**Attendees:** Anthony Atchley, Priya Baboo, Sven Bilen, Peter Butler, Jerry Ciolkosz, Clark Colborn, Chita Das, Cheng Dong, Eric Donnell, Pat Fox, Mary Frecker (representing Karen Thole), John Hajduk, Paul Heinemann, Jack Langelann (representing Phil Morris), George Lesieutre, Tom Litzinger, Dana Marsh, Rebecca Mason, Christine Masters, Arthur Motta, Kevin Parfitt, Chris Rahn, Christina Randal, Terry Reed, Phil Savage, Bobbi Schaffer, Vic Sparrow, Judy Todd, Lynn Tressler, Patrick Tunno, Janis Terpenny, Jennifer Wu

**Absent:** Kultegin Aydin, Amy Freeman, Tom LaPorta, Karen Thole, Phil Morris

**Guests:** Peggy Johnson

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<thead>
<tr>
<th><strong>Convene/Introductions/Updates</strong></th>
<th><strong>Lead:</strong> Anthony Atchley</th>
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<tbody>
<tr>
<td><strong>Summary of Discussions</strong></td>
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<tr>
<td>Anthony encouraged all to complete the compliance training titled Understanding Title IX at Penn State by the due date of 4/30/2017. To access the training, go to <a href="http://LRN.psu.edu">http://LRN.psu.edu</a>.</td>
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<td>Clark announced that the University is moving forward with the appointment of a programming committee for the Engineering Student Collaboratory Building. He will be scheduling meetings with all relevant department heads over the next two to three weeks to begin preliminary discussions of the program elements. Clark also mentioned that a request for proposals will be issued to all units for utilization of space in Hallowell Building upon Biomedical Engineering’s move to the new Chemical and Biomedical Engineering Building in early 2019.</td>
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<td><strong>Recommendations:</strong> N/A</td>
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<tr>
<th><strong>ENGAGE Climate Study Actions</strong></th>
<th><strong>Lead:</strong> Tom Litzinger and Peggy Johnson</th>
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<tr>
<td><strong>Summary of Discussions</strong></td>
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<tr>
<td>Tom Litzinger presented possible actions to address issues from the ENGAGE study. The presentation is attached.</td>
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<td>Links related to the ENGAGE discussion can be found:</td>
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<td>Google’s intro video about Unconscious Bias: <a href="https://rework.withgoogle.com/guides/unbiasing-raise-awareness/steps/introduction/">https://rework.withgoogle.com/guides/unbiasing-raise-awareness/steps/introduction/</a></td>
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<td>Deloitte Reports on Inclusion and Leadership:</td>
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<td>Re-examining the business case for diversity (2011)</td>
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<tr>
<td><a href="https://www.ced.org/pdf/Deloitte_-_Only_Skin_Deeep.pdf">https://www.ced.org/pdf/Deloitte_-_Only_Skin_Deeep.pdf</a></td>
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(continued )
Possible Actions to Enhance Learning and Working Environments in the College

Prepared by
Tom Litzinger, Co-Chair of Climate Study Planning Committee

Enhancing the Learning & Working Environment in the College of Engineering
Overall Approach to Developing the Plan

Based on the ENGAGE survey results, four goals were developed to guide the action plan. These four goals are:

- Goal 1: Raise awareness of the challenges identified by the study
- Goal 2: Help all members of the College build new skills that will allow us to achieve a climate fully based on respect and inclusion
- Goal 3: Build new infrastructure to support continuous enhancement of climate
- Goal 4: Address resource-based issues

To identify possible actions to address Goals 1 to 3, literature on inclusion and diversity was reviewed, and benchmarking was conducted at a few other institutions including Virginia Tech, which has recently launched “Inclusive VT.” In addition, DiversityEdu was contacted about their online training for students, staff, and faculty, which is being used at Virginia Tech and UIUC.

After the launch of All-in at Penn State, a meeting was held with Dr. Peggy Lorah, who is the All-in liaison for our College. Discussions included the results of the climate study and what resources might be available through the All-in initiative that could be integrated into the action plan. Dr. Lorah is Director of the Center for Women Students within Student Affairs.

Introduction

In order to maximize the impact of actions to enhance the climate, we must take steps to avoid adverse reactions that can arise in training related to diversity. Therefore, it is critical that our communications with the College community explain that we are taking action in order to achieve our goal of having a learning and working environment that is fully based on respect and inclusion. We must make it clear that we are not being forced to take action because of policy or legal considerations. On the following pages, possible actions are provided related to each of the four goals.

Chances of success will be increased if Deans, Department Heads and other Unit Heads lead the way in taking action, including professional development, to signal that we are truly behind these efforts. Therefore, this plan is being distributed to administrators and unit leaders across the college to obtain their input on the plan.

