition or agreements with current staff to reduce their contract time.

**E. List possible alternatives to this recommendation:**

If additional full-time positions can not be attained through the reallocation of resources outlined above, we need to increase the salaries for part-time coaches and graduate assistants to attract and retain qualified personnel.

## RECOMMENDATION RATIONALE

Historically, there has been significant deviation and inequity of resources/institutional support between men's and women's athletics as revealed in my research and in my ten years of athletic department experience. As of July 1, 1989, there has been a dramatic shift to attain more equitable conditions regarding equipment, meals, lodging, transportation, financial aid, treatment of injuries and facility usage.

More specifically, the office of sports information has improved public relations, as exemplified by the basketball television contracts and media luncheons. A graduate assistant and second intern will aid in this effort. In addition, an athletic liaison has been hired by the Office of Admissions. Finally, the men's and women's athletic programs have merged and a woman oversees budgeting, scheduling and support systems.

The forementioned positive changes have all happened in less than three months. Action has been taken to improve all athletic programs and specifically women's issues at an accelerated pace. Many more improvements are on the horizon and are literally occurring more quickly than this report can be updated. Lehigh athletics is experiencing an exciting and unprecedented growth and rejuvenation -- the ultimate goal being that all athletes are provided with the resources needed to attain their full potential according to the philosophy of the conference, Lehigh and their sport.

Obviously, a serious commitment has been made to improve conditions and results are already evident. Several facets of the women's program that are still of concern however, are: increasing full-time staff, adding women's soccer and golf programs, continuing part-time salary increases, improving graduate assistant stipends and increasing bus transportation to Murray H. Goodman Campus.

Our department is deeply engaged in the process of identifying, researching and prioritizing recommendations that will enhance the athletic program including the women's programs. The recommendations that follow identify some of the areas which need to be addressed.

## INEQUITIES IN STAFFING

1. Full-time coaching positions for women's programs have decrease by one since 1980. Three women's teams, indoor/outdoor track and swimming, were formed by increasing the responsibilities of the men's coaches for the related teams.
2. Head part-time coaches have increased from zero in 1980 to four in 1989. This is a major deterrent to the successful development of the volleyball, softball, tennis and cross country programs. There just is not enough "time" to coach, recruit and build a program on a part-time basis. In addition, the continuity and stability of two of these programs has been historically poor.
3. Appendix A which breaks down the coaching responsibilities of men's vs women's programs clearly shows the following inequities.
  - a) Men have 18 full-time coaches for 12 sports while women only have 6 full-time coaches for 10 sports. Men have 3 full-time head coaches with no other responsibilities and women have only 1.
  - b) Full-time Head Coaches for men's programs equals 9 while women have only 5.
  - c) Women have 4 part-time Head Coaches while men have just 2.

Column 4 shows the biggest inequity:

- d) Men have 10 full-time assistant coaches and women have just 2. Of the 10 full time assistant coaches for the men's program, 7 are responsible for only one sport. Women have 0 full time assistant coaches responsible for only one sport.

In summary, Appendix A , qolumn 1 illustrates that men's programs have over two and one-half times the number of full-time coaches and ten times the number of full-time coaches with no other responsibilities -- yet they have only two more sports programs. Despite this advantage, the men's programs remain understaffed relative to conference per institutions. Therefore, the proposed solutions for women's sports staffing should not come at the expense of men's staffing.

**Breakdown of Coaching Responsibilities  
Men's vs. Women's Sports  
1989-1990**

	<u>Full Time Coaches</u>	<u>Full Time Head Coaches</u>	<u>Part Time Head Coaches</u>	<u>Full Time Assistant Coaches</u>
<b><u>Men's Sports</u></b>				
Basketball	2 *	1 *	0	1 *
Baseball	2	1	0	1
Cross Country	1	1	0	0
Football	6 *	1 *	0	5 *
Golf	0	0	1	0
Lacrosse	1	1	0	0
Soccer	1	1	0	0
Swimming	1	1	0	0
Tennis	0	0	1	0
Track (In/Outdoor)	2	1	0	1
Wrestling	2 *	1 *	0	1 *
	----	----	----	----
Total for 12 Sports	18 / 10*	9 / 3*	2	9 / 7*
<b><u>Women's Sports</u></b>				
Basketball	1 *	1 *	0	0
Cross Country	0	0	1	0
Field Hockey	1	1	0	0
Lacrosse	1	1	0	0
Softball	0	0	1	0
Swimming	1	1	0	0
Tennis	0	0	1	1
Track (In/Outdoor)	2	1	0	1
Volleyball	0	0	1	0
	----	----	----	----
Total for 10 Sports	6 / 1*	5 / 1*	4	2

\* Coaches currently have **NO** responsibilities beyond their sport. All other coaches either coach more than one sport or have administrative responsibilities.

**Note:** Indoor and Outdoor Track have been combined for both men and women. These sports have the same coaches. When women's Track was added to the sports program, the men's Track coaches were given increased responsibilities. No additional coaches were hired. Men's Cross Country also has the same coaches as the Track Teams.

# Participation in Intercollegiate Sports

## Participation by Men

	1988-89	1987-88	1986-87	1985-86	1984-85	1983-84	1982-83	1981-82
Baseball	33	27	23	26	26	26	29	30
Basketball	15	15	17	18	22	27	24	25
Cross Country	11	21	18	17	23	27	28	28
Football	109	118	101	95	105	103	110	107
Golf	12	13	10	12	12	12	12	10
Ice Hockey	0	0	0	19	27	23	22	20
Lacrosse	35	22	26	28	28	25	28	26
Rifle	0	10	12	12	12	12	12	12
Soccer	27	26	25	22	31	33	38	38
Squash	0	0	0	12	12	12	12	12
Swimming	26	27	25	26	21	22	22	21
Tennis	11	10	11	11	10	11	12	12
Track & Field	36	59	55	58	55	63	65	54
Wrestling	32	41	43	39	38	38	38	35
	====	====	====	====	====	====	====	====
Total (Men)	347	389	366	395	422	434	452	430
Total Male Enrollment	2,947	3,045	2,962	3,006	3,098	3,179	3,216	3,293
Percentage of Men Participating in Intercollegiate Sports	12%	13%	12%	13%	14%	14%	14%	13%
	===							

## Participation by Women

Cross Country	11	15	12	10	15	0	0	0
Basketball	13	10	15	10	12	14	13	11
Field Hockey	22	25	21	30	22	32	30	29
Lacrosse	20	22	20	30	22	35	26	25
Rifle	0	4	0	0	0	0	0	0
Softball	18	17	20	15	15	12	13	12
Swimming	20	25	23	26	20	20	17	19
Tennis	10	10	15	13	12	12	16	11
Track & Field	33	38	0	0	0	0	0	0
Volleyball	11	11	14	12	15	15	14	15
	====	====	====	====	====	====	====	====
Total Women	158	177	140	146	133	140	129	122
Total Female Enrollment	1,736	1,712	1,611	1,533	1,437	1,359	1,286	1,228
Percentage of Women Participating in Intercollegiate Sports	9%	10%	9%	10%	9%	10%	10%	10%
	===							

There is a 3% difference in the 1988-89 female versus male participation rate in the sports program. This may not appear to be significant. However, that 3% translates into 52 female athletes who are not given the opportunity to compete in a sports program.

PRESIDENTIAL COMMISSIONS

WOMEN AND MINORITIES

Study Group Recommendations

Submitted by: Beth R. Golden, Ph.D. and Priscilla Mieses

Study Group: Campus Life

Recommendation:

Lehigh University needs a systematized framework for educating its students about issues that impact their quality of life. Of paramount importance is increased awareness and sensitivity about issues that confront the women on our campus within the long term goal of promoting mutual respect, partnership, and community among the women and men at Lehigh. In order to foster these goals, a focused effort must be made toward increased educational programming efforts for students, faculty, and staff. For the most part, these resources already exist within the university community. The task remains to identify our resources and to improve coordination of efforts so that exposure to these critical issues is readily accessible.

Recommendation Rationale:

There are both strengths and deficits in regard to current programming efforts that address women's issues on the Lehigh campus. We will address the present status of programs, i.e., what was actually accomplished during the 1988-1989 school year in the area of Residential Life and provide recommendations for further development in this area. The primary reason for the request for more programming efforts is simply that the current level of programming appears to be inadequate to meet the needs outlined above. Further, adequate coordination of resources and systematic programming efforts are lacking.

In the area of residential life it was found that during the 1988-1989 school year, that approximately 26 programs relating specifically to women's issues were presented in the various residence halls. The scope of these programs ranged from beauty and skin care to self-defense, sexuality, and sexual harassment. The presenters of these programs included Dean of Students staff, University Counseling Service staff, faculty members, as well as residential life staff. Additional university wide programs were available as presented by Dean of Students staff and the University Counseling Service through a series entitled "What's the Scoop?"

A major difficulty in this programming, most of which was coordinated by student resident advisors (Gryphons) was their lack of knowledge of campus resources, resulting in a relatively small number of programs being presented as well as the

underutilization of existing programs (e.g., "What's the Scoop"). To begin to address this problem, the Residential Life Office has put together a guidebook of educational programming for gryphons which will include a listing of contact people on campus along with their respective content areas. This guide will be available as of January 1990. Another ongoing difficulty is the lack of systematized planning in regard to the the types and amount of programming that will accomplish the objectives outlined above. At the present time, Gryphons are only required to present one educational program per semester on any topic at all for the students living in their residential unit. Therefore many students, both male and female, have virtually no exposure to programs that specifically address issues and concerns related to women. There are currently no requirement or specifications in place regarding the types of programs that students are exposed to.

Furthermore, in regard to the training of Gryphons themselves it is unclear to what extent these student leaders are being educated in a systematic way about issues critical to women's concerns. Currently, the only coordinated programming effort for Gryphons related to women's concerns is in the area of sexual harassment. Given the high visibility of these students as both role models and peer educators, their sensitivity and knowledge of issues and concerns relating to women is critical.

