

ALLWE Implementation Plan: – Update Spring 2022

Implementation Steering Committee:

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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				<p>ALLWE implementation has been rolled up into EMS Strategic Plan. Goal 2 focuses on diversity, equity, inclusion, and belonging. ALLWE implementation is specifically indicated as an action item and additional items are drawn from ALLWE implementation items, as well as from department/institute/office diversity goals.</p> <p>EMS implemented department associate heads for diversity, equity, and inclusion to help coordinate and advance departmental efforts. AHDEI have been named for each department, with all in place by July 1, 2021.</p> <p>EMS has launched DEI Awards (2021) for faculty, staff, and students who have gone above and beyond in demonstrating, leadership, or commitment to promoting and fostering diversity, equity and inclusion in EMS.</p> <p>EMS participated in Summer 2020 #ShutDownSTEM #Strike4Black Lives #ShutDown Academia movement, encouraging focus on anti-racism.</p>	ADEE

				<p>All 5 EMS departments have an established diversity, equity, and inclusion committee (Fall 2021):</p> <ul style="list-style-type: none"> • 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. • As part of the Geography Strategic Plan, a Belonging, Dignity and Justice committee has been established • Meteorology and Atmospheric Sciences has established a Committee on Belonging. As of Spring 2022, the committee is now meeting on a regular monthly basis, including throughout the summer in recognition of the charge for this committee. • The MatSE Convergence committee has evolved into the Diversity, Equity, and Inclusion Committee. • EME has established the DEI Committee, which is faculty-led. <p>EMS is participating in the University pilot of the BUILD at Penn State program (“Broadening Understanding and Inclusion through Learning and Dialogue”), a DEIB training program for all University employees. Pilot – Spring through Summer 2022.</p>	
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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		<p>Complete:</p> <ul style="list-style-type: none"> • EMS HR and ADEE consolidated resource contact information to make it more visible: posted on ADEE website (8/2020); and EMS “Info for Faculty and Staff” website section on reporting wrongdoing. • Shared information with EMS faculty, staff, postdocs on Domestic Violence Awareness training from CentreSafe (via LRN), (held October 15, 2020) • Regular communication of resource links to EMS community • EMS undergraduate Student Council, WEMS, MEMS collaborated with Stand for State and Penn State Gender Equity Center for workshops for student group leadership (March 2021); planning underway for broader programming in Fall 2021. • “Picture A Scientist” documentary screening followed by Women Faculty in EMS panel, diversity trivia night social (held in conjunction with Eberly College of Science) https://www.ems.psu.edu/diversity (Additional screening opportunities from other organizations have been shared as available) (Spring 2021) 	HRSP
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/ongoing:</p> <ul style="list-style-type: none"> • vRFSC and TEEMS Tuesdays maintained outreach and community building with undergraduate students remotely; in all time zones (Fall 2020) • EESI Fall 2020 EarthTalks series: Changemaking made EESI: Fostering inclusive research communities in the Earth and environmental sciences (https://www.eesi.psu.edu/seminars-conferences-fall-2020-earthtalks-series- 	ADGER

				<p>changemaking-made-eesi-fostering-inclusive-research); Spring 2021 Earth Talks series “Energy and Climate Policy: How to avoid a global hothouse” featured several seminars focusing on climate justice, in conjunction with EARTH400 course student involvement; Spring 2021 “Cutting-edge climate research” series featured several sessions on climate justice, including one by Gregory Jenkins.</p> <ul style="list-style-type: none"> • EESI second floor remodel is complete and provides collaborative space and includes an open kitchen space to gather (Spring 2022) • A history of women in EMS project was conducted in summer 2020 utilizing a female graduate student to research archival material under the direction of the EMS librarian. This material has been used in conjunction with the EMS 125th anniversary celebration, “Picture A Scientist” week, and may be used for future exhibits in the Museum and Gallery and/or EMS Library. • Meeting spaces in Steidle Building are regularly used by students. • Department of Geosciences is participating in URGE, a national NSF-funded effort focused on Unlearning Racism in Geosciences. Participation includes a bi-weekly curriculum series, discussions, developing a national network, developing local action items, and enlisting the active support of department and college administration and leadership. (Spring 2021) https://urgeoscience.org/ • Building on EMS participation in the University Safer People Safer Places program, we have launched a Rainbow EMS Network which will certify research groups with advanced training in LGBT issues and commitment to a fully inclusive group. ~20 	
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				<p>groups are listed as of Fall 2021 https://www.ems.psu.edu/diversity/ems-rainbow-network</p> <ul style="list-style-type: none"> • The RFSC has been expanded greatly, adding space for many more students to gather, study, and socialize. The furniture was chosen to foster a welcoming environment for students who come in alone or come in with a group, and it can be easily reconfigured to accommodate events. A quiet room was designated as a place for students who might be overwhelmed by the open space. (Fall 2021) • EMS Educational Equity office participating in Flow2Go, a university initiative sponsored by Days for Girls and UPUA to make free period supplies readily available (Fall 2021). • Fletcher L. Byrom Earth and Mineral Sciences Library hosts a “Cub Pantry” to extend the reach of Lion Pantry, open when the library is open (October 12, 2021). Additional emphasis on serving graduate students, Spring 2022 • To raise awareness of Indigenous Peoples of the Americas, the Department of Geography organized a Campus Adventure challenging participants to find places and items across campus that are connected to the Indigenous histories of the land we are on (October 11-15, 2021) • To promote diversity in knowledge production the Department of Geography organized its Coffee Hour Speaker Series and invited diverse speakers as well as speakers talking to issues of race and identity. (Fall 2021) • Geography is scheduling time allowances for check-in's regarding the strain of isolation and extra labor during Covid. (Fall 2021) 	
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				<p>Additionally the department head in geography held a check-in meeting with faculty with young children to discuss the difficulties of working through COVID with children at home.</p> <ul style="list-style-type: none"> • The Belonging, Dignity and Justice committee in Geography meets twice a month to promote inclusive policies and programing such as Indigenous Day, distributing teaching materials, applying for programming grants. • <u>EME Study Nights were organized in Fall 2021 to open Hosler to undergraduate students as a place to study for finals.</u> • <u>EMS WAFS partnered with Center for Performing Arts around the Small Island Big Song performance (April 7, 2022). Hosted 2 tie-in events focused around environmental justice:</u> <ul style="list-style-type: none"> ○ Undergraduate students from 2 EMS courses, as well as additional EMS students, attended a pre-performance dinner discussion with SIBS representatives and the EMS Environmental Justice Ambassador. ○ “Climate Change: Our Response as Artists” panel moderated by Richard Alley featured several SIBS representatives, open to the University with in-person and Zoom attendance (April 6, 2022). <p><u>In Progress:</u></p> <ul style="list-style-type: none"> • Based on MEMS request for space, a community space is being established as an expansion of OADEE as part of the Deike Building renovation (Design summer/fall 2021; construction to begin spring 2022) 	
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				<ul style="list-style-type: none"> MAS hosted a Geosciences URGE representative at its 1/26/22 faculty meeting to explore participation in the program. In the 2022-2023 academic year, MAS will leverage the Geosciences URGE experience and materials to make available a similar educational experience for its members. Organized by an EMS GFSAD/WAFS fellow, black graduate students of EMS are forming a caucus; areas of focus include graduate student admission and retention trends, connecting with black alumni for professional development activities. 	
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).	1–2	RFSC, Undergraduate Student Council, MEMS, WEMS, department heads/institute directors, Staff Group, SAC		<p>Complete/ongoing:</p> <ul style="list-style-type: none"> vRFSC and TEEMS Tuesdays maintain outreach and community building with undergraduate students remotely; in all time zones (Fall 2020) EESI Fall 2020 EarthTalks series: Changemaking made EESI: Fostering inclusive research communities in the Earth and environmental sciences (https://www.eesi.psu.edu/seminars-conferences-fall-2020-earthtalks-series-changemaking-made-eesi-fostering-inclusive-research); Spring 2021 Earth Talks series “Energy and Climate Policy: How to avoid a global hothouse” featured several seminars focusing on climate justice, in conjunction with EARTH400 course student involvement; Spring 2021 “Cutting-edge climate research” series featured several sessions on climate justice, including one by Gregory Jenkins. Following RFSC renovation, a “interior design” team was convened to ensure that the physical space is as inclusive as possible; team invited representatives from MEMS, WEMS, and international students. Seating and 	ADUE

