

Informational Report to the
Middle States Commission on Higher Education

From

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Informational Report in
Response to the Commission's Letter
Dated November 11, 2011
Addressing Recent Developments and
Plans to Ensure Ongoing Compliance with Commission's
Requirements of Affiliation and with Standard 6, Integrity

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EXECUTIVE SUMMARY

Penn State presents this report at the request of the Middle States Commission on Higher Education. As Standard 6 expresses, an effective institution of higher education should serve the public interest and demonstrate integrity in all institutional settings, venues, and activities. As further stated in Standard 6, it is critical that the University exemplify qualities expected to be embodied in our students, including “justice, equity, and respect for diversity and human dignity.” Other fundamental elements of this Standard include honesty and access. The University recognizes that recent events are shining a spotlight on the integrity of the institution, including behaviors and the context in which actions and decisions take place. Given serious public concern, Penn State respects the intent of the November 11, 2011, request for an informational report and the need for the Commission to conduct special evaluations and reviews.

Concurrent with the Commission request, Penn State is also formulating responses to other on-going inquiries from organizations such as the National Collegiate Athletic Association (Intercollegiate Athletics) and the U.S. Department of Education (Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act). Penn State is cooperating fully with these inquiries and will continue to do so as they progress. As requested by Vice President Tito Guerrero in his November 11, 2011 letter to President Rodney Erickson and as noted in Vice Provost Blannie Bowen’s November 16, 2011 response, we will keep the Commission informed about the status and results of the on-going investigations as relevant issues emerge. Consequently, this informational report will focus on academic compliance with the spirit and intent of the Requirements of Affiliation and Standards for Accreditation (particularly, Standard 6). When appropriate, however, non-academic elements will also be included where it may be helpful.

The report is divided into eight sections. First, the Penn State Principles will be presented, which embody values expected of the Penn State community. The second and third sections provide a brief review of selected policies, guidelines, practices and structural foundations that demonstrate existing efforts to foster integrity. Following this, the fourth section presents examples of programmatic and educational offerings that provide further foundational support for the University’s principles, policies, and guidelines. The fifth and sixth sections turn to the efforts that Penn State is making to address recent developments, with the seventh section summarizing how the University has explored actions and considerations in response to recent events. The report will end with some concluding thoughts and reflections.

What Penn State must demonstrate to the public and all constituents is a renewed commitment to ensuring that individuals who comprise the University act according to the institution’s core values with integrity-based behaviors and actions, while simultaneously refocusing on rebuilding the enthusiasm and pride that have characterized the University for more than 155 years.

While the events and circumstances prompting this report are distressful for the entire Penn State community, the request for an informational report from the Commission provides a timely opportunity for critical reflection and assessment. This has highlighted the fact that the University has a comprehensive array of policies, guidelines, programs, and statements of principle reflecting long valued adherence to integrity, ethics, and responsible behavior, and Penn State appreciates the invitation to provide this informational report.

SECTION 1

INTRODUCTION: PENN STATE PRINCIPLES

Developed in 2001 with input from administrators, University Faculty Senate leaders, and student leaders, the Penn State Principles (<http://www.psu.edu/ur/principles.html>) embody the values expected of the University's students, faculty, staff, administration, and alumni. The Principles are:

I will respect the dignity of all individuals within the Penn State community.

The University is committed to creating and maintaining an educational environment that respects the right of all individuals to participate fully in the community. Actions motivated by hate, prejudice, or intolerance violate this principle. I will not engage in any behaviors that compromise or demean the dignity of individuals or groups, including intimidation, stalking, harassment, discrimination, taunting, ridiculing, insulting, or acts of violence. I will demonstrate respect for others by striving to learn from differences between people, ideas, and opinions and by avoiding behaviors that inhibit the ability of other community members to feel safe or welcome as they pursue their academic goals.

I will practice academic integrity.

Academic integrity is a basic guiding principle for all academic activity at Penn State University, allowing the pursuit of scholarly activity in an open, honest, and responsible manner. In accordance with the University Code of Conduct, I will practice integrity in regard to all academic assignments. I will not engage in or tolerate acts of falsification, misrepresentation or deception because such acts of dishonesty violate the fundamental ethical principles of the University community and compromise the worth of work completed by others.

I will demonstrate social and personal responsibility.

The University is a community that promotes learning; any behaviors that are inconsistent with that goal are unacceptable. Irresponsible behaviors, including alcohol or drug abuse and the use of violence against people or property, undermine the educational climate by threatening the physical and mental health of members of the community. I will exercise personal responsibility for my actions and I will make sure that my actions do not interfere with the academic and social environment of the University. I will maintain a high standard of behavior by adhering to the Code of Conduct and respecting the rights of others.

I will be responsible for my own academic progress and agree to comply with all University policies.

The University allows students to identify and achieve their academic goals by providing the information needed to plan the chosen program of study and the necessary educational opportunities, but students assume final responsibility for course scheduling, program planning, and the successful completion of graduation requirements. I will be responsible for seeking the academic and career information needed to meet my educational goals by becoming knowledgeable about the relevant policies, procedures, and rules of the University and academic program, by consulting and meeting with my adviser, and by successfully completing all of the requirements for graduation.

While the Penn State Principles are not policy and are not intended to interfere with an individual's academic or personal freedom, the Principles lay a foundation for responsible behavior by all members of the Penn State community. From a student perspective, these principles, often referred to as ROAR (Respect for the dignity of all community members; Ownership of personal responsibility; Academic integrity; and Responsibility for academic progress and compliance with University policies), are reviewed in regularly established student meetings conducted by the Division of Undergraduate Studies advisers, college faculty and administrators, and the Division of Student Affairs. The Principles are also communicated via letter to new first-year students, in the Parents and Families Guide distributed during the First-Year Testing, Consulting, and Advising Program, during the President's New Student Convocation, and through Undergraduate Admissions messages to prospective students via "Getting to Know Penn State" on Penn State's Undergraduate Admissions website (<http://admissions.psu.edu/pennstate/principles/>).

SECTION 2

FOUNDATIONAL ELEMENTS THROUGH POLICIES, GUIDELINES, AND OTHER ESTABLISHED PRACTICES

In 2010, the University established a new website titled “University Ethics” (<http://www.universityethics.psu.edu/>) which is linked from the main Penn State web-site. This website affirms the University’s commitment to ethical and professional conduct, and includes a message from President Rodney Erickson. In addition, the website provides a link to University policies specific to ethics and integrity, the student Code of Conduct, the Penn State Principles, and various University statements, including the University Statement of Ethical Behavior, with a statement of Protection and Freedom from Retaliation (<http://www.universityethics.psu.edu/ethicalbehavior.shtml>). As the University moves forward in the aftermath of recent events and strives to strengthen an already established fundamental commitment to integrity, this website will provide additional information and resources.

The following policies and guidelines are relevant to Standard 6 of the Commission’s Requirements of Affiliation and Standards for Accreditation. While not exhaustive, these examples provide a sense of the expectations expressed in policies and guidelines that have long been instituted and accepted within the Penn State community.

General

Corporate Bylaws, Article VI: Disclosure of Potential Conflict of Interest by Employees of the University

<http://www.psu.edu/trustees/pdf/bylaws.pdf>

States that employees shall disclose to the administrative head of the college or other unit in which they are employed, or other appropriate superior officer, any potential conflict of interest of which they are aware before a contract or transaction is consummated.

Standing Orders of the Board of Trustees, Order IX: Governance of the University

<http://www.psu.edu/trustees/pdf/standingorders.pdf>

Articulates the role of the Board of Trustees in University and internal governance, role of the president in University governance, and the role of faculty and students.

AD67: Disclosure of Wrongful Conduct and Protection from Retaliation

<http://guru.psu.edu/policies/AD67.html>

Frames the University’s commitment to maintaining the highest standards of ethics and conduct, consistent with applicable legal requirements and University policies, and encourages and protects from retaliation those who desire to report potential violations of standards.

AD47: General Standards of Professional Ethics

<http://guru.psu.edu/policies/AD47.html>

Sets forth statements of general standards of professional ethics to serve as a reminder of the variety of obligations assumed by all members of the Penn State community.

AD41: Sexual Harassment

<http://guru.psu.edu/policies/Ad41.html>

Affirms Penn State's commitment to maintaining an academic and work environment free of sexual harassment, a commitment to preventing and eliminating sexual harassment, and resolution of complaints through the University's Affirmative Action Office.

AD12: Sexual Assault, Relationship and Domestic Violence, and Stalking

<http://guru.psu.edu/policies/ad12.html>

States the policy and stance of non-tolerance of such acts along with the prosecution of such acts and support for victims.

AD29: Statement on Intolerance

<http://guru.psu.edu/policies/AD29.html>

States the University's definition of acts of intolerance based on characteristics such as age, ancestry, color, disability or handicap, genetic information, national origin, political belief, race, religious creed, sex, sexual orientation, gender identity, and veteran status, and describes procedures and resources that the University has committed to prevent and eliminate such acts of intolerance by faculty, staff and students; includes provisions to protect individuals reporting concerns and complaints about acts of intolerance.

AD42: Statement on Nondiscrimination and Harassment

<http://guru.psu.edu/policies/Ad42.html>

Establishes the University's policy on discrimination against or harassment of any person because of age, ancestry, color, disability or handicap, genetic information, national origin, race, religious creed, sex, sexual orientation, gender identity or veteran status; provides guidelines to protect individuals reporting such discrimination.

