

# ALLWE Implementation Plan: – Update Fall 2020

## **Implementation Steering Committee:**

Tri-Chairs: Rosie Long, Raymond Najjar, and Victoria Sanchez

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## **Introduction/Executive Summary:**

This implementation plan represents outcomes of the 2018–19 Assessment of the Living, Learning, and Working Environment (ALLWE) in the College of Earth and Mineral Sciences. Findings of the fall 2018 survey were presented in a Town Hall on April 15, 2019. Recommendations were developed during fall 2019 through broadly representative input from throughout the College, and the ALLWE Implementation Steering Committee (ISC) distilled those recommendations into the present implementation plan, finalized and accepted by the Dean and the EMS Executive Council in April 2020.

As the ALLWE ISC discussed priority areas and action items to address the most pervasive concerns, it became apparent that while EMS aspires to be a tight-knit and supportive community for all its constituents, we would benefit from specific attention to better managing relationships at and across all levels within the EMS community, including our World Campus. In general, people are feeling overworked and overburdened, with more and more to do in less time. This has reached the point that there is not time to do things as well as they could be done, and community is taken for granted. This trend is damaging to morale and ultimately to our shared sense of EMS community. The following **Priority Themes** are the areas that the ALLWE ISC believe to be most salient in fostering a more diverse, equitable, and inclusive EMS environment:

- 1. Addressing Harassment and Marginalization**
- 2. Supporting Mental Health and Well Being**
- 3. Addressing Isolation and Fostering Communities Around Shared Purpose**
- 4. Transparency, Communication, and Building Trust in the System**
- 5. Professional Development**

Each theme is expanded below with actions, implementation time frames, responsible parties, status updates, and stewards.

The time frames for implementation are: 1 = Easy/Short-Term (weeks); 2 = Medium/Intermediate-Term (months); and 3 = Difficult/Long-Term (years). As implementation has progressed, updates have been added in the “Status” column.

**It is important to note that in mid-March of 2020, the University pivoted into remote mode due to the Covid-19 pandemic. Many of the implementation items initially presumed an in-person context, so adjustments had to be made to the mode of implementation, and to the anticipated time frames. Still, much was accomplished and the emphasis on access, equity, and inclusion helped to inform the College's overall operations and community building across all of our remote work through the pandemic.**

### **List of acronyms**

AAO: Affirmative Action Office

ADEE: Associate Dean for Educational Equity

ADEM: Assistant Director for Endowment Management

ADDL: Assistant Dean for Distance Learning

ADGER: Associate Dean for Graduate Education and Research

ADUE: Associate Dean for Undergraduate Education

ALLWE: Assessment of Living, Learning, and Working Environment

DC: EMS Diversity Council

DIRMARCOMM: Director for Marketing and Communications

EESI: Earth and Environmental Systems Institute

EMS: Earth and Mineral Sciences

FAC: Faculty Advisory Committee

FTFAC: Fixed-Term Faculty Advisory Committee

LGBTQQIA+: Lesbian, Gay, Bisexual, Transgender, Queer, Questioning, Intersex, Asexual, and more

HR: Human Resources

HRSP: Human Resources Strategic Partner

ISC: Implementation Steering Committee

IT: Information Technology

MAS: Meteorology and Atmospheric Sciences

MEMS: Minorities in EMS

oSTEM: Out in Science, Technology, Engineering, and Mathematics

postdoc: postdoctoral fellow or postdoctoral scholar

RFSC: Ryan Family Student Center

SAC: Staff Advisory Committee

SES: Socio-Economic Status

Students: includes both resident instruction and online learning students

TEEMS: Total Engagement in Earth and Mineral Sciences (Formerly known as TOTEMS)

TT: Tenure Track

WAFS: We are for Science

WEMS: Women in EMS

### Priority Theme 1: Addressing Harassment and Marginalization

Particularly troubling in the ALLWE survey findings are issues of sexual misconduct, exclusionary conduct, and harassment/bullying. Marginalization of populations such as people of color, international scholars, women, people of non-binary genders, members of the LGB+ community, students from low-income backgrounds and/or first generation to college, people with disabilities, staff members, research and teaching faculty, and postdoctoral researchers was evident, despite reporting categories being aggregated for confidentiality purposes, and ambiguity about survey terms such as “advising.” Addressing this theme requires also addressing themes of isolation and community building, building trust in reporting avenues, supporting mental health and well-being, and increased training/professional development. Marginalization is also addressed by creating critical masses of marginalized populations, particularly within the faculty, and in cultivating a welcoming, inclusive, and equitable climate in which each person in the college feels a sense of belonging and empowerment.

