Strategic Plan
2020-2025
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Introduction

The Penn State Schreyer Honors College, established in 1997, is recognized for excellence in providing a prestigious honors education at a top-tier public research university. We offer three levels of entrance to the college, from first to third academic years. The Schreyer Honors College offers students challenging academics, unique benefits, and a community of high-achieving Scholars with all the resources of a large research university. Scholars have access to Penn State's top-tier faculty, extensive facilities and resources, and the world's largest alumni association. Benefits of being a Scholar include priority course registration, scholarships, grants for research, internships, and travel, career development, signature study abroad opportunities, more than 300 honors courses, and opportunities to engage in leadership and service. More than $7.9 million is awarded to Scholars in grants and scholarships on a yearly basis to support our mission.

Nearly 2,000 Scholars are enrolled in the Schreyer Honors College in all academic disciplines at University Park and most of the Commonwealth Campuses. Scholars win a significant number of national awards annually, including Goldwater Scholarships, and compete with thousands of undergraduate students across the United States. Scholars are also involved in many service activities that provide assistance to various communities. We strive to create a rewarding and distinctive experience in which academics, leadership, cultural awareness, and service are integrated into a world-class education for our students.

Vision and Mission

Our mission and vision, established as part of the Schreyer endowment, are integrated throughout the College and reflected by our programs, requirements, and honors courses.

Our vision is to educate students who will have an important and ethical influence in the world, affecting academic, professional, civic, social, and business outcomes. We also aim to improve educational practice and to be recognized as a leading force in honors education nationwide.

The mission of the Schreyer Honors College is to educate Scholars in an environment that promotes academic excellence with integrity, builds a global perspective, and creates opportunities for leadership and civic engagement.

Student Learning Outcomes

The Schreyer Honors College is a committed advocate of the overall Penn State experience, and an engaged partner with numerous colleges, departments, and programs in the university. Its historic vision and mission lead it to be a multifaceted, holistic program that shapes its students to be moral agents that influence the world for the common good. More specifically, the ambitious task of the Schreyer Honors College is to invest in its students—in and out of the classroom—to the end that they will be committed to, and skilled in, providing principled
leadership in the world, and contribute positively and effectively to professional, social, civic and intellectual outcomes.

**Intended Student Learning Outcomes**

Educators always have hopes for what students will learn. Codifying these hopes is an attempt to identify what has come to be called intended student learning outcomes. As the Preamble above clearly attests, the Schreyer Honors College has high hopes for the learning experience of its students. More specifically, students who graduate from the Schreyer Honors College will:

1. Develop, engage in, and communicate scholarship in their field in order to examine and critically analyze selected topics, issues, or problems;
2. Embody ethical principles in personal, academic, professional, and societal contexts;
3. Demonstrate respect for human differences, understanding of global interdependency, and engagement in civic life; and,
4. Collaborate with others and demonstrate leadership by exploring opportunities or implementing initiatives.

These four learning outcomes are not mutually exclusive. Rather, they are best understood as being intertwined, having connections one to the others, both conceptually and practically. The Schreyer Honors College will intentionally and strategically provide curricular and co-curricular programs, initiatives, experiences, practices, policies, and procedures, in collaboration with its various partners at the university as appropriate and/or relevant, that it believes may bolster students’ progress towards these learning outcomes. The full rationale for the learning outcomes is provided in the appendices of this report.

**State of the Schreyer Honors College**

**Enrollments and Medals Recipients**

Overall enrollment and graduation numbers for the most recent completed two years are summarized in Table 1. The current strategic plan has no mandate regarding the size of the College, beyond the long-standing soft cap of 300 for entering first-year students. The typical graduating population is roughly evenly split between those students entering the college as incoming first-year students and those who entered as rising sophomores or juniors. Graduation data are shown in Table 2.

Underrepresented minorities (URM) make up 8% of the total enrollment; however, the majority of those students enter as first-year students. For both 2018 and 2019, 5% are students entered through the first year and three percent entered as current Penn State students in their sophomore or junior years. The URM population has increased in recent years, from 5.7% in fall of 2016 to 7.9% in fall 2019. This is largely due to the College’s strategy to improve recruitment efforts in first-year admissions. International enrollment remains at nearly 7%, mostly from continuing student admissions. There has been no focus on recruiting internationally.

In addition to URM recruitment into the first year, current enrollment-related initiatives include: retention support through the associate dean’s office; improved thesis support through Thesis Boot Camps and rising-class academic meetings; improvements to the honors advising model
which improves Scholar access to professional advisers; better interventions for students with
grade difficulties (including Warning Plan and extended warning); regular visits to campuses to
promote the College (also a retention initiative for current Scholars), improved liaison with URM
recruitment contacts in the colleges; and new recruitment materials.

Table 1. Recent enrollments

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Fall 2018</th>
<th>Fall 2019</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>1968</td>
<td>1959</td>
</tr>
<tr>
<td>Male / female (%)</td>
<td>46/54</td>
<td>45/55</td>
</tr>
<tr>
<td>In state / out of state (%)</td>
<td>71/21</td>
<td>72/21</td>
</tr>
<tr>
<td>International (%)</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>UP / campus (%)</td>
<td>93/7</td>
<td>93/7</td>
</tr>
<tr>
<td>First year entrants (%)</td>
<td>61</td>
<td>63</td>
</tr>
<tr>
<td>Sophomore entrants (%)</td>
<td>18</td>
<td>19</td>
</tr>
<tr>
<td>Junior entrants (%)</td>
<td>21</td>
<td>18</td>
</tr>
<tr>
<td>URM (%)</td>
<td>8</td>
<td>8</td>
</tr>
</tbody>
</table>

Table 2. Medals recipients

<table>
<thead>
<tr>
<th>Year</th>
<th>Total</th>
<th>First</th>
<th>Sophomore</th>
<th>Junior</th>
<th>URM</th>
<th>International</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-2020</td>
<td>619</td>
<td>306</td>
<td>122</td>
<td>191</td>
<td>44</td>
<td>59</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(49%)</td>
<td>(20%)</td>
<td>(31%)</td>
<td></td>
<td>(10%)</td>
</tr>
<tr>
<td>2018-2019</td>
<td>488</td>
<td>238</td>
<td>88</td>
<td>162</td>
<td>26</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(49%)</td>
<td>(18%)</td>
<td>(33%)</td>
<td></td>
<td>(11%)</td>
</tr>
<tr>
<td>2017-2018</td>
<td>555</td>
<td>268</td>
<td>117</td>
<td>165</td>
<td>20</td>
<td>50</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(48%)</td>
<td>(21%)</td>
<td>(30%)</td>
<td></td>
<td>(9%)</td>
</tr>
</tbody>
</table>