HR35: Public Service and Political Endorsements by Members of the Faculty and Staff

<http://guru.psu.edu/policies/OHR/hr35.html>

Outlines the policy under which faculty or staff members may provide public service, with membership on the faculty or staff carrying additional responsibilities of citizenship which reflect a) the educator's function as a source of informed, objective counsel; and b) the compact through which the University receives public funds for use in meeting society's educational and research needs.

HR42: Payment of Personal Compensation by a State Agency or Department of the Commonwealth

<http://guru.psu.edu/policies/OHR/hr42.html>

Outlines the conditions governing personal compensation for services rendered by faculty or staff members to agencies or departments of the Commonwealth of Pennsylvania, including submission of a written statement to the President of the University covering a description of the service rendered, a statement of time required, amount of personal compensation anticipated, and the effect of such service on the individual's obligations to the University.

HR91: Conflict of Interest

<http://guru.psu.edu/policies/OHR/hr91.html>

States that in order to avoid the possibility of misunderstandings concerning the appropriate conduct of faculty and staff members in regard to all transactions touching upon their University duties, faculty and staff shall conduct themselves in an honest and fair manner and shall not make personal use of or gain from University property or knowledge acquired from their position at the University. Faculty and staff shall disclose to appropriate University personnel any potential conflict(s) of interest.

RA10: Handling Inquiries/Investigations into Questions of Ethics in Research and in Other Scholarly Activities

<http://guru.psu.edu/policies/RA10.html>

States that public trust in the integrity and ethical behavior of scholars is essential if research and other scholarly activities are to play their proper role in the University and in society. The maintenance of high ethical standards is a central and critical responsibility of faculty and administrators of academic institutions. This policy sets forth statements of general standards of professional ethics within the academic community.

RAG20: Guidance on the Disclosure of Significant Financial or Business Interest(s)

<http://guru.psu.edu/policies/RAG20.html>

Provides an overview of general University policies and procedures regarding the disclosure of significant business interest(s) and management of real or perceived conflicts of interest involving research, education, and University service in order to protect the credibility and integrity of the University's faculty and staff so that public trust and confidence in the University's activities is ensured.

HR76: Faculty Rights and Responsibilities

<http://guru.psu.edu/policies/OHR/hr76.html>

Defines the procedures to be followed when issues involving faculty rights and responsibilities have not been successfully resolved through normal administrative channels. Included in this policy is the use of ombudspersons as well as the University Faculty Senate's Committee on Faculty Rights and Responsibilities.

HR79: Staff Grievance Procedure

<http://guru.psu.edu/policies/OHR/hr79.html>

Defines the procedure for staff to appeal alleged or perceived violations of their rights under established rules and regulations.

HR 95: Academic Appointment Background Checking

<http://guru.psu.edu/policies/OHR/hr95.html>

Provides the formal process for background checking for finalists for academic appointments.

HR96: Reference and Background Checking for Other-Than-Academic Appointments

<http://guru.psu.edu/policies/OHR/hr96.html>

Provides the formal process for background checking for finalists for other-than-academic appointments.

Purchasing

BS07: Authority and Procurement

<https://guru.psu.edu/policies/psu/BS07.html>

Provides guidance for buying or selling items with University funds and accepting gifts. This includes individuals or businesses in which the individual or a related family member has a significant interest.

Instruction

AD17: Royalty Payments for Course Materials

<http://guru.psu.edu/policies/AD17.html>

Outlines certain conditions under which faculty may receive royalties, and reminds faculty to avoid conflicts of interest in making academic and/or financial decisions regarding students.

RA17: Courseware

<http://guru.psu.edu/policies/RA17.html>

Provides definitions of computer-based content and course materials that allow teaching without live physical interaction with the student. Conflicts of interest can occur when University personnel develop courseware and courseware methods for personal financial gain rather than for the benefit of their teaching responsibilities for the University.

Private Consulting

HR80: Private Consulting

<http://guru.psu.edu/policies/OHR/hr80.html>

Provides guidance on how individuals with private consulting practices should conduct themselves to avoid conflict with their primary responsibilities as an employee of the University, and also indicates necessary disclosures.

Research and Technology Transfer

RA11: Patents and Copyrights (Intellectual Property)

<http://guru.psu.edu/policies/ra11.html>

Provides a cross-reference of appropriate actions for employees who have access to and/or create certain items and their responsibilities with respect to conflicts of interest.

RA12: Technology Transfer and Entrepreneurial Activity (Faculty Research)

<http://guru.psu.edu/policies/RA12.html>

States appropriate policies for technology transfer activities, including the establishment of faculty companies and consulting, and identifying and reducing the potential for conflicts of interest.

RA14: The User of Human Participants in Research

<http://guru.psu.edu/policies/RA14.html>

Provides for ethical treatment of human participants in all research activities and the assumption for safeguarding human rights and welfare by establishing standards for the protection of human participants of research.

RA20: Individual Conflict of Interest

<http://guru.psu.edu/policies/RA20.html>

Establishes protection for the research, scholarship, artistic endeavors, and technology transfer programs of the University from improper actions that can arise as a result of individual conflict of interest; defines safeguards to preserve the integrity of the University, its faculty, students, staff, officers and other senior managers of the University.

RA21: Institutional Financial Conflict of Interest Involving Sponsored Projects, Dedicated Gifts, Research, Scholarship, and Technology Transfer

<http://guru.psu.edu/policies/RA21.html>

Provides institutional safeguards to sustain a climate in which sponsored projects, dedicated gifts, research, scholarship, artistic endeavors, and technology transfer are carried out responsibly, and in so doing foster an atmosphere of openness and integrity.

RAG13: Special Student Intellectual Property Agreement Forms

<http://guru.psu.edu/policies/RAG13.html>

Establishes rights and responsibilities for intellectual property created by University's students.

RAG16: The Responsible Conduct of Research

<http://guru.psu.edu/policies/rag16.html>

Describes a set of values, principles and standards to guide decision-making and conduct throughout the research process with the intent of increasing awareness of research integrity, and outlines the University's expectations for ethical behavior amongst researchers, in order to foster integrity in the conduct of research.

RAG17: Acceptance of Donated Intellectual Property by The Pennsylvania State University

<http://guru.psu.edu/policies/RAG17.html>

Establishes guidelines for acceptance of donated intellectual property to the University.

Penn State has created and publicized several codes that highlight the importance of and commitment to ethical, integrity-based practices and conduct.

Student Code of Conduct

<http://studentaffairs.psu.edu/conduct/codeofconduct/>

Describes behaviors inconsistent with essential values of the University community, and provides links to applicable Penn State policy statements that inform the Code of Conduct.

Faculty Senate Policy 49-20: Academic Integrity

<http://www.psu.edu/dept/ufs/policies/47-00.html#49-20>

<http://www.psu.edu/dept/oue/aappm/G-9.html>

Indicates the importance of academic integrity, including a commitment by all members of the Penn State community not to engage in or tolerate acts of falsification, misrepresentation or deception as such conduct violates the fundamental ethical principles of the University community. [Note: On November 1, 2011, under the umbrella of the University's Faculty Senate, an Academic Integrity/Honor Code Task Force was charged to review the existing policy and to prepare a report on findings, including possible merits of developing an institution-wide honor code.]

General Research Ethics

<http://www.research.psu.edu/orp>

Sets forth, under the purview of the Office of the Vice President for Research, general research ethics expectations, information, and resources to ensure that research is conducted responsibly and in accordance with regulations protective of human participants, animals, students, and personnel.

Responsible Conduct of Research Initiatives

<http://www.research.psu.edu/orp/education/rcr>

Articulates the Office of Research Protections' Responsible Conduct of Research (RCR) initiatives aimed at fostering a culture of research integrity and ensuring that all researchers share the ideal to conduct research in a responsible manner.

Purchasing Code of Ethics

<http://www.purchasing.psu.edu/codeofethics.shtml>

Sets forth, under the umbrella of Auxiliary and Business Services, a strict code of purchasing ethics established by the National Association of Educational Buyers that includes the importance of common sense and good judgment given that members of the Penn State community "live in a small community and our actions are observed."

SECTION 3

STRUCTURAL AND PROCESS FOUNDATIONS

Office of Internal Audit and Ethics and Compliance Hotline

The University's Ethics and Compliance Hotline (<http://www.internalaudit.psu.edu/hotline/>), established in 2005, provides an anonymous avenue for employees to raise questions or voice concerns on workplace issues, including possible fraud, theft, conflicts of interest, misconduct or violations of University policy (in areas such as research compliance), discrimination, or athletics-compliance. This is administered through an independent third party, Compliance Concepts, Inc., and anonymous reports can be submitted either via a toll-free telephone number or an online submission, available 24 hours a day with follow-up available for the individual by way of a password specific to the complaint. When an allegation or concern is presented, it is then forwarded to the Office of Internal Audit where the claim(s) is either investigated or sent to another appropriate Penn State department for investigation. In addition to the Ethics and Compliance Hotline, Internal Audit can receive complaints via other sources. Primarily through contact and interaction with the Financial Officers throughout the University, Internal Audit will be made aware of issues or concerns the Financial Officers have themselves or that are brought to their attention by employees in the Financial Officers' units. Similarly, Human Resource representatives, as well as other management personnel in the academic and administrative units, may bring forth issues or concerns to Internal Audit.