				<p>spaces have been designed to welcome students by providing options for both individual and group work, along with social areas and quiet areas. Photos of faculty and staff with a description of their role have been added to all of the doors to create a welcoming environment, particularly during a period of masking. (Fall 2021)</p> <ul style="list-style-type: none"> • EME recently completed a significant upgrade of most of its graduate office space. The process resulted in more elegant workspaces for students and meeting spaces where students could collaborate and brainstorm ideas. We are in the process of creating a graduate lounge with a kitchen, as well as a similar undergraduate lounge on the main floor of Hosler. (Fall 2021) • Geography has added 20 newer desks for our graduate students to ensure consistent quality. At least one student has requested office equipment that is ADA compliant. (Fall 2021) • RFSC created new career counselor position, counselor started January 2022, has extensive experience working with low income first generation students, students with disabilities, and URM students. • MEMS and WEMS collaborated on a well-attend event for undergraduate students featuring REU and internship opportunities. DATE? (Spring 2022). • EESI provides office space for the AESEDA program. 	
Cultivate a culture of “accomplice-ship” (active ally-ship and advocacy) in partnership with	1–2	Departments/institutes leaders and representatives, department heads/institute	<ul style="list-style-type: none"> • Need to make Ally and Bystander resources more visible 	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • Resources for Active Allies (Accomplices) posted online • Bystander intervention discussions Fall 2019, materials and resources posted online 	ADEE

<p>marginalized communities in EMS</p> <ul style="list-style-type: none"> • Bystander intervention discussions for faculty, staff, postdocs, and graduate students • Bystander intervention discussions/Stand for State program for undergraduates 		<p>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"> • Need to encourage follow-up discussions in departments and groups • Need to bring Stand for State program to undergraduates • Need to explore incorporating bystander intervention discussion into first-year seminar • Need to explore incorporating Bystander Intervention into orientations for new employees, graduate students, and postdocs • EMS HR is willing to help wherever needed 	<ul style="list-style-type: none"> • 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 • Selected articles shared with EMS community summer and fall 2020. • "TOTEMS" changed to "TEEMS" (2021) • DC mental health working group workshop for students: 12-02-2020 "How to Help a Friend During a Crisis or Tough Time." • In 2021-22, EESI staff completed the University's Safer People, Safer Places Foundations workshop. • EMS undergraduate Student Council, WEMS, MEMS collaborated with Stand for State and Penn State Gender Equity Center for workshops for student group leadership (March 2021); planning underway for broader programming in Fall 2021. • Dutton Institute formed an antiracism book club that meets monthly, initially focused on discussions of select chapters in Ibram X. Kendi's How to be an Antiracist. Once that reading has been completed, the group will move on to additional books, articles, etc. related to this important topic. (2021-present) • Harassment-Free program for the Association of American Geographers was implemented and chaired by the now Associate Head for DEI. (Fall 2021) <p>In Progress:</p> <ul style="list-style-type: none"> • Association of Women Geoscientists has started work on this topic 	
<p>Increase numbers in underrepresented groups, particularly</p>	<p>2–3</p>	<p>FAC, FTFAC, EMS HR, ADEE, department</p>	<p>Departmental collaboration,</p>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • EMS HR worked with our central HR Recruiter to obtain better tracking of what 	<p>Dean</p>