Academic Initiatives and Processes

Academic Initiative. The College is embarking on a new initiative to provide additional
opportunities for our Scholars to engage globally. Working with the Office of Global Programs
and through the Strategic Partnerships, the College is working closely with colleagues at the
University of Auckland, University of Monash, and Shanghai Jiao Tong University’s Zhiyuan
Honors College. The engagement is intended to provide research opportunities at these
institutions through faculty collaborations and university seed grants. As part of these
partnerships, students from these institutions would visit Penn State to participate in faculty
research. The impact of this initiative could be substantial for many parts of the University.
Learning Outcomes and Assessment. The College developed learning outcomes for the Schreyer Scholars. These outcomes will ensure that every Scholar embraces the mission of the Honors College. To ensure that the Scholars are meeting the outcomes, the College engaged with faculty in Higher Education to work collaboratively with College staff to create an assessment plan. The plan will articulate and provide specificity and opportunities for how Schreyer Scholars will ensure they are satisfying the learning outcomes. Part of the assessment will include creating an Ethics Program and an ENGL 202H course (including thesis preparation, ethics content, global content) with consideration of an e-portfolio and additional thesis criteria.

Ethics Program. Core to the College’s endowment is having ethically grounded Scholars. While there have been efforts in the past to address this (including part of previous strategic plan), the College administration has engaged the Rock Ethics Institute to establish a Schreyer Honors College Ethics Program for Scholars. Since ethics is also part of the learning outcomes, this program will ensure that every Scholar will understand their ethical awareness and responsibility to society.

Student Organizations
The College supports and advises several student groups. Student Council is recognized as a Penn State student organization. Student Council serves as a communication link between University faculty, Schreyer Scholars, College administration, Special Living Options, other college student councils, and student organizations to coordinate student programming, service, THON, academic, professional, and social events. The main goal of the Student Council is to help foster and build relationships within the Schreyer community.

Schreyer for Women (SfW) is a new organization created in 2017 within the Schreyer Honors College that focuses on empowering female Scholars and surrounding communities. It is also recognized as a Penn State student organization. The foundation of this organization is built upon four pillars; community building, career development, service, and special projects. SfW provides a space for Scholars to network, collaborate, socialize, and contribute to the community while at Penn State and beyond graduation. SfW recently became a registered Penn State student organization.

Minorities in Schreyer (MiS), a recognized Penn State organization, was created in Spring 2020 to support URM scholars. The organization aims to improve the recruitment and retention of Black/African-American and Latinx students in the Schreyer Honors College. To achieve these aims, MiS collaborates with other minority-serving organizations and Schreyer staff who engage and support underrepresented students, provides a safe and inclusive space to discuss and deliberate upon the unique experiences and needs of underrepresented Schreyer scholars, and facilitates academic, professional and civic leadership opportunities for underrepresented scholars.

Several additional student programs create opportunities for student leadership, input, and engagement within the College. Scholar Ambassadors represent the Honors College at special events for alumni and donors, provide tours of campus and honors housing, develop and lead philanthropic campaigns, meet with visiting families, and share their experiences as Scholars. Orientation Mentors help to welcome first-year Scholars to the Schreyer community and mentor
them during the initial period in the College. Scholar Assistants are upper-class students who live in honors housing. They partner with Penn State Resident Assistants to create an inclusive and welcoming community in Atherton and Simmons Halls.

**Diversity, Equity, and Inclusion**

In August 2019, the College hired its first assistant dean for equity and inclusion. The goal was to provide support for our under-represented Scholars, recruit that population to our College from current the Penn State students community, cultivate a culture of acceptance and civility, work with staff on issues of equity and inclusion, and join the network of faculty and staff in similar positions in other colleges. Progress in these areas are detailed below.

During her first six months, the new assistant dean has worked to cultivate relationships and collaborations with multicultural academic and career programs, such as the co-sponsored Career Program with the Penn State College of Medicine. She also increases awareness about and advocacy for diversity, equity and inclusion in the College through participation in the Academic Council of Multicultural Affairs. This and other multicultural organizations will provide the basis to recruit academically talented students from under-represented populations. Support for and success of Scholars is being initiated through the development of Scholar resource groups, including the Minorities in Schreyer, Diversity Task Force, and Gender Equity Task Force, as well as early warning indicators to identify scholars at academic risk. The assistant dean serves on committees to ensure that the needs of diverse stakeholders are included in academic support and living/learning community programming, assessment indicators and metrics, and Honors College and university policies. Collaborations include designing an exit survey, surveying living experiences of Scholars entering the College as sophomores or juniors, evaluating the process of entry of Paterno Fellows into the Honors College, redesigning the admissions process for second- and third-year Scholars to diversify the applicant pool, and developing protocols for supporting Scholars in distress, on academic warning, seeking appeals, and/or facing dismissal.

The assistant dean leads the Schreyer Honors College scholarship committee in the design and implementation of guidelines for the distribution of emergency funding and need-based scholarships. Guidelines include the process for awarding of emergency funding, assisting with end of semester balances, and awarding need-based scholarships.

**Programs**

The Schreyer Honors College hosts a wide and rich variety of programs. We are committed to offering all Scholars the opportunity to engage in co-curricular programming that aligns with the mission of the College. During the past year, a more strategic approach to identify and define specific learning outcomes has helped shape a richer out-of-classroom experience for all Scholars. An intentional commitment to build stronger and more inclusive communities while promoting self-care and wellness is proving to be a foundational step in creating transformative learning opportunities for all students. Our programs are briefly described here, but are provided in greater detail on our website at [shc.psu.edu](http://shc.psu.edu) and in the appendices. The Office of Student Programs increasingly develops and coordinates programming and events with University partners across campus. Partners include the Gender Equity Center, Educational Equity, CAPS, Student Care & Advocacy, Student Farm, Student Sustainability Advisory Council, and
FreshSTART, to name a few. These and other partnerships are critical in helping us succeed in aligning inclusive programming with the mission and vision of the College.

