

# ALLWE Implementation Plan: – 2022-23 Update May 2023

Our goal with this update is to assess our progress, determining which action items can be considered to be “operationalized” within EMS and which need additional focus. By “operationalized” we mean that attention to an action area has become part of how we do things in EMS and that activities in support of the area will be ongoing as a matter of course; Diversity, Equity, Inclusion, and Belonging rarely can be considered “completed.” We have broken out items needing additional focus from those which have been operationalized or are in progress. Moving forward, we will condense the implementation plan to highlight items that still need additional focus, and actions that will move in-progress items into operationalized status.

Items highlighted in green are determined to be operationalized.

Items highlighted in blue are in progress, with specific actions noted which will move them into the operationalized category.

Items highlighted in fuchsia are identified as needing additional focus.

## Implementation Steering Committee:

Tri-Chairs: Nicola Kiver, Raymond Najjar, and Victoria Sanchez

Members: Emily Aubertine, Athbi Alfarhan, Carl Fredrick G. Aquino, Hannah Chop, Joshua M. Garber, Bernd Haupt, Khaleah Jackson, Meranda Kaiser, Brian King, Andrew Kleit, JoAnn Lehtihet, Kelly Lombardo, Jane McCandless, Shruti Natal, Lynn Persing, Aaron Prociuous, Kelly Rhoades, Stevie Rocco, Georgia Soares, Jasmine Walker, Cas Zemba

(Previous members: Damian Archer, Frey (Jeffrey) Brownson, Tim Charatan, Jane Cook, Roger Downs, Tim Charatan, Elise Gowen, Rachel Gutierrez, Ahmed Hamed, Josh Inwood, Sofia Johnson, Elizabeth Kupp, Chris Long, Rosie Long (tri-chair), Kayla McCauley, Kelly Matuszewski, Heather Moore, Hannah Perrelli, Prakash Purswani, Hillary Smith, Samantha, Staskiewicz, Jane Sutterlin, Alisha Wellington, Sarah Wugofski)

## 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 initially anticipated 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 “Updates” columns.

**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

AA:

AAO: Affirmative Action Office

AAPI: Asian and Pacific Islanders

ADA: Americans with Disabilities Act

APA:

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

AESEDA: Alliance for Engineering, Science, Education, and Design with Africa

ALLWE: Assessment of Living, Learning, and Working Environment

BTAA: Big Ten Academic Alliance

CAPS: Counseling and Psychological Services

CAUSE: Center for Advanced Undergraduate Studies and Experience

CC: Commonwealth Campus

DC: EMS Diversity Council

DIRMARCOMM: Director for Marketing and Communications

EAP: Employee Assistance Program

ECD: Expected Completion Date

EESI: Earth and Environmental Systems Institute

EME: Energy and Mineral Engineering

EMS: Earth and Mineral Sciences

EMS-GFSAD: EMS Graduate Fellows for Science Advocacy and Diversity

FAC: Faculty Advisory Committee

FTFAC: Fixed-Term Faculty Advisory Committee

GFSAD: Graduate Fellows for Science Advocacy and Diversity/We Are For Science (WAFS)

HR: Human Resources

HRSP: Human Resources Strategic Partner

ISC: Implementation Steering Committee

IT: Information Technology

JRW: Job Responsibilities Worksheet

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

LRN: Learning Resource Network

MatSE: Materials Science and Engineering

MARCOMM: Marketing and Communications

MAS: Meteorology and Atmospheric Science

MEMS: Minorities in EMS

MHFA: Mental Health First Aid

OADEE: Office of the Associate Dean for Educational Equity

OHR: Office of Human Resources

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

PoEMS: Postdocs of EMS

postdoc: postdoctoral fellow or postdoctoral scholar

REU: Research Experiences for Undergraduates

RFSC: Ryan Family Student Center

SAC: Staff Advisory Committee

SARI: Scholarship and Research Integrity

SDR: Student Disability Resources

SES: Socio-Economic Status

SP: Strategic Plan

Students: includes both resident instruction and online learning students

SSWIM: Society for Supporting Women in Meteorology

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

TT: Tenure Track

UP: University Park

UPUA: University Park Undergraduate Association

URM: Underrepresented Minority

WAFS: We Are For Science

WC: World Campus

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 LGBTQIA+ 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 increasing training and 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 to implement	Who can make this happen? Note collaboration across groups	Resources needed	Updates through Spring 2022	Updates summer/Fall 2022	Updates Spring 2023	Stwrdr	SP map	Status and Next Steps
1.1	OVERALL ALLWE IMPLEMENTATION				<p>ALLWE implementation has been rolled up into the EMS Strategic Plan (SP). Goal 2 of the SP 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 (AHDEIs) to help coordinate and advance departmental efforts. An AHDEI has been named for each department, with all in place by July 1, 2021.</p> <p>AHDEIs meet regularly with ADEE to discuss items of mutual interest and foster collaboration.</p> <p>EMS has launched DEI Awards (2021) for faculty, staff, and students who have gone above and beyond in demonstrating awareness, leadership, or commitment to promoting and fostering diversity, equity, and inclusion in EMS.</p> <p>All 5 EMS departments have established diversity, equity, and inclusion committees (Fall 2021):</p> <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,</li> </ul>	Georgia Soares is representing Postdocs on the Geosciences diversity committee.	<ul style="list-style-type: none"> <li>EMS Black Graduate Student Caucus prepared recommendations submitted to Dean Kump, “Recommended Actions for Increasing Quality of Life &amp; Representation of Black (African-Descent) Students and Faculty.”</li> </ul>	ADEE	Goal 2, 2.1.1	<p><b>Operationalized:</b></p> <ul style="list-style-type: none"> <li>ALLWE implementation incorporated into EMS Strategic Plan</li> <li>Department Diversity Committees</li> <li>Department Associate Heads for DEI</li> <li>Diversity Awards</li> </ul> <p><b>Actions may include:</b></p> <ul style="list-style-type: none"> <li>Moving additional ALLWE Implementation items into operationalized status</li> <li>Continued monitoring of operationalized items</li> <li>Incorporating the University’s BUILD program with programming such as group opportunities to view BUILD videos with discussion.</li> </ul>

				<p>workplace skill building, community building, and communications.</p> <ul style="list-style-type: none"> <li>As part of the Geography Strategic Plan, a Belonging, Dignity, and Justice committee has been established</li> <li>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.</li> <li>The MatSE Convergence Committee has evolved into the Diversity, Equity, and Inclusion Committee.</li> <li>EME has established the DEI Committee, which is faculty-led.</li> </ul> <p>Department diversity committees interact with the department AHDEI</p> <p>EMS participated in Summer 2020 #ShutDownSTEM #Strike4Black Lives #ShutDown Academia movement, encouraging a focus on anti-racism.</p> <p>EMS participated 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>					
1.2	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, POEMS	<p>Completed actions:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Shared information with EMS faculty, staff, postdocs on Domestic Violence Awareness training from CentreSafe (via LRN), (held October 15, 2020)</li> <li>Regular communication of resource links to EMS community</li> <li>EMS undergraduate Student Council, WEMS, and MEMS collaborated with Stand for State and</li> </ul>	<p>Information is easier to find.</p> <p>Undergraduate Student Council is exploring referencing the email from Dean Kump in Stall Stories.</p> <p>Ryan Family Center will explore adding resources to existing modules and send out information in Monday emails.</p> <p>OADEE will ensure that reporting and resource information online is complete and consistent in one place so one link can be used in shorter venues such as Stall Stories and Undergrad Newsletter</p>		HRSP	2.1.8	<p>In Progress</p> <p>Operationalized:</p> <ul style="list-style-type: none"> <li>Resource information is more visible and regularly communicated from College leadership</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Provide additional training and programming to EMS community, particularly</li> </ul>

					<p>Penn State Gender Equity Center for workshops for student group leadership (March 2021).</p> <ul style="list-style-type: none"> <li>• “Picture A Scientist” documentary screening followed by Women Faculty in EMS panel, diversity trivia night social (held in conjunction with Eberly College of Science)</li> </ul> <p><a href="https://www.ems.psu.edu/diversity">https://www.ems.psu.edu/diversity</a> (Additional screening opportunities from other organizations have been shared as available) (Spring 2021)</p> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• WEMS and MEMS are continuing to collaborate to bring Stand for State programming to their larger membership.</li> </ul>					<ul style="list-style-type: none"> <li>• students, to highlight the issue, including Red Zone of Danger (1.12).</li> <li>• Periodically review and update resource information.</li> <li>• Continue efforts to make resource information more visible online.</li> <li>• Include a link to online resources in emails and newsletter items that encourage reporting</li> <li>• Including a link to resource information in Stall Stories</li> <li>• Resources will be included in existing RFSC Canvas modules and sent out in Monday newsletter.</li> </ul>
1.3	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"> <li>• Virtual RFSC and TEEMS Tuesdays maintained outreach and community building with undergraduate students remotely; in all time zones (Fall 2020)</li> <li>• EESI Fall 2020 EarthTalks series: 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>); 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.</li> </ul>	<ul style="list-style-type: none"> <li>• Ryan Family Student Center renovation is a success story.</li> <li>• EMS Library offers collaborative spaces. Updates to signage for the EMS Library include replacing hallway signage that had been removed in Deike renovation, and placing directional posters on the ground floor near the elevator and at the east entrance of Deike building.</li> <li>• MAS is actively participating in the asynchronous URGE 2022 program.</li> <li>• Fall 2022 EMS Reads: Robin Wall Kimmerer’s Braiding Sweetgrass, centered Traditional Ecological Knowledge. <a href="https://www.ems.psu.edu/diversity/ems-reads">https://www.ems.psu.edu/diversity/ems-reads</a></li> <li>• <a href="https://www.ems.psu.edu/diversity/ems-reads">https://www.ems.psu.edu/diversity/ems-reads</a> Associated activities included a follow-up discussion focusing on the Honorable Harvest, gratitude and thanksgiving rather than entitlement.</li> </ul>	<ul style="list-style-type: none"> <li>• With the remainder of the Deike Building renovation on hold because of budget constraints, the proposed EMS Community Room is being separated from the larger project so that it can continue independently. Supplemental funding sources are being explored.</li> <li>• The Community Room will be open to undergraduate and graduate students from underrepresented groups, which will afford unique opportunities for fostering networks across the undergrad/grad divide.</li> <li>• A Diversity Council subcommittee is developing an online calendar of heritage months.</li> <li>• MAS completed participation in the asynchronous URGE 2022 program.</li> </ul>	ADGER	Physical spaces – 2.1.3 4.5.1; 4.1.2?	<p>In Progress: Need continued focus post-pandemic to re-establish community</p> <p>Note: as we transition out of the pandemic times, gatherings in person can help to re-build community. However, virtual meetings remain an important and helpful tool as they are equitable. Hybrid is seen as negative by students and creates an equity issue (the two groups of people have different experiences).</p> <p>Operationalized:</p> <ul style="list-style-type: none"> <li>• Consistent attention is given to</li> </ul>

