



LEHIGH  
UNIVERSITY

# Office of Diversity, Inclusion and Equity

Year in  
Review  
2019-2020





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# A Look Back and a Peek Ahead

The fall season on a college campus is a natural time to reflect on the year that was, as we welcome the academic year to come. In a year as unprecedented as 2020 has been, this reflection feels even more necessary, as a way to remind ourselves that though the rhythm we had come to call “normal” in years gone by has been disrupted, our central mission and commitments to each other remain unchanged.

We began last academic year with a welcome to Donald “Donnie” Roberts as the Assistant Director of the Center for Access and Success in July. Donnie brings years of experience as a coach in Lehigh’s Athletics Department to the role, and he hit the ground running immediately. Donnie’s welcome was followed soon after by a send-off to George White, the Managing Director of our Center for Student Access and Success, as he entered retirement after more than 30 years at Lehigh.

In August, we learned that we were selected for INSIGHT Into Diversity’s Higher Education Excellence in Diversity (HEED) Award. This prestigious award recognizes colleges and universities nationally that have demonstrated an outstanding commitment to diversity and inclusion on their campus. This award measures achievement in terms of D&I work already done, but more importantly it measures the institution’s commitment to broadening diversity and inclusion on their campus further. This recognition was particularly meaningful to us because of that second measure. Though we are proud of the programs we have put in place thus far to ensure that Lehigh is accessible to all students with a desire to attend here, there is still work to be done, and we are committed to that work.

The Martin Luther King, Jr. Celebration Committee welcomed historian, author and noted antiracism expert Dr. Ibram X. Kendi to campus in November. Dr. Kendi spoke to a packed house about rethinking what it means to be antiracist and how we all have an active role to play in that work every day. We also celebrated the 30<sup>th</sup> anniversary of the founding of our UMOJA House in November. Umoja means “unity” in Swahili, and the house has been a beacon of unity and multiculturalism since its founding. In December, we bade a fond farewell to Dr. Dahlia Hylton, Director of the Office of Multicultural Affairs since 2017. She was instrumental in these two events and in furthering the work of OMA on campus by centering the center’s work on inclusivity and welcome to all.

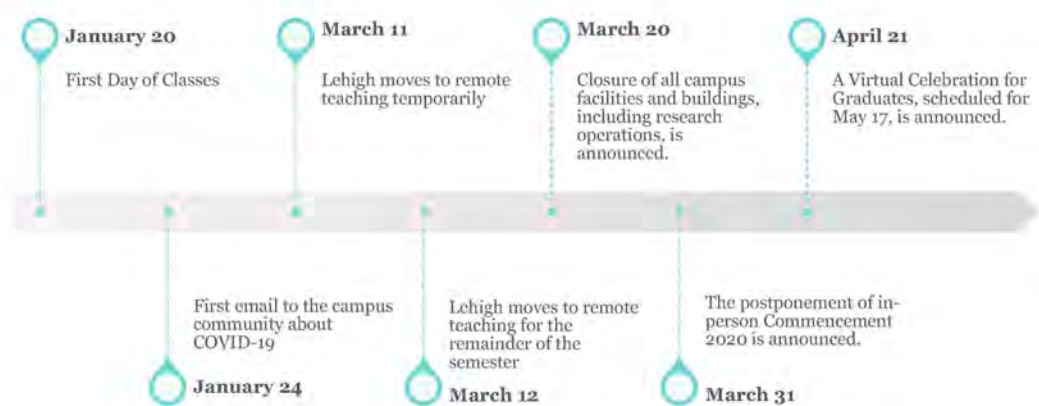
The flip side to goodbye is hello and we were lucky to be able to welcome two phenomenal members to our team as directors in February. Denise Beautreau, longtime Chemistry lab manager here at Lehigh, joined the Center for Student Access and Success.

Denise brings personal experience and passion to this role, having navigated her college experience as a first-generation student and an immigrant.

Chad Williams, who was the Director of the Bonn Center at Carson Newman University, joined the Office of Multicultural Affairs. His sixteen years of higher education experience and coalition building skills were a perfect fit for the position. Both Chad and Denise immediately jumped fully into their roles, building relationships with our students, faculty and staff and continuing initiatives already in place.

And then COVID-19 became a threat to the world and our community. Lehigh announced the move to remote learning temporarily on March 11, and quickly pivoted to remote learning permanently.

## Spring 2020 at Lehigh



We needed to move quickly within a fluid and uncertain situation and find a way to engage our community while being physically distant for everyone’s safety. As you’ll see in the document to follow, our Centers stepped up to the plate and let their creativity shine in previously unseen ways. We were able to move to virtual lounges and events to allow our community to come together while we were physically apart. This change, challenging to both mental and physical health, was complicated by several incidents of police violence against black and brown bodies in the spring, culminating in national unrest in May following the murder of George Floyd. As we listened to our students, alumni, faculty, and staff of color, we and the administration of Lehigh determined that our mission was now to commit to making Lehigh an antiracist institution.

As we look ahead to this year, which will be like no other in many ways, we remain committed to the work that must be done. and our advocacy centers will continue to be welcoming spaces for all while facilitating the difficult conversations needed for us to move forward.



# After Action Reports– Fall





# Puerto Rican Festival 2019



On Sunday, July 28, 2019, Lehigh University's Office of Diversity, Inclusion, and Equity sponsored and participated, for the second time, in the annual Puerto Rican Festival organized by the Puerto Rican Culture Conservation organization. The Festival was held in Allentown's Jordan Park with massive participation of the Latino community.

During the Festival, a large number of attendees stopped by Lehigh's tent to talk to Dr. Luis Brunstein, our Multicultural Liaison, about our programs and financial aid, and to take flyers with information about Lehigh along with souvenirs provided by the Office of Diversity, Inclusion, and Equity.

The Festival's large number of participants from the Latino community in the Lehigh Valley, provided, as it did in 2018, a great venue to disseminate the message that Lehigh University is not only interested in being part of the community but also is interested in recruiting first-generation low-income students from the Lehigh Valley. The numerous conversations with community members

revealed that most of them were not aware of Lehigh University's interests and intentions.

## Outcomes:

- A significant meaningful interaction between Lehigh University and the Latino community.
- Many attendees learned about Lehigh's programs, financial aid, and recruiting efforts.
- Conversations revealed that many community members are not aware of the University's location, programs, or efforts to recruit first-generation low-income students in the Valley.
- The experience indicates the community's interest and, therefore, the need to increase our efforts to connect with them, beyond Bethlehem, purposefully.
- Members of the Puerto Rican community in Allentown are becoming more familiar with Lehigh University's presence and interest.



# LEHIGH PRIDE CENTER 2019-2020 AFTER ACTION REPORT LEHIGH VALLEY PRIDE 2019

**What:** Lehigh Valley Pride 2019

**Where:** Jewish Community Center of the Lehigh Valley

**When:** Sunday, August 18, 2019

**Why:** To engage the local community and celebrate the LGBTQIA+ community in the Lehigh Valley

The Pride Center participates in Lehigh Valley Pride as a vendor on an annual basis. We bring Pride Center giveaways, pride-themed items, and Lehigh University specific materials to promote Lehigh, the Pride Center, and our role in the community. We do this to promote community visibility, celebration, and pride. Throughout the day, we engaged with a lot of participants, including teens/youth who were excited to see Lehigh have a presence at Pride. We promoted the Pride Center via a trivia game and also engaged with other local vendors in order to develop partnerships with organizations who want to support our work efforts at Lehigh and locally.



## LEHIGH VALLEY PRIDE 2019 ACTION ITEMS & TAKEAWAYS

- We partnered with the Faculty and Staff Pride Network as well as various student groups to find volunteers to help manage the table throughout the day. We had a total of three staff members, two faculty members, and four students help us with the tabling. This was a wonderful way to engage multiple constituents at Lehigh.
- In the past, we have had a partnership with Admissions where they would cover the cost of registration and we would provide much of the materials. This was not the case this year and we would like to see that partnership re-established.
- We should continue to be at Pride in the Park as we are one of the only institutions in the Lehigh Valley who attend and people were very excited to see Lehigh participating.



## AFTER ACTION REPORT

### LUSSI CLASS OF 2023

On Monday August 19th, we welcomed ninety-nine F1RST+ students into the Lehigh University Student Scholars Institute (LUSSI). For 3 days we explored and built a strong foundation in the 5 core areas that we believe will allow for a successful transition into Lehigh. The areas which we focus on to allow students to thrive throughout their college experience are: *Academic Rigors and Success, Health and Wellness* (includes mental and physical health), *Career Awareness and Development, Financial Literacy and Wellness and Community Building.*



LUSSI Class of 2023 participated in both informational and hands-on sessions with chosen Lehigh faculty and staff that are part of our LUSSI support network; these are individuals who have volunteered to provide assistance throughout the year. This year's LUSSI group met with a panel of professors from each college who shared what students can expect from professors and their expectations of students. The Center for Career and Professional Development provided each student a strengths assessment evaluation and an introduction to the Pearson Education Career Success program. They learned the importance of both mental and physical health and each student received a free drop-in pass for an exercise class. We also spent time each day and evening with Community Building programs such as the Low Ropes Course and "Family Story" night.



Our student guides will also serve as a valuable resource. These 10 upper class students will lead each of our 5 "families" (2 guides per family) and they will design and plan events specialized around our Five Core areas of focus. Our student guides will not only hold bi-monthly "family" meetings they also will hold one-on-one check-in sessions with each of their family members.





2019-2020

# AFTER ACTION REPORT

## ORIENTATION

**What:** The Pride Center's involvement in 2019 first-year orientation

**Where:** Asa Packer Campus

**When:** Saturday, August 24, 2019

**Why:** To engage first-year students in opportunities to learn about campus resources, their own identities, and their responsibilities as members of our campus community

This year, the Pride Center was involved in first-year orientation in a number of successful ways. Our peer education group, SPEAK, co-facilitated a session on Healthy Relationships with Break the Silence, including brand-new content specific to LGBTQ+ issues. The Pride Center also collaborated with OFYE and other Unity Hall partners to develop our new activity, Building Bridges. First-year students engaged in the activity throughout the day and had critical conversations about community, identity, and their responsibility to work toward inclusion during their time at Lehigh. Overall, the activity was received well and will continue to be a part of orientation.



## ORIENTATION ACTION ITEMS & TAKEAWAYS

- SPEAK facilitators felt that their portions of the BTS workshop felt rushed and that slides were overly text-heavy. They will be making recommendations for shifts for next year's workshop.
- The Building Bridges activity was scripted to take 90 minutes, but most facilitators found that it could be completed in an hour. We will adjust this for next year's facilitation guide.
- Campus partners who served as facilitators were critical components of the success of Building Bridges. Proactive efforts to find additional facilitators should be undertaken next year to diffuse responsibility and to ensure that the activity runs smoothly.



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2019-2020

# After Action Report

## WELCOME BACK CARNIVAL

### Cultural Education and Social Development

**What:** Welcome Back Carnival

**Where:** Lamberton Hall

**When:** August 28, 2019

**Why:** Annual event geared towards new and returning students to connect and learn about OMA's programs and services.

The Office of Multicultural Affairs' Welcome Back Carnival brings together the Lehigh University community through its annual event where people can meet new friends (or connect with old ones) and learn about the programs and resources our advocacy centers offer.

Throughout the event there are interactive games, a free BBQ feast, a caricature artist, music, prizes, and more!

### Engage • Develop • Act

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## Welcome Back Carnival Action Items and Takeaways

For the second year in a row, the Welcome Back Carnival collaborated with the Office of First Year Experience for their 5x10 program - Collaborative Connections. Each year the program welcomes more members of the Lehigh community, including faculty and graduate student participation. An outcome of the 5x10 designation garnered **458 attendees**.

A new change for the 2019-2020 academic year included the addition of the Center for Gender Equity and the Pride Center as strategic partners for this event. With the two main functions of the Welcome Back Carnival involving (1) building community and (2) sharing resources, it only made sense that the "Unity Hall" departments collaborate together in the name of community at the start of the academic year.

Secondly, this program has proven to be a great opportunity to collaborate with campus partners within the Division of Student Affairs. In an effort to make the event engaging, we invited volunteers from Office of Student Engagement and Office of Residence Life.



**Collaborative Connections**



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2019-2020

## After Action Report

FACULTY & STAFF OF COLOR  
STUDENT MEET AND GREET

## Cultural Education and Social Development

**What:** FSCN Student Meet and Greet**Where:** Zoellner Arts Center, Lower Arts Gallery**When:** September 3, 2019**Why:** Fulfilling FSCN's commitment to connecting faculty and staff of color to students through mentorship opportunities

FSCN strives to enhance the retention and promotion of faculty and staff of color by promoting professional development, mentoring, community involvement and social events at Lehigh University.



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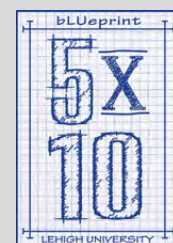
## Faculty &amp; Staff of Color Network Student Meet and Greet Action Items &amp; Takeaways

FSCN's 2019-2020 goal #2 focuses on increasing campus and community engagement, specifically working with advocacy offices and student organizations. A consensus from the members of the FSCN is a desire to engage with students more, particularly those that aren't housed in a stem with direct student contact. As a result, the inaugural Student Meet and Greet was established to bridge these wants in a setting that promotes organic connection for richer relationship building.

To engage more 1st year students, the FSCN partnered with the Office of First Year Experience (OFYE) to make this event 5x10 approved. An outcome of the 5x10 designation garnered 49 undergraduate students, 4 graduate students, and 21 staff and faculty for a total of **94 participants**.

Various questions were placed around the room to promote conversation:

- What's your favorite aspect/memory about Lehigh University? What makes you proud to be a Lehigh student?
- In what ways do you hope to continue to build connections with faculty and staff from across campus?