One of the major current initiatives for the Office of Student Programs is the development of a new and innovative orientation model that embraces student diversity. The new model was expected to premiere in August 2020; however, it will be postponed until August 2021 because of limitations due to Covid-19. The new model will include all incoming students, regardless of year, and will also include an “All Scholar Celebration” event for all Scholars, both current and new. A second major emphasis is to increase the level of sustainability programming and learning about the sustainability goals that align with the university’s strategic plan. This includes the organization of a SHO TIME Green2Go luncheon, hosting three sustainability speakers, and leading a canned food drive to support local the Lion’s Pantry. The office has also worked to enhance diversity and inclusivity in the College by increasing diversity among student leaders, mentors and speakers and building more equitable orientation and training of student leaders by collaborating with some of the University partners described above. In addition to events, the office also creates opportunities for students to interact and engage with performing artists through the Schreyer Honors College Cultural Performance Series, provides a level of engagement with Resident Assistants in the Living-Learning Community to sponsor mindfulness activities, participates in relaxation week programming, and invites deans and university leaders to participate in the “Donuts with the Dean” series.

The College also provides the following special programs to enhance the honors experience at Penn State.

Distinguished Honors Faculty Program (DHFP). The DHFP interactive, innovative program places an emphasis on information sharing and connecting with some of the most distinguished faculty at Penn State. Distinguished Honors Faculty and students gather to share experiences and perspectives that may venture beyond the labels and definition of an academic major or course. This is a program deeply rooted in the belief that when you create small-group learning experiences that are relaxed, well-conceived, and distinctive, students and faculty connect with each other in profound ways. There are currently 11 distinguished faculty in the program, representing engineering, liberal arts, agricultural science, earth and mineral sciences, and the arts.

Signature travel programs. The Schreyer Honors College offers signature international programs that provide the same level of honors enrichment that Scholars expect from honors courses. These include semester, summer, and short-term programs in South Africa, London, Thailand, Tokyo, Colombia, Ghana, Ireland, India, and Freiburg. In addition to the significant subsidies the Honors College offers for its own signature international programs, a travel grant program provides funding for Scholars pursuing experiences abroad.

Career Development. The career development office assists Scholars in translating their academic and out-of-classroom experiences into fulfilling and intentional careers. With the support and guidance of this office, they can take advantage of internships, job fairs, career counseling, research opportunities, networking, funding, and career-related events. Three mentoring programs are hosted by this office. The Distinguished Alumni Mentoring program
matches Scholars with members of the Penn State Society of Distinguished Alumni. Mentoring with Honors is sponsored by the Scholar Alumni Society and helps to develop relationships between current Scholars and Scholar alumni. The third mentoring program connects upper-class Scholars and other students from the same college. Career Development also hosts the CONNECT networking and career day event each spring and partners with the PNC Leadership Development Center.

Health and Wellness. Health and wellness programs for the Schreyer Honors College are currently organized by the Director of Student Programming, the Director of the Presidential Leadership Academy (PLA), and Scholar ambassadors, Scholar assistants, and students from Student Council and the GLOBE. There is also a Programming Committee in the College that discusses student programming that includes health and wellness topics and initiatives. The dean has been discussing this topic with the Student Advisory Committee on student perception of needs. Programming and initiatives have included speakers on mental health and HIV/AIDS, yoga/pilates, and Counseling and Psychological Services (CAPS) chats. The College also co-sponsors and promotes events and programs in the weekly newsletter and on social media that are offered by numerous Penn State units outside of the College. In the recently created Student Support Committee, members have discussed ways to be more proactive for students who are on academic warning and students who are struggling with health and wellness. The committee is working on building stronger relationships with student affairs offices and student support services to connect Scholars with the proper resources needed and to work as a team to assist students.

There has been minimal staff programming for health and wellness in the college and at Penn State. Adjustable standing desks have been purchased for all staff who request them. The dean’s executive assistant and the PLA director are working with the director of Penn State’s Center for Fitness and Wellness and the coordinator for Exercise is Medicine to discuss desk exercises that staff can do to be more active. Other ideas have surfaced and are under discussion; however, there have been no systematic initiatives other than the standing desks.

Development
The Schreyer Honors College provides the very best features of an honors education to a diverse and talented group of students: academic excellence with integrity in an environment that fosters student equity and inclusion, the development of global perspectives and an appreciation of all cultures, and opportunities for Scholars to become responsible and ethical leaders in their communities and beyond. With the support of a dedicated staff, top University faculty, a growing and engaged network of Scholar alumni, and generous donors, Schreyer Scholars can not only become leaders in their disciplines but also serve as catalysts for positive, sustainable change around the world.

With the inception of the Greater Penn State for 21st Century Excellence Campaign, the College has focused on the following areas to increase philanthropic support:

- Financial aid for Schreyer Scholars with significant need. There has been a concerted effort to increase funds for Scholars that enter as sophomores or juniors;
- Travel, research, and internship grants;
- Career development initiatives; and
• Health and wellness activities for College staff and students.

The goal for the College is $17,100,000. As of December 2019, the College raised $8,328,337, with most funds dedicated to scholarships. Current endowment levels for the College are provided in Table 3.

<table>
<thead>
<tr>
<th>Category of Endowment</th>
<th>Market Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scholarships</td>
<td>$70,138,940</td>
</tr>
<tr>
<td>Awards</td>
<td>$220,166</td>
</tr>
<tr>
<td>Program Support</td>
<td>$37,056,524</td>
</tr>
<tr>
<td>Travel Grants</td>
<td>$6,129,403</td>
</tr>
<tr>
<td>Internship Grants</td>
<td>$227,668</td>
</tr>
<tr>
<td>Research Grants</td>
<td>$149,472</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>$113,922,173</strong></td>
</tr>
</tbody>
</table>

**Alumni and Parent Relations.** Beyond direct philanthropic support and communications, alumni and parents are engaged through volunteer and relationship-cultivating engagement opportunities. Alumni volunteer by: conducting admissions interviews of first-year applicants to the College, mentoring current students in the short-term through the Connect Database and in longer pairings through Mentoring with Honors (both soon to transition to Penn State Lion Link), the Connect networking and career day event, and through events for visiting alumni, sometimes in the role of recruiter.

The members of the Scholar Alumni Society Board (SASB) are the most dedicated volunteers. In partnership with the staff, they develop and support the mentoring programs and Outstanding Scholar Alumni and Outstanding Alumni Mentor Awards, enhance and assist in leading the Alumni Admissions Interview Program (AAIP), and develop signature engagement events such as the Scholar Alumni and Friends Tailgate and Homecoming Parade Watch Party. They also assist in planning regional events, such as the “Meet the Dean” series, and support Schreyer student organizations. Parents and families are invited to host or attend regional summer send-off events and special programs during New Student Orientation (NSO), SHO TIME, and Penn State Parents and Families Weekend. The most engaged parents volunteer on the Schreyer Parents Council (SPC), supporting and engaging the broader parent and family community through fundraising and stewardship, and supporting the Admissions team with outreach efforts. Current initiatives include enhancing existing programs and developing new alumni and parent engagement opportunities, such as community service days, a job shadow hosting program, further leveraging local networks and digital opportunities, and seeking greater representation of diverse identities on both the SASB and SPC.

