



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

[www.diversity.lehigh.edu](http://www.diversity.lehigh.edu)

INSIGHT  
*Into Diversity*

Higher Education  
**Excellence  
in Diversity**  
Award

2019



# Year in Review



2018-2019



## Letter from the Vice President

The beginning of a new academic year always brings new energy and vibrancy to campus, and plans begin in earnest for the new and the next. However, it always feels appropriate to take a moment to reflect on where we've been and celebrate our successes before we fully jump in to what lies ahead.

The Office of Diversity, Inclusion & Equity (ODI&E) had a busy year in 2018-2019, building off of our solid foundation from our first full year of operation. We refined our operational structure to better meet the needs of the organization and welcomed new team members to the stem as well. Christine Lake was moved to the newly created position of business manager and longtime Lehigh University assistant football coach Donnie Roberts was appointed as the assistant director of Student Access and Success. New hires included Jane Hontz, coordinator for the Jewish Student Center; Mary Ellen "Mel" Kitchen, coordinator for The Pride Center for Sexual Orientation & Gender Diversity; Clara Buie, associate director of the Office of Multicultural Affairs (OMA); Renee Musser, coordinator for OMA; and Yen DeBellis, executive secretary to the vice president for equity and community. These new additions will serve to enhance our efforts to sustain a campus culture that acknowledges and celebrates diversity and fosters inclusive excellence.

The focus of the majority of my efforts this past year was building support for Access and Opportunity, one of the pillars of Go: The Campaign for Lehigh which launched in October 2018. Lehigh University is committed to creating a diverse, vibrant community of the most talented students, regardless of their financial capacity. With this campaign, we are building 21st-century support systems that will enable all students—particularly first generation and low-income students—to have access to a Lehigh education and achieve at the highest level. These programs span recruitment and admissions, student life, academic coaching, mentoring, and career development, among others, and are being coordinated across the university by a new Center for Student Access

and Success. The center's efforts currently focus on five core areas: the Mentor Collective at Lehigh, the Lehigh University Student Scholars Initiative (LUSSI), the

Passport to Success program, the High-Impact Experience Opportunity Fellowship (HIEOF), and the Student Emergency Fund.

In its first year, our partnership with the Mentor Collective connected 420 first year students with upper class mentors, and more than 3,350 conversations were logged using the online platform. The Mentor Collective at Lehigh is a peer mentorship program designed to help first-year students make the most of their college experience. You can read more about the program here

<https://diversityandinclusion.lehigh.edu/studentsuccess/mentor-collective>.

LUSSI is now a year-long program that strives to help first generation, low-income, and students from underrepresented groups throughout their entire time at Lehigh. It begins with a 3-day, pre-orientation program focused on university resources, developing study skills and effective time management, and acquiring strategies for long term health and wellness. The program continues into the academic year with guided discussions on academic success, career development, leadership training/opportunities, and support for internships, study abroad/global experiences, and financial wellness. Students meet bi-weekly in small groups with faculty/staff and student mentors. The program emphasizes building a strong and diverse social network both among the LUSSI scholars and the university community. You can learn more about LUSSI at

<https://diversityandinclusion.lehigh.edu/studentsuccess/lussi>.



Passport to Success Students in Montreal (Photo: Tiffany Pang)

The Passport to Success program is run in partnership with the Office of International Affairs and provides structured support for students to explore high impact learning opportunities. The program includes bi-weekly lunch and learn sessions with an assigned Guide to develop a plan for achieving individual goals. The program covers the cost of renewing or obtaining a US passport, attendance at Global Day at the United Nations, a three-day trip to Montreal, study abroad scholarships, and career strengths assessment and coaching. This year, we were able to serve 87 students in the full program, providing passports to 42. Read more about Passport to success at <https://diversityandinclusion.lehigh.edu/studentsuccess/passport-success>.

The HIEOF was open to any student who identified as a FIRST+ student (first generation or low income or underrepresented minority student). It proved to be a very popular program and in its first year supported 35 students, allowing them to engage in a wide variety of summer, high-impact-learning experiences-- Study Abroad/Global Experiences, Career and Professional Development, Research, Community Engagement/Service Learning, Internships, and Leadership Development. Many of these experiences are detailed in the student reflective reports shared later in this review.

The Student Emergency Fund provided much needed support for our deserving student population. In the 2018-2019 academic year, the fund was able to provide \$75,000 in much needed assistance. Covered emergencies included computer repairs, necessary travel home, health issues, local transportation, and the more. Additionally, we were able to purchase more than two dozen laptop computers to establish a computer loaner program in LTS.

Other access and success related items of note for the 2018-2019 academic year were: our FIRST Club (<https://diversityandinclusion.lehigh.edu/student-success/flrst>), was granted Student Senate recognition, affirming its distinct and unique purpose to further Lehigh's community and the value of the short and long term goals of the

group. In collaboration with Alumni Relations, we hosted the inaugural First-Generation Commencement Celebration for families and graduates immediately after the commencement ceremony, to truly acknowledge the significance of this achievement for our FIRST community.

In the pages that follow, you will find a myriad of projects, events and facilitated trips. As you read, please take note of the following two highlights from the year: Lehigh University was named one of the "Top 25 LGBTQ Friendly Colleges" by College Consensus (<https://www.collegeconsensus.com/rankings/best-lgbt-schools/>) and one of the "30 Safest Colleges for Jews" by Forward (<https://forward.com/life/403252/the-30-safest-colleges-for-jews/>). Lehigh was one of only three schools to score perfectly in the safety category. While these recognitions were due to the collaborative work of our advocacy centers, I would be remiss if I failed to acknowledge the leadership provided by our Director of the Pride Center for Sexual Orientation and Gender Diversity and Center, Chelsea Gilbert, and our Director of Jewish Student Life, Rabbi Steve Nathan.

Taking a moment to look forward to this academic year, we have launched Cornerstones of Community, a diversity, inclusion and equity development program in collaboration with Human Resources for our entire staff, and the Umoja House turns 30 years old. We have a full slate of events planned for the fall semester to celebrate the House and the memory of Sterling Ashby '92, one of the founders of Umoja House who passed away in November of 2017. We invite you to take a look back with us on the year that was, and we look forward to celebrating and collaborating with you as we continue our work to make Lehigh an exemplar of an inclusive institution among all colleges and universities.



Dr. Donald A. Outing  
Vice President for Equity  
& Community

# Allentown Puerto Rican Festival



On Sunday, July 29, 2018, Lehigh University's Office of Diversity, Inclusion, and Equity sponsored and participated, for the first 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 some of the students and to faculty 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.

Adriana Caceres Ruiz Diaz '20, Alex Johnson '19, Jasmine Baneful '20, Langley Pierpont '20, Melissa Shaw-Patino '20, and Simon Adler '19, were among the students present. Dr. Luis Brunstein (University Liaison for Multicultural Communities) and Dr. Donald Outing were representing the Office of Diversity, Inclusion, and Equity.

The Festival's large number of participants (between 10-13 thousand) from the Latino

community in the Lehigh Valley, provided 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.



2018-2019

# AFTER ACTION REPORT

## LUPD LUALLY TRAININGS

**What:** LUally Trainings for all LUPD Officers

**Where:** LUPD HQ

**When:** June 2018 through September 2018

**Why:** To provide the LUPD staff with tangible skills for engaging in their work in an equitable and inclusive manner

For the first time ever, the Pride Center established a partnership this summer with LUPD to train their entire team of officers. Through a series of 5 trainings with groups ranging from 3-7 officers, Pride Center staff led an engaging and interactive discussion about LGBTQ+ terms and concepts, the history of LGBTQ+ communities and policing, and Lehigh LGBTQ+ student data. We ended each session with case studies that explored common scenarios in which officers may encounter gender- and/or sexuality-related issues. The feedback from the training was highly positive, with all officers reporting that it was useful, informative, and relevant.



## LUPD LUALLY TRAININGS ACTION ITEMS & TAKEAWAYS

- As a result of the positive response amongst LUPD officers to the session, we have developed a plan to offer trainings on an ongoing basis both as a refresher and as LUPD adds new officers to their team.
- To promote ongoing learning, Chief Schiffer has requested that the Pride Center prepare a list of resources that can be used during Roll Call as needed as continuing education.
- We are in the process of drafting policy and practice statements as a result of confusion on standard operating procedures as they relate to restrooms on campus and Lehigh IDs; these will be reviewed and edited as needed by Chief Schiffer and incorporated into officer training going forward.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

# Back to School Event



On Saturday, September 1, 2018, the Puertorrican Culture Preservation Inc. (PRCP) hosted the first Back to School event in partnership with Harrison Morton Middle School. The Lehigh University's Office of Diversity, Inclusion, and Equity sponsored and participated in this event donating \$1,000 to purchase a large number of backpacks stuffed with school supplies destined for low-income families in Allentown.

Dr. Luis Brunstein, the University Liaison for Multicultural Communities, from Lehigh University's Office of Diversity, Inclusion, and Equity was there along with Lehigh University students Adriana Caceres Ruiz Diaz '20, Melissa Shaw-Patino '20, and Simon Adler '19.

A large number of community members attended the event hosted on the street outside the school. The event was very successful. Dr. Brunstein met and had conversations with a number of people from the community who also interacted with Lehigh's students who organized the distribution of backpacks and additional school supplies.

The numerous attendees were curious and surprised with Lehigh University's participation and many admitted to knowing very little about the

University's programs, financial aid, and recruiting efforts of first-generation low-income students in the community. Through the event, Lehigh students distributed information about the University and had many conversations with participants.

## Outcomes:

- A significant meaningful interaction between Lehigh University and the low-income community from Allentown.
- 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.
- Lehigh University's participation reinforced its commitment to connect with the community and establish lasting relationships.
- The experience indicates the community's interest and, therefore, the need to increase our efforts to connect with them, beyond Bethlehem, purposefully.





# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** Student Staff Fall Retreat

**Where:** Sayre Lodge

**When:** September 8, 2018

**Why:** To train Student Staff on procedures and process as well as 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. Additionally, this year we connected with OMA and Pride to create an inclusive kick off for the year.

**What did this project accomplish and how:** By creating an environment of mutual learning, student staff was able to connect and start building bonds which will grow through the year. Staff was asked to participate in exercises that required them to reflect on skills they could offer to others, thinking critically about expectations and means of communication, as well as planning 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:** 20 approx.

**Comments from participants:** It was great to work with Pride and OMA at the beginning of the day." - Gehar Bitar, "Having time with the staff in one place was really important for me as the GA." - Sarita Mizin

**Leader Learnings:** Finding the balance between what needs to be done, and how to make it dynamic can be a struggle. Getting staff up and moving seemed to be most effective, and getting them to practice listening techniques allowed for reflection. We will need to continue to explore inventive ways to get them to understand processes and procedures.

**Plans for next year:** Sayre Lodge seemed to be a great location for us. I'd like us to continue practicing listening, which is the foundation of inclusive relationship building. As we move along in the year, we will need find what is missing, and infuse that into our next retreat.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

# AFTER ACTION REPORT

## STUDENT STAFF RETREAT

**What:** Pride Center Student Staff Retreat

**Where:** Lehigh University and Escape the Room LV

**When:** Saturday, September 8 | 10:00 am to 3:00 pm

**Why:** To kick off the year on a high note with our student staff team and to develop shared expectations.

The Pride Center staff team consists of student workers and interns (who are receiving course credit for their work in the center). Each year, we kick off the year with a student staff retreat to establish community standards, work expectations, and relationship building. In addition to the traditional retreat, in partnership with the Center for Gender Equity and the Office of Multicultural Affairs, we planned a combined kick-off to the retreat with each center's student staff team. We kicked off the retreat with a message from Dr. Henry Odi, ice-breakers, and a shared team building event that brought together all members of our staff teams.



## STUDENT STAFF RETREAT ACTION ITEMS & TAKEAWAYS

- The Pride Center, Office of Multicultural Affairs, and the Center for Gender Equity were all present at the combined start of the retreat. This was a highly effective time for our staff to build relationships with the other staffs and allowed us to further practice our commitment to intersectional social justice work.
- Pride Center staff team were able to establish community standards, work expectations, and engage in thoughtful dialogue around the Pride Center's 2018-2019 theme of disability justice
- Retreat ended with a team building experience at Escape the Room LV. Excitedly, our staff team did in fact escape.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019 Center for Gender Equity After Action Report



**What:** Rock the Block: Bey & RiRi Edition

**Where:** University Center

**When:** September 12, 2018

**Why:** : To welcome students back to campus and familiarize them with the Pride Center, Office of Multicultural Affairs, and CGE spaces.

**Why was the project needed:** Rock the Block is an annual event established in partnership with the Office of Multicultural Affairs and the Center for Gender Equity. The Fall 2018 version of the event brought with it a Beyonce and Rihanna theme in recognition of Beyonce's September birthday and Rihanna's feature on the cover of the September UK Vogue. The event included a "progressive nacho bar" where attendees get their plates in the Pride Center, chips and cheese in the CGE, and toppings in the M-Room.

**What did this project accomplish and how:** The event offers an opportunity for students, faculty, and staff to engage with the three lounge spaces on the second floor of the UC by participating in game and learning about each of the offices.

**Other organizations involved:** The Pride Center, Office of Multicultural Affairs

**Leader Learnings:** The collaborative nature of this event is important as we seek to continue to partner as offices and integrate a philosophy of intersectionality within our work. Collectively, the planning of this event went well as we sought to have equal buy-in as offices. Participants were able to learn about our offices in a thoughtful, engaging way through games such as jeopardy, guess that queer celeb, and name that song

**Plans for next year:** Reconsider food options for Fall 2019 Rock the Block (i.e. - ice cream as opposed to nachos) as well as theme. We will also strategize greater use of hallway space for visibility and access. Reassess with the OMA and Pride Center the format, purpose, and need of this event, especially within the context of the impending temporary relocation of our departments.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

# AFTER ACTION REPORT

## ROCK THE BLOCK

**What:** Rock the Block 2018: Bey & RiRi Edition

**Where:** Second floor of the University Center

**When:** Wednesday, September 12 | 11 am to 1 pm

**Why:** To introduce our (Pride Center, CGE, OMA) offices and lounge spaces to new students, faculty, and staff in a creative manner.

Rock the Block is an annual event established in partnership with the Office of Multicultural Affairs and the Center for Gender Equity. The Fall 2018 version of the event brought with it a Beyonce and Rihanna theme in recognition of Beyonce's September birthday and Rihanna's feature on the cover of the September UK Vogue. The event offers an opportunity for students, faculty, and staff to engage with the three lounge spaces on the second floor of the UC by participating in games and learning about each of the offices. The event also includes a "progressive nacho bar" where attendees get their plates in the Pride Center, chips and cheese in the CGE, and toppings in the M-Room.



## ROCK THE BLOCK ACTION ITEMS & TAKEAWAYS

- Reconsider food options for Fall 2019 Rock the Block (i.e. - ice cream as opposed to nachos)
- Strategize greater use of hallway space for visibility and access
- Reconsider theme for Fall 2019 Rock the Block
- The collaborative nature of this event is important as we seek to continue to partner as offices and integrate a philosophy of intersectionality within our work
- Collectively, the planning of this event went well as we sought to have equal buy-in as offices
- Participants were able to learn about our offices in a thoughtful, engaging way through games such as jeopardy, guess that queer celeb, and name that song



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### Midyear After Action Report



**What:** Lehigh Women's Network

**Where:** University Center and William's Hall

**When:** Fall 2018 - Meetings Second Friday of each Month

**Why:** To develop a community for women-identifying faculty, staff and graduate students at Lehigh

**What:** An informal network for women-identified staff, faculty, and graduate students at Lehigh to share experiences about being a woman in the workplace, meet people from other areas on campus to learn how the University functions, and develop implementable strategies for different scenarios they experience.

**What did this project accomplish and how:** Regular attendees included a variety of staff--exempt and non-exempt--faculty, and graduate students providing a unique space for women at all levels to engage in dialogue and learn about how being in different locations across the University affects people's experiences as women in the workplace.

**Number of participants:** 10-15, 30 Attendees at Winter Social

**Plans for next Semester:** We will continue a workshop model. Participants select a short reading or Ted Talk, share out with the group members, and facilitate a dialogue at the monthly meeting. Participants focus on learning and implementable strategies to utilize when they experience scenarios from the assigned reading or viewing.



### Lehigh Women's Network

September 14, 2018 WI 341

October 12, 2018 UC 308

November 9, 2018 WI 341

December 14, 2018 Global Commons

11:00am - 12:00 pm

A Women's Network at Lehigh for support and discussion of topics such as Equity, Career Advancement, and Work-Life Balance.

All of our groups and networks are open to everyone. To be added to the Women's Network Google Group or Mailing List, please contact us at [incge@lehigh.edu](mailto:incge@lehigh.edu).



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** ACLU Speaker

**Where:** UC 308

**When:** September 13, 2018

**Why:** : To raise awareness and get first year students to think critically about the debate on reproductive freedoms and justice, which includes WHO is effected by reproductive justice.

**Why it was needed:** In the near year that the Associate Director had been working at the CGE, reproductive justice had not been centered in our work. This program allowed us to bring in experts and those who can speak to the many issues that fall into reproductive justice. Our hope was to capture first year students by making it a 5x10. We wanted to get them to think holistically about the debate on abortion care, as well as reproductive care, as it effects cisgender women, transgender men, those who live at or below the poverty line, those in abusive relationships, survivors of sexual assault, and queer folk.

**What did this project accomplish and how:** The program was able to engage first year students in the conversation surrounding reproductive justice, including how to take action. We had representatives from ACLU (Julie Zaebst), Allentown Women's Center (Tristina Fitzpatrick), and Bradbury Sullivan (Sebastian Pelaez) to speak with the students on the work they do, as well as to steer the conversation in a direction that was inclusive of all who need reproductive justice and care. They offered students ways to get involved, which included calling their senators and representatives, and making informed voting decisions.

**Number of participants:** 10-15

**Other organizations involved:** Pride, ACLU, Allentown Women's Center, Bradbury Sullivan

**Comments:** "I wasn't sure what reproductive justice meant. I'd heard about reproductive freedom before, but this was new for me." - first year student, "It's great seeing young people asking insightful questions to understand this issue deeply." - ACLU local chapter representative

**Leader Learnings:** As we saw later in the semester, this type of program would be best at the END of 5x10s, in order to get others in the room that could really benefit from the program. Attendance was a little low, however, those who came were engaged and wanting to learn. At this time, we do not have plans to bring back ACLU. However, we have plans to continue to program for Reproductive Justice.

Seeking Justice  
Beyond Reproductive Rights and Freedoms



Julie Zaebst  
from the  
Clara Bell  
Duvall Project



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** Love Yourself Series

**Where:** The Pride Center, STEPS Lawn, Global Commons

**When:** Mind-Body Relationships Lunch and Learn Sept 13, Love Yourself Day Oct 18, Body Talk Panel Oct 19

**Why:** : A series of socially educational events addressing holistic wellness, gender and body image, and the history of feminist self-care.