Actions to Address Harassment and Marginalization	Time frame for implementation	Who can make this happen? Note collaboration across groups	Resources needed	Status	Steward
OVERALL ALLWE IMPLEMENTATION				Complete: <ul style="list-style-type: none"> <li>As part of the Geosciences Strategic Plan, a DEI (Diversity, Equity and Inclusion) Committee has been established with representation from faculty, staff, graduate and undergraduate students, and post-docs. The DEI Committee will address all or some of the following: culture, graduate program, undergraduate program, workplace skill building, community building, and communications.</li> </ul> In Progress: <ul style="list-style-type: none"> <li>EMS is implementing department associate heads for diversity, equity, and inclusion to help coordinate and advance departmental efforts.</li> </ul>	ADEE
Develop actions to address sexual misconduct and to increase access to reporting mechanisms.	1–2	EMS HR, Graduate Student Council, Undergraduate Student Council, associate deans, department heads		Complete: <ul style="list-style-type: none"> <li>EMS HR and ADEE are consolidating resource contact information and making it more visible: posted on ADEE website (8/2020); and EMS “Info for Faculty and Staff” website section on reporting wrongdoing.</li> </ul>	HRSP

				<ul style="list-style-type: none"> <li>Shared information with EMS faculty, staff, postdocs on Domestic Violence Awareness training from CentreSafe (via LRN), (held October 15, 2020)</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>Regular communication of resource links to EMS community</li> <li>EMS undergraduate Student Council, WEMS, MEMS collaborating with Stand for State and Penn State Gender Equity Center for Spring 2021 programming .</li> <li>Upcoming: “Picture A Scientist” documentary screening and follow up programming</li> </ul>	
Create spaces (physical and gatherings) to move the marginalized to the center, to belong, socialize and heal; create spaces for interactions between communities.	2	Frank Driscoll, department heads, associate deans (for physical spaces). Creating gatherings is something everyone can participate in as a ground-up initiative.	Physical space is at a premium across the College; focus on making existing spaces more inclusionary and on fostering communities.	<p>Complete:</p> <ul style="list-style-type: none"> <li>vRFSC and TEEMS Tuesdays maintain outreach and community building with undergraduate students remotely; in all time zones (Fall 2020)</li> <li>EESI started a new EarthTalks series this fall: Changemaking made EESI: Fostering inclusive research communities in the Earth and environmental sciences (<a href="https://www.eesi.psu.edu/seminars-conferences-fall-2020-earthtalks-series-changemaking-made-eesi-fostering-inclusive-research">https://www.eesi.psu.edu/seminars-conferences-fall-2020-earthtalks-series-changemaking-made-eesi-fostering-inclusive-research</a>)</li> <li><u>EESI remodeling is underway to provide collaborative space which includes an open kitchen space to gather</u></li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>Request from MEMS for space is under consideration</li> </ul>	ADGER

<p>Ensure that existing spaces are not exclusionary (for example RFSC, departmental events). Intentionally include marginalized communities (being mindful that those who feel marginalized may not reach out).</p>	<p>1–2</p>	<p>RFSC, Undergraduate Student Council, MEMS, WEMS, department heads/institute directors, Staff Group, SAC</p>		<p>Complete:</p> <ul style="list-style-type: none"> <li>• vRFSC and TEEMS Tuesdays maintain outreach and community building with undergraduate students remotely; in all time zones (Fall 2020)</li> <li>• EESI started a new EarthTalks series this fall: Changemaking made EESI: Fostering inclusive research communities in the Earth and environmental sciences <a href="https://www.eesi.psu.edu/seminars-conferences-fall-2020-earthtalks-series-changemaking-made-eesi-fostering-inclusive-research">https://www.eesi.psu.edu/seminars-conferences-fall-2020-earthtalks-series-changemaking-made-eesi-fostering-inclusive-research</a></li> </ul>	<p>ADUE</p>
<p>Cultivate a culture of “accomplice-ship” (active ally-ship and advocacy) in partnership with marginalized communities in EMS</p> <ul style="list-style-type: none"> <li>• Bystander intervention discussions for faculty, staff, postdocs, and graduate students</li> <li>• Bystander intervention discussions/Stand for State program for undergraduates</li> </ul>	<p>1–2</p>	<p>Departments/institutes leaders and representatives, department heads/institute directors, ADEE, Undergraduate Student Council, WEMS, MEMS, ADUE, ADEE, Student Council, EMS HR, ADGER, ADEE, Graduate Student Council</p>	<ul style="list-style-type: none"> <li>• Need to make Ally and Bystander resources more visible</li> <li>• Need to encourage follow-up discussions in departments and groups</li> <li>• Need to bring Stand for State program to undergraduates</li> <li>• Need to explore incorporating bystander intervention discussion into first-year seminar</li> <li>• Need to explore incorporating</li> </ul>	<p>Complete:</p> <ul style="list-style-type: none"> <li>• Resources for Active Allies (Accomplices) posted online</li> <li>• Bystander intervention discussions Fall 2019, materials and resources posted online</li> <li>• Fall 2020 EMS Reads: Ibram X. Kendi’s How To Be An Antiracist – Discussion group 11-13-20; Conversation with Ibram Kendi virtual event (open to University) 11-18-20</li> <li>• Selected articles shared with EMS community summer and fall 2020.</li> <li>• “TOTEMS” changed to “TEEMS”</li> <li>• DC mental health working group workshop for students: 12-02-2020 “How to Help a Friend During a Crisis or Tough Time.</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• Association of Women Geoscientists has started work on this topic</li> <li>• Undergraduate Student Council is exploring hosting a Stand for State bystander intervention program in collaboration with MEMS and WEMS</li> </ul>	<p>ADEE</p>