**Budget**

The Schreyer Honors College is financially healthy. We currently receive funding from the following sources: general funds, endowments, and gift funds. Three of the endowments the college receives are quite large. The College’s program support is mainly provided by these three endowments, along with general funds. These are the Dean’s Fund for Schreyer Honors College,
Pre-eminence in Honors Education, and Schreyer Honors Faculty Support. For the 2019-2020 fiscal year (FY), the College was required to return 1% of its general funds budget to the University. Figures 1 and 2 reflect our anticipated revenue for FY 19/20 and expenses from FY 18/19. All sources of revenue have been combined. This would include general, endowments, and gift funds for both permanent and temporary funds.

For the FY 2020-2021 budget, the University has required a rescission of 3% due to budget issues caused by the Covid-19 event. This is a substantial decrease to the general funds. In addition, we have been asked to create scenarios for 5, 10, and 15% budget reductions in case the University needs to enact them. The Schreyer Honors College is very fortunate to have a substantial endowment that will help to protect us from disruptions caused by these truly significant budget reductions.

**IT Support**
Over the past several years, Schreyer Honors College IT staff have adopted centralized Penn State services to create efficiencies, improve security, and reduce support and overhead of redundant services. This has allowed the IT staff to be able to dedicate more time to localized, value-added services for the College, such as custom application development and unique technology solutions that cannot be provided centrally. Penn State’s IT Modernization plan for the next three years will extend this model even further by creating more opportunities to run central services at scale, thereby freeing up our time to focus even more on locally relevant services important to the College and our strategic plan.

New and improved services have been created and implemented by College IT staff over the past few years. These systems and services include a significant upgrade to the FileMaker staff interface for the Student Records System (SRS), a complete website redesign (in collaboration with Strategic Communications), the creation of a digital signage platform to further promote our events, programming, and academic deadlines, and the migration to Penn State central services mentioned above (Office 365, Box, Enterprise Active Directory, Enterprise Firewall, etc.).

**Facilities**
Schreyer Honors College staff work in offices located in Atherton and Simmons Halls, with Atherton Hall being the primary location for the administration. Strategic Communications, the Student Programs Office, and Equity and Inclusion offices are located in Simmons, with the remainder in Atherton. The College maintains a state-of-the-art computer lab in Atherton to that is available for all Scholars to use. There are several technology-enabled collaboration spaces in Atherton and Simmons Halls. There is a 32-seat, general purpose conference room maintained by the College in Atherton. Although there are additional recreational, event, and study spaces available to students residing in the two halls, they are maintained by Penn State Housing, rather than by the College.
Figure 1. Distribution of Schreyer Honors College revenue.

Figure 2. Distribution of Schreyer Honors College expenses.
Staffing
Currently, there are 28 staff members working in the Schreyer Honors College. An organizational chart is included in the Appendix to this report. The dean has eight direct reports, including the associate dean, the assistant dean for equity and inclusion, the executive assistant, and the directors of Strategic Communications, Information Technology, and the Presidential Leadership Academy. In addition, the dean has two indirect reports, which are the financial officer and the director of Development and Alumni Relations. All academic and programing staff report to the associate dean. These include student programs, academic assessment, admissions, career development, international programs, and academic services. Development is staffed with five employees, including the director. In addition to the regular, full-time staff, the college employs a number of graduate assistants, undergraduate interns, undergraduate office assistants, and part-time/temporary staff. Academic services and admissions both employ temporary, part-time employees.

Several new positions were recently added. The position of the assistant dean for equity and inclusion was created in August 2019 in response to the need to recruit, retain, and support our scholars from underrepresented groups. A data analyst was also hired in 2019 to assist in retrieving, assessing, and reporting data for the College.

Strategic Communications
In 2015, the Schreyer Honors College upgraded the communications coordinator position (then vacant) to director of strategic communications and began a recruitment campaign to fill it. In February 2016, a candidate was identified and hired to lead communications, marketing, and public relations efforts for the College. Since then, significant improvements and enhancements have been made that align with the mission of the College and reinforce its reputation as a leading force in honors education nationwide. In addition, a full-time public relations specialist was hired and has greatly increased our visibility through news stories and features in both Penn State News and in external publications.

Significant transformation has been achieved in many areas, including the use of the new Penn State logo, print publications, web communications, social media, public relations, digital video, photography, event production, an online store, and College spaces. All communications have a clear focus on diversity and inclusivity across all spectrums of representation. A beautiful legacy video was produced that contains never-before-heard voicing of Mr. Schreyer. In addition, the strategic communications director collaborates across the university, including with colleges, departments, faculty, and other partners.

In 2018, the “Living Legacy” video was produced and contains audio of William A. Schreyer, the College’s namesake. The video features former associates, members of the Schreyer family, alumni, and current students and tells the story of the College’s beginning. In doing so, it provides current and new Scholars, staff, and other constituents with the inspiration behind the Schreyer family’s vision of honors education at Penn State.

The Strategic Communications team won five awards in 2019 from the Council for Advancement and Support of Education (CASE), including Best Annual Report, Best Video Feature, Excellence in Design, Best Recruitment Website, and Best Web Site (page or section).
Presidential Leadership Academy (PLA)
The PLA is administratively housed within the Schreyer Honors College, but is separately endowed, has its own director, and consists of both Scholars and non-Scholars. It is a certificate program and is both curricular and extracurricular. The president of the University and the dean of the College teach in the program, along with the director. There are 90 students total in the program, which accepts 30 rising sophomores each year. The focus of the program is to encourage students to think critically about important leadership issues and multiple perspectives. Admission consists of an application and interviews of students from all academic majors. The director oversees all activity, including recruitment, coursework fulfillment, advising, and coordination of field trips, and works closely with the donors of the program. A staff assistant and graduate assistant support field trips, activities, and office administration. An advisory board, composed of both Penn State faculty and external participants, advises University leaders on both curricular and extracurricular activities. The PLA co-sponsors various campus programs, provides grants to students for emergency aid, and supports outside class experiences, including study abroad, internships, and conferences.

Field trips for the PLA focus on learning about the cities, states, and regions they visit and include meetings with speakers and leaders who are involved in making decisions in their area of expertise. These trips are central to fostering a broader perspective on social and political issues. Recent trips have included those to Washington D.C., Baltimore, Los Angeles, Chicago, and Nashville. A new leadership seminar trip planned for May 2020 to Hawaii, which was to be co-funded by the PLA and the College and include students from both, was cancelled due to Covid-19.