Given the current status of programming for students living in residential housing, we are making the following recommendations:

- 1) Residence area coordinators should develop a systematic programming policy with sensitivity to issues emerging in the campus community , e.g. being a female in a predominantly male environment. They should provide increased guidance for gryphons in utilizing already existing programming efforts (e.g., "What's the Scoop?").
- 2) Gryphons' requirements for coordinating educational programming efforts for students in their residential unit should be increased to include at least one program per semester that is specifically tailored to address the issues and concerns faced by women on this campus. Important topic areas would include sexism, gender role stereotypes, gender role conflict, sexual harassment (including peer harassment), date rape, relationships and communication. All students, both male and female, should be exposed to such programming.
- 3) More systematic programming should be developed for the training of the gryphons themselves, tailored to address the issues and concerns faced by women.
- 4) In order to carry out the above recommendations and tap into the full potential of resources in the campus community. more interdepartmental coordination and co-sponsoring of programs with



such offices as Dean of Students (e.g. I.C.A.R.E program) Counseling Services, Health Center should be planned, as well as increased liaison with faculty and other professional staff with particular areas of expertise.

5) Calendar coordination and advertising are essential considerations for larger programming efforts to ensure that larger numbers of students are exposed to these important topics.

6) The idea of using Diversity Training sessions (which focuses on both women's and minority issues) should be considered as an integral component of freshman orientation.

What office/department should take principal responsibility for the recommendations?

The Office of Residential Life should take principle responsibility for the above recommendations. However, the Dean of Students Office should play a primary role in coordinating the educational programming efforts. In previous years, one of the primary responsibilities of Assistant Dean Jan Walbert was to coordinate educational programming on issues and concerns faced by women. It is recommended that Dean Basso continue to coordinate and expand these efforts.

Other offices/departments that may be affected:

As noted above, other offices and departments may be affected in these efforts. This would include the University Counseling Service, The Health Center, Career Services and other faculty and staff with particular areas of expertise.

Faculty and/or staff needed to support recommendation:

It is possible that additional staff may be needed within the Residential Life Office and the Dean of Students Office in order to improve coordination efforts of campus resources and expand the number of programs presented. It is possible that these could be Graduate Assistant positions.

Estimated funding required:

Personnel costs -- minimal

Equipment costs -- minimal, possibly audiovisual materials, budget for selected guest speakers.

Renovation costs -- none

Possible alternatives to this recommendation:

The development and adaptation of a University 101 class which would provide a more formalized, systematized approach to educating all students about issues and concerns related to

women, as well as other critical issues (e.g., AIDS, diversity issues).

Additional suggestions:

This report has addressed the needs of undergraduate students i regard to improving programming efforts that focus on women's issues. In surveying the status of programming efforts that address the needs of graduate students, it was discovered that there is only one systematized program in place, one that addresses sexual harassment issues for graduate teaching assistants. Otherwise, educational programming efforts for graduate students are virtually nonexistent. Occasional effort are made by various departments but seem to reach only a limite number of students. Based on these findings, it is recommended that programming efforts be tailored to the needs of graduate students and that existing programs be significantly expanded. The establishment of a Women's Center at Lehigh would provide a ideal resource for providing educational programming to meet th unique needs of graduate students.

## SAFETY

Study Group: Commission on Women - Campus Life  
Submitted by: Denise Gurer  
Regarding: Safety at Lehigh

### Recommendation:

Lehigh University has always been concerned with the safety and security of students, staff and faculty. Through education and on-going improvements, the University works to maintain a safe environment for members of our community.

Each fall, the Campus Lighting and Safety Committee tours the Lehigh campus at night to assess the lighting and safety needs and make recommendations for improvement. Representatives on this committee include facilities services staff, dean of students staff, residential services staff, and students. The primary charge of this group is to study the campus and note any areas which may be a potential lighting or safety concern. The committee's primary focus is the safety of anyone walking or driving through campus, and members have grouped their considerations into 3 priority areas: lighting, pedestrian safety, and emergency phone locations.

The Campus Lighting and Safety Committee is allotted \$5,000 to \$10,000 annually to spend on campus improvements. After careful research, it is our recommendation that this amount is not sufficient to keep up with the necessary work that must be done around campus. To keep up with recommendations from fall 1989, the committee estimates a need for \$70,000 for new lighting, \$15,000 for minor pedestrian safety changes, and \$15,000 for the installation of emergency phones. The Study Group's suggestion is that the Campus Lighting and Safety Committee be provided with \$25,000 per year for four years until the back-log of safety items is eliminated.

There are several actions the University can take to continue to improve safety at Lehigh which may not require funding. First, it is recommended that the Campus Lighting and Safety Committee be broadened to include representatives from the faculty.

Another recommendation is that the fraternity associations take responsibility for lighting around their houses. Students drive and walk to fraternities for late-night socializing, and are often faced by improperly lighted pathways, sidewalks, and parking lots. Many of the University lights around the fraternity houses are vandalized and facilities services has a difficult time maintaining working lights. Therefore, it is recommended that the University work more closely with the

fraternities to educate them about the importance of proper lighting and safety for their members and their guests.

A third recommendation concerns the Bethlehem city streets in the neighborhoods close to campus where many of our students live. Bethlehem has been approached by Lehigh in the past with suggestions to improve the street lighting but there have been little or no improvements. It is recommended that Lehigh continue its conversations with city officials to improve the street lighting for the enhanced safety of our students and city residents.

#### Recommendation Rationale:

With the addition of the new business college, new traffic patterns will evolve which will, in turn, create a need for further study of lighting and safety on campus. The Campus Lighting and Safety Committee will monitor the changes over the next few years and make appropriate recommendations.

Below please find brief sketches of the Campus Lighting and Safety Committee's current recommendations:

#### I. Lighting - Asa Packer Campus

- A pole light on Webster St. opposite Whitaker "bridge".
- A pole light on Webster St. at the northwest corner of the service drive behind Whitaker.
- A recessed light with a photo-cell in the soffit east of the Bookstore's entrance to Maginnes Hall (24-hour teller and emergency phone location).
- A pole light on the north side of West Packer Ave. between New and Vine Streets.
- A building-mounted 150W high-pressure sodium fixture with a photocell on the southwest corner of 436 Brodhead Ave. to light the walkway to the rear parking lot.
- A pole-mounted HPS light at the southwest corner of Brodhead Ave. parking lot, similar to Chi Psi's parking lot fixtures (heavily used parking area).
- A building-mounted 250W HPS light with a photocell on the north side of Sayre Observatory to light the center section of the Alumni Building lot.
- A building-mounted 250W HPS light with a photocell on the south side of the CH&R building cooling tower enclosure to light the Physics parking lot.
- A pole light at the bottom of the steps east of Coxé Lab.

- A pole light at the north bend in the path east of Coxe.
- A street light on the existing pole west of Lamberton to light the intersection.
- A street light on the existing pole along the path between Centennial I and First Terrace.
- Two pole lights along the south edge of Centennial II parking lot.
- Replace the existing tree lights along the north side of the road behind Drinker with four street lights on poles.
- A street light at the intersection of the roads north of Trembly park.

#### Sayre Park

- A street light on the existing pole on Eighth St. at the west side of the driveway to Delta Upsilon.
- A light at the south edge of the parking lot between Sigma Chi and Phi Gamma Delta.
- Two pole lights along the road between Alpha Tau Omega and the look-out.

#### Goodman Campus

- A pole light at the south end of the squash courts.
- A pole light at the curve in the driveway leading to the Ben Franklin Building.
- A pole light at the center of the south edge of the parking area south of the Ben Franklin Building.
- Two pole lights at the east parking lot of the Ben Franklin Building.

#### II. Pedestrian Safety - Minor Changes

- Paint solid yellow stripes down the center of all Sayre Park roads.
- Extend the existing guardrail east of Sigma Phi's parking lot along the bank toward Alpha Tau Omega and 50 feet past the dirt path - approximately 150 feet total.
- Supply and install speed limit signs for Sayre Park roads.

- Pour a new section of sidewalk from the east side of Richard's parking lot to join the sidewalk at the rear of Centennial I.
- Supply and install a guardrail at the east corner where the stairs from the rear of Drinker meet the road above.
- Supply and install a guardrail on the downhill side of the road west of Phi Gamma Delta.

### Major Changes

- SAYRE PARK ENTRANCE - Provide a walkway to the east of the stone pillar because of not having a safe place for pedestrians to walk when two cars are passing each other through the gate. This involves cutting the bank back, removing at least one tree, and putting in a sidewalk. This is also recommended as the next most desirable location for a bus shelter.
- TOP OF BRODHEAD AVENUE - Build a real set of stairs and sidewalks from the top of Brodhead Avenue to the Psi Upsilon parking lot for easier access to the U.C.
- FLAGPOLE INTERSECTION - Make the section of road from the flagpole to Chandler one way east with a stop sign at the "T" intersection coming from the west. Also, paint crosswalks at this heavily used and poorly understood intersection.
- TAYLOR STREET: GRACE HALL TO LAMBERTON - Provide a proper sidewalk from Taylor Gym up to the intersection at Lamberton Hall. Consulting must still be done to decide if this is feasible.
- PACKER AVE. INTERSECTION BETWEEN PHILOSOPHY AND PACKARD LAB - make the intersection safer. Consulting will be done in the near future with a landscape architect and drainage expert.

### III. Emergency Phones

Nine locations in the academic areas of campus have been recommended for campus security phones. These are:

- Near the east entrance to Lamberton Hall.
- Near the west entrance to Linderman Library.
- Along the flagpole walk north of Library Drive.
- On Packer Avenue at the Whitaker Lab bus stop.

- Near the entrance to the Alumni Building visitor's parking lot.
- In the sculpture court near Fairchild-Martindale library.
- On Grant Street southeast of Newman Center.
- Along the walkway between Chandler-Ullmann and Williams Hall.
- Along the walkway south of Christmas-Saucon.

What office/department should take principal responsibility for the recommendation?

The Office of Physical Planning, Dean of Students Office, Residential Services.

Other offices/departments that may be affected, and how:

All offices and departments at Lehigh would be positively affected by the addition of greater safety measures.

Faculty and/or staff needed to support recommendations:

None

Estimated funding required:

Personnel costs: \$0  
 Equipment costs: \$0  
 Renovation costs: \$25,000/year for four years

**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**CONDITIONS OF EMPLOYMENT/RECRUITMENT,  
RETENTION, ADVANCEMENT**

**MINORITIES AND WOMEN**



## Recruitment

### PRESIDENTIAL COMMISSIONS

#### WOMEN AND MINORITIES

#### Study Group Recommendation

Submitted by: Henry Odi

Study Group: Conditions of Employment

#### Recommendation:

Higher Education Administration Internship Program (Modeled after ACUHO-I Internship Program)

1. Summer Program -- To start May 22 and end August 15. This includes a work week of 40-60 hours.
2. Year Round Program -- 20-40 hours every other week as a work-study program.

