



Penn State Behrend
Institutional Equity & Diversity Committee

Climate Survey

Spring 2011

Executive Summary

The following are the seven areas of improvement identified by the Institutional Equity and Diversity Committee. Under each area, a few objectives or action steps are listed. Faculty members are encouraged to consult the full report for additional context, as well as a complete listing of the objectives and action steps proposed by the committee.

Goal #1: Create Additional Strategies to Recognize Faculty Contributions to the Campus

- The action steps focus upon ways to create strong sense of personal connection to the campus for new incoming faculty, as well as ways to highlight faculty achievements and strengthen the message that all faculty members are valued. They include suggestions for a formalized Welcome Wagon process, the possibility of a competitive research release grant for FTM faculty, and outreach strategies for part-time faculty members.

Goal #2: Support Efforts to Foster Classroom Environments that Value Diversity & Civility

- The action steps are drawn from widespread dissatisfaction with students' preparedness to encounter diverse groups, both inter-culturally and internationally. They emphasize the message of classroom civility and appropriate conduct through, among other things, suggestions for an Academic Orientation presentation on etiquette and classroom citizenship, and increasing the number of both IL-focused courses and international visiting faculty.

Goal #3. Strive to Ensure that the Campus is Physically Welcoming to All

- These action steps focus on areas of particular interest to respondents, including the development of lactation and family-friendly spaces, and eased access within traffic-heavy areas of campus. They include suggestions for physical renovation (pedestrian bridges, expanded sidewalks and more), the development of a security escort service, and initiatives to expand family-friendly activities and spaces on campus.

Goal #4: Raise Awareness of Campus Resources on Climate & Diversity, and Provide Requested Continuing Education

- These action steps focus on the respondents' desires for education and services addressing students in distress. They include suggestions to provide continued training on both active-shooter defense and best practices for students in mental/behavioral crisis, and a formal resource listing of crisis services on campus.

Goal #5: Address Issues Involving Workload and Academic Rank

- These action steps respond to areas of concern raised by respondents regarding elections, teaching loads, service requirements and more. The suggestions include emphasizing different methods of service, addressing service burnout and/or lack of recognition, and establishing consistent nominating committees to field candidates.

Goal #6: Create a Campus Free of Harassment

- These steps focus upon combating harassment and bullying. They include suggestions to configure the college website for anonymous e-reporting, strengthen the visibility of the Ombudsman, and provide additional support services to non-native English speakers within the faculty.

Goal #7: Maintain Work Towards a Diverse & Inclusive Climate

- This segment discusses methods to maintain positive momentum on climate issues. Suggestions include the development of workshops to address areas that respondents marked as in need of visibility, the revamping of the Administrative Fellows program, and the establishment of a time to revisit and publish progress on these goals.

Goal #1: Create Additional Strategies to Recognize Faculty Contributions to the Campus

Overview:

- ❖ 69.5% of total respondents say they are “very satisfied” or “satisfied” with their position at Penn State Behrend.
 - Satisfaction rates differ by gender (79% men/ 57%)
- ❖ 63.8% agree that “the organization values my contributions.”
 - Difference by gender: (71% men/55% women)
- ❖ Individual respondents’ comments reflect a general sense of feeling underappreciated, especially in these two areas:
 - Not enough praise/reward for good performance
 - FTM/FTI perceived sense of inequality from tenured & tenure-track colleagues

Objective #1: Create strong sense of personal connection to the campus for new incoming faculty

Action Steps:

- Coordinate Welcome Wagon process amongst the schools to ensure that each incoming faculty member receives identical orientation material. Revisit the idea of a Welcoming Committee that will meet several times during the year to make sure that updated community resources are made available for incoming faculty packets (*Chancellor's Office, Human Resources and Academic Schools: ongoing*)
- Suggest that schools solicit requests for "Welcome Wagon Mentors" – faculty from all ranks who have familiarity with the Erie area, and who would make themselves available via email or in person to answer questions about the nuts-and-bolts of moving, child care, real estate and more. Make the list available in an academic school mailing early in summer to incoming faculty members (*Academic Schools; early summer, ongoing*)
- Designate one official liaison to provide information to incoming international hires. Consult with Office of Institutional Equity and Diversity about best practices/individual to be liaison (*Student Affairs and IEDC; Fall 2012*).
- Offices will coordinate to ensure that emergency hires and faculty hired in advance of the spring semester have received the same information, including Welcome Wagon Mentors, as have regular-hire faculty (*Academic Schools and Chancellor's Office; ongoing as needed*).
- The Associate Dean of Academic Affairs will hold lunchtime Q and A sessions with new faculty twice during the fall semester and once during the spring semester (*Office of Academic Affairs; ongoing*).
- Implement the recommendations of the I.E.D.C. mentoring committee to ensure that all incoming faculty members are assigned mentors in a timely way (*Institutional Equity and Diversity Committee and Chancellor's Office; 2012-2013 and ongoing*).