<p>faculty; hire faculty of color in cohorts to increase retention.</p>		<p>heads/institute directors</p>	<p>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"> • Continue support of and participation in “Changing the Future for Penn State Women in STEM” leadership/peer mentoring program for women and URM faculty • Explore ways to provide women and URM faculty with opportunities to explore administrative leadership roles • Develop report cards tracking progress in 	<p>publications/websites seem to attract the most diverse candidate pools for our postings.</p> <ul style="list-style-type: none"> • Faculty Diversity Ad hoc group formed; Hiring proposal accepted by Dean; improvements to job post language; making candidate materials available to all who are involved in the selection process; additional recommendations and hiring process questionnaire presented (fall 2021). • Participation in the “Changing the Future” program has been operationalized. EMS was a foundational participant (2019) and has participated for each cohort year. (As of Fall 2021, we have had a total of 11 participants for the first 3 cohort years). We have allocated line-item support for up to four participants per cohort. • EESI has made investments in bringing new, diverse faculty members into EMS • EESI Environmental Scholars program is meant to diversify grad students: https://www.eesi.psu.edu/research/research-funding/research-eesi-environmental-scholars; As of Spring 2021, three of the four most recent scholars are women, one is Asian. The Fall 2022 cohort includes six women. Programming for the scholars has included career path presentations from women scholars and from scientists outside of the academy, as well as work-in-progress workshops, and opportunities to present their research in remote and in-person fora. • In Fall 2021, in collaboration with the Equal Opportunity Planning Committee (EOPC), EME established a new seminar series, “Celebrating Women in Energy and Water Research”. The series aims at: (i) highlighting 	
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			<p>increasing and supporting women and URM faculty. Suggested data include:</p> <ul style="list-style-type: none"> ○ Number and percentage of female and URM faculty ○ Time in rank by gender and race/ethnicity ○ Number and percentage of women and URM faculty in leadership positions ○ Women and URM faculty participation in mentoring programs ○ Diversity initiatives and improvement plans • Develop social accountability for progress • Seek funding for endowed chairs for women and URM faculty • Engage EMS faculty to develop solutions <p>Allocate funding as needed.</p>	<p>research contributions of successful women scientists, (ii) engaging female students/postdocs and encouraging them to pursue research careers, and (iii) providing an opportunity for faculty to establish and expand their professional network and mentoring relationships. Seminar attendance is being opened to students in all EMS departments.</p> <ul style="list-style-type: none"> • In Fall 2021, the EME Associate Head for DEI and a fixed-term faculty member participated in the 2021 SACNAS (Society for the Advancement of Chicanos/Hispanics and Native Americans in Science) virtual conference. The abstract book of undergraduate and graduate student presentations was shared with faculty to help them identify potential candidates for their research group and establish connections with URM students. • Department of Geography has reevaluated its criteria for graduate students and admitted the most diverse graduate class in the history of the department. (Fall 2021) • Associate Head of DEI – Geography participated in the Women’s of EMS panel session. • 46% of the Geography tenure-line faculty identify as female. • EESI provides support for a URM postdoc • EME has revised its graduate admissions practices to ensure holistic evaluation and improve recruitment of URM applicants (Spring 2022). (All 5 departments now have holistic graduate admissions processes.) • AESEDA search is completed and five faculty from underrepresented groups have been appointed. This search focused on faculty 	
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				<p>with interests in natural hazards and energy-materials-minerals. The departments appointing AESEDA faculty are:</p> <ul style="list-style-type: none"> ○ Geography – 1 (starting July 2022) ○ Meteo – 1 (starting July 2022) ○ MatSE - 1 (starting February 2023) ○ EME - 2 (starting August 2022 and January 2023) <p>In progress:</p> <ul style="list-style-type: none"> • EMS is an inaugural participant in Penn State’s participation in the Partnership for Faculty Development/Presidents Postdoctoral Fellowship program; we expect to support 1-2 postdocs who will receive mentoring in support of progression to a tenure-line faculty position, first cohort starting July 1 2022. • EME is increasing engagement with prospective URM students through its summer Research Experience for Undergraduates program (Fall 2021). • Student professional societies in EME are being charged with developing effective mentorship programs/study groups for helping students from diverse backgrounds succeed after they join Penn State and our Department (Fall 2021). • Department of Geography has completed the hire of an Assistant Professor of Race and Identity who will start in July 2023. • Department of Geography has an ongoing search for a staff member in the area of DEI to report to the Associate Head of DEI. (Fall 2021) • A faculty member from Geography is played an instrumental role in a national search for the Director of the newly established Center 	
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				<p>for the Study of Racial Justice. (Fall 2021, Spring 2022)</p> <ul style="list-style-type: none"> MAS worked with six URM undergraduate students to setup summer 2022 REU experiences for them. MAS is also engaging more with its URM graduate students towards them achieving their academic goals. (Spring 2022) 	
Ensure that staff and postdocs are invited to, welcomed at, and included in departmental and College events and decision making.	1	Department heads/institute directors	Need to work on including postdocs in departmental decision making, meetings, etc.	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> 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 Timely and broad dissemination of information to postdocs and staff. Postdocs of EMS (POEMS) formed to discuss improving their experience (Fall 2021) POEMS now an established group in EMS with an annual budget. Dutton Institute hosted a weekly communal "coffee chat" (via Zoom during pandemic) to build community across its faculty/staff. EME hosts a bi-weekly coffee hour social to build community across faculty and staff. The event was via Zoom and in person in Fall 2021. Postdocs in EME are now formally invited to attend monthly faculty and staff meetings. The plan is to include postdoc representation in the research committee in the Department, once it is formally constituted starting Fall 2022. 	Dean

				<ul style="list-style-type: none"> • There is now a University-level group addressing postdoc inclusion; EMS (Geosciences) former postdoc and ALLWE ISC member Josh Garber worked to launch this initiative. • EESI staff are encouraged to attend monthly 'pizza lunches' and other community-building event 	
Cultivate a climate of respect for staff.	2	FAC, FTFAC, SAC, Staff Group		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • The MatSE staff have started to begin staff meetings with safety and DEI minutes, as are now standard practice in faculty meetings. Staff members are also part of and are working with the DEI committee and Associate Head for DEI in MatSE. (Fall 2021) • In EME: Staff members are part of the DEI committee in EME. A staff member leads our safety committee. Staff are also active members in our awards and scholarship committee and our undergraduate studies committee. We have a staff member leading our marketing and communications committee. EME monthly faculty meetings are now relabeled as Faculty and Staff Meetings. Starting in Spring 2022, every faculty and staff meeting will have at least one staff related agenda item up for discussion. (Fall 2021) • ADUE holds monthly meetings of the faculty and staff in the center, with equal time given to each group to describe their efforts and to celebrate the accomplishments of all. (Fall 2021) • Geography just added two undergrad reps to the Belonging, Dignity and Justice committee in addition to the graduate representatives. (Fall 2021) 	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.	Complete/Ongoing: <ul style="list-style-type: none"> Process guidelines for addressing interpersonal issues developed by EMS HR and posted online (April 2021) https://www.ems.psu.edu/resources-faculty-and-staff/human-resources Each semester, the Dean sends out an email to all EMS that outlines the reporting mechanisms available and addresses fears of retaliation. 	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)		Complete/Ongoing: <ul style="list-style-type: none"> The RFSC has taken on proactive advising projects such as summer reviews for all students with greater than 90 credits to alert them to any remaining general education or university requirements. We also reach out to all students who have a semester gpa below 2.0 and add an RFSC adviser for every student who goes on warning. The EMS director of advising meets monthly with the EMS advising community to make sure everyone is familiar with policy changes and to address any issues or concerns. (Fall 2021) The EMS director of advising is evaluating methods to assess advising in the college. Scheduling advising appointments through Starfish is an important step we have taken to enable better tracking of advising appointments. (Fall 2021) The new Associate Head for Undergraduate Education in MatSE is working with our 	ADUE