#### A. Recommendation rationale:

Provide work opportunities for Minorities in Staff positions at LU through a rotational learning program:

- a. learn areas of University
- b. exposure to Lehigh system
- c. learn planning and budgeting

This program would allow class credits for internship projects. This program would serve as a recruitment tool for Undergraduate and Graduate students as well as staff positions.

#### B. What office/department should take principal responsibility for the recommendation?

Executive Assistant to President (see following proposal)  
Dean of Students Office  
Office of Human Resources

#### C. Other offices/departments that may be affected, and how:

College of Education	Career Services
Business Department	Financial Aid
Provost Office	Admission Office
Auxiliary Services	

#### D. Faculty and/or staff needed to support recommendation:

- This program will require faculty and staff support to succeed.
- Faculty involvement will be more important if students to receive credit for work.

E. Estimated funding required:

Personnel costs: \$650 - \$800 per/mo -- Summer - 2,400  
-- Semester - 3,200

Housing/Board costs: Room and Board for summer program \$300 - \$450 per month (\$1350 summer).

Semester - if internship only - r & b  
if student - stipend only

Cost during academic year = \$3,550 (equals r&b/year)

F. List possible alternatives to this recommendation:

-Create only summer internship program

\*\* Attached is information on current summer internship program in the Office of Residential Services \*\*

## ACUHO-I INTERN SCHEDULE SUMMER 1989

Tuesday, May 23, 1989 - Move-In

Prepare Temporary Meal Ticket (credit card size)

Brenda McKenzie  
SS #  
ACUHO-I Intern - Residential Services Dept.  
Lehigh University  
Account Number: 300750  
Account Executive Signature:

Wednesday, May 24, 1989

Get temporary Lehigh University I.D. for library purposes etc. from the I.D. Office located at Christmas Saucon Building.

Temporary Parking sticker until August 16 from Parking Services in Johnson Hall basement if Intern will have a car on campus.

Long distance phone access code from Telecommunications Office - Linderman Library.

Tour of Campus and office the intern will have contacts with and introduction to key people.

Go over the Manual 1988 Intern prepared.

Work hours: 8:15 a.m. - 12:00 noon and 1:00 - 4:45 p.m. - Monday - Friday.

Notify intern when he or she will be paid - biweekly or monthly.

Completion of I-9 form, Tax form and Transportation Services form (permission to drive University vehicle).

Thursday, May 25, 1989 - Official Workday at 8:15 a.m.

Hall Inspections and Damage Billing - June 15, 1989

Comparative Analysis - June 1, 1989

- Saucon Village Apartments/Apartments in the area
- Room and Board Rates 1989-90
- Local Schools
- Update listing of contact persons - put in alphabetical order by institution.
- Use ACUHO-I directory for names, Numbers, etc. not available or to see if person is still there.
- Check with David Joseph on final version.

Conference Services - Mark Shuster

- Alumni Weekend

Publications - Henry Odi

- Living-In brochure - Freshmen
- Welcome Back brochure - Upperclassmen
- Gryphon Manual
  - (a) Resource Section
  - (b) Maintenance/Operation Section
  - (c) Emergency Procedures Section
- Residence Hall Council Pamphlet for Upperclass
- Residence Security Manual

- Hall Director Training - Mary Kay Baker
- Welcome Packets
  - Training Schedule
  - Inventory of Staff Offices/Apartments
  - Order supplies for staff offices and distribute

Picnic for Maintenance/Housekeeping/Residential Services for about 75-85 people.

Evaluate and order supplies - First Aid Kits - Mark Shuster

Evaluate and update Fire Safety and Security Program - Mark Shuster

- A. Develop calendar of events for academic year.
  1. Fire drills
  2. Safety inspections
  3. Theme for each month (September - May)
  4. Posters/Table Tents
- B. Work with Coordinator of Safety and Special Housing Services in developing training program for Gryphons (education and prevention).

#### Food Services Project

Procedures/Training Manuals for Each Support Staff Position: Marie Young  
Spend time with each support staff person and learn what they do.

Assist the Associate Director in Developing Damage Reduction Program in the Residence Halls:

- (1) Educational Programs
- (2) Necessary Materials
- (3) Incentive Program
- (4) Involvement of Hall Directors/Gryphons and Allied Maintenance Supervisors

Prepare Master Schedule of CIP Projects and Conferences - Distribute

Picnic for all Summer Student Workers in Residential Services Department (Second Week in August)

Freshman Giveaways - Promotion Campaign - Henry Odi

- Get Donations from surrounding businesses
- Make boxes/slips
- Thank You's
- Memo to Hall Directors regarding the freshmen giveaway and instructions.

Check-In - Henry Odi/Janice Csrnko

- Get all materials copied/count into building packets
- Make staff name tags - Residential Services
- Make all necessary arrangements for check-in at Alumni Building

Fraternity Business Manual Update

Update all Books/Files/Purchase Orders

Be prepared to attend meetings with the Associate Director

Prepare important arrival dates.

Henry Odi

HUO:my

OFFICE OF RESIDENTIAL SERVICES  
LEHIGH UNIVERSITY  
ACUHO - Internship Interview Questions

What do you know about the Lehigh University Program?  
(Explain program offered at Lehigh)

What are you doing presently?

What do you like and dislike about your current position?

What do you expect to get out of the internship experience?

Why should I hire you for the intern position?

(over)

What are your strengths and weaknesses?

Ask about dates available, areas of interest, etc.

Discuss arrangements (food, room and pay).

Explain when decision will be made, when they can expect to hear from you, and when a final decision will be made.

Rating Scale: 1 - 10

\_\_\_\_\_ Date Called

\_\_\_\_\_ Name of Candidate

\_\_\_\_\_ Institution

HO/rma  
3/20/89

## I. Program Content

Lehigh University offers an exciting and growing Residence Life and Residential Services Office. By observing and assisting with general administrative tasks, reviewing residence hall contracts and policies, initiating personal projects, meeting professionals in the field, etc., the intern will gain a variety of valuable experience. In addition to a general overview of Residence Life and Residential Services, he/she can choose to become more deeply involved in areas of individual interest. The intern selected for Lehigh will have the knowledge of residence services, and make a valuable contribution to our program. Lehigh's "small community atmosphere" will enable the interested intern to gain comprehensive exposure as well as hands-on experience in virtually every aspect of an energetic housing operation.

Please see the attached outline for specific areas of concentration. A weekly timetable for specific job assignments would be too difficult to finalize at this time as some assignments may overlap and too many variables come into play. However, the intern will spend an equal amount of time in each area — depending upon areas of interest. All supervision of the intern will be from the mid-management level.

## IIA. Host Institution - description of university

Founded in 1865, Lehigh University shares in the historical heritage of Bethlehem. The fact that Lehigh was established in Bethlehem reflects the tradition of education established by the community's first settlers 30 years before the founding of the nation.

With full-time enrollment of 4,600 undergraduate and 2,000 graduate students, Lehigh University is accredited by the Middle States Association of Colleges and Schools.

The undergraduate and Master's programs in business administration are accredited by the American Assembly of Collegiate School of Business. The engineering curricula are accredited by the Accreditation Board for Engineering and Technology. Various College of Education programs are accredited by the National Council for Accreditation of Teacher Education, including Commonwealth of Pennsylvania approval for certification programs. Programs in chemistry are approved by the American Chemical Society.

IIB. Host Institution - Description of Housing Program

At Lehigh, there are a variety of living options available to students. Approximately 86 percent of all undergraduate men and women are in residence in on-campus facilities. These take the form of residence halls, apartments, suites in a multi-story building or residence in fraternity houses or sorority units. In addition, the University owns and operates an apartment complex for married and/or graduate students who are enrolled full time.

The residence halls at Lehigh are a self-supporting auxiliary service. They are entirely financed by student room rents.

The two components of the Residence Office are the Residential Services staff and the Residence Life staff. The Residential Services staff is responsible for the physical operation and administration of the residence halls, sororities and fraternities. The staff makes room assignments, processes billing, furnishes the student rooms and lounges, supervises the maintenance and housekeeping of the buildings and oversees building improvements.

The Residence Life staff is part of the Dean of Students staff. The Residence Life staff is responsible for providing students with the opportunity to maximize their growth while living in residence halls. This is done through programming, discipline, counseling, and advisement.

III. Geographic Location of Institution:

Lehigh University is located in Bethlehem, Pennsylvania. Those who plan to visit Lehigh University can reach Bethlehem, Pennsylvania, by private car or commercial carrier. The University is located approximately ninety miles from New York City and sixty miles from Philadelphia.

A bus depot is located just two blocks from the University campus. The Allentown-Bethlehem-Easton Airport, just 15 minutes away by cab or airport limousine, is served by a number of airlines.

Construction of the final segment of the I-78 interstate highway system is underway and will bring the route to within a mile or two of the campus when completed in 1987.



## PROGRAM CONTENT FOR ACUHO-I INTERNSHIP EXPERIENCE

### Summer

#### I. Financial Management

- A. Review of budget areas, projections of future expenses for budget model
- B. Coordinator of damage billing system
- C. Coordination of capital budget allocations
- D. Meet with budget director of the University to explore the overall scheme of budgeting and to become familiar with considerations in the budgeting process

#### II. Inventory/Purchasing

- A. Assist in purchasing of residence halls equipment, furniture, supplies, etc.
- B. Complete written inventories of residence halls
- C. Update purchasing files
- D. Update inventory files

#### III. Maintenance of Facilities

- A. Meet and interview people in all areas of maintenance, janitorial, physical plant
- B. Review capital projects for residence halls

#### IV. Off-Campus Housing

- A. Become familiar with state and federal laws regarding leases, landlord-tenant rights and responsibilities
- B. Coordinate seminars on off-campus living
- C. Develop brochures and guidelines for off-campus living
- D. Update off-campus listings

#### V. Staffing

- A. Assist with recruitment process for student staff and Hall Directors
- B. Assist with planning for staff orientation
- C. Review and edit staff manuals
- D. Assist with planning professionals staff development calendar
- E. Assist with planning in-service topics for student staff
- F. Plan and organize educational, social, and other developmental programs

#### VI. Research and Assessment

- A. Assist with departmental research projects
- B. Complete surveys and questionnaires
- C. Data collection, assist with development of recommendations for future improvements

VII. General Administration

- A. Assist with record keeping
- B. Assist with check-in, checkout procedures
- C. Prepare staff manuals
- D. Prepare occupancy reports
- E. Practical experience with computer
- F. Assist with summer housing assignments
- G. Review lottery/room assignment procedures
- H. Special projects
- I. Assist with preparation of publications, contracts, etc.
- J. Review of internship program and recommendations for the future

VIII. Food Service Administration

- A. Meet and interview all management personnel
- B. Review and revise food survey
- C. Review nutritional aspects of meals in cooperation with dietary interns
- D. Review capital projects for food services
- E. Review activities of students dining committee

IX. Safety/Security

- A. Assist in implementation of fire and life safety services
- B. Assist in coordination of facility services for handicapped
- C. Review 504 compliance statements and make recommendations
- D. Meet and interview Campus Police
- E. Become familiar with NFPA codes
- F. Assist in preparation of fire and life safety materials, brochures, etc.