Objective #2: Develop and strengthen strategies to recognize the achievements of faculty

- Encourage academic schools to highlight the members who have won awards via displays, e-mail announcements, discussions at school meetings and other venues or other means. Continue to broadcast the message that faculty members should submit notices of publications, research, community achievements and more to the bi-weekly *Behrend Bulletin*. (*Academic Schools; ongoing*)
- Assess the possibility of creating a competitive research release grant open to FTM faculty to ensure that non-tenure faculty with significant research agendas have additional opportunities to pursue their academic specializations (*Chancellor's Office and Academic Schools: 2012-2013*)
- Urge the Office of Media and Communications and the Admissions Office to consider increasing the use of scholar profiles for print media such as the Alumni News, School News, etc (*OMC and Admissions: ongoing*).
- Utilize the website to create a feature page highlighting faculty publications (*OMC: 2012*)

- Work with Academic Schools to ensure that the achievements of all retiring faculty are commemorated by the school at the end-of-the-year celebration or another time when the school congregates (Academic Schools; ongoing).

Objective #3: Strengthen the message that all faculty contributions are valued

Action Steps

- A high-level message should be delivered to all faculty emphasizing that each faculty member, regardless of rank, is a stakeholder in the program, school, and college. All faculty deserve access to program meetings, technology support, supplies, and other necessities for teaching and research. (Chancellor's Office: 2012).
- Revisit with the Office of Business and Operations the timetable for building construction that would provide additional office space and alleviate the temporary housing for faculty in the Carriage House (Human Resources and Chancellor's Office; ongoing).
- Consider developing an "Ambassador Award" given by Admissions for a faculty member whose outreach on behalf of Penn State Behrend is outstanding (*Admissions; 2012*).
- Develop a survey directed solely to part-time faculty to gain information about how best to improve their connection to the campus community (*IEDC; 2012-2013*).
- Create a committee to standardize peer review for part-time faculty (*Faculty Council & Chancellor's Office: 2012-2013 charges*).
- Discuss ways that Academic Schools can formally award more recognition to faculty who advise student organizations (*Academic Schools; 2012-2013*).

Objective #4: Increase opportunities for faculty intellectual exchange on campus

Action Steps

- Revisit the possibility of a "common hour" for campus (*Registrar and Chancellor's Office; 2012*).
- Discuss with Housing & Food Services the possibility of utilizing a room in Reed or another central location for a weekly faculty gathering (*HFS; 2012*).
- Consider an evening program akin to "Dinner for Six" that would bring faculty from different programs together for a meal (*Chancellor's Office; ongoing*).
- Consider increasing (*nonsectarian*) holiday or seasonal gatherings that would provide space for faculty to meet (*Chancellor's Office; ongoing*).

Goal #2: Support Faculty Efforts to Foster Classroom Environments that Value Diversity and Civility

Overview

- ❖ Respondents report generally low levels of satisfaction with the student body's classroom comportment and academic preparation.
 - Only 46.8% agree that PSB students are welcoming to faculty of different backgrounds.
 - Only 26.2 % agree that students are sufficiently educated about US cultures (34% disagree/strongly disagree)
 - Only 12% agree that students are sufficiently educated about international cultures (52% disagree or strongly disagree)
 - 61% report frequent use of electronic devices in class
 - 30.5% report frequent physical disruption of class (leaving, tardiness)

Objective #1: Support Current Efforts Outlined in the Diversity Plan

Action Steps

- The 2010-2015 Diversity Plan for Penn State Behrend is available online at http://www.behrend.psu.edu/student/Diversity/images/BehrendCollegeDiversityPlan04_09.pdf. Many of the initiatives within the plan are aimed at building classrooms that value diversity and civility. Selected examples from the plan:
 - 3.1. Increase the number of female students and students from historically underrepresented groups.
 - 3.2. Increase the retention and graduation rates of students from historically underrepresented groups.
 - 4.1. Increase the number of female faculty members and faculty members from historically underrepresented groups.
 - 4.2 Support high-quality mentoring and professional development opportunities for a diverse faculty.
 - 5.1 Increase United States intercultural opportunities in academic programs.
 - 5.2. Increase international cultural opportunities in academic programs.