			<p>Bystander Intervention into orientations for new employees, graduate students, and postdocs</p> <ul style="list-style-type: none"> <li>• EMS HR is willing to help wherever needed</li> </ul>		
<p>Increase numbers in underrepresented groups, particularly faculty; hire faculty of color in cohorts to increase retention.</p>	2–3	FAC, FTFAC, EMS HR, ADEE, department heads/institute directors	<p>Departmental collaboration, funding for cluster hires</p> <p>Incorporate recommendations from “Towards an Equitable and Inclusive Penn State: Paths to Leadership and Success for Women and Marginalized Groups” white paper (from Wendy Hanna-Rose and Zoubeida Ounaies):</p> <ul style="list-style-type: none"> <li>• Continue support of and participation in “Changing the Future for Penn State Women in STEM” leadership/peer mentoring</li> </ul>	<p>In progress:</p> <ul style="list-style-type: none"> <li>• EMS HR is working with our central HR Recruiter to obtain better tracking of what publications/websites seem to attract the most diverse candidate pools for all of our postings.</li> <li>• Faculty Diversity Ad hoc group formed; Hiring proposal accepted by Dean</li> <li>• EESI has made investments in bringing new, diversity faculty members into EMS</li> <li>• EESI Environmental Scholars program is meant to diversify grad students: <a href="https://www.eesi.psu.edu/research/research-funding/research-eesi-environmental-scholars">https://www.eesi.psu.edu/research/research-funding/research-eesi-environmental-scholars</a></li> <li>• <u>EESI remodeling is underway to provide collaborative space which includes an open kitchen space to gather</u></li> </ul>	Dean

			<p>program for women and URM faculty</p> <ul style="list-style-type: none"><li>• Explore ways to provide women and URM faculty with opportunities to explore administrative leadership roles</li><li>• Develop report cards tracking progress in increasing and supporting women and URM faculty. Suggested data include:<ul style="list-style-type: none"><li>○ Number and percentage of female and URM faculty</li><li>○ Time in rank by gender and race/ethnicity</li><li>○ Number and percentage of women and URM faculty in leadership positions</li><li>○ Women and URM faculty participation in mentoring programs</li><li>○ Diversity initiatives and</li></ul></li></ul>		
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			<p>improvement plans</p> <ul style="list-style-type: none"> <li>• Develop social accountability for progress</li> <li>• Seek funding for endowed chairs for women and URM faculty</li> <li>• Engage EMS faculty to develop solutions</li> </ul> <p>Allocate funding as needed.</p>		
<p>Ensure that staff and postdocs are invited to, welcomed at, and included in departmental and College events and decision making.</p>	1	<p>Department heads/institute directors</p>		<p>Complete:</p> <ul style="list-style-type: none"> <li>• Two members of the ALLWE ISC led a workshop for the penn State Post-Doc Exhibition, "Responding to US social and educational issues as a Postdoc." Workshop was advertised to EMS postdocs and attended by several, as well as other postdocs from across the University. September 24, 2020</li> </ul> <p>Ongoing:</p> <p>Timely and broad dissemination of information to postdocs and staff.</p> <p>Need to work on including postdocs in departmental decision making, meetings, etc.</p> <p>There is now a University level group addressing postdoc inclusion; EMS (Geosciences) postdoc and ALLWE ISC member Josh Garber is working with this initiative.</p>	Dean



Cultivate a climate of respect for staff.	2	FAC, FTFAC, SAC, Staff Group			SAC
Encourage reporting of problematic behavior and address fear of retaliation and perceptions that power differentials determine outcomes. To the extent possible, acknowledge reports and communicate back to the individual/community. See also: <i>Transparency, Communication, and Building Trust in the System.</i>	2-3	Department heads/institute directors, Dean, associate and assistant deans, EMS HR, EMS Graduate Student Council, EMS Undergraduate Student Council	Repeating the message. Following through with appropriate action to create a culture of reporting without retaliation. Responsibility falls largely on department/institute leadership, with assistance and guidance from Dean and EMS HR.		HRSP
Conduct a thorough assessment of undergraduate academic advising in EMS to make improvements. Are all students well-served, regardless of factors such as income? Were students who left EMS for other Penn State colleges successful?	2	EMS undergraduate advisors, EMS Analysis & Planning Consultant (Brian Bills)			ADUE
Improve the experiences and environment for low-income/first generation students.	1-2	EMS Advising, Undergraduate Student Council, Assistant Director of Stewardship (Ashlee Kochik), Multicultural			ADUE

<ul style="list-style-type: none"> <li>• Discuss impact of privilege and social capital with advisors</li> <li>• Engage Undergraduate Student Council on the topic of financial inclusivity</li> <li>• Invite Financial Literacy office to RFSC</li> <li>• Address food insecurity</li> </ul>		Coordinator (James Guyton)			
To mitigate the Red Zone of Danger (increased sexual assault risk), increase education to students within the first 6–8 weeks of being at Penn State (incorporate into EMS Welcome Week, TEEMS, and first-year seminars, and reach students transitioning into EMS after their first year)	2	Undergraduate Student Council, ADUE, EMS Advising	Gender Equity Center (Jennifer Pencek) does a great introduction to this topic	In Progress: <ul style="list-style-type: none"> <li>• EMS undergraduate Student Council, WEMS, MEMS collaborating with Stand for State and Penn State Gender Equity Center for programming.</li> </ul>	ADUE
Incorporate World in Conversation into each major’s professional development class; in addition to EMSC 100 make sure we reach students transitioning into EMS after first year.	2–3	ADUE, undergraduate program associate heads, ADEE			ADUE