X. Conferences

- A. Review conference requirements and contracts
- B. Assist in establishment of policies and procedures
- C. Meet and interview Conference Coordinator
- D. Assist in conference set-ups and inspections

Recruitment

## PRESIDENTIAL COMMISSIONS

### WOMEN AND MINORITIES

#### Study Group Recommendation

Submitted by: Bowen, Odi

Study Group: Conditions of Employment

#### Recommendation:

To maintain commitment to middle school program that encourages students to graduate from high school and attend college by allocating \$1,500.

A. Recommendation rationale:

In a diminishing market, it is important that we as a university utilize early intervention as a tool for recruiting minorities. To begin at only the junior or senior year is much too late to reach this target group since some of these students will drop out by age 16.

B. What office/department should take principal responsibility for the recommendation?

Admissions office (primary)  
Career Services (secondary)  
Financial Aid (secondary)

C. Other offices/departments that may be affected, and how:

Every department might be involved at some time through tours of the facilities or providing services. Areas such as Food Services/Club 31, the Libraries, the Robotics Lab, Residential Services and the Music Department could contribute to the success of the program.

D. Faculty and/or staff needed to support recommendation:

Create a position in the Admission Office that would coordinate local outreach programs (on the high school and junior high school levels and for all ethnic groups)

Assign responsibilities to current admissions department employee.

E. Estimated funding required:

- 1) \$1,500 minimum for development of long range activities
  - 2) Personnel costs: \$28,000 for salary and benefits of Outreach Educator.
- \* Each year a new group 6-12 (7 years x 30 students = max is 210)

F. List possible alternatives to this recommendation:

Give \$500 - \$750 to current Assistant Director of Admission to enable her to continue outreach efforts begun Spring '89 with Broughal Middle School

- Lunches
- Sports Events
- Educational/Cultural Programs

Contact person: Curtissa Odi

Broughal Middle School Program  
(Spring 1989)

Purpose of Visits

To encourage students to:

- a. do well in school
- b. stay in school
- c. understand why it is necessary to take a variety of disciplines
- d. acquire high school diplomas
- e. think college and careers
- f. consider Lehigh University as a college choice

Focus Groups

Two student groups:

1. seventh grade class (18 students)
2. sixth grade class (14 students)

All of the students are currently enrolled at Broughal Middle School.

Meeting Days & Times

In general, a fifty minute session occurs every three to four weeks with each group of students. The sessions are held in a Broughal Middle School classroom.

Plan of Action

Through a series of six sessions, students became actively involved in activities that were educational, stimulating, and hopefully, FUN!! Each session serves as a building block for the next session.

Session 1

Observe several groups of students in 6th and 7th grade (their academic levels should cover a broad range).

Session 2 (Icebreaker)

The session begins with a "Name" activity. After we discuss what an adjective is each student must come up with an adjective name for themselves. After the "Name Game" students participate in a question and answer game, picking questions from one of two stacks of cards. One stack consists of general questions and the other stack of questions requires a little more thinking through on the student's part.

Session 3

Since some of the questions in session two deal with academic issues, this session continues to explore these areas. The children begin to closely examine each of the subjects they take in school and why they are important as they begin to think about college and careers.

#### Session 4

Explores how their academic subjects are used in conjunction with specific careers/professions. Since some of these professions require college education, we began to talk about college. Specifically, the children are familiarized with college terms. (Note: This serves as preparation for our college visit.)

#### Session 5

Visit Lehigh University. This years trip included a tour of Linderman Library, a session at Career Services, a demonstration in the robotics lab, an inside look at a residence hall and lunch at Club 31.

#### Session 6

Review all of the things covered in Sessions 1-5.

Lead discussion on making choices - choosing to do well and be successful in life. This session starts with examining why 2 fruit trees (both bearing the same kind of fruit) can turn out differently i.e. one can produce good fruit and the other does not. This is then examined in the context of children; why 2 children from the same parents can turn out to be opposites in terms of how they manage their lives.

Have those children that want to, give me their addresses. I also gave my campus address to those who want it.

#### Follow-Up

Send a follow-up letter to students next year.

Get a newsletter once they graduate middle school and go into high school, called "Where are they now?" Include in this newsletter "Tips for being a successful high school student."

Send them Lehigh information in their sophomore year of high school.

Invite them back to campus in 11th grade.

(Note: It would be great if a progress report could be secured from the children from time to time to see how they are doing academically).

#### Evaluation

Have guidance counselors and students provide feedback on the six sessions with suggestions for improvement.

-----  
Curtissa Scarlett Odi  
Admission Counselor

Note: This was, without a doubt, a program that is important for us to continue in future years. A spin off of these sessions will hopefully become a formal program next year as a Big Brother/Sister program between Lehigh students and Broughal students. Bill Feigley, guidance counselor, initiated the idea after hearing and seeing some of our male students relating to Broughal students during the Lehigh visit.

PRESIDENTIAL COMMISSIONS

WOMEN AND MINORITIES

Study Group Recommendation

Submitted by: Bowen, Odi      Study Group: Conditions of Employment

Recommendation:

To provide consistent training to all new supervisors, managers, department heads with management and hiring responsibilities in the areas of positive employee management and targeting such topics as interviewing, selection, affirmative action, and problem solving. This recommendations is more important now that the decision has been made to decentralize employment. Currently there is no consistent approach to training and development of supervisory personnel about Lehigh's policies and procedures.

A. Recommendation rationale:

To enhance the quality of the work experience at Lehigh. Word of mouth is the best advertising we could have. If employees are satisfied, they will encourage others to apply for positions at Lehigh. Lack of knowledge and understanding leads to inconsistencies in managing problem situations and in the hiring process which can result in costly employment decisions.

B. What office/department should take principal responsibility for the recommendation?

OHR and the major areas identified for the new decentralized employment system.

C. Other offices/departments that may be affected, and how:

Major areas identified as responsible for decentralized employment. All newly promoted supervisors and managers.

D. Faculty and/or staff needed to support recommendation:

Planning, organizing, implementing to be responsibility of OHR through training and development.

E. Estimated funding required:

Personnel costs:      Costs of paying a consultant to assist with certain areas.  
Daily rate will vary from \$750 to \$1,500.

Training materials: Depends on program selected - approximately \$6,000  
Total Cost: Approximately \$10,000.00

F. List possible alternatives to this recommendation:

Training done by Lehigh employees (indirect costs involved) Develop own materials

Programmed learning materials in library to use as needed.



Recruitment

PRESIDENTIAL COMMISSIONS

WOMEN AND MINORITIES

Study Group Recommendation

Submitted by: Bowen, Odi

Study Group: Conditions of Employment

Recommendation:

Increase advertising to more effectively reach minorities and female applicants. Develop methods to increase minority representation in applicant pools and to target specific groups.

A. Recommendation rationale:

1. Increase visibility
  2. Reach larger audience
  3. Target women and minority groups
- \* Currently, \$3,000 available for advertising for SS positions only.

B. What office/department should take principal responsibility for the recommendation?

Office of Human Resources

C. Other offices/departments that may be affected, and how:

Those who recruit for employees

D. Faculty and/or staff needed to support recommendation:

None

E. Estimated funding required:

Vitae Ad:	Black Issues -	Qtrly - \$450.00	X	4
	Chronicle -	Qtrly - \$340.00	X	4
	Hotline Ad -	Qtrly - \$250.00	X	4

Brochures: Design and Mechanical - \$215.00

Poster: Design and Mechanical - \$200.00

*(Printing not included)*

Total Cost: \$4,575.00

F. List possible alternatives to this recommendation:

Continue present patterns of advertising upon request.



## MINORITY PROFESSIONAL VITA BANK

LEHIGH UNIVERSITY has established a Minority Professional Vita Bank to identify and pursue qualified candidates for administrative positions at the University.

LEHIGH UNIVERSITY is a private institution, comprised of approximately 6500 undergraduate and graduate students. Located in the Lehigh Valley, we are 60 miles from Philadelphia and 90 miles from New York City.

Interested persons should send their vita or resume and statements specifying areas of interest to: **LEHIGH UNIVERSITY, Affirmative Action, 622 Brodhead Avenue, Bethlehem, PA 18015. Equal Opportunity/Affirmative Action Employer.**

*Recruitment*

PRESIDENTIAL COMMISSIONS

WOMEN AND MINORITIES

Study Group Recommendation

Submitted by: Bowen, Odi

Study Group: Conditions of Employment

Recommendation:

Prepare a data base of current programs that involve Affirmative Action or community outreach to increase minority presence on Campus.

A. Recommendation rationale:

Every employee is a Lehigh representative. We would like to tap into this network and use it for recruiting, public relations and referrals. This would help us develop closer ties to groups such as the local Hispanic community and groups that represent women's issues.

B. What office/department should take principal responsibility for the recommendation?

Community Relations  
AAEOC Commission

C. Other offices/departments that may be affected, and how:

All employees and departments could participate in this program as a way of keeping our Diversity Awareness program alive.

D. Faculty and/or staff needed to support recommendation:

Once the database is created, it will require yearly update. Survey to be updated annually.

E. Estimated funding required:

Personnel costs: Part-time/student project

F. List possible alternatives to this recommendation:

*Retention*

## PRESIDENTIAL COMMISSIONS

### WOMEN AND MINORITIES

#### Study Group Recommendation

Submitted by: Bowen, Odi      Study Group: Conditions of Employment

#### Recommendation:

To evaluate performance of managers & supervisors based on their efforts to help Lehigh meet its objectives: hiring, retaining, developing employees, achieving multi-cultural diversity.