Our recommendation is to hold a mid-cycle assessment in 2012 to identify progress made and areas that continue to need development (*I.E.D.C. and Chancellor's Office: 2012*).

Objective #2: Emphasize Civility in the Classroom and across Campus

Action Steps

- Emphasize the message of classroom civility and appropriate conduct via the revamped “Academics 101” module at August’s Academic Orientation day. Presentation should stress linkage between classroom citizenship and becoming a citizen of the world (*Chancellor’s Office, Learning Resource Center and other units; 2012*)
- Encourage schools to develop their own 1-hour school-specific presentations with a classroom conduct element for Academic Orientation (Academic Schools; 2012)
- Consult with the Janet Neff Sample Center for Civility about a presentation regarding creative ways to discuss civility with students, and strategies for dealing with incivility (*JNS Center & IEDC; 2012*)
- Recognize successful campus civility through the “Random Acts of Kindness” campaign or other programs (*Student Activities; ongoing*)

Objective #3: Support Efforts to Increase Student Education about International Cultures

Action Steps

- Urge the academic schools to undertake a review of currently offered IL courses, with a goal to strategically increase the number of IL-focused courses (*Academic Schools; 2012-*)
- Utilize the Fulbright Scholars-in-Residence program and other programs to increase the number of visiting faculty from abroad (*Academic Schools; Learning Resource Center; ongoing*).
- Continue to develop faculty-led study abroad courses (*Learning Resource Center & Academic Schools; ongoing*)

Goal #3. Strive to Ensure that the Campus is Physically Welcoming to All

Overview:

While most areas of campus are rated as quite safe by respondents, 12.3% report feeling unsafe in the Burke garage at night. Respondents did raise many concerns about accessibility by special populations:

- ❖ 68% believe classrooms are accessible for students with physical disabilities
- ❖ 58% believe that the campus is accessible for students with physical disabilities
- ❖ 32% believe there are enough family restrooms
- ❖ 4% believe there are enough on-campus resources for breastfeeding women

Objective #1: Promote Campus Safety in Inclement Weather and other Emergency Situations

Action Steps

- Discuss alternate methods of emergency communication (classroom phones, etc) to alert classes-in-progress of emergencies (*HFS; 2012*)
- Disseminate an emergency evacuation campus map that locates exits from the campus and exits from buildings to the campus (*HFS, Student Life & Chancellor's Office: 2011-2013*)
- Consult Maintenance & Operations about bolted windows in the Science Complex (and other areas if applicable) and how to ensure adequate egress in an emergency (*M+O and School of Science; 2011-2012*)
- Investigate the possibility of a vehicular escort service, by which students, faculty and staff working at night on campus could call and be escorted safely to their cars or campus destinations (*Student Affairs & Chancellor's Office; Summer 2012*).

Objective #2: Ensure that faculty members have access to safe and secure parking.

Action Steps

- Consider the installation of a security camera in the Burke garage (*Police & Safety; 2012*)
- Continue Police & Safety enforcement of the faculty-only parking lots and discuss fine structure for student violators with Police & Safety (*Police & Safety: ongoing*)
- Ask Admissions if the alumni and visitor spaces could be reserved after 5PM for faculty teaching night courses (*Admissions & Police & Safety; 2012*)

Objective #3: Ensure that physically disabled individuals, and all students, have safe passage throughout the campus.

Action Steps

- Re-visit the request to Harborcreek officials to install crosswalks near the Burke building (*Student Life; 2012*)
- Consult the Disability Services specialist for strategies to improve safe passage for disabled people on campus, particularly during snowy weather (*IEDC and Disability Services; 2012*).
- Create sidewalks on Jordan Road (*Institutional Planning, Chancellor's Office, other offices; 2012*).
- Investigate the process of creating the raised pedestrian bridge from U-Gates to Behrend campus (*Chancellor's Office; Institutional Planning; 2012*).