				<ul style="list-style-type: none"> <li>EESI second floor remodel is complete and provides collaborative space and includes an open kitchen space to gather (Spring 2022)</li> <li>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 125<sup>th</sup> anniversary celebration, "Picture A Scientist" week, and may be used for future exhibits in the Museum and Gallery and/or EMS Library.</li> <li>Meeting spaces in Steidle Building are regularly used by students.</li> <li>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) <a href="https://urgeoscience.org/">https://urgeoscience.org/</a></li> <li>Building on EMS participation in the University Safer People Safer Places program, we launched a Rainbow EMS Network, which certifies research groups with advanced training in LGBT+ issues and commitment to a fully inclusive group. ~20 groups are listed as of Fall 2021 <a href="https://www.ems.psu.edu/diversity/ems-rainbow-network">https://www.ems.psu.edu/diversity/ems-rainbow-network</a></li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>MATSE Native American Heritage commemoration (December 7, 2022) focused on American Indian scientists and researchers and highlighted Traditional Ecological Knowledge in relation to Western Science.</li> <li>EESI Earth Talks (Dec 5, 2022) featured Cody Two Bears (Standing Rock Lakota Sioux) speaking on "Empowering Native Communities with Renewable Energy"</li> <li>Fall 2022, emerging Sustainability Ambassadors group will incorporate environmental Justice in its activities. The group has been started by an EMS graduate student and will work through the Sustainability Institute to encourage sustainability leadership in k-12 schools</li> <li>MAS will add cluster tables (switching from long tables) and a high top conference table with ports.</li> </ul>			<ul style="list-style-type: none"> <li>inclusion when designing and evaluating physical spaces.</li> <li>Several areas have made improvements to physical spaces with inclusion in mind.</li> <li>Ryan Family Student Center renovation is a particular success story.</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Program more events in the RFSC to promote the welcoming environment. Provide a step stool near the printer for those who are vertically challenged.</li> <li>Create a list of room resources for Postdocs and student organizers to use – 20-25 people, such as 401 Steidle.</li> <li>Establish the EMS Community Room</li> </ul>
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					<ul style="list-style-type: none"> <li>• 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).</li> <li>• 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.</li> <li>• 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).</li> <li>• 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)</li> <li>• Geography is scheduling time allowances for check-in's regarding the strain of isolation and extra labor during Covid (Fall 2021). 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.</li> <li>• 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, and applying for programming grants.</li> <li>• EME Study Nights were organized in Fall 2021 to open Hosler to undergraduate students as a place to study for finals.</li> <li>• EMS WAFS partnered with Center for Performing Arts around the Small Island Big Song (SIBS) performance (April 7, 2022). Hosted</li> </ul>					
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					<p>2 tie-in events focused around environmental justice:</p> <ul style="list-style-type: none"> <li>○ 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.</li> <li>○ “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).</li> </ul> <p><u>In Progress:</u></p> <ul style="list-style-type: none"> <li>• 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). Timeline delayed due to overall project cost; expected completion December 2023.</li> <li>• 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.</li> <li>• 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 and connecting with black alumni for professional development activities.</li> </ul>				
1.4	Ensure that existing spaces are not exclusionary (for example RFSC, departmental events). Intentionally include marginalized communities (being mindful that those who	1–2	RFSC, Undergraduate Student Council, MEMS, WEMS, department heads/institute directors, Staff Group, SAC, POEMS	<p>Complete/ongoing:</p> <ul style="list-style-type: none"> <li>• Virtual RFSC and TEEMS Tuesdays maintain outreach and community building with undergraduate students remotely; in all time zones (Fall 2020)</li> <li>• EESI Fall 2020 EarthTalks series: “Changemaking Made EESI: Fostering Inclusive Research</li> </ul>	<ul style="list-style-type: none"> <li>• New Student Orientation (NSO) was in-person Summer 2022 for incoming first-year domestic students. Students/families met in the RFSC and a student worker introduced them to the space. Students were taken to the EMS Library for their advising and scheduling session later that</li> </ul>		ADUE	Physical spaces – 2.1.3 4.5.1; 4.1.2?	In progress: Need continued focus post-pandemic to re-establish community

feel marginalized may not reach out).

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, an “interior design” team was convened to ensure that the physical space is as inclusive as possible; the team invited representatives from MEMS, WEMS, and international students. Seating and spaces were 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 were added to all of the doors to create a welcoming environment, particularly during a period of masking. (Fall 2021)
- EME 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. EME is 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 added 20 newer desks for our graduate students to ensure consistent quality. At least one student has requested and was provided office equipment that is ADA compliant. (Fall 2021)
- RFSC created a new career counselor position; counselor started January 2022, has extensive experience working with low-income first-generation students, students with disabilities, and URM students.

afternoon, introducing them to the services of the library. Staff Diversity in RFSC means better ability to relate to and serve the particular needs of more of our students, including international students.

					<ul style="list-style-type: none"> <li>MEMS and WEMS collaborated on a well-attended event for undergraduate students featuring REU and internship opportunities. (January 2022).</li> <li>EESI provided office space for AESEDA.</li> <li>Geography just added two undergrad reps to the Belonging, Dignity and Justice committee in addition to the graduate representatives. (Fall 2021)</li> </ul>				
1.5	<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 (See 1.5.a)</li> </ul>	1-2	<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>	<p>Need to make Ally and Bystander resources more visible</p> <p>Need to encourage follow-up discussions in departments and groups</p> <p>Need to bring Stand for State program to undergraduates</p> <p>Need to explore incorporating bystander intervention discussion into first-year seminar</p> <p>Need to explore incorporating Bystander Intervention into orientations for new employees, graduate students, and postdocs</p> <p>EMS HR is willing to help wherever needed</p>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Extensive 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” (2021)</li> <li>EMS Diversity Council mental health working group workshop for students: 12-02-2020 “How to Help a Friend During a Crisis or Tough Time.”</li> <li>In 2021-22, EESI staff completed the University’s Safer People, Safer Places Foundations workshop.</li> <li>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).</li> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>MAS Supporting Women in Meteorology (SWIM) student organization is active</li> <li>EMS Reads: Robin Wall Kimmerer’s Braiding Sweetgrass (Fall 2022) contributed toward culture of allyship</li> </ul>	ADEE	2.1.2	<p>In progress: Need continued focus, post pandemic to re-establish community.</p> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Update Bystander Intervention program ; explore LRN delivery</li> <li>Continue to offer Bystander intervention workshops regularly to faculty, staff, postdocs, and graduate students</li> <li>Better publicize badges for completion of Bystander Intervention training for graduate students, postdocs, staff, and faculty</li> <li>Identify and publicize success stories.</li> <li>Continue to offer EMS Reads.</li> <li>Leverage BUILD program in relation to active allyship</li> </ul>

					<ul style="list-style-type: none"> <li>Harassment-Free program for the Association of American Geographers was implemented and chaired by the now Associate Head for DEI in Geography. (Fall 2021)</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>WEMS and MEMS are continuing to collaborate to bring Stand for State programming to their larger membership.</li> <li>Association of Women Geoscientists has started work on this topic</li> </ul>				
1.5.a	Bystander intervention discussions/Stand for State program for undergraduates		Undergraduate Student Council, WEMS, MEMS, ADUE, ADEE,						<p>Needs Additional focus Actions will include:</p> <ul style="list-style-type: none"> <li>Work with Gender Equity Center to bring Bystander Intervention programs for undergraduate students</li> <li>Develop mechanism for offering Bystander Intervention programs regularly</li> <li>WEMS, MEMS, StuCo programming to decrease sexual assault risk within Red Zone of Danger</li> <li>Programming to EMS undergraduate student body.</li> </ul>
1.6	Increase numbers in underrepresented groups, particularly faculty; hire faculty of color in cohorts to increase retention.	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</p>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>EMS HR worked with our central HR Recruiter to obtain better tracking of what publications/websites seem to attract the most diverse candidate pools for our postings.</li> <li>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).</li> </ul>	<ul style="list-style-type: none"> <li>ADEE meets with each leadership search committee, and most faculty search committees to give a diversity charge.</li> </ul>		Dean	<p>2.2.1; 2.2.2; 2.2.3 2.3 2.3.1, 2.3.4 2.3.8 2.3.10</p> <p>In Progress: Needs continuing focus to ensure sustained progress and change our demographic profiles</p> <p>Operationalized:</p> <ul style="list-style-type: none"> <li>Participation in "Changing the Future"</li> <li>Hiring Process questionnaire and recommendations</li> <li>EESI Environmental Scholars Program</li> </ul>