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# 2019-2020

## Center for Gender Equity

### After Action Report



**What:** Student Staff Fall Retreat

**Where:** Humanities Center

**When:** September 1, 2019

**Why:** To train Student Staff on procedures and process and encourage staff bonding

**Why was the project needed:** Every year we on-board new student staff members, and it's important to train them as well as refresh our returning student staff. Doing this work together establishes community expectations and accountability to one another and the Center.

**What did this project accomplish and how:** By creating an environment of mutual learning, student staff were able to connect and build bonds that will grow through the year. Staff were asked to participate in exercises that required them to reflect on their identities, skills they could offer to others, think critically about expectations and means of communication, and plan for the year ahead. They found connections of mutual interests, and the professional staff allowed them some time and space to brainstorm.

**Number of participants:** 25 approx.

**Comments from participants:** The Retreat was important in helping us get to know one another and establish collaboration as a key element right from the start. Because staff work on different days and times, few have the opportunity to see, talk, and work with the majority of other staff. Students value the Retreat and similar opportunities of having everyone in the same place working and talking together.

**Next Steps:** The Professional Staff intentionally plan the Retreat with content and skills they follow up on during the weekly student staff meetings each semester. At the end of the Fall semester, professional staff assess what has worked and how work can be enhanced, and they build the Spring Recharge based upon these findings.





2019-2020

# AFTER ACTION REPORT

## LUALLY: IMMIGRATION

**What:** The Pride Center's LUally series in partnership with the Office of Multicultural Affairs

**Where:** University Center, room 408

**When:** Friday, September 20, 2019

**Why:** This important topic aligned with the Pride Center's intentional focus on Prison Abolition; it also contributed to the Office of Multicultural Affairs' sponsorship of Lehigh's first Immigration Awareness Week.

During this session, staff and students in attendance learned about connections between queer justice and immigration justice, as well as the experiences of LGBTQ+ immigrants and LGBTQ+ undocumented individuals. Co-facilitated by Chelsea Gilbert and Clara Buie, this training rounded out Immigration Awareness Week, and provided participants with opportunities to consider how they can act as intentional and active allies in their own day-to-day lives in solidarity with both queer and immigrant communities.



## LUALLY: IMMIGRATION ACTION ITEMS & TAKEAWAYS

- Feedback from the workshop indicated that participants enjoyed the opportunity to explore connections between communities that they had never before considered.
- The complementary nature of the session topic with both the Pride Center's annual theme and the Office of Multicultural Affairs' weekly theme made this session especially impactful.
- Going forward, the Pride Center & Office of Multicultural Affairs will continue to explore further ways to partner through trainings and educational initiatives such as these so that we can leverage our collective expertise and maximize our audience.



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2019-2020

# After Action Report

## HISPANIC HERITAGE AWARENESS MONTH

### Cultural Education and Social Development

**What:** Hispanic Heritage Awareness Month

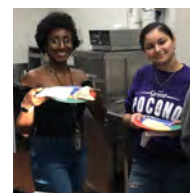
**Where:** UMOJA House, Lamberton Hall & Neville Hall

**When:** September 27, October 04, and October 09, 2019

**Why:** Coming together as a community to honor the history, culture, and contributions of Hispanic/ Latinx Americans

The Office of Multicultural Affairs offered a series of events open to the Lehigh University community that highlighted and honored Hispanic/ Latinx Americans.

This year's theme was **Sabor, Spirit & Soul**, which encompassed the many aspects that come with celebrating cultural heritage through food, learning, and reflection.



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PARTNERED WITH THE OFFICE OF STUDENT ENGAGEMENT, DEAN OF STUDENTS, LATIN AMERICAN AND LATINO STUDIES, STUDENT AUXILIARY SERVICES, GLOBAL UNION, COUNCIL FOR EQUITY & COMMUNITY, DIVERSITY, INCLUSION & EQUITY, LATINX STUDENT ALLIANCE

### Hispanic Heritage Month Action Items and Takeaways

The month of programming offered opportunities for students, staff, faculty and local community members to come together in the spirit of learning and celebrating Hispanic/ Latinx culture. Programs included learning how to make a traditional dish and its history, sharing a meal with the community, and engaging in discussion on First - Generation Latinx identity and the sense of belonging.

**September 27 - Cultural Cuisine** ~ Learn to Make Empanadas

**October 04 - Latinx Mosaic Festival** (in collaboration with the Latinx Student Alliance)

**October 09 - Cultural Lunch with Keynote speaker Denise Soler Cox** - Project Eñye

#### Takeaways

"The Hispanic Heritage Month events really helped me gain a sense of belonging. Since I am a new graduate student it was an opportunity to interact with my sacred comunidad. I am really blessed that I got to enjoy the fruits of all the beauty both the Latinx Student Alliance and the Office of Multicultural Affairs worked so hard to bring forward into fruition. It really emphasized Lehigh University's community commitment to highlighting and showcasing the diversity and cultural wealth of the institution. It was a worthwhile opportunity to celebrate the richness the Latinx student body has to offer with the mainstream. The events promoted identity development and inclusion competency. It was an honor and privilege for me and my colleagues to be able to share these valuable experiences.." LU Graduate Student



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# 2019-2020 Center for Gender Equity Program Report



**What:** Gender in A Global Context (GiGC)

**Where:** Asa Packer Campus

**When:** September 30, October 18, and November 12 of Fall 2019

**Why:** Gender in a Global context creates opportunities for dialogue about global gender issues.

**Why was the project needed:** We live in a global community as technology allows more accessibility to other cultures and experiences. The CGE believes gender is in everything and wants to provide spaces that increase dialogue about differences. GiGC programs bring people together to see difference as creative potential.

**What did this project accomplish and how:** This semester, Gender in a Global Context brought students together with discussion focused on immigration. CGE student staff led conversation on topics such as what it has been and is like to have parents who immigrate and what it feels like to feel trapped between two worlds. In the second discussion students focused on Gender Stereotypes found in the Latinx community and how these have affected them. The third discussion was part of International Week at Lehigh and this discussion centered on gender roles within migration. The intentional semester-long focus offered attendees the space to develop their understanding of the complexities of gender and immigration within a community of learners.

**Number of participants:** 8-20

**Other Organizations Involved:** Global Union, Lehigh Immigration Coalition, Latinx Student Alliance

**Leader Learnings:** Leaders all experienced strong attendance and participation with a lot of dialogue. While one anticipated attendees would relate, regardless of their identities, another leader was surprised by how many Lehigh students wanted to share their experiences. All are already working on how and when it is best to schedule and promote events on campus.

THE CENTER FOR GENDER EQUITY PRESENTS:



## Growing Up with Immigrant Parents

Join us for an open discussion to share personal experiences and learn about others' stories.  
Lunch is provided!

September 27th  
2019  
UC 207  
12 - 1 PM

THE CENTER FOR GENDER EQUITY PRESENTS:

## GENDER STEREOTYPES IN THE LATINX COMMUNITY

Join us for a discussion about gender stereotypes and roles in the Latinx community.  
Lunch is provided!

OCTOBER 18, 2019  
UC 207  
12 - 1 PM

If you are an individual with a disability and need accommodations in order to participate in this event, please contact Tess Pyme at [tmp218@lehigh.edu](mailto:tmp218@lehigh.edu) in advance.



#NO LOST GENERATION

MIGRATION AND CHANGING GENDER ROLES:  
HOW IDENTITY AND MOBILITY INTERSECT

LEARN ABOUT THE FLIGHT AND CONDITIONS OF MIGRANTS  
(INCLUDING A REPRESENTATIVE FROM A REFUGEE RESETTLEMENT AGENCY)

INTERNATIONAL WEEK EVENT Nov. 12 5-7 PM PANEL and Q&A

Global Commons in Williams

FREE FOOD



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2019-2020

## After Action Report

LVAIC BRIDGING THE GAP  
DIVERSITY SUMMIT

## Cultural Education and Social Development

**What:** Bridging the Gap LVAIC Student Diversity Summit 2019**Where:** University Center, 3rd Floor (Lehigh University)**When:** Saturday, October 5, 2019**Why:** Bridge the LVAIC institutions together by inspiring attendees to acknowledge challenges, build resiliency, and empower themselves as current and aspiring student leaders of color

The annual Bridging the Gap (BTG) Diversity Summit provides opportunities for students to explore issues related to diversity in a safe, intellectual environment and offers the unique experience of a social gathering of students from each LVAIC member institution. Initially branded as an annual gathering of the Lehigh University Black Student Union and the Lafayette College Association of Black Collegians, the conference has included the Black and Latino student support groups at each of the participating LVAIC institutions in recent years.



## Bridging the Gap LVAIC Diversity Summit 2019 Action Items and Takeaways

Hosted by the Coalition of Diversity Administrators, the 2019 summit "Let's Activate! Empower - Advocate - Act" was held at Lehigh University on the 3rd floor of the University Center. This important and timely summit focused on engaging student leaders in academic discussions about social issues that impact their collegiate experience and career goals.

**Keynote Speaker:** Dr. Diana Alvarez (singer, songwriter, poet, scholar, and documentary filmmaker)**Summit Schedule:** 12:00 p.m.-5:30 p.m. (the above QR code will open the summit booklet)**Number of Attendees:** 84**Summit Breakout Sessions & Topics:** 8

- Finding Communities for Diverse Students in Higher Education
- Overcoming Obstacles as a Latinx Student
- Confessions of a Multicultural Affairs Director
- So You Didn't Attend an HBCU...Now What?: Find Your Purpose to EMERGE, EMBRACE and ACTIVATE at a PWI
- Dreamers: Coming Out of the Shadows
- Be An Ally
- Grounded and Rooted: Black Radical Ecology in an Age of Climate Panic
- When Millennials Meet Baby Boomers: Multiple Case Study on the Experiences of Black Male College Students





# 2019-2020 Center for Gender Equity Program Report



**What:** Masculinity and Mental Health

**Where:** Roemmele Global Commons

**When:** October 7, 2019

**Why:** As an extension of the Masculinity Project, this event sought to bring dialogue to campus surrounding the meaning and stereotypes of masculinity and how it effects mental health.

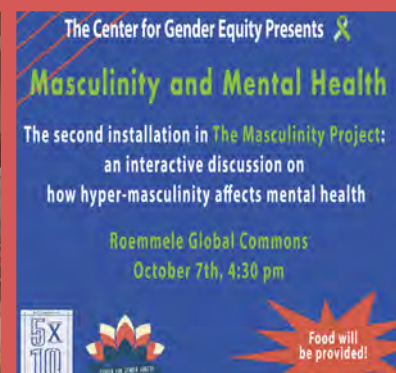
**Why was the project needed:** Rarely do men and masculine-identifying individuals have an opportunity to talk about their mental health. This program made space for participants to think about why this absence exists, reflect on their own experiences, and consider next steps using an interactive model.

**What did this project accomplish and how:** The coordinators brought together nearly 30 students, and most of the participants spoke about their experiences, creating a climate where men and masculine-identifying students see Lehigh as an inclusive space open to people sharing. The coordinators offered questions for conversation. One attendee has since joined the CGE student staff to expand our offerings around masculinity.

**Number of participants:** 27

**Leader Learnings:** All the coordinators realized they feel confident when they can plan every element and they want to develop skills in responding "in the moment" to comments participants make. They also learned the importance of advertising well in advance and considering additional kinds videos to incorporate into future discussions.

**Plans for Spring Semester:** Students are planning on focusing on building relationships with traditionally male groups on campus.



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# 2019-2020 Center for Gender Equity Program Report



**What:** Breaking Binary Boundaries

**Where:** University Center

**When:** October 17, 2019

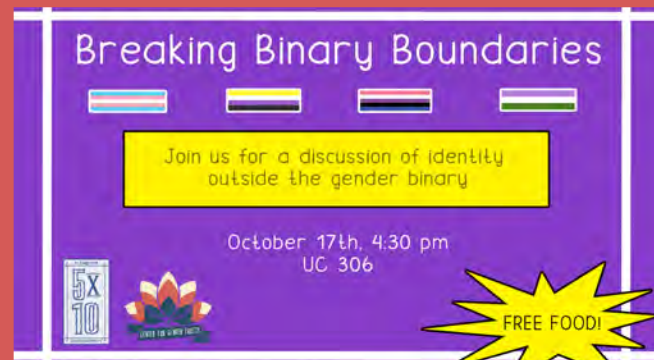
**Why:** Give the campus a chance to learn about non binary genders and imagine a future without gender binaries

**Why was the project needed:** While some people already envision and live in a gender non-binary space, others have just learned of the concept. This presentation and conversation gave attendees the chance to learn together and ask questions.

**What did this project accomplish and how:** Gave attendees basic information and language and answered questions

**Number of participants:** 13

**Leader Learnings:** Leaders valued the attendance from first year students. One leader was reminded of the importance of practicing before delivering a presentation and also realized how much she enjoys speaking "in the moment" and how well she can do it. Another project leader learned "better ways to work off another facilitator in discussion settings (sparking new ideas, prompting new questions, etc.), the helpfulness of having a collaborative event (dividing work between the two of us), and gained a better pulse on where (albeit a small part of) the campus stands in their knowledge of non-binary identities. "Creating the workshop taught me the importance of assuming a low baseline of familiarity. I initially went in thinking of where my knowledge of non-binary identities was my first year of college, which I soon realized was not the same place many other people were in. In actually delivering it, I learned what people didn't know about non-binary as an identity and how to best explain the intricacies (abolishing the binary, but still respecting those who lie within it; the distinction between gender expression and identity, etc.)."