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

**What did this project accomplish and how:** This project engaged participants in the gender history through messaging 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 Greek life.

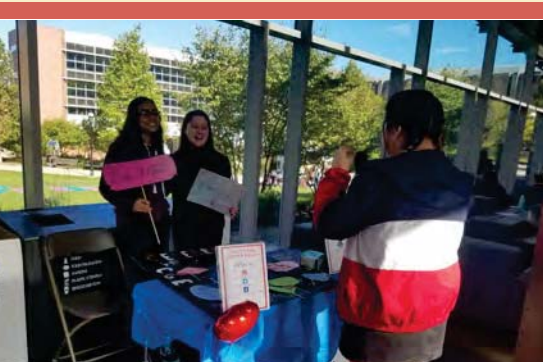
**Number of participants:** 50-70 approx.

**Other organizations involved:** Panhellenic Council, The Pride Center, Cultural Greek Council, Leela dance group, and South Asian Students Association.

**Comments from participants:** "I'm so happy you're doing this. I really needed some positivity today." "Thank you for telling us where self-care comes from." People were so moved by the event and who really commended the center for their work. People loved jeopardy and wanted to learn more even after winning a shirt. Others were asking how to get involved with the work of the center.

**Student Leader Learnings:** Planning and communication are key elements of a successful event and successful leadership. I am developing new ways to communicate with my team, set achievable goals, and increase accountability.

**Plans for next year:** Begin planning in Spring 2019 for Fall 2019 events. Consider multiple events at multiple locations. Continue collaboration with multiple groups and departments.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



**THE FACULTY & STAFF  
PRIDE NETWORK**

## AFTER ACTION REPORT

**WHAT** Faculty and Staff Color Network & Faculty Staff Pride Network Welcome Reception

**WHERE** Wood Dining Room, Iacocca Hall

**WHEN** September 20, 2018 4–6pm

**WHY** The event was intended to welcome new members of our campus community, welcome back old colleagues and make great connections between FSCN and FSPN.

Historically, the annual Welcome Reception was hosted by FSCN as an opportunity to serve as a visual representation of support and collegiality for faculty and staff at Lehigh. As our campus has evolved with the creation of the Office of Diversity, Inclusion, and Equity, FSCN and FSPN leadership joined together for an inaugural joint affinity network reception to celebrate the intersectionality of our growing campus community.

The Faculty and Staff of Color Network (FSCN) strives to enhance the retention and promotion of faculty and staff of color with the provision of promoting professional development, mentoring, community involvement and social events at Lehigh University. We work to educate the larger community by providing awareness concerning particular issues that surround faculty and staff of color.

The Faculty and Staff Pride Network (FSPN) is a place of support for LGBTQ+ faculty and staff as well as allies and advocates who are interested in fostering and sustaining a welcoming and affirming climate on campus for LGBTQ+ people.

### ACTION ITEMS & TAKEAWAYS

- FSPN's visibility was improved
- FSPN was able to welcome new faculty and staff that had not been previously affiliated with the group
- FSPN is grateful to have built strong connections within the faculty and staff community
- FSPN plans to continue to explore further events and partnerships



VIEW MORE PHOTOS ONLINE AT [GOO.GL/APFIUY](https://goo.gl/APFIUY)



**LEHIGH**  
UNIVERSITY





# 2018-2019

## Center for Gender Equity

## Midyear After Action Report



**What:** Gender in a Global Context Discussion Series

**Where:** CGE Lounge UC C 207

**When:** Fall 2018: September 20, October 25, November 15

**Why:** Gender in a Global context works to encourage effective dialogue discussions on global gender issues.

**Why was the project needed:** We live in a global community as technology and accessibility to other cultures and experiences increases on our campus. The CGE believes gender is in everything, and want to provide spaces that increase dialogue about differences. GiGC is looking to do that with every program.

**What did this project accomplish and how:** We used multiple mechanisms to bring students into this program. We registered as a 5x10, we reached out to unlikely groups that would not actively seek out our programs, and collaborated with the offices of "unity hall".

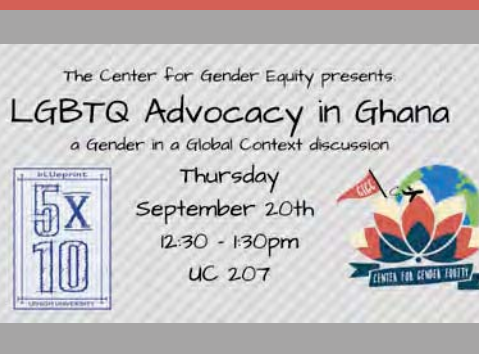
**Number of participants:** 15-20

**Other organizations involved:** College Republicans, Debate Club, European Union, Global Union, Pride Center, SPEAK

**Comments from participants:** "It's crazy to think how far women have come in politics globally, it makes me feel like [the US] is behind. It'll be interesting to see what happens." - student, GiGC Women in Global Politics.

**Student Leader Learnings:** Each of them realized the great undertaking of how much research goes into how little they end up sharing, but recognized they felt better informed to support any ideas that came up in discussion. Additionally, all of them reflected that they learned skills like facilitation of dialogue, and were much more capable of catching themselves in the moment before they engage in debate, which is discouraged for our facilitators. Each of them wished they had collaborated with more students and offices to create a well-rounded discussion that presented the reality in lives, not just on paper.

**Plans for next Semester:** We are looking forward to a discussion on global perspectives on masculinity, the roles gender plays in Iceland's education and political system, and several other ideas which are being developed.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

# AFTER ACTION REPORT

## LGBTQ+ IN EES WORKSHOP

**What:** Workshop for the Earth & Environmental Sciences Department on LGBTQ+ Inclusion

**Where:** STEPS

**When:** Friday, September 21 | 12:00pm-1:00pm

**Why:** To review strategies for building inclusive classroom and workplace environments with EES faculty

Dr. Joan Ramage McDonald invited Chelsea Gilbert & Greg Reihman to deliver a workshop for Earth & Environmental Sciences faculty on supporting LGBTQ+ colleagues, peers, and students in the department. Over 30 individuals attended the hour-long session, which reviewed terms and concepts along with inclusive teaching strategies and other resources. Overall, the feedback was positive; many individuals within the department asserted that they have more work to do and that they wish to continue their learning on this topic as the semester goes on.



## LGBTQ+ IN EES WORKSHOP ACTION ITEMS & TAKEAWAYS

- The Pride Faculty Council will visit Earth & Environmental Sciences at a department meeting this spring as part of their "road show" to promote inclusive teaching.
- The partnership between the Pride Center and the Center for Innovation in Teaching & Learning was highly successful during this workshop; we hope to build upon this and offer similar sessions to additional academic departments.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### After Action Report



## RED SAND PROJECT

**What:** Three Day event supporting the Red Sand Project

**Where:** Asa Packer Campus, Goodman Campus, Mountain Top Campus

**When:** September 25th, 26th, and 27th 2018

**Why:** To provide the Lehigh Campus with a visual representation of how members of our vulnerable communities slip through the cracks of society.

**Why was the project needed:** National awareness of human trafficking and vulnerable populations is lacking, particularly on college campuses. Additionally, this interactive event brought activism back to campus to prime everyone for Be Your Own in the spring, which focuses on immigration.

**What did this project accomplish and how:** This project engaged participants in a visual representation of how awareness can keep vulnerable populations from falling through the cracks in our systems. We asked passersby to stop and participate by pouring sand into cracks in the pavement while reflecting on what populations they view as vulnerable. In asking folks to contribute to our canvas that asked "who in your community is vulnerable?" we heard many deep reflections that touched on home communities and campus communities, as well as agreement to previous contributions.

**Number of participants:** 100-120 approx.

**Other organizations involved:** Gender Violence Education and Support, Office for Multicultural Affairs, Graduate Life Office, TIDE, praxis students from WGSS courses

**Comments from participants:** "I wasn't aware this was such an issue, but I'm glad I do now." "This looks really cool, I just had to stop. Will you be doing this again?" People were so challenged in naming a vulnerable population, but reflected that the opportunity to do so was valuable. We had athletes, graduate students, undergraduates, and staff stop by to participate. Many also stated they enjoyed doing something reflective in between the busy moments of their days.

**Suggestions for improving or continuing project next year:** In coming years, the CGE will continue to rely on other campus partners for support, including student groups. Additionally, much of the work done is visual, and having more people stopped in high traffic areas would cause passersby to pause and inquire, increasing interaction. Holding this event earlier in the fall may help, as weather became an issue for us the first two days we held the event on Asa Packer. We would also recommend getting Mountaintop and Goodman campuses involved earlier in the planning.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



MENTOR  
COLLECTIVE

## AFTER ACTION REPORT

**WHAT** Mentor Collective Meet-Up with students in the School Engineering and the Business and Engineering program

**WHERE** 5<sup>th</sup> Floor, Fairchild Martindale Library

**WHEN** October 1, 2018, 7:00pm – 8:30pm

**WHY** To create a space for mentors and mentees to spend time together and to celebrate the successful launch of the Mentor Collective at Lehigh University

This is the first year of the Mentor Collective at Lehigh University. To celebrate the successful launch of the program, an event was held to bring mentors and mentees together to share and learn from each other. Over 50 students from the Rossin College of Engineering and Applied Science came together to share pizza, socialize, and provide feedback and testimonials on their experiences with the Mentor Collective. A video recording studio was set up in the FML so that students' stories could be recorded. Two representatives from the Mentor Collective were in attendance as well as the program directors and staff. The space was an open

### ACTION ITEMS & TAKEAWAYS

- Mentor Collective received input from students on how to improve the program
- Mentor Collective collected video testimonials from mentors and mentees on their program experiences
- The Mentor Collective may not be the perfect fit for all academic programs at Lehigh
- Mentor Collective plans to hold more meet-ups
- Students have made valuable connections through the Mentor Collective Program.







THE FACULTY & STAFF  
PRIDE NETWORK

2018–2019 AFTER ACTION REPORT

## AFTER ACTION REPORT

**WHAT** Group Hike

**WHERE** Jacobsburg State Park

**WHEN** October 13, 2018 | 10:00am

**WHY** The event was aimed to do something family-friendly outdoors and cater to different interests of FSPN members.

FSPN has typically organized events that appealed more toward socializing and happy hours. We wanted to plan an event that was more accessible to those who wanted to incorporate their family members and encourage exercise and the outdoors. We wanted to acquaint new faculty and staff with a local state park and do an activity that promoted health and wellness.



## AFTER ACTION REPORT

**WHAT** Lehigh Football FSPN Tailgate

**WHERE** Goodman Stadium, South Parking Lot

**WHEN** November 3, 2018 | 10:00am

**WHY** The event was intended to generate Lehigh school spirit and organize an event that members and their families could attend.

This was a family friendly event and members brought food and drinks to share. It brought different groups of FSPN together and brought representation to FSPN at the Lehigh Tailgate. It was a rewarding time to connect, meet FSPN families/partners and do something to promote LU Pride and LU school spirit.



## ACTION ITEMS & TAKEAWAYS

- FSPN is was able to organize two events that were family friendly and aimed to connect new members with different activities
- FSPN's visibility was improved by hosting multiple events in the fall
- FSPN plans to continues to explore further events that are family orientated



# 2018-2019

## Center for Gender Equity Midyear After Action Report



**What:** Dish Midyear After Action

**Where:** CGE Lounge, UC C207

**When:** October 22, 2018

**Why:** To encourage effective dialogue between the Center for Gender Equity and other groups on campus by sharing a meal.

**Why was the project needed:** Specifically, the CGE is looking to connect with spaces with which we don't traditionally work. Historically, Inter Fraternity Council has been one of those hard to reach places.

**What did this project accomplish and how:** Our relationship with IFC developed further in allowing leadership to get a sense of who we are and how we do things. We asked IFC presidents or representatives one question: What issues do you face as a Greek man? The answers were astoundingly transparent, deeply connected with our work but also their experiences as students at a highly rigorous academic school. We discussed what they shared, as many of the answers related to each other. By the end of our conversation, they were fully transparent, challenged each other and the CGE staff, and indicated they wanted to do this for their chapters and as a group again when new presidents were inducted.

**Number of participants:** 20

**Other organizations involved:** Inter Fraternity Council

**Comments from participants:** "I have had a hard time getting these guys to talk, but I'm really glad they're sharing now. I hope you all do what you're saying and get the CGE into your chapter houses." IFC President, Matt Tracey. "I'm not going to lie, I was kind of afraid we would get lectured about how bad we are, but I feel like my thoughts matter here." Theta Xi incoming president, Ted Lawlor

**Leader Learnings:** This group really wants to dive in and talk about what's going on in their community! Additionally, with how receptive they were, I seem them wanting to engage more deeply on particular issues and how to apply those learnings to how they pass policy and what they want to do to help create positive change. Students from the CGE who are participating will need to be reminded of how they are expected to listen. This is not meant to educate others, but to learn FROM each other and find out how to support each other's communities.

**Plans for next semester:** We hope to organize a Dish with athletes, as well as College Republicans, Global Union, and perhaps Graduate Student Senate. We currently have a Women in Stem Dish planned for mid February.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### After Action Report



## NOTHING TRUMPS JUSTICE

A 5x10 discussion  
about reproductive justice.

**What:** Reproductive Justice Discussion 5 x 10

**Where:** Roemmele Global Commons

**When:** October 30, 2018

**Why:** : To raise awareness of what reproductive justice is and how it affects women.

**Why was the project needed:** To introduce the concept of reproductive justice to 1st year students, and how that impacts women of differing backgrounds.

**What did this project accomplish and how:** We utilized the structure of 5x10s to get a large audience with 1st year students. We had a large turn out due to it being one of the last 5x10's they could attend. Many attendees could be assumed to identify as men, which was our target audience. After explaining the meaning of reproductive justice, we asked our attendees to discuss different case studies and show out what they discussed.

**Number of participants:** 35-45

**Other organizations involved:** Office of First Year Experience

**Comments from participants:** "This is really complicated, I feel like I could have spent more time just understanding the concept." - attendee, "The case study hit really close to home for me, it's similar to what my mom went through when she had me." - attendee

**Student Leader Learnings:** The program was really well attended, but it made it hard to manage. There was more talking at participants and less getting them engaged. Next time, I'd like to make sure each group has a CGE staff member to help guide the conversation, and I may want to narrow the conversation just to the concept and asking them how reproductive might play a role in people lives.

**Plans for next year:** Possible connections with Supreme Court decisions related to Roe V Wade, pop culture representations like Handmaids Tale, and global perspectives.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** Nurse Family Partnership Fundraiser

**Where:** STEPS Lawn and University Center

**When:** Sweet Donations Cupcake Sale Oct 31 and Nov 1, First Grade Flashback Nov 1st

**Why:** : To raise funds for the NFP, which helps low income first time mothers through home visits from birth to two years.

**Why was the project needed:** Students often have a hard time recognizing the struggles of those who live at or below the poverty line, and while parenthood can feel a very distant possibility for them, their upbringing is not.

**What did this project accomplish and how:** By raising funds via cupcake sales, we were able to engage with folks briefly, letting them know what NFP is, and how we support them with our sales. The 1st grade flashback was a new program connected to NFP, in the hope of creating a nostalgic experience for participants and asking for donations to to participate. We wanted to draw the connections between their lived experiences and the opportunity NFP creates for babies and toddlers.

**Number of participants:** 45-65

**Other organizations involved:** Student Auxiliary Services, Residence Hall Association, Pi Beta Phi, and Residence Life

**Comments from participants:** "I wasn't aware that new mom's need so much support!" - praxis student, "I'm sure my mother would have benefited from this help." -Lehigh staff member

**Student Leader Learnings:** It seemed to be challenging to get people to engage when tabling with cupcakes. We should look into Venmo as a means of collecting money as many people asked for that option. We ran into some issues with visibility for the Flashback event. Being tucked away on the 3rd floor of the UC prevented us from getting traffic. This project is so important, but I think it's something worth reexamining. How can we support NFP and also raise awareness?

**Plans for next year:** Identifying new ways of raising funds to donate books to NFP and raise campus awareness. Possibility in connecting the Parenting Network.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



## **Report from the Summit on Transforming the Culture of Faculty Service→Engagement**

Can higher education create systems that support excellent and equitable faculty service and engagement? This was the overarching question for the November 6-8, 2018 summit convened by Lehigh University. A keynote address by Dr. Freeman Hrabowski, President of University of Maryland, Baltimore County, challenged 80 participants from the arts and humanities, business, education and STEM representing 37 different higher education institutions to think about how service and engagement fit into an organization's overall culture. Emphasis was placed on aligning service and engagement with the institutional mission.

The balance of speakers, workshops, and break-out sessions (visit [facultyservice.lehigh.edu](http://facultyservice.lehigh.edu)), permitted participants to explore the existing service-engagement landscape and brainstorm ways to foster excellent and sustainable mutual benefits of this type of work within academe and across professional societies, museums, and other partners. Through a review of current research, attendees learned about causes and consequences of gender and racial inequities in typical service assignments. The summit considered both formal and informal types of service and difficult-to-measure impacts of faculty service and engagement. The workshops inspired attendees to rethink service-engagement by implementing specific tools for investigating their local faculty work-load practices. Discussions highlighted the subjective perceptions of equity, and the need to make service workloads transparent. Participants also examined how faculty evaluation criteria related to engagement as well as resources to foster successful scholars of engagement might be reframed. Attendees shared where their institution might be on the continuum of equitable, transparent and robust service and engagement-related policies and how their individual roles at their institutions may be leveraged to create changes.

By combining theory and practice, participants converged on a common understanding of the difficulty with fostering a shift in the culture of service and engagement. While service and engagement were seen as pathways to faculty retention, the existing difficulties with valuing service were noted as a metaphor for the challenges our society is having with the value of higher education overall. Despite these challenges, the summit culminated in some important recommendations:

### **Individual Actions:**

- Share what was learned at the summit with five people on your campus, including senior academic officer
- Participate in future activities related to transforming systems of service-engagement

### **Systemic Actions:**

- Establish locally relevant, operationalized definitions (taxonomy) of service and engagement with clear standards and criteria
- Make service and engagement visible and aligned with organizational goals
- Reduce unnecessary committees and committee memberships to the level necessary to complete the task.
- Implement credit systems (incentives) to support broader distribution of faculty service work tied to policies or practices to facilitate equity
- Try pilot programs and audit practices (leveraging current research and summit resources) to create incremental change
- Develop case studies of integrated scholarship/engagement and integrated teaching/scholarship for faculty development
- Develop a service 'impact factor' for faculty reappointment/promotion similar to what is used in research and teaching evaluation.
- Harness professional societies to create disciplinary norms, guidelines, and expectations for valuing service and engagement
- Broadly disseminate best practices and recommendations through publications and convenings of higher education leaders

### **Specific Actions for Lehigh University as Conveners:**

- Working Group debriefing
- Solicit participants' early actions via google doc
  - Email check-in
  - ask to add their actions (develop a couple questions)
- Identify (via participant survey) 2-3 main recommendations from the summit to strategically move forward
  - Solicit from participants working group membership
  - Host zoom conversations to identify timeline and actions
  - For provosts/deans Patrick is willing to be involved

### Specific Actions for Lehigh as a Participant:

- Summarize recommendations to the senior leadership (including deans), faculty senate and department chairs - is there interest to take this up, which parts?
- Summarize what our LU attendees have done in the short term
- Are there departments interested in piloting any of the recommendations, what support do they need?
- Do we need a local workshop revisiting what Dr. O'Meara shared? For whom and when?

