



Diversity, Inclusion & Equity  
2017-2018 Year in Review



## Letter from the Vice President

As another academic year begins on campus, it is a natural time to reflect on past accomplishments. The first full year for the Office of Diversity, Inclusion & Equity (ODI&E) was very productive; a year full of many accomplishments and learning experiences. While our directors and students have done a wonderful job capturing some of their most memorable experiences in the following pages, I am providing some additional highlights from the year.

Most importantly, this year marked the official creation of ODI&E, to include permanent funding and the creation of our new span-of-control structure. This new structure was created after working closely with a broad spectrum of university agencies in support of our goal to “create and sustain an institutional infrastructure that effectively supports progress in achieving our diversity and inclusion strategic goals.”

Dr. Henry Odi, Ph.D. ('98G), was named to the newly created position of Deputy Vice President for Equity and Community and Associate Provost for Academic Diversity. Dr. Odi brings three decades of experience at Lehigh in teaching; precollege/community engagement; and recruiting, retaining and mentoring a more diverse faculty, staff and student body, to the ODI&E team.

Professor George White was named Managing Director for Student Access and Success at Lehigh. This new university-

wide position was created to champion Lehigh's efforts to expand access to the university for first generation and lower-income students. George is a longtime professor of educational leadership at Lehigh and brings an additional three decades of experience and service to the ODI&E team.

Dr. Luis Brunstein, Ph.D., was named as our new University Liaison for Multicultural Communities and Professor of Practice. This position was created to expand the university's ability to interact and engage with various multicultural, religious and socioeconomically-based communities in the Greater Lehigh Valley. Dr. Brunstein holds a Ph.D. in economics and his more than 14 years of academic experience as well as his private and public sector experience will be a huge asset to our team.

Mrs. Christine Lake was selected to be the Executive Secretary to the Vice President for Equity and Community (VPEC). In this role, Christine provides comprehensive administrative and executive support to the VPEC. Additionally, she serves as the office manager, employment coordinator, and manages the shared services agreement with direct-report center directors.

Finally, Ms. Lydia Benjamin was appointed to the newly created position of Project Manager. As the project manager, Lydia will be responsible for developing and managing projects (administrative, research and



representative efforts) for ODI&E including both permanent and limited-term/special projects put forth and/or supported by the office.

Additionally, a university-wide restructuring realigned the three advocacy centers—The Center for Gender Equity, The Office of Multicultural Affairs, and The Pride Center for Sexual Orientation and Gender Diversity—and the Chaplain's Office as direct reporting units to the VPEC. Also, the Council for Equity and Community will serve as an advisory committee to the VPEC. This restructuring allows us to address the needs of our full Lehigh community: students, faculty, staff, and alumni.

In addition to developing the span-of-control structure described above, ODI&E also developed a robust span-of-support structure consisting of a broad network of partnerships and collaborative relationships with both on- and off-campus constituents. This network has proven to be critical to the success of our new office. The span of support is broad, and encompasses many committees,

groups and offices that are critical in supporting the overarching goal of ODI&E to “enhance and sustain a campus culture that acknowledges and celebrates diversity and fosters inclusive excellence.”

In support of that overarching goal, we have developed and enhanced our relationships with all university agencies, particularly faculty and human resource professionals, in support of our goal to “attract, recruit, hire, and retain a high-quality and diverse faculty and staff dedicated to student development, professional excellence, continuing growth, and diversity and inclusion practices and principles.” We have fortified our relationships with admissions and all student, academic and international affairs agencies in support of our goal to “attract, recruit, admit, and graduate a talented and diverse student body equipped with the necessary socio-cultural competencies to meet the demands of the 21st-Century global work force.”

Some on-campus highlights include working with the Office of Admissions to formalize an agreement with the Milton Hershey School to provide access to Lehigh for talented first-generation students, launching the LUSI Passport to Success Program in collaboration with the Office of International Affairs to assist students in pursuing academic opportunities with global reach, spearheading the development of the Mentor Collective to support our students as they transition to the more academically rigorous residential university

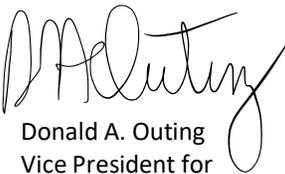
experience, collaborating with the Educational Policy Committee of the Faculty Council and the Center for Innovation in Teaching and Learning to conduct the first Faculty Workshop on Diversity and Inclusive Excellence, and working with Development and Alumni Relations to re-energize and re-engage our diverse alumni.

Off campus, we worked in collaboration with the Lehigh Valley Association of Independent Colleges (LVAIC) to create a Diversity Officers working group to enhance professional development of D&I practitioners and share best practices in D&I. Additionally, we expanded our engagements with the Allentown, Bethlehem and Easton school districts to increase awareness of Lehigh as a premiere higher education destination for talented local students.

Lehigh’s alumni network is a key element of our span of support network as well. Over the past year we have worked closely with Alumni Relations’ new Associate Director of Diversity Programs, Miguel Rivera, to strengthen working relationships with our alumni affinity groups; i.e., BALANCE (Black and Latino Alumni Network for Community and Equity) and LAPA (Lehigh Alumni Pride Association). Last year’s highlights included the LAPA Student and Alumni Mixer hosted by Steven Fuchs (’81) in New York City, Lehigh-Lafayette football tailgate hosted by BALANCE and LAPA, a series of brunches and dinners hosted by BALANCE designed to engage the alumni community,

BALANCE lunch with President John Simon, and the first Annual Lehigh Unity Dinner hosted by BALANCE, LAPA and Hillel to celebrate the rich diversity of our community.