Rock Ethics Institute

Penn State's Rock Ethics Institute, established in 2001, promotes ethical awareness and inquiry throughout Penn State as well as in public and professional sectors. Emphasis of the Institute is on education, research and outreach. For example, within Penn State, the Institute provides resources to assist faculty with integrating ethics into their courses. The Institute has long standing partnerships with the College of Engineering and, through summer workshops, has worked with dozens of Engineering faculty members to help them integrate ethics into their engineering courses, and is now beginning to work with the Smeal College of Business and the Eberly College of Science to the same end. The Institute has had long standing ties with key faculty members in the College of Earth and Mineral Sciences working to integrate ethics into classes on climate change and with the College of Education in its K-12 teachers' curriculum. The Institute's leadership was critical in developing the University's interdisciplinary Bioethics and Medical Humanities undergraduate minor and its Bioethics dual title Ph.D. program, the first such program in the nation (<http://live.psu.edu/story/54735#nw1Hi>). Both curricula are administered by the Institute's faculty. The Institute also sponsors lectures and discussions on Ethical Leadership (<http://rockethics.psu.edu/leadership/>) and each year the Stand Up Award recognizes undergraduate students who take an ethical stand for a person, cause, or belief that demonstrates the traits of ethical leadership (<http://rockethics.psu.edu/leadership/standup/>).

G. Albert Shoemaker Program in Business Ethics

Established in 1985 through a gift from the late G. Albert Shoemaker and his wife, Mercedes, the Shoemaker Program brings together faculty, students and the business community to explore and consider current perspectives and views in business ethics. In addition, the Program supports a series

of publications based on the Shoemaker Lecture Series, including discussions on creation of an ethical culture as well as discipline-specific ethical issues such as in the apparel and healthcare fields. Linda Treviño, Distinguished Professor of Organizational Behavior and Ethics in Penn State's Smeal College of Business, is Director of the Shoemaker Program.

Center for Ethics and Religious Affairs

For many years, the Center for Ethics and Religious Affairs, a unit in the Division of Student Affairs, has provided workshops and programs on ethical decision-making, social justice and spiritual and moral development, with programs also offered in conjunction with the Rock Ethics Institute.

Curricular and Pedagogical Integration

Academic Integrity at Penn State is embedded in various curricular extensions. A statement by Penn State's deans indicates that while the primary responsibility for supporting and promoting academic integrity lies with faculty and administrators, students are active participants as well (<http://www.psu.edu/oue/integrity.htm>) and academic integrity is also stressed in various other education-based information sites, such as Advising@PSU. At least 17 colleges/campuses have statements on ethics and/or integrity (<http://advising.psu.edu/integrit.htm>); the University Undergraduate Advising Handbook (<http://dus.psu.edu/handbook/integrity.html>) also includes such a statement, and a statement on academic integrity is required for all Penn State syllabi (<http://dus.psu.edu/handbook/syllabus.html>).

Other efforts to integrate Academic Integrity are also evident throughout the University. The Smeal College of Business, for example, extends the Smeal Honor Code which includes reference to accountability and ethics (<http://ugstudents.smeal.psu.edu/honor>). In collaboration with the Rock Ethics Institute, the College of Engineering has an "Engineering Ethics Web Site" that provides various informational links including decision processes, course resources, codes, and articles (<http://www.engr.psu.edu/ethics/default.asp>).

The Center for the Study of Leadership and Ethics (<http://www.ed.psu.edu/educ/csle>) was established in 1996 and is currently housed in the College of Education. It is devoted to the support, promotion and dissemination of theory and research on values and leadership. The College of the Liberal Arts has a listing of ethics courses (<http://laus.la.psu.edu/current-students/paterno-fellows-program/PossibleEthicsCourses.pdf/view>) and offers an interdisciplinary minor in ethics housed in the Philosophy Department (<http://bulletins.psu.edu/bulletins/bluebook/minors.cfm?letter=E&program=ethcsmin.htm>).

The "Teaching Ethics" site of Penn State's Graduate School (<http://www.gradsch.psu.edu/facstaff/tethics.html>) indicates the importance of developing faculty and graduate students' commitment to ethical teaching practices, including norms for governing teaching – honesty, promise-keeping, respect for persons, and fairness.

SECTION 4

FOUNDATIONS OF PROGRAMMATIC AND EDUCATIONAL OFFERINGS

Office of Research Protections

Started in 2009 as a graduate student education program, SARI@PSU (Scholarship and Research Integrity) is a program that expanded in 2011 to include all research personnel (<http://www.research.psu.edu/training/sari>). This program has two parts – an online course and an interactive, discussion-based component. Faculty, postdoctoral fellows, graduate students, and undergraduate researchers, through participation in the program, engage in open and intentional dialogue about responsible research and scholarship. These conversations have become an integral part of the academic environment at Penn State. Since its inception, this program has been successful in training over 6,000 graduate students in both interdisciplinary and program specific responsible conduct of research issues. The Council of Graduate Schools' Project for Scholarly Integrity has recognized the University's efforts (http://scholarlyintegrity.org/uploadedFiles/PSI/Newsletters/PSI_Newsletter_July.pdf) (<http://scholarlyintegrity.org/ShowContent.aspx?id=406>) which have placed Penn State in a national leadership role among research universities in preparing ethical researchers.

In addition, educational offerings through the Office of Research Protections (ORP) are ongoing and help maintain awareness of the need for Responsible Conduct of Research (RCR). Examples of such offerings include:

- Survival Skills and Ethics Brownbag Series
- IRB 101 Brownbag Series
- Survival Skills and Ethics Workshops
- Research in Focus Workshops
- Scholarship and Research Integrity Program Workshops
- College Responsible Conduct of Research Workshops
- Classroom (and Other) Presentations
- Orientation Workshops
- Collaborative Institutional Training Initiative
- Human Participants Research Training
- Research Animal Care and Use Training
- Conflicts of Interest Training
- ACOR (Administrative Committee on Research) Certification and Education Services

Sexual Assault Awareness

Penn State's Student Code of Conduct describes behaviors inconsistent with values of the Penn State community (http://studentaffairs.psu.edu/conduct/pdf/Procedures_000.pdf). "Sexual Misconduct or Abuse" (page 3 of that document) notes that "(t)he University does not tolerate sexual misconduct or abuse, such as sexual assault, rape or any other forms of nonconsensual sexual activity" and also refers to Policy AD12, *Sexual Assault, Relationship and Domestic Violence, and Stalking*, which states the formal policy and stance of non-tolerance of such acts and support for victims (the link for AD12 is noted previously in this report).

This past fall, all incoming first-year students under the age of 21 were asked to complete PSU AWARE, a confidential sexual assault awareness learning module through the Division of Student Affairs. This module, which takes about two hours to complete, helps students learn about sexual assault and develop practical skills to increase their own safety. While this learning tool has been available for several years, beginning in Fall 2011, first-year students were instructed to complete the program prior to arrival on campus. As noted by Audra Hixson, Special Programs and Training Coordinator at Penn State's Center for Women Students, "(s)tudents who I've spoken to found it to be enlightening." The learning tool has helped raise that awareness as well as connect the students to available resources.

To clarify response policies that had been in place for Student Affairs staff since 2001, a policy on child abuse and sexual assault reporting and response was recently created for Student Affairs staff. This policy will augment the detailed information included in the "Student Affairs Protocol to Assist Victims of Relationship, Domestic, and Sexual Violence" (<http://studentaffairs.psu.edu/womenscenter/pdf/protocol.pdf>). The information in this new document will be used as the basis for creation of other similar policies at Penn State and will be used to also create new staff training sessions through Penn State's Office of Human Resources.

Currently, the University's Affirmative Action Office has an aggressive outreach training and development program for employees. That office, headed by the University's chief Title IX compliance officer, Kenneth F. Lehrman III, Ph.D., J.D., provides training on all aspects of non-discrimination and diversity enhancement, including sexual harassment awareness and prevention. All training opportunities are advertised on the Affirmative Action Office home page (<http://www.psu.edu/dept/aaoffice/>) and through the Human Resources Development Center catalog. During the past calendar year over three thousand (3,000) employees attended Affirmative Action training sessions. At the request of members of the University's Sexual Harassment Resource Persons (SHRP), Dr. Lehrman is in the process of enhancing his yearly training for this group to include University legal and ethical responsibility for identifying and reporting sexual assault and domestic violence. SHRP consists of two employees in every major administrative unit at the University Park campus, and two representatives at all other Penn State locations. Members of SHRP have a direct reporting relationship with the Affirmative Action Office on all matters of gender harassment. The Affirmative Action Office also has responsibility to investigate and respond to reports of sexual harassment and sexual assault made through the Ethics and Compliance Hotline.

SECTION 5

SETTING THE TONE: PRESIDENTIAL LEADERSHIP

This report will now turn to how Penn State has responded to and addressed (and will continue to address) recent developments and examples of how the University's ongoing good-faith efforts align with the spirit and intent of Standard 6. Presidential leadership has been a prominent element in this response, along with actions taken across all dimensions (research, teaching, and service) of the University's core mission.

Through broad-based communications, President Rodney Erickson has set the tone, emphasizing that it is critical for the University to rebuild trust and confidence. On November 10, 2011, President Erickson's inaugural message to the Penn State community acknowledged the adversity that Penn State was experiencing and the importance of personal accountability and conduct as the University moves ahead:

As you are now aware, the Board of Trustees has asked me to serve as the president of Penn State effective immediately. I undertake these duties with a firm sense of resolve, and I ask for your support as we move forward. And move forward, we must and we will.

Penn State has a long and storied tradition that has endured for more than 150 years. Our roots are deep, our constitution is resilient, and the importance of our work is as vital today as it was last week - perhaps even more so in the face of such adversity. We are 96,000 students, 46,000 employees, and more than a half a million alumni. We are 24 campuses across the Commonwealth and a World Campus. We are a university that is committed to its core values of honesty, integrity, and community. We are a university that will rebuild the trust and confidence that so many people have had in us for so many years.