### Select Photos:



### Quotes from participants:

"This is the first time in my nearly three-decade career that I've been part of an intentional conversation about the shape and meaning of faculty service and engagement. As the landscape of higher education has evolved, the expectations for faculty have changed to include more active engagement with issues of inclusion and access, student success, and value to the community. This Summit has provided space for faculty and academic leaders to unpack the meaning of "service" and to frame a common terminology and definitions. This common language will allow us to begin to establish metrics for measuring and recognizing the impact of the extensive engagement work that faculty carry out both on and off campus." —**Dawn Bratsch-Prince**, associate provost for faculty and professor of Spanish at Iowa State University

"The Summit at Lehigh University on faculty service and engagement provided an excellent opportunity for a spectrum of institutions to come together to discuss a complex and often perplexing issue. Service engages our faculty in all levels of community, from individual students to global organizations. It is integral to delivering the mission of our institutions and of higher education. The Lehigh Summit challenged all attending to work towards better means to consistently distribute, measure, evaluate, and reward service and engagement. The discussions were thought provoking and provided tangible methods to jumpstart conversations and actions at our own institutions. I look forward to learning more from the attendees in the future as to how they implemented new strategies such as those presented at the Summit." —**Pamela Peterson**, executive director and deputy to the vice provost, Academic Personnel and Programs, University of California

"This was a particularly powerful gathering, and it was clear that a community was being formed through the summit that's going to continue to work. One of the many reasons it was powerful is that the participants were really doing a deep dive into everything from how departmental culture and climate shapes this work to what structural and policy changes have to be put in place, and how we might reinterpret the meaningful work that our faculty engage in, especially women faculty, beyond the label of service to 'engaged work,' if you will, that would expand both across the campus and into the larger community." —**Patrice McDermott**, vice provost for faculty affairs, University of Maryland Baltimore County

"I've been to countless conferences promising transformation of the academy, but this summit was the first to focus on the prior question: how do we cultivate the capacity in faculty time and in faculty leadership to build a more sustainable university? By assembling provocative thinkers and influential decision makers, Lehigh just might have created 'the room where it happened'—and a better plan for a more equitable, engaged professoriate." —**Kiernan Mathews**, executive director and principal investigator of the Collaborative on Academic Careers in Higher Education (COACHE) and educational chair of the Seminar on Leadership of the Faculty at the Harvard Graduate School of Education



# PBS Interview



Dr. Luis Brunstein, University's Liaison for Multicultural Communities, was interviewed in the PBS 39 program *Es Tiempo*, aired on November 10, 2018, about Lehigh University's Diversity, Inclusion, and Equity Office efforts to recruit, support, and retain first-generation low-income students in the greater Lehigh Valley.

During the interview, Dr. Brunstein highlighted the crucial role that financial aid plays in attracting, supporting, and retaining academically qualified first-generation low-income students in the greater Lehigh Valley. The interview was also useful in putting a human face to an institutional initiative. The message was clear and loud, Lehigh University is very interested in recruiting first-generation low-income students and have the means to support them.

## Outcomes:

- Reach a wide segment of the LatinX community in the greater Lehigh Valley
- Promote the University Efforts to recruit, support, and retain first-generation low-income students.
- Support the goals of the University's Path to Prominence strategy.



# ESOL Freedom High visit



On November 14, 2018, 12 ESOL (English to Speakers of Other Languages) students from Freedom High School came to visit Lehigh University. The Diversity, Inclusion, and Equity Office held a welcome breakfast reception at the University Center. Two first-generation students, Roberto Corvalan-Perez '21, and Paige Pagan '19 talked to the students about their rewarding experiences at Lehigh highlighting the financial and other forms of support that helped them to be successful. From low-income households struggling to pay the bills, both students served as outstanding role models.

Krista Evans, from the Office of Admissions, discussed the multidimensionality of the admissions process providing the students with an overview of the variables we factor during the admissions' process, such as grades and extracurricular activities. Evans, a Bethlehem native, who was also a first-generation student from a low-income household, built a solid connection with the Freedom High School students, capturing their attention and providing motivation for them to work as hard as possible while in high school.

Joann Deppert, from the Office of Financial Aid, also a former first-generation student from a low-income household, discussed in a clear and concise manner the various alternatives and resources available at Lehigh University. Deppert delivered the message loud

and clear and the students were completely absorbed by her presentation. They understood that, as our students said, if they do well in high school we, at Lehigh, have the resources to support their education.

The students were also treated to a tour of the dorms and cafeteria areas near the University Center. The tour included an overview of parts of our lower campus. Finally, the group was received by Professor Patrick McCormick who was teaching a class in the legal environment of businesses. The class was very interesting and Professor McCormick provided an example that pertained to Freedom High School, inviting the students to participate during his lecture. The students were involved and enjoyed the class. They were impressed by it.

## Outcomes:

- Freedom High School students were inspired by Lehigh students with a similar background.
- Students understood our message: study hard, get good grades, we take care of the cost of education.
- Students sat through a full lecture and were able to experience the lecture and the interactions between the professor and the students.
- Students were pleased and impressed with the experience.



2018-2019

# AFTER ACTION REPORT

## CHAT WITH CHELLA SIGNATURE EVENT

**What:** Signature event featuring Chella Man

**Where:** Linderman Library 200

**When:** Friday, November 16, 2018

**Why:** To explore the intersections of queerness and disability with a renowned model and artist

Our student staff developed and executed our fall signature event, "Chat with Chella," seamlessly. An audience of over 100 filled Linderman 200 to listen to an intimate conversation with Chella Man, a model and artist who identifies as Deaf and transgender. Chella's wisdom and insight captivated the audience for entirety of the hour-long conversation, and concluded with a meet-and-greet and photo session. The event was inspired by the Pride Center's commitment to disability justice, our programmatic theme for 2018-2019.



## CHAT WITH CHELLA ACTION ITEMS & TAKEAWAYS

- The seamless collaboration modeled by our student staff team was largely due to the work of our Graduate Assistant and Associate Director, who have mentored and advised the team all semester. They will continue this momentum with the support of our Coordinator into the spring.
- Due to budget constraints, we rely heavily on cosponsorships for signature events, and these were not at the level we had hoped for. We plan on working with our student staff to solicit cosponsorships and donations early on this spring semester in advance of Pride-a-Palooza, our spring signature event.
- Our student staff will be nominated for recognition for this event at the Student Life Leadership awards.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

# AFTER ACTION REPORT

## TRANSGENDER DAY OF REMEMBRANCE

**What:** Spectrum's Transgender Day of Remembrance Commemorative Ceremony (TDOR)

**Where:** Williams Global Commons

**When:** Monday, November 19, 2018

**Why:** To honor the transgender lives lost to violence over the past year and to call the campus community to action

Spectrum hosted their annual Transgender Day of Remembrance Ceremony in the Williams Global Commons to the largest crowd of attendees yet. Approximately 30 students, faculty, staff, community members, and alumni learned about the issues of violence facing transgender communities and honored the 40+ lives lost this year to anti-transgender violence. The ceremony concluded with a vigil to the flagpole, where rocks painted in memory of those lost were laid at the base. This ceremony was complemented by the flying of the transgender flag on the UC flagpole, an annual tradition that provides a symbol of visibility and solidarity.



## TDOR CEREMONY ACTION ITEMS & TAKEAWAYS

- We plan to continue raising the transgender flag next November, as this continues to be an important symbol for our community.
- In next year's TDOR ceremony, we hope to partner with community resources to increase community voice and participation.
- Though the timing of TDOR being close to Thanksgiving poses some challenges, we will continue to aid Spectrum in their advertising to broaden the reach of this important event.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# AFTER ACTION REPORT

## Access & Success Public Relations Council

### Student Ambassadors Initiative

The Access & Success Student Ambassadors initiative is a component of the Access & Success Public Relations Council designed to provide an opportunity for Access and Success student participants to travel to their respective hometowns and participate in civic activities to broaden awareness of the opportunities to attend Lehigh University. Selected students must be in good academic and behavioral standing, and demonstrate financial need. The program covers all travel costs. Ambassadors are required to provide a report of their activities upon their return to campus.

Three students were selected from the San Francisco Bay Area Posse to pilot the Ambassadors Initiative during the Thanksgiving break. The Ambassadors met with the Managing Director of Student Access & Success prior to their trip home in order to develop an action plan for their visit. The initial plan was for each student to visit their high school and speak with students about the importance of attending college and about their Lehigh experience. They also chose to visit the Posse office and work with the Posse staff to develop a video welcoming the Class of 2023 Posse to Lehigh. Plans changed prior to leaving campus for two of the Ambassadors as their schools were closed due to the fires that were burning in the region at the time. These students connected with their schools and made plans to make two visits during the Winter Break.



### ACTION ITEMS & TAKEAWAYS

- The Ambassadors produced an 8 min video welcoming the Class of 2023 Posse to Lehigh providing useful information to help with their transition.
- One Ambassador visited his school and used a Power Point presentation, which he developed to share his Lehigh experience. He identified 22 students who expressed an interest in hearing more from the admissions office.
- The two other Ambassadors have plans to visit their high schools twice during Winter Break, once in December and once in January. They have been in contact with the school administration and with key teachers to assist them during their visits
- The Ambassadors indicated that it was very helpful for them to be able to get home and connect with their families but that they were eager to get back to their "new home" at Lehigh.

## AFTER ACTION REPORT

**WHAT** Giving Tuesday Happy Hour

**WHERE** The Social Still, Bethlehem, PA

**WHEN** November 27, 2018 | 5:00pm

**WHY** The event was aimed to do promote Lehigh's Giving Tuesday and host a celebration for the holiday season.

The FSPN Giving Tuesday Happy Hour was planned to host a special holiday seasons celebration for FSPN members and encourage giving on Giving Tuesday for the Pride Center their initiatives. Appetizers and “swag” were provided. Members were able to share a meal and drink and gain an introduction to a South Bethlehem business that is LGBT+ friendly. Chelsea supplied a “Giving Tree” where members were able to pick sponsorships towards the Pride Center.

## ACTION ITEMS & TAKEAWAYS

- The Pride Center was able to promote their initiatives for Giving Tuesday
- FSPN plans to continues to explore further events and partnerships with LGBT+ friendly SouthSide businesses.
- New FSPN members and friends were able to attend and make new connections and build stronger relationships.







# 2018-2019

## Center for Gender Equity Midyear After Action Report



**What:** Feminist Film Friday

**Where:** Center for Gender Equity Lounge

**When:** Fall 2019

**Why:** To bring a critical feminist lens to movies people enjoy.

**Why was the project needed:** FFF came from the notion that we need engage in pop culture that is accessible to those who are either well versed in feminism, or brand new to the theory. We also wanted to complicate how sometimes the things we believe to be feminist may not be holistically feminist.

**What did this project accomplish and how:** We wanted to bring students into the space to enjoy a pop culture favorite and a discussion afterwards that would get them to think a little more critically. We had two student leaders engage folks in discussion after the movie was over. We have a fairly full room, and everyone was willing to engage deeply.

**Number of participants:** 15-20

**Comments from participants:** "It's fun to watch [Clueless] with a different mindset. You pick up on things you take for granted when you're just watching to watch." - Melissa Callahan, student leader. "Yeah, it's feminist, and I think it was probably great in the 90's. Some things just don't hold up as well. The language wasn't always great." - student participant referencing the derogatory language used to say something wasn't right.

**Student Leader Learnings:** People want to engage with this type of media in a different way. We can get more folks in our space this way, without having to do a ton of planning. We can also use different ways of watching films, we just used language and relationships to draw up questions that related to feminist theory. It was fun to plan, and fun to participate in.

**Plans for next Semester:** As the program has now been established this semester, the student programmers are looking to collaborate in the fall with other departments to



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

# AFTER ACTION REPORT

LAPA

FRIENDSGIVING

**What:** Friendsgiving celebration with alumni & students

**Where:** Linderman Library, Bayer Galleria

**When:** Saturday, December 1, 2018

**Why:** To provide an opportunity for networking and community-building amongst alumni & current students

The Lehigh Alumni Pride Association hosted a student-alumni networking "friendsgiving" event in partnership with the Pride Center, Development & Alumni Relations, and ODI&E. This event was modeled after a similar "friendsgiving" celebration that the class of 2010 hosted when they were Lehigh students. The program included short remarks from both students and alumni, and ended with a dessert reception in the Pride Center. Many of our 20+ alumni attendees had never seen the Pride Center in its current form, making their visit especially impactful. Over 20 students were also in attendance to share their experiences and learn from the histories of our alumni.



## LAPA FRIENDSGIVING ACTION ITEMS & TAKEAWAYS

- The positive response generated by this event will likely result in continued future events where alumni can connect with current students in a meaningful way.
- To increase the sustainability of events like these, we plan to charge a nominal fee for alumni who attend to help offset the cost of student attendance. We also hope to leverage partnerships with alumni who may be interested in hosting such a gathering in their homes so as to expand our regional reach.
- As we seek to amend our alumni records system so that we can better track and communicate with LGBTQ+ alumni, successful events such as these can be an important reminder of the deep engagement that can take place when this information is available.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# Visit to Freedom High



On December 7, 2018, Dr. Luis Brunstein, University Liaison for Multicultural Communities, visited the same group of students from Freedom High School that came to Lehigh University on November 4, 2018, for an event coordinated by him to have a conversation about their visit to Lehigh.

Dr. Brunstein asked the students to tell him what they consider the most impactful part of their visit in an attempt to determine how to structure future visits. The majority of the students said that the classroom visit was important because it gave them a sense of what a college lecture actually is. The students manifested they felt that the academic environment was relaxed. They also appreciated the explanations given to them about finances and admissions. As a whole, the group enjoyed and benefited from the visit and were intellectually influenced in the way they evaluated their academic future. For most of them, college and Lehigh University, in particular, became more prominent and likely in their future paths.

During group conversations, many students told Dr. Brunstein that the reason they are not sure about applying to college is fear and weak grades. They spent time discussing these two issues at length. Dr. Brunstein shared his own experiences as a college student in an effort to demystify the experience as one where determination and effort play a central role in achieving academic goals.

## Outcomes:

- Obtained valuable feedback from high school students about Lehigh University's first-generation recruitment efforts.
- Extended the interaction between the Office of Diversity, Inclusion, and Equity and the Bethlehem Area School District's ESOL program and students.
- Advance Lehigh University's Office of Diversity, Inclusion, and Equity efforts to develop long-term productive relationships with first-generation low-income students in the greater Lehigh Valley.



# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** Fall 2018 Finals Care Packages

**Where:** Linderman and Fairchild-Martindale Libraries

**When:** December 11, 2018

**Why:** : To encourage students during finals week and equip them with supplies and snacks for success.

**Why was the project needed:** Students are exhausted during finals week, and the ODI&E Shared Coordinator Services sought to collaborate on their first project as a unit by lifting students spirits during a stressful time.

**What did this project accomplish and how:** By distributing a "Finals Care Package", the students were given a short break from studying as well as healthy snacks and supplies to keep them on track to excel.

**Number of participants:** 120 approx.

**Other organizations involved:** Office of Diversity, Equity, and Inclusion STEM, Student Auxiliary Services, Human Resources

**Comments from participants:** "The students were surprised and very grateful! The packages were gone in less than 45 minutes! " Evelyn Santos, Office of Multicultural Affairs

"Students were shocked to be handed a bag, and it put a smile on every face I handed a bag to, I think it was important to let them know that professional staff see how difficult this time is for them." Tess Pyne, Center for Gender Equity

**Leader Learnings:** With the stress students face during finals week, a little bit of support goes a long way. Students were smiling and excitedly going through their bags, which gave them a small break from the pressure of studying.

**Plans for next year:** The Shared Coordinators Services of ODI&E plan on continuing this project during finals week of Spring semester. We will plan on doubling the bags, and reach out to more campus groups who have an interest to assist students.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



2018-2019

# After Action Report

## FACULTY AND STAFF OF COLOR HOLIDAY MIXER

### Campus and Community Outreach

**What:** FSCN Holiday Mixer

**Where:** Hot Plate Soul Kitchen (Bethlehem, PA)

**When:** December 20, 2018

**Why:** The Faculty and Staff of Color Network (FSCN) offers support and resources to welcome and foster a greater sense of community with faculty and staff of color on Lehigh's campus.

The Faculty and Staff of Color Network (FSCN) held its inaugural holiday mixer with an invitation to all faculty and staff of color and allies, alike. Building off the purpose of the network - *to build a supportive network for faculty and staff, provide professional development, host social events to increase networking and retention and strengthen bridges to other institutions in the Lehigh Valley* - the mixer began as a great book end for the fall semester.

Mission of FSCN: The Faculty and Staff of Color Network (FSCN) offers support and resources to welcome and foster a greater sense of community with faculty and staff of color on Lehigh's campus.



**Engage • Development • Act**



### FSCN Holiday Mixer 2019 Action Items and Takeaways

Two out of four of FSCN goals include: (1) increase network visibility and (2) socialization. The holiday mixer proved to be a great opportunity to not only connected with other members of the campus community, but reconnect with colleagues rarely seen. Hosting the mixer off campus in a local minority-owned establishment proved to be a great way for attendees to unwind.

Comments made throughout and after the dinner highlighted the desire for this type of gathering to continue. A few included:

"Thank you for hosting. I wasn't sure if I truly wanted to attend, but I'm so glad I did! This feels like a family dinner"

"When will FSCN host another event!"



## Lehigh's Council for Equity and Community Meets to Discuss Hate

“The Hate You See” was part of the CEC’s *Tackling Tough Topics Together* series



Lehigh community members come together to participate in “The Hate You See” with the Council for Equity & Community (Photo: Stephen Gross)

Prompted by three hate crimes making national news within 72 hours in late October, The Council for Equity and Community Education and Dialogue Committee at Lehigh led the “The Hate You See” discussion in the Bayer Galleria at Linderman Library on Dec. 7.