			<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>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.</p> <ul style="list-style-type: none"> <li>• Department of Geography reevaluated its criteria for graduate students and admitted the most diverse graduate class in the history of the department. The department adopted a rubric which assigns a numeric value from 0 (Insufficient) to 4 (Excellent) for each category and indicates each applicant's potential contribution toward the department's DEI goals. (Fall 2021</li> <li>• Associate Head of DEI in Geography participated in the Women of EMS panel session.</li> <li>• 46% of the Geography tenure-line faculty identify as female.</li> <li>• EESI provides support for a URM postdoc</li> <li>• 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.)</li> <li>• AESEDA search is completed and five faculty from underrepresented groups have been appointed. This search focused on faculty with interests in natural hazards and energy-materials-minerals. The departments appointing AESEDA faculty are: <ul style="list-style-type: none"> <li>o Geography – 1 (starting August 2022)</li> <li>o Meteo – 1 (starting July 2022)</li> <li>o MatSE - 1 (starting January 2023)</li> <li>o EME - 2 (starting January 2023)</li> </ul> </li> </ul> <p>In progress:</p> <ul style="list-style-type: none"> <li>• EMS is an inaugural participant in Penn State's participation in the Partnership for Faculty Development/Presidents</li> </ul>					
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					<p>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.</p> <ul style="list-style-type: none"> <li>• EME is increasing engagement with prospective URM students through its summer Research Experience for Undergraduates program (Fall 2021).</li> <li>• 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).</li> <li>• Department of Geography has completed the hire of an Assistant Professor of Race and Identity who will start in July 2023.</li> <li>• 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)</li> <li>• A faculty member from Geography played an instrumental role in a national search for the Director of the newly established Center for the Study of Racial Justice. (Fall 2021, Spring 2022)</li> <li>• 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)</li> </ul>					
1.7	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"> <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> <li>• Timely and broad dissemination of information to postdocs and staff.</li> </ul>	<ul style="list-style-type: none"> <li>• Poems has been invited to give a brief update at the spring EMS Faculty meeting.</li> </ul>	<ul style="list-style-type: none"> <li>• POEMS Research Showcase March 21, 2023.</li> <li>• POEMS informational presentation to EMS annual Faculty/Staff meeting, April 20, 2023.</li> <li>• EMS Postdoc Appreciation Ice Cream Social organized by EMSGFSAD/WAFS May-19 2023.</li> </ul>	Dean	4.5.3; 2.1.5	<p><b>Operationalized.</b></p> <p>Continuing actions will include:</p> <ul style="list-style-type: none"> <li>• Continue to provide transparent, clear, and frequent communication.</li> <li>• For post docs- fast onboarding is critical so they can be quickly integrated into dept events.</li> </ul>

				<ul style="list-style-type: none"> <li>• Postdocs of EMS (POEMS) formed to discuss improving their experience (Fall 2021). POEMS now an established group in EMS with an annual budget. <a href="#">PoEMS   Postdocs of EMS (psu.edu)</a></li> <li>• Dutton Institute hosted a weekly communal “coffee chat” (via Zoom during pandemic) to build community across its faculty/staff.</li> <li>• 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.</li> <li>• 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.</li> <li>• 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.</li> <li>• EESI staff are encouraged to attend monthly “pizza lunches” and other community-building events</li> </ul>					<p>Departments of different sizes have different challenges.</p> <ul style="list-style-type: none"> <li>• Ensure that postdocs have access to information such as travel reimbursement and purchase order instructions, as relevant.</li> </ul>
1.8	Cultivate a climate of respect for staff.	2	TLFAC, NTLFAC, SAC, Staff Group	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>• 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)</li> <li>• 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</li> </ul>			SAC	4.5.3; 2.1.5	<p>In progress</p> <p>Note, this item was initially strongly influenced by challenges around changing university systems (LionPath, Workday, SIMBA, etc.).</p> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>• Continue to reinforce messages to develop trust.</li> <li>• Continue to provide transparent, clear, and frequent communication.</li> <li>• Continue to support staff who report issues of any sort.</li> <li>• Continue to provide salary</li> </ul>



					<p>staff-related agenda item up for discussion. (Fall 2021)</p> <ul style="list-style-type: none"> <li>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)</li> </ul>					<p>increases/bonuses etc when appropriate.</p>
1.9	<p>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></p>	2-3	<p>Department heads/institute directors, Dean, associate and assistant deans, EMS HR, EMS Graduate Student Council, EMS Undergraduate Student Council</p>	<p>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>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Process guidelines for addressing interpersonal issues developed by EMS HR and posted online (April 2021) <a href="https://www.ems.psu.edu/resources-faculty-and-staff/human-resources">https://www.ems.psu.edu/resources-faculty-and-staff/human-resources</a></li> <li>Each semester, the Dean sends out an email to all of EMS that outlines the reporting mechanisms available and addresses fears of retaliation.</li> </ul>	<ul style="list-style-type: none"> <li>Reporting methods and non-retaliation information was put in Stall Stories.</li> </ul>	<ul style="list-style-type: none"> <li>Reporting resources information has been added to the EMS College Digest, EMS Undergraduate student Canvas site, Undergraduate Student Newsletter, and hallway monitors.</li> </ul>	HRSP	2.5.2;	<p>In Progress: Needs continued focus: address fears of retaliation.</p> <p>Operationalized:</p> <ul style="list-style-type: none"> <li>Process guidelines for addressing interpersonal issues</li> <li>Dean's reporting email</li> <li>Reporting resources document</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Continue to reinforce messages to develop trust.</li> <li>Reiterate the message that 'If in doubt, report'; better to do it than not., document potential issues so they don't escalate.</li> </ul> <p>See Also ALLWE 4.1, 4.2</p>
1.10	<p>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?</p>	2	<p>EMS undergraduate advisors, EMS Analysis &amp; Planning Consultant (Brian Bills)</p>	1.1.5, 2.3.5	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>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. RFSC also reaches out to all students who have a semester GPA below 2.0 and adds 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)</li> </ul>	<ul style="list-style-type: none"> <li>Geography Guides are live, started in SP22, with 10 in the inaugural cohort.</li> <li>Undergraduate lab assistants have not yet been hired.</li> <li>EMS Data Analyst developed a new graduation and retention dashboard for EMS first-time, full-time fall undergraduate cohorts. It's currently in limited-access review. Whereas the OPAIR Data Digest version presents only University-wide retention and graduation, my version shows those metrics specific to the college.</li> <li>Cohort datasets and Sankey diagram visualizations that show the different paths students take through our</li> </ul>	<ul style="list-style-type: none"> <li>Advisers are focusing on summer NSO, including International Student advising via Zoom, as an opportunity to build a strong and welcoming community from the start.</li> </ul>	ADUE		<p>Operationalized:</p> <ul style="list-style-type: none"> <li>RFSC advising reviews for students with more than 90 credits</li> <li>RFSC advisor added for students with GPA below 2.0</li> <li>Use of Starfish advising tool for tracking</li> </ul> <p>Continuing action includes completion of</p>

				<ul style="list-style-type: none"> <li>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)</li> <li>The new Associate Head for Undergraduate Education in MatSE is working with our student advisor to ensure that all undergraduate students are being well advised. (Fall 2021)</li> <li>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)</li> <li>In Geography <ul style="list-style-type: none"> <li>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)</li> <li>hired current undergraduate majors to assist in engaging current students and alumni with departmental activities and promoting undergraduate program (Fall 2021)</li> <li>initiating "Geography Guides" volunteer program to assist in program promotion and help build community (Fall 2021)</li> <li>hiring undergraduate lab assistants to provide peer technical assistance and mentoring during evening/weekend hours (Fall 2021)</li> </ul> </li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>ADUE is working with Brian Bills to complete cohort studies of our students to look for</li> </ul>	<p>programs whether they start with or graduate from EMS have also been created.</p> <ul style="list-style-type: none"> <li>Analysis of discrepancies in student success and barriers to degree completion will be completed during the fall 2022 semester, currently in planning with the AUDE team.</li> </ul>				the Cohort studies, which are in progress
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					discrepancies in success and barriers to degree progress.					
1.11	<p>Improve the experiences and environment for low-income/first generation students.</p> <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>	1-2	EMS Advising, Undergraduate Student Council, Assistant Director of Stewardship (Ashlee Kochik), Multicultural Coordinator (James Guyton)		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Each year, some of the scholarship money awarded through ADUE is reserved to help students in need.</li> <li>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. (October 6, 2021)</li> <li>MatSE regularly awards scholarships to students with low family incomes and first-generation students.</li> <li>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)</li> <li>Geography awards scholarships to undergraduates on the basis on need.</li> <li>Geography included social class in addition to other identifiers of race and gender for graduate admittance. (Fall 2021)</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>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)</li> </ul>	<ul style="list-style-type: none"> <li>EME summer workshop for teachers was held the week of August 10, 2022. Seven teachers participated in the workshop, and we prepared materials for them to use back in their classrooms.</li> <li>TEEMS advertising increased outreach to first generation to college students, including personal invitations, which resulted in an increase in the number and % of first gen students participating in TEEMS this year</li> <li>Gala ticket prices lowered to \$10 for student tickets from \$20 and \$15 for guest/faculty from \$25</li> <li>Student Council led a clothing exchange in the RFSC</li> </ul>		ADUE	2.3.6	In Progress
1.12	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	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>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 Equity Center, including very effective talks by outside speakers.</li> <li>EMS undergraduate Student Council, WEMS, and MEMS collaborated with Stand for State</li> </ul>			ADUE	2.1.8	<p>In Progress</p> <p>Operationalized:</p> <ul style="list-style-type: none"> <li>Gender Equity Center information made available to First Year Seminar instructors</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Continue to make information</li> </ul>