Implement College-wide workshop on civility.	1-2	ADEE, ADDL	Great Valley brought in Dr. Kate Watson for a workshop "Advancing Workplace Communication"		ADDL
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## Priority Theme 2: Supporting Mental Health and Well Being

Mental Health and Well Being came up as a priority across multiple EMS populations and hierarchical levels and has overlap with other priority themes, such as *Addressing Isolation and Fostering Communities Around Shared Purposes* and *Addressing Marginalization and Harassment*. In general, there is a need for increasing knowledge throughout EMS about resources for mental health and well-being, addressing stigma associated with seeking mental health treatment (especially culturally based stigma), and creating supportive communities within EMS to lessen stress. Addressing mental health is particularly salient for marginalized communities, including communities of color, the LGBTQQIA+ community, the international community, graduate students, and postdocs.

Actions to Support Mental Health and Well Being	Time frame for implementation	Who can make this happen? Note collaboration across groups	Resources needed	Status	Steward
<p>Support mental health and well-being before crisis:</p> <ul style="list-style-type: none"> <li>• Create department and/or College venues to discuss challenges at least twice per semester (open to undergraduate and graduate students, postdocs, faculty, and staff)</li> <li>• Learn about trends of what undergraduate and graduate students are struggling with and work to reduce challenges within EMS influence</li> <li>• Decrease feelings of isolation, particularly for international students, graduate students, and students from marginalized communities (see action items for Priorities 1, 2, and 5)</li> <li>• Specifically address stigma, particularly cultural stigma, around mental health</li> <li>• Value work-life balance</li> </ul>	1–2	Undergraduate Student Council, Graduate Student Council, SAC, FAC, FTFAC, Executive Council, Staff Group	Red Folder <a href="https://redfolder.psu.edu/">https://redfolder.psu.edu/</a>	<p>Complete:</p> <ul style="list-style-type: none"> <li>• DC convened 2 working groups to address graduate students' mental health. One is organizing informational programming one is developing mentoring program.</li> <li>• DC and WAFS have developed materials to help graduate students navigate student health insurance and finding community providers</li> <li>• Kate Staley of CAPS met with DC regarding resources for students, including graduate students</li> <li>• Selected articles on the topic of self-care and working/learning</li> </ul>	ADEE

				<p>remotely shared with the EMS community March 2020 throughfall 2020</p> <ul style="list-style-type: none"> <li>• DC mental health working group presented two workshops for students: 10-20-20 "Combating Loneliness and Fostering Social Connections"; 12-02-2020 "How to Help a Friend During a Crisis or Tough Time."</li> <li>• Geosciences sponsored and hosted a November 2019 Mental Health First Aid Training Course*. There are plans to repeat this.</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• Encourage participation in Spring 2020 University Wellness Days</li> </ul>	
Conduct departmental workshops to increase dissemination of information about mental health challenges and resources	1–2	Department heads, graduate program associate heads, undergraduate program associate heads, advisors	Red Folder <a href="https://redfolder.psu.edu/HealthAdvocate">https://redfolder.psu.edu/HealthAdvocate</a> <a href="https://hr.psu.edu/health-matters/employee-assistance-program">https://hr.psu.edu/health-matters/employee-assistance-program</a>	Geosciences was in planning stages	ADEE
Conduct College workshops to increase dissemination of	1	Diversity Council, Graduate Student Council		Complete:	ADEE

<p>information about mental health challenges and resources</p>				<ul style="list-style-type: none"> <li>• New TLT online professional development course designed to help faculty and advisers support online/remote students in crisis, launched 4-1-20. See also: <i>Professional Development</i>.</li> <li>• EMS Town Hall for staff and faculty (October 13<sup>th</sup> 2020) OHR rep (Rita Foley) on <a href="#">Employee Assistance Program</a> (EAP), sponsored by SAC, staff group, EMS HR.</li> <li>• DC mental health working group presented two workshops for students: 10-20-20 "Combating Loneliness and Fostering Social Connections"; 12-02-2020 "How to Help a Friend During a Crisis or Tough Time."</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• additional workshops being planned to focus on graduate</li> </ul>	
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				student mental health and resources (including faculty discussions) and enhancing the Red Folder Project in EMS	
Place the Red Folder and other relevant resource information in each departmental office and lab group, and other places where people have access to it, as well as in EMS online resources.	1	Diversity Council, Graduate Student Council, departments/institutes		<p>Complete:</p> <ul style="list-style-type: none"> <li>• Red Folder link posted to ADEE Website.</li> <li>• Red Folder and other resource information included in regular notice to EMS community “Reporting Resources and Where to Get Help”</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• Hard copy distribution on hold due to pandemic</li> <li>• Need to post to department/institute websites</li> </ul>	ADEE
<p>At the University level:</p> <ul style="list-style-type: none"> <li>• Advocate for increased University mental health resources, particularly for graduate students and postdocs</li> <li>• Advocate for University to work toward increasing community capacity to pick up where CAPS leaves off</li> </ul>	2–3				Dean

and to better serve graduate students, staff and faculty <ul style="list-style-type: none"> <li>• Advocate for undergraduate and graduate student health insurance coverage for access to community providers</li> </ul>					
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### Priority Theme 3: Addressing Isolation and Fostering Communities Around Shared Purpose

The nature of the academic process leads to isolation and makes it challenging to build community. Isolation is particularly pronounced for marginalized communities, such as people of color, international individuals, those struggling with mental health, people with disabilities, the LGBTQQIA+ community, and women. Isolation across group silos and hierarchies is also a concern; examples include international and domestic students, undergraduate and graduate students, postdocs and faculty, and faculty and staff. To address pervasive isolation, the ALLWE ISC recommends fostering communities around shared purposes as ground-up (rather than top-down) events.