Benchmarking with the Big Ten
There is tremendous variation between honors programs within the Big Ten, including their designations as colleges versus programs. Table 4 provides a comparison of six basic factors. Two of the schools have no honors program or college. Only five of the schools have colleges with a dean. In those cases, the dean reports directly to the provost. The Schreyer Honors College at Penn State has the largest staff; however, it does not have nearly the largest number of students. This is primarily due to having a robust development team, an admissions group, and strategic communications. Most schools do not have automatic merit or need-based scholarships. Penn State stands out in this respect.
Table 4. Comparative benchmarking indicators for the Big Ten universities.

<table>
<thead>
<tr>
<th>University</th>
<th>Program or College</th>
<th>Director or Dean/ reports to:</th>
<th>Number of staff</th>
<th>Number of students</th>
<th>Honors faculty</th>
<th>Admissions</th>
<th>Scholarships</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illinois</td>
<td>Program</td>
<td>Director/ Provost</td>
<td>5</td>
<td>500</td>
<td>Courses taught by faculty that are selected from all colleges</td>
<td>First-year applicants are invited based on their application to the university; current first-year students must complete an off-cycle application</td>
<td>$1,000 per year for four years per student.</td>
</tr>
<tr>
<td>Indiana</td>
<td>College</td>
<td>Dean/ Provost</td>
<td>15</td>
<td>5,300</td>
<td>One adjunct and one senior lecturer plus faculty from the other colleges</td>
<td>First-year applicants that meet the academic criteria will be directly admitted; current students can join the college by meeting the academic criteria during their college career.</td>
<td>Students are encouraged to apply for scholarships through their “Selective Scholarship Application”</td>
</tr>
<tr>
<td>Iowa</td>
<td>Program</td>
<td>Director/ Associate Provost for Undergrad Education</td>
<td>7</td>
<td></td>
<td>Honors advisors from each department; courses are taught by faculty from all colleges</td>
<td>First-year applicants must be admitted to the university prior to applying to the Honors program; current students need to apply as well</td>
<td>Students are encouraged to apply for scholarships through the scholarship portal</td>
</tr>
<tr>
<td>Maryland</td>
<td>College</td>
<td>Executive Director/ Provost</td>
<td>7</td>
<td>4,000</td>
<td>Seven living-learning programs with their own directors and staff and faculty from the other colleges</td>
<td>First-year applicants are invited based on their application to the university; current students are admitted by the departmental honors program</td>
<td>A selection committee reviews all first-year applicants for their Banneker/Key scholarship, but there are others they can apply for</td>
</tr>
<tr>
<td>State</td>
<td>Program</td>
<td>Associate/Dean/Professor</td>
<td>First-Year Applicants</td>
<td>Current Applicants</td>
<td>Students are encouraged to apply for scholarships through the university</td>
<td></td>
<td></td>
</tr>
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<td>--------------------------------------------------------------------------</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>Program</td>
<td>Associate/Associate Dean for Undergraduate</td>
<td>First-year applicants apply to the university and then apply to Honors; current second-year students need to request interest through the honors admissions; third- and fourth-year are admitted through their department</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Michigan</td>
<td>College</td>
<td>Dean/Provost</td>
<td>Three honors professors and faculty from other colleges</td>
<td>Students are automatically considered for merit-based scholarships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minnesota</td>
<td>Program</td>
<td>Director</td>
<td>First-year applicants are inviting based on their application to the university; current students apply with a separate application</td>
<td>Students are automatically considered for merit-based scholarships</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nebraska</td>
<td>Program</td>
<td>Director/Associate Vice Chancellor</td>
<td>First-year applicants apply to the university prior to applying to the Honors program; current students apply with a separate application</td>
<td>Limited need-based scholarships are awarded (new model for 2020)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Northwestern</td>
<td></td>
<td>No separate program/college</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ohio State</td>
<td>Program</td>
<td>Executive Director/Vice Provost of Student</td>
<td>First-year applicants apply to the university and indicate if they want to apply to the university honors or scholars program as well.</td>
<td>Eminence Fellows Program and Scholarship provided to 25 students. Other merit-based awards</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

First-year applicants apply to the university and then apply to Honors; current second-year students need to request interest through the honors admissions; third- and fourth-year are admitted through their department.
<table>
<thead>
<tr>
<th>University</th>
<th>College</th>
<th>Undergraduate Education</th>
<th>Annual Applications</th>
<th>Students Admitted</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purdue</td>
<td>College</td>
<td>Dean/ Provost</td>
<td>21</td>
<td>2,618</td>
<td>Eleven honors faculty and faculty from other areas of the university apply to the university and complete the Honors College portion of the application; current students need to apply. Students are encouraged to apply for scholarships through the university.</td>
</tr>
<tr>
<td>Penn state</td>
<td>College</td>
<td>Dean/ Provost</td>
<td>28</td>
<td>1,955</td>
<td>One to two honors advisors per academic department; honors courses taught by Penn State faculty. No honors faculty in the college. First-year admissions by director plus 2 staff; current Penn State students admitted by honors advisors and academic staff. First-year entrants receive a $5,000 merit scholarship per year for up to four years; all students are eligible for need-based scholarships.</td>
</tr>
<tr>
<td>Rutgers</td>
<td>College</td>
<td>Dean/ Provost</td>
<td>23</td>
<td>1,857</td>
<td>Faculty and fellows from across the university. First-year applicants are invited based on their application to the university; current students can’t apply into the program. Admitted students receive a competitive merit scholarship up to four yrs. Must maintain good academic standing according to their scholarship requirements.</td>
</tr>
<tr>
<td>Wisconsin</td>
<td></td>
<td>No separate program/college</td>
<td></td>
<td></td>
<td>No separate program/college</td>
</tr>
</tbody>
</table>
Strategic Planning Process

The strategic plan presented below was crafted through a process that included input from staff, faculty, students, and alumni. The process began with the full staff being engaged during a retreat in August 2019, and again at staff meetings during the fall and spring semesters that followed. The smaller set of staff in the College’s Leadership Committee were engaged separately and at multiple times. The faculty were engaged via the Faculty Advisory Committee (FAC) at several of their meetings during the 2019-20 academic year. Students on the Deans Student Advisory Committee were engaged in reviewing and providing input several times. In addition, students of the Presidential Leadership Academy provided input, especially to the initiative on health and wellness, and several students who are associated with the Penn State Sustainability Institute were very helpful in providing input. Alumni were engaged as part of the External Advisory Board and the Schreyer Alumni Society Board.