While the event was in direct response to two African-American shoppers fatally shot at grocery store in Kentucky, mail bombs sent to media outlets and prominent Democratic leaders and activists and a Pittsburgh synagogue shooting that killed 11 all within days, conversations touched upon all forms of hate and hate crimes.

As students, faculty and staff filtered into the room, a clip from CNN detailing the “72 Hours of Hate” played on a screen at the front of the room. Guidelines for effective dialogue, which included reminders that it’s fine to disagree, just don’t blame, shame, or attack, and that confidentiality should be maintained, were distributed.

The one-hour discussion, which was the second Tackling Tough Topics Together event of the school year, did not have a speaker. Instead, three different questions were posed to those in attendance. To discuss each question individually, the room was set up to accommodate small groups of four to six people, creating a forum for each person to have the

chance to voice their thoughts and share ideas more organically than in a larger setting. Once each group had ample time to discuss the question, the floor was opened and attendees were given the opportunity to share with the entire room before the next question was presented.

The first question was a two-part question: “What role does social media play in the apparent increase of hate crimes and hate speech that we are seeing? Does it encourage hate or just capture hate that is already there?” Groups were also asked “Where do you think deep rooted feelings that lead to the ‘72 hours of hate’ and other such incidents come from?” and “What are some ways we can combat hate here on campus and by extension in our communities?”

The CEC plans to hold more Tackling Tough Topics Together events in the spring, along with their “Convo with...” which presents an opportunity for informal conversations with different members of the Lehigh community. The group’s last conversation event was “Convo with a Cop” in November featuring Lehigh’s Police Department.

Learn more about the CEC at [www.lehigh.edu/diversity/cec](http://www.lehigh.edu/diversity/cec)



## Lehigh Launches Public Phase of \$1Billion+ Campaign with \$20 Million Gift Announcement

Lehigh University kicked off the public phase of a \$1 billion-plus fundraising and engagement effort, the most ambitious campaign in its history, and announced a \$20 million gift from Lehigh Board of Trustees Chair Kevin L. Clayton '84 '13P and Lisa A. Clayton '13P, both longtime benefactors of the university.

At an on-campus celebration, Lehigh President John D. Simon unveiled [GO: The Campaign for Lehigh](#) to provide Lehigh with the resources it needs to grow into a more impactful and powerful university. The event marks the beginning of the public phase of the comprehensive campaign. To date, \$550 million has been raised toward the \$1 billion-plus goal.

The campaign is chaired by four distinguished alumni—Maria L. Chrin '87 '10P, Jordan Hitch '88 '20P '21P, James R. Maida '85 '17P '19P, and Mark Yeager '81—with support from four additional honorary chairs whose names grace the Lehigh campus and are iconic in their support of Lehigh's mission—Murray H. Goodman '48, Lee A. Iacocca '45, Joseph R. Perella '64, and Daniel E. Smith Jr. '71.

GO: The Campaign for Lehigh is a historic, comprehensive undertaking that encompasses hundreds of initiatives to support Lehigh's four colleges, athletics, international programs, West Coast initiatives, and more. University-wide priorities coalesce around three key areas: student access and opportunity, high-impact learning experiences, and research and distinction.

Specifically, the campaign will raise money for scholarships, financial aid, student success programs, and facilities, including the University Center and the new Bridge West residence hall, to ensure talented students have access to the Lehigh experience and a vibrant environment in which they can thrive.

It will also support Lehigh's distinctive academic and experiential learning endeavors, including the new College of Health, to prepare students for success in today's rapidly changing world. The campaign also aims to strengthen the connection between its alumni and the university by increasing alumni engagement in programs, events, and volunteer opportunities.

"This is a truly comprehensive campaign—one that will advance every aspect of our university," Simon said.



Students hang out on the front lawn for the GO launch event  
(Photo: Christa Neu)

"We already stand proudly as one of the finest universities in the country, and our success in this campaign will only propel us forward into an even brighter future."

"We're excited to launch this comprehensive campaign that, among other initiatives, will build on Lehigh's commitment to creating a diverse, vibrant community of the most talented students, regardless of their financial capacity," said James R. Maida '85 '17P '19P, campaign co-chair.

"Lehigh has always been a place for hands-on and distinctive student learning experiences and impactful research," added Maria L. Chrin '87 '10P, campaign co-chair. "With the focused, strategic investments encompassed by the campaign, Lehigh can continue to cultivate our learning and research environment, powering the ideas that promise to change our world for the better."

To learn more about GO: The Campaign for Lehigh, visit <http://gocampaign.lehigh.edu>.

## Lehigh Community Holds Vigil for New Zealand Shooting Victims

About 150 members of the Lehigh community gathered inside Packer Memorial Church for a campus vigil in solidarity with those suffering loss in the wake of the March 15 terrorist attacks on mosque worshippers in Christchurch, New Zealand.

The vigil, sponsored by the University Chaplain's Office, featured two scheduled speakers – Lloyd Steffen, professor of Religion Studies and university chaplain, and Rabbi Steven Nathan, director of Jewish Student Life – and six others, including current and former faculty, students and a community member.

"I don't want to be here today," Nathan said. "None of us want to be here today. Too often we are gathered together to mourn the dead, to remember their lives. Too often we have gathered together to remember the lives that have been taken by violence in our world."

He reminded attendees that vigil was the third one for mass shooting tragedies that had been held on campus since the beginning of the academic year. The first followed the mass shooting at the Tree of Life Pittsburgh synagogue in October 2018, then just over a week later was the Thousand Oaks, Calif., shooting.

"I wish I had a solution. I wish I had an answer," he said. "But I don't. All I know is that in the face of the horror of violence that leads to the reality of our world, we must also remember the love and passion and connection, that is, I believe the greater reality. Remembering this will help us as we do the difficult work of fighting hatred."



Walead Mossad, director of Muslim Student Life, leads the regular Friday Muslim service following a campus vigil for the New Zealand mass shooting victims.

(Photo: Christa Neu)



Mohsen Mahdawi '22, a Palestinian refugee, shares his personal experiences with attendees

(Photo: Christa Neu)

Mohsen Mahdawi '22, a Palestinian refugee, shared remarks he prepared and read after the Tree of Life shooting. "The scene is different, the time is different, the religion is different but the message is the same," he said, as he rejected all kinds of violence and condemned the terror attacks. He explained that he knows the pain, suffering, sound of bullets and feeling of losing loved ones — his best friend, uncle, two cousins and other friends were killed in the war Israel declared against Palestine. "My experience says we are all similar and the enemy is fear," Mahdawi concluded. "The enemy is segregation. The enemy is ignorance. And we won't be able to break through the enemy unless we have open hearts."

Steffen opened the nearly 35-minute vigil by offering prayers to the victims and their families and acknowledging the Lehigh community coming together to share that grief. "The outpouring of support for the people of New Zealand expresses the clear desire to shun violence, to condemn hate speech and to call for the building for the more peaceful and less violent world," he said.

Nathan spoke next. He concluded his remarks by pausing for a moment of silence and meditation before opening the floor and inviting others to share their thoughts. Donald Outing, vice president for equity and community and the university's diversity and inclusion officer, was the first to speak after the moment of silence. As other speakers did, Outing made a call to lead by example through these trying times. "We must, each of us, continue to try and reject the bigotry and the hatred," he said. "And we must continue, in our own individual ways, to lead lives of kindness."



## Attorney and Advocate Anita Hill Urges Engagement, Commitment to Social Change

The women's rights icon delivered the university's MLK Address to a packed house in Baker hall

Undaunted by a travel delay that prompted a late start to this year's MLK address, the audience that packed Baker Hall to hear from Anita Hill gave the women's rights icon and Brandeis social policy professor a warm Lehigh welcome.

In a roughly 45-minute talk, Hill traced her personal experiences fighting for justice to the words of Dr. Martin Luther King, Jr., who eloquently spoke of a "garment of destiny" that weaves together "an inescapable network of mutuality." Quoting King, Hill said, "We must all learn to live together as brothers, or we will all perish as fools."

Hill said she intuitively grasped this lesson early on, as a "member of the Brown vs. Board of Education generation," which saw the expansion of rights and opportunity for many. "For me, as a member of that generation, it is my job to see all those people who struggled and suffered and even gave their lives, and to make sure they are still remembered by the civil rights movement and the social justice movement."

Those early civil rights struggles are reflected in many of today's social issues, including the timely topic of sexual harassment in the workplace. Hill spoke candidly about her experience during the 1991 confirmation hearings of U.S. Supreme Court Justice Clarence Thomas, and she shared her observations on the clear parallels between those hearings and the more recent controversial and divisive confirmation of U.S. Supreme Court Justice Brett Kavanaugh.

Hill said she was initially buoyed by the social progress

and cultural change that was ushered in through the 2017 #MeToo movement. "It felt like we were moving toward a better future, that as a society, we were actually waking up to the reality of gender violence. I had no idea that a few months later, we would be jolted back. I turned on the TV and I saw history repeating itself. I run into so many people—when I'm out shopping, even with the TSA agent at the airport today—who feel so dejected and disappointed by what happened. But I tell them, and I am saying to you, I've been on this path 27 years and that Kavanaugh hearing will not cause me to retreat."

While she said she is encouraged by shifting cultural norms that now provide space for women to come forward and recognize "that we are entitled to be heard," she is concerned that progress continues to be threatened by a broad societal denial of gender violence. We must also, she said, challenge our leaders who are less concerned with justice and progress than they are with political power, status and control.

"With the independence of the highest court called into question, we are at a pivotal point in the history of our republic," she said. "Our democracy is suffering. But we don't need to wait for our government to lead. We can start today. We all have to be engaged in this fight, and that includes men, too, who can be victims of sexual violence. We can teach, we can challenge false assumptions, we can learn, we can demand our government do better. We can be the change—you've all heard that," she continued. "Well, we've got to DO the change too. And we must."



Anita Hill delivered Lehigh's MLK Address to a packed house in Baker Hall. (Photo: Christa Neu)

2018-2019

# AFTER ACTION REPORT

## LU SWIM + DIVE LUALLY TRAINING

**What:** LUally Training for the LU swim & dive team

**Where:** Taylor Gym, Student Athlete Lounge

**When:** Monday, January 7, 2019

**Why:** To provide the swim & dive team with tangible skills for engaging with their teammates in an equitable and inclusive manner

At the request of the swim & dive coach, the Pride Center provided a customized LUally training for the swim & dive team to better equip them with strategies for creating inclusive environments. The 50+ student-athletes trained reported that, as a result of the training:

- **95%** increased their knowledge
- **96%** could better recognize inclusive & exclusive thoughts, attitudes, & behaviors
- **97%** felt better equipped to act as an ally

The receptivity of the team to the content and their active engagement in the conversation laid important groundwork for future trainings within athletics.



## SWIM + DIVE LUALLY ACTION ITEMS & TAKEAWAYS

- We plan to continue our support and co-advisement of TIDE & Athlete Ally, an important student-led initiative for equity & inclusion within Athletics.
- In 2019-2020 and 2020-2021, we plan to offer customized sessions to all Athletics staff that could also be amended for specific teams.
- We will have 2 student-athlete interns this semester specifically focusing their work on LGBTQ+ inclusion within Athletics. Potential projects may include benchmarking of other model departments, development and implementation of a second "team culture survey," and facilitation of conversations around inclusion with teams.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** "Real Talk - Understanding, Leading, and Engaging Diversity Through Dialogue"

**Where:** Cedar Crest College

**When:** January 7, 2019

**Why:** To increase staff bonding while reinforcing effective dialogue in hard conversations

**Why was the project needed:** The Cedar Crest College Center for Diversity and Inclusion hosted The Blue Door Group for a one-day training on intergroup dialogue. The session brought together colleagues from multiple LVAIC institutions to learn and practice skills. This session's particular focus was on race, giving participants the chance to engage in dialogue and increase self awareness.

**What did this project accomplish and how:** Because the entire CGE staff attended, we were able to engage in real-time processing about facilitation strategies and note how we may take those skills back to our own workshops. Further, we participated in a post-training conversation the following day, leaving with finite approaches to apply to our work in Spring 2019.

**Number of participants:** 20

**Other organizations involved:** Lafayette College, Cedar Crest College, and Lehigh Valley Inter-regional Networking & Connecting

**Comments from participants:** "Reaffirmed the importance of establishing expectations with participants in advance of a training, at the start of the training, and offering space for altering those expectations." Rita Jones, CGE Director

"Leaning into discomfort while in dialogue is a signature of growth and learning, and it is imperative we embrace that sensation as a tool, not a hindrance." Sara Hausladen, CGE Associate Director

"Without facilitating effective dialogue, participants can get lost in the difficulty of a topic. Guiding participants through these conversations is essential for growth." Tess Pyne, CGE Coordinator

"The training made me realize how we are not addressing the issues of race and diversity within our center as often as we could. It is the job of our center to remember and remind others of gender. Because we operate within a space that still has and always will have much ongoing diversity work, when we encourage dialogue about questions of gender it very likely could be our job to include issues of race. I will now be more courageous in practicing strategic intersectionality. This dialogue training encouraged me to do this more often by providing me with useful communication strategies." Sarita Mizin, CGE Graduate Assistant



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

# AFTER ACTION REPORT

## CREATING CHANGE CONFERENCE

**What:** 2019 National LGBTQ Task Force Creating Change Conference

**Where:** Detroit, MI

**When:** January 24-27, 2019

**Why:** Creating Change is the largest LGBTQIA+ conference in the world as it brings together over 4,000 LGBTQIA+ individuals. The conference focuses on the promotion of LGBTQIA+ inclusion across different industries and communities and is considered the "foremost political, leadership, and skills-building conference" for LGBTQIA+ communities. The conference offers sessions on a wide range of topics from campus/university activism to spiritual development and allows for all attendees to customize a unique conference experience that meets various needs. Creating Change also promotes networking across difference and encourages participants to meet with and engage with others from around the world.



## CREATING CHANGE CONFERENCE ACTION ITEMS & TAKEAWAYS

- This year, we were able to take a group of six students and one staff person to Detroit, MI for the conference.
- The experience is entirely donor funded as students only had to cover a few meals during the conference. In total, Pride Center contributors were able to provide transportation, registration, lodging, and a few meals for all participants at a cost of approximately \$4,200.
- We know that this conference is a high-impact experience for our students as they learn more about themselves, others, and the community around them. Next year's conference will be in Dallas, TX and will increase the cost of attendance and will likely mean that we will only be able to send a small group.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** Student Staff Spring Recharge

**Where:** Humanities Center

**When:** January 25, 2019

**Why:** To refresh processes and allow for staff bonding

**Why was the project needed:** To create a touch point halfway through the year for staff to reconnect, and be in community with one another. Additionally, to reestablish the process of how projects get done and develop a common language for what we do, how we do it, and who does it.

**What did this project accomplish and how:** The Staff recharge allowed students to relearn the CGE program process, bond with Student and Professional Staff, and began the process for developing the CGE common language.

**Number of participants:** 23

#### Comments from participants:

"I learned more about our process and how non-interns move through it."

"The CGE is a community you can trust."

"The recharge reaffirmed the support that we give to each other."

"Establishing a common language is important, and it brings a feminist lens to the day to day work we do."

"The recharge is the most I've felt connected to the staff as a whole."

"It was a good example of what it is like to be in a community."

"Our family map [activity] showed our connections outside the space."

"I was able to connect what I am doing with our process."

**Learnings:** Taking the staff to the Humanities Center allowed them to feel like they were at home, due to the setting and intimate nature of the activities we planned for smaller group interaction. New staff members, and those who often do not get the opportunity to join our staff meetings, had a chance to re-integrate with the group. We are thinking of utilizing the space a bit more often due to the response from the students.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

# 2018-2019

## After Action Report

### DIVERSITY CHAMPIONS: INCLUSIVE EXCELLENCE WORKSHOPS

#### Identity Development

**What:** Diversity Champions workshops for Dean of Students

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

**When:** February 6th; April 3rd; May 1st, 2019

**Why:** To provide an interactive workshop that supports the development of cultural competency to staff and faculty across campus.

The Office of Multicultural Affairs will assist the campus community in building cultural competency through the Diversity Champions: Inclusive Excellence Workshop series. The workshops are a skills-based, educational opportunity for the Lehigh community, centering the philosophy that allyship is a continuous process that looks different for everyone.

#### Workshops Include

Inclusive language

Exploration of Identity

Unconscious Bias

Communication and Cross-Cultural Conflict

Cultural Humility



#### Engage • Development • 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 Action Items and Takeaways

The series was piloted during the Spring 2019 semester with 15 staff members from the Dean of Students as part of their professional development. Participants experienced 3 out of the 5 workshops, which included Inclusive Language, Identity Exploration, and Unconscious Bias. The sessions are geared towards supporting staff and faculty in their journey of increasing their cultural awareness and interpersonal effectiveness.

Beginning Fall 2019, a full program launch will occur across campus. Staff members were introduced to the program during ERAC's staff development day and interested staff signed up to join the series of workshops.

Feedback from the pilot group include:

*What aspects of the workshop did you find the most valuable and/or informative?*

*Inclusive Language:* The interactive piece of defining the terms ourselves.

*Unconscious Bias:* I appreciated the videos and content and resources provided by the speaker.





## *Diversity & Inclusion Day at Lehigh Basketball*

*February 9, 2019*

The Office of Diversity, Inclusion & Equity partnered with Mountainhawks Sports Properties to host Diversity & Inclusion Day at Lehigh Basketball on Saturday February 9, 2019. The game was a double-header featuring both a men's and women's game.

The event featured the full range of diversity and inclusion resources that Lehigh has to offer, including all of our advocacy centers, student clubs and faculty resources. Diversity & Inclusion was featured prominently in social media posts and advertising leading up to the game. During the event itself, there were tables in the lobby for each of our available groups, a pre-game on-court presentation highlighting our stem activities, a half-time interview on Service Electric Cable TV with Vice President for Equity & Community Donald Outing to discuss D&I efforts at Lehigh, and two centers were able to provide videos to play during time-outs highlighting their specific offerings. It was a fun and different way to engage with our Lehigh community.

The Office of Diversity, Inclusion & Equity was also given digital advertising opportunities on [lehighathletics.com](http://lehighathletics.com) during the month of April, giving the opportunity to further our reach with Lehigh Athletics fans.

The partnership will continue next year, with a game in spring 2020 and additional advertising and outreach opportunities for the DI&E stem and Lehigh Athletics.