For the coming year we plan to build on these established foundations. Our focus will be on publishing a Diversity & Inclusion Strategic Plan in support of the “Path to Prominence” and on continuing our work to assess and improve the campus climate. We look forward to working with everyone as we strive to make Lehigh University the exemplar of an inclusive institution among all colleges and universities!



Donald A. Outing  
Vice President for  
Equity and Community



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**After Action Review: Pennsylvania Conference for Women  
Philadelphia, PA    October 2017  
Attendee: Rita Jones**



Summary and Takeaways

The Pennsylvania Conference for Women is a one-day gathering of professional women in the region. Topics include continuing education, networking, mentoring, running for political office, self care, and activism. The 2017 Conference was the largest in their history with nearly 1300 women in attendance. Consequently, I did not have a very good seat for the final Keynote with Former First Lady Michelle Obama and Shonda Rhimes. I attended several keynotes and sessions throughout the day with highlights below.

Carla Harris Keynote takeaways

- Own Your Power
- Be Comfortable Taking Risks
- Don't Worry about Making Mistakes
- "Do not dim your light for somebody else's convenience."

Shonda Rhimes Keynote takeaways

- Importance of names and naming
- "Fear affects how we name things and how we respond to issues."
- "I belong so hard some times that security has to ask me to leave."

Tiffany Dufu session "Achieving More by Doing Less"

- Drop the ball to release unrealistic expectations of doing it all

Margaret McKenna and Marian Heard session "The Power of Parity and Influence"

- On employment: "When looking for a job, work with someone you can respect and learn from" and "when you can hire someone, hire people who share your values; you can teach skills."
- "Be in the room, especially be there when your ideas are being presented."
- Develop circles of concentric support

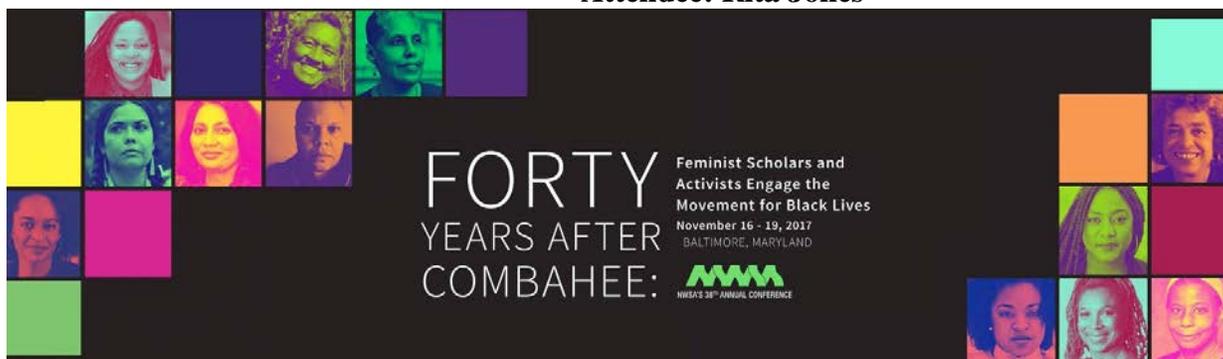
Brene Brown, Keynote: 4 Practices of True Belonging

- People are hard to hate close up. Move in.
- Speak truth to bullshit and be civil.
- Hold hands with strangers.
- Walk through the world with a strong back, soft front, and wild heart.

Keynote: Conversation between Michelle Obama and Shonda Rhimes

- "People treat daughters too preciously."
- A lot of power and bravery is practice.
- "Don't sit by quietly when you see wrong happening."
- Technology sucks the life out of kids and it also makes them more aware of everything and, thus, less tolerant of inequities.

**After Action Review: NWSA Women's Center Pre-Conference  
and Women's Center Summit  
Baltimore, MD      November 2017  
Attendee: Rita Jones**



**Summary**

The National Women's Studies Association hosts an annual pre-conference for Women's Centers. Nationally, Women's and Gender Centers (WGC) do not belong to one, overarching organization due to the wide array of institutional reporting structures. The NWSA pre-conference tends to have the largest gathering of WGC staff, with regional participants often composing the largest contingency. Over 100 attendees gathered for a one-day conference-based format to share best practices, new ideas, and develop plans for the future of our sub-group in NWSA.

The Women's Center Summit was held the following day at Towson University and was the first of its kind. Designed to continue the conversation, the Summit created the opportunity for WGC professionals to be together for more than a single day. It included a day-long series of panels, and I co-presented with Lauren Donais of the University of Connecticut on engaging student staff without over extending the professional staff.

**Action Items and Takeaways**

- Created a list of professional staff who work in Centers that serve the entire campus in order to do some informational interviewing and develop a network for idea sharing.
- Attended a “developing your organization’s brand” activity presented by staff at the Cassandra Voss Center at St. Norbert College.
  - Utilized the activity at the Lehigh CGE student staff Spring 2018 Recharge.
- Experienced dissonance when a group presented a session at the Summit and received immediate and daylong negative critiques for their decidedly non-inclusive approach to trans work within WGC spaces.
  - Reminded of the importance of language and why people who lack particular identities need to do *significant* consulting with those who do have those identities
  - Developed a list of ideas around the distinctions between “calling out” and “calling in” culture
  - Rededicated my commitment to inclusive relationship building on Lehigh’s campus and as a core element of Center for Gender Equity work

## After Action Review: NASPA Multicultural Institute

New Orleans, LA | December 10-12, 2017

**Attendees:** Chelsea Fullerton (Pride Center), Scott Burden (Pride Center), Amanda Slichter (Pride Center), Dahlia Hylton (Office of Multicultural Affairs) Sara Machiniak (Center for Gender Equity)

**Summary:** The NASPA Multicultural Institute gave us the opportunity to present two instances of the great work happening at Lehigh, as well as the opportunity to expand our learning in the area of diversity & inclusion in higher education.