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1 “Respect and inclusion” is taken from the “Ethos of respect and inclusion,” which is the phrase used by the UC-system President in discussing goals for climate initiatives. (http://campusclimate.ucop.edu/results/index.html)
2 FAQs about “All-in at Penn State” http://allin.psu.edu/faq.html
Goal 1: Raise awareness of the challenges identified by the study

- Work with College marketing team to raise awareness of study results
  - One option is to create making a “data-video” on key findings for staff and faculty. This video would look like “If the world were a village of 100 people”\(^4\)
- Hold voluntary, facilitated department-based discussion groups for staff and faculty to raise awareness. Co-chairs of the Climate Study Planning Committee (Tom Litzinger and Peggy Johnson would attend these meetings. Dr. Lorah will be contacted to identify an appropriate facilitator.)
- Create awards for students, staff and faculty for contributions to improving climate/raising awareness (like the Stand-up Awards given by Rock Ethics Institute\(^5\))

Goal 2: Help all members of the College build new skills that will allow us to achieve a climate fully based on respect and inclusion

- Administrators and unit leaders
  - Professional development for inclusive leadership
    - Deloitte\(^6\) recommends the training for inclusive leaders begin with Self-awareness
      - What are our conscious and unconscious biases?
      - What are our “default” modes of acquiring information and making decisions that are likely to perpetuate biases?
    - Additionally, Deloitte’s list of actions that leaders should take to build an inclusive environment\(^7\) suggest the following elements for the training:
      - “Thought diversity”
      - Benefits and challenges of thought diversity within organizations
      - Collaborative leadership skills
  - Consider going beyond to hire an external consultant to shadow key leaders in the College, starting with the Deans, to help us improve our abilities to build the type of climate that we desire.

- Search committees
  - Implement required training on unconscious bias and micro-inequities
    - Both UIUC and Virginia tech use DiversityEdu (diversityedu.com) for search committees.
    - This is online training requiring less than two hours.

\(^4\) “If the world were a village of 100 people - https://www.youtube.com/watch?v=QFrqTFRy-LU
\(^5\) http://rockethics.psu.edu/initiatives/ethics-education/programs/ethical-leadership/stand-up-award
\(^6\) Inclusive Leadership, Deloitte Australia, 2012. (Available online)
\(^7\) Re-examining the business case for diversity, Deloitte Australia, 2011. (Available online)
Conduct rigorous review of COE hiring practices and implement systematic methods for evaluating applications and the candidates themselves in order to reduce the effects of unconscious biases.

- **Students**
  - Required training
    - Implement DiversityEdu for juniors, and possibly new grad students; this training is being used at UIUC and Virginia Tech.
    - This training is delivered on-line. Estimates of costs are included in Appendix A
  - Initiate “All in” week
    - Hold TED-like conference with student, staff, and faculty talks about climate related issues.
    - Work with World-in-Conversation to facilitate the conference and discussions

- **Staff**
  - Provide training that develops skills to deal with the issues identified in the study. Staff should be able to speak up when they are disrespected, or worse, and they should know where to turn if they don’t think they can speak up. (See related items in infrastructure below.)

- **Faculty**
  - Provide training that builds skills that support respectful interactions (even when we are under stress!). Training would focus on two types of interactions:
    - Faculty interacting with staff and other faculty
    - Faculty interacting with students in and out of the classroom, including in research groups
Goal 3: Build infrastructure to support continuous enhancement of learning and working environments

- Establish standing Climate Committee to support Director
- Create position of Director for Enhancement of Learning and Working Environments. Some responsibilities of this position would include:
  - Champion inclusion and diversity initiatives
  - Work with Climate Committee to develop and track key metrics
  - Manage delivery of training and tracking of its effectiveness
  - Manage confidential reporting system (described below)
  - Coordinate All-in Allies (described below)
  - Manage periodic climate studies and data analysis
- Create a confidential reporting system and provide monthly summaries to entire COE community (Penn State Libraries took this action after they did a climate study.)
- Create an Inclusive Allies Network based on one that exists at NASA Goddard. This group, called the “All-in Allies,” would:
  - Promote inclusive behavior
  - Model inclusive behavior to help it spread throughout the College
  - Provide confidential support
  - Serve as the confidential reporting channel for those who encounter exclusionary behavior

Goal 4: Address resource-based issues

The climate study identified some issues that will require substantial funding to address.

- Workload for staff – increased staffing in critical areas seems to be the primary solution for this issue.
- Accessibility issues for community members with disabilities – Review of CoE buildings for access to identify required renovations.
- Quality of workspaces including student space and research labs – This is a long standing issue that will take many years to address. The “Collaboratorium” would be a major first step.

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8 Personal communication with John Meier, Science Librarian, Formerly Interim Head of Engineering Library