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



Terri Ball-Nicholas and Lloyd Steffen from the Chaplain's office with a special guest



Dr. Outing is interviewed live on SETV

2018-2019

# AFTER ACTION REPORT

## LVAIC LGBTQ+ LEADERSHIP CONFERENCE

**What:** 5th annual LVAIC LGBTQ+ Student Leadership conference

**Where:** Lehigh University

**When:** February 9, 2019

**Why:** To offer LVAIC students an opportunity develop their leadership capacity while meaningfully connecting with those within and outside their own institutions

The LVAIC LGBTQ+ Student Leadership Conference drew over 70 undergraduate and graduate student attendees. 20 concurrent workshop sessions were offered along with a keynote address and a breakout discussion portion, and 80% of workshop offerings were from Lehigh community members. 100% of attendees agreed that the conference provided them with resources and skills to enhance their leadership, and 95% agreed that it provided them with opportunities to build meaningful connections both within and outside their own institutions. Finally, 100% of attendees indicated that they would recommend the conference to others.



## LVAIC LGBTQ+ CONFERENCE ACTION ITEMS & TAKEAWAYS

- We were incredibly intentional about universal design throughout the conference planning process, and received no access complaints or issues in our conference evaluations as a result. CART interpreting services as well as a bus to take attendees to and from Rathbone Dining Hall were both positive investments that benefited all attending the conference.
- Attendance for the conference over the past 3 years has steadily decreased, and around 60% of attendees this year were from Lehigh. We will monitor attendance for the upcoming year to determine whether this is a service we should continue to offer to the Lehigh Valley community.
- Cedar Crest College will host the conference in 2020.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019 Center for Gender Equity After Action Report



FEBRUARY 15, 2019  
**EMPOWERMENT, ACCESS, & INFRASTRUCTURE**



A SYMPOSIUM IN ADVANCE OF THE 63RD  
COMMISSION ON THE STATUS OF WOMEN  
10:00 AM  
LU-UN Partnership  
Roemmele Global Commons  
Williams Hall

**What:** One-Day Symposium in Advance of the 63rd Commission on the Status of Women

**Where:** Roemmele Global Commons, Williams Hall

**When:** February 15, 2019

**Why:** To generate regional and campus discussions of the themes of the CSW- gender and Empowerment, Access, Infrastructure.

## Why was the project needed:

To "make the global local" as far as bringing a local perspective to the global issues of the CSW and vice versa. The expansion of the event was designed to build key relationships with community organizations invested in gender equity and anti-racist work while introducing students to regional leaders who do diversity and inclusion work as a profession.

**What did this project accomplish and how:** This project built relationships with regional partners through campus invitations to participate in our roundtable sessions. We now have an expanded platform from which to generate future collaborations between the CGE and greater regional community invested in gender equity work. Students gained content knowledge from field professionals for their own projects and developed their regional networks. Additionally, we generated discussions about contributing to women's health and transhealth initiatives and started to imagine how regional nonprofit organizations could collaborate in the future with the CGE and possibly, the new College of Health.

**Number of participants:** 20

**Other organizations involved:** LU-UN Partnership, American Association of University Women, Lehigh Valley Transgender Renaissance, Turning Point of the Lehigh Valley, Allentown Women's Center

## Comments from participants:

"From a conservative Irish-Catholic background, I've never been able to have a conversation like this!"

"I'm so glad I could learn more about Pennsylvania's own legal barriers to reproductive healthcare."

"I was so surprised by what I learned about women's healthcare in Afghanistan from Masuma."

## Student Leader Learnings:

An event like this should be scheduled mid-week to increase campus participation and access.

**Plans for next year:** Continue the regional focus of the symposium, alter scheduling, continue to promote on-campus and regionally, and extend more targeted invitations at regional academic institutions.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



THE FACULTY & STAFF  
PRIDE NETWORK

2018–2019 AFTER ACTION REPORT

## AFTER ACTION REPORT

**WHAT** You Can Play! LGBT Pride Night at Lehigh Valley Phantoms

**WHERE** Phantoms Hockey, PPL Center, Allentown

**WHEN** February 15, 2019

**WHY** The hockey outing was planned to support local Lehigh Valley LGBT+ community efforts fostered by the partnership between Bradbury Sullivan LGBT Center and the Lehigh Valley Phantoms.

The Lehigh Valley Phantoms were proud to announce their first LGBT+ Pride Night. We wanted to provide the opportunity for FSPN members to attend the game. FSPN covered half the costs of tickets for members and family of those who wanted to attend. As part of the You Can Play initiative, the Phantoms were highlighting the Bradbury-Sullivan LGBT Community Center in Allentown. The event presented a great platform to support the Bradbury-Sullivan LGBT Community Center and promote inclusion and diversity across the entire Lehigh Valley.



The Lehigh Valley Phantoms were proud to announce that they partnered with the **You Can Play Project**. The You Can Play project is dedicated to ensuring equality, respect, and safety for all who participate in sports, including LGBT athletes, coaches, and fans. Their mission is to

create a culture change where locker rooms and spectator areas focus on athletic ability, work ethic, and team spirit, not sexual orientation and/or gender identity.

**VIDEO LINK** <https://www.facebook.com/LehighValleyPhantoms/videos/374588566688838/?v=374588566688838>

### ACTION ITEMS & TAKEAWAYS

- FSPN's helped to financially discount a professional sporting event experience for FSPN members
- FSPN was able to support the partnership between Bradbury-Sullivan LGBT Community Center, the Lehigh Valley Phantoms and the You Can Play Project.



LEHIGH  
UNIVERSITY





# 2018-2019

## Center for Gender Equity After Action Report



**What:** Gender in a Global Context Discussion Series

**Where:** CGE Lounge UC C 207

**When:** Spring 2019: February 15, March 21, and April 18

**Why:** Gender in a Global context works to encourage effective dialogue discussions on global gender issues.

**Why was the project needed:** We live in a global community as technology and accessibility to other cultures and experiences increases on our campus. The CGE believes gender is in everything, and want to provide spaces that increase dialogue about differences. GiGC is looking to do that with every program.

**What did this project accomplish and how:** This project continues to bring students that might not normally engage in dialogue together. This semester included discussions on gender-neutral early education curriculum in Iceland, a discussion on perceptions of masculinity in the US, and Abortion Laws and Adoption in Morocco.

**Number of participants:** 15-35

**Other organizations involved:** Global Citizenship, Global Union

**Comments from participants:** "Seeing small kids doing things we wouldn't expect them to here in the US is really bringing out my own biases. Which is good, there's multiple ways of being in the world." "We need more programs related to masculinity, we don't talk about it enough." "I really appreciate how you've complicated the issue of abortion laws and family planning in Morocco. I feel challenged by this, and in the best ways possible."

**Student Leader Learnings:** "I'll want to explore more gender related issues in Iceland. They really make space for women to take leadership roles there, and I'm curious what makes them different." - Melissa "We definitely need to keep talking about masculinity, but I'd also like to see a conversation on non-binary peoples experiences." - Aiden "I really appreciate being able to do this for as long as I have. I learned A LOT, and grew from it. I hope this keeps going." - Tanairy

**Plans for next year:** We are looking forward to a discussion on global perspectives on non-binary and gender non conforming, and how those identities are received and perceived. We also are looking to explore experiences of Asian American children of immigrants, and women in leadership in Iceland.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

# AFTER ACTION REPORT

## LGBTQ+ DATA WORKING GROUP

**What:** Annual working group to review Lehigh LGBTQ+ student data

**Where:** Lehigh University, UC 304

**When:** February 22, 2019

**Why:** To review NSSE & MSL data relevant to Lehigh LGBTQ+ students

We collaborated with the Office of Student Engagement & the Office of Institutional Research for our review of data from the MSL & NSSE surveys, which are administered every three years. Based on our review of the data from these two sources, we found:

- Our current first-year class has a greater percentage of LGBTQ+ students than our current senior class
- LGBTQ+ first-years are more likely to say they plan to return to Lehigh for a second year
- LGBTQ+ Lehigh students rate campus as a less supportive environment than do their cisgender/heterosexual peers
- LGBTQ+ Lehigh students are more likely to have held a leadership position in a student organization than their heterosexual/cisgender peers



## LGBTQ+ DATA WORKING GROUP ACTION ITEMS & TAKEAWAYS

- In our upcoming LUally training with OIR, we plan to have a conversation regarding ways that we can better collect data on Lehigh LGBTQ+ students utilizing supplemental demographic questions.
- We will incorporate additional Key Performance Indicators from the NSSE data into our 2019 update to our strategic plan.
- Additional data points will also be incorporated into our end of year report.
- Work still needs to be done to compare MSL data from this year to the survey results from 2015 in order to measure changes over time; we plan to take a deep dive into this over the summer.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### Year End After Action Report



**What:** Feminist Film Friday

**Where:** Center for Gender Equity Lounge

**When:** Spring 2019

**Why:** : To bring a critical feminist lens to movies people enjoy.

**Why was the project needed:** FFF came from the notion that we need engage in pop culture that is accessible to those who are either well versed in feminism, or brand new to the theory. We also wanted to complicate how sometimes the things we believe to be feminist may or may not be holistically feminist.

**What did this project accomplish and how:** Feminist Film Friday seeks to bring students into our space to watch a popular film, and then to have them critically dissect the film afterwards through discussion. A film a month was shown, and in April we partnered with the AAUW and Moms Rising to show the documentary "Zero Weeks," which focused on paid family leave in the US.

**Number of participants:** 10-20

**Other organizations involved:** American Association of University Women (Lehigh University and Bethlehem Chapters), Moms Rising Bethlehem

**Comments from participants:** "It's really incredible to look at some of these older movies that don't seem like they'd be that outdated, but then they'll say something that we KNOW isn't right today. Yet the movie plot itself feels relevant today." "This is a good reminder of how far we've come in feminisms since these movies came out." "Zero Weeks really helped me see the impact of policy on daily lives of families. I'm not sure I would have been aware or been curious about this on my own, and now I want to know more and do something."

**Student Leader Learnings:** I learned a lot from leading discussion, but it was also really great to have AAUW host one so I could participate. I realized either way that I was getting more comfortable guiding dialogue, and I'm really excited to see what we'll do next year.

**Plans for next Semester:** As the program has now been established this semester, the student programmers are looking to collaborate in the fall with other departments, such as the English Department, and film courses, to further outreach.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

## *Fireside Chat Series with Dr. Frank Douglas '66*

The Fireside Chat Series was launched spring semester 2019 around a fascinating memoir published in November 2018 by Dr. Frank L. Douglas, '66, entitled "Defining Moments of a Free Man from a Black Stream." Dr. Douglas, who grew up in poverty, eventually went on to lead the development of twenty drugs that fight allergies, diabetes, seizures, and cancer. Dr. Douglas is a legend and a great son of Lehigh University.

Writing this book took a lot of courage and personal risk on his part to discuss his personal journey in detail from British Guyana to Lehigh University as a Fulbright undergraduate in 1963 and graduate student at Cornell University. Dr. Douglas went on to a highly successful and transformative career in the pharmaceutical industry and later as a professor of practice and center director at MIT. "Defining Moments of a Free Man from a Black Stream" is a reflection on the events and people that made him the man he is. This is a great story and a must read book.

As a result of this great story, an inaugural fireside chat session was hosted for members of the senior leadership and members of the Board of Trustees at Lehigh University on February 27, 2019. The inaugural session was so successful that a series was launched for small groups of undergraduate and graduate students, BALANCE alumni, and a group of the incoming class. Additional chats will be offered this fall 2019.

The book can be purchased at Lehigh University Bookstore and Amazon. Dr. Douglas's book continues to receive great reviews from far and near.



*"The time with Frank was great and gave rise to thinking about some issues that were non-obvious (beyond diversity and inclusion) and difficult to think about (though we must)."*



*"This was an outstanding read and a wonderful format for discussion."*







# 2018-2019

## Center for Gender Equity After Action Report



**What:** Dish

**Where:** CGE Lounge, UC C207 and SAL Taylor Gym

**When:** February 28, 2019, March 6, 2019 and April 2, 2019

**Why:** To encourage effective dialogue between the Center for Gender Equity and other groups on campus by sharing a meal.

**Why was the project needed:** Focusing on dialogue, the CGE created communal spaces for different organizations to gather.

**What did this project accomplish and how:** There were three dishes held in the Spring Semester. Creating a dialogue between CGE Student and Professional Staff and women in the STEM fields occurred in February. Inter Fraternity Council, Panhellenic Council, and CGE staff gathered together to create a space for dialogue in March for an introspective dialogue. In April, we met with the women's soccer team, creating a new connection.

**Number of participants:** 15, 30, and 30

**Other organizations involved:** Inter Fraternity Council, Panhellenic Council, Lehigh Women's Soccer Team, Society for Women Engineers, Alpha Omega Epsilon (AOE), and Lean In

**Comments from participants:** "It was nice to have a space to talk about issues we don't normally get space to talk about. We're usually so busy we only ever talk about practice, games, food, and school." - Lehigh Women's Soccer team member "Our community is going through a lot of change, and we also have some issues we aren't really able to talk about consistently. We need to confront it all, and this was helpful to have." -Panhellenic Council member "We talk about this a lot among ourselves, but I appreciate being able to talk with others outside of our circle." - Lean In member

**Leader Learnings:** The students from other organizations spoke about the need to have this time for their own reflection and unpacking of gender based issues. What we've learned as a Center is that while these students may not be deeply connected to us regularly, they do desire connection and the DISH can be a method in getting that connection for them. We continue to learn about our community needs more broadly, and develop just in time programming to meet those needs.

**Plans for next year:** We hope to organize another Dish with athletes, as well as College Republicans, Global Union, Graduate Student Senate, and Student Senate.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

# PossePlus Retreat

## AFTER ACTION REPORT

**WHAT** PossePlus Retreat hosted by the Posse Foundation to discuss "The State of the Union"

**WHERE** Bushkill Inn and Conference Center in the Poconos

**WHEN** March 1 – March 3, 2019

**WHY** To engage Lehigh Posse students with the greater Lehigh community including students, faculty, and staff.

This academic year, the Posse Scholars Program returned to Lehigh University. To celebrate the first class of Posse students, Lehigh University in partnership with the Posse Foundation hosted the annual PossePlus Retreat in the Poconos. The theme for this year's PossePlus Retreat was "The State of the Union." Posse students and a diverse group of students from various campus organizations, sports, and Lehigh colleges came together with faculty and staff from across the university, including President Simon, to discuss issues of race, gender, immigration, environmental health, incarceration as well as issues concerning the Lehigh community such as mental health, community building, and engagement on campus. Students, faculty, and staff spent the weekend in an egalitarian, open minded, and intellectually rich environment sharing their thoughts, experiences, and perspectives on diverse topics.



## ACTION ITEMS & TAKEAWAYS

- Lehigh students, faculty, and staff brainstormed strategies to improve the Lehigh Campus Community
- Students were able to engage with peers from throughout the Lehigh community
- Issues to address at Lehigh include mental health, community building, and activism on campus
- Lehigh plans to continue hosting PossePlus Retreats every year
- Students made valuable connections with faculty, staff and peers that they hoped to continue back on campus







# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** HERStory Social Media Campaign

**Where:** Facebook, Twitter, Instagram

**When:** March 1- April 23 2019

**Why:** : In honor of Women's History Month, we celebrated individuals at Lehigh University who are promoting gender equity through daily posts on our social media pages.

**Why was the project needed:** As part of Women's History Month, the Center for Gender Equity combined ODI&E strategic goals of celebrating diversity and inclusion work across campus with acknowledging specific gender equity work. The CGE solicited nominations from professional and student staff, asking for names of people across campus who participate in gender work.

**What did this project accomplish and how:** After acquiring the names, professional staff contacted nominees asking if they would like to participate in the project and, if so, if they would share a photograph. Nominators then wrote two to three sentences acknowledging the nominee's work and thanking them. Tess Pyne then created a calendar of postings, alerting each nominee on the day they were featured.

Engagement with our Instagram and facebook accounts skyrocketed. We saw, at the lowest, a 50% increase in shares, likes, and comments. One of our strategic planning goals for the year was to increase our reach via social media, particularly as we think of the impending temporary relocation from the University Center. The success of HERstory Matters ensures we stay relevant in people's feeds.

**Number of participants:** 46 individuals and 1 group

**Campus reaction:** Nominees expressed gratitude for being recognized. Professional staff continue to receive verbal praise with comments such as "I loved that campaign! I watched every day to see who would be featured next." Another campus member said she watched both to appreciate others and also to "see who I needed to meet on campus." A byproduct of the campaign was creating in-person connections. Intentionally highlighting for March also supported our successful first connection to Lehigh's Giving Day on April 2, 2019.

**Plans for next year:** Future plans include archiving the campaign and re-sharing for Throwback Thursdays, exploring a Weekly Spotlight feature, opening up to campus and alums the nomination process for Women's History Month 2020, and gearing up for 50 Years of Undergraduate Women at Lehigh in 2021-2022.

#### HERstory



Ellie Naka believes in the power of women and recognizes the positive changes they can enact when united. As a member of the Executive Board of Lehigh's Panhellenic Council, Ellie plays an important role, particularly, in connecting the local community with the Lehigh Panhellenic community. She shares opportunities for students to get involved off campus. She is also doing work to unite the Panhellenic community through her support with the Women's Empowerment Summit and the Sorority Liaisons. No matter where she is, Ellie seeks opportunities to engage those around her in gender equity work. Thank you, Ellie!

#### HERstory



As President of the Panhellenic Executive Board, Emily Brown has been and continues to be a voice of strength and forward progress for women in Panhellenic sororities. Importantly, she also seeks ways to bring in other voices from across campus, building collaborations to create gender equity across campus. Regardless of the context, Emily is fearless and undaunted in her quest to support the women she represents. Thank you for your countless hours of advocacy, Emily!

#### HERstory



Tanairi Ortiz is one of those individuals that never leaves others' minds. She always wants to learn and do more. She makes sure voices that aren't in the space have representation. She seeks a world committed to social and gender justice. She engages in feminist praxis on campus in and out of the classroom, in her daily life, and in her experiences in multiple corners of the globe. The Center for Gender Equity is grateful to the years she has spent and wishes her enormous happiness as she travels to the next space in her journey. Thank you, Tanairi!



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

# PRCP's Educational Workshop



On Saturday, March 2nd, 2019, the Puertorrican Culture Conservation Inc. organized an Educational Planning Workshop at their Alliance Hall's location in Allentown. Dr. Luis Brunstein, Lehigh University's Multicultural Liaison from the Diversity, Inclusion, and Equity Office was invited to talk with community members, including parents and children attending elementary, middle, and high school.

Dr. Brunstein discussed Lehigh University's drive to recruit and support, financially and academically, qualified first-generation students from low-income households in the Lehigh Valley. He also talked about various strategies to lay a long-term path between school and college, the importance of earning good grades, participating in community activities, preparing to earn a good SAT score, and developing the attitude, persistence, and determination to stay focused on the long-term objective: to successfully attain their education goals and personal dreams.

Dr. Brunstein's presentation was followed by a question and answer section where both parents and students asked for more information, clarification, and development of points made during the presentation. Most participants were surprised by Lehigh's generous financial assistance packages and opportunities.