- In a workshop titled **“We Are Family: Building Purposeful Collaboration Through Intersectional Theory,”** Dahlia, Sara, Scott, & Chelsea shared both our theoretical frame for our collaborative approach as well as tangible examples of our intersectional practice to an audience of **25** fellow professionals.
- In a workshop titled **“Beyond Safe Zone: A New Model for Allyship Engagement,”** Amanda, Scott, & Chelsea presented the innovative work that we are doing with our LUally model to an audience of **60** colleagues.
- Between the 5 of us, we attended approximately **25%** of the sessions offered, and have a shared folder with notes from each of these.



**Feedback:** We received highly positive feedback for both our workshops, as well as ample praise for the great work happening at Lehigh. Highlights include:

- “Out of this whole conference the most two impactful workshops that I attended were facilitated by Lehigh. Thank you so much for sharing such great information.”
- “Thank you. This was the best conference session that I attended at the Multicultural Institute! Practical, data-driven, and applicable to many different institutions.”

**Action Items:** As a result of attending the Multicultural Institute, the 5 of us have experienced a renewed commitment to collaborative efforts amongst our offices, as well as a renewed gratitude for the institutional support we are privileged to have at Lehigh. Additionally, over the next semester, we plan to:

- Build on the feedback gleaned from our workshops and incorporate this into the sessions we will present at the NASPA Annual Conference in Philadelphia, PA, in March 2018.
- Explore opportunities to incorporate issues of race & ethnicity competency trainings into our LUally platform.
- Create intentional interactions between our student staff teams to promote intersectional learning and practice.

**After Action Review: ACPA Donna Bourassa Mid-level Management Institute**  
Chicago, IL | January 6-10, 2018

**Attendees:** Chelsea Fullerton (Pride Center)

**Summary:** The Donna Bourassa Mid-level Management Institute was truly one of the most professionally beneficial experiences of my career to date. The cohort-style program had 38 participants, and sessions ranged from large-group to those in smaller mentorship groups (pictured below). Some of the most impactful sessions were those that focused on strengths-based leadership, managing organizational change, and politics & ethics.



**Action Items:** After this invaluable professional experience, I have shared readings, learnings, and other tidbits of insight & information with my team as well as with my colleagues. Additionally, I plan to:

- Engage in a dual staff meeting with the team in Multicultural Student Services at York College of Pennsylvania (the director was in my mentor group) this semester to share best practices and explore collaboration opportunities.
- Explore offering a summer “supervision series” as professional development for Student Affairs.
- Implement strategies covered in Institute sessions into my daily work practices in the Pride Center.

**After Action Review**  
**Diversity & Inclusive Excellence Workshop for Faculty**  
**January 16-19, 2018**  
**Lehigh University, Bethlehem PA**



**Attendees:** Around 40 faculty from each of the 4 colleges; moderators Anne Anderson (Finance) and Greg Reihman (CITL); representatives from ODI&E: VPEC Donald Outing, Deputy VP Henry Odi, Lydia Benjamin, Scott Burden, Rita Jones; Director of Lehigh ADVANCE Marci Levine; Vice President & Vice Provost for International Affairs Cheryl Matherly; Provost Pat Farrell

**Summary:** The Diversity & Inclusive Excellence Workshop for Faculty was a four-day (half days) workshop held on Lehigh's campus exclusively for Lehigh University faculty to give them techniques to integrate diversity and inclusion into academic courses and curriculum across disciplines. Day 1 featured a presentation by representatives from four corporate partners on what they look for in new hires and why diversity & inclusion knowledge is important in the workforce. Presenters were Ms. Darlene Mackinnon, Director of Global Diversity & Inclusion and Talent Management from Air Products; Mr. Thomas Lynch, Senior VP of Human Resources from PPL Coporation; Dr. Traci Trice, Assistant Dean for Diversity and Student Diversity Programs from Thomas Jefferson University and Jefferson Health; and Mr. Mike Dillon, Chief Diversity & Inclusion Officers from Pricewaterhouse Coopers. Day 2 was a session on basic tools and best practices for integrating D&I into courses and curriculum led by Dr. A.T. Miller, Associate Vice Provost for Academic Diversity at Cornell University. Day 3 focused on examples of departments or institutions that have made changes to their instructional approaches and department cultures. Presenters were Dr. Teri Reed, professor of industrial engineering and assistant VP for research at University of Cincinnati; Dr. Kate Crassons, associate professor of English at Lehigh; and materials from Dr. Chris Mayer, associate dean for strategy, policy and assessment and associate professor of philosophy from the United States Military Academy (presentation made by Donald Outing as Dr. Mayer had a family emergency and had to miss the session). The final day was used to develop an action plan through application of lessons learned throughout the workshop, facilitated by Dr. Reihman.

