



GLOBAL SOCIAL IMPACT FELLOWSHIP

LEHIGH UNIVERSITY PROGRAM PROMOTING...

DIVERSITY AND INCLUSION
SOCIAL IMPACT
SUSTAINABLE DEVELOPMENT



AN EMPHASIS ON INCLUSION

The enrollment of students from underrepresented and marginalized communities has coincided with a rise in student demand for impact-focused and engaged scholarship opportunities. The Global Social Impact Fellowship program at Lehigh University offers students from all disciplines the opportunity to work on interdisciplinary, real-world projects that address sustainable development challenges in low- and middle-income countries. This program has, since its inception in 2019, enrolled increasing numbers of first-generation students, BIPOC students, and students with high financial needs. The courses, workshops, retreats, and immersive experiences of this program integrate experiential learning, research, and entrepreneurial engagement with students leading original and ambitious projects with in-country partners in diverse countries. Through engaging in such meaningful, authentic, and incredibly alive projects, Fellows develop skillsets, mindsets, and portfolios to solve complex societal challenges. Fellows build sustainable enterprises, publish their works in peer-reviewed journals, integrate their insights into national policies, and champion social movements that influence the lives of millions of people.



OUT OF 140 STUDENTS IN THE GSIF PROGRAM...

50%
BIPOC

20%
INTERNATIONAL

30%
PELL-GRANT

25%
FIRST-GEN

4 TACTICS ENSURE OPPORTUNITIES FOR BIPOC & LOW-INCOME STUDENTS

- 1. Increase Exposure to Programs.** Social inequalities that divide campuses are derived from the reproduction of dominant social classes. The cultural capital engrained in institutions forms a barrier of exclusion for minority students. By exposing minority students to programs and opportunities, the supply of students engaging will outweigh the demand and inspire diverse change. An increase in global and local projects within social impact programs can cultivate a sense of belonging for individuals.
- 2. Build Diverse Pipelines.** Many institutions lack diversity and inclusion within their communities which results in a homogenous campus of students and opinions. By empowering students who identify as an underrepresented minority, first-generation, and/or low-income, institutions can support their students towards becoming leaders.
- 3. Access to Financial Aid.** The true cost of opportunities at a high scale can negate minorities from applying and participating. To drive the demand, institutions must provide necessary funding based on the financial need of a student.
- 4. Quality of Support.** In order to support students of color, mentorship opportunities and peer support groups must be created and promoted. Through developing an inclusive environment, students can feel free to be their authentic selves in all spaces.



PERSONAL STATEMENTS

KAYLA MILLER

Aware of how my experiences as a black woman shaped me into who I am today, I sought to join the effort toward ameliorating the disparities that plague communities in low-income countries. Being a part of the Ukweli Test Strips team through Lehigh University's Global Social Impact Fellowship department, I was able to transform my passion into action. Ukweli seeks to reduce the maternal mortality rate in Sierra Leone by empowering community health workers to screen women for UTIs and Preeclampsia. As a black entrepreneur from Lehigh's College of Business, I saw Ukweli as a catalyst for change in the low and middle-income health care system. By creating a space for driven students to collaborate, engage in fieldwork, and conduct novel research, I found Lehigh's Creative Inquiry Office to be an environment where I could grow personally as well as professionally. With Creative Inquiry's mission to promote diversity and inclusion, I knew my voice would be heard despite the systemic realities that had once limited individuals like myself. As one of the leaders on the Ukweli Test Strips, I stand as a black female entrepreneur fighting for the legacy of my ancestors and the rights of other marginalized individuals.



SAMARA EVERMAN

As a first-generation undergraduate in the College of Health at Lehigh University, I am pursuing a major in Population Health and have a deep passion for studying Maternal and Child Health. I aspire to help dismantle health disparities in the population, especially amongst minority mothers. Health is generational, meaning our family history affects our health and the future members of our family. Therefore, it is critical to give women proper healthcare throughout their life course to ensure positive health outcomes for themselves and their children. I joined the Ukweli Test Strip team to expand my knowledge outside of the classroom and help bridge a gap for mothers accessing healthcare services in Sierra Leone. During fieldwork in August 2022, I spoke to more than 100 women about healthcare which furthered my passion for maternal health and opened my eyes to the future I want. Lehigh's Creative Inquiry office provides BIPOC and first-generation students like myself impactful opportunities that our parents did not experience. I am grateful and proud to be a key member of the Ukweli Test Strip team.