Through your conduct every day, you can play a role in restoring the integrity, honor, and pride that have always characterized Penn State. I share your anger and sadness in this time, but always remember that your actions reflect on the entire Penn State community. Please set an example that will make us all proud.

Moving forward is the only responsible course to take in the coming months. I ask for the full support of our faculty, students, staff, and alumni, and in return I will do my best to lead this institution through the challenges ahead.

The following day, November 11, President Erickson outlined his leadership promise to the Penn State community:

1. I will reinforce to the entire Penn State community the moral imperative of doing the right thing -- the first time, every time.
 - We will revisit all standards, policies and programs to ensure they meet not only the law, but Penn State's standard. To oversee this effort, I will appoint an Ethics Officer who will report directly to me.

- I ask for the support of the entire Penn State community to work together to reorient our culture. Never again should anyone at Penn State feel scared to do the right thing. My door will always be open.
2. As I lead by example, I will expect no less of others.
 - I will ensure proper governance and oversight exists across the entire University, including Intercollegiate Athletics.
 3. Penn State is committed to transparency to the fullest extent possible given the ongoing investigations.
 - I commit to providing meaningful and timely updates as frequently as needed.
 - I encourage dialogue with students, faculty, staff, alumni, and other members of the Penn State Community.
 4. We will be respectful and sensitive to the victims and their families. We will seek appropriate ways to foster healing and raise broader awareness of the issue of sexual abuse.
 5. My administration will provide whatever resources, access and information is needed to support the Special Committee's [special investigations task force] investigation. I pledge to take immediate action based on their findings.

These promises have been repeatedly communicated by President Erickson via e-mail, verbal reassurances, and video messaging.

That same evening (November 11), President Erickson, along with other University administrators, attended a student-organized candlelight vigil for the victims of abuse which demonstrated a unified effort to provide support for victims and each other. During the November 12 Penn State-Nebraska football game, athletes and fans of both teams powerfully demonstrated unity and respect. During the game, a videotaped message from President Erickson was broadcast which acknowledged the sadness and difficulties of the time, continued support for the victims, and the need for Penn State to move forward in a rebuilding effort.

These themes were emphasized again by President Erickson on November 21 when he shared his observations, including the continual need to communicate and share with each other; continuing with an environment of caring and support for the victims and each other; announcing Robert Pangborn as Interim Executive Vice President and Provost, and David Joyner as Acting Athletic Director; support for the special investigations task force and reinforcement of his five promises; and the need to bring a measure of resolution as Penn State refocuses upon its core mission.

On November 23, President Erickson extended a video message of appreciation to the Penn State community, a community that has been leading by example in the face of difficult circumstances, and in particular to those raising awareness of abuse issues. He also reaffirmed the importance of his five promises, and support for the special investigations task force.

President Erickson, on November 29, emphasized the establishment of a Sexual Assault and Relationship Violence Hotline (described on page 26), and the need for continual healing. He reminded the Penn State community that "(t)he healing process takes time and a healthy, open

dialogue. We're listening and appreciate your input and concern. I am thankful that alumni and friends continue to raise awareness and resources to address child abuse."

President Erickson, as well as Thomas Poole, Vice President for Administration, Damon Sims, Vice President for Student Affairs, and senior members of the Division of Student Affairs, attended a meeting of the Penn State Leader's Roundtable on December 11. Students asked questions of President Erickson, shared concerns, and engaged in dialogue about how they (the students) can move forward to do their part to appropriately communicate with other students in order to have productive dialogue and discuss strategies to advance community service.

On December 13, President Erickson reflected on his first six weeks in office, noting appreciation for all individuals who have provided both positive and negative feedback on decisions, citing the value and importance of both. Additionally, he addressed some of the most common questions that have surfaced and reminded the Penn State community of the importance of reporting ethics violations and the availability of the Ethics and Compliance Hotline (noted earlier in this report).

The Penn State family goes beyond its current faculty, staff, students, and alumni; the University is reaching out to prospective and incoming students during these difficult times. Forms of outreach have included communicating about Penn State's core mission to incoming students who have accepted admission, to those offered admission, and to prospective students with no admission decision yet made. By way of example, in President Erickson's communication to individuals offered admission, he noted, "I want you to feel a sense of pride in your accomplishments as well as a sense of excitement for the opportunities that await you as part of the Penn State community. I want you to join us in our commitment to teaching, service, and outreach." He also acknowledged the importance of our students adding that "(o)ver the course of recent weeks, the character and resilience of Penn State has been tested in ways we never could have imagined. To their great credit, our students have reminded us that the Penn State community is compassionate and strong."

"Although our work has not returned to a normal routine, there is a comforting sense that collectively we are returning to the urgency and importance of the academic work that fundamentally defines who we are," said President Erickson to the Penn State community on December 5, while acknowledging that "(a)s a university and community, we have endured a great deal, but our core mission and values remain intact."

These outreach and communication examples acknowledge the erosion of perceptions of trust and integrity, while also asserting the importance of moving forward to regain the critical trust and confidence that is at the core of Penn State.

SECTION 6

SETTING THE TONE: TEACHABLE MOMENTS THROUGH THE CORE MISSION OF THE UNIVERSITY – TEACHING, RESEARCH AND SERVICE

In this section, examples and evidence of actions related to Penn State's core mission of teaching, research, and service are shared. These augment and support the previously described leadership tenets provided by President Erickson and cover constituent-initiated examples that transcend traditional delivery channels of such efforts, including the University's important student partners. As you review these examples, please note that many span multiple dimensions of the University's mission.

Teaching and Learning Opportunities Through Communication and Actions

Many unit leaders have reached out to their varied stakeholders as a result of the recent challenging circumstances confronted by the University. Some examples may help to illustrate the tone of integrity, unification and resolve that have been pervasive in recent weeks and that support the directions expressed by President Erickson. Compassion and honesty have been a theme as Penn State leaders reach out to the community, and that outreach goes well beyond University Park. An example is the message delivered by Madlyn Hanes, Vice President for Commonwealth Campuses, on December 2 during discussions with the Council of Commonwealth Student Governments: "(A)s a parent, I am concerned – deeply concerned – about the well-being of victims of sexual assault. I am concerned too about you – our students – for having your collegiate experience abruptly interrupted by shock, anger and grief." Vice President Hanes continued by adding "(t)hese horrific allegations and the events surrounding them do not define you. What you have learned and how you will put your learning to use in actions going forward, does. There is no truer measure of the success of this institution, than the success of our students."

Henry Foley, Vice President for Research and Dean of the Graduate School, communicated with faculty and staff via e-mail, as well as to students (through *The Daily Collegian*, Penn State's student-run newspaper), about these events. Vice President Foley noted that "(a)s administrators, faculty members and as students, we all have a role to play from now on to never let this happen again, not to children, not to any other student, not to a visitor, or anyone else" and ended by stating "(w)e must never ever forget this or ever become complacent."

David Wormley, Dean of the College of Engineering, extended communication to faculty, staff, students, alumni and friends of the College reemphasizing the need for re-dedication and rebuilding of trust and confidence that must be undertaken collectively.

William Easterling, Dean of the College of Earth and Mineral Sciences, likewise tailored several communications to his constituents. His e-mail to faculty and staff, acknowledging the difficulties and distress of recent events, also noted that "(t)he academic side of Penn State, while surely damaged by the ugliness of what has come to light, is and always was detached from the alleged crimes and subsequent handling of them." He also noted to the College's alumni and friends, that "Penn State is first and foremost an academic institution. The daily work of our students, faculty and staff – that is, the work of education and scientific discovery – continues. The values that have guided this institution for more than 150 years will continue to guide us through the certain challenges that lie ahead. It is my strong belief that there is just too much good about Penn State to accept that the damage incurred this week is irreversible."

On November 18, in a broadcast communication, “Updates from the Dean’s Desk,” Bruce McPheron, Dean of the College of Agricultural Sciences, suggested to faculty and staff the critical need to move forward while acknowledging the realities of existing difficult circumstances. In that message, Dean McPheron acknowledged that people will need to work through issues at their own pace in an honest and encouraging way in order for the healing process to continue. He expressed confidence in President Erickson as he leads the University through this important time in Penn State history. Dean McPheron noted the importance of gaining back equilibrium and of demonstrating the positive impact that Penn State can make through these trying times, while emphasizing the need for to be respectful and assistive as students, faculty and staff struggle with these issues.

Christian Brady, Dean of the Schreyer Honors College, offered several venues for Schreyer Scholars to participate in open dialogue about the events that rapidly followed the release of the grand jury’s presentment. These included informal question-and-answer sessions during which Dean Brady reinforced President Erickson’s five promises and his resolve to have the University emerge strengthened from these events. Dean Brady also reminded students of his personal willingness to address their concerns at any time. On November 14, Dean Brady issued the first of several communications to the College’s advisory board members and its alumni. Letters were sent electronically and through the mail, and Dean Brady posted a message on his blog that highlighted the institutional reactions to the allegations and the events that transpired in their aftermath. Dean Brady wrote, “These are most difficult times but we remain faithful to our mission and steadfast in our dedication to restoring the trust so many have in what Penn State is and will be ... We will regain what has been lost, we will show a watching world that we are honorable, and we will remain true to the very core of what we are ... Penn State.” A special meeting of the college’s External Advisory Board was convened on November 29, allowing board members an opportunity to hear from Dean Brady and representatives of the University’s development office.

Mukund Kulkarni, Chancellor at Penn State Harrisburg, thanked students for taking a leadership role in assisting in Penn State Harrisburg’s collective response and need to go forward. He noted in an e-mail that student leaders “have communicated to me the students’ desire to move forward with a renewed commitment to the core values of integrity, ethics and social responsibility that our Penn State community has long embraced.”