Actions to Address Isolation and Foster Communities Around Shared Purpose	Time frame for implementation	Who can make this happen? Note collaboration across groups	Resources needed	Status	Steward
Create College-level social events to build community across silos (e.g., lunch matrix; hikes; scrabble tournament; coffee hour; fun activities; and faculty interest groups around teaching and learning or research topics).	1	Grassroots (individuals need to take initiative)		Complete: <ul style="list-style-type: none"> <li>• MAS graduate students organized a virtual family feud, hikes, virtual luncheons, trivia nights</li> <li>• Geoscience graduate students have continued to hold socially distanced and virtual events (and have included postdocs and asst research profs)</li> <li>• Coping with COVID-19 EMS Workshop Series,</li> </ul>	ADEE, Dean



				<p>organized by DC (see Priority Theme 2)</p> <ul style="list-style-type: none"> <li>• Geosciences Community Listserv established to provide a comfortable environment for all in the department to share information about all things regarding the community (food, information about campus and surrounding local town community, club-events/workshops, and requests for assistance to move or find housing, etc).</li> </ul>	
<p>Develop hierarchical mentorship groups for undergraduate students (junior/senior students mentor 1<sup>st</sup> and 2<sup>nd</sup> years); conduct survey to figure out matching. Could also be done with staff, faculty, and postdocs.</p>	2-3	<p>Undergraduate Student Council, MEMS, WEMS, Graduate Student Council</p>		<p><u>Complete:</u></p> <ul style="list-style-type: none"> <li>• <u>A Geosciences faculty member has co-founded national group for Asian and Pacific Islanders in Geosciences,</u> to build a community of support for AAPIs within geosciences; the group is open to all undergraduates, graduate students, postdocs, faculty, educators, administrators, scientists,</li> </ul>	ADUE

				professionals, retirees, who identify as AAPI or want to know more about AAPI issues in the geosciences	
Create a Graduate Student Center (similar to Ryan Family Student Center), in a central area.	2–3	ADGER, Graduate Student Council	Space		ADGER
Create a Postdoc listserv <ul style="list-style-type: none"> <li>• Provide instructions to departments/institutes on updating and maintaining</li> <li>• Encourage utilization of the list when disseminating EMS information potentially relevant to postdocs</li> </ul>		EMS HR, EMS IT, Lead Admins		Ongoing: <ul style="list-style-type: none"> <li>• Listserv has been made. Postdocs report feeling better integrated into department and college</li> </ul>	ADGER
Create partnerships between Undergraduate Student Council, oSTEM, MEMS, WEMS, and Graduate Student Council to more effectively build community and share resource information.	1	Undergraduate Student Council, oSTEM, MEMS, WEMS, Graduate Student Council, WAFS		In progress: <ul style="list-style-type: none"> <li>• undergraduate organizations collaborating,</li> <li>• Undergraduate and Graduate Student Councils will hold a joint meeting;</li> <li>• WAFS fellows collaborating with WEMS, MEMS, undergraduate student council and graduate student council and graduate students across departments</li> </ul>	ADEE
Create events for graduate students to foster crossing departmental silos (e.g.,	1–2	Graduate Student Council, WAFS, ADGER			ADGER

<p>professional development and ethics seminars, panels of faculty and graduate students addressing big topics, and “science on tap” style events).</p>					
<p>Continue efforts to bring students who transition into EMS (from other colleges, campuses or universities) into the EMS community in a meaningful way. Continue the process of RFSC communicating (and sending emails) to students who change their major into EMS; continue the relationship of RFSC with “EMS Connect” (a student group engaging with change of campus students).</p>	<p>2</p>	<p>EMS Advising, undergraduate program associate heads, ADUE</p>		<p>In progress</p>	<p>ADUE</p>

#### Priority Theme 4: Transparency, Communication, and Building Trust in the System

Themes of opacity and perceived inequity in terms of how and why University and EMS processes and procedures work and are communicated were pervasive, leading to lack of trust in the system. Perceived lack of trust and lack of information are detrimental to morale and present barriers to coming forward with concerns and suggestions. Areas of concern included management of top-down University system changes and how they affect EMS staff, faculty, and students; EMS communication about initiatives and activities within the College; lack of knowledge about staff roles and processes; inequity in salary structures; lack of information about reporting channels; and fear of retaliation—especially among staff, graduate students, and members of marginalized groups. This priority theme goes hand in hand with themes of professional development, and addressing harassment, particularly when there is lack of knowledge about reporting avenues, fear of retaliation, lack of confidence in the effectiveness of reporting options, and perception that power differentials determine outcomes.