Objective #4: Ensure that the campus provides family-friendly physical resources

Action Steps

- Work with the Penn State Commission for Women to locate the multi-user breast pump in a clean and central location on campus, and publicize the location to the campus (*HFD; 2011-2012*)
- Consider installing Diaper Decks in both women's and men's restrooms in several key locations across campus including Reed, Burke, and Metzgar (*HFD; 2011-2012*)
- Consult with Early Learning Center on possibility of developing a pilot project located on campus that would employ Penn State Behrend students as after-school child-care providers for elementary school children (*ELC; Financial Office; Chancellor's Office; 2012-2013*)
- Ensure that Bruno's and Dobbins have several high chairs and booster seats available (*HFD; 2011-2012*)
- Develop a resource website for faculty/student parents on family activities at the Behrend campus (*OMC; 2012-2013*)
- Remind the community via email of Penn State Behrend's maternity and family leave policies (*Chancellor's Office; 2011*).

Goal #4. Raise Faculty Awareness of Campus Resources on Climate & Diversity, and Provided Requested Continuing Education.

Overview:

- ❖ 73% of respondents use PSUTXT, and 84% of those who do feel it is effective. However, many respondents feel they are not trained for disaster preparedness.
 - 61% say they are not sufficiently trained in case of an active shooter
 - 50% report insufficient natural disaster training
 - Many individual comments suggested faculty training about how to deal with disruptive/dangerous/mentally ill students.
- ❖ Some resources on campus have high visibility among respondents. The offices most frequently named were:
 - Human Resources
 - Personal Counseling

- Ombudsman
- ❖ However, some resource missions are not well-known. The offices with the least recognition in the survey were:
- I.E.D.C.
 - Sexual Harassment personnel
 - C.I.R.T.
- ❖ 56% of respondents would know where to direct a student with discrimination issues.

Objective #1: Provide More Support Structure for Incidences Involving Students in Crisis

Action Steps

- Create a mechanism such as an email list where faculty interested in receiving Police & Safety's active-shooter defense strategies can register. In the past, scheduling these trainings has been difficult (*Police & Safety; ongoing*).
- Ensure that adequate active-shooter defense training is being offered by Police & Safety. Optimally, a training session would be offered each semester. (*Police & Safety; ongoing*).
- Consult with Counseling Services about the feasibility of providing an ongoing faculty workshop (as well as an ANGEL site with resources), to be held at the beginning of each semester, regarding best practices for situations involving students who suffer problems related to mental illnesses or emotional distress (*Counseling Services; 2011-2012*).
- Contact Student Affairs and Judicial Affairs re: providing a joint faculty workshop (perhaps to be presented at Faculty Organization meetings) that outlines their procedures for situations involving students in crisis (*Student Life; 2012-2013*).
- Conduct follow-up interviews with faculty who have reported incidences involving disruptive students to ensure that they have the support they need (*Student Life; Chancellor's Office; ongoing*)

Objective #2: Raise Faculty Awareness of Crisis Support Organizations on Campus

Action Steps

- Create a one page handout with brief descriptions of crisis services organizations with contact information. This handout would be distributed to all current faculty and also posted on the I.E.D.C. website (*I.E.D.C. 2012-2013*)

Goal #5: Address Issues Involving Workload and Academic Rank

Overview:

Note on data. A large number of respondents did not identify a rank; of those who did, responses were split nearly evenly between self-identified fixed-term faculty (37%) and tenure or tenure track individuals (35%).

Intra-Community Respect

- ❖ 51% of all participants agreed with the statement “I feel that people of all academic ranks are treated with equal respect within my school.” 30% *disagreed*.
 - Females disagreed with that statement at a higher rate (40.8%) than did males (19.7%).

Objective #1– Promote an environment where colleagues of all ranks treat one another with civility and respect.