**Action Items and Takeaways:**

- Companies are hoping to see the following qualities in recent graduates/new hires: integrity, ability to demonstrate courage, innovation, capacity to develop self and others, curiosity,

confidence, contextual understanding, global perspective, empathy, collaboration, innovation, ethical reflection, ability to recognize and understand blindspots, openness to change, ability to bring authentic self to work, cultural dexterity, openness to candid conversation and relationship building

- We learn better when our complacency is unsettled, when we find commonalities but also make differences important, when we heighten our awareness of biases and stereotypes in our fields, when we are more self-aware regarding our identities, and when we make the under-represented more familiar
- Instructional strategies for the classroom include: use of well-structured groups wherein students have clear roles with opportunities to take on different roles and responsibilities; teaching examples first and work toward abstractions; emphasize clear standards and expectations with enough opportunities for recovery; create an open, challenging atmosphere in the classroom where differences are used constructively and where responsibility for learning is shared equally among all students and faculty; respond in the moment to take the heat off of a student who has made a contribution that has either a negative impact on other students, or that threatens to weaken the open and participatory environment of the classroom
- Connect to existing mission or goals, identify what is already being taught and make connections across curriculum, agree on key definitions, facilitate conversations between faculty members, leaders must model desired behavior, provide incentives, support interdisciplinary research, provide opportunities for faculty to develop necessary knowledge/skills, don't overdo it
- Further/more extensive workshops are needed for Lehigh to continue the work began in this session. Both a repeat of this session for different attendees, and some further workshops for those who attended this session would be ideal.
- Mechanisms to reward and support those who doing this kind of work on campus
- More participation from leaders—deans, chairs, etc.



After Action Report: LeaderShape Institute

Waymart, Pennsylvania (Ladore Lodge) - Sunday, January 14th-Saturday, January 20th

**Attendees:** Dahlia Hylton (cluster facilitator); eight Lehigh University diverse staff, ranging from variety of units around campus.

**Summary:** The Institute is a nationally recognized six day experience that challenges participants to explore identity development and inclusive leadership. Inaugurated at Lehigh University in May 2014 thanks to the efforts of the Office of Student Leadership Development (now Office of Student Engagement) and the Office of Multicultural Affairs, LeaderShape challenges participants to create a vision grounded in their deepest values. Students work towards developing a blueprint plan that includes discussions on how to lead with integrity and have a healthy disregard for the impossible.

**Cluster Facilitator Responsibility:** The Family Cluster is the formal support and reference group for the participants during the week. The Cluster Facilitator serves as the group's resource, catalyst, and coach.

Specific roles within the Family Cluster and Learning Community include:

- Modeling leadership behavior and acting with integrity,
- Clarifying, summarizing, and sharing ideas,
- Guiding group discussions,
- Facilitating selected segments of the curriculum,
- Establishing a climate conducive to learning,
- Challenging assumptions and encouraging reflection and feedback, and
- Maintaining an energy level that matches the pace of The LeaderShape Institute.

One week prior to LeaderShape, each cluster facilitator was provided with their list of students who will make up their "Family Cluster". These groups of students - 12 in total - remained with the Cluster Facilitator throughout the remainder of the Institute week.

All Cluster Facilitators and Co-Leads departed for Ladore on Day Zero (one day prior to students arriving) to be trained on the curriculum that we will be following for the remainder of the week. All work days started at 8:30 p.m. and ended at 11:00 p.m. (including faculty reflection and next day training). Each day of the week was driven by a theme that LeaderShape aligned with its mission of leadership:

- Day One: Building Community
- Day Two: Two Value of One, The Power of All
- Day Three: Challenging What is, Looking to What Could Be
- Day Four: Bringing Vision to Reality
- Day Five: Living and Leading with Integrity
- Day Six: Staying in Action

While the majority of the curriculum for each day was facilitated by the Co- Leads (two student affairs colleagues from Emory University and Utah State University), all Cluster Facilitators were present to reinforce the messaging. However, each Cluster Facilitator had a chance - once or twice per day - to connect with their cluster family to divulge deeper into the themes. Such activities included:

- Identifying Core Values
- Personal Awareness and Group Decision Making
- Authentic Leadership

**Feedback:** I've been a fan of the LeaderShape method of leadership development for quite a few years. So I was excited to see Lehigh University offered this immersive opportunity to our students. However, I was a bit nervous about the experience, particularly with maintaining my energy during what I predicted would be long days. But immediately, the amount of support that the Co-Leads and other Cluster Facilitators provided helped along the process. This was the sentiment for other CLs as well. I thoroughly enjoyed my Cluster Family - I still keep in touch with many of them to this day. To see the growth from Monday to Saturday was great! This experience was one they will forever remember for sure. It was also great getting to know the other Cluster Facilitators. Great friendships were formed because of this experience.

**Action items & takeaways:**

- ❑ Not only was this experience transformative for the students, but I went in fully immersing myself in the experience and by LeaderShape's end I felt better than I did before I started.
- ❑ The theoretical foundation of LeaderShape is very similar to the Social Change Model. Thus the experience has inspired how I develop my own student employees.

**Selected Photos from the 2018 LeaderShape Institute**



My LeaderShape Cluster Family



2018 LeaderShape Cohort

## After Action Review: NASPA Annual Conference

Philadelphia, PA | March 3-7, 2018

**Attendees:** Chelsea Fullerton (Pride Center), Amanda Slichter (Pride Center), Dahlia Hylton (Office of Multicultural Affairs), Sara Machiniak (Center for Gender Equity)

**Summary:** The NASPA Annual Conference gave us the opportunity to present two instances of the great work happening at Lehigh to a large, national audience, as well as the opportunity to expand our learning through pre-conference institutes and conference workshop sessions.