				and Penn State Gender Equity Center for workshops for student group leadership (March 2021). <ul style="list-style-type: none"> <li>Gender Equity Center information and programming is shared regularly through the EMS Undergraduate newsletter, the graduate student listserv, and the Faculty/Staff/Postdoc EMS Digest.</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>WEMS and MEMS are continuing to collaborate to bring Stand for State programming to their larger membership.</li> </ul>					available through FYS and other College venues. <ul style="list-style-type: none"> <li>Student programming related to Red Zone of Danger is now incorporated into 1.5.a</li> </ul>	
1.13	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	2.4.1	In Progress <p>Operationalized:</p> <ul style="list-style-type: none"> <li>World in Conversation is included in EMS first-year seminars</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Explore incorporate World in Conversation into professional development courses</li> </ul>
1.14	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		On Hold

**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 to implement	Who can make this happen? Note collaboration across groups	Resources needed	Updates through Spring 2022	Updates summer/fall 2022	Updates Spring 2023	Stwrdr	SP map	Status and Next Steps
2.1	<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, TLFAC, NTLFAC, Executive Council, Staff Group	Red Folder <a href="https://redfolder.psu.edu/">https://redfolder.psu.edu/</a>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>• DC convened 2 working groups to address graduate students' mental health. One is organizing informational programming and the other is developing a mentoring program. (Fall 2020)</li> <li>• DC and WAFS have developed materials to help graduate students navigate student health insurance and find community providers (Spring 2021)</li> <li>• Kate Staley of CAPS met with DC regarding resources for students, including graduate students (Spring 2021)</li> <li>• Selected articles on the topic of self-care and working/learning remotely were shared with the EMS community March 2020 throughfall 2020</li> <li>• 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 students, faculty, and staff); 7-29-21 "Coping with Grief"; 9-29-21 "Stress &amp; Anxiety"</li> <li>• Geosciences sponsored and hosted a November 2019 Mental Health First Aid Training Course*. There are plans to repeat this.</li> <li>• EMS encouraged participation in Spring 2020 University Wellness Days; encouraged not to schedule meetings on wellness days so that staff had more flexibility.</li> </ul>	<ul style="list-style-type: none"> <li>• EMS Health and Wellbeing Ambassador named (Lynn Persig); participates in University network</li> <li>• Exploring availability of Calm app</li> <li>• Graduate Student Engagement and Peer Mentoring Program: Kickoff event: all EMS Graduate Students gathering September 16, Sunset Park</li> </ul>	<ul style="list-style-type: none"> <li>• Red Folder information included in EMS Digest signature line</li> </ul>	ADEE	2.1.7	<p>In Progress</p> <p>Operationalized:</p> <ul style="list-style-type: none"> <li>• RFSC Quiet Room with health and wellness resources</li> <li>• EMS Health and Wellbeing Ambassador</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>• Add mental well-being resource information, Red Folder, CAPS to graduate student orientations (Department or College level) (for department orientation, Assoc Head for DEI could present this information)</li> <li>• Undergraduate Student Council is exploring adding Mental Health resources to Stall Stories.</li> <li>• Publicize University workshops in the College Digest (call out that they are included to support ALLWE goals). Offer workshops at different times to meet the needs of different populations (i.e. staff vs students). Revisit workshops</li> </ul>

					<ul style="list-style-type: none"> <li>• 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)</li> <li>• Geography is encouraging faculty to have Teaching Interns in critical courses to support undergraduate students. (Fall 2021)</li> <li>• Geography is pursuing hiring an undergraduate student on wages to work in the labs to provide technical support for our GISc offerings. (Fall 2021)</li> <li>• 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)</li> <li>• WAFS and Eberly College of Science graduate students organized a series of Safe Space well-being workshops <ul style="list-style-type: none"> <li>○ Work-life balance (open to undergraduates, grad students, staff, postdocs, early career faculty) March 21, 2022.</li> </ul> </li> <li>• An RFSC advisor represented EMS in a University-wide informational session about University programs and support resources available to students through the Collegiate Recovery Community to support students in recovery from substance abuse and has shared information with EMS Advisors to better support our students (Spring 2022).</li> <li>• Dutton Institute was given approval from the Dean to provide appointees with the option to fully work remotely.</li> <li>• Graduate Student peer mentoring/engagement program increase support and networking to avoid crisis was</li> </ul>						<ul style="list-style-type: none"> <li>• offered to make sure they are meeting needs.</li> <li>• Reinforce the messaging at the department level.</li> </ul>
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					developed by grad students Spring 2021, Fall 2021, with pilot launch of the program, Spring 2022. Pilot included 2 active engagement groups. Planning is underway for a graduate student welcoming event September 16, 2022, which will launch the program for 2022-23.					
2.2	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, associate heads for DEI	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	Complete/Ongoing: <ul style="list-style-type: none"> <li>• MatSE included information about mental health resources in the first Colloquium and welcome orientation sessions for undergraduate students. (Fall 2021)</li> <li>• Geosciences Graduate Student orientation included discussion of mental health challenges and resources for students (Fall 2021)</li> <li>• Associate Head of DEI in Geography completed university workshop on mental health (Fall 2021)</li> </ul>			ADEE	2.1.7	In Progress <p>Actions may include:</p> <ul style="list-style-type: none"> <li>• Involve associate heads for DEI in disseminating information about mental well being</li> </ul>
2.3	Conduct College workshops to increase dissemination of information about mental health challenges and resources	1	Diversity Council, Graduate Student Council		Complete/Ongoing: <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> <li>• Spring 2022 series: Creating Safe Spaces (EMS-GFSAD, DC mental health working group, in collaboration with counterparts from Eberly College of Science): <ul style="list-style-type: none"> <li>○ <b>Work-Life Balance</b> March 21, 2022 (open to undergrads,</li> </ul> </li> </ul>			ADEE	2.1.7	In Progress <p>Actions may include:</p> <ul style="list-style-type: none"> <li>• Provide information and resources about mental well being on a regular basis.</li> </ul>

					grads, staff, postdocs, and early-career faculty)					
2.4	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"> <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> <li>Red Folder website included in new faculty orientation and new staff EMS orientation, and online in EMS onboarding section (Fall 2021)</li> <li>ADUE orientation for new faculty included case studies designed to remind faculty to use the Red Folder for students in distress. (Fall 2021)</li> <li>Red Folder resources revised during faculty meeting in Geography (Fall 2021)</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>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.</li> <li>Need to post to department/institute websites</li> </ul>	<ul style="list-style-type: none"> <li>Updated Red Folders have been distributed throughout the College and information has appeared in the EMS Digest</li> <li>METEO: Red folder information distributed at first faculty meeting</li> </ul>		ADEE	<p><b>Operationalized:</b></p> <p>Continuing Actions include:</p> <ul style="list-style-type: none"> <li>Refreshing distribution of Red Folders to incoming staff/faculty/post docs/grad students, and as new folders are released by the University</li> <li>Sharing the Red Folder link often in multiple settings</li> </ul>	
2.5	<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 and to better</li> </ul>	2-3			<p>Complete/Ongoing:</p> <p>Penn State opened the Employee Assistance Program (EAP) benefits to all postdocs, effective 1 March, 2021. This was accomplished in large part because of EMS advocacy.</p>			Dean	<p><b>Operationalized; Advocacy will be ongoing as needed</b></p> <p>Note: University-based mental health support continues to be wholly understaffed and underfunded and community-based support is limited by numbers of professionals available. To make</p>	



	<p>serve graduate students, staff and faculty</p> <ul style="list-style-type: none"> <li>Advocate for undergraduate and graduate student health insurance coverage for access to community providers</li> </ul>									changes, we may need the push to come from college deans in a united effort; all colleges are experiencing this in their student population.
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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 LGBTQIA+ 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 to implement	Who can make this happen? Note collaboration across groups	Resources needed	Updates through Spring 2022	Updates Summer/Fall 2022	Updates Spring 2023	Stwrdr	SP map	Status and Next Steps
3.1	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)		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>MAS graduate students organized a virtual family feud, hikes, virtual luncheons, trivia nights (Spring 2021)</li> <li>Geoscience graduate students continued to hold socially distanced and virtual events (and have included postdocs and asst research profs) (Spring 2021)</li> <li>Coping with COVID-19 EMS Workshop Series, organized by DC (see Priority Theme 2)</li> <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.) (Spring 2021)</li> </ul>	<ul style="list-style-type: none"> <li>Dutton has held social events twice per month, with one in person, and one virtual; people pay their own way. Activities have included bowling, hobby show and tell, etc.</li> <li>MAS holds a quarterly breakfast for faculty and grad students.</li> <li>EMS Connect and SPE/EME grad council coincidentally had adjacent spots at tailgate – could purposely plan this next year</li> </ul>		ADEE, Dean	2.1.3	<p>In Progress/ Needs continued priority</p> <p>Challenges include: -transition to flexible work arrangements -transition out of pandemic</p> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>spread invitation lists more broadly to encourage larger attendance</li> <li>Institutes may be able to help play a role with this</li> </ul>