- Increase avenues for open discussion about issues of rank and perceived inequalities.
 - Create an optional message board discussion on ANGEL for interested parties (ongoing)
 - Urge faculty members and School Directors to openly discuss any concerns during their Annual Review Report conferences (ongoing practice)
 - Recommend that Faculty Council’s Faculty Affairs committee take up the issue of rank-related conflicts and inequity as a future charge (*Faculty Council: 2013-2014 or beyond*)
 - Send out a campus-wide email that:
 - Provides links to the Penn State policies HR21 and HR 23, which determine teaching respective weights for tenure-track/tenured and non-tenured faculty
 - Reminds campus about the flexible workload guidelines which allow them (in consultation with the faculty member) to change responsibilities, with the associate dean's approval (*Chancellor’s Office: 2012-2013*)

Objective #2 – Continue to probe effects of gender issues on workplace morale with regard to rank:

- ❖ According to the Human Resources fall faculty census, the non-tenured faculty (status of FTM/FT1/FTII or Research Associate/Assistant) are split fairly evenly by gender (55% male; 45% female). Tenure or tenure-track faculty, however, are split 71.7% male/28.2% female.
- Suggest that the Institutional Equity and Diversity Committee, in partnership with the Behrend Liaison to the Commission for Women, take up as a charge the study of the impact of gender inequity within ranks (*IEDC and CFW: 2012-2013*).

Committee Elections

- ❖ Most (82%) respondents believe they have abundant opportunities for service via committee work. 63% agreed that committee elections were fair (many respondents reported being “neutral” on this issue).
 - In written comments, the feeling that committee selection is often political and comes complete with “campaigns” was voiced several times. In particular, the Promotion & Tenure committee is perceived as opaque and mysterious

Objective #1: Strive to ensure that candidates interested in committee work have ample access, and that elections to committees are fair and transparent.

- Ensure that all schools have established a nominating committee in order to glean the maximum number of interested candidates for positions (*School Directors; 2012-2013*)
- Widely publicize calls for nominations at School Meetings in order to give all interested candidates the opportunity to learn about available positions (*School Directors: ongoing*)
- Publicize, via email, the new selection procedures for the college Promotion and Tenure Committee (members may serve one or two two-year terms – up to four consecutive years – before taking a sabbatical from the committee for two years) (*Chancellor’s Office or Academic Schools: 2012-2013*)

Service, Teaching and Research Weight Issues

- ❖ The highest rates of “neutral to disagree” responses came in the area of reward for service. 30% of respondents disagreed that service was adequately rewarded.
 - The open-ended comments also often addressed these themes:
 - Service not rewarded enough, and often exceeds its “10%” weight.
 - Service is unequally distributed, and often goes unrecognized for contingent faculty like FT1s.

Objective #1: Emphasize the wide range and flexibility of service options for all faculty

- Send a high-level message via email that discusses the many different forms service to the University can take besides (as well as) committee work (*Chancellor’s Office: 2012-2013*)
- Make faculty mentors who are or will be (per the new mentoring policy) working with FT1s and adjuncts aware of this issue. Encourage mentors to talk to their mentees about ways to avoid service burnout and also ways for FT1s to highlight their service for annual review consideration (*Academic Schools; ongoing*)

Objective #2: Encourage ongoing dialogue between the schools re: how service is evaluated

- Identify different models that the academic schools use for evaluating and rewarding service and make sure the information is circulated for discussion at School Meetings (*School Directors: 2012-2013*)
- Encourage faculty members who are concerned about service over-commitment or lack of reward to discuss possible re-weighting of responsibilities with appropriate personnel (*Program Chair and/or School Director*)

Teaching and Research Issues

- With respect to teaching obligations, 22% overall disagreed that the teaching loads were “reasonable.” Slightly more tenured/tenure-track respondents disagreed with the above statement.
- The open-ended comments often addressed these themes:
 - Highly unequal student distributions mean that some faculty members who teach big classes have less opportunity for research.
 - T1 and adjuncts are vulnerable employees who have heavy teaching expectations and little respect from the institution.
- While only 16% disagreed that research expectations for their rank were “reasonable,” the following issues were raised:
 - Research expectations can be confusing (in terms of what counts as a “quality” research outlet).
 - Research expectations are excessive for a student-centered undergraduate college.