With students in all 50 states, more than 40 countries, and 7 continents, Penn State’s World Campus serves 8,500 students. Wayne Smutz, Executive Director of the World Campus and Associate Vice President for Academic Outreach, posted a message on Lion Lounge, the information portal for World Campus students, expressing the sadness of the events, and that “(a)s we move forward, we are committed to working every day to provide you with the exceptional education you came to the World Campus to receive. We will not waver in this commitment. You should expect nothing less. You will receive nothing less.”

On November 16, 2011, a message was sent to Penn State students, authored by Robert Pangborn, Interim Executive Vice President and Provost; Damon Sims, Vice President for Student Affairs; Madlyn Hanes, Vice President for Commonwealth Campuses; and, Craig Weidemann, Vice President for Outreach. In this communication, the acknowledgement of the pain on the part of the victims was clearly expressed along with the recognition that Penn State must continue to fulfill teaching, research, and service missions, while encouraging students to “invest yourselves in the wonderful process of learning and engaging in student life beyond the classroom” and reminding students that support services exist (and providing such links). That communication ended with the following:

Together, we will pass through these difficult days and move forward as one University geographically distributed, but together in spirit and purpose. You are at the very center of that spirit and purpose, giving our University its fundamental resolve. We are very grateful that you are.

The above examples are just a few among many that illustrate the efforts from various leaders and leadership groups. Collectively and personally, Penn State's leadership has struggled with the circumstances and sadness surrounding the past few weeks, while also realizing that the academic purpose, mission and resolve to move on in a purpose-driven manner to sustain us through these tumultuous times is imperative.

Penn State's Schreyer Institute for Teaching Excellence works to enhance effective teaching and develop excellence in Penn State's learning community. In light of the recent events, the Schreyer Institute has provided an online resource, "Difficult Dialogues in the Classroom" (<http://www.psu.edu/dept/site/2011/11/difficult-dialogues-in-the-classroom-resources-for-penn-state-teachers.html>) to help faculty lead in-class discussions about the many facets and issues surfacing as a result of the recent allegations and the resulting spotlight on Penn State. As noted by Angela Linse, Executive Director and Associate Dean of the Schreyer Institute, such difficult discussions "provide faculty with a way to acknowledge what students are going through, which is important because if students are upset, their learning will be affected." Dr. Linse also notes that "discussing these issues does fit into the curriculum because curriculum is about more than just course content – it's also about critical thinking and processing information."

Faculty embraced the importance of integrating recent events into the curriculum and of allowing for healthy discussion within the learning environment. A few non-exhaustive samples of application-specific teaching and learning extensions may be helpful to illustrate these efforts.

Sophia McClennen's Comparative Literature 143 class, *Human Rights and World Literature*, focuses on the intersection between human rights advocacy and cultural forms that explicitly attempt to participate in human rights discourse. Among the 100 students (with about half being freshmen), the topic of discussion on a day in close proximity to the events unfolding at Penn State was *The Kite Runner*, a novel about the moral and ethical results that occur when a boy fails to protect his friend from a brutal act. In exploring the novel, Dr. McClennen framed the discussion with local events as an extension to the dialogue, allowing for reflection on how the current situation was being told and portrayed from various angles, including the media, students, and friends, and also focusing on what people do after mistakes have already been made. Dr. McClennen noted that the "unusual opportunity" that current events provided in the classroom allowed a way "in which my students have been proud to be in the class and proud to think through some things" that they might otherwise not have been able to process. As one student in the class noted regarding the confluence of the discussion of *The Kite Runner* and events unfolding at Penn State, "(m)aking this kind of comparison was very strange because of the timing, but it allowed me to gain a new perspective on the current situation."

Many campus chancellors have encouraged faculty to spend time in the classroom talking with students and to consider integration into the curriculum when appropriate. At Penn State Mont Alto, an English instructor brought the current situation into a classroom discussion of conscience and moral responsibility, with the focus on the traumatic effects on victims and the legal, ethical, and moral responsibilities of individuals. At Penn State Erie, Chancellor Donald Birx met with the

faculty organization to encourage each faculty member to engage students on these topics within the context of their classes.

At Penn State Brandywine, an associate professor of Business integrated the current situation into a Supply Chain Management class, discussing sources of risk in supply chains and companies' responsibilities under Sarbanes-Oxley to evaluate their exposure and develop plans for negative events, with corporate scandal and the current situation at Penn State used as discussion points on possible ramifications for brand and stakeholders.

There are many more examples of integration into the classroom. In a journalism ethics class, an instructor drew upon the current situation to cover critical elements such as privacy, language, and conflict of interest. As noted by the instructor, "(n)ever have I seen students so engaged. This is happening in their own backyard. I think it's important to incorporate this lesson, since it's already on everyone's mind" (<http://live.psu.edu/story/56527>). Similarly, in an ethics in sports management class, moral issues and discussion of sports reform have been integrated into the discussion (<http://live.psu.edu/story/56528>). Other select examples include integration into a theatre class via development of a play (<http://live.psu.edu/story/56529>) and having several class discussions centered around recent issues in one of the University's large, very popular course offerings in sociology (<http://live.psu.edu/story/56530>).

As Dr. McClennen noted above, these events provided an "unusual opportunity" for discussion and integration into the classroom. It is anticipated that the learning community will continue to include the dialogue and discussion. Given the magnitude of the situation that Penn State faces, it will be important to encourage the dialogue to continue as events unfold.

As suggested by a faculty member at Penn State Wilkes-Barre who referenced current events in his Introduction to Speech class, he finished the discussion by suggesting that "when you walk through a fire like this, you tend to come out the other side forged by the heat of the flame" and that the Penn State community has always been "Penn State Proud" but that ultimately in the future we would be "Penn State Prouder."

Extension and Application in the Research Arena

As part of the response to the current situation, the Rock Ethics Institute has indicated its commitment to further explorations of institutional ethics and is working to foster dialogue regarding the ethical issues the University is confronting. The Institute has prepared and posted an on-line document entitled *Resources for Ethical Deliberation* to help instructors who may be having conversations about the crisis in their classrooms (<http://rockethics.psu.edu/deliberation.shtml>). As noted by Nancy Tuana, Director of the Institute, "(s)tudents, faculty, staff, alumni and community members are talking continually in the classrooms, offices and their personal spaces, and may find it useful to have a guide to aid them in making these difficult discussions as productive as possible." Additionally, the Institute's "Speak Up" blog is available for anyone in the Penn State community to suggest ideas on how members of the University community might reflect upon and move forward from these challenging times.

Established in 2006 as a nonpartisan, interdisciplinary center on issues of civic engagement and democratic deliberation, Penn State's Center for Democratic Deliberation (CDD) (<http://cdd.la.psu.edu/>) provides resources for deliberating about the current situation at Penn State. In "Deliberation in the Midst of Crisis" (<http://cdd.la.psu.edu/education/deliberation-in-the-midst-of->

[crisis](#)), frameworks, guidelines, and materials are provided to help individuals think about these issues critically and to learn how to deliberate about such community and social issues in real time. As noted by the CDD, “(i)t might not seem like it now, but the discussions we have today and in the coming weeks and months will shape our campus and community – both in how we live together and how we are perceived. Penn State is a lot of things, but it is first and foremost an institution of higher learning, and there is learning to do in the midst of this crisis.”

The John Curley Center for Sports Journalism in the College of Communications was established in 2003 to explore trends in sports journalism through instruction, outreach, programming and research. On November 29, the Curley Center hosted “A Conversation about Covering Controversy.” That program included a panel of journalists, including representatives from *The New York Times*, *USA Today*, and ESPN, and was another example of using the unfortunate events as an opportunity for open dialogue and discussion to benefit those in attendance. One of the panelists emphasized the role of students in the recovery process, indicating that “I think there can be change, but it starts with the students” and concluded with an emotional moment when he continued by stating that “it shouldn’t have happened. Make sure it never happens again.” According to Marie Hardin, Associate Director of the Center, the event was instructive for students, faculty and visitors, who were able to ask questions about a broad range of issues. “The panelists represented the finest work in journalism, and they shared a great deal of wisdom with our students,” Hardin said. An archived broadcast of the discussion can be found at <http://comm.psu.edu/about/centers/john-curley-center-for-sports-journalism>. The public session was the second event on this theme hosted by the Curley Center for students. The first, during the week before Thanksgiving Break, was a “closed-door” event for students to talk about ethics in covering big, breaking stories and about their responsibilities as both students and journalists covering a scandal of great personal importance. The session was attended by about 80 students. Many students told the moderators afterward that the session was reassuring and helpful as they thought about their roles.

Service and Outreach Efforts

On November 10, University Park Undergraduate Association President T.J. Bard spoke of the importance of students uniting and exhibiting actions reflective of Penn State. A video of his remarks can be found at http://www.youtube.com/watch?feature=player_embedded&v=mhGltuTzKIo.

As noted previously in this report, on November 11, a candlelight vigil was held on the University Park campus; it provided a moving and unifying platform for community gathering. Such efforts were not limited to University Park. At Penn State Beaver, a candlelight vigil was held on December 1. Faculty, staff and students attended, as well as community members including the Beaver County District Attorney and the director of the Beaver County Women’s Center. At Penn State York, a candlelight walk in silence was coupled with a “pledge tree” providing an opportunity for individuals to affirm promises including “I pledge to give a voice and report any and all suspicions; I pledge to cast a light in the darkness by doing the right thing the first time, every time.” A similar vigil occurred at Penn State Erie, with over 300 in attendance; Chancellor Birx described it as “quite moving and impressive.”