					<ul style="list-style-type: none"> <li>• Graduate Student Council launched “Arts, Crafts, and Culinary” series with session on making Venezuelan arepas (3/19/21). There are tentative plans to continue the program in fall 2022.</li> <li>• Social events in MatSE for students (Spring 2021)</li> <li>• EESI worked with alumni Titi Shodiya and Zakiya Whatley to host Dope Labs Science Communication Week at Penn State (Spring 2022)</li> <li>• EME launched Women in STEM fields seminar series with funding support from the Equal Opportunities office (Spring 2021)</li> <li>• EME launched a bi-weekly dinner gathering for women faculty (2021-22)</li> <li>• Fall 2021 events surrounding Lattman Lecturer Melissa Lee (The Green Program) provided opportunities for students and faculty to connect about sustainable career pathways</li> <li>• WEMS sponsored community-building social events such as crochet night (Spring 2022)</li> <li>• WEMS and Undergraduate Student Council sponsored bystander intervention program with Gender Equity Center (Spring 2022)</li> <li>• EME organized an outing to the Penn State Men’s Soccer game in October 2021</li> <li>• 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.</li> <li>• EESI Environmental Scholars <ul style="list-style-type: none"> <li>○ Spring 2022, 2 career events with speakers: 1) Kim Van Meter and Kim Lau (Feb. 17); and 2) Zuleima Karpyn (March 31);</li> <li>○ EESI Scholars lunches. Scholars have an opportunity to share a</li> </ul> </li> </ul>					
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					<p>paper/presentation and receive peer feedback. The first 2021 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.</p> <ul style="list-style-type: none"> <li>• Geosciences hosted outdoor coffee social hours in Fall 2021 to foster community and connection among faculty, staff, and students</li> <li>• The MAS 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 in Walker Bldg. 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)</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• Covid challenges continue (Fall 2021, Spring 2022)</li> <li>• EME plans to host a Cultures Night, a roundtable type of event where faculty/staff share their cultural background/experiences with EME students. EME Cultures Night was postponed to a future date, as yet undetermined.</li> </ul>				
3.2	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.	2-3	Undergraduate Student Council, MEMS, WEMS, Graduate Student Council		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>• A Geosciences faculty member has co-founded a national group for Asian and Pacific Islanders (AAPIs) in Geosciences <a href="https://www.aapigeosci.org/">https://www.aapigeosci.org/</a> to build a community of support for AAPIs within geosciences; the group is open to all undergraduates, graduate students, postdocs, faculty, educators, administrators,</li> </ul>	<ul style="list-style-type: none"> <li>• The graduate student engagement/mentoring program pilot launched spring 2022; Fall semester 2022 welcome event September 16, 2022.</li> </ul>	<ul style="list-style-type: none"> <li>• MEMS is open to Graduate Students</li> </ul>	ADUE	Operationalized, with the opportunity for new programs to come up at department and college level.

					<p>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.</p> <ul style="list-style-type: none"><li>• GEMS has launched a mentoring program for undergraduate students; GEMS members volunteer to be mentors to students in EMS <a href="https://www.ems.psu.edu/alumni/get-involved/mentoring-program/student-mentoring-program-guidelines">https://www.ems.psu.edu/alumni/get-involved/mentoring-program/student-mentoring-program-guidelines</a> (Spring 2021)</li><li>• The EMS Academy for Global Experience (EMSAGE) program has been restructured to include multiple levels with informal mentoring inherent to the program. Laureates mentor practitioners, and practitioners mentor proteges. <a href="https://www.ems.psu.edu/emsage">https://www.ems.psu.edu/emsage</a> (Fall 2021)</li><li>• EME has launched an EME Connect program, which is described below. One of the objectives is for the Connect students to provide mentorship to 1<sup>st</sup> and 2<sup>nd</sup> year students in Commonwealth campuses. In addition, student professional chapters (SPE, SME, SEnVSE, etc.) have been charged with forming mentorship/study groups with first year and sophomore students. <a href="https://www.eme.psu.edu/undergraduate/why-eme/eme-connect">https://www.eme.psu.edu/undergraduate/why-eme/eme-connect</a> (Fall 2021)</li><li>• Geography is recruiting 'Guides' who will serve as resources for prospective and current majors (Fall 2021)</li><li>• In addition to the on-going faculty mentoring program, the Geography department head is initiating a mentoring program where early career faculty can</li></ul>				
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					<p>benefit from having an additional mentor (paid by the department) in their area of expertise from outside of the department (Fall 2021)</p> <ul style="list-style-type: none"> <li>In EME, advanced PhD students mentor the next generation of students that will be taking the written qualifying exams</li> <li>OADEE has organized a pilot peer mentoring program with the undergraduate Bunton Waller scholars</li> </ul>					
3.3	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>		<ul style="list-style-type: none"> <li>The EMS Community Room will be open to undergraduate and graduate students from underrepresented groups, which will afford unique opportunities for fostering networks across the undergrad/grad divide.</li> <li>EESI is interested in hosting more community building events and may be interested in hosting a graduate student lounge area.</li> </ul>	ADGER		On Hold; not logistically possible at this time
3.4	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		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Listserv has been made. Postdocs report feeling better integrated into department and college (Spring 2021)</li> <li>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 Spring 2021.</li> <li>Graduate student and Postdoc Ombuds program has been developed, which provides access to ombudspersons from any of our departments. <a href="https://www.ems.psu.edu/graduate/graduate-student-resources/graduate-student-and-postdoctoral-scholar-ombuds-program#:~:text=The%20goal%20of%20the%20Earth,resolution">https://www.ems.psu.edu/graduate/graduate-student-resources/graduate-student-and-postdoctoral-scholar-ombuds-program#:~:text=The%20goal%20of%20the%20Earth,resolution</a></li> </ul>		<ul style="list-style-type: none"> <li>Efforts are in place to more efficiently identify and add new postdocs to the postdoc listserv</li> </ul>	ADGER	2.1.5	Operationalized

					<a href="#">%20and%20solutions%2Dorient ed%20support</a> . <ul style="list-style-type: none"> <li>Geography PIACE Lab offers a series of development talks, currently on zoom (Fall 2021)</li> </ul>				
3.5	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		<p>Compete/Ongoing:</p> <ul style="list-style-type: none"> <li>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.</li> <li>WAFS fellows collaborating with WEMS, MEMS, undergraduate student council, graduate student council, and graduate students across departments. <ul style="list-style-type: none"> <li>WEMS, MEMS, WAFS and the Graduate Student Council hosted "EMS Student Perspectives on Graduate School," a panel of EMS graduate students aimed at undergrads interested in graduate school in an EMS discipline, March 24, 2022.</li> </ul> </li> <li>Student Council has made concerted efforts to make sure WEMS and MEMS are included in discussions with GEMS (Fall 2021)</li> <li>Joint meetings of WEMS and MEMS draw greater attendance from each group (Spring 2022)</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>Undergraduate and Graduate Student Councils will hold a joint meeting;</li> </ul>	<ul style="list-style-type: none"> <li>Undergraduate Student Council and Graduate Student Council routinely share information, such as merchandise sales, Gala Invitation, event invitations, etc.</li> <li>MEMS and WEMS collaborating on a November 2022 REU information event.</li> <li>MEMS, WEMS and Undergraduate Student Council regularly collaborate; leaders have a shared "GroupMe" for improved communication.</li> <li>The student council JEDI leads Board Bonding - a semesterly meeting between the executive boards of student council, THON, WEMS, MEMS, and EMS Connect to form connections across organizations and promote collaborations.</li> </ul>		ADEE	<p>In Progress: Needs continued emphasis on collaborations</p> <p>Actions may include: continue and formalize the practice of having liaisons between undergraduate student council and graduate student council.</p>
3.6	Create events for graduate students to foster crossing departmental silos (e.g., professional development and	1-2	Graduate Student Council, WAFS, ADGER		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Steidle Café is an opportunity for graduate students, staff, and faculty to socialize and get to know each other. Offered in</li> </ul>	<ul style="list-style-type: none"> <li>EME students are taking steps to form the EME-GSA, and they recently reached out to the University to seek funding for some of their proposed activities. More</li> </ul>		ADGER	<p>In progress/ Needs continued emphasis.</p> <p>Actions may include:</p>