<b>Actions to Increase Transparency, Enhance Communication, and Build Trust in the System</b>	<b>Time frame for implementation</b>	<b>Who can make this happen? Note collaboration across groups</b>	<b>Resources needed</b>	<b>Status</b>	<b>Steward</b>
Increase awareness of and access to reporting channels, particularly beyond department; make resources more readily available.	1	ADEE, EMS HR, Graduate Student Council, Undergraduate Student Council, FAC, FTFAC, SAC, Staff Group, Ombudspersons		Complete: <ul style="list-style-type: none"> <li>• Resources list developed for bystander intervention and posted online;</li> <li>• EMS “Info for Faculty and Staff” website section on Ethics and reporting wrongdoing</li> <li>• Regular communication to EMS community “Reporting Resources and Where to Get Help” includes links to college and university resources</li> </ul> In Progress: <ul style="list-style-type: none"> <li>• Need to get links more visible and into departments.</li> </ul>	HRSP
Address fears of retaliation; of particular concern are graduate students and staff reporting of faculty.	1–2	Dean, department heads/institute directors, associate deans, Staff Group, EMS HR	Repeating the message. Following through with appropriate action to create a culture of reporting without retaliation. Responsibility falls largely on		Dean

			department/institute leadership, with assistance and guidance from Dean and EMS HR.		
Increase training for those involved in addressing reported problems. See also: <i>Professional Development</i> .	1–2	Ombudspersons, EMS HR		Complete: <ul style="list-style-type: none"> <li>The University offers faculty ombudsperson training. EMS HR has developed training for our staff ombudspersons and it has been sent to our current ombuds people.</li> <li>Staff ombuds training has been shared with lead AAs</li> </ul>	HRSP
Increase knowledge and understanding around the role of ombudspersons (faculty, staff, and graduate students) and what they do (and do not do).	1–2	Ombudspersons	Venues for discussing the roles		Dean
Increase knowledge of administrative processes and the role of staff members, particularly in departments; ensure that faculty, postdocs, graduate students, and undergraduates understand the roles and professionalism of staff members.	2	Department heads/institute directors, Executive Council	Time at department meetings. Possibly also time at College gatherings (Fall Faculty/Staff meeting), orientations for graduate students, postdocs, and undergraduate students	Energy Institute has a process for introducing new faculty members to staff roles and administrative processes.	Dean
Update and improve the annual staff performance review process. For example, identify methods for promotion, ensure additional compensation for additional duties, enhance	2–3	EMS HR, SAC, Staff Group, department heads/institute directors	May require guidance or changes at University level; EMS HR can advocate	Complete: <ul style="list-style-type: none"> <li>EMS HR has modified the norming process to eliminate large group review of exceeds and needs improvement ratings.</li> <li>In Progress</li> </ul>	SAC

<p>confidentiality in the norming process [what is a norming process?], and provide more information about why the norming process is required.</p>				<ul style="list-style-type: none"> <li>• EMS HR will provide more performance management cycle guidance to staff and managers by: <ul style="list-style-type: none"> <li>○ Pushing out norms</li> <li>○ Providing best practices/guidance in ratings and weighting</li> <li>○ Examples of effective comment writing</li> <li>○ Annual training sessions for managers</li> </ul> </li> </ul>	
<p>Investigate salary issues in relation to funding source and seek ways to adjust for greater equity. (Individuals doing similar work may earn significantly different salaries based on whether they are grant funded or on University funds. There are also differences in how unit leaders promote.)</p>	<p>2–3</p>	<p>EMS HR, department heads/institute directors, Executive Council</p>	<p>Departments/institutes should continue to identify potential cases for review, based on the work the employee is performing. Review is at the University level.</p>	<p>EMS HR is working with Penn State OHR current multi-year project on staff compensation that seeks to address many of these issues and is identifying those currently impacted.</p>	<p>HRSP</p>
<p>Stem the tide of increasing staff workloads without increased compensation, including attention to increased workloads from learning new University systems and processes. Ensure adequate staffing.</p>	<p>3</p>	<p>Staff Group, SAC, department heads/institute directors, EMS HR</p>	<p>Funding, advocacy at University level. Managers who see an issue should raise the concern to EMS HR</p>	<p>Workload burden report submitted by then-ADGER John Hellman to Penn State Research Council (Oct 3, 2019) included burdens to staff and included recommendation of "redefining career "ladders" for job categories (enhanced opportunity for advancement without the need to move to other units); EMS HR is working with Penn State OHR current compensation review project.</p>	<p>HRSP</p>

<p>Improve communication within EMS:</p> <ul style="list-style-type: none"> <li>• Ensure transparency and communication loops when feedback, suggestions, or complaints have been made</li> <li>• Copy staff as well as faculty/administrators on important information</li> <li>• Consistently communicate Penn State Values and policies, Penn State Principles, Graduate School Code of Conduct, etc.</li> <li>• Make communications timely</li> <li>• Ensure information is distributed to postdocs and graduate students</li> </ul>	1-2	Dean, associate deans, EMS HR, administrative office leadership		<p>Compete:</p> <ul style="list-style-type: none"> <li>• RFSC created/launched an EMS Undergrad Canvas site with announcements, modules, and information for all EMS students (Dec 2019). Announcements are sent weekly or as needed. New modules are created as needed; for example, a new module was added 3/20/2020 to assist students in securing resources during the remote learning period.</li> </ul>	DirMARCOMM
<p>Continue efforts begun from the Status of Women Faculty in EMS study, particularly in relation to faculty retention and post-tenure promotion.</p>	2-3	Executive Council	<p>Incorporate recommendations from “Towards an Equitable and Inclusive Penn State: Paths to Leadership and Success for Women and Marginalized Groups” white paper (from Wendy Hanna-Rose and Zoubeida Ounaies):</p> <ul style="list-style-type: none"> <li>• Continue support of and participation in</li> </ul>	In progress	Dean