While the current situation was not born on the academic side of Penn State and this report is specific to the core mission on the non-athletic side of the institution, Penn State has always taken seriously the University’s responsibilities to student-athletes and the need for student-athletes to put their academics first and foremost. Recent events have been challenging for everyone; steps have been

taken to reach out to all student-athletes and athletics staff to help them cope with the wide range of emotions and issues that have surfaced. Conference calls with parents of current football players were held, as well as with incoming student-athletes to answer questions and reassure them of Penn State's commitment. Meetings have been held with all head coaches to ensure that teams and student-athletes are maintaining open communication lines for individuals who may need support or assistance. These efforts have been supplemented by e-mails to student-athletes and parents that include awareness of specific resources available.

In the month immediately following the release of the grand jury's presentment, Penn State organized a grassroots, one-half-million dollar fund-raising effort for the Rape, Abuse & Incest National Network (RAINN), the nation's largest anti-sexual violence organization. The founders of RAINN describe this as an "astonishing" accomplishment (<http://www.rainn.org/news-room/penn-staters-raise-funds-for-victims>).

At Penn State Fayette, a forum on child abuse, with participating area human service agencies, was held on November 30 to address abuse in general, recognition of signs of abuse, and response mechanisms. At Penn State New Kensington, about 70 faculty, staff and students participated in an open meeting to discuss recent events, and similar town hall meetings were held at other campuses including Penn State Greater Allegheny and Penn State York. At Penn State Berks, students are leading a "We Care" program to raise money for the Children's Alliance Center in Reading, while a blue ribbon campaign at Penn State Shenango is raising support for RAINN.

Through the efforts of a faculty member and three graduate students in the College of Education's Counselor Education program, bookmarks were created that list possible signs that a child might be a victim of sexual abuse; those bookmarks include contact information on how to contact critical national and local hotline and human services providers. The bookmarks were distributed at the Penn State-Nebraska football game on November 12, thus canvassing outreach information to a large population of citizens.

Organized by the Graduate Art Education Association, the Penn State community has been invited to participate in a project entitled "Post Silence" (<http://live.psu.edu/story/56592>). This project provides a safe public space for each person within the Penn State family to express anonymously how they feel about recent events.

Penn State Public Broadcasting hosted a live call-in program, "Confronting Child Sexual Abuse," that aired on November 17, and is available online for viewing at <http://wpsu.org/confrontingabuse>. Penn State Public Broadcasting continues to emphasize the importance of public dialogue and information related to the ongoing investigations. Through Penn State's communication and outreach network, the University has made information available for faculty, staff and students to come forward with details or knowledge that may be assistive in the on-going investigations. Such communication has taken several forms. An example of a broad community outreach effort toward this effort is found at <http://live.psu.edu/story/56372>.

Outreach has also been specifically directed toward Penn State by external constituents providing recognition and support. Organized by Penn State's Learning Factory, The Engineering Design Showcase is held at the end of every semester and this year featured 54 industry-sponsored capstone engineering design projects that engaged over 240 seniors and featured 30 undergraduate design projects, including industry-sponsored freshman design projects and Humanitarian Engineering and Social Entrepreneurship projects. The Showcase occurred at a tumultuous moment; the positive and

powerful response of corporate supporters provided welcome validation of Penn State by important stakeholders. Bill Grauer (of The Boeing Company, and a member of the Learning Factory's Industry Advisory Board), noted on behalf of the Board that "We need to let the student teams working on our projects know that we are proud of them. We need to let the faculty know that we believe the Penn State Engineering program is one of the best in the country." These industry participants gathered together to express their support by organizing and presenting a "We Support Penn State College of Engineering" banner, a powerful and moving experience for those in attendance.

Students and employers have asked questions about internships and employment. In response, Jeff Garis, Senior Director of Career Services, reached out on November 11 (<http://studentaffairs.psu.edu/career/pdf/RecentEvents2011.pdf>) to offer guidance to students as they embark on important career discussions. He also reminded employers that, "(t)his week's events are not a result of our student body, Penn State's academic community or Career Services." Additionally, Vice President for Student Affairs Damon Sims led a Penn State delegation to visit with representatives from top employers of Penn State graduates [Philadelphia (December 9), Washington, DC (December 12), New York City (December 15)]. Penn State's delegation included Dr. Garis, deans and senior staff from the Colleges of Engineering, Business, Information Science and Technology, and Science. The purpose of the visits was to listen to concerns employers might have and to reinforce the longstanding commitments that Penn State has made to assist them with corporate recruiting. A positive sign that employers acknowledge the core strength of Penn State and the potential of Penn State's students is evident in the interest in Penn State's Spring Career Days (February 6-7, 2012). As of December 9, more than 300 employers have confirmed participation in this year's event, representing a 9% increase over 2010, with additional participation expected even beyond those numbers.

A critical partnership and pivotal event occurred on November 28. A Town Hall Forum hosted by the University Park Undergraduate Association, the Council of Commonwealth Student Governments, and the Graduate Student Association provided a platform for an open and engaging discussion between students and administrators. In addition to President Erickson, Robert Pangborn, Interim Executive Vice President and Provost; Madlyn Hanes, Vice President for Commonwealth Campuses; Craig Weidemann, Vice President for Outreach; Terrell Jones, Vice Provost for Educational Equity; Damon Sims, Vice President for Students Affairs; Henry Foley, Vice President for Research and Dean of the Graduate School; and, Rodney Kirsch, Senior Vice President for Development and Alumni Relations, were present. With more than 400 students in attendance, the theme of integrity and moving forward was prevalent through the open, engaging, and often emotional, discussion. In his opening remarks, President Erickson emphasized the significance of ethics and integrity stating: "I have said that we would raise the visibility of ethics in the University. We will raise it to a new level so that hopefully everyone in the University understands not necessarily just the legal thing to do, but the moral thing to do so that we learn to do the right thing the first time, every time." Issues of restoring integrity and trust, as well as acknowledging feelings and the healing that must be done provided for an engaging and thoughtful exchange between students and administrative leaders. In response to an emotional question about feelings of shame, Vice President Hanes indicated the importance of using this experience as a transferrable learning experience: "(w)e should emerge from this more compassionate and with resolve....I think going forward the communities you will join will benefit from these compassions that you have learned and will learn." An archived broadcast of this event can be found at <http://www.youtube.com/watch?v=xFYbgDrztTM&feature=youtu.be>.

SECTION 7

RECENT ACTIONS AND FUTURE CONSIDERATIONS

Special Investigations Task Force

On November 11, Penn State's Board of Trustees announced a special investigations task force to undertake a complete investigation into the circumstances that resulted in the grand jury report, and to identify failure points, responsibilities associated with any failures, and how the University can ensure that such failures do not occur again. This task force includes:

- Ken Frazier, chairman; chief executive officer and president of Merck;
- Ron Tomalis, vice chair; secretary of the Pennsylvania Department of Education;
- Jesse Arnelle, attorney at law;
- Guion Bluford, Jr., engineer, retired colonel of the U.S. Air Force, and former NASA astronaut;
- Mark Dambly, president of Pennrose Properties LLC;
- Keith Eckel, sole proprietor and president of Fred W. Eckel Sons Farms, and board chairman, Nationwide Insurance;
- Dan Hagen, chair of Penn State's Faculty Senate and professor of animal science in the College of Agricultural Sciences;
- Rodney Hughes, Penn State doctoral student in higher education in the College of Education; and,
- Karen Peetz, vice chairman and chief executive officer, Financial Markets and Treasury Services, Bank of New York Mellon.

This investigative effort will be led by former FBI Director and federal judge Louis J. Freeh, who will conduct an independent investigative review into all aspects of Penn State's actions regarding the allegations of child abuse that involve a former Penn State employee. Currently senior managing partner of Freeh Sporckin & Sullivan LLP, Judge Freeh is also the founder and chairman of Freeh Group International Solutions, an affiliated investigative consultancy.

Under Chair Frazier's and Judge Freeh's leadership, thorough and full accountability will be achieved. Recommendations will be made directly to the Board of Trustees and President Erickson, and findings and recommendations, when completed, will be publicly available. Chair Frazier has indicated that steps will be undertaken through the investigation and subsequent findings "to ensure that our institution never again has to ask whether it did the right thing, or whether or not it could have done more. We are committed to leaving no stone unturned to get to the bottom of what happened, who knew what when, and what changes we must make to ensure that this doesn't happen again."

The rigor and comprehensiveness of this investigation was reinforced by Judge Freeh, who stated:

We will also thoroughly study, review and test all of the University's policies, procedures, compliance and internal controls relating to the identifying and reporting of such sex crimes and misconduct. This examination will include, among other things, any failures or gaps in the University's control environment,

compliance programs and culture which may have enabled the alleged misconduct to occur, go undetected, and not be reported and addressed promptly and properly. Most importantly, we will make recommendations to the Board of Trustees which will ensure that we rectify such failures of leadership and control environment at Penn State that allowed anyone to prey on children with impunity.

Judge Freeh also announced the establishment of a toll-free hotline and the provision of an e-mail address. He also underscored that any information provided through these mechanisms will be treated in the strictest confidence and with the professionalism permitted by law.

Ethics Officer

The University will establish an Ethics Officer position. President Erickson is currently considering how best to structure this position to maximize impact and effectiveness. The Officer will have direct access to the Board of Trustees and will also be a key member of the President's leadership team. An initial expectation for the position is to ensure a review of all standards, programs, and policies to ensure they meet not only the law, but Penn State's more stringent standards as well.