	ethics seminars, panels of faculty and graduate students addressing big topics, and “science on tap” style events).				<p>hybrid mode during the pandemic.</p> <ul style="list-style-type: none"> <li>• Geography hosted a virtual brown bag series in 2020-2021 on topics of interest for our graduate students.</li> <li>• Graduate Student Council organizes an annual Graduate Student Research Showcase.</li> </ul> <p>In progress:</p> <ul style="list-style-type: none"> <li>• Social events before seminars run by student chapter of the Materials Research Society. On hold during the pandemic.</li> <li>• 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 will have representation in the University Graduate and Professional Student Association (Fall 2022)</li> <li>• 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)</li> <li>• Geography is planning an annual workshop between members of our residential and online course programs (Fall 2021); this is currently on hold.</li> <li>• DC Mental Health working group and WAFS collaborating on graduate student peer mentoring/engagement program, pilot launched spring 2022.</li> </ul>	<p>information will be available in Fall 2022.</p> <ul style="list-style-type: none"> <li>• Graduate Student Engagement and Mentoring program Fall Welcome mixer September 16, 2022.</li> <li>• A University Sustainability Ambassadors program is being developed in collaboration with Sustainability Institute, with one of the leaders being an EMS graduate student, with the goal of creating an Earth Day event. This program will include undergraduate and graduate students across the University, with many from EMS</li> </ul>				<ul style="list-style-type: none"> <li>• -Advertise seminars and other events across departments</li> <li>• -Grow the Graduate Student Engagement and Mentoring Network</li> </ul>
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3.7	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).	2	EMS Advising, undergraduate program associate heads, ADUE		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• 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 (2021) Summer 2022 program increased EMS participation further and included research opportunities at UP and at campuses.</li> <li>• In Fall 2021, EME launched a student outreach and engagement program, "EME Connect," aimed at increasing undergraduate 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, initially planned for Spring 2022 depending on the situation with the pandemic. In that event, we anticipate that EME Connect students would be</li> </ul>		<ul style="list-style-type: none"> <li>• Commonwealth Campus students were invited to participate in EMEX, March 24-25, 2023. The prospective students were a very diverse group and the event helped prospective students (and their parents) feel comfortable and welcome.</li> <li>• EMS Connect participated in Link-UP, April 1, 2023.</li> </ul>	ADUE	2.3.9	Operationalized
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					tasked with organizing meetings with and campus tours for prospective students; This was not held due to ongoing challenges related to the COVID-19 pandemic. The department will look into the demographics of the student population at a few key Commonwealth campuses where students indicated an interest in EME majors, and then develop potential in-person events that target these campuses.					
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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.

	<b>Actions to Increase Transparency, Enhance Communication, and Build Trust in the System</b>	<b>Time frame to implement</b>	<b>Who can make this happen? Note collaboration across groups</b>	<b>Resources needed</b>	<b>Updates through Spring 2022</b>	<b>Updates Summer/Fall 2022</b>	<b>Updates Spring 2023</b>	<b>Stwrdr</b>	<b>SP map</b>	<b>Status and Next Steps</b>
4.1	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.	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Resources list developed for bystander intervention and posted online. (Fall 2019)</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> <li>Process guidelines for addressing interpersonal issues developed by EMS HR and posted online (April 2021) <a href="https://www.ems.psu.edu/resources-faculty-and-staff/human-resources">https://www.ems.psu.edu/resources-faculty-and-staff/human-resources</a></li> <li>ADGER worked with departments to strengthen the</li> </ul>			HRSP	2.5.2	<p><b>Operationalized</b></p> <p>Continuing actions include:</p> <ul style="list-style-type: none"> <li>update resources and reporting resources, including bystander intervention resources</li> </ul> <p>See also ALLWE 1.9</p>

					<p>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 departmental, ADGER, and ADEE websites. (Spring 2022)</p> <ul style="list-style-type: none"> <li>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)</li> </ul> <p>At the University Level: The University has appointed three graduate faculty members to serve as graduate student Ombudspersons – see webpage at <a href="https://gradschool.psu.edu/graduate-student-life/graduate-student-ombudsperson-program/">https://gradschool.psu.edu/graduate-student-life/graduate-student-ombudsperson-program/</a></p>					
4.2	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"> <li>Dean's communication about reporting resources specifically addresses fears of retaliation (Fall 2021)</li> <li>EME communicated the availability of graduate school appointed ombudsperson to students in EME. (Fall 2021)</li> <li>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.</li> <li>Graduate ombuds program has been expanded to be able to access ombuds outside of own department.</li> </ul>	Messaging about the expanded graduate student and postdoc ombuds program was shared across EMS		Dean	2.5.2	<p>In Progress</p> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Continue to reinforce messages to develop trust, particularly at department and institute levels.</li> <li>Continue to provide transparent, clear, and frequent communication.</li> <li>Continue to support staff who report issues of any sort.</li> <li>Continue to regularly provide information on</li> </ul>

										ombudspersons and resources. See also ALLWE 1.9
4.3	Increase training for those involved in addressing reported problems. See also: Professional Development.	1-2	Ombudspersons, EMS HR		Complete/Ongoing: <ul style="list-style-type: none"> <li>The University offers faculty ombudsperson training, in which EMS Faculty Ombuds participate.</li> <li>EMS HR has developed training for our staff ombudspersons and it has been sent to our current ombuds.</li> <li>Staff ombuds training has been shared with lead AAs (via EMS HRSP)</li> <li>Training for EMS Graduate Student and Postdoc Ombuds is provided by the Graduate School to follow the Graduate School Ombuds program.</li> </ul>			HRSP	2.5.2	Operationalized Continuing actions include: <ul style="list-style-type: none"> <li>Make sure ombuds participate in training</li> <li>Share staff ombuds training with lead AAs on a regular basis.</li> <li>Continue to make reporting resources broadly available.</li> </ul>
4.4	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	Complete/ongoing: <ul style="list-style-type: none"> <li>MatSE provides information about departmental and college ombudspersons each fall to all students. (Fall 2021)</li> <li>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)</li> <li>The EMS 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.</li> </ul>	<ul style="list-style-type: none"> <li>EMS has an alternate Faculty Ombudsperson, who is now also listed on the website</li> <li>An announcement of the availability of EMS Ombudspersons (faculty, staff, graduate student/postdoc) and their role will be included in the EMS Digest once each semester, starting with fall 2022.</li> <li>New graduate students are informed about the Graduate Student/Postdoc Ombuds Program in their respective departments during orientation week.</li> <li>Meteorology created a working document on ombuds program resources available to graduate students, including the EMS Graduate Student and Postdoc Ombuds Program.</li> </ul>		Dean	2.5.2	Operationalized Continuing actions include: <ul style="list-style-type: none"> <li>Share information about ombuds with new graduate students, postdocs, staff, and faculty during their onboarding process.</li> </ul>
4.5	Increase knowledge of administrative processes and the role of staff members, particularly in departments; ensure that faculty, postdocs, graduate	2	Department heads/institute directors, Executive Council	Time at department meetings. Possibly also time at College gatherings (Fall Faculty/Staff meeting), orientations for	Complete/ongoing: <ul style="list-style-type: none"> <li>Energy Institute has a process for introducing new faculty members to staff roles and administrative processes.</li> <li>EME staff prepared detailed instructions for the travel reimbursement and purchase order process, together with a</li> </ul>			Dean	2.1.5; 4.5.3	In Progress Actions may include: <ul style="list-style-type: none"> <li>Working with EMS HR, Staff Group, SAC, EMS IT, EMS MARCOM, having each staff</li> </ul>

	students, and undergraduates understand the roles and professionalism of staff members.			graduate students, postdocs, and undergraduate students	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)					<p>member create and maintain a Job Handbook/Aid/Manual – add this to each staff member’s annual goals. Important duties to note are those which a single person has responsibility for – the jobs that no one else knows we do.</p> <ul style="list-style-type: none"> <li>• Using email aliases to direct inquires rather than emails going to specific people</li> <li>• Creating Shared Drives based on position rather than person that can be shared with the whole staff (enables cross training, coverage during emergencies, continuity planning etc.)</li> <li>• Adding descriptions about what staff do to web photo pages</li> </ul>
4.6	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, and provide more information about	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"> <li>• EMS HR has modified the norming process to eliminate large group review of exceeds and needs improvement ratings. Over the course of our implementation of the new staff performance appraisal system, we initially used a Calibration Committee to provide college-wide norming of evaluations, to ensure one unit didn’t evaluate their staff differently than the rest. We also use a carefully worded EMS Performance Norms spreadsheet, that</li> </ul>			SAC	2.5.1	Operationalized

	why the norming process is required.				<p>provides a 'word picture' for staff and managers to use in their evaluation. What we found was after a few years of this process, everyone was applying the standards consistently across the college. Because of this, we now only have a calibration check at the EMS HR level, to ensure new supervisors understand the process and we are consistent in our application of staff evaluation (spring 2021)</p> <ul style="list-style-type: none"> <li>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): <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> <li>EME was 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)</li> </ul>					
4.7	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 has worked to get salaries as equitable as possible regardless of funding source, and 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	4.5.4	Operationalized

4.8	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	<ul style="list-style-type: none"> <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” for job categories (enhanced opportunity for advancement without the need to move to other units)”;</li> <li>EMS HR is working with Penn State HR current compensation review project.</li> </ul>			HRSP	4.5.4	<p>In Progress</p> <p>Actions include:</p> <ul style="list-style-type: none"> <li>Encourage decisions about reducing existing workload items when new items are added</li> <li>Encourage building in sunset plans as appropriate with new initiatives.</li> <li>encourage staff to unplug and take “down time” (see Priority 2 mental well-being)</li> <li>provide appropriate training and professional development</li> </ul>
4.9	<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> </ul>	1–2	Dean, associate deans, EMS HR, administrative office leadership		<p>Complete/Ongoing:</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> <li>EME hired a new marketing and communications 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)</li> <li>Geography hired a new Marketing and Communications staff person. This individual will work with the college on strategic communications. (Fall 2021)</li> <li>EMS Faculty/Staff Listserv was expanded to include Postdocs;</li> </ul>	A Weekly EMS College Digest has been established to reduce the number of emails sent to the faculty/staff/postdoc listerv and better organize the information.		DirMA RCOM M	<p>Operationalized</p> <p>Continuing actions include:</p> <ul style="list-style-type: none"> <li>Communicate information about complaint process and why feedback is often inappropriate/not possible.</li> <li>Better communicate about the ‘Rock n Role’ awards and other staff awards (e.g make sure to post winners in the Digest and on website)</li> <li>Encourage copying staff as well as faculty/administrators on important information</li> </ul>	