- In our workshop titled **“We Are Family: Building Purposeful Collaboration Through Intersectional Theory,”** Dahlia, Sara, & Chelsea shared both our theoretical frame for our collaborative approach as well as tangible examples of our intersectional practice to an audience of **50** fellow professionals.
- In a workshop titled **“Beyond Safe Zone: A New Model for Allyship Engagement,”** Amanda & Chelsea presented the innovative work that we are doing with our LUally model to an audience of over **100** colleagues.
- Chelsea also attended a day-long pre-conference institute entitled **“Supervision across racial identities.”**
- Amanda received the **New Professional Award** from NASPA’s Gender & Sexuality Knowledge Community.



selected shots of the audience for our workshops

**Feedback:** We continued to receive highly positive feedback for both our workshops, as well as ample praise for the great work happening at Lehigh. Perhaps one of the most impactful demonstrators of our success has been the number of individuals who have reached out to me to have conversations as a follow-up to our LUally session specifically. As a result of presenting our work at both the NASPA Multicultural Institute and NASPA’s Annual Conference, it is clear that Lehigh is being established as a leader in the area of LGBTQ+ allyship engagement.

### Action Items & Takeaways:

- After my pre-conference institute, I felt inspired to continue working on intersectional models of supervision in my own scholarly work as well as my own practice, which aligned nicely with the book chapter I recently finished co-writing with Scott Burden and Jimmy Hamill.
- The positive feedback we received about LUally has also inspired us to pursue publication of that work as well.

- Finally, the sessions I attended covered the following concepts that I have sense continued to explore and implement in my work here at Lehigh: critical quantitative research, the Leadership Identity Development model, a gender-expansive approach to housing, and mindful leadership.

## After Action Report: SXSW Conference

Austin, TX | March 9-18, 2018



**Attendees:** Miles J. Davis, M.A candidate in Environmental Policy Design '18

**Summary:** SXSW, an interactive conference in Austin, Texas from March 9 - March 18th provided the perfect space and opportunity for me to network with like-minded individuals geared toward social change. I attended the Social Impact convergence from March 10 - March 14th, and gained insight from social innovators, social entrepreneurs, B-Corporations who center business on social impact, and thought leaders in the field about how to implement social impact strategies into business and creative endeavors.

I attended several valuable sessions, and was able to interact and network with these panelists:

- Giving While Black: Digital Giving Across Borders, which was presented by a Nigerian-American woman named Lola Adele-Oso, Co-Founder of Act4Accountability
- Naming & Faming! Understanding Positive Solutions, which was a panel of social justice leader, Nora Rahimian, and social impact agent, Daniel Leon-Davis, of the Soze Agency, and was led by an NPR digital strategist, Malaka Gharib.
- A New Filter: the power of Visual Representation, a panel led by creative strategist, Brooke Hinton of Refinery29, with panelists from Getty Images and an HBO show writer/producer
- The Empathy Effect: Impact Through Storytelling, a talk led by Founder and CEO of Creative Breed, Cheryl Miller Houser

These sessions were centered on creative positive narratives and social impact through storytelling of people who are marginalized and in underrepresented groups. These were such powerful sessions spoken by thought leaders and practitioners. I was able to network with these panelists, and share with them my story and my international social entrepreneurship venture, Superior Shea, which they all were very receptive and supportive of. They were so receptive that some of the panelist bought some of my Superior Shea.

Attending a conference like this was so inspiring for me as a young, black entrepreneur, and there was so much focus on people of color that it realigned my marketing strategy for my social entrepreneurship on storytelling of untold narratives. These narratives include the story of the women who produce our shea butter, and the process of making shea butter, both of which are what people are not used to hearing in the US. This conference was so beneficial for my personal growth because it allowed me to not just be a consumer of information, but to be a producer of knowledge, information, and social impact, in a space where there are leaders in this field. SXSW elevated my entrepreneurial network as well as my skills to navigate within these spaces because I too have valuable resources to offer. I think it will be of high value for other students of color who are interested in entrepreneurship or creative inquiry to attend a conference such as SXSW, or any conference of the like. There is a lot to learn from being in these spaces, and a level of inspiration that can't be generated elsewhere. When there's a conglomerate of like-minded individuals who share the same passions for positively impacting the world through their work, it will be important to place students in these environments to cultivate their growth to move forward in their endeavors.

## After Action Review: ACPA 2018

3/11-3/14 | Houston, TX

Attendee: Scott Burden



(pictures from left to right: ACPA Commission for Social Justice Education (CSJE) leadership, welcome sign in Houston Airport, Val DuMontier New Professional Award accepted on behalf of Amanda Slichter)

### Summary:

The 2018 ACPA Convention in Houston, TX brought together over 2,000 higher education professionals from around the world. The conference centered the overall organizations theme of racial justice by way of their Strategic Imperative for Racial Justice and Decolonization (<http://www.myacpa.org/sirjd>). This commitment was present throughout all keynote programming, workshops, and intentional dialogue/caucusing spaces. In addition to the conference components, I serve on the Directorate Body for ACPA's Commission for Social Justice Education. We work throughout the year to promote a curricular approach to social justice education and meet together virtually on a monthly basis. The annual convention serves as a time to come together as a directorate body for strategic planning purposes as well as professional development purposes.

### Action Items & Takeaways:

- A renewed commitment to bring the tenets of ACPA's Strategic Imperative for Racial Justice and Decolonization here to Lehigh and within the context of the Pride Center's work.
- I attended several workshops intended to impact my supervisory practices as it pertains to our student staff and graduate assistant. In addition, I attended specific workshops on supervision of professional staff in order to reflect on my future and hone my skills as I grow professionally and in supervisory capacities.
- I was able to accept the Val DuMontier New Professional Award on behalf of Amanda Slichter. This was a great opportunity to network and share the story of the Pride Center and all that Lehigh is doing to promote diversity, inclusion, and equity.
- Finally, I left feeling re-energized for this work and motivated to pursue justice here at Lehigh, in our community, and on a global level.