				<p>student advisor to ensure that all undergraduate students are being well advised. (Fall 2021)</p> <ul style="list-style-type: none"> • The undergraduate office in EME provides annual training to all faculty advisors in the Department. Prior to this training, a survey is conducted to find out the important issues faced by students in terms of their advising needs, and then additional focus is placed on addressing any systemic shortcomings. (Fall 2021) • In Geography <ul style="list-style-type: none"> • just completed a curriculum mapping to ensure that all of our courses are aligned with the overall goals and objectives for the undergraduate curriculum. The Gender Equity Center will be conducting workshops in some of our undergraduate classes. (Fall 2021) • hired current undergraduate majors assist in engaging current students and alumni with departmental activities and promoting undergraduate program (Fall 2021) • initiating "Geography Guides" volunteer program to assist in program promotion and help build community (Fall 2021) • hiring undergraduate lab assistants to provide peer technical assistance and mentoring during evening/weekend hours (Fall 2021) <p>In Progress:</p> <ul style="list-style-type: none"> • ADUE is working with Brian Bills to complete cohort studies of our students to look for discrepancies in success and barriers to degree progress. 	
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<p>Improve the experiences and environment for low-income/first generation students.</p> <ul style="list-style-type: none"> • Discuss impact of privilege and social capital with advisors • Engage Undergraduate Student Council on the topic of financial inclusivity • Invite Financial Literacy office to RFSC • Address food insecurity 	1–2	<p>EMS Advising, Undergraduate Student Council, Assistant Director of Stewardship (Ashlee Kochik), Multicultural Coordinator (James Guyton)</p>		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • Each year, some of the scholarship money awarded through ADUE is reserved to help students in need. • WAFS fellows created a 2-hour “Climate Change Day” outreach program for approximately 60 low-income/first generation high school students for Penn State’s Upward Bound Programs. 11-6-2021 • MatSE regularly awards scholarships to students with low family incomes and first-generation students. • In the RFSC, we offered fruit (only to-go bananas and oranges to be COVID safe and hygienic) as a way to engage students in the center but also address food insecurity. (Fall 2021) • Geography awards scholarships to undergraduate on the basis on need. • Geography included social class in addition to other identifiers of race and gender for graduate admittance. (Fall 2021) <p>In Progress:</p> <ul style="list-style-type: none"> • EME is establishing liaisons with local high schools - planning a summer workshop for teachers with high schools within a radius of 100 miles around State College. (Fall 2021) • 	ADUE
<p>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,</p>	2	<p>Undergraduate Student Council, ADUE, EMS Advising</p>	<p>Gender Equity Center (Jennifer Pencek) does a great introduction to this topic</p>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • All first-year seminars receive a letter from the ADUE with resources to include in their course, including a presentation by the Gender Equity Center on sexual assault and bystander intervention in the first weeks of class. Many first-year seminars include extra credit for attending programs by the Gender 	ADUE

TEEMS, and first-year seminars, and reach students transitioning into EMS after their first year)				<p>Equity Center, including very effective talks by outside speakers.</p> <ul style="list-style-type: none"> EMS undergraduate Student Council, WEMS, MEMS collaborated with Stand for State and Penn State Gender Equity Center for workshops for student group leadership (March 2021); planning underway for broader programming in Fall 2021. <p>In Progress:</p>	
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		Complete/Ongoing: World in Conversation is included in EMS first-year seminars.	ADUE
Implement College-wide workshop on civility.	1–2	ADEE, ADDL	Great Valley brought in Dr. Kate Watson for a workshop "Advancing Workplace Communication"	On hold: Due to COVID concerns, tentatively rescheduled for Fall 2022, when we are hopefully no longer in a pandemic hybrid/remote mode.	ADDL

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"> • Create department and/or College venues to discuss challenges at least twice per semester (open to undergraduate and graduate students, postdocs, faculty, and staff) • Learn about trends of what undergraduate and graduate students are struggling with and work to reduce challenges within EMS influence • Decrease feelings of isolation, particularly for international students, graduate 	1–2	Undergraduate Student Council, Graduate Student Council, SAC, FAC, FTFAC, Executive Council, Staff Group	Red Folder https://redfolder.psu.edu/	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • DC convened 2 working groups to address graduate students' mental health. One is organizing informational programming one is developing mentoring program. (Fall 2020) • DC and WAFS have developed materials to help graduate students navigate student health insurance and finding community providers (Spring 2021) • Kate Staley of CAPS met with DC regarding resources for students, including graduate students (Spring 2021) • Selected articles on the topic of self-care and working/learning remotely shared with the EMS community March 2020 throughfall 2020 • DC mental health working group presented 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; 2-25-21 "Finding Peace During Turbulent Times"; 3-25-21 ""Self-Care and Pandemic Fatigue"; 4-22-21 "How to Help a Friend, Peer, or Student During a Crisis." (workshop for 	ADEE

<p>students, and students from marginalized communities (see action items for Priorities 1, 2, and 5)</p> <ul style="list-style-type: none"> • Specifically address stigma, particularly cultural stigma, around mental health • Value work-life balance 				<p>students, faculty, and staff); “Coping with Grief” 7-29-21; “Stress & Anxiety” 9-29-21</p> <ul style="list-style-type: none"> • Geosciences sponsored and hosted a November 2019 Mental Health First Aid Training Course*. There are plans to repeat this. • EMS encouraged participation in Spring 2020 University Wellness Days; encouraged not scheduling meetings on wellness days so that staff had more flexibility. • The “quiet room” in the RFSC includes a full display of health and wellness information, including QR codes for wellness resources and coloring activities to reduce stress. (Fall 2021) • Geography is encouraging faculty to have Teaching Interns in critical courses to support undergraduate students. (Fall 2021) • Geography is pursuing hiring an undergraduate student on wages to work in the labs to provide technical support for our GISc offerings. (Fall 2021) • EME organized a social get together with students who are sponsored by ARAMCO to discuss mental health related issues with those students. This is an especially vulnerable group because of their need to assimilate into a new way of life. (Fall 2021) • WAFS and Eberly College of Science graduate students organizing a series of Safe Space well-being workshops <ul style="list-style-type: none"> ○ Work-life balance (open to undergraduates, grad students, staff, postdocs, early career faculty) March 21, 2022. • An RFSC advisor represented EMS in a University-wide informational session 	
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				<p>about University programs and support resources available to the student substance over-use Recovery Community, and has shared information with EMS Advisors to better support our students (Spring 2022).</p> <ul style="list-style-type: none"> Dutton Institute was given approval from the Dean to provide appointees with the option to fully work remotely. <p>In Progress:</p> <ul style="list-style-type: none"> Graduate Student peer mentoring/engagement program being developed to increase support and networking to avoid crisis. (Spring 2021, Fall 2021) Pilot launch of the program, Spring 2022 – 2 engagement groups formed and actively meeting; planning graduate student welcoming event in early fall semester. 	
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	<p>Red Folder https://redfolder.psu.edu/ Health Advocate https://hr.psu.edu/health-matters/employee-assistance-program Geosciences was in planning stages</p>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> MatSE includes information about mental health resources in the first Colloquium and welcome orientation sessions for undergraduate students. (Fall 2021) Geosciences Graduate Student orientation includes discussion of mental health challenges and resources for students (Fall 2021) Associate Head DEI in geography completed university workshop on mental health (Fall 2021) 	ADEE
Conduct College workshops to increase dissemination of information about mental health	1	Diversity Council, Graduate Student Council		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> New TLT online professional development course designed to help faculty and advisers support online/remote students in 	ADEE