			<p>“Changing the Future for Penn State Women in STEM” leadership/peer mentoring program for women and URM faculty</p> <ul style="list-style-type: none"><li>• Explore ways to provide women and URM faculty with opportunities to explore administrative leadership roles</li><li>• Develop report cards tracking progress in increasing and supporting women and URM faculty. Suggested data include:<ul style="list-style-type: none"><li>○ Number and percentage of female and URM faculty</li><li>○ Time in rank by gender and race/ethnicity</li><li>○ Number and percentage of women and URM faculty in leadership positions</li><li>○ Women and URM faculty participation in mentoring programs</li></ul></li></ul>		
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			<ul style="list-style-type: none"> <li>○ Diversity initiatives and improvement plans</li> <li>● Develop social accountability for progress</li> <li>● Seek funding for endowed chairs for women and URM faculty</li> <li>● Engage EMS faculty to develop solutions</li> </ul> <p>Allocate funding as needed.</p>		
Create more opportunity for interaction between EMS HR and staff (counter to the impersonalized central HR interfaces).	2	EMS HRSP, SAC, Staff Group			HRSP

## Priority Theme 5: Professional Development

A pronounced need for more professional development in a number of areas clearly emerged in support of all of the interrelated priority areas. Creating a culture focused around doing what should be done and doing it well, managing relationships at and across all levels of the EMS community, and fostering respect and belonging often hinge on a constant process of updating and expanding our knowledge bases and capacities.

Actions for Professional Development	Time frame for implementation	Who can make this happen? Note collaboration across groups	Resources needed	Status	Steward
For <i>Teaching</i> , conduct professional development/training for faculty, graduate students and postdocs who teach or will teach, on topics such as: teaching with technology; inclusive classrooms and pedagogy; field excursions; managing difficult classroom conversations; and general principles of effective teaching	2	Dutton Institute, FAC, FTFAC, ADUE, ADGER		Complete: <ul style="list-style-type: none"> <li>• “I didn’t know what to say!”: Managing Your Classroom Face-to-Face and Online” online workshop 4-16-20</li> <li>• New TLT online professional development course designed to help faculty and advisers support online/remote students in crisis, launched 4-1-20. See also <i>Professional Development</i>.</li> </ul>	ADDL
For <i>Faculty Advising and Mentoring</i> (graduate and undergraduate) develop EMS guidelines in areas such as responsiveness to advisees, timely communication, keeping appointments, and implicit bias.	2–3	EMS Advisors, ADGER, ADUE, undergraduate and graduate program heads	Include in new TT faculty orientation, and professional development for faculty advisors, graduate students, and postdocs who intend to continue in academia		Dean
For <i>Supervising</i> , conduct training for faculty supervising staff and for staff promoted into supervisory roles, including topics of performance	2–3	Department heads, EMS HR	More supervision offerings at University level. Fill in with additional professional development within EMS.	<ul style="list-style-type: none"> <li>• EMS HR is providing more staff performance management cycle guidance to managers by: <ul style="list-style-type: none"> <li>○ Pushing out ratings “norms”</li> </ul> </li> </ul>	HRSP

management and evaluations.			University supervisor training already exists; department heads should encourage their faculty who supervise staff to take this training, as well as staff promoted into supervisory roles.	<ul style="list-style-type: none"> <li>○ Providing best practices/guidance in ratings and weighting</li> <li>○ Providing examples of effective comment writing</li> <li>○ Holding annual training sessions</li> </ul>	
For <i>Ombudspersons</i> , conduct training for ombudspersons (faculty, staff, and graduate students)	1–2	EMS HR	Guidance from University level (AAO)	<p>Complete:</p> <ul style="list-style-type: none"> <li>• The University offers faculty ombudsperson training, which our faculty ombudsperson has taken.</li> <li>• EMS HR has developed training for our staff ombudspersons and it has been sent to our current ombudspeople and lead admins.</li> </ul>	HRSP
For <i>Management and Administration</i> , conduct professional development for department heads, especially when taking on the role, on topics such as: <ul style="list-style-type: none"> <li>• working effectively with faculty</li> <li>• working effectively with staff</li> <li>• fostering collegiality and good working relationships between faculty and staff (e.g., fostering respect for staff)</li> <li>• conflict management</li> </ul>	2–3	Dean, EMS HR	Identify and nominate individuals for University and Big Ten Academic Alliance leadership/management programs; supplement university programs with EMS orientation.] Also need to overcome information overload and provide refreshers and resources periodically (e.g., consult and/or resource page for management/administration to review after attending training sessions). EMS HR can provide resources.		Dean