Objective #1: Ensure that faculty members understand their research and teaching expectations and have the ability to review their options

- Remind faculty members to use the Annual Review meeting time to discuss any concerns about their teaching or research goals with their academic supervisor (*ongoing*)
- Remind School Directors to work together with faculty members to create strategies that will help faculty members meet their goals in the best way possible (*ongoing*)

Goal #6: Create a Campus Free of Harassment

Overview:

- 26.5% of respondents identified as women reported experiencing harassment within the last year.

- Within that group, “gender” and “age” were two categories overwhelmingly chosen as the source for the harassment.
 - In a majority of cases, a student was the perpetrator, and used either hostile email or verbal intimidation.
 - In nearly all of the student incidents, faculty reported successfully seeking help from student affairs staff.
 - In cases of faculty harassment, there was usually no resolution reported.
- Several men also reported experiencing harassment within the last year. Within that group:
 - Harassment based upon race, religion and sexual orientation were addressed.
 - The primary perpetrators were students who made inappropriate comments, and little resolution was reported.
- Several respondents who chose to remain gender anonymous reported harassment.
 - Respondents mentioned a variety of categories including political beliefs, gender, rank, age, and sexual orientation.
 - Respondents mentioned conflicts with fellow faculty members and administrators, most of which had not been resolved.
- 39% of respondents identifying as women reported seeing *others* harassed. Within that group:
 - The highest categories marked were “non-native speaker status” and “sexual orientation.” Gender and ethnicity were also mentioned several times.
 - Most respondents reported witnessing students mocking other students based upon their non-native speaker status or their perceived sexual orientation.
- 17% of respondents identifying as men reported seeing *others* harassed. Within that group:
 - “Gender” was marked in all reported cases as a source category. Others included sexual orientation, ethnicity and non-native speaker status.
 - In most cases, students perpetrated the harassment via email or inappropriate verbal comments.

- Several respondents who chose to remain gender anonymous reported seeing others harassed. Within that group:
 - Harassment based upon physical disability, gender and religion were addressed.
 - Perpetrators included students and faculty members; most situations were not resolved.

Objective #1: Strengthen support for and visibility of existing on-campus services for faculty who face harassment.

- Increase the visibility of the Ombudsman and the designated sexual harassment resource personnel by via:
 - Presentation to Faculty Council
 - Campus-wide email describing these individuals' duties, responsibilities and contact information
 - Handout (text can be identical to email) placed in all faculty boxes

Objective #2: Create new support mechanisms aimed at empowering faculty to combat harassment.

- Allow the Behrend website to enable a method of anonymous e-reporting of harassment in the classroom to the Associate Dean of Academic Affairs (OMC; Associate Dean's office: 2012).
- Increase means of support for non-native speaking faculty, including:
 - Online support and workshops via Center for Teaching Initiatives
 - Mutual classroom observations with other faculty members
 - Services of English conversation partners/coaches if requested (*Schools; CTI; Chancellor's Office; international liaison; ongoing*).
- Gather data on SRTes that contain comments which disparage a faculty member based on some category of personal identity.
 - Encourage faculty members who receive these comments to report them to one of:
 - Ombudsman
 - Designated college personnel
 - Immediate supervisor
 - Individuals receiving reports should discuss the nature of the incident, while maintaining confidentiality about the identity of the faculty member (unless waived), with the Associate Dean of Academic Affairs (*ongoing*).
- Consider hiring outside professionals for on-campus workshops that target the categories of harassment most prominent in the survey responses (*Chancellor's Office: ongoing*)

- Gender
- Non-native speaker status
- Sexual Orientation
- Work with Center for Teaching Initiatives to provide workshops on classroom management and assertiveness training (*CTI; ongoing*).

Objective #3: Strengthen the message to students that harassment of faculty is unacceptable.

- Ensure that a portion of the programming on the day of Academic Orientation is dedicated to classroom etiquette, including respectful methods of interacting with faculty (*LRC, Chancellor's Office and Academic Schools: 2012*).
- Send an email alerting students to the reporting website, so that if a student feels his/her peer's classroom behavior is unacceptable, he/she has a method to alert campus officials (*see above*).
- Consult with Student Affairs about best practices and current problems involving student harassment of faculty, in the hope of creating programming/policies to lessen harassment (*Student Affairs, Chancellor's Office and IEDC: 2012-2013*)