\* See sample

#### A. Recommendation rationale:

Hold managers accountable for efforts and results. Monitor results through performance appraisal. This will help us continue the efforts of the Diversity Awareness program currently underway.

#### B. What office/department should take principal responsibility for the recommendation?

OHR/Provost/VP Stems

#### C. Other offices/departments that may be affected, and how:

All departments would be affected by this program.

#### D. Faculty and/or staff needed to support recommendation:

#### E. Estimated funding required:

Personnel costs: Informational sessions to explain goals and objectives

Renovation costs: Change PAR form

#### F. List possible alternatives to this recommendation:

**WRITTEN COMMUNICATIONS** — Exhibits effective written communications in terms of neatness, format, organization and the ability to sell ideas. Consider internal as well as external contacts with customers, suppliers, external associations.

- \_\_\_\_ (5) Excellent writing skills in communicating well-organized ideas. Persuasive at any level.
- \_\_\_\_ (4) Writes clearly and is usually effective and persuasive.
- \_\_\_\_ (3) Written communication skills acceptable to discharge job responsibilities.
- \_\_\_\_ (2) Has difficulty in relating to some external and/or internal contacts.
- \_\_\_\_ (1) Written communication ability insufficient to fulfill position requirements.

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**MANAGEMENT FACTORS** — Evaluate performance in the following categories only if they are requirements of the position.

**AFFIRMATIVE ACTION** — Achievement of the Affirmative Action goals through the use of relevant personnel actions with respect to, (but not limited to) hiring, promotion, compensation, training, assignment and staff counseling.

- \_\_\_\_ (5) Consistently identifies problem areas within realm of jurisdiction and makes wholehearted effort to take Affirmative Action. Assures protected classes are given full opportunity for promotion, transfer and training. Surpasses Affirmative Action goals.
- \_\_\_\_ (4) Works enthusiastically to support Equal Employment policies. Attains some Affirmative Action goals.
- \_\_\_\_ (3) Makes conscious effort to implement and support corporate Equal Employment Opportunity policies and programs and shows good progress toward attainment of affirmative action goals.
- \_\_\_\_ (2) Shows limited support of corporate Equal Employment Opportunity policies. Only moderately successful at attaining Affirmative action goals.
- \_\_\_\_ (1) Neglects to set Affirmative Action goals. Irresponsible to Equal Employment Opportunity policies.

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**STAFF DEVELOPMENT** — Effectiveness in guiding and training subordinates to improve their overall performance and increase their potential for advancement.

- \_\_\_\_ (5) Consistent dedication and effectiveness in guiding, training, and developing people contributes substantially to the overall improvement and promotability of subordinates. Develops successors.
- \_\_\_\_ (4) Generally helps subordinates to improve themselves by advising, counseling or coaching them for additional responsibility and advancement.
- \_\_\_\_ (3) Provides leadership, coaching and training to subordinates under ordinary circumstances.
- \_\_\_\_ (2) Shows limited inclination or effectiveness in helping subordinates to improve and develop.
- \_\_\_\_ (1) Shows unwillingness and/or ability to assure responsibility to develop and improve subordinates.

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**DELEGATION** — Assignment of specific responsibilities and delegation of authority.

- \_\_\_\_ (5) Delegates authority and makes personnel assignments with excellent discretion. Optimizes the use of subordinates.
- \_\_\_\_ (4) Superior ability to select and assign responsibilities to subordinates.
- \_\_\_\_ (3) Has good success in making assignments and delegating authority.
- \_\_\_\_ (2) Does not always recognize and take advantage of capabilities of subordinates in making assignments.
- \_\_\_\_ (1) Seldom delegates authority. Sometimes delegates too much authority to unsuitable people.

**COMMENTS:** \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Retention

## PRESIDENTIAL COMMISSIONS

### WOMEN AND MINORITIES

#### Study Group Recommendation

Submitted by: Bowen, Odi      Study Group: Conditions of Employment

#### Recommendation:

Provide recognition to employees for various areas where effort contributes to a better workplace. Areas to consider include:

- 1) Exceptional merit for cost saving ideas
- 2) Quality of Service
- 2) Years of service (loyalty)
- 3) Attendance
- 4) Community service

We recommend these programs be implemented gradually; priorities to be determined by University objectives.

Recognition may be in the form of:

- 1) Letter of appreciation
- 2) Sharing in savings
- 2) Gift/token of appreciation
- 3) Breakfast with the President

#### A. Recommendation rationale:

Employee recognition promotes good will and encourages employees to work harder or try harder to meet goals. Currently Lehigh has a 25 year club to recognize efforts and long services. At this time nothing is being done in other areas except for the Perry Zirkel Award.

#### B. What office/department should take principal responsibility for the recommendation?

OHR/Provost

#### C. Other offices/departments that may be affected, and how:

All other departments - this would be a university-wide program.

#### D. Faculty and/or staff needed to support recommendation:

E. Estimated funding required:

Money needed for recognition program (tokens/gifts/dinners).

F. List possible alternatives to this recommendation:

Currently we spend approximately \$1,000 on gifts and programs for 25 Year Club.

Retention

PRESIDENTIAL COMMISSIONS

WOMEN AND MINORITIES

Study Group Recommendation

Submitted by: Bowen,Odi Study Group: Conditions of Employment

Recommendation:

Support Group/Network for Minorities

A. Recommendation rationale:

To promote contact/communication/support among minority employees.

B. What office/department should take principal responsibility for the recommendation?

Minority employees - support from AAEEEO Commission, OHR, Provost's Office.

C. Other offices/departments that may be affected, and how:

Time away from work for meetings.

D. Faculty and/or staff needed to support recommendation:

Some support - but will come primarily from offices of leaders of program. This would be handled on a rotational basis.

E. Estimated funding required:

Support to be provided by AAEOC subcommission and offices of members.

F. List possible alternatives to this recommendation:



Retention

PRESIDENTIAL COMMISSIONS

WOMEN AND MINORITIES

Study Group Recommendation

Submitted by: Bowen, Odi

Study Group: Conditions of Employment

Recommendation:

Orientation for P/A employees.

A. Recommendation rationale:

Welcome new employees and help them understand how Lehigh works. To meet other P/A employees and establish a network for assistance in learning and understanding how Lehigh works.

B. What office/department should take principal responsibility for the recommendation?

OHR

C. Other offices/departments that may be affected, and how:

All hiring managers. Coordinate with Community Relations and current orientation program.

D. Faculty and/or staff needed to support recommendation:

We will ask for time from key employees in various areas listed for orientation sessions for new employees.

E. Estimated funding required:

Personnel costs: Time away from work.

F. List possible alternatives to this recommendation:

- Videotape programs. However, the networking will not take place.
- Provide a manual of introduction to Lehigh.

## Professional Staff Orientation Program

### Objective:

- to orient new employees to the University
- to provide an overview of University structure
- to provide a good understanding of basic operations to help new employees be more efficient early in employment
- to lead to a broadened perspective regarding Lehigh as an employer
- to provide a network of support for new employees

### Participants:

- new PA employees employees with managerial or high level administrative responsibility
- select programs as needed based on relation to job

### Scheduling:

- twice a month for 6 months
- 11:00am to 1:00pm or 7:30am to 9:00am
- on-going program; participants may start at any time

### Location:

- Asa Packer, maximum capacity to select from menu is 22
- Each participant to pay for own lunch

### Administration:

1. New people informed on day one in OHR
2. Registration/sign-up form to go out monthly to all new employees who have been at Lehigh for less than one year; due back to OHR 2 weeks before date of program
3. On registration form give opportunity to ask for information participants would like to know
4. Meet with presenter 1 month prior and 2 weeks prior to iron out details of presentation
5. Food orders due 4 days prior to program
6. Program
7. Evaluation
8. Thank you letter to presenter. Send follow-up to participants with invitation to next session

## Professional

### I. Welcome to Lehigh University -

#### A. Plan

##### 1. Taped introduction

#### B. Objectives

#### C. The organization

#### D. Areas of responsibility b

##### 1. Provost

##### a. four college

##### b. objectives a

##### 2. Research

##### 3. Student Affairs

##### 4. Administration and

##### 5. Development and

#### E. Executive and Trustee F

##### 1. Role and function

##### 2. Decision-making p

##### 3. Authority

#### F. President's Council

##### 1. Role and function

#### G. Provost's Council

##### 1. Role and function

### II. Goal Setting and Long Range

#### A. Annual cycle

#### B. Planning Process

#### C. LU Philosophy

#### D. How departments are ev

#### E. How to submit plans and

#### F. Communicating the plan

### III. Student Affairs - J. Smeaton

#### A. Philosophy

#### B. Range of services

#### C. Key areas and their func

##### 1. Admissions

##### 2. Financial Aid

##### 3. Career Services

##### 4. Health

##### 5. Police

##### 6. Athletics

### IV. Development and University R

#### A. Communications

#### B. Community Relations

#### C. Development

#### D. University and Alumni R

### V. Management of Financial Reso

- A. Financial Reporting System
- B. Payroll
- C. Purchasing
- D. Bursar's Office
- E. Auxiliary Services

VI. Research and Development - J. Goldstein

- A. University philosophy
- B. Different research programs
- C. Highlight a different Center
  - 1. include a tour where possible

VII. Managing Human Resources - OHR - Brief overview followed by separate series of sessions

- A. Employment Process
- B. EEO/AA
- C. Job analysis and Compensation
- D. Interview and Selection of new employees
- E. Orienting New Employees
- F. Problem Solving and Disciplinary Process
- G. Terminating and Employee
- H. Performance Appraisal Process

VIII. Computer/Administrative Systems - R. Gruver

- A. Network
- B. Services available

IX. Facilities Services - A. Corallo

- A. Organization
- B. Planning
- C. Services and operations

X. Libraries - B. Richards

- A. Overview
- B. Research
- C. Automated System
- D. Tour

XI. Other self-paced programs available

- A. Films
  - 1. Setting Sail - The Lehigh Plan
  - 2. Asa Packer - Lehigh History
  - 3. Tour of Lower Campus - Office of Admissions

Other

## PRESIDENTIAL COMMISSIONS

### WOMEN AND MINORITIES

#### Study Group Recommendation

Submitted by: Bowen, Odi      Study Group: Conditions of Employment

#### Recommendation:

Needs assessment or attitude survey conducted on a yearly basis to establish a base line and measure changes resulting from changes implemented. May be conducted every other year as well. Will provide information on success of programs and will provide information about what concerns/problems need to be addressed.