At each of the brainstorming meetings, attendees were presented with a set of questions, such as those below, to help focus brainstorming and discussions:

1. What value does the Honors College provide to Penn State, Pennsylvania, and the United States?
2. How might honors colleges evolve in the near- and longer-term future?
3. What strategies do you envision for the Schreyer Honors College to lead this evolution and to continue to be recognized at the top of honors colleges in the US as a leading force in honors education nationwide?

The results were categorized, refined, and summarized into strategic initiatives and goals, and the process repeated. Thus, the goals continued to be refined and improved over the 2019-2020 academic year. The final draft was reviewed by the entire Schreyer Honors College staff, the Faculty Advisory Committee, and the Dean’s Student Advisory Committee.

Strategic Goals for 2020 – 2025

Six strategic goals have been identified:

1. Strive for Operational Excellence
2. Innovate the Schreyer Honors College Academic experience
3. Build, Foster, and Embrace a Diverse Population
4. Enhance the Health and Wellbeing of the College Staff and Scholars
5. Enable Access to an Affordable Honors Education

Each initiative is described below.

Strategic Goal 1. Strive for Operational Excellence

The Schreyer Honors College provides a community for students who are committed to making the most of their undergraduate experience through enhanced curricular and co-curricular experiences. The Schreyer Honors College has seen significant growth and development over the past 20 years. Over the next five years, we intend to update and modernize the structure of the College to continue to be a leading force in honors education. Operational excellence is key to
creating innovations and efficiencies that support Scholars in their personal and academic journeys.

**Objective 1.1. Conduct a self-study of the Schreyer Honors College model and programs.**
Leading a strong, state-of-the-art honors college and providing a first-rate honors college experience is vital to attracting the best and brightest students to Penn State. For more than 20 years, the Schreyer Honors College has provided strong leadership in this area and enjoys an outstanding reputation across the nation. To discern where honors education at Penn State should head in the next decade, we will begin with a self-study of our current operational structure to assure that it is cutting-edge and relevant to the needs of Scholars, faculty, employers, and graduate programs, with minimal redundancies. The self-study will address the programmatic, academic, and development structures of the College with an eye towards creating efficiencies. Over the past two years, the College has begun this process by developing learning outcomes with the assistance of researchers from the College of Education’s Center for Higher Education. The work of this objective will include and be reflective of those outcomes, reinforcing their role in the work of the College staff and success of our students. In other words, we will move toward a structure in which learning outcomes drive our operations.

**Objective 1.2. Create a more agile, efficient, and effective college structure.**
The College has grown substantially since its inception in 1997, resulting in an increase in the volume of student programming and the number of college-sponsored events. Responding with agility to challenges and opportunities while also being efficient and effective will be key to implementing the results of Objective 1.1. The College maintains the following distinct areas: programs, development, strategic communications, finance, admissions, IT, the Presidential Leadership Academy (PLA), career development, and academics. Under a recent, minor restructuring, the reporting of these areas was split between the associate dean and the dean. In addition, cross functional committees were developed to create a sense of cohesion and collaboration and to oversee critical areas, such as scholarship distribution, orientation, student support, administrative staff processes, and admissions. This has resulted in a significantly improved climate for teamwork across the areas. However, there is more that can and should be done. This objective will have the potential to move the College toward a more agile, efficient, cost-effective structure that supports the other goals in this plan and, at the same time, maximize intersections between the areas within the College. In addition, efficient operations will result in the ability for Strategic Communications and Information Technology to provide first-rate support to all of these areas in a coordinated, strategic manner.

We envision that the objective will be achieved through a phased process over a five-year period with every effort to minimize disruptive or abrupt changes to any individual staff member’s position or work. Based on observations and self-reflections during the last two years, we can begin by examining the following areas and taking action on those while continuing to conduct Objective 1.1.

1.2.1. Create efficiencies and cross-training amongst the administrative staff assistants. In the current college structure, each administrative staff assistant (ASA) serves a specific area, such as admissions, career development, the PLA, IT, development, academics, and the Office of the Dean. Thus, each person has developed specialization in assisting those processes and, to a
large extent, no others. In addition, each ASA processes expenses and travel reports for each of their supervisors and no others, with few exceptions. Although an ASA in one area could fill in for an absent ASA in another area to assist with financial processing, the situation creates likely inefficiencies with many ASAs performing similar work as part of their duties while minimizing the ability to be flexible as staffing needs evolve. We will examine how the ASAs are assigned, their workloads, and what components of their jobs overlap or are mutually exclusive. We will then develop a framework for reorganization that is efficient, fair, and flexible. In addition, we will consider ways to incorporate cross-training to provide professional development and prevent inefficient responses to emergencies when one or more staff are absent for extended periods of time.

1.2.2. Create a cohesive admissions process. Admission to the Schreyer Honors College is offered to incoming high school students and to current Penn State students who are rising sophomores or juniors. The admissions processes have been entirely separate and different for these two populations. The director of admissions leads the first-year admissions process, while the admissions of current Penn State students are managed by the Assistant Dean of Curriculum and Assessment. In order to create some level of cohesion between these two separate processes, a standing committee was formed to provide oversight of the admissions processes for all new and current Penn State students. The committee membership includes the Associate Dean, director of admissions, Assistant Dean of Curriculum and Assessment, Assistant Dean for Equity and Inclusion, and others. This committee has been formed to develop a more collaborative process. Over the next five years, the objective will be to examine the entire structure and create a new process or framework to ensure that admission to the College is fair, consistent, and related to the mission of the College regardless of year of entry.

1.2.3. Restructure the programs office. The Schreyer Honors College offers a wide array of events and programs, including the Mark Luchinsky Memorial Lecture, student orientation, alumni mentoring, the Distinguished Honors Faculty program, Connect, Scholars Day, and many others. The College maintains an Office of Student Programming with a director; however, many of the programs are offered by other areas in the College, such as Career Development, Academics, and Admissions. To improve efficiency and remove redundancy in programming efforts, we will assess whether the Office of Student Programming should oversee all programs or whether the current approach is sufficient. Based on the results, we will determine an appropriate reformation of the current office and its scope. An important component of this goal will be to consider a new event planner position to improve the intersectionality between the Office of Student Programming, IT, and Strategic Communications.