Sexual Assault and Relationship Violence Hotline

Penn State has established a new hotline, operated by ProtoCall, which provides service to roughly 55 colleges nationwide. This hotline is accessible to all Penn State campuses, 24 hours a day, to offer counseling and support for victims of sexual or physical abuse.

Partnership with the Pennsylvania Coalition Against Rape and National Sexual Violence Resource Center

Penn State has announced a partnership with the Pennsylvania Coalition Against Rape (PCAR) and the National Sexual Violence Resource Center (NSVRC). PCAR is a nationally known and recognized leader in sexual assault response and prevention. As part of this partnership, Penn State will commit \$1.5 million to fund a variety of initiatives, which could focus on a number of areas, including: professional education and development for Penn State employees; curriculum content and certificate programs; educational outreach initiatives to communities throughout Pennsylvania; promotion of public awareness about child sexual abuse; assistance in developing research priorities on child sexual abuse and sexual violence; public policy development; and, internships and other educational opportunities for students. Penn State's commitment of \$1.5 million will be funded from the University's Big Ten football bowl revenue. Penn State Vice President for Outreach, Craig Weidemann, will lead the team that will work with PCAR and NSVRC to establish a formal plan and budget. According to Dr. Weidemann, "While recent events have been extremely troubling, they have also provided Penn State with a huge opportunity to bring awareness and education to help reduce childhood sexual abuse. We are extremely proud to partner and advance the tremendous work of PCAR and NSVRC. Penn State has a tradition of providing evidence based interventions through Extension to support children and family resiliency. However, this partnership allows us the opportunity to listen, to learn, and to elevate our role in helping with the prevention of sexual childhood abuse and with the treatment of survivors."

Penn State Hershey Center for Protection of Children

As noted above, \$1.5 million of Penn State football bowl proceeds will be earmarked for Penn State's partnership with PCAR and NSVRC, with any remaining monies assisting with the funding needed to launch the Penn State Hershey Center for the Protection of Children. This Center will be the first piece in what will be a wider University initiative focusing on research and outreach. An interdisciplinary Presidential Task Force will be formed to inventory current resources and expertise within the University. Particular areas of focus for Penn State Hershey faculty include creation of a foster child primary care clinic; launching educational programs for professionals, teachers, and the general public; expanded treatment services; opportunities for research into the diagnosis and treatment of child abuse; psychological treatment, with trauma-focused therapy; and a medical-legal partnership with Penn State Law to evaluate the medical and legal needs of abused children. In reference to the Center, President Erickson noted: "(w)e want to be known as a University that is doing the right thing and we have committed ourselves to being the national leader on the prevention and treatment of child abuse, so that we will have a meaningful role in fighting this horrific crime" (<http://live.psu.edu/story/56738>). In addition, on December 12, 2011, President Erickson reached out to Pennsylvania Senator Robert Casey expressing University support for the Senate HELP Subcommittee on Children and Families' hearing on "Breaking the Silence on Child Abuse: Protection, Prevention, Intervention, and Deterrence," which focuses on the effectiveness of federal laws protecting children from abuse. In that letter of support, President Erickson offered the use of the resources of the Center for Protection of Children to assist in such efforts.

Shared Governance

On November 18, a special meeting of Penn State's University Faculty Senate was convened to discuss adoption of a statement to express sympathy for the victims of child abuse, and to reinforce the commitment of the Senate to work with President Erickson to restore public trust. The Senate passed a resolution toward this end. On December 6, the Faculty Senate meeting included remarks by President Erickson followed by questions. The forensic session of this meeting was focused primarily on a resolution to work collaboratively with University leadership as Penn State moves forward from the recent distressing recent events; the Faculty Senate will resume its discussions at its January 24, 2012, meeting. As noted by President Erickson at the December 6 session, the Penn State community will not shy away from the issue that "in many ways has been thrust upon us. It's our responsibility now to be a national leader on the issue of child abuse . . . to hopefully create some good out of something that has been such a tragedy. We are prepared to do the right thing."

Penn State's Board of Trustees has several events planned in conjunction with the January 2012 Board meetings that will serve to aid the Board in gaining a sense of the challenges and issues faced by the academic leadership, faculty and students. Among other constituent groups, the Board will meet with the Student Leaders Roundtable, a group of students that serve in an advisory capacity to the Vice President for Student Affairs. Also, members of the University's Faculty Senate Council, which serves as an advisory body to the Faculty Senate and its officers, have been invited to attend a reception of the Board of Trustees on January 19, 2012.

The Coalition on Intercollegiate Athletics (COIA) is an example of an extension of shared governance that constitutes an alliance of 58 (out of 115) NCAA Football Bowl Subdivision Division schools. Originating in 2002 with Penn State Professor (now Professor Emeritus) of Communications John Nichols as a founding member and current chair, the Coalition provides a national faculty voice on intercollegiate sports issues, including areas of concern such as academic

integrity and quality, and student-athlete welfare (<http://blogs.comm.psu.edu/thecoia/>). Chair Nichols, in light of recent events and given his affiliation with Penn State, requested that the Coalition's 16-member Steering Committee "review the appropriateness of his continued leadership and of COIA's close association with Penn State." In response to that request, the Coalition's Steering Committee communicated to President Erickson on November 21, 2011, reaffirming support noting that they were "mindful of Penn State's long history of accomplishments in athletics governance, as well as the way in which the integrity of all our schools is continually challenged by the role of contemporary college sports," and further noted that the Steering Committee "has strongly and unanimously reaffirmed COIA's links to Penn State, and its confidence in the leadership of Professor Nichols." In closing, that statement of reaffirmation stated that "Penn State is one of America's great public universities, and as advocates for the excellence of U.S. higher education, all of us in COIA are anxious that Penn State emerges from this crisis and continues its strong role as partner in our communal academic mission."

Penn State Parents Program

Established in 2009, the Penn State Parents Program serves as a central resource for parents and families of Penn State students, and provides information about the student experience by communicating regularly with parents and families. In response to recent events, and as a means of sharing key information, the Program established a dedicated webpage with resources regarding recent events (<http://parents.psu.edu/RecentEvents.shtml>). Also, an e-mail message was sent on November 22 via the Program to all current University Park parents for whom there is an e-mail address on record; this message was also posted to a Parents and Families Newswire listserv announcing creation of the website.

Human Resources Initiatives

Penn State's Office of Human Resources (OHR) will conduct a comprehensive review of human resources-related policies and guidelines as they relate to ethics, accountability, and compliance. Existing mechanisms used by employees to seek confidential assistance from trained human resources professionals will be reviewed to ensure maximum awareness and accessibility. OHR will partner with Internal Audit to raise awareness of the Ethics and Compliance Hotline. The OHR website will be enhanced to present these mechanisms prominently, and periodic reminders will be issued. A consistent, strong theme throughout these efforts is that staff employees may use these mechanisms without fear of retribution and that OHR and human resources professionals represent a cohesive, dependable source of support. OHR will provide supplemental training to human resources professionals as necessary.

OHR's Workplace Learning and Performance unit will conduct a comprehensive review of all programs offered to University employees, with a focus on curriculum offerings on ethics, accountability, and compliance topics. The unit will undertake the following actions:

- Review and update all leadership and management curriculum offerings to ensure that ethics, accountability, and compliance topics are included.
- Review and update all University on-boarding programs and materials to ensure that ethics, accountability, and compliance topics are included. This will also include a detailed review of values and compliance commitments.

- Review, update, and create new curriculum offerings around ethics, accountability, and compliance issues (specifically around reporting, working with youth, and policy enforcement). Conduct a University-wide needs assessment to help guide the process. Training will include information on how to approach a supervisor, how to work within the chain of command, and for supervisors, leadership courage and how to respond to alleged wrongdoing.
- Conduct a review of all compliance training provided to employees with the goal of providing easy access, through the use of technology, to all learning opportunities and reporting mechanisms for employees.
- Identify programs that will be mandatory for all employees to attend as well as a tracking mechanism to ensure attendance.
- Develop a plan for the delivery of all mandatory programs that includes leadership and management training, compliance training and reporting, and ethics training and reporting.
- Plan for the reinvention of the performance management system for staff.

OHR's Recruitment and Compensation unit will undertake the following actions:

- Review, update, and communicate consistent non-discriminatory policies and practices related to all aspects of employee recruitment and hiring.
- Implement a comprehensive review and update of background and clearance procedures, as well as safety/security communications, to ensure a safe environment for all employees, visitors, volunteers, and participants in University programs and services.
- Update and communicate performance evaluation and compensation philosophies that ensure managers are aware of and comply with non-discriminatory evaluation and pay practices for all employees.
- Monitor and provide transparent access to applicable data concerning hiring, compensation, and promotional practices.

All of the foregoing human resources activities will be guided by the expectations described in President Erickson's "Five Promises" in his *Promise to the Penn State Community*.

In addition, as noted previously in this report, Student Affairs has established a new document that will be used as the basis for the creation of training specific to the area of child abuse and sexual assault reporting. That document will also be used to create new staff training programs through the Office of Human Resources.

Enhanced Counseling Services

Staff in Penn State's Center for Women Students (CWS) and the Center for Counseling and Psychological Services (CAPS) reported that students who had previously been traumatized by sexual assault sought renewed support at the centers. CAPS staff adjusted schedules to accommodate increased demand for appointments and CWS managed visits and phone inquiries from student clients and their parents about recently-reported incidents.

Three special evening sessions were held for students with an interest in discussing their thoughts and feelings. Suggested topics in these forums included child sexual abuse allegations, student concerns about Penn State, dealing with reactions of friends and family, services for students, fears for the future, and how to cope with associated stress. These sessions were not intended as a

replacement for counseling, and confidentiality was requested for the well-being of all participants (no recording or videotaping by media representatives was permitted).