After Action Report: SpringSERVE - Habitat for Humanity  
Rockbridge, Virginia - Sunday, March 11th-Saturday, March 17th, 2018

**Attendees:** Dahlia Hylton (faculty advisor); nine diverse Lehigh University students, class standing ranging from 1st year to senior.

**Summary:** SERVE trips are programs that allow students to spend academic breaks helping others. The program has been a part of Lehigh University since the spring of 1995, and since that time over 1,000 students and approximately 30 advisors have participated. The purpose of SERVE trips is to enable participants to build partnerships with people sharing a common goal, to gain greater awareness of the need in our country, and to deepen their commitment to social action.

**Advisor Responsibility:** I was responsible for managing a budget of \$300.00. The money was allocated to feed 10 individuals for both breakfast, lunch, and dinner. Additionally, I was there to triage any emergencies should they arise. I fully participated in the projects alongside students and helped co-facilitate nightly reflections.

Our week-long initiative focused on housing affordability - working specifically with the Rockbridge County (VA) Habitat for Humanity. Leaving on **Sunday, March 11th**, our first day comprised of travel and upon arriving to Virginia meeting with our work site host, Leo. After indulging in a home cooked meal - courtesy of Leo - we quickly reviewed our work goals of the week - which comprised of both working on-site at a Habitat house (currently being built) and a home restoration. Below is a quick overview of the week:

All work days started at 8:30 a.m. and ended at 5:15 p.m. After dinner and group reflection, our nights didn't end until 11:00 p.m.

- ❑ **Monday, March 12th:** Arrived at work site. Immediately started working on the outside of the house, installing windows, building the foundation for the attic, and installing pipes for the basement (for bathrooms). Had dinner at the President of the Rockbridge County (VA) Habitat for Humanity's house.
- ❑ **Tuesday, March 13th:** Continued working inside the house. Work also moved outside installing the drip edge. Had dinner at Habitat volunteer house.
- ❑ **Wednesday, March 14th:** Free day (but not so much). Explored the Lexington, VA area including visiting Washington and Lee University, Virginia Military Institute, and hiked Little and Big House Mountain - which is 8.2 miles reaching an elevation of 2,850 ft. The entire hiking trip took us 4 hours. Had dinner with a friend of Leo's - who's home sat on the very same mountain we just finished climbing.
- ❑ **Thursday, March 15th:** Worked on house restoration. Typically Habitat doesn't work on home restoration, but the owner of this house was a special case. Tasks included scraping old paint from the house and re-painting with primer. Before and after pictures below. Had dinner at the local Presbyterian Church.
- ❑ **Friday, March 16th:** Laying foundation for new home that's adjacent to the work site home. Had dinner at a Lehigh employee's (Office of Admissions) parent's house. They welcome Lehigh students every year who participate in the Habitat serve project.
- ❑ **Saturday, March 17th:** Before we departed VA, we made one last trip to the Habitat house to visit Amanda - the owner of the house. See more information below in feedback.

Each night we collectively reflected on our day - guided by myself and the student SERVE lead via the reflection questions from the Community Service Office.

**Feedback:** We all felt extremely blessed having the opportunity to work for this project. Having served as a faculty advisor in the past, I was accustomed to sleeping on church floors, using washrooms at the YMCA every other day, and

stretching the funds that were provided to the group. Surprisingly, our accommodations included a carriage house with individual beds at the Sigma Nu Fraternity headquarters (Leo is a member of the organization), enough funds to carry us for the week, and hot showers when we returned back to the house. Additionally, we were all inspired to continue Habitat work back in the Lehigh Valley, so much so that a few students are revitalizing the defunct H4H campus chapter we have. Overall, it was a great opportunity for me to engage with students that I would normally not get a chance to connect with - hence, the reason why I seek these opportunities beyond the scope of my position.

**Action items & takeaways:**

- ❑ Despite the long days and blustery cold weather, collectively we all absolutely loved working with Habitat.
- ❑ The experience further expanded my own reflection on how I show up in communities that are different from my own and the importance of being present and listening to their needs instead of trying to identify what I may think is needed. Specifically, my work within OMA and the needs of our communities of color.
- ❑ Lastly, I was inspired to continue my conversation with CSO on expanding Social Justice SpringSERVE opportunities for next academic year.

**Selected Photos from the SpringSERVE Habitat trip (Lexington, Virginia)**



Day of Departure



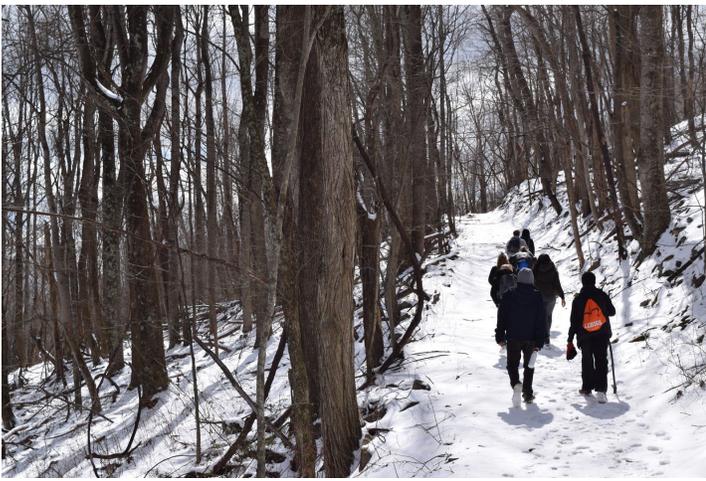
Sigma Nu Fraternity Headquarters



Securing New Windows



Installing Drip Edges



Hike on Big House Mountain (VA)