## AFTER ACTION REPORT

## NOA BAUM CAMPUS VISIT

On October 22 and 23, the Office of Jewish Student Life and the Chaplain's Office sponsored a series of programs focusing on the Israeli-Palestinian conflict as well as building bridges and creating peace. The events were co-sponsored with the Council for Equity and Community, Global Union, ODI&E, Hillel, Friends of Israel, the Pride Center, the Center for Gender Equity, and the departments of Political Science, International Relations, and Theater.

The programs involved Noa Baum, an award-winning storyteller and author who is also committed to the pursuit of peace between Israelis and Palestinians. She performed her signature piece *A Land Twice Promised* the evening of October 22. In this performance piece, she tells the story of growing up in Jerusalem during the war of 1967. She tells the story in her own voice as a child, as her Palestinian friend who she met in America, and as both of their mothers. In telling this story in these four voices, she is able to provide both an Israeli and Palestinian

perspective, at least as well as anyone could being from only one side of the conflict

Following the performance, Mohsen Madhawi '22, a Palestinian refugee, spoke about his reactions to the piece. Though it was a difficult performance for him to watch, he appreciated the care which Noa took to provide the Palestinian perspective as well as the Israeli.

The conversation continued over lunch on October 23, when Mohsen and Noa shared their stories with members of the Lehigh community. They were able to express their own feelings with respect for the other and their narrative. This program was appreciated by the many students, staff, and faculty who attended.

The final program was a workshop called *Beyond Labels: Bridging Differences Through Storytelling*. This workshop offers tools to use storytelling as an opportunity to open dialogue and foster peace and acceptance in our communities. This program did not focus specifically on the Israeli-Palestinian conflict, but on the more universal subject of building bridges and creating peace across differences.

It is our hope that the conversations started during the program will continue in smaller, more intimate ways. Steve Nathan, director of Jewish Student Life and Associate Chaplain, will follow up with attendees in order to promote more dialogue.





2019-2020

## After Action Report

THE DR. MARTIN LUTHER  
KING, JR. CELEBRATION  
COMMITTEE AND THE  
NOTATION SERIES

## CAMPUS AND COMMUNITY OUTREACH

**What:** Fall 2019 keynote lecture by National Book Winner and America's foremost historian and leading antiracist voice, Dr. Ibram X. Kendi **Where:** Zoellner Arts Center, Baker Hall.

**When:** Tuesday, October 29, 2019, 7:00 p.m.

**Why:** Lehigh's MLK Committee, through a range of incisive programs, enhances our community's engagement with the world beyond our campus, and our understanding and appreciation of the movements that have inspired change throughout the world.

Professor Kendi's new book **How To Be An Antiracist** weaves together an electrifying combination of ethics, history, law, and science — including the story of his own awakening to antiracism — bringing it all together in a cogent, accessible form. The New York Times calls *How to Be an Antiracist* "the most courageous book to date on the problem of race in the Western mind" and it promises to become an essential book for anyone who wants to go beyond an awareness of racism to the next step of contributing to the formation of a truly just and equitable society.



## Dr. Ibram X. Kendi How to Be An Antiracist Takeaways

Sponsors included Office of Diversity, Inclusion, and Equity; Office of Multicultural Affairs; Lehigh University Creative Writing Program; and Africana Studies

**Keynote Speaker:** National Book Winner and America's foremost historian and leading antiracist voice, Dr. Ibram X. Kendi. The MLK Keynote Lecture was based largely on his deeply personal, well-researched book, **How to Be an Antiracist**, which outlines a concept that is both stunningly simple and enormously challenging: people are either racist or antiracist. There is no neutral, well-intentioned middle ground. You are either perpetuating or supporting racism through inaction, or you are actively engaged in fighting it. The Kendi lecture was part of the MLK Celebration Committee's year-long commitment to exploring the challenge posed by King in his final book—**Where Do We Go From Here: Chaos or Community?**—through the theme Reflection to Action. This fall, the committee is also presenting a series of MLK Justice Panels to offer interactive and actionable experiences for students, faculty and staff. The following day, the university's MLK Committee hosted the second MLK Justice Panel of the academic year, focusing on the Evolution of Campus Activism, which included the founding of the UMOJA House on the Lehigh campus 30 years ago.

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# LUSI



## Financial Aid Workshop

10/16 & 10/17

This month we worked alongside the financial aid office to host an interactive workshop to help students complete their FAFSA and CSS profiles for the 2020-2021 academic year. A list of required documentation was sent out before the workshop date in order to best prepare them to take advantage of the opportunity. The workshop was organized to align with the LUSI program's core focus area on financial wellness/literacy. We provided food from the Goose.



## LUSI PUMPKIN FEST



10/20

For the community building event, the student guides from the purple family planned to decorate pumpkins together. In hearing about the event, other guides joined together to help open the event to all LUSI families. Some of the student guides went earlier in the day to pick out the pumpkins, while others helped with set up and clean up. There were about 40 LUSI students that stopped by to decorate pumpkins and enjoy fall inspired snacks. All painting materials were donated and pumpkin carving tools were provided as well.



## STUDENT SPOTLIGHT

Two of our LUSI students participated in a Peruvian culture night, hosted by the Global Union. Killa Heredia and Arthur Garcia presented on their culture and on what it means to them to be Peruvian. The event included free food and was a 5x10 workshop.





# 2019-2020 Center for Gender Equity Program Report



## THE RED FLAG CAMPAIGN

RED  
SAND  
PROJECT

**What:** Red Flag Campaign with the Red Sand Project

**Where:** Asa Packer Campus

**When:** November 5th-12th, 2019

**Why:** To alert the campus community to healthy and unhealthy relationship behavior and to provide a visual representation of how members of our vulnerable communities slip through the cracks of society

**Why was the project needed:** To raise national awareness of different forms of abuse in a relationship, and of human trafficking and vulnerable populations, which is lacking, particularly on college campuses.

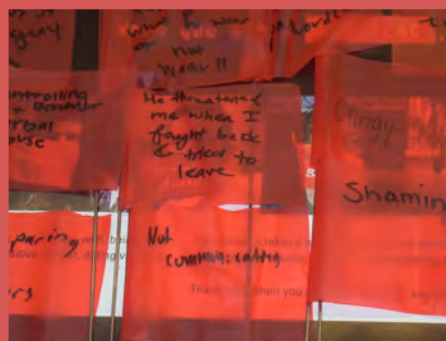
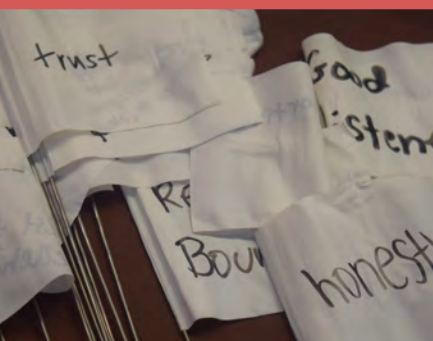
**What did this project accomplish and how:** The Red Flag Campaign raises awareness of the warning signs of an abusive relationship. Over the course of three days, we asked students to write these signs on Red Flags. On the White Flags, we asked them to write positive relationship attributes. The flags were then displayed for three days on the UC Front Lawn.

The Red Sand Project engaged participants in a visual representation of how awareness can keep vulnerable populations from falling through the cracks in our systems. For a day, we asked passersby to participate by pouring sand into cracks in the pavement while reflecting on what populations they view as vulnerable.

**Number of participants:** Red Flag Campaign 100, Red Sand 30

**Other Organizations Involved:** Gender Violence Education and Support, AAUW Lehigh Student Affiliate Chapter, and Break the Silence

**Leader Learnings:** Leaders learned the importance of communication when working collaboratively on events with other organizations. In particular, they realized communication must be ongoing to be effective.



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2019-2020

# AFTER ACTION REPORT

## RESISTANCE & RESILIENCE WEEK

**What:** The Pride Center's signature event week, which focused on queer ball culture and connections to our theme of prison abolition

**Where:** Asa Packer Campus

**When:** 11/11/2019 - 11/15/2019

**Why:** To highlight the contributions of QTPOC individuals to queer ball culture and to explore the ball community as a space of resistance and resilience

The Pride Center student staff team worked all fall semester to pull together a week of programming that included two lunchtime discussions, a film screening, a panel discussion, and a kiki dance party. The week's events engaged over 75 students, faculty, and staff in learning and reflection, and were an invaluable opportunity to partner with Project Silk (a LGBTQ+ youth initiative from the Bradbury-Sullivan Center and Valley Youth House). The beautiful location of the Linderman Library Rotunda for our panel and kiki made it the highlight of the week.



## RESISTANCE & RESILIENCE ACTION ITEMS & TAKEAWAYS

- Planning this event with a student staff team of which the majority were in their first semester with the Pride Center proved to be more of a challenge than we anticipated. We plan to do some intentional professional development with our staff around event planning skills and basic organizational management to mitigate this issue next semester.
- Scheduling is always a challenge in the fall semester, and as such, timing of the event did not fall during the "5x10" period for first-year students. Efforts will be made in future semesters to try to capitalize upon this important market of students.
- Our graduate assistant, Sine Zungu, was instrumental to the success of this event, and we are so grateful to her for liaising with our panelists and ensuring that everything went smoothly.



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2019-2020

## After Action Report

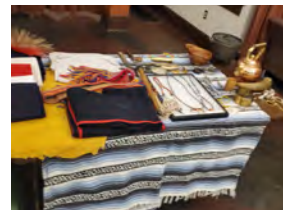
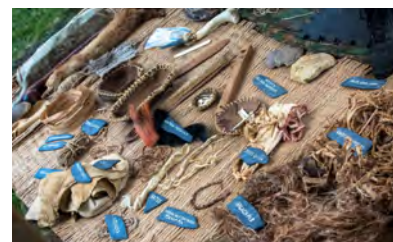
NATIVE AMERICAN  
HERITAGE AWARENESS  
MONTH

## Cultural Education and Social Development

**What:** Native American Heritage Awareness Month**Where:** Lamberton Hall & University Center**When:** November 12 and November 15, 2019**Why:** To come together and honor the history, culture, and contributions Native Americans have made to our society

Lehigh University took part in the national celebration of Native American Heritage Month. The Office of Multicultural Affairs offered a series of events open to the Lehigh University community that honored the Lenape people as the original inhabitants of Delaware, New Jersey, Eastern Pennsylvania, and Southern New York.

This year's theme for heritage month celebrations is **Sabor, Spirit & Soul**, which encompasses the many aspects that come with celebrating cultural heritage through food, learning, and reflection.



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THE MUSEUM OF INDIAN CULTURE.

## Native American Heritage Month Action Items and Takeaways

The programs offered opportunities for students, staff, faculty and local community members to come together in the spirit of learning and celebrating Native American history. Future heritage month celebrations will continue to include a robust offering of events and programs.

**November 12 - Northeast Woodland Program** - Presented by the Museum of Indian Culture

**November 15 - Documentary Screening and Discussion:** A conversation with Native Americans on race and "We Are Still Here," a documentary on today's young Native Americans.

## Takeaways

*Feedback from Northeast Woodland Program:*

*"The presenter used a tone of wonder and mystique to foster enthusiasm....The residual message involved spreading awareness for unique cultures." UG '23*

*"Personally, I enjoyed the aspect of history in this presentation." UG' 23*



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# 2019-2020 Center for Gender Equity Program Report



National Women's Studies Association  
Leading the field of women's studies in  
educational and social transformation

**What:** National Women's Studies Association Conference

**Where:** San Diego, CA

**When:** November 13-17 2019

**Why:** Director Rita Jones attended the 2019 Conference

**Why was the project needed:** To connect to peers who work in the field of women and gender studies and centers and to learn about suggested best practices, current research, and exploration of themes for the year.

**Learnings:** Day One was dedicated to collaborative teachings and learnings across women's and gender centers. From realizing how often our Centers are in the midst of institutional reorganization, it became imperative to question both why, how to respond, and what an optimal structure might be. A key takeaway from the day included a reminder of the importance of constant communication across campus organizations and departments.

The Director developed tracks for the Friday and Saturday sessions: indigenous feminists, reproduction, and art. The latter provided ideas to consider regarding the Center's Activism project, Be Your Own, as well as allowed Dr. Jones to share our work with other campuses during conversation space in the sessions. The reproduction sessions related directly to Dr. Jones's Fall 2019 Course (WGSS/HMS 398) on pregnancy and childbirth, and teachings from indigenous feminists both filled an important gap in the Center's work as well as one Lehigh historically does not cover.

**Right and Center:** "Laboring and the Politics of Re/Production." The panelists were Dana-Ain Davis, Lynn Roberts, Siri Suh, Aren Aizura, and Valerie Fancisco-Menchavez with moderator Laura Briggs. **Left:** Panel of staff from Kent State University





2019-2020

# After Action Report

## UMOJA HOUSE 30TH ANNIVERSARY CELEBRATION

### Cultural Education and Social Development

**What:** UMOJA House 30th Anniversary Celebration

**Where:** UMOJA House, President's House, & Iacocca Hall

**When:** Friday, November 22nd-Saturday, November 23rd, 2019

**Why:** To commemorate the 30th anniversary of the UMOJA House multicultural residential community

Through a series of events, Lehigh University commemorated UMOJA's 30th anniversary by embracing the theme of "Honoring the Past, Embracing the Future-"

For 30 years, Umoja - which means "unity" in Swahili- has fostered a community of student residents and leaders through a shared exploration of diversity and multiculturalism. This community has served as a beacon and a destination, a safe-space that unifies and develops student advocates to pursue greater knowledge both academically and socially.