	<ul style="list-style-type: none"> <li>Ensure information is distributed to postdocs and graduate students</li> </ul>				<p>most College information is posted to this listserv, other than items that are specific only to each group. An EMS graduate student listserv was established to reach all graduate students.</p> <ul style="list-style-type: none"> <li>A weekly EMS Undergraduate Newsletter was established to organize information and reduce the number of emails sent to undergraduates.</li> </ul>					<ul style="list-style-type: none"> <li>Continue to consistently communicate Penn State Values and policies, Penn State Principles, Graduate School Code of Conduct, etc.</li> </ul>
4.10	Continue efforts begun from the Status of Women Faculty in EMS study, particularly in relation to faculty retention and post-tenure promotion.	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 "Changing the Future for Penn State Women in STEM" leadership/peer mentoring program for women and URM faculty</li> <li>Explore ways to provide women and URM faculty with opportunities to explore administrative</li> </ul>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Annual sponsorship of EMS women faculty in the Penn State Changing the Future for Women Faculty initiative (starting with 2019 inaugural year) (Fall 2021)</li> <li>University Administrative Program Fellows <ul style="list-style-type: none"> <li>Zuleima Karpyn</li> <li>Erica Smithwick (2020-21)</li> <li>Luis Ayala (2022-23)</li> </ul> </li> <li>Policy updates clarify the process of promotion from associate professor to professor</li> </ul> <p>In progress:</p> <ul style="list-style-type: none"> <li>ELATES (Executive Leadership in Academic Technology, Engineering and Science) program (Drexel Univ). 3 applications in process</li> <li>EMS Development continues to look for opportunities to engage potential donors in conversation about creating endowed positions to support women and URM faculty</li> <li>EMS Data Analyst prototyped a faculty diversity dashboard but because of the small size of the college, the level of detail that can be provided to the departments is limited.</li> </ul>			Dean	2.1.1; 2.2.5	<p>In Progress</p> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Review the Status of Faculty Women recommendations to gauge progress</li> </ul>

				<p>e leadership roles</p> <ul style="list-style-type: none"><li>• Develop report cards tracking progress in increasing and supporting women and URM faculty. Suggested data:<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 improvement plans</li></ul></li><li>• Develop social accountability for progress</li><li>• Seek funding for endowed chairs for women and URM faculty</li></ul>						
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				<ul style="list-style-type: none"> <li>Engage EMS faculty to develop solutions</li> </ul> Allocate funding as needed.						
4.11	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.	EMS HR is also exploring offering weekly 'office hours' on particular topics for training or refresher.		HRSP		<b>Operationalized</b>  Note: There is still a lot of dissatisfaction with central OHR; There is a sense that Shared Services does not understand academic processes and does not partner well with us. There is pushback from them on a lot of processes and the delays and errors cause our staff more work and stress. Communication is poor.

**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 to implement	Who can make this happen? Note collaboration across groups	Resources needed	Updates through Spring 2022	Updates Summer/Fall 2022	Updates Spring 2023	Steward	SP map	Status and Next Steps
5.1	For Teaching, 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 (See 5.1.a);-managing difficult classroom	2	Dutton Institute, TLFAC, NTLFAC, ADUE, ADGER		Complete/Ongoing: <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> <li>1/2022: World Campus announced revamped OL 1200, now titled "Student Support and Advocacy in Online Learning"</li> </ul>			ADDL		<b>Operationalized</b>  Continuing Actions Include: <ul style="list-style-type: none"> <li>Resources and workshops for teaching through Dutton and SITE will continue to be highlighted, including offerings on difficult situations, inclusive</li> </ul>

	conversations and situations; and general principles of effective teaching				<p>and “OL 3000, now titled “Supporting Accommodations for Online Learners.” See <a href="https://www.psu.edu/news/academics/story/online-courses-include-focus-inclusiveness-accessibility/?utm_audience=External&amp;utm_source=newswire&amp;utm_medium=email&amp;utm_campaign=Penn%20State%20Today&amp;utm_content=01-09-2022-22-02&amp;utm_term=Academics%20-%203">https://www.psu.edu/news/academics/story/online-courses-include-focus-inclusiveness-accessibility/?utm_audience=External&amp;utm_source=newswire&amp;utm_medium=email&amp;utm_campaign=Penn%20State%20Today&amp;utm_content=01-09-2022-22-02&amp;utm_term=Academics%20-%203</a></p> <ul style="list-style-type: none"> <li>• Dutton Institute offers free teaching consultations upon request for EMS faculty (for RI, hybrid, and online teaching)</li> <li>• Dutton Institute publishes a bi-weekly email newsletter called the Dutton Digest that addresses teaching and learning, including upcoming workshops offered by Dutton Institute and Penn State’s Schreyer Institute for Teaching Excellence (SITE)—see <a href="https://facdev.education.psu.edu/duttondigest">https://facdev.education.psu.edu/duttondigest</a></li> <li>• The ADUE co-authored an Instructor Guide to Fall 2020 to help faculty deal with the challenges of the COVID-19 pandemic</li> </ul>				classrooms, disability resources, etc.
5.1.a	Establish codes of conduct for off-campus learning experiences (fieldwork, fieldtrips, etc.) to foster inclusivity, reduce inequity, and discourage problematic behaviors.		ADUE/Director of Engagement	<p>Provide a written document including expectations, and reporting resources for students participating in off-campus/field excursions Provide training and resources to faculty/graduate student leaders. Draw on existing University expertise (Student Affairs, Global Programs, etc.)</p>	<ul style="list-style-type: none"> <li>• EMS Director of Student Engagement has picked up previous (pre-pandemic) efforts to move forward with this item</li> <li>• An extensive search for existing University resources and determined that there are no existing resources, trainings, or materials to support maintaining inclusive environment within groups traveling/working off campus.</li> </ul>	<ul style="list-style-type: none"> <li>• All NSF proposals involving off-campus research are now required to establish a “plan to ensure a safe and inclusive working environment” (NSF PAPPG, II.E.9). Penn State AAO must approve plans prior to proposal submission and has developed a questionnaire for guidance.</li> <li>• EMS Director of Student Engagement is developing a compact for off-campus excursions that establishes a shared set of group behavior expectations, based on Penn State Code of conduct, which includes language that a student cannot inhibit the experience of another student. Additional resources for instructors/researchers and group leaders will be developed.</li> </ul>	ADUE	2.5.4:	In Progress

5.2	For Faculty Advising and Mentoring undergraduate and graduate and 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"> <li>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)</li> <li>EMS OADEE peer mentoring program for Bunton Waller scholars</li> <li>GEMS Board undergraduate mentoring program</li> </ul>	MAS survey of graduate students feedback indicated need for more consistency in grad student advising/mentoring		Dean		Operationalized: Undergraduate Student Mentoring
5.2.a	Faculty Advising and Mentoring of Graduate students. Develop EMS guidelines in areas such as responsiveness to advisees, timely communication, keeping appointments, and implicit bias.		Associate Heads for Graduate Programs; Associate Heads for DEI; ADGER; Graduate Student Council				<ul style="list-style-type: none"> <li>EMS Executive Council discussed graduate student mentoring and advising practices and is considering adding a session to New Faculty Orientation focusing on effective mentoring and advising practices.</li> </ul>	Dean, ADGER		In Progress/Needs more emphasis  Actions may include: <ul style="list-style-type: none"> <li>purposeful discussions to make expectations clear</li> <li>Develop guidelines.</li> </ul>
5.2.a	Mentoring and Professional Development for Postdocs	ADGER, EMS HR, Department Heads, POEMS		how can we improve mentoring and professional development for postdocs (PPFP, NSF mentoring plans, annual reviews, information about tenure line and non-tenure faculty roles and processes. (university evaluation template could better reflect faculty annual review process)				DEAN, ADGER		New Item  Actions may include:  Actions may include: <ul style="list-style-type: none"> <li>purposeful discussions to make expectations clear</li> <li>Develop guidelines.</li> </ul>
5.3	For Supervising, conduct training for faculty supervising staff and for staff promoted into	2-3	Department heads, EMS HR	More supervision offerings at University level. Fill in with	Complete/Ongoing: <ul style="list-style-type: none"> <li>EMS HR is providing more staff performance management cycle guidance to managers at the</li> </ul>	<ul style="list-style-type: none"> <li>Central HR provides supervisory training <a href="https://hr.psu.edu/talent-mgmt/individual-dev/leadership-and-mgmt">https://hr.psu.edu/talent-mgmt/individual-dev/leadership-and-mgmt</a>. Currently, Leadership</li> </ul>		HRSP		Operationalized <ul style="list-style-type: none"> <li>Continuing actions include:</li> </ul>