challenges and resources				<p>crisis, launched 4-1-20. See also: <i>Professional Development</i>.</p> <ul style="list-style-type: none"> • EMS Town Hall for staff and faculty (October 13th 2020) OHR rep (Rita Foley) on Employee Assistance Program (EAP), sponsored by SAC, staff group, EMS HR. • 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." • Spring 2022 series: Creating Safe Spaces (EMSGFSAD, DC mental health working group, in collaboration with counterparts from Eberly College of Science): <ul style="list-style-type: none"> ○ Work-Life Balance March 21, 2022 (open to undergrads, grads, staff, postdocs, and early-career faculty) <p>In Progress:</p> <ul style="list-style-type: none"> • 	
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/Ongoing:</p> <ul style="list-style-type: none"> • Red Folder link posted to ADEE Website. • Red Folder and other resource information included in regular notice to EMS community "Reporting Resources and Where to Get Help" • Red Folder website included in new faculty orientation and new staff EMS orientation, and online in EMS onboarding section (fall 2021) • ADUE orientation for new faculty included case studies designed to remind faculty to use the Red Folder for students in distress. (Fall 2021) • Red Folder resources revised during faculty meeting in geography (Fall 2021) 	ADEE

				<p>In Progress:</p> <ul style="list-style-type: none"> EMS is participating in the CAPS roll-out of updated Red Folders; departments and institutes have requested enough hard copies for faculty, staff, postdocs, graduate students, and student leaders as well as shared spaces (Spring 2022) and will encourage participation in the Fall 2022 CAPS Red Folder webinar. Need to post to department/institute websites 	
<p>At the University level:</p> <ul style="list-style-type: none"> Advocate for increased University mental health resources, particularly for graduate students and postdocs Advocate for University to work toward increasing community capacity to pick up where CAPS leaves off and to better serve graduate students, staff and faculty Advocate for undergraduate and graduate student health insurance coverage for access to community providers 	2–3			<p>Complete/Ongoing:</p> <p>Penn State opened the Employee Assistance Program (EAP) benefits to all postdocs, effective 1 March. This was accomplished in large part because of EMS advocacy.</p>	Dean

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/Ongoing: <ul style="list-style-type: none"> • MAS graduate students organized a virtual family feud, hikes, virtual luncheons, trivia nights (Spring 2021) • Geoscience graduate students have continued to hold socially distanced and virtual events (and have included postdocs and asst research profs) (Spring 2021) • Coping with COVID-19 EMS Workshop Series, organized by DC (see Priority Theme 2) • 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). (Spring 2021) • Graduate Student Council launched “Arts, Crafts, and Culinary” series with session on making Venezuelan arepas (3/19/21). There are plans to continue the program in the fall. • Social events in MatSE for students. (Spring 2021) • EESI worked with alumni Titi Shodiya and Zakiya Whatley to host Dope Labs Science 	ADEE, Dean

				<p>Communication Week at Penn State. (Spring 2022)</p> <ul style="list-style-type: none"> • EME Launched Women in STEM fields seminar series with funding support from the Equal Opportunities office. (Spring 2021) • Fall 2021 events surrounding Lattman Lecturer Melissa Lee (The Green Program) provided opportunities for students and faculty to connect about sustainable career pathways • WEMS sponsored community building social events such as crochet night (Spring 2022) • WEMS and Undergraduate Student Council sponsored bystander intervention program with Gender Equity Center (Spring 2022) • EME organized an outing to the Penn State Men's Soccer game in October 2021. • EME hosts a bi-weekly coffee hour social to build community across faculty and staff. The event was held via Zoom and in person in Fall 2021. • EESI Scholars events include plans for 2 career events this semester, with speakers 1) Kim Van Meter and Kim Lau (Feb. 17) and 2) Zuleima Karpyn (March 31); Scholars lunches at the lunches the Scholars have an opportunity to share a paper/presentation and receive peer feedback. The first speaker/host is Sierra Melton (Feb. 24). • On December 2, 2021 EESI held the second Scholars lunch of the fall semester. Gabi Rossetto Harris was the speaker/host. • Geosciences hosted outdoor coffee social hours in Fall 2021 to foster community and connection among faculty, staff, and students <p>In Progress:</p>	
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				<ul style="list-style-type: none"> • Covid challenges continue (Fall 2021, Spring 2022) • EME plans to host a Cultures Night, a roundtable type of event where faculty/staff share their cultural background/experiences with EME students. • The MAS graduate student group SSWIM hosted a snow tube day on Tussey Mountain with coffee and donuts provided by the department. SSWIM has followed up with several successful coffee get togethers both here in Walker and downtown. The MAS graduate student group MASGO has been meeting regularly to help with all graduate student issues. Covid isolation continues to present significant challenges. (Spring 2022 into Summer 2022) 	
Develop hierarchical mentorship groups for undergraduate students (junior/senior students mentor 1 st and 2 nd years); conduct survey to figure out matching. Could also be done with staff, faculty, and postdocs.	2–3	Undergraduate Student Council, MEMS, WEMS, Graduate Student Council		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • A Geosciences faculty member has co-founded national group for Asian and Pacific Islanders in Geosciences, to build a community of support for AAPIs within geosciences; the group is open to all undergraduates, graduate students, postdocs, faculty, educators, administrators, scientists, professionals, retirees, who identify as AAPI or want to know more about AAPI issues in the geosciences, including those in the marine, planetary, atmospheric, cryospheric, and environmental sciences. Group was launched May 2021, with a series of APA Heritage Month activities. • GEMS volunteers are volunteering to be mentors to students in EMS. (Spring 2021) • The EMS Academy for Global Experience (EMSAGE) program has been restructured to include multiple levels with informal mentoring inherent to the program. 	ADUE