### UMOJA House 30th Anniversary Celebration Action Items and Takeaways

The UMOJA House 30th Anniversary Celebration drew over **150 alumni of color, faculty, staff, and students**, commemorating Lehigh's commitment to multiculturalism through these special events:

**Alumni Welcome Reception** (Friday, November 22, 2019)

**UMOJA House Breakfast** (Saturday, November 23, 2019)

**UMOJA Tailgate** (Saturday, November 23, 2019)

**The Vibe Celebratory Party** (Saturday, November 23, 2019)



The capstone of the UMOJA House 30th celebration ended with the unveiling of the Sterling T. Ashby '92 memorial portrait, which will be hung in perpetuity within the Office of Admissions. Additionally, we applauded the efforts of alumni in the creation of the Sterling T. Ashby '92 UMOJA Memorial Award which will be bestowed annually to a resident of the UMOJA House via the OMA's annual Multicultural Leadership Awards Banquet.

[umoja.lehigh.edu](http://umoja.lehigh.edu)

**Consensus from attendees:** This celebration solidified a re-connection to Lehigh University and the Lehigh v. Lafayette weekend - which was once considered not welcoming for alumni of color.



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# End of Year Action Report



For our final LUSI event of the semester, we organized an outing to the Steel Ice Center during the last week of classes. We had a total of 100 students representing our current LUSI Cohort and alumni, RARE, POSSE, F1RST Club, and the F1RST Generation living community. Staff and faculty were also invited to attend the community event. We provided transportation from Hawks Nest to the ice skating rink and back. Student guides were also available to walk down with students.

After the event, students were encouraged to attend the last WINGO of the semester which was sponsored by the F1RST club.





2019-2020

# AFTER ACTION REPORT

## FIERCE FILM FRIDAYS

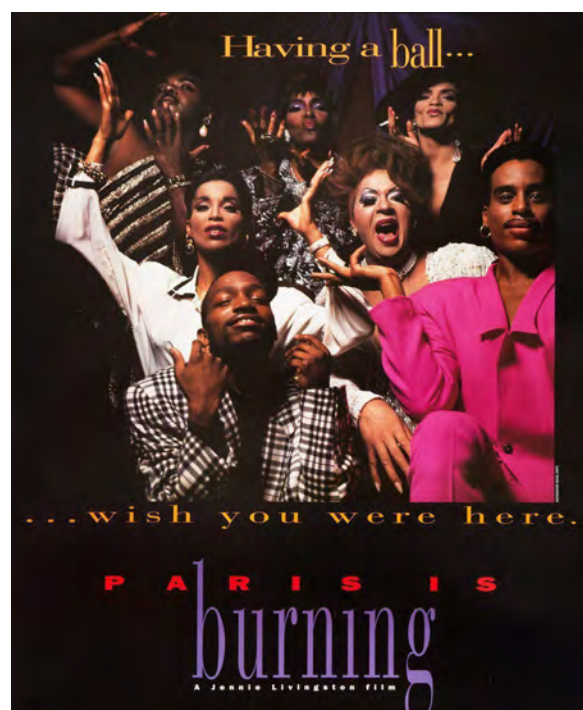
**What:** The Pride Center's new series of lunchtime film screenings

**Where:** Pride Center Lounge

**When:** 9/13, 10/4, 11/15

**Why:** The goal of Fierce Film Fridays is that participants will be able to articulate connections between LGBTQ+ liberation and the Pride Center's intentional focus.

We chose to expand our programmatic offerings this semester by showing several films in the Pride Center Lounge that corresponded with our intentional focus - Free CeCe!, Major, and Paris is Burning. Students and staff members attended these screenings, which were followed by a short discussion.



## FIERCE FILM FRIDAYS ACTION ITEMS & TAKEAWAYS

- A student staff member will take over this initiative next semester, and will select films that continue to connect with our intentional focus.
- The Film Studies department here at Lehigh has reached out and is interested in collaborating with us on these events next semester. Our student staff member will take the lead on this partnership.
- The biggest challenge with this initiative is that it demands more time than a 50-minute lunchtime discussion. Our student staff member will explore ways to circumvent this, such as showing clips or even episodes from television shows.



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2019-2020

# AFTER ACTION REPORT

## PRIDE CENTER INTERNSHIP

**What:** WGSS 373 - Internship in the Pride Center

**Where:** Across the Lehigh Valley

**When:** Fall 2019 semester

**Why:** The goals of the Pride Center Internship are that interns will develop an awareness of their own identities, an understanding of LGBTQ+ identities, intersectionality, & social justice, and will be able to translate these lessons to their future career aspirations.

Our fall 2019 intern cohort was the largest the Pride Center has ever had, and included students whose projects focused on K12 partnerships, mental health, queer health disparities, prison abolition, and feminism & technology. The students produced high-quality work that culminated in infographics, reports, workshops, and programs, and two of our student interns will continue their projects into the spring. The Pride Center's coordinator, Mel Kitchen, was a key part of the success of our intern class, and co-instructed the class this semester.



## PRIDE CENTER INTERNSHIP ACTION ITEMS & TAKEAWAYS

- Students said the following about their experience in the internship:

"The intern readings and facilitations in class provided countless perspectives on extremely complex topics. Thinking critically with a group of such thoughtful people was so inspiring and motivating."

"I learned what it meant to research independently and actually carry out that plan."

"Moving forward, I will be much more aware of the small-to-large scale oppression present at Lehigh and more motivated to work towards student-based change."

- We have revised the syllabus given the record size of our cohort (9 students!) next semester, and have also included a new section on pinkwashing that we are excited to try.



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2019-2020

# AFTER ACTION REPORT

## TRANSFORMATIVE TUESDAYS

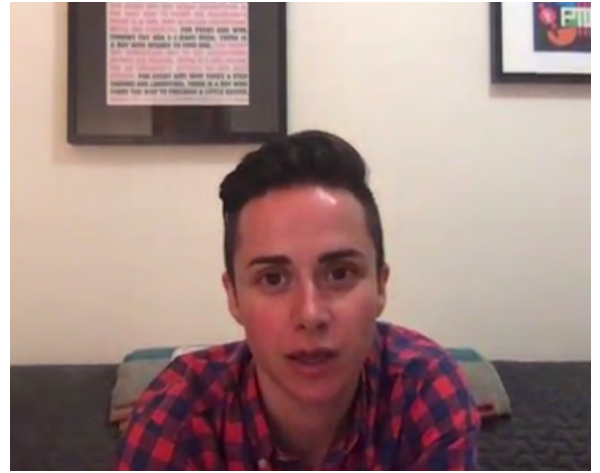
**What:** The Pride Center's new activism and advocacy series

**Where:** Pride Center Lounge

**When:** 9/10, 10/8, & 11/12

**Why:** The goals of Transformative Tuesday are that participants will be able to articulate the history & context of activism and advocacy at Lehigh, as well as to develop tools to engage in activism and social change efforts.

Our new series, Transformative Tuesday, has been a great way for us to deepen our commitment to prison abolition while also exploring the concepts of advocacy and activism with our campus community. These lunchtime discussions focused on a variety of topics this semester, including alternative strategies for accountability in response to harm and historical activism efforts at Lehigh featuring videos from alumni.



## TRANSFORMATIVE TUESDAYS ACTION ITEMS & TAKEAWAYS

- Attendees of our series enjoyed the focus on tangible action and desired to return to learn more.
- Consistent with our broader programming model, we will transition this series to a member of our student staff in the spring semester to prioritize student voice and leadership.
- Given all the turmoil and chaos in the world, we are excited to leverage this series to give students an outlet to explore methods by which they can create change in their own spheres of influence in semesters to come.



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2019-2020

# AFTER ACTION REPORT

## IRIS MENTORSHIP PROGRAM

**What:** The Pride Center's mentorship cohort for undergraduate and graduate students, as well as faculty and staff

**Where:** Lehigh University Art Galleries

**When:** Fall 2019 semester

**Why:** The goals of Iris are to enable participants to explore their own identities and experiences and how these connect to social change, as well as to build collaborative relationships that foster positive change.

Our Iris mentorship program welcomed 45 new participants and 9 "families" to our 2019-2020 cohort, along with a new Iris Graduate Coordinator, Sara Beachy, and a formal partnership with the Office of Student Engagement. This semester's three cohort meetings were structured around the Courageous Conversations framework and were intended to create opportunities for participants to engage in reflection, perspective-taking, and dialogue across difference.



## IRIS MENTORSHIP PROGRAM ACTION ITEMS & TAKEAWAYS

- Feedback from the experience thus far has been highly positive; participants stated:

"I think my family has given me lots of support. I like learning from people at different stages of their life journey then me, and hearing about their life experiences even if it is mostly day to day things has been nice."

"Everyone is very invested and enthusiastic. Having the opportunity to connect with others and share stories/empathy in the midst of difficult times has been wonderful."

- Going forward, the Iris team will continue to investigate better ways to support faculty and staff mentors, provide accountability to participants, and maximize our limited resources (the program is run entirely on fundraised dollars).



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# 2019-2020 Center for Gender Equity Program Report



**What:** Gender Equi-Tea

**Where:** CGE Lounge, UC C207

**When:** Fall 2019

**Why:** To allow faculty and students to talk about gender issues outside of the classroom.

**Why was the project needed:** This series of events was needed to raise the awareness of various gender issues in local, regional, national, and international contexts. Our hope is that the participants can bring the ideas back to the larger Lehigh community to reflect and act on gender equity on a regular basis.

**What did this project accomplish and how:** The Center for Gender Equity (CGE) launched a new initiative, "Gender Equi-tea", in Fall 2019. We tasted different kinds of tea and brought various Lehigh communities together to discuss gender equity issues in local, regional, and global contexts. They range from the topics of gender equity and gender equality, to concurrent news about gender issues, intersectionality, and the global phenomenon of domestic workers. Our first one was held on September 11th, at the CGE Lounge to discuss the differences between gender equity and gender equality, facilitated by Dr. Rita Jones, the Director of the Center for Gender Equity. The second one was "Masculinity in Gender Roles" facilitated by Dr. Hugo Ceron-Anaya, Assistant Professor of Sociology and Director, Latin American and Latino Studies Program held on Wednesday, September 25th. In October "Social Justice and Intersectionality" was facilitated by Dr. Floyd Beachum, Program Director for Educational Leadership and Bennett Associate Professor of Urban School Leadership. The Tea in November was "Global Phenomenon of Domestic Workers" facilitated by Dr. Peggy Kong, Assistant Professor of Comparative and International Education Program."

**Number of participants:** 4-20

**Other Organizations Involved:** Global Union, CIE Program

**Leader Learnings:** If we invite a faculty member to be the facilitator, it's very important to ensure that the event won't be like a lecture, because dialogues / conversations are the keys for various participants to speak their voices. Having this kind of discourse is the beginning of making positive changes.

**Next Steps:** Our next step is to host a series of three collaborative events with Office of Multicultural Affairs and the Pride Center on how colonialism has affected reproductive health of black women, queerness, and native American communities in Spring 2019. There will be also the annual Commission on the Status of Women in March 2019.



JOIN US FOR TEA IN A DISCUSSION OF CURRENT GENDER ISSUES WITH A GUEST FACULTY PARTICIPANT!

GUEST CONVERSATIONALIST:  
DR. HUGO CERON-ANAYA



SEPTEMBER 25, 2019  
4:30 PM  
UC C207

TOPIC: HOW GENDER EQUITY  
EQUITY/INCLUSION/IDENTITY IN  
GENDER ROLES



JOIN US FOR TEA IN A DISCUSSION OF CURRENT GENDER ISSUES WITH A GUEST FACULTY PARTICIPANT!

GUEST CONVERSATIONALIST:  
DR. PEGGY KONG



NOVEMBER 13, 2019  
4:30 PM  
UC C207

TOPIC:  
GLOBAL PHENOMENON  
OF DOMESTIC WORKERS



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# After Action Reports– High Impact Experience Opportunity Fellowships



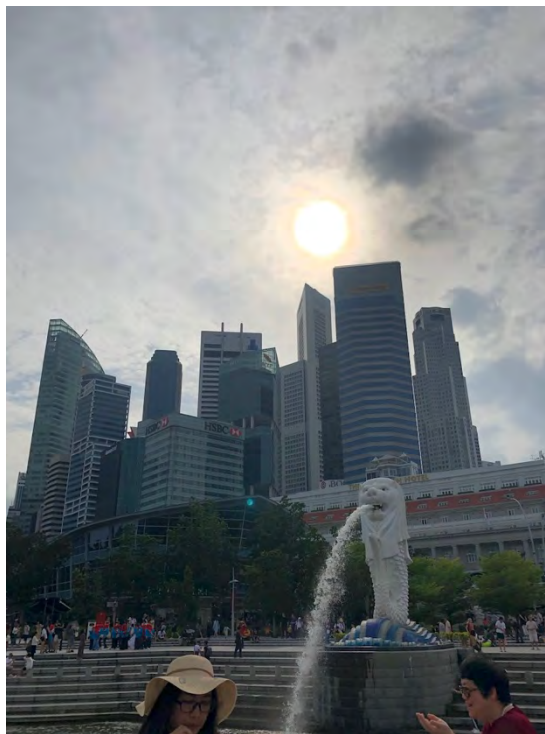


# Winter Abroad to Vietnam and Singapore



After-Action Report by: Kevin Williams

This past winter break, I had the opportunity to study abroad in Vietnam and Singapore. This two-week program was my first time traveling to the Asian-Pacific and certainly will not be my last! While in the east, I fully immersed myself in the culture. I eat traditional Vietnamese and Singaporean foods. I talked to the locals about their way of life and got to understand how their respective societies function and understand what “they” value. I saw the Cu Chi Tunnels and rural areas of Vietnam, and saw the magnificently efficient city of Singapore. Overall, I fully immersed myself in both countries’ cultures, seeking to understand how life operates abroad.