## Outcomes:

- Strengthened Lehigh University's relations with the LatinX community in Allentown.
- Empowered members of the LatinX community with information about potential and viable educational alternatives at Lehigh University.
- Sparkled interest among members of the LatinX community in Allentown to promote and sponsor similar events to empower other members of the community.
- Contributes to advance the goals of Lehigh University's Path to Prominence.



2018-2019

# AFTER ACTION REPORT

## ACPA NATIONAL CONFERENCE

**What:** ACPA (College Student Educators International) Annual Conference

**Where:** Boston, MA

**When:** March 3-6, 2019

**Why:** ACPA is at the forefront of social justice and inclusion within higher education and student affairs

Scott Burden and Chelsea Gilbert attended ACPA 2019 to present two workshops to national audiences: "Beyond Safe Zone" and "Intersectional Feminist Praxis in Supervision." Our first session reviewed our LUally program and offered best practices to the 70+ colleagues in attendance; the second was an extended session where we took a deep dive into supervision theory and practice with a group of 7 attendees. In addition to these presentations, Scott attended directorate meetings for the board of the Commission for Social Justice Education, and Jimmy Hamill, our graduate assistant, received an award for Exemplary Social Justice Practice by a graduate student. Finally, we attended many sessions that offered us insight, resources, and affirmations. .



## ACPA NATIONAL CONFERENCE ACTION ITEMS & TAKEAWAYS

- We attended sessions relating to intersectional disability justice and data-informed practices that affirmed that we are in line with best practices in our work here at the Pride Center.
- We hope to continue to offer our session on supervision in other contexts, including potentially as an LVAIC professional development workshop.
- Scott will continue to serve on the Directorate board for the Commission for Social Justice Education.
- We hope to present next year with Institutional Research and Student Engagement on our LGBTQ+ data working group efforts.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

## After Action Report: Inter-Religious Spring Break Trip to Israel

**Summary:** With the help of a hefty grant from the Russell Berrie Foundation, the Chaplain's Office/Dialogue Center organized a Spring Break Trip to Israel for March 7-17.

Thirty-one persons were recruited for the trip and due to the foundation grant the cost per student/participant was \$1500, which included air fare, 9 nights at hotels, a touring bus with guide and guard-medic, entry fees at certain sites, and two meals per day. The purpose of the trip was to expose participants to those at the grass-roots level in Israel who were engaged in inter-faith dialogue and working for peace in the conflict between Israel and Palestinians. Highlights of the trip included an afternoon meeting with the Mayor of Bethlehem in the Palestinian Authority—we delivered greetings from our Mayor, Robert Donchez. We spent time in Jerusalem exploring and visiting religious sites, including the Temple Mount where three of our Lehigh Muslim staff persons plus a student entered the Al Aqsa Mosque, third holiest site in all of Islam. That was a first for us. The trip made its way to the Dead Sea and Masada in the desert south, Galilee in the north, including a visit to the Golan Heights, Tel Aviv and Jerusalem. We met with various persons who are working for peace and reconciliation, including a visit to the Rabin Center, the Sabeel Center, the Parents Group that brings survivors of those killed in “the conflict” together to share bereavement, emotional support and ideas for progress. A video of participant reflection is being prepared for placement on the Chaplain's web page.

**Take-aways:** Participants received an up close and personal educational experience in a wonderful but also politically troubled country, with many hidden resources available to help guide the country into a more peaceful future. Evaluations from participants were exceedingly high in their praise for what the trip offered as both an opportunity to learn about Israel and Palestine but also to develop new friendships and broader cultural experiences.



Western Wall



Temple Mount



The Tomb of Jesus





# 2018-2019 Center for Gender Equity After Action Report



**What:** Lehigh Leadership Academy. Developed and facilitated by Human Resources.

**Where:** Weyhill Guest House

**When:** March 11-15, 2019

**Who:** Rita Jones was a member of the inaugural cohort

The Lehigh Leadership Academy is designed as the final phase of leadership development at Lehigh. The Academy helps grow leaders from within, using a specific Lehigh-based context. The cohort included staff and faculty from across Lehigh.

The week-long, immersive experience provided the opportunity to “let go” of day-to-day responsibilities at work and truly engage in high-level leadership questions and skills. The context also created an important community of Lehigh staff and faculty, as it joined together people from across the institution for one reason that was not specifically work-related. The Academy reduces isolation and expands institutional knowledge for each participant, as they learn more about the contexts and methods from colleagues across campus.

The Academy offers a variety of leadership models, removing the “one-size fits all” approach to success. It also establishes a 360 degree review as standard, rather than a scary exception to how leaders receive feedback from those around them.

Importantly, the Academy created space for participants to develop action plans they could actually follow and implement upon return to work. Facilitators offered support and also encouraged self-directed learning from the participants.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

2018-2019

## After Action Report

### WOMAN WORK LUNCHEON WOMEN'S HISTORY MONTH

#### Cultural Education and Social Development

**What:** Woman Work Luncheon

**Where:** Lamberton Hall, Great Room

**When:** March 20, 2019

**Why:** To highlight and celebrate the many ways in which women 'work' within careers, home, personal (self), etc. The inspiration comes from a poem by Maya Angelou, *Woman Work*.

In celebration of Women's History Month, the Office of Multicultural Affairs and the Center for Gender Equity partnered for the inaugural Woman Work Luncheon. This event celebrated and recognized the impact of the daily work that women do, the cultural aspects on how they navigate 'work', and the motivation behind their work.

Sparked from Maya Angelou's poem, *Woman Work*, attendees engaged in conversation at their tables and reflected on inspirational stories from various women across our campus community.

A panel of women from across campus and of diverse backgrounds, shared their journeys through their own intersectional identities and life experiences.



#### Engage • Development • Act

PARTNERSHIP WITH THE  
CENTER FOR GENDER EQUITY  
AND INTERNATIONAL VOICES.



#### Women Work Luncheon Action Items and Takeaways

The Office of Multicultural Affairs along with the Center for Gender Equity will continue our collaborative efforts and host the second annual Woman Work Luncheon in celebration of Women's History Month 2020. While the format will remain the same, we will incorporate more time for questions and sharing out from the audience to the panelist.

We will identify a speaker from the community that can share her story and experiences in the hope of capturing the inspiration for the work that we do as women with various identities. And finally, we will highlight the theme of wellness and self-care in the various aspects of how woman work.





# Lehigh's School 2 Work Visit



On Friday, March 22nd, 2019 Luis Brunstein, the Multicultural Liaison for the Office of Diversity, Inclusion, and Equity at Lehigh University hosted a group of first-generation low-income students from the Bethlehem School Area District's School 2 Work program.

During the visit, including breakfast and a campus tour, a Lehigh student, Melissa Shaw-Patino '20, shared with the group her academic and personal experiences. Melissa talked about what a typical day looks like for her, her work schedule, social life, financial aid, academic support, tutorial support, her semester in China, and different opportunities that enriched her experience at Lehigh.

Krista Evans, from the Office of Admissions, and Joann Deppert, from the Office of Financial Aid, also talked to the students about some of the more specific criteria used to admit and support students. Krista, a first-generation herself, explained to the students how she, specifically, pays attention to grades, extracurricular activities, and also the circumstances affecting the lives of the students.

Joann Deppert spent time talking about the generous financial aid packages that low-income

students may get if accepted to Lehigh University. Joann's presentation showed the students that the offers made at Lehigh are very generous and the out-of-pocket expenses could end up being lower than at many comparable public institutions; a fact often ignored or overlooked by potential first-generation applicants.

The breakfast and presentations were followed by a campus tour including dorms, cafeteria, Zoellner, and Rauch buildings.

Outcomes:

- First-generation students from low-income households learned about the University's academic and financial support.
- Students learned about Lehigh University's initiative to recruit first-generation students in the Valley.
- Students had an opportunity to interact with a Lehigh student and were inspired by her presentation.
- This outreach effort supports the University's Path to Prominence ideals and strategies.

2018-2019

# After Action Report

## OMA CHATS

### Identity Development

**What:** OMA Chats

**Where:** M-Room - University Center

**When:** March 26th; April 9th; April 23rd; May 7th, 2019

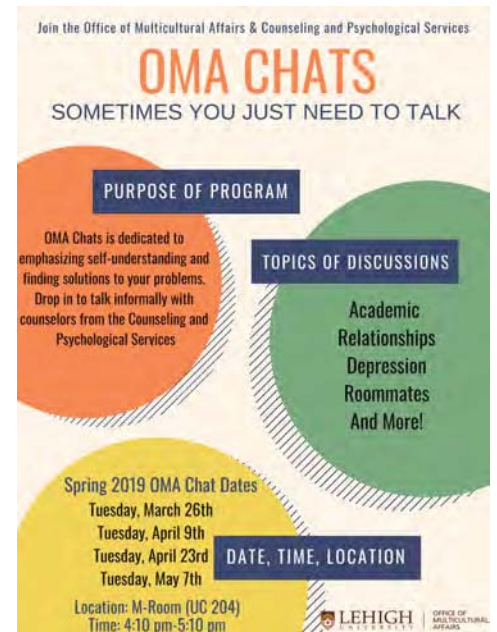
**Why:** To provide a familiar and informal space for conversation, with an emphasis on self-understanding and finding solutions.

As a collaborative outreach program, OMA Chats connects students to the services provided by the University Counseling and Psychological Services (UCPS) office.

OMA chats offers the opportunity to address the needs of students by introducing relevant topics related to social and academic development.

#### Topics of Discussion include:

Stigmatization of Mental Health Across Cultures  
Stigma from Family about Substance Use



### Engage • Development • Act

#### OMA CHATS OUTCOMES:

- FACILITATE CONVERSATIONS OFTEN OVERLOOKED ON SENSITIVE TOPICS
- PROVIDE STRATEGIES FOR MANAGING MENTAL HEALTH ISSUES
- HANDLING STRESS AND SELF-CARE

### OMA Chats Action Items and Takeaways

We will continue the collaboration with the University's Counseling and Psychological Services office and reach out to student groups, including those affiliated with OMA as part of the Council for Cultural Organizations (C2O). This collaborative approach with members of the C2O organizations proved to be successful as it helped garner topics and increased attendance. As a result, members from student organizations attended and fully participated in the discussion. As we continue to grow this program, we will look to the Counseling and Psychological Services office for their guidance, relevant topics, and, support.



LEHIGH  
UNIVERSITY

OFFICE OF  
MULTICULTURAL  
AFFAIRS





# 2018-2019

## Center for Gender Equity

### After Action 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. This year, we asked participants to visualize their spiritual, emotional, or physical relationship with roots, origins, and migrations through art.

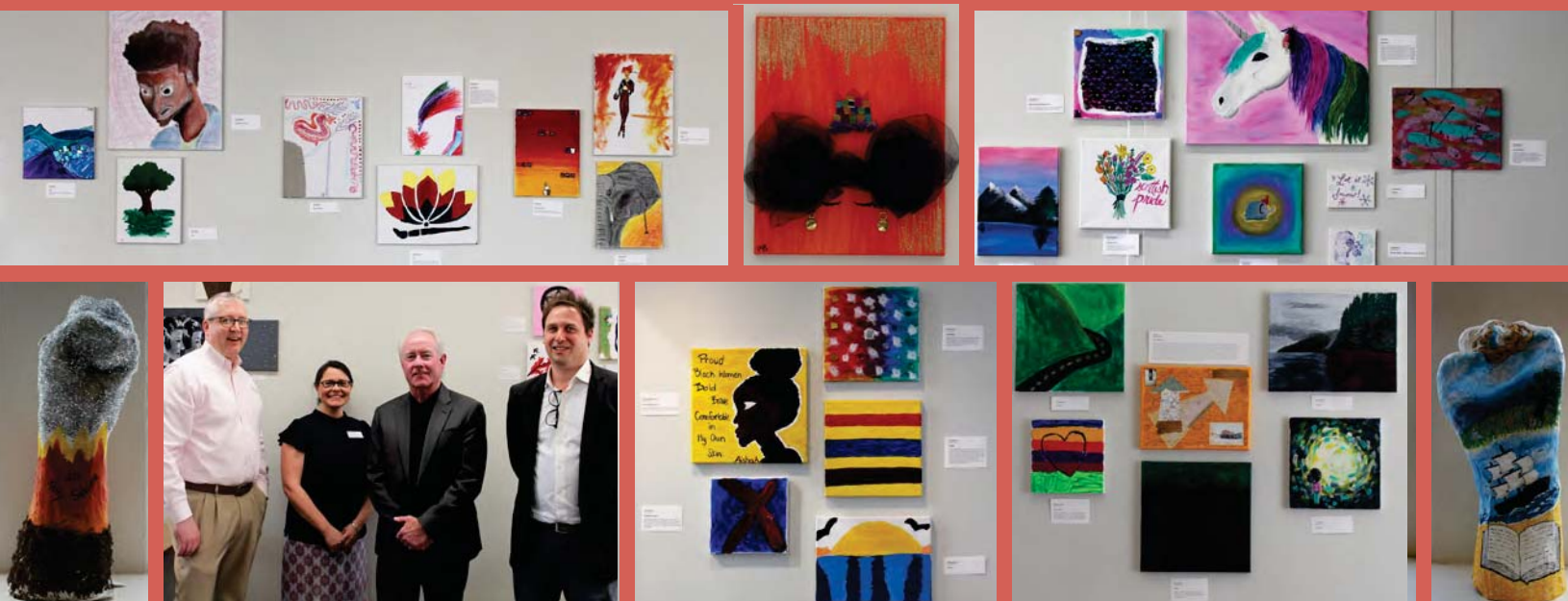
**What did this project accomplish and how:** Be Your Own expanded its reach to culturally-based clubs and departments and offered customized Creation Spaces for in-tact communities to explore their multiple identities through roots, origins, and migrations. The vast majority of pieces exhibited this year speak directly to our themes, and thus allow anyone in the library to (re)consider where "people" come from and what it means to have an origin story. We also increased the number of artist statements, ensuring artists, not just viewers, had time to reflect.

**Number of participants:** With nearly 200 participants, nearly half submitted art for exhibition. This year, the exhibit increased size with 95 Art Submissions from 87 artists.

**Leader Learnings:** It is really important to reflect on the meaning of who you are rather than simply accepting the things you think you know about who you are. You have to ask yourself what it means to come from a specific place or to think and feel the way you do. --Danielle Snaza

It is important to talk about and acknowledge the importance of someones art to them as a individual. The number of artist statements we received with this years exhibit really helped to put the art into the perspective of the artist for the viewer.-- Wascar Ramirez

**Plans for next year:** In its third year, Be Your Own hopes to expand to include more collaboration with student groups on campus, with a specific focus on making the program accessible to athletics. There will also be a focus on more faculty and staff inclusion, with outreach to be coordinated by professional staff member to allow for year round creation space flexibility. Finally, the Program



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



**April 3, 2019**



## **Tri-Alpha National Honor Society Inaugural Induction Ceremony**



In 2019, Lehigh University established a chapter of Alpha Alpha Alpha (Tri-Alpha), an Honor Society for First Generation College students. The inaugural induction was held April 3 for twenty-five students, two prominent alumni, and eight faculty, staff and administrators, all of whom were first generation students when they attended college.

The students inducted have demonstrated academic excellence (a minimum of a 3.2 GPA) and have provided service and leadership to their community and/or Lehigh's community. Students had to apply for membership and upon being chosen took an oath to :

1. Recognize their responsibility to their family and to future generations of firsts, to finish what they have started and be their own leading compass to their destination and support others in their own journeys of "firsts".
2. Accept the responsibility of helping others as they have been helped and to serve as mentors and guides for the next group of students to come to Lehigh.
3. Take pride in their achievements and share their story so others can learn from their accomplishments and share in the joy of their success.

Lehigh University is committed to serving first generation college students and welcomes first generation college graduates to faculty and staff positions. Tri-Alpha faculty and staff inductees are recognized as having blazed a trail to higher education for their families, and now serve as mentors and role models for Lehigh's first-generation students. Two of the inductees, Dr. George White and Dr. Bob Flowers, serve as the advisors for the Tri-Alpha Honor Society.

Each year, chapters of Tri-Alpha may invite up to 3 alumni to be inducted as members. To be considered, alumni members should have been first-generation college students who were graduates of Lehigh prior to the founding of the campus chapter of Tri-Alpha and have served as role models and mentors for Lehigh students. This year two distinguished alumni, Michael Caruso, Class of 1967 and Dr. Frank L. Douglas, Class of 1966, were inducted.

The Tri-Alpha honor society is not only an honor society for first generation students but also a student organization that strives to give back to the community through service projects. In conjunction with the faculty and staff and the alumni, students are encouraged to become more engaged in their Lehigh community and their community as a whole by service and leadership.



2018-2019

## After Action Report

### MULTICULTURAL LEADERSHIP AWARDS BANQUET

#### Cultural Education and Social Development

**What:** Multicultural Leadership Awards Banquet

**Where:** Wood Dining Room, Iacocca Hall

**When:** April 17, 2019

**Why:** In an effort to recognize multicultural students, faculty/staff, and alumni who have exhibited qualities of leadership that projects the mission of the Office of Diversity, Inclusion, and Equity at Lehigh University.

The Multicultural Leadership Awards Banquet is a celebration that recognizes members of the Lehigh University community that exhibits qualities of leadership that projects the mission of the Office of Diversity, Inclusion, and Equity. Recipients were nominated by their peers and thoughtfully vetted via a selection committee.

Twelve categories sought nominations, including alumni and faculty and staff recognition. Out of the 12 categories, 10 awards were bestowed to honor members for their individual and collective work towards inclusive excellence.



#### Engage • Development • Act

### Multicultural Leadership Awards Banquet Action Items and Takeaways

The 2019 ceremony honored 31 nominees and 10 award recipients with OMA's second annual Multicultural Leadership Awards Banquet. Recipient accomplishments were highlighted including the winners of the alumni leadership prizes for the Ralph Albert Thomas '76 Leadership Prize and the Linda Washington Jafari '77 Legacy Prize.

Currently, there's been exceptional work occurring with the alumni re-engagement and OMA would like to continue to recognize that work. More efforts will be made to engage members of BALANCE earlier to encourage submission of nominations.



LEHIGH  
UNIVERSITY

OFFICE OF  
MULTICULTURAL  
AFFAIRS

2018-2019

## AFTER ACTION REPORT

### PRIDE-A-PALOOZA

**What:** The Pride Center's annual carnival-style event

**Where:** STEPS Concourse

**When:** Thursday, May 2, 2019

**Why:** To educate the campus community in a fun and engaging manner on LGBTQ+ issues

Our third annual Pride-a-Palooza drew over 400 participants, including students, faculty, staff, their families, and community members. Attendees played fun, educational games about LGBTQ+ identities to earn tickets, which could then be used for activities like a caricature portrait, arcade-style games, and more. Live performances throughout the evening included a professional drag queen and Philadelphia-based band, as well as Lehigh University groups and individuals. This event provides important visibility for LGBTQ+ issues at Lehigh, and was the last major event of the semester, giving students a moment to pause and relax before jumping in to finals. Pride-a-Palooza is also always a Lehigh After Dark sponsored event, giving students an alcohol-free option for socializing with others.