				<p>Laureates mentor practitioners, and practitioners mentor proteges. (Fall 2021)</p> <ul style="list-style-type: none"> • EME has launched an EME Connect program, which is described below. One of the objectives is for the Connect students to provide mentorship to 1st and 2nd year students in Commonwealth campuses. In addition, student professional chapters e.g. SPE, SME, SEnVSE etc. have been charged with forming mentorship/study groups with first year and sophomore students. (Fall 2021) • Geography is recruiting 'Guides' who will serve as resources for prospective and current majors. (Fall 2021) • In addition to the on-going faculty mentoring program the Geography department head is initiating a mentoring program where early career faculty can benefit from having an additional mentor (paid by the department) in their area of expertise from outside of the department. (Fall 2021) • In EME, advanced PhD students mentor the next generation of students that will be taking the written qualifying exams. 	
Create a Graduate Student Center (similar to Ryan Family Student Center), in a central area.	2–3	ADGER, Graduate Student Council	Space	<p>On hold:</p> <p>"Physical space is at a premium across the college; As EMS facilities go through renovations due to aging or in response to strategic initiatives, space design will consider the incorporation of shared spaces in support of inclusion and in-person interactions for graduate students. The college's 2020-2025 strategic plan also supports the construction of new buildings and maintenance of existing ones, in which these collaborative spaces for graduate students would be viable."</p>	ADGER

<p>Create a Postdoc listserv</p> <ul style="list-style-type: none"> • Provide instructions to departments/institutes on updating and maintaining • Encourage utilization of the list when disseminating EMS information potentially relevant to postdocs 		<p>EMS HR, EMS IT, Lead Admins</p>		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • Listserv has been made. Postdocs report feeling better integrated into department and college (Spring 2021) • Extended offering of grant writing workshops for junior faculty to postdocs and graduate students. These are now offered every Spring semester by the Office of the Associate Dean for Graduate Education and Research of EMS, starting SP2021. • Graduate student and Postdoc Ombuds program has been developed, which provides access to ombudspersons from any of our departments. https://www.ems.psu.edu/graduate/graduate-student-resources/graduate-student-and-postdoctoral-scholar-ombuds-program#:~:text=The%20goal%20of%20the%20Earth,resolution%20and%20solutions%20oriented%20support. • Geography PLACE Lab offers a series of development talks, currently on zoom. (Fall 2021) 	<p>ADGER</p>
<p>Create partnerships between Undergraduate Student Council, oSTEM, MEMS, WEMS, and Graduate Student Council to more effectively build community and share resource information.</p>	<p>1</p>	<p>Undergraduate Student Council, oSTEM, MEMS, WEMS, Graduate Student Council, WAFS</p>		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • Undergraduate organizations collaborating: WEMS and MEMS co-hosted a movie night in Fall 2021; WEMS and MEMS held events in Spring 2022 focused on internship and REU application prep, bringing in resources from EMS (Karen Marosi and Kevin Fleck) to provide tips to students leading up to the January career fair. • WAFS fellows collaborating with WEMS, MEMS, undergraduate student council and graduate student council and graduate students across departments. <ul style="list-style-type: none"> ○ WEMS, MEMS, WAFS and the Graduate Student Council hosted 	<p>ADEE</p>

				<p>“EMS Student Perspectives on Graduate School” panel of EMS graduate students aimed at undergrads interested in graduate school in an EMS discipline, March 24, 2022.</p> <ul style="list-style-type: none"> • Student Council has made concerted efforts to make sure WEMS and MEMS are included in discussions with GEMS. (Fall 2021) • Joint meetings of WEMS and MEMS draw greater attendance from each group (spring 2022) <p>In Progress:</p> <ul style="list-style-type: none"> • Undergraduate and Graduate Student Councils will hold a joint meeting; 	
Create events for graduate students to foster crossing departmental silos (e.g., professional development and ethics seminars, panels of faculty and graduate students addressing big topics, and “science on tap” style events).	1–2	Graduate Student Council, WAFS, ADGER		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • Steidle Café is an opportunity for graduate students, staff, and faculty to socialize and get to know each other. Offered in hybrid mode during the pandemic. • Geography hosted a virtual brown bag series in 2020-2021 on topics of interest for our graduate students. <p>In progress:</p> <ul style="list-style-type: none"> • Social events before seminars run by student chapter of the Materials Research Society. On hold during the pandemic. • Empowering graduate students in the departments to form student-run leadership groups with representation in the EMS Graduate student council and participation in departmental affairs. In turn, the EMS Graduate Student Council 	ADGER

				<p>will have representation in the University Graduate and Professional Student Association (Fall 2022)</p> <ul style="list-style-type: none"> • EME is encouraging graduate students to form a Graduate Student Assembly, which will be charged with organizing a graduate research seminar series, managing the graduate lounge and coordinating the SARI offerings. (Fall 2021) • Geography is planning an annual workshop between members of our residential and online course programs. (Fall 2021) • DC Mental Health working group and WAFS collaborating on graduate student peer mentoring/engagement program, pilot launched spring 2022; welcome event planned for early Fall semester 2022. 	
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"	2	EMS Advising, undergraduate program associate heads, ADUE		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • EMS Connect has students leading the effort to connect Commonwealth Campus students to UP. We have made participation in CAUSE programs available to CC students, providing them with a unique opportunity to connect with UP and WC students. • The director of student engagement greatly increased participation by EMS students in the multi-campus REU (MCREU) program, led by the College of Engineering, which gives Commonwealth Campus students an opportunity to participate in research with UP faculty. • In Fall 2021, EME launched a student outreach and engagement program, "EME Connect", aimed at increasing undergraduate 	ADUE

(a student group engaging with change of campus students).				<p>enrollment, and promoting and strengthening departmental diversity and inclusiveness. EME Connect students participated in several virtual meetings with prospective students from Commonwealth campuses who have indicated an interest in EME majors. They also developed an online profile about their Penn State EME experience, which is available on the EME website. Participation in the virtual events was low despite substantial marketing efforts, and engagement remains a challenge. An in-person event may be better suited to establishing connections with prospective students, and will be held in Spring 2022 depending on the situation with the pandemic. In that event, we anticipate that EME Connect students would be tasked with organizing meetings with and campus tours for prospective students.</p>	
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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.