I definitely broadened my global perspective, and in those few short weeks learned to be more socially conscious. As a brief example, when I landed in Vietnam, I noticed that almost all the people riding motorbikes wore a face mask. Initially, I was surprised and did not understand why they did that. The air was not hard to breathe, there was no smog, so why do they wear a mask, I thought. After going on a motorbike tour in the city of Saigon, I finally understood. The plethora of motorbikes on the road, (and sometimes the sidewalk!) created a lot of exhaust which



made it very hard to breathe when there are vehicles in front of you. After learning this, I had a little moment of reflection. I always thought I was very socially aware, but took this situation as a lesson not to be quick to judge, but as an opportunity to learn about how and why people do things that are different from me.



I hope that everyone has the opportunity to go abroad, because it is truly an eye opening experience. This trip has made me want to travel more, and I hope to pay it forward by shedding my knowledge about what I learned about with my friends, family, and peers. I also hope that one day I have the opportunity to help someone go abroad, because I would do in an instant.



# Lehigh Silicon Valley 2020

Cherease Douglas

Through the generous donation from High Impact, I was able to participate in Lehigh Silicon Valley 2020 this past winter break. This experience was a week-long excursion where I gained so many insights about the world of entrepreneurship, investing, venture capitalism and so much more. The program was hosted in San Francisco, California. I was extremely excited to be on the West Coast for the first time doing such an amazing program where I was able to meet different successful startup founders, successful entrepreneurs, CEOs and other executive leaders who have had a large influence on bringing a company to what it is currently. This program also consisted of 3 credits where I visited companies like LinkedIn, Lyft, Adobe, etc. and I could honestly say this was one of my most eye opening, motivational courses at Lehigh. The program was not structured like a regular course but as students, we were prompted to ask as many questions to the leaders and professionals that we met in addition to taking notes and being on task during discussions so that we could contribute our best to the live cases. By the end of the program, I was so shocked to see how much I learned within just seven days and looking back on all of the long-time contacts that I met both students at Lehigh and professionals in the workforce (many who graduated from Lehigh!)



Lehigh Silicon Valley helped me realize a lot more about not only college but more importantly life and career beyond. I learned the importance of networking, knowing the short stories that shape you and being able to convey them to people. Most importantly, I learned that life is not a linear road and it is as important to accept your failures along with your accomplishments/successes. I want to share all the wisdom and knowledge that I received from this trip in order to motivate more people to do similar experiences and to just be more critical about life and how people go about their processes. Therefore as an executive board member of Circle of Sisters, I plan to advertise this experience and motivate more



women of color to apply and go through with it. I was the only Black girl in the program and although I stood out, I just know how much more potential the program could have with increased diversity. I was also one of the few people of color on the trip in general, so I plan on bringing awareness to this and advertising it in different clubs I am part of such as Lehigh Minority in Business and Black Student Union.



Also, as a programming assistant for OMA, I am proposing a topic to talk about the disparities of people of color in Business environments and my recommendations for solving these issues. Lehigh Silicon Valley was an amazing experience that I was super grateful to be part of and my goal as an alum of the program is to help it become better which I plan on doing through my previous proposed actions mentioned. I would also like to extend an enormous amount of gratitude to High Impact for funding me and making this experience a reality that would not have been made possible any other way which is sincerely appreciated.

## **Lehigh in the Dominican Republic**

Alejandro Del Valle

The program that I was able to participate in was Lehigh in the Dominican Republic thanks to the High Impact Fund. The program consisted of us studying the multitude of factors on health in the Dominican Republic and other Caribbean countries. We were able to see how the social, geographical, political, cultural, and other factors coalesced in order to create the current situation of the Dominican Republic's healthcare system. We did this by taking classes at the local university, Pontificia Universidad Católica Madre y Maestra, to learn about the different determinants of health while also taking trips to go to communities and medical facilities in the country to get a deeper understanding of the trip.



As we attended PUCMM on a daily basis while living with host families we had the fortune to live life like an average Dominican Student's life while being able to see the daily life of Dominicans. We were also able to see how the healthcare system in the country worked in each aspect of their country. We learned that the healthcare system in the Dominican Republic is split into three levels with each level giving more specialized and higher quality care. The problem with this is that the government only devotes about 3% of their total GDP to their healthcare system and this has caused many issues with finding adequate staff and funding.



We were able to visit different types of healthcare facilities from each of these levels of care to learn more in depth about the topic from some of the professionals. We even had the chance to



see the differences between the public and private healthcare systems to see how funding and management can make a difference in patient care.



One of the other factors that also helped us gain a more authentic perspective on the cultural and sociological factors were the trips to the communities. We would walk around and get to see how people in different economical and sociological standards had to endure while living in the Dominican Republic. We were also able to see their daily life and see how Haitian immigrants lived in the Dominican Republic. This allowed us to see the social situation of the Haitian immigrants living in the Dominican Republic and this allowed us to see how society can directly affect someone's health. Having the chances to work with people in the Bateyes (Predominantly Haitian immigrants) on the trip allowed us to see the Dominican Republic's views on immigrants and racism.



Other trips on the weekends to experience more of the tourist locations gave us the chance to learn about the Dominican Republic's past with Trujillo and to see the unique geographical features of the island. We were able to see how these things combine with one another to affect the country's economy.



This trip to the Dominican Republic has allowed me to learn more about health, medicine, and health policies abroad while experiencing a new culture. I hope to be able to pursue a field in medicine as a doctor but I want to be able to take a global and culturally aware perspective that I feel has been missing in our current day healthcare system. The United States has been exponentially growing more diverse and that is only projected to increase as time goes on. This experience will better equip me to deal and provide better patient care in the future when I get into my career. This has given me more of an appreciation towards other cultures and has made me grow to love learning about other cultures. I've learned what sort of factors in a given society can affect the health of a community and its individual. I hope to pursue similar global programs that will allow me to learn more about the global state of medicine.



# After Action Reports– Spring





## *Diversity & Inclusion Day at Lehigh Basketball*

*January 25, 2020*

The Office of Diversity, Inclusion & Equity partnered with Mountainhawks Sports Properties for the second year to host Diversity & Inclusion Day at Lehigh Men's Basketball. The game was held on Saturday January 25, 2020 against rival Lafayette College.

The event featured the full range of diversity and inclusion resources that Lehigh has to offer, including advocacy centers, student clubs and faculty resources. Diversity & Inclusion was featured prominently in social media posts and advertising leading up to the game.



Advertising for Diversity & Inclusion Day at Lehigh Men's Basketball 2020.



Staff from Diversity, Inclusion & Equity and Mountainhawks Sports Properties during the on-court presentation

During the event itself, there were tables in the lobby for each of our groups, and a pre-game, on-court presentation highlighting our stem directors and activities. Assistant Director of Student Access and Success Donnie Roberts gave a half-time interview on Service Electric Cable TV, detailing the many opportunities Lehigh offers to ensure all students succeed. ODI&E also had a video slide show and announcement describing what makes each center unique in the rich and diverse tapestry of Lehigh.

The Office of Diversity, Inclusion & Equity was also given digital advertising opportunities on lehighathletics.com during the months of August and April, furthering our reach with Lehigh Athletics fans.

The partnership will continue next year, with a game in the next season, plus additional advertising and outreach opportunities for the DI&E stem with Lehigh Athletics.



Donnie Roberts is interviewed live on SETV





# 2019-2020

## Center for Gender Equity

### After Action Report



**What:** Student Staff Spring Recharge

**Where:** Humanities Center

**When:** January 26, 2020

**Why:** To review procedures and process with Student Staff and encourage staff bonding.

**Why was the project needed:** The recharge gave our staff a chance to reconnect following winter break in order to prepare for the second half of the year. The setting also gave everyone an opportunity to share updates on their projects and receive feedback from the entire group. Since some student staff are unable to attend meetings due to scheduling conflicts, we needed an event where everyone could join together in order to build a stronger community.

**What did this project accomplish and how:** After assessing the Fall semester, we developed three goals for the Recharge: creating space for students to reflect on their personal values, get to know and strengthen their bonds with one another, and reflect on how their values connect to the values of the Center for Gender Equity. We accomplished all goals through different, interactive processes, each led by a different professional staff member. The event allowed us to reconnect through a variety of community-building activities. It also gave us a chance to go over project processes, ensuring everyone was beginning the semester with the same information, goals, and vocabulary. We continued these goals into our Spring weekly meetings, building up to a joint conversation about the core values of the Center and what it means to be a part of this community. Although we were not able to finish the conversation as a group, we were able to take the learnings forward. Finally, the Recharge provided student staff a chance to get to know Associate Director Leslie Pearson better and vice versa since she had recently joined the Center.

**Number of participants:** 26

**Learnings:** The staff appreciated a chance to return to the Humanities Center since it is such a welcoming environment. Students all responded well to our community-building activities, which included both small and large groups.

**Next Steps:** The CGE will plan on continuing this development program for professional and student staff members.



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2019-2020

# AFTER ACTION REPORT

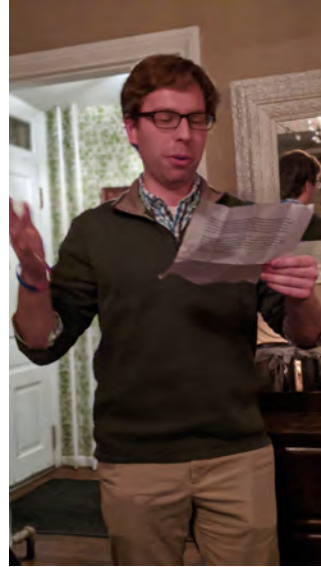
## BOLETE FUNDRAISER

**What:** Pride Center Bolete Supper Club Fundraiser

**Where:** Bolete Restaurant

**When:** February 24, 2020

**Why:** The goal of our first annual supper club fundraiser was to build community, share the work of the Pride Center, and raise money for our various initiatives.



A total of 43 tickets were sold for the Bolete fundraiser with a total of 48 people in attendance. The evening began with a half hour for mingling/networking with a signature cocktail provided. Following networking, the plated meal began with a total of three courses (salad, entree, dessert) each with a wine or beer pairing included. Following the meal, we concluded our event with a silent auction with items from Bolete, Franklin Hill Vineyards, Mr. Lee's Noodles, and Silvershell Counter + Kitchen. In total, we raised \$4,415 from this event. \$2,150 in ticket sales, \$1,625 from the silent auction, and an additional \$640 in donations from folks who gave in lieu of attendance.



Pride Center Fundraising Committee  
(left to right) Chelsea Gilbert, Ainsley Lamberton, Ilana Key, Scott Burden, Miguel Rivera, & Zach Vinik



**The Pride Center**  
for Sexual Orientation and Gender Diversity

## BOLETE SUPPER CLUB ACTION ITEMS & TAKEAWAYS

- Price point of \$125/ticket seems reasonable given how much one got for that price. \$50 went to the Pride Center from each ticket sale with \$75 going to Bolete which included a signature cocktail, three-course meal, and wine/beer pairings with each course
- Mostly Lehigh faculty/staff were in attendance. We appreciated this and would like to expand on the reach while also hoping to see more alumni engaged in the event
- Event would not have happened without the Pride Center Fundraising Committee planning and executing the event
  - collaboration between Development and Alumni Relations was also critical to the success of the event
  - Miguel Rivera supported us on the DAR end and ensured that registration and gift processing went smoothly



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# 2019-2020 Center for Gender Equity After Action Report



**What:** Body Image Creative Expression

**Where:** CGE Lounge, UC C207

**When:** February 26, 2020

**Why:** To give students an opportunity to explore body image through art

**Why was the project needed:** For several years, the Center for Gender Equity has incorporated positive body image work as an ongoing, year-long effort. This Spring, Alondra Perez, a first-year student staff member, developed an event she connected to her year-long initiative she title "body image struggles." Rather than denying that people struggle with body image, Alondra allowed people to talk openly about why and how they struggle. Her work emphasizes the ways in which people struggle due to socially-constructed expectations of bodies. Participants come to the realization that the social norms are the problem, not their bodies.

**What did this project accomplish and how:** Student Staff Project Coordinator Alondra states, "Learnings that I took away from the Body Expression events I hosted during early Spring was that Lehigh students are always looking for ways to destress during common hour exams. We usually try to avoid planning events during those times, but I feel like we are just enforcing the unhealthy studying that goes on. A lot of the students that attended my event showed appreciation because I hosted an event that allowed them to get their minds off of common hour exams."

**Number of participants:** 12

**Next Steps:** The Center will continue this event, which can also be offered remotely. With people physically distanced and in different physical and mental routines, we want to be active in providing space for our community to talk openly about issues they are experiencing. Sessions can provide space to first vocalize what is happening. We can then move into what people need and strategize how to make it happen.



If you are an individual with a disability and need accommodations in order to participate in this event, please contact Tess Pyne at [ttmp218@lehigh.edu](mailto:ttmp218@lehigh.edu) in advance.

be part of an arts and crafts session that will explore the topic of body image! art supplies will be provided

CENTER FOR  
GENDER EQUITY  
UC C207  
FEB 26TH 2020  
5-7 PM



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# 2019-2020 Center for Gender Equity Program Report



**What:** Gender in A Global Context (GiGC)

**Where:** Asa Packer Campus and Zoom

**When:** February 27 and March 27, 2020

**Why:** Gender in a Global context creates opportunities for dialogue about global gender issues.

**Why was the project needed:** We live in a global community as technology allows more accessibility to other cultures and experiences. The CGE believes gender is in everything and wants to provide spaces that increase dialogue about differences. GiGC programs bring people together to see difference as creative potential.

**Work completed on and off campus:** Although the Center normally runs three GiGC sessions each semester, we modified to accommodate students' schedules in the midst of moving to remote learning. While on campus, two students worked with the South Asian Students Association to host a dialogue about how gender and education interact in different parts of India and to develop dialogue around questions including to what extent education is a human right and, if so, how to support that initiative globally. During our remote work, another student offered a GiGC session that looked at how gender and education intersect in Hong Kong, with a larger frame of gender within the protest movement. In addition to working with the Global Union, the student presenter also worked closely with our GA, a native Hong Konger. Beyond creating opportunities for the community to participate in this dialogue, the student lead also developed skills around remote presentations.