## PRIDE-A-PALOOZA ACTION ITEMS & TAKEAWAYS

- The timing during the last week of classes posed both challenges and benefits in terms of implementing the event. This will be discussed proactively with our 2019-2020 student staff so that we can make an informed decision for Pride-a-Palooza 2020.
- Due to weather, we attempted an indoor-outdoor hybrid approach. Given that we cannot accommodate much more than 400 people inside the STEPS Concourse, a continued hybrid model or alternate location will be explored.
- Our student staff raised almost \$8,000 for this event from a variety of campus partners. We plan to involve them in further stewardship efforts for offices that contribute to future versions of this event.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



2018-2019

## After Action Report

### DONNING OF THE KENTE GRADUATION CEREMONY



## Cultural Education and Social Development

**What:** Donning of the Kente - spring 2019

**Where:** Wood Dining Room, Iacocca Hall

**When:** May 13, 2019

**Why:** OMA, in recognition with Lehigh's mission of building an inclusive campus, strives to recognize the accomplishments and successes of our minority students with the annual Donning of the Kente graduation ceremony.



Donning of the Kente ceremony is a time in which students of diverse racial and ethnic backgrounds have their accomplishments recognized and their achievements applauded. Various key people from across the campus community take this opportunity to explain the tradition of the ceremony and its importance, as well as their pride in this year's graduating class.

Students' friends and/or families have the opportunity to speak to and about the student, telling others of the student's accomplishments, how proud they are of him or her, and giving well wishes for the future. The speaker then drapes the stole over the student's shoulders, symbolizing an embracing past and a welcoming future.

**Engage • Development • Act**

**PARTNERED WITH ALUMNI RELATIONS AND  
BALANCE.**



### Donning of the Kente Action Items and Takeaways

The spring 2019 Donning of the Kente ceremony continued to see an uptick in participating students - both undergraduate and graduate - with a total of 42 graduates from various diverse backgrounds. Total attendance of the ceremony was 130, including family and friends of the graduates. Excitedly, as the program continues to grow, OMA has begun discussions of how the format of the ceremony will take shape.

In preparation for the spring 2020 ceremony, there will be a greater emphasis on BALANCE engagement starting with handwritten congratulatory letters, stole sponsorship, and a personal invitation to stay connected to the Lehigh University community via the affinity group.



## Staff Development Day 2019

May 21, 2019

ERAC's annual Staff Development Day offers staff members opportunities to enhance their skills, invest in personal as well as professional growth, re-establish relationships with co-workers, and ignite new interest in projects and goals for the future. Staff Development Day provides the potential for better performance and satisfaction on the job.

The Employee Relations Advisory Committee (ERAC) is a team of elected exempt and non-exempt staff members, working together to help advance the interests of our colleagues around campus. We strive to make the Lehigh community as collegial as possible, ensuring that our dedication, enthusiasm and professional experience is recognized across the university. Staff Development Day is run by the ERAC Events Committee, a six-person team of which Christine Lake, Business Manager, is a member. Day of logistics were shared among the six, plus the chair ex-officio.

This year's event was attended by over 200 staff members, who came to enjoy sessions ranging from Inclusive Leadership, Supporting our First+ Population, Dialogues Across Power and Privilege in the Workplace, to The Art and Science of Meditation, How to Pronounce Chinese Names, Challenges of Multicultural Communications, and many more. Sessions were well attended and already on the day of, committee members were receiving excellent feedback from attendees.

There was also a resource fair as part of the event, which allowed staff members to learn more about campus resources they may not come in contact with during their day-to-day routine. These included the Center for Gender Equity, Council for Equity & Community, Equal Opportunity Compliance Coordinator, Faculty/Staff Pride Network, Gender Violence Education and Support, International Center for Academic & Professional English, Office of International Students and Scholars, and Office of Multicultural Affairs, which also had information on the Faculty Staff of Color Network and the Women of Color Network. Resource table participants said the day was really fulfilling as they got their names and missions in front of a lot of people they may not otherwise reach.



Attendees register for Staff Development Day.  
Photo courtesy of Work/Life Lehigh.



Staff visit the Office of Multicultural Affairs resource table and hear about their programs from Director Dahila Hylton (l) and Associate Director Clara Buie.  
Photo courtesy of Work/Life Lehigh



Center for Gender Equity director Rita Jones (l) and coordinator Tess Pyne share information with attendees.  
Photo courtesy of Work/Life Lehigh





# 2018-2019

## Center for Gender Equity After Action Report



**What:** Love Yourself Series Spring 2019

**Where:** University Center Common Area and CGE Lounge

**When:** Ongoing through Spring 2019

**Why:** To engage the Lehigh community in dialogue help people sustain or create healthy relationships with their bodies and to counter narratives that bodies need to be "fixed"

**Why was the project needed:** College campuses, in particular, are rife with students who have unhealthy relationships with their bodies. Additionally, many campaigns and initiatives emphasize loving one's body, and we wanted to push back against this narrative. Many live in bodies that have chronic pain, and while that may not be a cause of self-hate, we do not want any one to feel forced to love that pain. Finally, we want to emphasize holistic love of one's self: spiritually, intellectually, physically, or emotionally.

**What did this project accomplish and how:** The student Project Coordinator sought two formats for continuing the conversation. Realizing that Spring semester at Lehigh is packed with events and programs, she developed, first, an interactive campaign in Upper UC during the noon hour. She sought new ways for people to think about what their bodies can do, specifically in terms of how people use emojis. She offered a variety of emojis--volcanoes, diamonds, and flowers--to help people think outside the box of the power of their bodies. The second approach she took was to introduce people to the nineteenth century concept of Commonplace Journaling. While bullet journals are incredibly popular, they emphasize what people need to do, or, what they did not. Commonplace Journals ask people to share what makes them happy and proud. Students developed a community of journaling, sharing tips and ideas with one another.

**Student Leader Learnings:** Leader Learnings: Many at Lehigh understand gender-based barriers to success, and activities connected with Love Yourself are a form of feminist praxis that give people the chance to act against and change those barriers. I realized the importance of pre-existing bonds between people as the first step to creating a community. Being in community helps people effectively recognize and actively combat the issues on our campus that seem nearly impossible to tackle.

**Plans for next Semester:** We will definitely continue Commonplace Journals, as a community has formed and others are asking for additional spaces. Student Project Coordinators will develop a schedule of activities to guide the participants and reduce redundancies. She will also encourage the journalers to consider submitting some of their pages into the 2020 Be Your Own Gallery



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# 2018-2019 Center for Gender Equity After Action Report



**What:** Lehigh Women's Network

**Where:** University Center and William's Hall

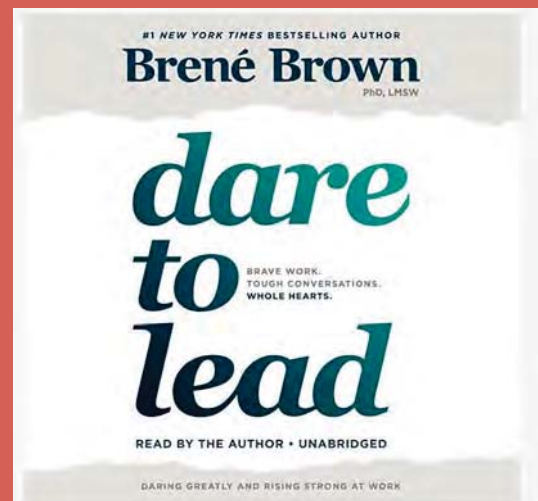
**When:** Spring 2019 - Meetings Second Wednesday of each Month

**Why:** To develop a community for women-identifying faculty, staff and graduate students at Lehigh

**What:** Based upon focus group feedback, the Center for Gender Equity learned that women on campus wanted 1) to build a community of women across campus and across positions, and 2) they needed someone to bring them together. The Center established the Women's Network in Summer 2018, hosting monthly sessions and started with exploring goals and facilitating the participants' shared agreement of the Network.

**What did this project accomplish and how:** Using feedback from the group, the Director solicited feedback for monthly topics, specifically requesting that one of the participants lead that month's topic. Network members led an #IamRemarkable workshop and another led conversations in how women care for themselves. Because women professionals often do not or cannot take time for many work-related socials, which often happen at the end of the work day when women, typically, need to attend to child- or elder-care duties, we created two middle of the work day networking events throughout the year. In December, we host a networking lunch, which attracted nearly 30 women. In June we host an ice cream social—combined with the Parents Network—outside to attract passersby, who are primarily staff, faculty, and graduate students.

**Plans for next Semester:** Plans for next year include soliciting ideas for hands-on workshops for the coming year, expanding reach through intentional promotion at the May 2019 ERAC Staff Professional Development Day, and continued connections to other women's-based networks at Lehigh. A reach goal is to include more faculty in the Network. Tess Pyne is also designing stickers we will distribute across campus to raise visibility of the Network.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# HIGH IMPACT OPPORTUNITY EXPERIENCE FELLOWSHIP

*AFTER ACTION REPORT—NAAKESH GOMANIE*

## SUMMARY

During the summer of 2019, I was empowered through the HIOEF to participate in two unique experiences. My adventure first took me to Bubita, a small village in rural Uganda where I conducted a qualitative research study on malaria prevention methods. This region has been subject to an ongoing malaria epidemic since its conception. While conducting my research, I was privileged to have been offered a teaching position by a local Non-Governmental Organization: Pathways Development. A typical week for me included Monday, Wednesday, Friday conducting interviews while Tuesday and Thursday I taught English, Math, and Science. In addition, I helped the NGO to further develop its afterschool physical activity program for the local children. About halfway through my experience in Uganda, there were six landslides that shook the very life of the community. People came in by the truckloads. I worked closely with the local NGO to implement a disaster relief fund which supports natural disaster victims in the community.

The second segment of my summer took me to Sierra Leone where I led a team of Lehigh students to work on Ukweli Test Strips a social venture in collaboration with World Hope International, an NGO. This project is focused on the implementation of a three-parameter test strip that screens pregnant women for Urinary Tract Infections and Preeclampsia. Sierra Leone has the highest maternal mortality rate in the world; our product can help to reduce the prevalence of this issue. I worked closely with the Country Director of World Hope International, Health Projects Director of World Hope International, and the District Government to implement this technology. During my time in Sierra Leone, my team and I were able to hire an employee for community engagement and messaging so that when our product is introduced it can actually be sold in the market. In addition, with chiefdom approval, we were able to “test drive” our operations by training Community Health Workers and following them back to their villages. There, we were able to observe these Community Health Workers screen, sensitize and refer pregnant mothers!



At about 4:00 PM every day, I volunteer at the afterschool physical activity program at the football field and play with the kids.



The Ukweli Test Strips team at the World Hope International headquarters in the Bombali District of Sierra Leone.

## PERSONAL AND PROFESSIONAL IMPACT

### UGANDA

- Conducted approx. 35 qualitative interviews on the prevention of malaria in Bududa
- Taught primary school students English, Mathematics, and Science
- Participated in the afterschool physical activity program
- Developed a Disaster Relief Fund with the local NGO
- Fed and Supported more than 50 families displaced after the landslides
- Became integrated into the community
- Developed a deeper understanding of East Africa including its culture, people, and language
- Gained independence as this was my first independent research project
- Demonstrated creativity, public-speaking, and attention to detail as I taught primary school students



After the landslides in Bududa. I helped to get these families back on their feet by developing a disaster relief fund with a local NGO.

### SIERRA LEONE

- Interacted with key stakeholders at every level of the community
- Successfully piloted Ukweli Test Strips
- Led my team to the hiring of an employee
- Developed a concept of operations for the venture
- Applied my education in sustainable development
- Obtained invaluable connections for post-graduation employment
- Presented the project to the World Health Organization



Training Ukweli Test Strip's first employee, Hassan. Pictured here, I am explaining to him the way in which we envision our project growing through his partnership.

## FOLLOW-UP ACTIVITIES

This school year, I have been working on the follow-up activities for my experiences. For the work in Uganda, I am collaborating with the District Health Office to publish my research in a sociology journal. Subsequently, these findings will be delivered to the stakeholders I have worked with in Bududa.

My work in Sierra Leone follows me back to the states through an independent study where my team has successfully published two peer reviewed articles in the Global Humanitarian Technology Journal. I will be presenting my work in Seattle, October 17<sup>th</sup> through the 20<sup>th</sup>.



## PERSONAL STATEMENT

**Transformative. Inspiring. Self-Discovery.** During the summer of 2019, I was empowered through the HIOEF to participate in two unique experiences. Little did I know that these experiences would shape the way I continue both my personal and professional endeavors. I have been incredibly privileged to have found a home away from home in Bududa, with Papa and Mai Zaale. Their warm hearts and love continue to inspire me. My experience with them has taught me what it means to be a true global citizen. They have imparted on me what it means to be truly integrated into a community and how neighborly love goes a long way. This has been demonstrated through their support in my research and helping the landslide victims.

My experiences in Sierra Leone has taught me what it means to be a confident, well-spoken, and detail orientated professional. I have found my passion in the maternal health space. Through this project, I have made several connections with various organizations such as World Hope International, The Gates Foundation, The United Nations, and The World Health Organization. I am currently working with a representative from the Gates Foundation to secure a research fellowship for after I graduate. Furthermore, I plan on continuing my education at the London School of Hygiene and Tropical Medicine with a Masters in Infectious Disease

Control and Prevention. I am so grateful for the opportunity that the HIOEF has given me. Without this fellowship these life-changing experiences would not have been possible.



Ukweli Test Strips—Venture for Maternal Health.



Papa and Mai Zaale—My Ugandan Parents.



Naakesh Gomanie

Class of 2020

IDEAS: Integrated Degree in Engineering and Arts & Sciences—Program in Healthcare Systems Engineering and Global Health.

*“It is amazing how much an individual can think he or she has made an impact on the world. The reality is that the people, experiences, and cultures one has interacted with, have had a far more profound impact on that individual”.*

# ANTIGUA AND BARBUDA



**SERVE ABROAD**  
YASMIN CORTES



This summer I participated in the SERVE abroad experience in the beautiful Islands of Antigua and Barbuda where I was able to uplift and serve communities in need. While being a student ambassador the trip consisted of daily planned activities that would revolve around doing community service around the Island. Every day we would begin the day with a morning meal and a heavy application of sunscreen to protect us from the scorching sun. Each day was a different activity with a different purpose. On one of the days we visited a special needs elementary school where we got to immerse ourselves in the classroom. We read the children books, assisted their teachers during recess, and engaged with the children in a special way. In another school we got to participate in a kids all day field day where we partnered up with another group of volunteers and got to enjoy a piece of childhood. These experiences not only reaffirmed why I wanted to serve communities in need, but it also gave me a lot of reflections and feelings of nostalgia that I had not had in a very long time. On a more physical aspect we spent some days painting a school under the hot sun and very dry temperatures, but seeing the children's faces as they lit up at the sight of us was well worth it. Overall being able to participate and be part of the change in these communities was one of the many things that I enjoyed. Aside from these opportunities to serve these communities, experiencing the beautiful scenery and fantastic views the Islands offered was more than I could ask for.

---



The impact that this experience has on me both personally and professionally has been tremendous. I received so many important lessons that I have since then applied onto my own life. In terms of the impact this impacted me personally is that I received the opportunity to travel somewhere that I would not have had the opportunity to do so. Without the financial means to travel there is no possible way I would have afforded to be able to travel into another country and be part of the change that I created. This opportunity helped me grow in ways that allowed me to be more cautious about service and what that entails as well as how I can be of better service for future opportunities. The impact that this had on me professionally is that I was able to add another international experience. I was able to meet the parliament and be involved in the political realm of the Island while carrying myself professionally. Meeting important figures and learning how to conduct myself was something that I carried from this experience and I can say that overall this experience transformed me personally and professionally.

Since this experience I remained in touch with the other students who shared this experience with me. We have managed to stay connected and reflect back on this past summer. We have already planned a reunion where we will come together and share some takeaways that we found.

This experience was transformative in the way that someone with my background, a first generation college student, low income, and inner city kid was able to participate in a community service trip in a different country. Without this grant I would have not been able to travel and deepen my cultural understanding. Grants like these make it possible for students with high aspirations like myself received opportunities that they would not have been able to otherwise receive. These experiences seemed intangible without the proper resources, but once obtained it can propel students like me to succeed.



## High Impact Experience After Action Report



**Save Barnegat Bay Internship  
Summer 2019  
Julia Keiser**

Throughout the duration of this past summer I was an intern at Save Barnegat Bay (SBB), a small but mighty nonprofit located in Toms River, NJ, whose mission is to restore and protect the Barnegat Bay which is suffering from various ecological problems. While there, I worked on a GIS program with the main goal of creating various maps and graphics from raw data to provide SBB with a tool to explain the issues in the bay to schools, politicians, government agencies, etc. The finished “Story Map” brings users through multiple tabs explaining what SBB is, what they do, why they do it, and how individuals can help. This “story map” is currently on the website and can be accessed by visiting <https://www.savebarnegatbay.org/about/>.

Working on this project was not my only assignment – while there I participated in the many workshops, education outreach programs, and event planning meetings they run. For example, I helped run an eco-tour of the grounds to summer college class. We led them through the acres of grounds down to the Toms River, explaining aspects such as vegetation and hydrology of the property. I also participated in meetings, such as a follow up meeting for a grant SBB received to make the River Time outdoor classroom with the purpose of hosting schools for educational programs.

This internship had a large impact for me, both personally and professionally. Personally, it was a surreal experience to be a part of an organization that has such a large effect on the area that I was born and raised in. I was able to be a part of and have a voice on so many projects that have a direct impact on Barnegat Bay, the bay that in the past and still to this day I spend most of my summer



enjoying. It opened my eyes and showed me that I can make a difference that has a lasting effect on not only the environment, but also the generations of people that are going to live there in the future. Professionally, it provided me with experience and connections to people who are in my future field. I was able to witness first-hand the process of addressing an ecological issue, brainstorming ways to mitigate the issue, and then following through on that mitigation to implement a solution. In that process, I also was able to meet various people, from scientists to local law makers, that have much experience in the field of environmental science / environmental law. These connections will hopefully benefit me in the near future when I am looking for jobs, or even when I have a job and need collaborators to help out on a project.

The internship with SBB also has led to many follow up activities that go beyond my summer experience. In just a few weeks, SBB is hosting a 3-day conference in order to “chart a course for a cleaner Barnegat Bay”, which I hope to attend. Beyond the conference, I hope to



still be a part of SBB in the future whether it be volunteering or possibly participating in their summer research grant project, which I am in the process of applying for.