#### A. Recommendation rationale:

- 1) Provide information on problem areas.
- 2) Determine strategy to improve.
- 3) Measure success.

#### B. What office/department should take principal responsibility for the recommendation?

OHR/Provost

#### C. Other offices/departments that may be affected, and how:

All employees to complete questionnaire

#### D. Faculty and/or staff needed to support recommendation:

#### E. Estimated funding required: Undetermined at this time.

#### F. List possible alternatives to this recommendation:

- Options:
- 1) Outside consultant
  - 2) Internal survey (paper)
  - 3) Use network

Other

## PRESIDENTIAL COMMISSIONS

### WOMEN AND MINORITIES

#### Study Group Recommendation

Submitted by: Curtissa S. Odi

Study Group:

#### Recommendation:

Create a position with the title of "Executive Assistant to President" to be responsible for implementing many of these programs and to maintain a centralized location for information and assistance in reaching these objectives.

#### A. Recommendation rationale:

- To oversee the two Presidential Commission's efforts and follow-up on proposals
- To coordinate the campus wide Affirmative Action effort, overseeing all AA committees
- To assist the President with day to day operations

#### B. What office/department should take principal responsibility for the recommendation?

President's Office

#### C. Other offices/departments that may be affected, and how:

OHR/Provost

#### D. Faculty and/or staff needed to support recommendation:

1 support staff person or G.A.

#### E. Estimated funding required:

Personnel costs: Salary of approximately \$30,000 for executive assistant plus \$10,000 for benefits.

#### F. List possible alternatives to this recommendation:

To continue to have a position that Laurie is currently fulfilling and over a 2 - 4 year period increase the job responsibilities.

COMMISSION ON MINORITIES

COMMISSION ON WOMEN

CONDITIONS OF EMPLOYMENT

WOMEN

**PRESIDENTIAL COMMISSIONS ON WOMEN AND MINORITIES  
STUDY GROUP ON CONDITIONS OF EMPLOYMENT FOR WOMEN  
FINAL REPORT**

**Introduction and Statement of the Problem**

The challenge presented to the Study Group on Conditions of Employment for Women on the Lehigh campus was to learn about the working environment for Lehigh's women and if necessary to make recommendations to improve conditions. This group was charged especially with examining working conditions for professional and support staff women. Over the past 12 months we have studied the issues and the situation at Lehigh via multiple research tools including an on campus staff survey; an informal survey of other academic institutions and local businesses; and queries to national firms with a reputation for excellence on women's issues. We met regularly and solicited input from individual staff members and from the Office of Human Resources.

At Lehigh University as in society at large, women employees are "clustered" in low prestige, low salaried positions at the bottom of the organizational hierarchy. On campus, women comprise 77% of the support staff, 45% of professional/administrative staff and 14% of the faculty. More importantly, the results of the staff survey indicate that 47.7% of women on the support staff and 69.8% of professional women report that they have either frequently or occasionally considered leaving the University for employment elsewhere. The relevant reasons most commonly stated are insufficient salary and lack of opportunities to advance. Only 36.3% of support staff women feel that they have opportunity for advancement.

In addition to the problems associated with low level salaries, prestige, and opportunities for advancement, women in the workplace must cope with the small degree of control over their workday associated with their position in the organizational hierarchy. This is especially significant because working women shoulder a much greater burden of responsibility for household and childcare than their male counterparts. According to a study by D. Burden published in Family Relations in January 1986, a working women with children works on the average 84 hours per week including job, home care and child care duties. This is compared to 72 hours per week for a working father and only 56 hours per week for a working woman without children or 55 hours per week for a working man without children. Therefore, the segment of our working population with the greatest need for flexibility in scheduling their multiple responsibilities has the least power to do so. On the Lehigh campus, only 33.3% of professional women and 17.3% of support staff women felt they had very much control over scheduling their work hours. The survey also showed significant support for flexible work options such as flextime, credit for work done from home and telecommuting.



The nation's workforce has changed dramatically over the past decade and recent studies indicate that we can expect even greater changes by the year 2000. According to Workforce 2000 a 1987 study by the U.S. Department of Labor, almost two-third of new entrants to the workforce between now and the year 2000 will be women. Lehigh University will be competing for these women in an environment with a scarcity of workers. It is fortunate that the University is addressing these problems now to ensure a humane, equitable workplace for our current staff and an enhanced work environment to attract future workers.

**Recommendations for Specific Programs:****Family Life/Work Balance**

The challenge of meeting diverse responsibilities to families and employers is difficult and stressful. The firms which have been identified as exemplary in their approach to women's issues have all taken a flexible and responsive attitude toward these problems. Programs such as flexible scheduling, job sharing, family care leaves, telecommuting, working from home, and temporarily reduced workload are all cited as creative attempts to balance work and family. Most of these work options are already in effect somewhere on the Lehigh campus. What is missing is a coherent overall policy which validates them campus wide. In a diverse work environment such as that offered by Lehigh University, no single policy on any specific work option is likely to be effective in every situation. However, without uniform policies, some supervisors and many supervisees may not be aware of the options available.

Therefore, the Study Group on Conditions of Employment for Women recommends that a supervisor's manual on work/family issues be prepared and publicized. It would be ideal if the manual were distributed in conjunction with a series of workshops on an appropriate Lehigh response to work/family issues. The manual should include validating statements about the following policies and a strong statement should be made that these work options ought to be made available whenever possible. We envision the manual and the introductory workshops would be undertaken by the Office of Human Resources. The cost for assembling and distributing such a manual would be approximately \$2000.00 and it could of course also include more general information of use to supervisors on campus.

**Flexible Work Options:****Flexible Work Schedules**

A flexible workday allows an employee to work an individualized schedule, often including non-traditional hours. Although not possible in every work setting, in many offices, flexible scheduling would allow employees to meet family care responsibilities and often has unexpected benefits for employers as well. Advantages to employers include the possibility of better staff coverage during non-traditional hours, better utilization of available equipment, and improved staff morale.

**Job Sharing**

Job sharing is a work option in which an employee actually shares a job, its responsibility and its benefits with another employee. Benefits to the employee include increased flexibility, reduced workload and reduced stress. Benefits to the university include redundancy of trained personnel, increased morale, and improved commitment over that routinely expected from part time staff. One unresolved issue is whether or not full benefits should be assigned to workers who share jobs. In a 1979 study by the W.E Upjohn Institute for Employment research, it was found in that private nonprofit organizations with job sharing arrangements, 19% of the organizations granted full benefits to job sharers, 37% prorated benefits, 37% gave no benefits and 7% developed other arrangements with partial benefits. This issue must be studied more fully before its implementation on the Lehigh campus.

**Reduced Workload**

Reduced workload is a work option in which for a limited time, during a family crisis or to address a personal problem, an employee is scheduled to work a reduced schedule for a pro-rated reduction in salary and benefits.

**Telecommuting**

The Lehigh environment, with its campus wide network and technical work environment lends itself to this work option which involves employees working from home via a telecommunications link with computers on campus. This option has already been used effectively by several offices and departments on campus. Although it will not be readily adaptable to every work situation, it is an option which supervisors should be aware of.

**Work From Home**

Sometimes it is appropriate to accommodate an employee who is capable of performing work but who cannot come into work on a daily basis. In these cases, a mechanism should be designed to allow credit for work done at home. It must be understood, however, that there may be a limited number of campus environments in which this option will be available.

**Family Care Leaves**

The birth or adoption of a child, the extended illness of an aging parent or other family related problems often require an extended leave. Although this may require some readjustments in the workplace, every attempt should be made to comply with a request for family care leaves.

**23 March 1990**

## **Final Report**

In a work environment as rich and varied as that offered by Lehigh University, few single policies can be easily implemented throughout the entire organization. There will naturally be some work situations in which flexible scheduling, telecommuting or any other flexible work option is not practical. It is not the intent of the study group to force these policies into work settings in which they would be inappropriate. However, in the case of an employee who requests a flexible work option and meets with resistance on the part of their supervisor, there should be an impartial, confidential mediation process. The natural and most appropriate person to handle such employee problem resolution is the Manager of Employee Relations in the Office of Human Resources. However, if that person is to undertake such a responsibility, he or she must be able to make a determination as to whether or not the flexible work option is being denied on sufficient grounds and more importantly, they must have sufficient authority to take action to either assist the employee in gaining her or his preferred work option or attempt to devise a compromise. The study group recommends that a mediation process be designed by the Office of Human Resources and enacted subsequent to the introduction of the family/work issues manuals and workshops. Because these issues may be controversial and hotly debated, there must also be an appeal mechanism in place. The Study Group on Recruitment Retention and Advancement has recommended a special assistant to the president for affirmative action. It is the recommendation of the Study Group on Conditions of Employment for Women that this individual act also as an ombudsmen in cases when either an employee or supervisor is unsatisfied by the normal appeal procedure.

## **Sick Days/ Excused Absences**

The University policy with regard to excused absences is generous. With supervisor's approval, employees may use sick days for "excused absences" such as caring for a sick child or family member. However, there seem to be inequities in implementation. Some supervisors are either unaware of the policy or choose to ignore it. The Office of Human Resources has already begun to remedy this situation by focusing on excused absences in a recent issue of Human Resources Spotlight. However, this is such an important issue to working women with children that it deserves all the visibility possible.

Another issue surrounding excused absences is the great disparity between the number of days available to professional and support staff. Professional staff have unlimited sick/excused absence days, while support staff have an absolute number of sick/excused absence days which for the first five years is only 10 days per year. After five years of full time service, each benefits eligible support staff member is entitled to 15 days sick/excused absence per year. Although the issues surrounding "exempt" and "non-exempt" status prevent total equality of benefits in this case, this inequity should be addressed. It is common in business and industry to allow employees to accumulate sick days. This practice encourages attendance and empowers individual employees who through excellent attendance records can gain for themselves the security of knowing that they will be able to care for a sick child or attend to a family emergency without loss of pay or vacation.

## **Final Report**

**23 March 1990**

Therefore, the study group recommends that the policy on sick/excused absence days for support staff be changed to allow support staff to accumulate unused sick/excused absence days which may then be carried over to subsequent years.