**Number of participants:** 8-15

**Other Organizations Involved:** South Asian Students Association, Global Union

**Leader Learnings:** I did learn more about gender issues in Indian context, with great facilitation from Adriana and Mericel. It also makes us reflect on the work from commercial organizations going into developing worlds and whether it's ethical or not, though they have made positive impacts. Are these actions for public good in the countries where they go in? Or, are they for the private good for the company's sake due to the requirements of "social responsibilities?"



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2019-2020

# After Action Report

## BLACK HISTORY MONTH

### Cultural Education and Social Development

**What:** Black History Month

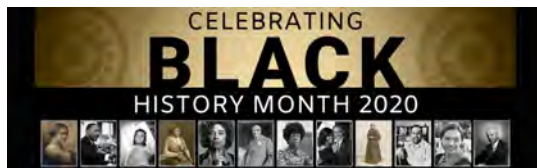
**Where:** Lehigh University & Washington D.C.

**When:** February 01 - February 28, 2020

**Why:** To come together and honor the history, culture, and contribution Black Americans have made to our society

Lehigh University took part in the national celebration of Black History Month. The Office of Multicultural Affairs offered a series of events open to the Lehigh University community that honors culture and heritage.

This year's theme for heritage month celebrations is **Sabor, Spirit & Soul**, which encompasses the many aspects that come with celebrating cultural heritage through food, learning, and reflection.



### Engage • Develop • Act

### Black History Month Schedule

The programs offered opportunities for students, staff, faculty and local community members to come together in the spirit of learning and celebrating and engaging in Black history.

**February 06, 2020 - *Obama: An Intimate Portrait with Pete Souza***

Engaged in an exclusive Q&A with Souza

**February 16, 2020 - *Soul Food ~ Family Reunion UMOJA Houses***

Bringing together students, faculty, staff, and alumni for a special soul food family reunion.

**February 21, 2020 - *The Smithsonian National Museum of African American History & Culture***

We explore, learn, and reflect on African American history and culture in Washington D.C.

**February 26, 2020 - *Voices from the Diaspora - Panel Discussion Global Commons***

Faculty, staff, and students engage in conversation reflecting on the intersecting identities within the African American, African, Black, and Afro-Latinx Communities.



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# 2019-2020

## Center for Gender Equity

### After Action Report



**What:** Backstitch Zine

**Where:** Distributed Across Campus

**When:** Volume 1 February 2020

**Why:** To highlight Artists and their work across campus

**Why was the project needed:** Art has the ability to help people process life events and give voice to their own narratives. Zines, in particular, offer a chance for our campus community to represent themselves and such an empowering process needs to have a place on campus. In addition to providing a space for people to think about the role of art in advocacy, the experience gave students a place to highlight their own artistic achievements and raise awareness about other art-based events on campus.

**What did this project accomplish and how:** This project models a kind of "activism," demonstrating the ways in which self-publication can empower people. It enacted feminist praxis by allowing students to learn about zines and then participate in the production of a zine. The production process also gave students a chance to develop a variety of skills, including collaborating on a project, developing goal-setting and accountability practices, and thinking through the logistics of distribution.

**Number of participants:** 150

**Leader Learnings:** Project Coordinator Lisa states "I was able to learn what it was like to put a zine together for the very first time. I thought it was extremely interesting, and it helped me develop my graphic design skills; something that I thought would stay a hobby, and not something that would develop into skills that I could use in my school career. It took a lot of planning, and it was a strong collaborative effort from everyone. It felt good to see the hard work we did culminate into a physical piece, to see the design I worked on come to life.

Project Coordinator Rei said "Working on backstitch this school year has truly taught me a lot. My favorite part of the entire process was honestly interviewing the student artists. I saw so many beautiful sides of people that each time it reminded me why I love the arts so much. I think if I were to name one thing I was to change next time was to remember that I can't do everything and neither can a project. A part of me was so excited to have started a project on my own that I wanted to jam-pack it with almost everything I was passionate about. I sometimes need to remind myself that there is great strength in honing a project's goal to one thing, and giving it your all in achieving that."

**Next Steps:** For next time, one project coordinator suggests condensing certain roles and developing new ones because some of us found that we were doing too much or not enough, or completely shifting roles as needs arose.





2019-2020

# AFTER ACTION REPORT

## LUALLY TRAININGS

**What:** The Pride Center's spring 2020 offerings of custom and open LUally training sessions

**Where:** University Center

**When:** 2/17, 3/4, 3/12

**Why:** The goal of LUally sessions are to offer skills-based sessions for the Lehigh community that center the philosophy that allyship is a continuous process that looks different for everyone.

In the spring semester of 2020, the Pride Center offered one custom and two open LUally sessions. Our custom session took place with the Office of Institutional Research & Strategic Analytics, and our open sessions were on the topics of Asexual Identities and QTPOC Identities. Dr. Ann Fink, Professor of Practice in Biological Sciences, co-facilitated the QTPOC session. Open sessions ranged in attendance from 5-10 individuals.



**The Pride Center**  
for Sexual Orientation and Gender Diversity

## LUALLY TRAININGS ACTION ITEMS & TAKEAWAYS

- Our conversation with the Office of Institutional Research & Strategic Analytics will pave the way for additional data on LGBTQ+ community members here at Lehigh. We have already followed up on specific data-related projects and will continue the conversation into the summer with our annual Data Working Group.
- Our open LUally sessions have continued to have rich dialogue and conversation and have received strong responses from the individuals in attendance. However, attendance overall has been low. We plan to strategize over the summer about how to continue to offer these sessions as a resource for our campus community while also maximizing our time and resources as a team.



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# 2019-2020 Center for Gender Equity After Action Report



**What:** CSW Tabling Event

**Where:** STEPS Lawn

**When:** Monday March 2, 2020

**Why:** To give the Lehigh Community an opportunity to reflect on the Beijing Platform for Action on its 25th Anniversary

**Why was the project needed:** To raise awareness about International Women's Day and the 25th anniversary of the Beijing Platform for Action. It was also a way to get a sense of people's perception of the status of women on and off campus.

**What did this project accomplish and how:** We were able to talk to faculty, staff, and students about the status of women by hosting a table outside of STEPS where people were asked to stop by and write down their thoughts about the current status of women in relation to the Beijing Platform for Action. It gave everyone a chance to think about where we were, where we are, and where we are going in terms of gender equity.

**Other Organizations Involved:** Office of Multicultural Affairs and the Comparative and International Education Program

**Number of participants:** Walk-Up Event

**Comments from participants:** "Women have come a long way but [are] still not equal." "There needs to be a week of this discussion."

**Next Steps:** Based on the comments, we will be able to hone in on specific issues by developing resources and events that speak to the concerns of people at Lehigh in relation to gender equity and the status of women. Further, we can continue this discussion in September, which is the month the Beijing Platform for Action was announced.

1995-2020  
25 Years Since  
the Beijing  
Platform for  
Action

GENDER  
EQUITY:  
HOW FAR HAVE WE COME?

MARCH 2, 2020  
11:00-1:30  
AT STEPS LAWN

The Comparative  
and International  
Education Program

JOIN THE CGE AND OMA WITH THE  
COMPARATIVE AND INTERNATIONAL  
EDUCATION PROGRAM TO REFLECT  
ON THE STATUS OF GENDER EQUITY  
25 YEARS AFTER THE UN'S BEIJING  
PLATFORM FOR ACTION.

IF YOU ARE AN INDIVIDUAL WITH A DISABILITY AND NEED  
ACCOMMODATIONS TO PARTICIPATE IN THIS EVENT, PLEASE  
CONTACT TESS BONE AT TMB33@LEHIGH.EDU IN ADVANCE



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# LEHIGH PRIDE CENTER 2019-2020 AFTER ACTION REPORT LEHIGH GIVING DAY

**What:** Lehigh Giving Day

**Where:** Lehigh Giving Day Online Platform

**When:** March 5, 2020

**Why:** The goal of Lehigh Giving Day is to raise funds for various Pride Center initiatives and share the work of the Pride Center to a wider audience.

In partnership with the Pride Center Fundraising Committee team, we developed a multi-layered approach to raising funds on Lehigh Giving Day. We utilized email marketing, social media, and personal outreach and were able to raise a total of \$2,705 from 54 donors. We also used "Why I Give" statements and developed incentives for students once we reached various fundraising goals in our efforts to promote giving. 10 unique donors on Lehigh Giving Day by noon allowed for us to have a pizza party on giving day in the Pride Center lounge and by raising over \$1,000 we are able to extend a second Henry Baird Award in the amount of \$250 to a student. Additionally, the giving day platform allowed for people to host their own Pride Center fundraiser which we incentivized by providing a prize to anyone that hosted a fundraiser.

"I give to the Pride Center because I believe it's one of the most supportive and important communities on Lehigh's campus. The Pride Center has the most genuine staff who offer an inclusive space, support, and incredible information/resources for students and even faculty and staff."



**The Pride Center**  
for Sexual Orientation and Gender Diversity

## LEHIGH GIVING DAY ACTION ITEMS & TAKEAWAYS

- Social media was an effective tool in communicating our messaging
  - we highlighted student stories throughout the day and also are able to use those videos for future fundraising initiatives
- Development and Alumni Relations were incredibly helpful in providing graphics that aided us in our design process
- There were some issues with the disbursement of prizes given IRS regulations on gift cards/raffles.
  - in consultation with DAR and General Counsel, we were able to develop a solution and incentivize hosting a fundraiser on behalf of the Pride Center



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# Puertorrican Culture Preservation Inc. Visit



On Saturday, March 7th, 2020, the Puertorrican Culture Preservation Inc. visited Lehigh University with a group of 30 children between the ages of 7 and 16 years of age and a number of parents. Dr. Luis Brunstein, University Liaison for Multicultural Communities, Chad Williams, Director, Office of Multicultural Affairs, Adrian Suarez '22, and Noah Weaver, undergraduate students, shared with the children personal and inspirational stories about struggling through difficult times, dealing with discrimination, coming from a first-generation low-income household, and being persistent and focused to achieve their goals.

The presentations were fluid and personal and the children and adults were actively engaged with the presenters asking

questions about coping strategies and views about going to college.

## **Outcomes:**

- Actively engaged children of different age groups at a time in their lives when they are more likely to be influenced by positive role models.
- Reached and engaged some of the parents attending the meeting.
- Contributed to strengthen the relationship between Lehigh University and some of the more excluded socioeconomic community segments in the Lehigh Valley.
- Supported the goals and values of Lehigh University's Path to Prominence vision and strategy.







# 2019-2020 Center for Gender Equity Program Report



**What:** Be Your Own Creation Spaces and Gallery Opening

**Where:** Asa Packer Campus

**When:** March 27, 2019

**Why:** Be Your Own brings Artivism (art activism) to the campus to give the Lehigh Community a visual voice. The gallery in Fairchild-Martindale Library provides a space for the artists to reflect and showcase their artwork to the campus.

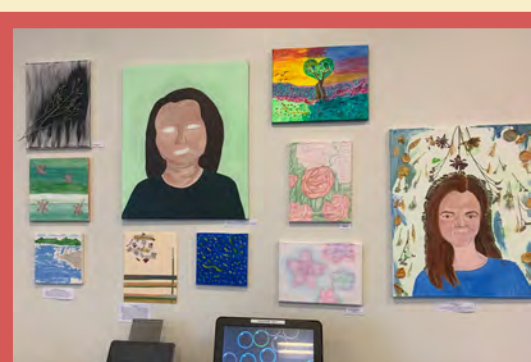
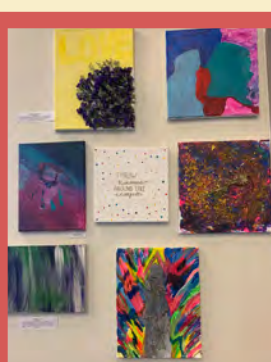
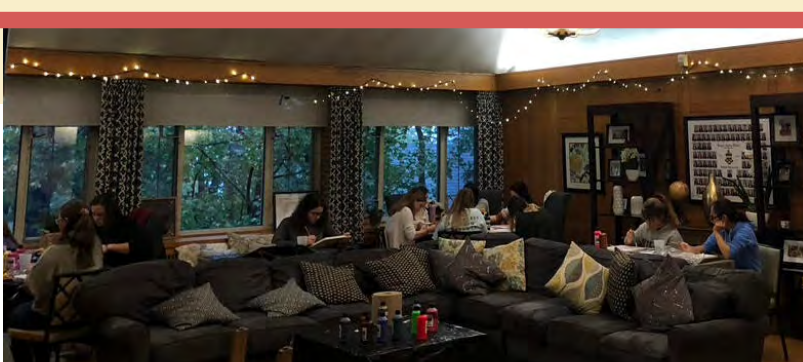
**Why was the project needed:** Be Your Own acknowledges and validates unheard and unseen stories at Lehigh and gives a platform of expression to members of the community.

**What did this project accomplish and how:** Be Your Own expanded its reach to culturally-based clubs and departments and offered customized Creation Spaces for in-tact communities to explore the universal topic of love in any of its different forms. The vast majority of pieces exhibited this year speak directly to our themes, and thus allow anyone in the library to (re)consider what "love" is and means to the community. We also increased the number of artist statements, ensuring artists, not just viewers, had time to reflect. Student project leaders set a goal to connect with individual student clubs and organizations to create both intentional connections with different groups and also to focus the larger theme of "love" around specific identities and elements. The leaders achieved their goals by connecting intentionally with student staff of the Office of Multicultural Affairs, Kappa Alpha Theta, Gryphons, and Spectrum. The outreach also supported their other goal of making sure that artists were working specifically toward the theme.