Undoubtedly, interning with SBB provided me with wonderful professional experience and endless networking opportunities. More importantly to me however, SBB provided me with the reassurance that I am going into a field that I am not only passionate and knowledgeable in, but also one that is able to make a lasting difference on something that means so much to me. I am beyond grateful that I was able to be a part of an organization that has provided so much to my hometown and me personally, and without the high impact grant, I would not have been able to participate in such a wonderful and impactful experience.

Name: Adrian Thomas De Vera Suarez

High Impact Experience: Lehigh University's Global Social Impact Fellowship (GSIF)  
**Project Plastikan Fieldwork in the Philippines** in partnership with the  
University of the Philippines (UP Diliman)

### Summary:

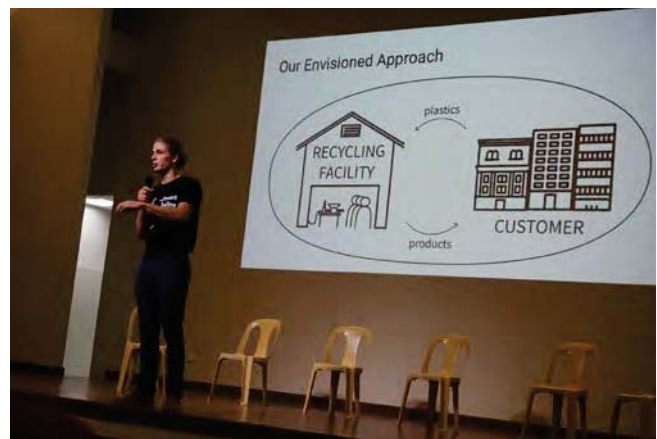
Project Plastikan helps customers establish and jump-start small-scale plastics recycling facilities while providing them with a platform and network to improve operations. We are rethinking plastic waste as a resource for small-scale recycling centers to reduce plastic pollution and to provide economic opportunities to marginalized Filipino communities.

The Project Plastikan venture started in August of 2018 at the University of Philippines Diliman as a potential approach to bettering local waste management systems. Two partnerships quickly formed between the Global Social Impact Fellowship at Lehigh University, and a local Filipino community based out of Barangay Malabon. The relationship with the Malabon community was headed by the Center for Women's and Gender Studies. Machine design, fabrication, and product design were jointly begun by UPD's College of Engineering and College of Fine Arts, as well as Lehigh University's College of Engineering.

A group of students through UPD's Humanitarian Engineering, Entrepreneurship and Design institute spent the academic year gathering insights from relevant stakeholders, brainstormed product ideas, and talked to potential customers. In January, a cohort of students from Lehigh University began developing an ecosystem structure while testing machine capabilities. Come summer 2019 (June-July), five Lehigh undergraduates with three faculty members came to the Philippines through the Lehigh Global Social Impact Fellowship began to work with the UPD team to begin accelerating the project into an actual venture.







## Impact of Participation:

Personally, I am incredibly grateful to Lehigh and the incredibly gracious donors that make high-impact experiences like mine possible.

I was born and raised in Manila and I went to Lehigh as an international student with a first-generation low-income background. I am an only son and both me and my mom lost my dad when I was thirteen years-old. I was heavily dependent on financial aid coming in as a freshman and I expected that I would not see my family in the Philippines until after I graduated.

After a year of grinding academically (I now have a 3.96 GPA), servant-leading locally (I am currently on the E-board of an Honors Society, the Multi-Faith Initiative, the Global Union and am serving as a Gryphon) and networking professionally, I was blessed to discover a Lehigh-led summer program set in my hometown of Metro Manila.

On a professional note, I had the incredible opportunity of working as the **Project Lead for Strategic Partnership**, wherein I was responsible for researching, building, maintaining and capitalizing on partnerships with the Philippine Plastic industry, local businesses and the low-income community members. The experience made me realize how much more I have to learn in terms of working in meaningful causes and in deepening my skill set in marketing, business strategy and social enterprise development. It humbled me and kindled my growth mindset to learn quantitative skills. Truth be told, it informed my decision to switch majors and pursue Economics. In addition, working with the Malabon mothers who lived in low-income communities, reminded me of my own widowed mom and how I want to be a force for economic good in uplifting such financially and environmentally vulnerable populations.

It is with utmost sincerity that I want to express my gratitude to the donors. If they ever visit Lehigh, I would love to meet them, shake their hands (if possible give them a warm hug) and share the memorable impact their gift financed.

For more information about Project Plastikan, check our website:

<https://wordpress.lehigh.edu/Plastikan/>

And, to see how our journey progressed, check our blog at:

<https://wordpress.lehigh.edu/Plastikan/journey-so-far/>



2018-2019

# AFTER ACTION REPORT

## LUNCH & LEARNS

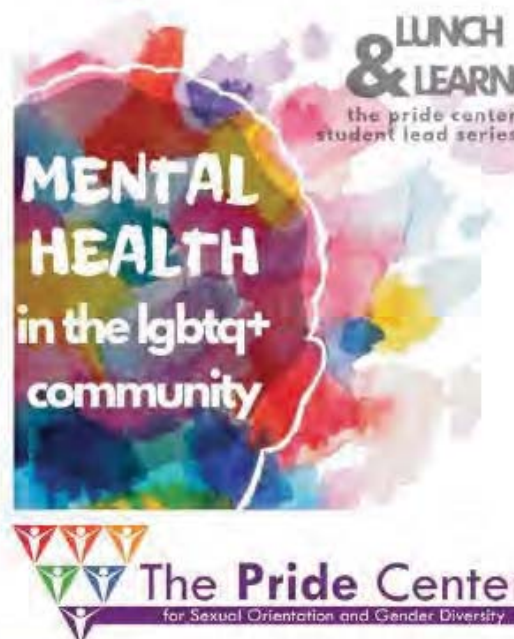
**What:** Lunchtime discussions led by Pride Center student staff members

**Where:** Pride Center Lounge

**When:** Monthly, September - May

**Why:** To educate the campus community through dialogue about important topics that intersect with LGBTQ+ identities & experiences

One of the core functions of our student staff team is to develop and facilitate engaging lunchtime discussions on important topics that relate to our intentional focus for the year in the Pride Center. From discussions on health access, queerness, & disability, to ableism within LGBTQ+ communities, to mental health and LGBTQ+ people, discussions were consistently thoughtful and productive, drawing 8-15 students, faculty, and staff members for the intimate conversation. Evaluation data indicated that a majority of participants became more aware of perspectives different from their own and felt better equipped to act as an ally toward the LGBTQ+ community as a result of attending.



## LUNCH & LEARNS ACTION ITEMS & TAKEAWAYS

- Because our partner offices, OMA & CGE, also do lunchtime discussion series, we plan to work more intentionally into 2019-2020 to coordinate our efforts to support one another and to maximize attendance.
- With a larger staff next year, it will likely no longer become an expectation that all student staff lead a Lunch & Learn discussion. Our Coordinator & Associate Director will be working over the summer to develop a strategy to engage all our staff in the most meaningful way.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity





# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** Campus Community Crafting Circle

**Where:** Humanities Center

**When:** Second Friday of Every Month, Established Fall 2018

**Why:** : To support and engage a group students and community members that were interested in learning fiber and textile arts while learning and reflecting on the gendering of art in general.

**Why was the project needed:** Informal campus community assessments indicated a desire for a space where people could come together and learn fiber and textile arts together across the university and community. As these arts are traditionally associated with women- it was appropriate that the CGE supported this group as a way of expanding our existing outreach into the Bethlehem community in a way that is related to gender and art themes of our signature program, Be Your Own.

**What did this project accomplish and how:** Connected graduate students, undergraduate students, staff, and community members over shared interests in the fiber and textile arts. Made plans to expand our relationship with LUAG in the fall when they feature a fiber-arts participatory exhibit. Facilitated learnings about the history of women's contributions to the fiber and textile arts.

**Number of participants:** 12

**Leader Learnings:** Community outreach and grad student representation has been successful, but Friday afternoons do not encourage faculty participation. We may need to revisit scheduling in the future to continue adding a faculty and undergraduate student presence.

**Plans for next year:** Cooperate with LUAG on the participatory fiber arts coral reef exhibit planned for the fall. Collaborate with the CGE's signature program, Be Your Own, to work towards incorporating more fiber and textile arts into the final exhibit.



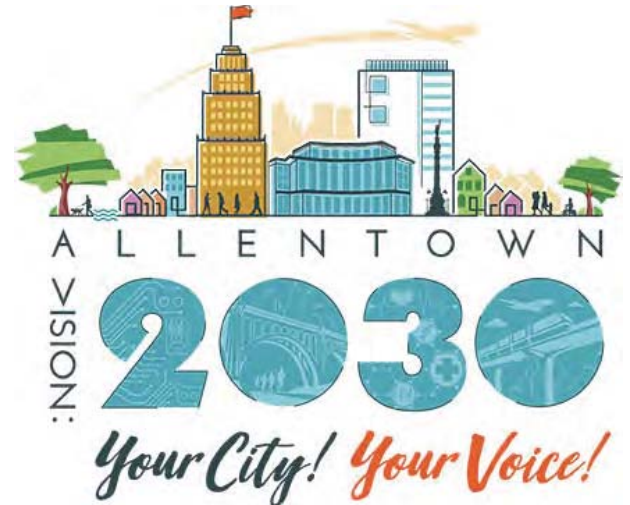
**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity

# Committee Participation



Community Action Committee  
of the Lehigh Valley, Inc.



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, is a member of three different committees:

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.



2018 - 2019

## AFTER ACTION REPORT

### SUPPORT SPACES

**What:** Peer-facilitated, identity-alike support spaces for students

**Where:** Confidential locations across campus

**When:** Monthly or bimonthly

**Why:** To create a safe and understanding community for students to connect across shared identity and experience

Peer-facilitated support spaces have been a staple of Pride Center programming for the past 3 years; however, this year, we worked to bring these spaces to the next level by implementing comprehensive training and ongoing monthly check-ins with our peer facilitators. Our 5 support spaces - QTPOC, TGNC, BPFQ, Ace Space, and Coming Out - continued to have strong and consistent attendance. In addition to monthly or bimonthly meetings, several of the groups planned outings for members, such as a gender-affirming clothing shopping trip, a viewing of *The Hate U Give*, and a *Rocky Horror Picture Show* screening. For many students, these groups are the gateway to further involvement in Pride Center programming and resources.



### SUPPORT SPACES ACTION ITEMS & TAKEAWAYS

- Based on student interest, we attempted to host a support space for LGBTQ+ students with disabilities in partnership with Disability Support Services. We did not have strong attendance for this space; further need for this and other spaces will continue to be explored.
- Like several of our other signature initiatives, peer-led support spaces are funded solely through fundraised dollars. Because these spaces are so impactful, efforts to further connect donors with students impacted by their support will be made in 2019-2020 in line with other stewardship initiatives.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# 2018-2019

## Center for Gender Equity

### Midyear After Action Report



**What:** Lactation Friendly Campus Working Group

**Where:** University Center

**When:** Monthly Meetings on the Second Wednesday, UC B020

**Why:** To support Lehigh Community Members

**Why was the project needed?** Lehigh currently does not have a formal policy around lactation or child feeding. As the faculty and staff grow and student body diversifies, we need a clear support plan to recruit and retain talented community members.

**What has the project accomplished?** The Planning Team has drafted a proposal to write a policy and received approval from Dr. Donald Outing to write a draft policy. Planning Team members have met with various stakeholders and constituency groups. The Center for Gender Equity created a Lactation Room webpage providing those seeking these spaces a one-stop resource to determine location, access, and amenities.

**Planning team:** Planning Team Members are Rita Jones (CGE), Kathleen Hutnik (Graduate Student Life), Naomi Coll (Research & Sponsored Programs), Brooke DeSipio (GVES), Esther Lindstrom (College of Education) and Joan Ramage (College of Arts and Sciences).

**Next Steps:** Draft a policy and begin sharing with key departments for feedback. Departments include General Counsel, Dean of Students, Graduate Student Senate, Student Senate, Faculty Senate, Human Resources, Sustainability/Campus Planning. Once feedback and modifications are completed, we will share the proposed policy with Dr. Outing, Provost Farrell, and Vice President Johnson.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# 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 one project, students researched and developed a unique survey instrument to understand how the traditionally excluded segments of the community in the Allentown perceive Lehigh University. The main idea is to improve Lehigh's understanding of how to prioritize current and future allocation of resources and forms of engagement mutually beneficial to the university and the community to lay the foundations to a productive long-term relationship.

In a different project, students are developing a website to launch short video stories from first-generation low-income Lehigh students with the goal of influencing the way first-generation students from low-income households, in particular, those between fifth and eighth grade, about their future academic goals. The main objective is to send the message that if they have good grades and are accepted to Lehigh University they will have financial, academic, and non-academic support to maximize their chances of achieving their goals. Lehigh students, thus, will become role models in the community.

#### 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.



# 2018-2019

## Center for Gender Equity

### After Action Report



**What:** Lehigh Parenting Network

**Where:** South Campus

**When:** Fall 2018 - Meetings First Tuesday of each Month

**Why:** To develop a community of ideas, support, and connection among faculty, staff and graduate students at Lehigh

**What and Why:** The Parents Network provides a space for faculty, staff, and graduate students who are also parents to come together to build community, share resources, and advocate for creating a work environment supportive of employees' holistic lives.

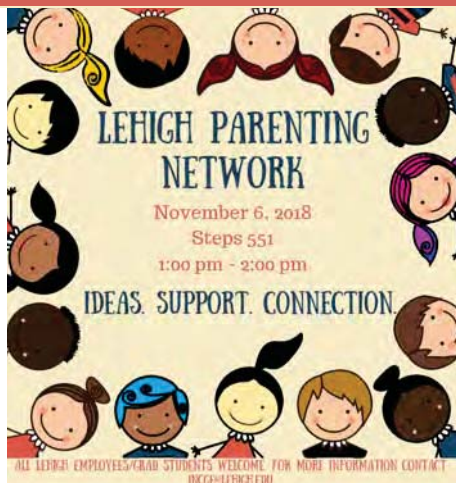
**What did this project accomplish and how:** The community spent time organizing topics, determining the best ways to develop conversation outside of the monthly gathering time, and learning about needs across the campus.

**Number of participants:** 10-15

**Other organizations involved:** In Fall 2018, the Center brought in Rana Dimmig, a local Counselor specializing in family dynamics, to lead a dialogue on working while parenting. December created a space for a larger networking event, enabling people to expand their community and inform others on campus of the group.

**Comments from participants:** Thanks so much for your hard work in putting this all together and gathering us. I liked the speaker and would like to learn more about preparing quick meals and getting kids to sleep. I look forward to connecting with other moms to see if they are experiencing the same things as I am.

**Plans for next Semester:** Based upon feedback, we will continue the group and provide set topics and guest workshops to meet the needs of the parents. We also anticipate more robust attendance and action during the summer months, when student traffic is slower.



**LEHIGH**  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



LEHIGH PRIDE CENTER

2018-2019

# AFTER ACTION REPORT

QUEER

SPIRITUALITY

**What:** A new initiative that included quarterly discussions and culminated in a retreat

**Where:** Dialogue Center

**When:** November 27 - March 30

**Why:** To open up space for conversation and community at the intersection of queerness & spirituality

The queer spirituality initiative, in partnership with the Dialogue Center, blossomed into a vibrant community through the leadership of Mark Wonsidler of the LU Art Galleries, Jimmy Hamill & Mel Kitchen of the Pride Center, and Rabbi Steve Nathan of the Center for Jewish Student Life. Through two lunchtime discussions and a half-day retreat, students, faculty, staff, alumni, and community members found solidarity in their similarities and differences. Interest in this topic also influenced the theme of one of our student-led Lunch & Learn discussions as well as an open LUally: Intersections session, co-led by Jimmy & Rabbi Steve.



## QUEER SPIRITUALITY ACTION ITEMS & TAKEAWAYS

- The continued interest in this topic has led the group leaders to create a listserv as a means of building online community as well as in-person community.
- Because of strong desires from attendees for more space and time to dialogue around these topics, we plan to do both a fall and spring retreat in 2019-2020.
- Despite intentional efforts from the leaders, attendance in the group tended to be very Judeo-Christian in perspective. Efforts will continue to be made to ensure the group is welcoming of and inclusive toward other faith traditions.



LEHIGH  
UNIVERSITY

Office of Diversity,  
Inclusion & Equity



# 2018-2019 Center for Gender Equity After Action Report



**What:** Women's Leadership Series

**Where:** University Center

**When:** Fall 2018 - Meetings Third Tuesday of each Month

**Why:** In collaboration with ADVANCE (advancing women in science and engineering), the Center for Gender Equity developed, implemented, and assessed a first cohort of 12 women staff and faculty from across campus.

**Why:** Research demonstrates that women encounter gender-related obstacles and barriers when seeking leadership positions and when asserting leadership qualities, whether they are leading formally or informally, a form of leadership that happens consistently in higher education. We created this Series to see if women would 1) commit to a leadership series and 2) if we could meet our outcomes.

**What did this project accomplish and how:** Participants affirmed that the series should continue, with some wanting a 2.0 version. All participants asked for organizers to find ways both to bring the cohort back together and also to bring together multiple cohorts to build a larger community across campus. Participants unanimously stated the most important part of the Series was bringing together staff and faculty. Too often these groups are separated, often due to positionality at the university.

**Number of participants:** 13

**Other organizations involved:** ADVANCE

**Plans for next Semester:** ADVANCE and the Center for Gender Equity will convene over the summer to determine next steps, particularly with regard to forming a new cohort next academic year. For sure, they will reconvene members of this year's cohort. ADVANCE will continue promoting connection points through LU-WiSE and the CGE will promote connections through the Women's Network.





# SPONSORED EVENTS

The Office of Diversity, Inclusion and Equity sponsored the following events that speak to our mission in the Lehigh Valley and beyond.



*National Association of  
Diversity Officers in Higher  
Education Annual  
Conference  
March 7-9, 2019  
Philadelphia PA*



*NAACP PA State  
Conference Annual State  
Convention & 84th Annual  
Freedom Fund Gala  
October 18-21, 2018  
Bethlehem PA*



*College for Every  
Student Brilliant  
Pathways Summer Gala  
July 13, 2019  
Essex NY*



*Diversity & Inclusion  
Day at Lehigh  
Basketball  
February 9, 2019  
Bethlehem PA*



*Greater LV Chamber of  
Commerce LGBTQ  
Business Summit  
March 21, 2019  
Bethlehem PA*



*Puertorrican  
Culture Preservation  
Inc.'s first Back to  
School Event  
September 1, 2018  
Allentown PA*



*Foundation for Easton  
Schools Sixth Annual  
Gala and Dinner  
March 30, 2019  
Easton PA*