### **Support Groups**

Many of Lehigh's women work a "second shift". They put in a full day's work on the job and another one caring for young children or dependent aging parents. Addressing their scheduling problems with flexible work options is an important and practical first step. However, the stress associated with these "double shifts" will remain. Another significant tool for managing work/family overload is the support group. A parent support group has already begun to meet on a monthly basis. Recent programs have included sessions on nutrition, juggling home, work and family, child safety and rainy day activities for children.

Most of these sessions have been arranged without cost to the university. However, there have been occasions when the group identifies a speaker or program which will require a modest fee. The study group recommends continued support for these sessions in the form of a budget of \$1000.00 to be used for programming. Should a future group form to address the problems of staff caring for aging parents, a similar budget should be made available to this group as well.

In a final note regarding family issues, it should be stated that although the burden of family care now falls inequitably on women, that all of the flexible work options mentioned above and participation in support groups would naturally be available to men as well. In time, perhaps the availability of such work options for both men and women will create a more equitable climate in which family care is shared evenly and these will no longer be "women's" issues.

### **Salary**

Women are clustered at the lower end of the University hierarchy and with support staff salaries at only 85.3% of market equity, the issue of salary is an issue for women on the Lehigh campus. Although great strides have been made over the last two years in improving the salary levels of support staff, significant market equity adjustments are still needed. Every effort should be made to continue the financial support necessary to increase support staff salaries to 100% of market equity.

### **Advancement**

Another issue which concerns women is a perceived lack of opportunity for advancement. This again is especially important to the majority of women clustered in support staff positions. The study group recommends addressing this problem in four ways.

Hiring from Within

We have a fine and competent staff. Although the mechanism in place for advertising and hiring does provide a small advantage to internal applicants, most support staff women do not possess the necessary academic credentials for significant advancement. In certain circumstances the best person for the job is an internal applicant who lacks only the formal academic training. In such a case, a creative response would be to advance the internal applicant to an intermediate level while they gain the necessary training and then complete the promotion once academic credentials are in place. This approach has been taken in a few isolated instances and could be promoted as a possible advancement benefit.

Promotion of the Educational Benefit

Lehigh University has in place a generous educational benefit. A motivated member of the support or professional staff can earn valuable academic credits to enable her to advance. However, taking advantage of this benefit can be confusing. The study group recommends that regular, periodic sessions be held by Human Resources staff explaining the educational benefit. This would not only assist staff who want to take advantage of the benefit, but would also serve to publicize this route to advancement.

Career Counseling

Lehigh's office of Career Services is appropriately intended to serve the needs of the student population. A staff member who is serious about advancement needs a different kind of career counseling in order to plan educational goals and develop a career path. Expert assistance is available from off campus providers on a fee for service basis. It is the recommendation of the study group that such a program be offered to interested staff members. The program selected should assist staff in focusing on assessment of their current situation and to clarify career goals. A six week series including one 2 hour session each week should be expected to cost approximately \$2,000.00 per 12 hour series for 15-20 participants. We recommend running the series twice a year for the first year after which the demand should be examined to determine future frequency. With a modest co-payment to ensure a degree of motivation on the part of the participants, a budget of \$3,500 would provide such counseling for 40 people a year.

The study group recognizes that in many cases, a staff member will have to leave the Lehigh Community to meet their personal advancement goals. Therefore, an argument could be made that this is not an appropriate concern and that University funds should not be spent to assist this effort. However, in order to improve morale, enhance the training and motivation of our staff, and demonstrate the concern and responsiveness our staff should be able to expect from an enlightened administration, every effort should be made to foster the

advancement goals of our employees. The advantages to the University in terms of loyalty and commitment far outweigh the rather modest cost.

Mentoring

The process of advancement for women is difficult. The barriers of sexism and the additional workload of caring for a family and maintaining a household can prevent bright and motivated women from realizing their potential. Often the best source of motivation and advice is another woman who has experienced the same obstacles and overcome them. Therefore, the study group recommends that a volunteer mentoring program be established to put women concerned about advancement in contact with other women who have volunteered to become mentors. We envision this program as being composed of mentors who would be assigned by a coordinator in the Office of Human Resources. The academic wing has developed a volunteer mentoring program which could be used as a model.

Although a formal mentoring program should prove very useful to incoming support staff, other more informal staff networks need to be developed. Professional staff and faculty have many opportunities throughout the year to interact and develop informal support networks. Such opportunities are not available to many support staff women, who are isolated in offices with very limited contact with the larger Lehigh community. Such contacts are important in providing career information, personal support, and general knowledge about the Lehigh environment. Therefore, the study group recommends that all support staff be invited to bi-annual meetings. Such meetings might be combined with staff recognition awards such as the first annual staff recognition luncheon this spring.

Summary

In summary, the recommendations of the Study Group on Conditions of Employment for Women are as follows:

- 1) The Office of Human Resources should prepare and distribute a supervisors manual detailing appropriate responses to work/family life conflicts such as **flexible work schedules, job sharing, telecommuting, work from home, family care leaves**, etc.
- 2) The supervisor's work/family life manual should be distributed in conjunction with a series of workshops on work/family issues.
- 3) The manager of Employee Relations shall be designated as an impartial, confidential mediator in cases where a supervisor denies a flexible work option which his or her supervisee feels would be appropriate. For cases in which additional mediation is necessary, the special assistance to the president recommended by the Study Group on Recruitment, Retention and Advancement will hear appeals.
- 4) The policy on sick/excused absence days should be changed to allow support staff to accumulate unused days to be carried over from one year to the next.
- 5) The parents support group should be funded with \$1000.00 for continued programming and related expenses.
- 6) Significant financial commitment must be made to bring support staff salaries to 100% market equity.
- 7) Qualified internal applicants without formal academic credentials should be considered for promotion to an intermediate level pending the acquisition of formal degrees or training.
- 8) Lehigh's educational benefit should be publicized in regular periodic session to be held by the Office of Human Resources.
- 9) A career counseling series should be made available twice a year with a modest co-payment by participating staff members.
- 10) A volunteer mentoring program for professional and support staff should be establish and administered by the Office of Human Resources.
- 11) Bi-annual gatherings of support staff should be arranged.

Conclusion

The problems facing Lehigh's women are complex and they will not be easily solved. If the recommendations of the study group are seriously considered and implemented, the difficult task ahead will be to involve the entire university



## Final Report

23 March 1990

community in the spirit of cooperation necessary to effect a positive change in the status of the women who work for Lehigh. A key role in the change must be played by supervisors at all levels. These issues must continue to be addressed humanely and creatively and the supervisors who do so should be recognized and rewarded. Those who do not should find it noted on their evaluations and efforts should be made to improve their management skills.

The university community does not exist in a vacuum. The problems described in this report are societal problems and they are in evidence in most work settings throughout the nation. Lehigh University is not to be condemned for sharing in the problems generated by hundreds of years of sexism, but can rightly be applauded for facing these issues and working toward their solution. Other study groups are making recommendations which if acted upon will improve the quality of life on the Lehigh Campus for students and faculty and which should better prepare our graduates for their future roles in a diverse, pluralistic society. Acting on the recommendations of **this** study group will show by example that the university is truly committed not only to teaching about equity and diversity but also to creating an exemplary work environment for the women of Lehigh.

Respectfully submitted,

Gail Kriebel, Chair

Committee Members: Susan Bennetch  
Patricia Boig  
Matthew Koff  
Ed Maclosky  
Sarah McIntosh  
Kurt Pfitzer  
Dina Wills



**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**RECRUITMENT, RETENTION, ADVANCEMENT  
FOR FACULTY AND STUDENTS**

**MINORITIES AND WOMEN**

## RECOMMENDATIONS:

### RECRUITMENT, RETENTION, AND ADVANCEMENT OF MINORITIES AND WOMEN

#### FACULTY RECRUITMENT AND RETENTION

1. Phase in, over a period of four years, a fund of \$200,000 to allow a department to hire minority faculty even if the department has no open slots. The department would relinquish the extra slot when a vacancy occurs.
2. Officially designate the Academic Deans as the principal affirmative action officers in their Colleges. This will involve:
  - a) Reaffirming the use of affirmative action performance as an important component in a Dean's merit evaluation;
  - b) Having each College Dean conduct a yearly meeting with the chairpersons of faculty search committees, explaining the meaning of affirmative action in searches, and stressing its importance in accordance with university principles;
  - c) Requiring, prior to the scheduling of interviews, that each Dean certify to the Provost's office that a sincere effort has been made to identify minority candidates for each vacant faculty position. In the absence of such certification, the Provost's office may refuse to pay for interviewing candidates;
  - d) Encouraging search committees to involve minorities from other departments, colleges, or from the community in the search process. Appropriate travel expenses and honoraria for external participants in a search will be provided by the Provost's office.
3. Further develop the mentoring process for junior faculty, especially for women and minorities:
  - a) Develop written guidelines for mentors about the expectations of this role;
  - b) Gather feedback on the effectiveness of mentoring programs;
  - c) Add a section to the annual faculty accomplishment forms in which senior faculty may state how they have helped further the career of junior faculty;
  - d) Encourage junior faculty to establish collaborations, both here and at other universities; identify resources to make such collaborations possible;
  - e) Encourage and support travel to professional meetings: e.g., those of the Society of Women Engineers.
4. Develop methods to hire and retain couples who are both academicians.

## GRADUATE STUDENT RECRUITMENT\*

1. Since graduate student recruitment is primarily departmentally-based, require that graduate programs develop recruitment plans to increase the enrollment of students from groups who are underrepresented (minorities and/or women).
2. Increase or reallocate university support (funding and staff time) for the effective implementation of graduate recruitment plans:
  - a) For general recruitment, since experience indicates that increasing the pool of qualified applicants increases the pool of qualified females and minorities;
  - b) For targeted recruitment of women and minority candidates;
  - c) For assistance in coordinating graduate recruitment activities among departments, Colleges, and the Graduate School.
3. Increase targeted fellowship support for groups underrepresented in graduate programs:
  - a) Evaluate distribution of current fellowship support in the departments, Colleges, and Graduate School to determine if additional existing fellowships should be targeted for underrepresented groups;
  - b) Increase support to create new fellowships, in addition to the current two Provost's Fellowships and two University Graduate Fellowships, designated for minorities;
  - c) Develop funding to continue support for the two Patricia Roberts Harris Fellowships, which are designated for women and/or minorities in fields in which they are underrepresented, after grant support ceases in 1992.
4. Encourage the further development, with strong priority on enrollment of women and minorities, of special programs that bring undergraduate students from other colleges to Lehigh (e.g., the summer research programs in the sciences). In addition to providing the service of encouraging interest in graduate study, these programs also specifically introduce a talented pool of undergraduates to opportunities for graduate study at Lehigh.