Hike on Big House Mountain (VA)



Home Restoration Before



Home Restoration After

## After Action Review: Controversies in Bioethics Seminar

Lehigh University, Bethlehem PA| April 13-14, 2018

**Summary:** Planning for the Seminar began over a year ago. At the International Academy of Law and Mental Health (IALMH) Congress held in Prague at Charles University in July of 2017, the International Academy of Medical Ethics and Public Health (IAMEPH), a subsidiary organization, held its inaugural meeting. I joined Dr. Dennis Cooley, Director of the Great Plains Ethics Institute, to further plans for a conference-seminar to be held in the Spring of 2018, and we planned this event as a follow up to our formal inclusion into the IAMEPH. The IAMEPH, which is headquartered at the University of Paris (Sorbonne), was a third co-sponsor of this event, and the Dialogue Center is an affiliate of this organization.

Along with Professor Dena Davis at Lehigh, Professor Cooley and I planned and peer-reviewed abstracts. We had advertised internationally for a seminar to be held at Lehigh, and we were so pleased with the quality of paper offerings that we accepted more papers than we had anticipated and expanded the event to a two day seminar.

We accepted papers from contributors from Israel, England, Poland and the Netherlands, and universities represented included Johns Hopkins, Harvard, The University of Chicago, and the Icahn School of Medicine (Mount Sinai). Paper topics included altruism in organ procurement, brain death issues, assisted suicide, addiction as a disease, and xenotransplantation. We devised a program requiring a pre-reading of papers, author summaries for 15 minutes in sessions, then 30-40 minutes of discussion and questioning. Selected papers will be published upcoming issues of the *Journal of the International Academy of Medical Ethics and Public Health*, which is published by the Sorbonne. Professor Davis and I will be co-editing two future issues of the journal.

Participants were pleased with the event and we have been encouraged to try this again in two years, which, as of now, we shall do. I will note that the major expenses for the conference were covered by support from the IAMEPH and the Great Plains Ethics Institute.

The conference program can be accessed at:

<https://dialogue.lehigh.edu/sites/dialogue.lehigh.edu/files/IAMEPH%20Program.pdf>



April 13 at Lehigh



Prague, Charles  
University,  
July 2017

## After-Action Review: Multi-Faith Trip to NYC: The Immigrant Experience

New York, NY | April 14, 2018

**Attendees:** Steven Nathan (Chaplain's Office), 25 students



**Summary:** We started the day at Ellis Island national Museum of Immigration. Attendees split into small groups and used the self-guided tours provided by the National Park Service. We then took the ferry to Manhattan and walked to City Hall where we met our tour guides. We split into two groups, with each taking a walking tour of the Lower East Side focusing on the history of immigration to New York City as well as the history of slavery and the freed black community in the area. After arriving at the Lower East Side Tenement Museum, the two groups participated in two different tours of the museum. One tour focused on the early sweatshops, which were actually housed in tenement flats; the other tour focused on the immigrant experience of two specific families. We walked through Chinatown and all had a delicious, authentic vegetarian Chinese dinner.

**Takeaways:** Every member of the group commented that many of the issues discussed during the day—immigration, quotas, prejudice—are still relevant today.

## After Action Review: Antigua

May 17-25, 2018

**Attendees:** Chelsea Gilbert (Pride Center)

**Summary:** I was privileged to co-lead Lehigh's annual service trip to Antigua with Dr. Bill Hunter in the Office of International Affairs. This was a unique year for the program as a majority of the participants (6/10) were LUSI students. The experience was truly incredible and transformational; from having conversations with principals of schools about their greatest challenges, to meeting elected officials and getting their perspectives on how to create change in the country, to running around playing tag with kids, to sorting items at the recycling center. Each day brought new and unexpected challenges and growth opportunities, which we leveraged during daily reflections with the students. One of the most powerful conversations involved students vulnerably sharing about their own class backgrounds with one another while also reflecting on their relative privilege in relation to many families on the island. At the same time, they marveled at the simple, happy lifestyle that many islanders seemed to live. This is just one instance of many in which deep relationships were formed and lasting learning occurred in the midst of service.



Schoolchildren from New Winthorpe's School with donations | Lehigh students with children after painting a school

**Action Items:** Dr. Hunter has been establishing connections and building partnerships between Lehigh and the Antiguan government for almost a decade. He was able to continue to leverage these partnerships, and plans to launch a remote in-service for teachers, explore a teacher exchange program between the Lehigh Valley and Antigua, develop a pathway for Antiguan leaders to do their graduate work at Lehigh, and many more exciting projects. It is my hope that I will continue my involvement in the program in the following ways:

1. Develop a framework for the program that expands the experience beyond the week-long trip to a semester-long, credit-bearing experience that provides professional development opportunities as well as encourages innovation and creative thinking that meets the needs of Antiguan organizations
2. Implement a peer leader component to the program
3. Liaise with ODI&E and Student Access and Success to ensure LUSI's continued involvement in the program
4. Co-lead the 2019 trip

**After Action Review: Foro Internacional de Asuntos Estudiantiles**  
Monterrey, Nuevo Leon, Mexico | June 13-15, 2018

**Attendees:** Chelsea Gilbert & Scott Burden (Pride Center) + Amanda Slichter (joined remotely)

**Summary:** The 7th Annual International Forum on Student Affairs (FIDAE), also called NASPA Mexico, drew participants from Mexico, Chile, Panama, Colombia, Spain, and the United States. Amanda, Scott, & I were invited to facilitate an 8-hour, pre-conference workshop entitled “Centering the Margins: Campus Inclusion through the Lens of LGBTQ+ Identities.” We drew 8 attendees and engaged in in-depth conversations about the state of inclusion on their campuses along with best practices from our work here at Lehigh, including the LUally program. We received incredibly positive feedback, with 100% of participants agreeing that they were better able to explore their own identities, articulate terms and concepts relevant to LGBTQ+ identities, examine inclusive and exclusive institutional practices, and develop strategies to implement change on their campuses as a result of our workshop. The following day, we presented a 75-minute session focusing on tools to promote general campus inclusion, drawing over 20 participants from 3 different countries. Similarly, 100% of participants agreed that the workshop empowered them with strategies to implement on their campuses; one stated, “Excellent speakers, and the content of the session was perfect. Dynamic and interesting.”