	supervisory roles, including topics of performance management and evaluations.			<p>additional professional development within EMS.</p> <p>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.</p>	<p>start, middle and end of each cycle by:</p> <ul style="list-style-type: none"> <li>○ Pushing out ratings “norms”</li> <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> <ul style="list-style-type: none"> <li>● 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.</li> <li>● The Dutton Institute leadership meets every 2 weeks to discussed shared professional development resources related to supervision/management</li> <li>● The Workday system’s structure now ensures that supervisor information is provided to faculty who supervise staff.</li> </ul>	<p>Essentials is automatically assigned in the LRN to new supervisors. A new program, Leadership Foundations, is being rolled out in October and will have 4 stages: Leadership Essentials, Emerging Leaders, Management Concepts, and Leadership Excellence. This will be a self-paced course that will be fully on-line. Once completed, participants will have access to go back and review the training at any time.</p> <ul style="list-style-type: none"> <li>● University BUILD program training for supervisors has been rolled out to all faculty and staff with supervisory responsibilities</li> </ul>			<ul style="list-style-type: none"> <li>● Monitoring participation.</li> <li>● Monitoring effectiveness of training</li> </ul>
5.4	For Ombudspersons, conduct training for ombudspersons (faculty, staff, and graduate students)	1–2	EMS HR	Guidance from University level (AAO)	<p>Complete/Ongoing:</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 ombudspersons and lead admins (Spring 2021) and will be shared with new lead admins.</li> </ul>	<p>Graduate Student/Postdoc Ombuds participate in training offered through the Graduate School in collaboration with Faculty Senate Ombuds training. Training for 2022-23 is being arranged by the graduate school, which will notify EMS ADGER of availability.</p>		HRSP	Operationalized
5.5	For Management and Administration, 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> </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	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>● EME Department Head attended the BTAA workshop for DHS where some of the topics listed were covered. (Fall 2021)</li> <li>● All Department Heads, Institute Directors, Assistant and Associate Deans and Deans are invited to Academic Leadership Forum; ALF is organized by the Office of the Vice Provost for Faculty Affairs and presents topics of importance to academic administrators.</li> <li>● Incoming EMS Department Heads and Institute Directors</li> </ul>	<ul style="list-style-type: none"> <li>● Office of the Vice Provost for Academic Affairs invites all department heads and institute directors to monthly Academic Unit Head Meetings, which address topics such as budgeting, and tenure and promotion; a description of the Academic Unit Head meetings and dates is available on the VPFA website: <a href="https://vpfa.psu.edu/academic-unit-head-monthly-meetings/">https://vpfa.psu.edu/academic-unit-head-monthly-meetings/</a></li> <li>● Office of the Vice Provost for Academic Affairs has developed new administrators series (3 sessions) for new department</li> </ul>		Dean	<p>Operationalized:</p> <p>Continuing actions include:</p> <ul style="list-style-type: none"> <li>● Orientation series of workshops for incoming department heads and institute directors</li> </ul>

	<ul style="list-style-type: none"> <li>fostering collegiality and good working relationships between faculty and staff (e.g., fostering respect for staff)</li> <li>conflict management</li> <li>creating an inclusive environment (intentionally including those who feel marginalized)</li> </ul>			<p>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>have onboarding conversations with the Dean and have the opportunity to learn from other administrators' experience and advice</p>	<p>heads and institute directors, starting Fall 2022. New academic administrators identified in 2021 and 2022 are encouraged to attend.</p> <ul style="list-style-type: none"> <li>University BUILD program track for supervisors has been rolled out</li> <li>With 2 new department heads and 2 new institute directors coming in close proximity, EMS is working to develop a monthly workshop series, which will include relevant topics and opportunity to talk with newer department heads for their insight into "what do I know now that I wish I'd known at the start"</li> </ul>			
5.6	<p>For On-boarding, create orientation/structured onboarding processes for teaching and research faculty, postdocs, graduate students, and staff. Include topics such as interfacing with staff, financial policies and 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</li> </ul>	<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>EMS inclusion welcome packet for new employees has been developed and is now online (Fall 2021).</li> <li>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.</li> <li>The Dutton Institute now has a robust Welcome Packet and onboarding process in place for new hires</li> <li>The Dutton Institute has created an internal microcredential for new online course instructors that ensures onboarding processes are completed.</li> <li>Penn State OHR staff onboarding processes have been centralized and streamlined.</li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <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. EMS HR has met</li> </ul>	<ul style="list-style-type: none"> <li>EMS New Faculty Orientation, has been expanded to include non-tenure track faculty (research faculty and teaching faculty).</li> <li>Penn State's new BUILD DEIB education program will be assigned to incoming employees.</li> <li>EMS Onboarding checklists for onboarding postdocs, staff, and faculty have been discussed in Executive Committee, distributed to department heads and instituted directors, and posted online <a href="https://www.ems.psu.edu/resources-faculty-and-staff/onboarding">https://www.ems.psu.edu/resources-faculty-and-staff/onboarding</a></li> <li>MAS is working to identify college and University level resource information that incoming graduate students would benefit from.</li> <li>Graduate Student Council suggests that an orientation that focuses on College and University level resources would be a helpful supplement to departmental resources. However, developing such an orientation is beyond the scope of Grad Student Council and would be best developed though ADGER with input from ADEE.</li> <li>For post docs- fast onboarding is critical so they can be quickly integrated into dept events.</li> </ul>	<ul style="list-style-type: none"> <li>Staff have been reminded about onboarding checklists, and of the importance of adding postdocs to departmental listservs, and the POEMS listserv</li> </ul>	HRSP	<p>In Progress:-</p> <p>Operationalized:</p> <ul style="list-style-type: none"> <li>New central HR onboarding processes.</li> <li>Non-tenure track faculty are now included in University and EMS new faculty orientation.</li> <li>Onboarding checklists</li> <li>EMS orientation for new department heads and institute directors See 5.5</li> </ul> <p>Actions may include:</p> <ul style="list-style-type: none"> <li>Implementation of Staff mentoring program (in progress)</li> <li>-Postdoc orientation (in progress)</li> <li>College level Graduate Student orientation/resource guide (see Grad Council</li> </ul>



5.7	For Staff (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		<p>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>• EMS Administrative Fellows Program provides an opportunity to enhance the administrative talents and qualifications of EMS staff members by involving selected Fellows in a 6 month mentoring experience at the highest levels in the College <a href="https://www.ems.psu.edu/sac-administrative-fellows">https://www.ems.psu.edu/sac-administrative-fellows</a></li> <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>• 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.</li> <li>• Penn State Talent Management has an opt-in newsletter for information on upcoming training opportunities. The Talent Management website has more robust offerings and is now better organized to more easily find information and offerings on topics such as: <ul style="list-style-type: none"> <li>○ performance management guidance</li> <li>○ individual development</li> <li>○ leadership training</li> </ul> </li> </ul> <p>In Progress:</p> <ul style="list-style-type: none"> <li>• 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</li> </ul>			SAC	Operationalized
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					modernization project, ECD: January 2023. Completion of the compensation modernization project will provide better mapping of career paths. EMS HR will be able to provide some guidance about available professional development courses that are relevant to career paths					
5.8	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/Ongoing:</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> <li>Weekly EMS Undergraduate Newsletter</li> </ul>	RFSC has increased capacity for working with underrepresented/underserved student populations, including low income and first generation, and international with recent hires of Director of Student Engagement, Director of Career Services, and other personnell.		ADUE		Operationalized
5.9	For Disabilities and Accommodations, 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.	<p>Complete/Ongoing:</p> <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> <li>Susan Anderson and 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.</li> <li>The Dutton Digest highlights relevant training opportunities through Dutton Institute, Schreyer Institute for Teaching Excellence and Student Disability Resources</li> </ul>	Information about the Office of Student Disability Resources and supporting students who have a documented disability requiring accommodation will be incorporated into New Faculty Orientation starting Fall 2023		HRSP		<p>Operationalized</p> <p>Continuing actions include:</p> <ul style="list-style-type: none"> <li>The Dutton Digest will continue to highlight relevant training opportunities for instructors.</li> <li>EMS HR will continue to support employee accommodations</li> </ul>



					<ul style="list-style-type: none"> <li>Employee accommodations are handled through EMS HR and the AAO</li> </ul>					
5.10	<p>For Search Processes:</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>Complete/Ongoing:</p> <ul style="list-style-type: none"> <li>Faculty on search committees encouraged to attend (and/or view recording of) annual AAO Search Briefing (in addition to the search chair)</li> <li>AAO now offers a search briefing for staff searches; EMS staff search committees are encouraged to attend or view the recordings. EMS Staff search committee chairs receive a PPT of resources with information about inclusive search practices and a link to online training, which is discussed in the committee.</li> <li>AAO Search Briefings are now in the LRN, which allows for tracking utilization.</li> <li>Faculty Diversity Ad hoc group developed recommendations and a hiring process questionnaire to guide faculty search committees in best practices for inclusive hiring (fall 2021).</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>We are not pursuing having a designated diversity advocate on search committees, for a variety of reasons. The University has not continued to develop EART training for this purpose; the upcoming University roll-out of the BUILD program (fall 2022) will provide implicit bias training for all employees; AAO search briefings now incorporate more robust information on implicit bias in the search process; and EMS initiatives emphasize inclusive search practices. Ultimately, we would prefer that all members of search committees act as diversity advocates, rather than delegating that function to only one individual.</li> <li>The EMS Associate Dean for Educational Equity meets with each academic administrator search committee to discuss inclusive search processes and share recommendations of Faculty Diversity Ad hoc group.</li> <li>Faculty Search committees are encouraged to meet with the EMS Associate Dean for Educational Equity to discuss inclusive search processes.</li> <li>Effective October 3, 2022 University <a href="#">policy AC22, Search Procedures for Academic Administrative Positions</a> was revised to be consistent with the 2020 revisions to <a href="#">AC13, Procedures for Hiring Full-time Faculty</a>. Revisions include guidance on search committee composition, emphasizing the importance of diverse representation; detail the responsibilities of search committee members, the committee chair, and the appointing authority, making it clear that these responsibilities include being held accountable for creating a candidate pool that reflects candidates who are qualified for the position and for</li> </ul>		HRSP		Operationalized

						implementing recruitment strategies that result in a diverse candidate pool; clarify and standardize expectations regarding confidentiality, the posting of job announcements, and the locus of decision-making authority.				
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