**Number of participants:** With about 150 participants, nearly half submitted art for exhibition with 75 submissions.

**Leader Learnings:** Shaelyn Heft: This year, I learned that Be Your Own is so much more than just a fun event that allows people to create beautiful pieces. Be Your Own serves as a platform that equips and allows people to convey their thoughts, feelings, emotions, and values in a way that is not conventionally done. This program gives people who may be pushed away a stage, people who want to create artivism a canvas, and a voice to the voiceless.

**Plans for next year:** In its fourth year, Be Your Own hopes to refocus around artivism by narrowing the theme and more intentional creation spaces.



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2019-2020

# AFTER ACTION REPORT

## VIRTUAL LUALLY SESSIONS

**What:** Virtual LUally Sessions

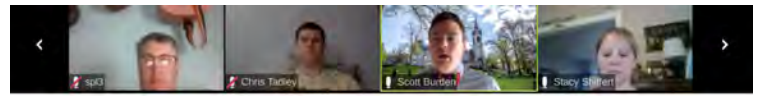
**Where:** Zoom

**When:** Spring/Summer 2020

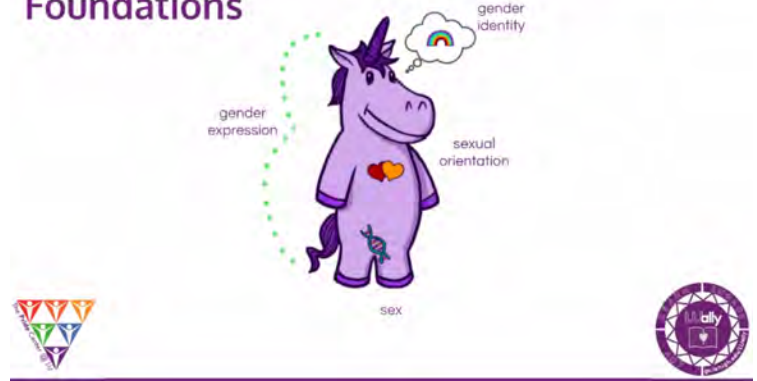
- 3/24 - custom virtual training for Athletics Department
- 4/17 - virtual LUally Foundations: LGBT 101
- 4/28 - virtual LUally Foundations: Trans Identities
- 5/12 - custom virtual training for CCPD team
- Summer (planned) - custom virtual training for OIA & the Health & Wellness Center

**Why:** To equip our community with the skills necessary to build a just and equitable world where people of all genders and sexualities can thrive

As a result of Lehigh's transition to remote learning and engagement, we decided to offer virtual LUally sessions over zoom. While there were certainly kinks to work out as we thought about engagement over Zoom, we were really pleased with the feedback and ease of Zoom for these sessions.



### Foundations



**The Pride Center**  
for Sexual Orientation and Gender Diversity

## VIRTUAL LUALLY SESSIONS ACTION ITEMS & TAKEAWAYS

- Our LUally program continues to be a way that we engage our community in learning experiences geared towards equipping participants with the skills to promote an equitable community at Lehigh. We were able to accomplish this via Zoom and look forward to offering more virtual opportunities.
- The biggest learning moment from the virtual sessions was figuring out how to engage participants effectively through Zoom. The first session was a bit of a trial run and we have improved our engagement efforts with each session as we learn more about Zoom and participants' comfort level with virtual engagement.
- We are able to record these sessions (with participant consent), which has enabled us to build up our training/resource library as we can now send the recorded training to constituents should they prefer self-paced learning by watching the videos.



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# 2019-2020

## Center for Gender Equity

### After Action Report



**What:** Post Colonialism: Gender and Education in Hong Kong

**Where:** Zoom

**When:** April 2, 2020

**Why:** To discuss the effects of British Colonialism on Gender and the education system in Hong Kong

**Why was the project needed:** To raise the awareness of the effects of colonialism on various aspects of the places where they have been colonized.

**What did this project accomplish and how:** It engaged participants in a healthy conversation on having different perspectives.

**Number of participants:** 7, including a 2024 Student through WISR

**Comments from participants:** They have learned more about the historical background and situations of domestic workers and gender issues in Hong Kong.

**Next Steps:** It will be great if the graduate assistants of various offices can continue holding an event like this, and so Lehigh communities can learn about post-colonialism in different contexts. It will help reflect on some realities happening in our current societies.







# 2019-2020 Center for Gender Equity After Action Report



**What:** CGE Virtual Lounge

**Where:** Zoom

**When:** Wednesdays From 12-1 in April and May 2020 and Thursdays 4:30-5:30 in April

**Why:** To give the Lehigh community and those connected to the CGE outside of Lehigh an opportunity to come together.

**Why was the project needed:** With the abrupt transition to virtual learning, many students reported needing a space to process everything, discuss educational concerns, and maintain social ties. With that in mind, we launched the Virtual Lounge so that they could talk through their feelings, share best practices for online learning, and maintain community. Moving the physical lounge to a virtual one also offered students some much needed continuity and stability during uncertain times.

**What did this project accomplish and how:** This project allowed the Lehigh community to maintain social connections in a time of physical isolation. The CGE Virtual Lounge allowed students to reconnect with one another and with staff members during a period when many are struggling with the effects of physical isolation. The set date and time also provided students with a little consistency and predictability during a time when so much was in flux.

**Number of participants:** 4-8 per week

### Comments from participants:

"The virtual lounge was great because it gave us the opportunity to still see each other when we were all in different places. I'm also really happy that alum joined as well since I haven't seen them in forever and it was great catching up with them."

"As an alumni the CGE virtual lounge has given me the opportunity to stay connected to Lehigh and the CGE community that I formed during my undergraduate years. In a time of uncertainty and isolation these virtual sessions created a friendly and comfortable environment for organic conversation. It was a chance to meet new CGE members and to reconnect with familiar faces that I haven't seen in a while. With programming such as this the center continues to foster connection between people of different identities, generations and even geographic location."



2019-2020

## After Action Report

### DONNING OF THE KENTE

#### Cultural Education and Social Development

**What:** Donning of the Kente

**Where:** OMA website:

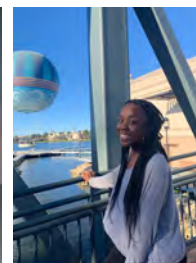
<https://diversityandinclusion.lehigh.edu/office-multicultural-affairs/donning-kente-2020>

**When:** May 18, 2020

**Why:** To highlight the achievement of successfully completing college for students of color at Lehigh. It is a special ceremony to highlight the achievements of these students as they are acknowledged by someone who has greatly contributed to their success while in college.



LTS Library & Technology Services



#### Engage • Develop • Act

### Donning of the Kente Action Items & Takeaways

For the first time ever, our Donning of the Kente (DOK) program was virtual due to COVID-19. In the past DOK has been an in-person event where students are introduced individually by someone of their choosing whom then dons them in Kente cloth. This event typically precedes Lehigh's annual graduation ceremony and is a way to acknowledge, affirm, and celebrate the achievements of Lehigh's senior graduates of color. This year the coronavirus pandemic meant that OMA had to make this program completely virtual. With the important collaboration of our Library & Technology Services (LTS) team, OMA built out a section of the website that was dedicated to the Donning of the Kente 2020. All seniors who participated in DOK this year sent us a picture of themselves and a brief introduction of them by someone who had a great impact on their lives while in college. We utilized the webpage to show all the pictures of each graduate and when the user clicks on a picture they can read some information about each graduate including their major/minor, some fun facts, and a brief introduction by a person of their choosing. As part of the virtual Donning of the Kente this year, we had a video keynote address by alum Dr. Frank Douglass '66.

At the end of the virtual program we awarded one special graduate of color from the class of 2020 with the Linda Washington Jafari Legacy Prize. This award is in honor of alum Linda Washington Jafari '77 and is given to a student of color who demonstrates tremendous achievement in their academic, personal, and co-curricular involvement at Lehigh.

The response OMA received from the virtual Donning of the Kente (DOK) was overwhelmingly positive and thanks to the feedback we will continue to offer this program virtually, even if we do return to an in person event. Another major takeaway from this program was confirming that graduates of color at Lehigh truly appreciate being acknowledged, affirmed, and celebrated for successfully completing their college journey. This was evident by the fact that we had more graduates of color who participated in the virtual DOK 2020 than they did in the in person DOK the previous year.



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2019-2020

# AFTER ACTION REPORT

## LGBT DATA WORKING GROUP

**What:** Annual working group with campus constituents to review LGBTQ+ student data and draw implications

**Where:** Zoom

**When:** May 26, 2020

**Why:** To get a data-informed picture of LGBTQ+ Lehigh students and their needs

Our fifth annual LGBT Data Working Group took place in a virtual format, and was the largest to date, including campus partners from Health Advancement & Prevention Strategies, Institutional Research, the Counseling Center, the Health & Wellness Center, and Student Affairs. Data sources reviewed included the MSL, NCHA, Senior Survey, & Counseling Center client data. All helped us to get a better picture of our students' needs and how they have or have not shifted over the five years we have been hosting these working groups. We look forward to using this information to inform our summer strategic planning efforts as we prepare for the fall.



### 2020 LGBT Data Working Group

The Pride Center for Sexual Orientation & Gender Diversity



## LGBT DATA WORKING GROUP ACTION ITEMS & TAKEAWAYS

- Key findings from this working group included that LGBTQ+ Lehigh students tend to be more involved than their peers in things like clubs and organizations, yet reported significantly lower positive experiences at the time of graduation than did their peers.
- We plan to host a mid-year working group to review climate survey data and data from the first-year survey this fall, as these data sources were not available to us at the time of the working group.
- The inclusion of the Counseling Center & Health and Wellness Center (first time attendees of the working group) enriched our conversations immensely. We look forward to continuing to include them as campus partners in these sessions and using their data to get a better handle on who Lehigh students are and how we can best serve them.



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# 2019-2020 Center for Gender Equity Program Report



**What:** Love Yourself Series

**Where:** Asa Packer Campus

**When:** Throughout Academic Semester

**Why:** The Love Yourself Series through Common Place Journaling, Body Image Issues, and Love Yourself Day, encourages the Lehigh Community to self-care, self-celebrate, and share experiences to create a more healthy self image.

**Why was the project needed:** Community narratives about bodies, including beauty standards, have contributed to body issues negatively affecting how people value themselves on college campuses.

**What did this project accomplish and how:**

Common Place Journaling is held biweekly through the semester to give students a tool to celebrate themselves and take moments of positive reflection. New participants are given a journal and shown different methods and art mediums that they can use.

Body Image Struggles was a discussion held to address what students have been told about their bodies or different stereotypes that they have encountered. Through this event and at a tabling event, students wrote down the words, phrases, and even exact sentences that stuck with them. They then put them onto two pinatas that they had a opportunity to take a swing at cathartically on Love Yourself Day and dismantle those images.

The Love Yourself Day project engaged participants at different self-care stations and encouraged a holistic view of wellness and self-acceptance through discussion sessions addressing self-esteem issues related to gender, bodies, college campuses, and culture.

**Number of participants:** 7-10 per Common Place Journaling, 15 Body Image Struggles Discussion, 175 LYD

**Leader Learnings:** Leaders realized they should better utilize their connections across campus when advertising because people really are willing to help others. One discovered being confident and vulnerable allows participants to be the same. Another leader found out that students, faculty, and staff all value a chance to be together doing something that is fun and kind, whether they are adding a positive T-shirt to their wardrobe or writing a kind note to a friend.





2019-2020

# AFTER ACTION REPORT

## FEMINIST PRAXIS STUDY

**What:** IRB-approved study involving in-person supervision workshops and electronic surveys

**Where:** Workshops occurred at Cedar Crest College, Moravian College, & Lehigh University

**When:** Spring 2020 semester

**Why:** To explore the connection between supervision practices and quality of life

Scott Burden & Chelsea Gilbert conducted an IRB-approved study in the spring semester of 2020 on the topic of feminist praxis in supervision. Our audience for the study was LVAIC student affairs employees. This study involved offering an in-person workshop to supervisors, which was delivered three times on three separate campuses. A series of electronic surveys were also distributed to both supervisors and their supervisees. The Center for Ethics and Lehigh Division of Student Affairs generously sponsored this study.



## FEMINIST PRAXIS STUDY ACTION ITEMS & TAKEAWAYS

- Preliminary analysis of our data shows that the workshop was effective in increasing participants' frequency of feminist supervisory practices.
- We offered this workshop in a virtual format via a webinar through StudentAffairs.com. and received positive feedback from our participants. We hope to continue to explore more methods for offering this content to a wider audience.
- Through the process of conducting this study, we encountered a number of barriers as scholar-practitioners, including funding and recruitment. We hope to develop a paper or presentation in the future that discusses ways institutions can promote the scholarly research of practitioners.



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Office of Diversity,  
Inclusion & Equity

2019-2020

# AFTER ACTION REPORT

## MENTAL HEALTH MONDAYS

**What:** Mental Health programming in the Pride Center

**Where:** On- & off-campus

**When:** Spring 2020 semester

**Why:** To empower our community to articulate the importance of self-care and to practice self-care in their own daily lives

The Pride Center's Mental Health Monday series was led this year by our amazing mental health intern, Dom Ocampo. While we were in-person, Dom started a "self-care concert" series that involved pop-up music in various spaces on campus that focused on themes of mental health. After we went virtual, Dom created a podcast, "Artwarming," that highlighted intersections of art and mental health through interviews with students, faculty, staff, and community members. The agility that Dom demonstrated by pivoting from on- to off-campus engagement was fantastic and we are so grateful for her efforts to engage our community!