Objective 1.3. Transition to an adaptable staff working structure.
During the COVID pandemic, all staff worked remotely. The transition from office to home as the work base was completed quickly; however, many of the staff had no experience in working remotely. Thus, there were multiple logistics and equipment needs for the IT team to address. As of this writing, staff have been working remotely for nearly one year. The experience has demonstrated that staff have adjusted, often in very creative ways, to working remotely. At the same time, Penn State Human Resources office is exploring the development of guidelines to provide a structure for staff to continue some level of remote work. Providing staff with options to work remotely, at least partially, will free up space for office sharing and create a people-
centric organization that provides staff with more flexibility to balance commitments of home, family, and career. The key to being successful in transitioning to an adaptable, virtual structure is technology and a plan.

**Action Item 1.3.1. Transition technology to enable remote work.**
Begin gradually replacing desktops with devices that permit mobility, such as laptops, notebooks, and docking stations, as desktop computers are retired. This will allow staff to easily transition between office and remote location with the ability to use devices in either location.

**Action Item 1.3.2. Develop a plan for remote work for all staff.** Create a plan that will allow staff to work remotely, determine how much time can be spent working remotely versus on site, and assess how office space might be shared or minimized as a result, in accordance with Penn State HR guidelines.

**Strategic Goal 2. Innovate the Schreyer Honors College Academic Experience**
Based on the initial, informal self-reflection during the last two years, we believe there are significant steps that we can implement right away during the first period of this strategic plan. Faculty, staff, alumni and students all contributed to the need for these changes. These are needed regardless of the outcome of Goal 1 and will support that effort in the meantime and help to assure that our Scholars are meeting the Learning Outcomes.

**Objective 2.1. Rethink the global perspective.**
The mission of the Schreyer Honors College includes building a global perspective. Thus, Scholars are expected to develop an awareness of cultures other than their own through their studies, travel, and other experiences. This has been aimed at international cultural awareness; travel abroad has been experienced by about 45% of our students each year; however, there are many cultures within the United States that are also well outside of the experiences and awareness of Scholars. In fact, Colin Woodward, in his 2012 book titled “American Nations: A History of the Eleven Rival Regional Cultures of North America,” describes 11 nations within North America based on cultural differences. Including these North American cultures in the definition of global perspectives will greatly expand the perspectives of students. In this goal, we will develop opportunities for experiencing these cultures, along with other global opportunities. The Schreyer Honors College will also partner with Global Programs to develop an international honor’s consortium, connecting our Scholars to international institutions that are leveraging experiences for all of our students.

**Objective 2.2. Develop a required junior-level course.**
Students can enter the Schreyer Honors College in their first, sophomore, or junior years. Only first-year entrants have the opportunity to take an honors class with other Scholars in a small class setting with many disciplines represented. Students often cite this class as a way to get to know other Scholars that they would not have encountered otherwise and hold discussions across disciplines. We will explore expanding this idea to a required course in the junior year that will include all Scholars. We anticipate that this will be a Theory-of-Knowledge, Ethics, or English 202-type course that will challenge and teach students how to think across disciplines, cultural differences, and challenges. As part of the logistics of the course, we will determine who will
teach it and how many sections are needed, and offer the course online so that Scholars at the
 campuses will also have access to the course.

Objective 2.3. Refine and redefine the thesis requirements.
The thesis is required of all Scholars, thus assuring that Scholars have met Learning Outcome #1,
at a minimum. The subject, form, and approval of the thesis is handled by the Scholar in
 collaboration with the thesis supervisor in their academic discipline. Students sometimes find
 this requirement to be vague and have difficulty fulfilling such a nebulous requirement. Thus, the
 most common reason cited for students leaving the College is the inability to fulfill this
 requirement. The Schreyer Honors College will seek to refine and redefine this critical
 component of the honors education by developing required elements of the thesis and by
 expanding the definition of an acceptable form of the thesis. In order to assure that all Scholars
 fulfill the mission of the College, at least to a limited extent, we will explore options for required
 sections of the thesis, which may include statements of how their thesis and honors experience
 has expanded their knowledge and understanding of leadership, cultural competency, ethics,
 community engagement, and broader impacts of their research. We will also explore expanding
 the format to include small-team, multiyear projects that explore solutions to the grand
 challenges, focused on solving global health and development problems. These improvements
 are expected to increase student retention.

Strategic Goal 3. Build, Foster, and Embrace a Diverse Population
The Schreyer Honors College has worked hard to recruit, retain, and support Scholars across a
 spectrum of backgrounds and experiences. However, there is still much to be done. The
 underrepresented group (URG) population within the College is not reflective of the general
 student population. It is significantly less in every category, including URM, first generation,
 adult learners, veterans, LGBTQQA, and low income students. We seek to create a welcoming
 environment that extends opportunities to all high-achieving students. We believe this creates a
 rich foundation from which innovation, leadership, and cultural awareness can grow. We will
 create and strengthen opportunities for equitable access for traditionally underserved Scholars
 through inclusive experiences and programs.

Objective 3.1. Increase diversity of the student population
The College can increase the relative URG population through strategic recruiting (retention will
 be addressed below). The Schreyer Honors College has had good results in recruiting at a variety
 of high schools, particularly in the mid-Atlantic. The percentage of URM students joining in
 their first year has approximately doubled in the recent few years as part of these efforts. The
 College has never recruited current students at Penn State to join as sophomores or juniors nor
 has it emphasized working with Penn State offices and units that support students from URGs.
 Thus, our URG representation is abysmal. In August, 2019, the College hired a half-time
 Assistant Dean for Equity and Inclusion. She is now working with the Academic Council on
 Multi-cultural Affairs and will begin a program for recruiting high achieving students from
 URGs across the University. To improve results, we will increase financial support for these
 students and increase the visibility of support for diversity at recruiting events. While we do not
 wish to increase our numbers of entering Scholars in any given year, our goal is to ensure that
 entering populations reflect the diversity of the Penn State student population.
Objective 3.2. Create inclusive representation and visibility
People want to see themselves reflected in whatever organization they join. Students considering joining the Schreyer Honors College are no exception. Diversity must become the default expectation. To create inclusive representation and visibility, we have worked to ensure that invited speakers reflect diversity in every possible way. Our Scholar Alumni Society is also a fairly diverse group. However, there is still much to do.
The College aims to represent diversity across all areas described above in our External Advisory Board, alumni interviewers who assist with admissions, annual report, Scholar Ambassadors, Dean’s Student Advisory Committee, and our student and alumni mentors. In addition, improvements to the facilities should reflect the diversity we seek. International flags, posters, and other visible representations need to be a focus.