Actions to Increase Transparency, Enhance Communication, and Build Trust in the System	Time frame for implementation	Who can make this happen? Note collaboration across groups	Resources needed	Status	Steward
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	Need to make resource links more visible, including department websites.	Complete/Ongoing: <ul style="list-style-type: none">Resources list developed for bystander intervention and posted online. (Fall 2019)EMS “Info for Faculty and Staff” website section on Ethics and reporting wrongdoingRegular communication to EMS community “Reporting Resources and Where to Get Help” includes links to college and university resourcesProcess guidelines for addressing interpersonal issues developed by EMS HR and posted online (April 2021) https://www.ems.psu.edu/resources-faculty-and-staff/human-resourcesADGER worked with departments to strengthen the graduate student ombudspersons program and extend the program to include post-docs Each department has at least one ombudsperson for graduate students and postdocs, and graduate students and postdocs have access to ombudspersons from any of the departments. Information is prominent on	HRSP

				<p>departmental, ADGER, and ADEE websites. (Spring 2022)</p> <ul style="list-style-type: none"> MAS, motivated by ADGER's work on the EMS ombudspersons program, worked with administration and graduate students to create a document that makes clear resources for conflict resolution and support. (Spring 2022) <p>At the University Level: The University is appointing 4 graduate faculty members to serve as graduate student ombudspeople</p>	
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 department/institute leadership, with assistance and guidance from Dean and EMS HR.	<p>Complete/ongoing:</p> <ul style="list-style-type: none"> Dean's communication about reporting resources specifically addresses fears of retaliation (Fall 2021) EME communicated the availability of graduate school appointed ombudsperson to students in EME. (Fall 2021) Geosciences: reminders of multiple reporting pathways (formal and informal) communicated to graduate students; reminder to faculty and TAs about reporting and encouragement to discuss strategies for managing difficult or uncertain situations encountered in the classroom. 	Dean
Increase training for those involved in addressing reported problems. See also: <i>Professional Development</i> .	1–2	Ombudspersons, EMS HR		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> The University offers faculty ombudsperson training. EMS HR has developed training for our staff ombudspeople and it has been sent to our current ombuds. Staff ombuds training has been shared with lead AAs 	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	<p>Complete/ongoing:</p> <ul style="list-style-type: none"> • MatSE provides information about departmental and college ombudspersons each fall to all students. (Fall 2021) • EME students are in the process of providing the Associate Head for Graduate Education with a short list that he may approach and ask to serve in the role of graduate ombudsperson(s). (Fall 2021) • The graduate student ombuds program has been strengthened and extended to post-docs and information has been shared out (Spring 2022). Information about reporting pathways is shared broadly across the College each semester. 	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	<p>Complete/ongoing:</p> <ul style="list-style-type: none"> • Energy Institute has a process for introducing new faculty members to staff roles and administrative processes. • EME staff prepared detailed instructions for the travel reimbursement and purchase order process, together with a how-to-do video. That information has been shared with all faculty and researchers. This effort also provides an insight into the work that staff perform in the Department, and how faculty and researchers can help. (Fall 2021) 	Dean
Update and improve the annual staff performance review process. For example, identify methods for promotion, ensure additional compensation for additional duties, enhance confidentiality in the norming process [what	2–3	EMS HR, SAC, Staff Group, department heads/institute directors	May require guidance or changes at University level; EMS HR can advocate	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> • EMS HR has modified the norming process to eliminate large group review of exceeds and needs improvement ratings. (spring 2021) • EMS HR now provides more performance management cycle guidance to staff and managers at the start, middle, and end of each cycle by (Spring 2021): 	SAC

is a norming process?], and provide more information about why the norming process is required.				<ul style="list-style-type: none"> ○ Pushing out norms ○ Providing best practices/guidance in ratings and weighting ○ Examples of effective comment writing ○ Annual training sessions for managers • EME is faced with several staff departures. In an attempt to make the Department operations more efficient and the workload to be better balanced, we have revisited the JRWs for many staff members and redistributed the work load among staff members, as well as added some new research related functions to some positions. (Fall 2021) 	
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.)	2–3	EMS HR, department heads/institute directors, Executive Council	Departments/institutes should continue to identify potential cases for review, based on the work the employee is performing. Review is at the University level.	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. ECD: January 2023	HRSP
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.	3	Staff Group, SAC, department heads/institute directors, EMS HR	Funding, advocacy at University level. Managers who see an issue should raise the concern to EMS HR	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)”;	HRSP
Improve communication within EMS: <ul style="list-style-type: none"> • Ensure transparency and communication 	1–2	Dean, associate deans, EMS HR, administrative office leadership		Complete/Ongoing: <ul style="list-style-type: none"> • RFSC created/launched an EMS Undergrad Canvas site with announcements, modules, and information for all EMS students (Dec 	DirMAR COMM

<p>loops when feedback, suggestions, or complaints have been made</p> <ul style="list-style-type: none"> • Copy staff as well as faculty/administrators on important information • Consistently communicate Penn State Values and policies, Penn State Principles, Graduate School Code of Conduct, etc. • Make communications timely • Ensure information is distributed to postdocs and graduate students 				<p>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.</p> <ul style="list-style-type: none"> • EME hired a new MARCOMM specialist who has now adopted a multi-media strategy toward communication, making sure that key communication is transmitted in an effective way to all constituents. (Fall 2021) • Geography is hiring a new Marketing and Communications staff person. This individual will work with the college on strategic communications. (Fall 2021) 	
<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"> • Continue support of and participation in “Changing the Future for Penn State Women in STEM” leadership/peer mentoring program 	<p>Complete/Ongoing: Annual sponsorship of EMS women faculty in the Penn State Changing the Future for Women Faculty initiative (starting with 2019 inaugural year) (Fall 2021)</p> <p>In progress:</p>	Dean

			<p>for women and URM faculty</p> <ul style="list-style-type: none"> • Explore ways to provide women and URM faculty with opportunities to explore administrative leadership roles • Develop report cards tracking progress in increasing and supporting women and URM faculty. Suggested data: <ul style="list-style-type: none"> ○ Number and percentage of female and URM faculty ○ Time in rank by gender and race/ethnicity ○ Number and percentage of women and URM faculty in leadership positions ○ Women and URM faculty participation in mentoring programs ○ Diversity initiatives and improvement plans • Develop social accountability for progress 		
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			<ul style="list-style-type: none"> • Seek funding for endowed chairs for women and URM faculty • Engage EMS faculty to develop solutions Allocate funding as needed.		
Create more opportunity for interaction between EMS HR and staff (counter to the impersonalized central HR interfaces).	2	EMS HRSP, SAC, Staff Group		EMS HR has an “open door” and “open in-box” policy for staff concerns (many concerns are received via email). EMS HR also participates in the Dean’s semester Town Hall meetings with faculty and staff to answer any HR questions and provide updates.	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/Ongoing: <ul style="list-style-type: none"> • “I didn’t know what to say!”: Managing Your Classroom Face-to-Face and Online” online workshop 4-16-20 • 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>. • 1/2022: World Campus announced revamped OL 1200, now titled "Student Support and Advocacy in Online Learning" and “OL 3000, now titled "Supporting Accommodations for Online Learners." See https://www.psu.edu/news/academics/story/online-courses-include-focus-inclusiveness-accessibility/?utm_audience=External&utm_source=newswire&utm_medium=email&utm_campaign=Penn%20State%20Today&utm_content=01-09-2022-22-02&utm_term=Academics%20-%203 • Dutton Institute offers free teaching consultations upon request for EMS faculty (for RI, hybrid, and online teaching) • Dutton Institute publishes a bi-weekly email newsletter called the Dutton Digest that addresses teaching and learning – see 	ADDL