**Action Items:** We are so grateful to have built strong connections with the host institution, Universidad de Monterrey, along with colleagues from several other Monterrey universities. We plan to continue to stay in touch and to provide resources as appropriate as we explore further partnerships.

**After Action Review: Lehigh Valley Women's Summit  
Cedar Crest College      June 2018  
Attendees: Kathleen Hutnik, Dahlia Hylton  
Rita Jones, Sara Machiniak**



**Summary**

The Lehigh Valley Women's Summit is an annual one-day professional development and networking event sponsored by the Women's Business Council, Cedar Crest College, and the United Way. This year, Lehigh was able to co-sponsor, giving the University significant facetime—as seen in the left-hand photo, projected across the screen before the keynote, on the website, and in the agenda book—with professional women across the Valley. Four Lehigh staff members attended who will share their notes from different breakout sessions to spread the learnings from the day across different offices. Key takeaways and action items are included below.

**Action Items and Takeaways**

- Gathered significant learnings from marketing and social media professionals in the Valley to enhance and solidify the Center for Gender Equity's social media presence.—Rita
- I will research ways our student staff and other students at Lehigh can become more involved with the Eastern PA Girl Scouts.—Rita
- Tarana Burke reminded us that in social justice work we need to “find the gaps” and fill them in. I want to incorporate that element into the CGE's work with Inclusive Relationships.--Rita
- From Breakout on Metamorphosis: be careful about pigeonholing yourself when speaking to others because that's how they will understand you and your capacities. There was also some useful information about effective use of social media—know your audience as you utilize different platforms.--Kathleen
- Well, to be honest, it has improved my mood. I've been feeling frustrated that my area has received no support—and believe me—one summit isn't going to blow all that frustration away, but the messages I took away are reminding me to do some reframing of my strategies.—Kathleen
- Keynote Address with Dr. Rozen: As a person who oftentimes deals with the imposter syndrome, it was refreshing hear (as technical as it can be with the prefrontal cortex and

amygdala parts of the brain) about how ascending (positive) and descending (negative) narratives one has about themselves can truly effect the progress on goals. Looking that her five "train the brain" steps - both on a professional and personal level - it was the right amount of theoretical mixed with practical that I'm going to work very hard to follow this summer. I was so inspired by this message, I immediately shared with a friend as she is dealing with this same issue.—Dahlia

- Shift my own narrative that I have about myself - both personally and professionally. I've been struggling on what my next moves will be and this summit has given me a bit more confidence to step out on faith and give it a try. I felt inspired by Tarana's words and I would love to work with the Center for Gender Equity and the Graduate Student Services on a project that highlights sexual assault in communities of color. Perhaps for the first 6 weeks of classes - the "Red Zone" we can have a program - maybe even for a 5x10?—Dahlia
- Session #1 - Working with Strong Leaders: She used confirmation bias (differently framed) to explain why we often have negative feelings/experiences with certain folks, largely in part to less than great first/second impressions. She also gave the audience reminders that while we can explain away our own negative behavior, we never allow the other to do so. Some of her talk really reminded me of some of the teachings we are working on in our Inclusive Relationship Building practices! She placed emphasis on listening and speaking with others, and understanding that you cannot change people, but you can absolutely change dynamics.—Sara
- I was particularly keen to learn more about the #RedSandProject, as that was activism in action! Perhaps we can find a day in which we encourage our staff to practice activism using the RedSandProject on campus and educate our students about human trafficking, which affects our local and national community. This ties back to our Be Your Own work in activism, and would give folks different ideas and context to what activism is and does.—Sara

# THE PRINCIPLES OF OUR EQUITABLE COMMUNITY

Lehigh University is first and foremost an educational institution, committed to **developing the future leaders of our changing global society**. Every member of our community has a personal responsibility to acknowledge and practice the following basic principles:

We **affirm the inherent dignity** in all of us, and we maintain an inclusive and equitable community.

We **recognize and celebrate** the richness contributed to our lives by our diverse community.

We **promote mutual understanding** among the members of our community.

We **confront and reject discrimination in all its forms**, including that based on age, color, disability, gender identity, genetic information, marital status, national or ethnic origin, political beliefs, race, religion, sex, sexual orientation, socio-economics, veteran status, or any differences that have been excuses for misunderstanding, dissension, or hatred.

We **affirm academic freedom** within our community and uphold our commitment to the highest standards of **respect, civility, courtesy, and sensitivity** toward every individual.

We **recognize each person's right to think and speak** as dictated by personal belief and to **respectfully** disagree with or counter another's point of view.

We **promote open expression of our individuality and our differences** within the bounds of **University policies**.

We **acknowledge each person's obligation to the community** of which we have chosen to be a part.

We take **pride** in building and maintaining a culture that is founded on these **principles of unity and respect**.





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