<ul style="list-style-type: none"> <li>• creating an inclusive environment (intentionally including those who feel marginalized)</li> </ul>					
<p>For <i>On-boarding</i>, create orientation/structured onboarding processes for teaching and research faculty, postdocs, and staff. Include topics such as interfacing with staff, financial policies and processes, as well as reimbursement processes.</p>	2–3	<p>Graduate Student Orientation: ADGER, graduate program associate chairs, Graduate Council Teaching and Research Faculty Orientation: ADGER, FTFAC</p> <p>Staff Orientation: Staff Group, SAC, EMS HR</p> <p>Postdoc Orientation: EMS HR, ADGER</p>	<ul style="list-style-type: none"> <li>• EMS onboarding study was conducted 2 years ago with recommendations. EMS HR has reviewed and is planning to create some guidance.</li> <li>• Allow new staff some time for learning more about the College beyond their position.</li> <li>• Lori Robinson had formed a small committee to look at possible welcome lunches. This concept and others were shared with SAC. SAC has had some brief discussions.</li> <li>• Need to develop welcome packet for graduate students and postdocs.</li> <li>• The Diversity Council worked on Onboarding for international employees but also relevant to anyone relocating to UP. This information could be widened to students, wage payroll, and, in general everyone who works here.</li> </ul>	<p>In Progress:</p> <ul style="list-style-type: none"> <li>• EMS inclusion welcome packet for new employees has been developed and will be online.</li> <li>• Information for international faculty (or indeed anyone new to the College and the area) is being developed; several sections to be online soon.</li> <li>• EMS HR has been working on onboarding.</li> </ul>	HRSP

			<ul style="list-style-type: none"> <li>EMS Development and Alumni Relations has a checklist of people to meet, has sample copies of important documents and communications pieces, schedules a tour of the buildings, and provides background.</li> </ul>		
For <i>Staff</i> (including non-supervisory), correlate online training options for staff with career goals and potential advancement paths; identify career advancement paths within EMS for staff. Ensure consistency in guidance and performance evaluations.	2	EMS HR, SAC, Staff Group	EMS HR can provide limited guidance to our staff about professional development courses that are available and relevant. University central HR would have to be involved to map career paths and training options.	<p>In Progress:</p> <ul style="list-style-type: none"> <li>EMS HR is providing more staff performance management cycle guidance to staff and managers by: <ul style="list-style-type: none"> <li>Pushing out ratings "norms"</li> <li>Providing best practices/guidance in ratings and weighting</li> <li>Examples of effective comment writing</li> <li>Annual training sessions on performance reviews for managers</li> </ul> </li> <li>Workload burden report submitted by then-ADGER John Hellman to Penn State Research Council (Oct 3, 2019) included burdens to staff and included recommendation of "redefining career "ladders"</li> </ul>	SAC

				for job categories (enhanced opportunity for advancement without the need to move to other units)	
Support the undergraduate experience in these areas: advising; inclusion; financial concerns; mental health; and privilege, SES, and social capital.	2-3	EMS Advising, Career Services, Student Engagement, UG Student Council, ADEM, ADEE	<ul style="list-style-type: none"> <li>• Discuss these items at TEEMS. Also, need to reach those who do not attend TEEMS and those who transition into EMS after first year.</li> <li>• Resources added to Canvas pages.</li> </ul>	<p>Complete:</p> <ul style="list-style-type: none"> <li>• New online professional development course designed to help faculty and advisers support online/remote students in crisis, launched 4-1-20. See also: <i>Supporting Mental Health and Well Being</i>.</li> </ul>	ADUE
For <i>Disabilities and Accommodations</i> , provide information and strengthen processes and support regarding accommodations (for undergraduate students, graduate students, postdocs and employees).	1-2	EMS HR, EMS Diversity Council	AAO handles employee accommodation requests. SDR handles student requests. EMS can make information more visible about AAO and SDR and the process to contact them.	<ul style="list-style-type: none"> <li>• Leah Zimmerman, Executive Director, Student Disability Resources, met with EMS leadership 4-14-20 on student disabilities with focus on mental illness issues.</li> <li>• Kate Staley of CAPS met with DC regarding resources for students, including graduate students</li> </ul>	HRSP
<p>For <i>Search Processes</i>:</p> <ul style="list-style-type: none"> <li>• Conduct implicit bias training for departmental faculty prior to all tenure-track searches</li> <li>• Include a trained diversity advocate for all searches (faculty and staff)</li> </ul>	1-2	EMS HR, ADEE, department heads	Would require working with AAO professional development trainer to develop training within EMS; greater utilization of AAO Search Committee Briefings	<p>In progress:</p> <ul style="list-style-type: none"> <li>• Faculty on search committees encouraged to attend (or view recording of) annual AAO Search Briefing</li> <li>• AAO now offers a search briefing for staff searches; EMS staff search committees are encouraged to attend or view the recording</li> </ul>	HRSP

Notes:

- November 2019 Mental Health First Aid Training Course sponsored and hosted by the department. Mental Health First Aid is a comprehensive full-day training course that includes: information on different types of mental illness, intervention strategies for different types of mental health crises (including suicide prevention, non-suicidal self-harm, eating disorders, substance abuse, psychosis, and panic attacks), role-playing and practice scenarios for intervention, and identifying both self-help and community resources for post-crisis care. The curriculum is informed by both the latest mental health research and the experiences of people affected by mental illness. Much like traditional first aid, registrants become certified first responders: Note that this is no replacement for professional care but provides effective agents in emergency situations. Due to the rigorous and complex nature of the course, along with the regulatory oversight required, only certified MHFA instructors can teach the course.
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