Goal #7: Maintain a Diverse & Inclusive Climate

Objective #1: Provide Continuing Professional Development for Faculty

- Develop a "brown-bag" series to be held every semester, either at lunchtime or late afternoon. It is recommended that these workshops would first address three areas that were in need of visibility according to the Climate Survey results:
 - International Cultures and non-native speaker issues
 - Veteran issues
 - Socioeconomic class issues
- Consider an equivalent of "Act 48" credit whereby attendees of climate workshops (such as the ones above) could receive points/recognition on their annual reviews (*Chancellor's Office and School Directors: 2012-2013*)
- Schedule faculty workshops, perhaps to be held during the annual Gender Conference, that would examine best practices for class discussions on issues of race, gender and sexual orientation (all prioritized by respondents in the survey) (*Women's Studies; Humanities & Social Sciences; 2012-2013*).

- Utilize the revamped Administrative Fellows Program to identify academic projects of value to the entire campus, and to provide opportunities in administrative education to interested faculty, both fixed-term and standing (*IEDC and Chancellor's Office: 2013-2014 and on*)

Objective #2: Obtain more information about improving climate via a targeted survey

- Consider an internal survey, modeled after the University of Idaho's, that is targeted to Behrend offices and individuals "having responsibility for programming, outreach, engagement, and service provision to underrepresented students and groups." The survey assesses the strength of these units' resources and administrative support, as well as the variety of challenges that hamper their effectiveness and promote their success (*IEDC; 2012-2013*).

Objective #3: Maintain momentum.

- Create a review cycle by which the goals and action steps contained in this suggested action plan are part of the I.E.D.C.'s standing charges to review on a biannual basis (*I.E.D.C.; ongoing*).

Proposed Implementation of Climate Survey Recommendations – Academic Year 2012-2013

Goal #1: Create Additional Strategies to Recognize Faculty Contributions to the Campus

The action steps focus upon ways to create strong sense of personal connection to the campus for new incoming faculty, as well as ways to highlight faculty achievements and strengthen the message that all faculty members are valued.

Suggested Action Steps for 2012-2013

- Coordinate Welcome Wagon process amongst the schools to ensure that each incoming faculty member receives identical (non-school specific) orientation material. (Chancellor's Office; Academic Schools).
 - Create pool of Welcome Wagon Mentors – faculty from all ranks who have familiarity with the Erie area, and who would make themselves available via email or in person to answer questions about the nuts-and-bolts of moving, child care, real estate and more (Chancellor's Office; Academic Schools).
 - Designate one official liaison to provide information to incoming international hires. Consult with Office of Institutional Equity and Diversity about best practices/individual to be liaison (Student Affairs and IEDC; Fall 2012).
- Hold lunchtime Q and A sessions with new faculty twice during the fall semester and once during the spring semester (Office of Academic Affairs; ongoing).
- Develop competitive research release grant open to FTM faculty to ensure that non-tenure-track faculty with significant research agendas have additional opportunities to pursue their academic specializations (Chancellor's Office)
- Develop “Ambassador Award” given by Admissions for a faculty member whose outreach on behalf of Penn State Behrend is outstanding (Admissions)
- Enhance retirement commemorations for faculty (Academic Schools).
- Develop feature page(s) on website highlighting faculty research and publications (OMC)
- Examine possibility of utilizing a room in Reed or another central location for a weekly faculty gathering (Chancellor's Office and HFS)
- Increase (nonsectarian) holiday or seasonal gatherings (Chancellor's Office)

Goal #2: Support Efforts to Foster Classroom Environments that Value Diversity & Civility

Overview: The action steps are drawn from widespread dissatisfaction with students' preparedness to encounter diverse groups, both inter-culturally and internationally. They emphasize the message of classroom civility and appropriate conduct as well as increased international exposure for students.

Suggested Action Steps for 2012-2013

- Diversity Plan Progress: Study progress made so far in the 2010-2015 Behrend Diversity Plan (Chancellor's Office and School Directors)
- Assess curricular needs and lay groundwork for 2014-2015 application for second Fulbright Scholars-in-Residence program; other methods (governmental exchange, etc.) to increase international faculty (Chancellor's Office and School Directors)
- Invest in strategic planning for new faculty-led study abroad courses to increase overall enrollment and decrease competition for students (Learning Resource Center & Academic Schools)

Goal #3. Strive to Ensure that the Campus is Physically Welcoming to All

Overview: These action steps focus on areas of particular interest to respondents, including the promotion of campus safety in emergency situations, disability access, and the development of lactation and family-friendly spaces.