## MENTAL HEALTH MONDAYS ACTION ITEMS & TAKEAWAYS

- Mental health continues to be a salient issue for LGBTQ+ students at Lehigh. The Pride Center staff will be exploring more ways this summer to engage and support students, especially those who are not currently in welcoming environments, and to build upon the successes of the Artwarming podcast series.
- As we consider the possibility of continued remote engagement, we will also be working this summer to identify ways to continue the Mental Health Monday series in a way that meets the needs of students in a virtual format.
- With a focus on mental health and creativity, new possibilities have opened up for collaborations, including with the Music Department, Creative Vibes community, and Center for Gender Equity's Be Your Own initiative. We will continue to explore these pathways into the 2020-2021 academic year.



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## Umoja House Celebrates 30th Anniversary with Honor Walk, Block Party



The Lehigh community kicks off the 30th anniversary celebration of the founding of Umoja House with an honor walk from the house's first location at Warren Square to its current location on the Hill. (Photo: Christa Neu)

In recognition of the founding of Umoja House 30 years ago, Lehigh students, staff, faculty and administrators joined in an honor walk through campus on Thursday, Oct. 24, that began at Umoja's original location at Warren Square A and ended at its current location on The Hill.

The Honor Walk, one in a series of events that are scheduled to commemorate the community's founding, culminated with a block party featuring music, food, games, caricatures and balloon sculpting.

"On behalf of the Umoja 30th Planning Committee, we're so delighted to have you here at the spot where all of this began," said Dahlia Hylton, director of the Office of Multicultural Affairs, as she addressed participants from the front porch of Warren Square A.

"It's really awesome to see how Lehigh University is working as an institution to really advance what multiculturalism looks like in many different forms and this [honor walk] is very much an illustration or manifestation of what all of that work is still about," she continued. "Thirty years ago, 16 students

championed together to create a space at Lehigh, with the provision that it will promote cultural awareness, visibility and community outreach for all of its residents."

According to a written history of Umoja House, co-founder Leon Caldwell '91 had approached then-President Peter Likins about the cultural need for a residential "safe" space for students of color. That led to the establishment of the Umoja House, which opened its doors in Fall 1989 to become the first campus residents for "AAHANA" students (African American, Hispanic, Asian and Native American). The name of the house means unity in Swahili.

"As the years progressed," Hylton said, "the Umoja House has stood the test of time through many trials and triumphs, remaining as an edifice that continues to promote unity by upholding the values of black and Latinx cultures."

The theme of the 30th anniversary celebration is "honoring the past, embracing the future."

### MLK Speaker Ibram Kendi Asks Lehigh Audience: What Side Are You On?

For the past few months, historian Ibram X. Kendi has been touring the country, challenging his fellow citizens to rethink their understanding of racism and urging them to become more engaged in combatting the policies that perpetuate it. This week, the man who has been described as “a leading voice among a new generation of American scholars who are reinvestigating and redefining racism” came to Lehigh to share his message with an audience that packed Baker Hall.

The MLK Keynote Lecture was based largely on his deeply personal, well-researched book, *How to Be an Antiracist*, which outlines a concept that is both stunningly simple and enormously challenging: People are either racist or anti-racist. There is no neutral, well-intentioned middle ground. You are either perpetuating or supporting racism through inaction, or you are actively engaged in fighting it.

Not fully embracing that reality is “how you can have Donald Trump and the leading Democratic candidate for president say, ‘I don’t have a racist bone in my body,’” while racist policies in the criminal justice system, in economics, in housing and even in the Constitutionally-protected right to vote endure.

Kendi compared the use of the term “racist” to the way white supremacist Richard Spencer is described as “alt-right.” “The terms ‘racist’ and ‘alt-right’ are terms that describe what a person is doing. And if they say something like, ‘Black people are immoral,’ in that moment, they are being racist. If they turn around and say, ‘Slavery is immoral,’ they are being anti-racist.”

Describing someone as a racist for what they are doing “in the moment,” he says, “opens the door for people who could possibly change,” even those in their 60s and 70s, who have a far different understanding of racial dynamics. “I define a racist as someone who expresses a racist idea or supports a racist policy with their action or their inaction,” he said.

Ultimately, Kendi said, it comes down to a fundamental question: What side of the struggle are you going to be on?

Well-intentioned individuals can inadvertently express racist behavior by tacitly supporting (as in, not actively engaging against) overtly racist policies, or policies that lead to racial inequity. “The language doesn’t matter,” he said. “The intent doesn’t matter. I care about the outcome: Is this policy creating racial inequity?”

“We have allowed people to create all these defense mechanisms, and it has created a scenario where it’s



Historian Ibram X. Kendi delivers MLK Keynote Lecture.(Photo: Christa Neu)

hard to prove a person is racist,” he continued. “And only one of the reasons is that racism itself has been very difficult for Americans to define.”

Kendi offered clear lines of delineation: “If you do nothing about the slaying of African American men by police officers, if you do nothing about the return of Jim Crow, if you do nothing about mass incarceration, or mass deportation or genocide—they will all persist. So literally, to just NOT vote is to support racism.

“It’s not enough,” he said, “to suggest you can’t be racist by saying only, ‘Well, I’m a Democrat, or I’m a liberal or a progressive, or I have a black friend, or I ate Chinese food last night—and really, these are the things people say. You need to begin to recognize the source of the problem, and that source is policy. So you have to feel that you’re going to be part of a movement to challenge the existence of that policy and the promotion of the idea that certain groups are inherently superior to others.”

Following his roughly 45-minute talk, Kendi fielded questions from the audience, including several on ways in which people can fight racism. Kendi urged his listeners to recognize their power. “This thinking that Black people don’t have power....it takes it from you,” he said. “The power to resist, to fight back, was crucial in the fight against slavery, for example. Every single one of us has the power to resist.”



## Soaring Together: Celebrating the Women of Lehigh

The campus community begins a celebration of an institutional milestone with unique events, programs and projects.



The decision to open up Lehigh to female undergraduates was a significant step forward in Lehigh's storied history.

Fifty years ago, on May 29, 1970, Lehigh's Board of Trustees voted to accept female undergraduate students at the university for the first time, a decision that would forever transform the university. The first group of 169 female undergraduate students arrived some 18 months after the vote, in Fall 1971.

Though women have been taking classes at Lehigh since 1902, and have been accepted as graduate students since 1918, the decision to open up Lehigh to female undergraduates was a significant step forward in Lehigh's storied history.

Ultimately, it made the institution stronger, too. "The advent of women has made a positive and profound difference in the quality of university life," former President W. Deming Lewis would say a decade after the first class of women enrolled. "Their presence and contributions have enriched our lives together in many ways—academic, social, cultural and athletic." From now through spring 2022, which marks the 50th anniversary of undergraduate women's first year on campus, Lehigh will celebrate the contributions and the impact of the Lehigh women whose talents and tenacity have changed—and continue to change—their fields of study

and disciplines, their companies and institutions, their communities and the world.

The celebration will include events, programs, talks and student projects and provide a platform for scholarship, research and discourse around issues of women, gender, society and more.

"We are taking advantage of this milestone anniversary to celebrate all Lehigh women and the contributions they have made to the university," said Lehigh President John D. Simon '19P. "This is not about one moment in time or a single class, but about the strength of our dynamic and diverse community. We are at our best when we work together."

Among the women who have graduated from Lehigh are leaders in the fields of science, engineering, finance and the arts, among other disciplines. Many have broken barriers, such as [Stacey Cunningham](#) '96, the first female president of the New York Stock Exchange, and [Cathy Engelbert](#), the first commissioner of the Women's National Basketball Association (WNBA).



# After Action Reports– Full Year





# OFFICE OF MULTICULTURAL AFFAIRS 2019-2020 After Action Report

## DIVERSITY CHAMPIONS: INCLUSIVE EXCELLENCE WORKSHOPS

### Identity Development

**What:** Diversity Champions Inclusive Excellence Workshops

**Where:** University Center - Asa Packer Campus and Virtual

**When:** Fall 2019 and Spring 2020 Semester Series

**Why:** Provide interactive workshops that supports the development of cultural competency to staff and faculty across campus.

The Office of Multicultural Affairs offered the campus community workshops that aid in building cultural competency through the Diversity Champions: Inclusive Excellence workshop series. The workshops are a skills-based, educational opportunity for staff and faculty, centering the philosophy that intercultural learning is a continuous process that looks different for everyone. Faculty, staff and graduate assistants participated in the series from various areas of campus, including LTS, Zoellner Arts, and the College of Education.

#### Workshops Include

Inclusive Language

Exploration of Identity

Unconscious Bias

Communication and Cross-Cultural Conflict

Cultural Humility



### Engage • Develop • Act

#### DIVERSITY CHAMPIONS CREED

**AFFIRM** - COMMITMENT TO THE HIGHEST STANDARDS OF RESPECT, CIVILITY, COURTESY AND SENSITIVITY TOWARD EVERY INDIVIDUAL.

**RECOGNIZE** - BIAS AND DISCRIMINATION AND USE SHARED LANGUAGE TO TALK ABOUT BIAS AND DISCRIMINATION WITH THE CAMPUS COMMUNITY.

**PROMOTE** - TO ACTIVELY CELEBRATE AND RAISE AWARENESS OF EQUITY, DIVERSITY AND INCLUSION ISSUES.

**CONFRONT AND REJECT** - DISCRIMINATION IN ALL ITS FORMS.

**ACKNOWLEDGE** - EACH PERSON'S JOURNEY TOWARDS BUILDING A COMMUNITY OF WHICH WE HAVE CHOSEN TO BE A PART.

### Diversity Champions Takeaways

The Diversity Champions is an interactive workshop series geared to support faculty and staff in increasing their cultural awareness and interpersonal effectiveness. By participating in the Diversity Champions workshop series, participants will: (1) develop an inclusive toolkit to effectively communicate to those of difference, (2) identify their own individual identities in the context and conjunction of being a member of the greater Lehigh community, locally, and globally, (3) critically reflect and facilitate current trends and issues around multiculturalism and inclusion, (4) cultivate and enhance a welcoming and inclusive campus environment.

Based on assessment results and qualitative feedback, future Diversity Champion workshops will include more interactive activities including a mix of videos, group discussion, and experiential activities. The inclusion of additional social identity status should be added to the workshop presentation. Lastly, the topic areas surrounding cultural understanding should be continued to be included in future presentations.

The workshops are promoted through the Cornerstones of Community, Career Enrichment track offering staff professional development credit for attending the workshops.

Workshops offered during Spring 2020 were delivered virtually to a cohort of faculty and staff.

We had 2 cohorts (Fall & Spring), beginning August 2019 - July 2020, with a total of 51 participants. Out of the 51, we had 4 faculty, 2 graduate assistants, and 45 staff.



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# Experiential Learning

## The Mountaintop — Experience —



Experiential learning, through the efforts led by the Mountain Top initiative, has become a pathway to connect Lehigh University's students with the mission of the Diversity, Inclusion, and Equity Office. Dr. Luis Brunstein, University Liaison for Multicultural Communities, has been leading experiential courses since the Spring 2018 semester, with the dual purpose of enhancing the experience of Lehigh students and the impact of the University on the traditionally underserved communities, in particular in Allentown.

The experiential courses allow undergraduate students from various disciplines to participate in research projects where hands-on creativity and innovation build a pathway to generate tangible and purposeful outcomes positively impacting the community.

In Spring 2020 a group of students developed a set of questions to interview first generation students attending Lehigh University or other institutions of higher learning to explore the influence that teachers, counselors, family, and friends may have had on their decision to work on an academic path leading to college. The same questions were asked to first generation high-school graduates who did not pursue a post secondary degree. The initial outcomes suggested that a complex combination of social factors play a role explaining why some students in primary and secondary schools decide

at some point in their lives to begin preparing for college. The role of counselors and teachers seemed to be salient, suggesting the importance of personal support for first generation students attending college.

### Outcomes:

- Promote and develop a reproducible model to link academic work with the mission of the Diversity, Inclusion, and Equity Office.
- Facilitate a pathway for Lehigh students to channel their energy and creativity to impact the community.
- Lay the foundations upon which to develop deeper connections between Lehigh University's academic mission and the needs of traditionally excluded segments of the community in the greater Lehigh Valley, contributing to the Path to Prominence's mission.



# Committee Participation



Lehigh University's continuous efforts to gradually become entrenched with the community in the greater Lehigh Valley involves active and productive participation in community-based organizations. Dr. Luis Brunstein (University Liaison for Multicultural Communities), representing the Office of Diversity, Inclusion, and Equity, continued to be a member of three different committees in 2020:

1. **Color outside the lines:** a committee, sponsored by the Community Action Committee of the Lehigh Valley, working on a long-term strategy to promote socio-economic diversity at the management and hierarchical levels at firms and corporations in the Lehigh Valley. Participants include representatives from school districts, faith-based organizations, and the private sector.
2. **Generation Next:** a committee, sponsored by the Community Action Committee of the Lehigh Valley, working with first-generation high school students from low-income households to provide them with the skills and information necessary to apply and be accepted at four-year colleges or universities. Participants

include representatives from school districts, faith-based organizations, and the private sector.

3. **Allentown 2030's steering committee:** sponsored by the City of Allentown, is working on a ten-year socio-economic development plan, to promote a more inclusive, diverse, and just Allentown. Participants include representatives from school districts, faith-based organizations, and the public and the private sector.

## Outcomes:

- Active and productive participation of Lehigh University in the greater Lehigh Valley.
- The gradual development of networks between the Office of Diversity, Inclusion, and Equity and representatives from the Bethlehem, Allentown, and Easton School District, Faith-based organizations, Allentown's City Council, Allentown's Office of Economic Development, faith-based organizations, and community-based organizations.
- Lay the path to future integration of Lehigh University's resources and the greater Lehigh Valley.

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