				https://facdev.e-education.psu.edu/duttondigest <ul style="list-style-type: none"> The ADUE co-authored an Instructor Guide to Fall 2020 to help faculty deal with the challenges of the COVID-19 pandemic 	
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	Complete/Ongoing: <ul style="list-style-type: none"> EME has implemented an annual training program for faculty advisors where survey results will be discussed, and new elements will be added to make advising more effective. (Fall 2021) 	Dean
For <i>Supervising</i> , conduct training for faculty supervising staff and for staff promoted into supervisory roles, including topics of performance management and evaluations.	2–3	Department heads, EMS HR	More supervision offerings at University level. Fill in with additional professional development within EMS. 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.	Complete/Ongoing: <ul style="list-style-type: none"> EMS HR is providing more staff performance management cycle guidance to managers at the start, middle and end of each cycle by: <ul style="list-style-type: none"> Pushing out ratings “norms” Providing best practices/guidance in ratings and weighting Providing examples of effective comment writing Holding annual training sessions At the University level: The University has launched a new supervisor training; new supervisors are added to it as they are hired. New supervisor and their manager are notified of the training and work with Central HR on scheduling. The Dutton Institute leadership meets every 2 weeks to discussed shared professional development resources related to supervision/management 	HRSP
For <i>Ombudspersons</i> , conduct training for ombudspersons (faculty,	1–2	EMS HR	Guidance from University level (AAO)	Complete/Ongoing: <ul style="list-style-type: none"> The University offers faculty ombudsperson training, which our faculty ombudsperson has taken. 	HRSP

staff, and graduate students)				<ul style="list-style-type: none"> EMS HR has developed training for our staff ombudspeople and it has been sent to our current ombudspeople and lead admins. (Spring 2021) 	
<p>For <i>Management and Administration</i>, conduct professional development for department heads, especially when taking on the role, on topics such as:</p> <ul style="list-style-type: none"> working effectively with faculty working effectively with staff fostering collegiality and good working relationships between faculty and staff (e.g., fostering respect for staff) conflict management creating an inclusive environment (intentionally including those who feel marginalized) 	2–3	Dean, EMS HR	<p>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.</p>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> EME Department Head attended the BTAA workshop for DHs where some of the topics listed were covered. (Fall 2021) 	Dean
<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</p> <p>Teaching and Research Faculty Orientation: ADGER, FTFAC</p>	<ul style="list-style-type: none"> EMS onboarding study was conducted 2 years ago with recommendations. EMS HR has reviewed and is planning to create some guidance. Allow new staff some time for learning more about 	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> EMS inclusion welcome packet for new employees has been developed and is now online (Fall 2021). Launched POEMS (Postdocs of EMS) a group council of postdoctoral scholars in EMS with a small operating budget to coordinate professional development, networking events, onboarding and orientation resources for postdocs. 	HRSP

		<p>Staff Orientation: Staff Group, SAC, EMS HR</p> <p>Postdoc Orientation: EMS HR, ADGER</p>	<p>the College beyond their position.</p> <ul style="list-style-type: none"> • 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. • Need to develop welcome packet for graduate students and postdocs. • 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. • EMS Development and Alumni Relations has a checklist of people to meet, has sample copies of important documents and communications pieces, schedules a 	<ul style="list-style-type: none"> • The Dutton Institute now has a robust Welcome Packet and onboarding process in place for new hires • The Dutton Institute has created an internal microcredential for new online course instructors that ensures onboarding processes are completed. <p>In Progress:</p> <ul style="list-style-type: none"> • Information for international faculty (or indeed anyone new to the College and the area) is being developed; several sections to be online soon. • EMS HR has been working on onboarding. - EMS HR has met with the PoEMS leadership team to discuss Post Doc orientation • SAC is working to develop a staff mentoring program that would pair staff entering EMS with an experienced staff member who can help acclimate them to EMS and be available for questions (Fall 2021) - tabled for further review/discussion (Spring 2022) 	
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			tour of the buildings, and provides background.		
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>Complete/Ongoing:</p> <ul style="list-style-type: none"> EMS HR is providing more staff performance management cycle guidance to staff and managers by: <ul style="list-style-type: none"> Pushing out ratings “norms” Providing best practices/guidance in ratings and weighting Examples of effective comment writing Annual training sessions on performance reviews for managers EME has established a staff professional development discretionary fund that will be administered by the department AA in consultation with other staff in the Department. <p>In Progress:</p> <ul style="list-style-type: none"> Central HR has been going through a thorough review of all JRWs and determining changes that need to be made with regards to job profiles, levels, and career paths. This is tied to the compensation modernization project, ECD: January 2023 	SAC
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"> Discuss these items at TEEMS. Also, need to reach those who do not attend TEEMS and those who transition into EMS after first year. Resources added to Canvas pages. 	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> 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>. 	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.	Complete/Ongoing: <ul style="list-style-type: none"> Leah Zimmerman, Executive Director, Student Disability Resources, met with EMS leadership 4-14-20 on student disabilities with focus on mental illness issues. Kate Staley of CAPS met with DC regarding resources for students, including graduate students Susan Anderson Krista Biesinger from Student Disability Services presented to the EMS Faculty/Staff meeting on SDR with a focus on partnering to support students, April 14, 2022 	HRSP
For <i>Search Processes</i> : <ul style="list-style-type: none"> Conduct implicit bias training for departmental faculty prior to all tenure-track searches Include a trained diversity advocate for all searches (faculty and staff) 	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	Complete/Ongoing: <ul style="list-style-type: none"> Faculty on search committees encouraged to attend (and/or view recording of) annual AAO Search Briefing (in addition to the search chair) AAO now offers a search briefing for staff searches; EMS staff search committees are encouraged to attend or view the recordings 	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.