Suggested Action Steps for 2012-2013

- Disseminate an emergency evacuation campus map that locates exits from the campus and exits from buildings to the campus (HFS, Student Affairs)
- Consult Maintenance & Operations about how to safely evacuate areas with bolted windows on campus (M+O and School of Science)
- Investigate the possibility of a vehicular escort service, by which students, faculty and staff working at night on campus could call and be escorted safely to their cars or campus destinations (Student Affairs & Chancellor's Office).
- Increase the number of, and publicize the existence of, security cameras in the Burke garage (Police & Safety)
- Locate the multi-user breast pump in a clean and central location on campus, and publicize the location to the campus (HFS; in-progress)
- Install Diaper Decks in both women's and men's restrooms in several key locations across campus including Reed, Burke, and Metzgar (HFS)
- Ensure (and publicize) that Bruno's and Dobbins have several high chairs and booster seats available (HFS)
- Develop a web page on family activities at the Behrend campus (OMC)

Goal #4: Raise Awareness of Campus Resources on Climate & Diversity, and Provide Requested Continuing Education

These action steps focus on the respondents' desires for education and services addressing students in distress.

Suggested Action Steps for 2012-2013

- Coordinate new trainings on active shooting defense and emergency evacuations (Police & Safety).
- Provide Faculty Organization talk on best practices for handling student issues related to mental illness and/or emotional distress (Counseling Services).
- Provide workshop outlining administrative process for assisting students in crisis (Student Affairs).
- Create a one page handout with brief descriptions of crisis services organizations with contact information. This handout would be distributed to all current faculty and also posted on the I.E.D.C. website (I.E.D.C).

Goal #5: Address Issues Involving Workload and Academic Rank

These action steps respond to areas of concern raised by respondents regarding elections, teaching loads, service requirements and more.

Suggested Action Steps for 2012-2013

- Suggest that the Institutional Equity and Diversity Committee, in partnership with the Behrend Liaison to the Commission for Women, take up as a charge the study of the impact of gender inequity within ranks (IEDC and CFW).
- Ensure that all schools have established a nominating committee in order to glean the maximum number of interested candidates for positions (School Directors)
- Publicize, via email, the new selection procedures for the college Promotion and Tenure Committee (members may serve one or two two-year terms – up to four consecutive years – before taking a sabbatical from the committee for two years) (Chancellor's Office or representative of P&T).

Goal #6: Create a Campus Free of Harassment

These steps focus upon combating harassment and bullying.

Suggested Action Steps for 2012-2013

- Increase the visibility of the Ombudsman through email announcement and presentation at Faculty Council (Chancellor's Office & Faculty Council)
- Increase means of support for non-native speaking faculty, including:
 - Online support and workshops via Center for Teaching Initiatives
 - Mutual classroom observations with other faculty members

- Services of English conversation partners/coaches if requested (Schools; CTI; Chancellor's Office; international liaison).
- Gather data on SRTEs that contain comments which disparage a faculty member based on some category of personal identity (Chancellor's Office & Academic Schools).
- Provide assertiveness training workshop (CTI).

Goal #7: Maintain Work Towards a Diverse & Inclusive Climate

This segment discusses methods to maintain positive momentum on climate issues. .

Suggested Action Steps for 2012-2013

- Charge the IEDC to sponsor a “brown-bag” series to be held every semester, either at lunchtime or late afternoon. It is recommended that these workshops would first address three areas that were in need of visibility according to the Climate Survey results:
 - International Cultures and non-native speaker issues
 - Veteran issues
 - Socioeconomic class issues (I.E.D.C)
- Schedule faculty workshops, perhaps to be held during the annual Gender Conference, that would examine best practices for class discussions on issues of race, gender and sexual orientation (all prioritized by respondents in the survey) (Women's Studies; Humanities & Social Sciences).
- Utilize the revamped Administrative Fellows Program to identify academic projects of value to the entire campus, and to provide opportunities in administrative education to interested faculty, both fixed-term and standing (IEDC and Chancellor's Office).
- Implement an end-of-the-year report to the I.E.D.C. and Faculty Council on the success of the initiatives above.