A specific resource page with an accompanying message was created through CAPS. In addition to detailed Penn State and external resource assistance and sites noted on the resource page, a message from CAPS staff includes the following excerpt:

. . . it is important to remember that all of us play a role in helping Penn State heal from these tragic events. Penn State is composed of all of us, not just a few in higher administrative positions. Each of us in our positions as students, faculty and staff will be called upon to carry on in support of Penn State's educational and developmental mission. It will be important for all of us to reflect upon the meaning of the events, our reactions to them, and what we have learned as an institution and community. Spending some time talking with and supporting each other during this difficult time, and pursuing our daily mission of education and support of the higher values of Penn State are important ways we can show that we care about ourselves and each other.

Morgan Academic Support Center for Student Athletes (MASCSA)

Penn State provides assistance in a variety of ways to student-athletes; a complete inventory of all those services and resources is far beyond the practical scope of this report. However, given that much of the genesis for the current situation has ties to Athletics, it may be helpful to summarize relevant programs specifically geared toward student-athletes and athletics staff, and how Penn State plans to enhance those programs going forward.

The Morgan Academic Support Center for Student Athletes (MASCSA) is a unit of the Office of Undergraduate Education, providing academic and personal support services to approximately 800 student-athletes competing in 31 sports. The Director of the MASCSA, while reporting through Undergraduate Education, works closely with the NCAA Faculty Athletics Representative on academic eligibility and student-athlete welfare issues. In response to recent events, the MASCSA has worked with Intercollegiate Athletics to collaborate on activities and communications, including a focus on counseling resources and education, as noted elsewhere in this report.

As events continue to unfold, it will be critical for the MASCSA to continue collaborations with Intercollegiate Athletics in educating and supporting both staff and student-athletes. Over time, future directions will become more specific; however, it may be helpful to highlight some current considerations for the MASCSA operation:

- Coordinate a MASCSA staff educational session focusing on the Clery Act and conducted by human resources professionals.
- Review and evaluate the NCAA Nagle/CHAMPS (Challenging Athletes' Minds for Personal Success) Life Skills Menu Program topical offerings and the overall system for program delivery to both individual sport teams and coaching staffs.
- Work closely with the Student-Athlete Advisory Board to create awareness around the issue of violence and sexual abuse against children and to support specific national organizations in this area.

The National Collegiate Athletic Association (NCAA) requires universities with Division I athletic programs to engage every 10 years in a comprehensive recertification process (along with a 5-year interim status report), with certification addressing three compliance areas: 1) Academic Integrity; 2) Governance and Commitment to Rules Compliance; and 3) Equity and Student Athlete Well Being. At Penn State, this recertification process was chaired by the Associate Vice President and Senior Associate Dean for Undergraduate Education. In 2006-07, following response to 70 questions developed by the NCAA, with public input, and after a three-day site visit, the NCAA relayed to Penn State its continued qualification for certification. The NCAA noted that the recertification classification means that “your institution is considered to be operating its athletics program in substantial conformity with operating principles adopted by the Association’s Division I membership and that any problems identified during the course of the self-study and peer review team’s evaluation have been corrected or were not considered to be serious enough to affect your institution’s certification status.

Promotion of Curricular Content

Penn State’s commitment to exploration of ethical issues in the University’s teaching and learning environment is demonstrated specifically throughout this report. It is also important to note that Penn State’s current strategic plan, *Priorities for Excellence: The Penn State Strategic Plan 2009-10 through 2013-14*, has a specific strategy identified as “Assist Students to Explore Ethical Issues in Their Professional and Personal Lives.” The Year 2 Progress Report for that goal can be found at <https://www.work.psu.edu/dept/president/pia/middlestates/Year2.pdf>, and provides examples of such integration efforts (some examples are noted elsewhere in this report, such as the exploration of a possible institution-wide honor code).

As noted above, curricular integration of ethics and issues of integrity already has a strong foundation. The Schreyer Institute for Teaching Excellence, the Rock Ethics Institute, and the Center for Democratic Deliberation have provided additional resources for open discussion and dialogue in the classroom. Penn State’s Administrative Council on Undergraduate Education (ACUE), which includes the undergraduate deans of each University college, revised its December 1 agenda to develop an environmental scan of purposeful responses underway in the colleges, with deans deliberating on the role of academic administrators in strengthening the curricular commitment to ethics theory and practice as a vital curricular element. The group expressed its desire to develop ethics and academic integrity as a recurring ACUE theme.

With regard to specific curricula and educational programming related to the prevention and intervention of child sexual assault, neglect and abuse, the University commits to promote curricular content related to issues of child abuse prevention and intervention, as Penn State strives toward taking a leadership role in this field. To do this, the University must review the current inventory of undergraduate courses and programming in areas directly addressing such critical issues such as nursing, human development, sociology, criminal justice, and various social sciences. Specific topics related to issues of child abuse, including recognition and indications that a child may be the subject of sexual assault/abuse, prevention and intervention, professional expectations, and reporting requirements and responsibilities, are taught in 119 courses with over 49,000 annual enrollments in pre-professional, undergraduate study in 35 majors. These students are preparing for professions involving interactions with children, youth and families, for example in occupations such as teaching, health care and nursing, psychology, criminal justice, counseling, and athletic training and coaching.

Critical topics related to these issues are typically addressed in the scope and sequence of courses across the curricula in these majors, including introductory and advanced courses. By way of example, psychology majors are introduced to physical and verbal abuse as it relates to general psychology concepts such as parenting, and the application of theories of child development that include protecting children from abuse. Later in the curriculum sequence, students take courses in human sexuality that address presumed causes, correlates and consequences of rape, incest, pedophilia, sexual harassment and hate crimes among other topics, including more advanced study of child development and abnormal behavior and mandated reporting requirements. Pre-service students in teacher education programs are informed at several milestones across the curriculum about their role as mandated reporters of suspected child abuse, and they discuss case studies of child abuse as part of their advanced study of social and cultural foundations of education.

Students preparing for these occupations are engaged in various supervised internships and clinical intensives throughout their course of study. A typical education student, for example, may spend 170 hours in school and classroom settings before the semester-long student teaching experience; nursing students spend 855 hours in hospital and health care settings. Students preparing for careers as elementary and high school counselors spend 700 hours in supervised clinical settings.

These topics are not limited to students enrolled in the particular majors mentioned above. Among its general education courses, the University teaches courses about social problems, developmental psychology, philosophy, sociology, and family studies. Of the 119 courses that include topics related to child abuse, 23 are also part of the University's 45-hour general education curricula required for all undergraduate students.

Establishment of a University Safety and Regulatory Compliance Officer

A new position of University Safety and Regulatory Compliance Officer has been established to work collaboratively with various offices to ensure the University's overall compliance and recordkeeping in accordance with the Clery Act, as well as understanding of FERPA, the Higher Education Reauthorization Act, OSHA, and HIPPA. In addition, this position will work with various offices to ensure compliance with the provisions of the Sexual Assault Victim's Bill of Rights. While a direct report to the Assistant Vice President for Police and Public Safety, the position will also have a collaborative relationship with the University's Vice President and General Counsel. As of the writing of this report, the position has been advertised and it is anticipated that the University will fill this position in early 2012.

Continual Demonstration and Evaluation of Policies, Guidelines and Practices

Penn State has a comprehensive compilation of policies, guidelines, programs, and principles that are built around integrity, ethics, and responsible behaviors. Looking forward, the University will continually renew its commitment to those values and behaviors; this will involve continued monitoring and adjustment, as appropriate, of procedures, guidelines, and practices.

Strategic Planning Integration

When new guidelines for unit-specific planning are issued in Spring 2012, a specific request will be made to articulate how ethics and integrity will be woven into strategic plans of academic and administrative units.

SECTION 8

CONCLUDING THOUGHTS

The events that have led to this informational report have been disturbing and sad, having impacted, in addition to any victims of serious crimes that have been alleged, the entire Penn State community of students, faculty, staff, alumni, and friends in an unparalleled manner. As Penn State reflects upon the Requirements of Affiliation and Standards for Accreditation, in particular Standard 6, much evidence exists that the University is firmly committed to the continual exhibition of integrity, and to individual and combined efforts to rebuild trust and confidence.

While recent events have caused institutional reflection and dialogue, they have also triggered awareness that Penn State must adopt a forward-looking view of how the University can proceed and strengthen its fundamental commitment to integrity and ethics. The University understands questions regarding Penn State's adherence to the Standards of Affiliation, and recognizes the necessity of ensuring that the institution is not complacent. The University's leadership has heard repeatedly from students, faculty, and staff, as well as alumni and friends that many people truly do want to be "part of the solution" and the Penn State community has collectively embraced the notion of persevering through these difficult times powerfully and with firm resolve.

As the University moves forward, it will be continually monitoring and re-examining structures and processes for proper governance and oversight. The daily conduct of the individuals who comprise this community will play a critical role in restoring the integrity and honor that have always characterized Penn State. Likewise, it will be imperative that the University's leaders continue to communicate to all constituents that Penn State embraces and demands an environment free of retaliation and retribution for anyone surfacing issues or acts of concern. As stated in Standard 6, fair and impartial processes are critical to address misconduct concerns and allegations. Additionally, periodic assessments of the integrity evidenced in not just the University's policies, but also through the actions of the people who comprise this University will be done.

As Penn State moves forward, reflection and emphasis must be firmly held to the words expressed by President Erickson on November 10, 2011: "We are a university that is committed to its core values of honesty, integrity, and community. We are a university that will rebuild the trust and confidence that so many people have had in us for so many years."