## GRADUATE STUDENT RETENTION\*

1. Evaluate data from the forthcoming graduate student survey to determine a) students' identification of problem areas and b) topics that require further investigation and evaluation regarding problems affecting minorities and women.
2. Since the retention of graduate students is primarily a function of their experiences within their departments and academic programs, it is essential that a supportive environment be established for women and minority graduate students at that level:
  - a) Continue diversity awareness workshops for faculty and graduate students;
  - b) Encourage formation of an informal mentoring program for minority and women graduate students, similar to the program for new women faculty;
  - c) Strengthen graduate student orientation to respond to student concerns.

**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**RECRUITMENT, RETENTION, ADVANCEMENT  
FOR FACULTY AND STUDENTS**

**MINORITIES AND WOMEN**

RECOMMENDATIONS:  
RECRUITMENT, RETENTION, AND ADVANCEMENT  
OF MINORITIES AND WOMEN

FACULTY RECRUITMENT AND RETENTION

1. Phase in, over a period of four years, a fund of \$200,000 to allow a department to hire minority faculty even if the department has no open slots. The department would relinquish the extra slot when a vacancy occurs.
2. Officially designate the Academic Deans as the principal affirmative action officers in their Colleges. This will involve:
  - a) Reaffirming the use of affirmative action performance as an important component in a Dean's merit evaluation;
  - b) Having each College Dean conduct a yearly meeting with the chairpersons of faculty search committees, explaining the meaning of affirmative action in searches, and stressing its importance in accordance with university principles;
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  - b) Encourage formation of an informal mentoring program for minority and women graduate students, similar to the program for new women faculty;
  - c) Strengthen graduate student orientation to respond to student concerns.

3. Ensure that the overall environment for, and status of, graduate students continue to be enhanced:
  - a) Ensure that initiatives and services provided to students by the Graduate School are not diminished as a result of the reorganization following the elimination of the position of a full-time Dean (e.g., Graduate Student Council, TA Training Program, Graduate Student Orientation);
  - b) Evaluate adequacy of other services for graduate student needs (e.g., Counseling Center, Health Center), recognizing that any major expansion of these through Student Affairs would require new funding and should not reduce services currently provided to undergraduate students.

#### UNDERGRADUATE STUDENT RECRUITMENT AND RETENTION\*

1. In the area of admissions:
  - a) Continue adequate support (staff, computing capabilities, budget) for recently implemented programs (e.g., using volunteer undergraduates as recruiters; using parents of students as recruiters; developing relationships with high school counselors) and for the analysis and evaluation of such programs;
  - b) Continue to explore possibilities for new programs (e.g. purchasing lists of potential applicants; hosting programs for school guidance counselors in geographic areas with large concentrations of minority students).
2. In the area of financial aid:
  - a) Increase funding for financial aid;
  - b) Review financial aid policies that may have particular impact on the university's ability to recruit and retain minority and women students.
3. Continue support for programs that have been effective in retaining minority students at Lehigh; explore possibilities for acquiring additional support to enhance such programs.
4. Encourage the further development, with emphasis on participation of female and minority students, of pre-college academic programs, both in the schools and on campus:
  - a) Coordinate information on the various existing local programs and efforts through the Provost's office;
  - b) Pursue funding opportunities to develop pre-college summer programs on campus that draw on a regional and national, as well as local, base;
  - c) Ensure that faculty efforts in this area are adequately recognized as professional activities.

\* Although it is not offered as an explicit recommendation in the student sections, it is important to note that increased representation of minorities and women on the faculty is a key element in the successful recruitment and retention of minority and female students.

**COMMISSION ON MINORITIES**

**COMMISSION ON WOMEN**

**SEXUAL HARASSMENT**



SEXUAL HARASSMENT TASK FORCE  
Recommendations  
March 1990

As members of the Institutional Climate Study Group of the Women's Commission started to research their area, they recognized the need to study closely the topic of sexual harassment on campus. The Sexual Harassment Task Force was established to examine the current sexual harassment policies and procedures in the case of student victims. The following is the report and recommendations of the Task Force.

Education about Sexual Harassment

Sexual harassment awareness must be a first step in forming a more integrated and more unified community at Lehigh University. Many people do not know what sexual harassment is and therefore may not be aware when they exhibit inappropriate behavior. Since most people do not see themselves as part of the problem, we recommend the following actions to better educate the University community.

- All members of the community (student leaders and staff and faculty supervisors in particular) should participate in educational seminars on sexual harassment.

- Gryphons should be trained during the gryphon training process and should be required to hold programs about women's issues on their halls. Gryphons are the primary resource for many students, and they must be able to respond appropriately to sexual harassment issues and concerns.

- Teaching Assistants should participate in sexual harassment awareness seminars during their orientation. The sexual harassment awareness programs that were performed for the new Chemistry and Physics TA's in the summer 1989 were highly successful and should be used by all departments. Individual course leaders who train the TA's should be well educated.

- Overall awareness should be promoted through timely distribution of brochures. We recommend that different pamphlets be printed for freshmen (to be put in orientation packets), for upperclassmen, for graduate students, for faculty, for staff, for people who have been victimized, and for those who may need to examine their own behavior. The months of October or November seem to be a good time to distribute these brochures, since the rush of the new semester is over and campus life has settled down a bit.

- The policy for sexual harassment should be made more visible in the Student Handbook. It is currently buried amid the social policies and is difficult to locate in the index. The entry should be listed under S for sexual harassment.

- The policy listed in the Student Handbook should include only the sexual harassment policy for students. The description in the handbook becomes ambiguous and confusing when the faculty and staff are mentioned. The Student Handbook should provide information for students who feel they have been sexually harassed.

- The sexual harassment policy should be well known to the student community as should the resources available for people who have been harassed. These resources should include gryphons, the Dean of Students Office, ICARE, and the soon-to-be Women's Center.

- All Greek houses and all residence halls should be required to hold at least one program each year on sexual harassment. Greek houses who do not sponsor an educational program should not be allowed to participate in Greek Week.

- We recommend that the new Diversity Awareness Training Programs be continued and be well publicized. Additionally, some form of assertiveness training program should be available to all women on campus.

- Finally, we recommend that the Arts and Science course, CHOICES AND DECISIONS, be expanded to a University-wide requirement. This course should require mandatory attendance and be run as a seminar in which students participate and learn. Sexual harassment awareness should be an integral part of this course. In this manner, all students will learn about this important topic.

### The Sexual Harassment Process

At present, the system for filing a sexual harassment complaint is complicated, confusing and difficult for the victim. The process needs to be set up in such a way that the student is only involved as much as he/she wants to be.

We recommend that any student who suspects that he or she has been a victim of sexual harassment first go to speak to a referral person who will meet with alleged victims and talk to them about their situations. There should be both a male and a female referral person. (Ideal candidates might include Jenny Volchko, Dean of Students Office, and David Joseph, Residential Services.)

This referral person would discuss the options with the victim. The referral person would try to help the student deal with the problem and to resolve it in a way which suits the victim. After knowing the options and if the victim decides to pursue the case, the referral person would send the case to the Dean of Students.

The Dean of Students would talk with the victim and the alleged harasser and keep appropriate records following due process.

Graduate students who are teaching assistants need to be recognized as students when they are acting as students, and as faculty when they are acting as teaching assistants. A teaching assistant who harasses one of his or her students needs to be treated as a faculty member. Any graduate student who is harassed by a professor needs to be treated as a student.

Action against offenders: Incident reports should help to identify repeat offenders. Repeat offenders should be dealt with severely. We also recommend that persons convicted of sexual harassment be required to attend additional seminars designed specifically for them.

Support for the harassed: During the process of filing a complaint, we recommend that a "university friend", someone who has been through a similar experience, be available for students. This friend could attend all meetings between the administration and the student. The friend should be available for the very first meeting with the referral person. The proposed Women's Center should also have support groups for faculty/staff/students who have been victims of harassment or rape.

COMMISSION ON MINORITIES

COMMISSION ON WOMEN

CHILDCARE

## **PRESIDENTIAL COMMISSION ON WOMEN**

### **CONDITION OF EMPLOYMENT**

#### **CHILD CARE TASK FORCE**

As an outgrowth of the Conditions of Employment study group, a task force was created to determine what, if any, need there was for a university child care center. The first step toward determining this need was the creation of a survey which was sent to faculty, staff, and students. The response was overwhelming. There were 360 responses to this survey, with 149 people indicating an interest in using the facility.

The members of the task force began discussing the University's child care needs with several providers. A visit to the Private Industry Council's (PIC) child care center and discussions with its director proved to be very helpful in the creation of the RFP (Request for Proposal).

Initially, the Benzak building on Creek Road was considered ideal for the center. However, following a tour of the building with representatives of Physical Planning, it was determined that renovations would be too costly, and the codes governing child care centers would not allow for the maximum use of the building.

A site at the Saucon Village housing complex was then identified as another possible location. With the help, once again, of representatives from Physical Planning, it was determined that the cost of renovations would be minimal, and the designated rooms would be able to accommodate approximately 48 children. Additionally, the building codes for a child care center at this site could be met with the same minimal renovations as stated above.

With guidance from the Purchasing Department, RFP's were assembled and sent to approximately 58 child care providers on February 1, 1990. Several potential providers indicated interest and were given the opportunity to visit the site in preparation to submitting their proposals.

During this time, a child care advisory board was appointed by Dr. Peter Likins. The purpose of this organization will be:

- to assist with the review and selection of a child care provider
- to establish and review annually admission criteria and financial award criteria
- to monitor the operations of the center to ensure compliance with contractual obligations
- to serve as the liaison between the center and the University community

Page 2 of 2  
Child Care Task Force  
19 March 1990

The deadline for submission of proposals was Monday, March 12, 1990. Three (3) potential providers submitted detailed proposals. They are Magic Years, Country Cottage, and the Y.W.C.A. At the request of the Advisory Board a sub-committee is presently studying these proposals. This sub-committee anticipates making a recommendation to the Advisory Board by April 4, 1990. Provider selection is targeted for April 13, 1990. It is the goal of the Child Care Advisory Board that child care service to the Lehigh University Community will commence on August 15, 1990.

Respectfully submitted,

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Gail D. Vollman, Chairperson  
Child Care Task Force