Objective 3.3. Provide equitable support for a diverse population
Regardless of the measure of diversity in any student population, the College is not likely to retain that diverse population without providing adequate support. Efforts to increase support for URG Scholar can take on a wide host of formats. However, we will initially focus on:

- developing programming for building self-advocacy skills and cultural capital to level the playing field;
- developing a strong orientation for entering sophomores and juniors, especially URG and change-of-campus Scholars, to improve the onboarding process and foster a deeper sense of belonging;
- including breakout sessions at SHO-TIME for URG students on what they need to know about life in State College;
- developing a cohort model at the time of admission to support URG and change-of-campus Scholars; create student organizations to support URG Scholars; and
- developing wrap-around support/triage for distressed students through collaborations with existing Penn State groups, such as the Student Minority Advisory and Recruitment Team (SMART).

If the budget allows, we will develop a summer bridge program beginning in the summer of 2021 for selected URG Scholars accepted into the first-year cohort. The bridge will provide community connections for participating students, introduce students to support services available on campus, and create momentum by offering two foundational courses, one of which will be developed and taught by the assistant dean for equity and inclusion. Measures will also be taken to reduce participation costs through scholarships for tuition, housing and meals, and stipends that cover the opportunity costs of missing out on summer employment.

Strategic Goal 4. Enhance the Health and Wellbeing of the College Staff and Scholars
Wellness can be thought of as living a healthy and fulfilling life. It is the state of being physically and mentally healthy as well as emotionally and socially fit and creates the foundation for learning, creativity, and productivity. Penn State has placed focus and emphasis on this important issue. The Counseling and Psychological Services (CAPS), CAPS Chat, and Life Hacks with CAPS provide group and mental health counseling and crisis intervention for Penn State students. Penn State Student Affairs hosts an office for Health Promotion and Wellness that offers a wide variety of programs for students related to various aspects of a healthy lifestyle, including stress management, healthy eating and nutrition, sexual health, smoking cessation,
sleep workshops, and fitness programs. Penn State also offers a wide array of fitness classes and facilities to meet the needs of the campus community. Even though there are so many opportunities at Penn State for health and wellness activities, Schreyer Scholars, as a group, continue to be highly stressed. This is likely due, in part, to the heavy load that Scholars voluntarily assume, including multiple majors, multiple minors, and leadership and participation in multiple student organizations.

**Objective 4.1. Establish a leadership position in health and wellness**

This goal will only be effective and sustainable if a position is developed and a leader is identified. Thus, a position will be created to provide leadership in the general area of wellbeing for both Scholars and College staff. Initially, an existing member of the College staff may be selected to lead this initiative, along with a student committee and a graduate assistant. The staff member must have certifications in the area of health and wellness to assure expertise in these areas. In Years 3 or 4, if the budget allows, this position will be expanded to become an assistant dean, filled by a member of the Penn State faculty. It is anticipated that the position will be ¼-time and the faculty member will have research and teaching expertise in this area. The person in this position will be responsible for developing and implementing initiatives and programs. The assistant dean should include a team of students and staff in this endeavor and will have access to an endowment specifically for this purpose.

**Objective 4.2. Develop partnerships**

Penn State hosts a spectrum of facilities, offerings, mentoring groups, and activities around the subject of health and wellness. Thus, it is in our strategic interest to develop partnerships with Penn State organizations, especially Penn State Health and Wellness (for students only), CAPS, Exercise is Medicine, and Penn State Campus Recreation. A Health and Wellness Committee has been established with current PLA and SHC students, SHC staff, and Health Promotion and Wellness. A survey will be sent to students and staff in the college to assess what areas are important to focus on based on the 7 Dimensions of Wellness. This will provide awareness of what is already being offered on campus and possibly expand programs related to the initiatives of stress management, fitness, nutrition, and quality sleep. In addition, we will seek collaborations with external partners in the State College area to provide a range of expertise and offerings, such as one-on-one consulting and workshops, for our staff. The College will develop and fund programs to cover the costs of the external vendor. For example, the College could fund personal consulting at $X hours per semester for each staff member who is interested. This initiative depends on cost and availability of external vendors.

**Objective 4.3. Develop resources, opportunities, and programs for staff**

A newsletter will be created for staff on healthy tips and practices and campus events related to wellness. This same information will be repeated in the existing student newsletter. Occasional wellness events will be sponsored by the College, such as walks to the Palmer Art Museum, the arboretum, parks, and other locations around town. Consideration of time for these walks for staff will be integrated into the program. We will also endeavor to combine these events with a wellness-related activity. As part of this objective, we will explore better use of outside spaces where staff can work in nice weather or take work breaks, host 15-minute stretches or exercise sessions prior to staff meetings, and conduct wellness-related workshops. To accommodate these programs, we will purchase and provide equipment, such as mats and stretching bands, for
meditation, yoga, stretching, and pilates to encourage easy access to brief rounds of exercise. These will be stored in an accessible location, such as C-9. Incorporating this in the physical space where staff work will be cost-effective for staff and may encourage greater participation and accessibility. In addition, we will explore the idea of providing healthy snacks, such as a basket of apples, similar to the Nittany Lion Inn basket.

Objective 4.4. Develop resources, opportunities, and programs for students
A number of wellness-related options have been identified for our students by students in the Presidential Leadership Academy. It is envisioned that we will develop green spaces in the courtyards of Simmons and/or Atherton where students can relax, study, and visit with friends. As identified by a group of students, we have very few outside spaces that have seating and are conducive to studying. In addition to seating areas, the spaces will include tables, fragrant plantings, and games. For indoors, we will conduct a feasibility study on the implementation of relaxation rooms in both Simmons and Atherton Halls. Although there is a university-sponsored relaxation room in the IM building, it closes at 5 pm when staff leave work. A survey of our Scholars showed that they would be most inclined to use a relaxation room after 4 pm. The feasibility study will focus on whether there is a space that could be set aside for this purpose, what budget would be required, and how students might use the space. Another wellness option that we will institute is Schreyer Wellness Ambassadors. This will be coordinated with the Penn State Wellness Ambassadors, which is part of the Penn State Office of Health and Wellness. They will train our students and help them develop programs under the Wellness banner. Finally, we will explore the development of a proposal for an Honors Gen Ed course on healthy eating. This course will include topics, such as nutrition, purchasing groceries, and high quality/low cost cooking. The course will include hands on cooking, shopping, and gardening to the extent possible.

Food insecurity has become a part of life for many college students. A recent article in the New York Times showed that as many as 45% of college students at 100 institutions experienced food insecurity in a one-month period. At Penn State, a recent survey found that 15.5% had difficulty concentrating on their studies because of hunger and not enough money for food, and 24.4% said that they had to cut the size of their meals or skip meals because there wasn’t enough money for food. Recognizing the severity of the problem, Penn State and Ohio State engaged in a competition last fall to see which university could raise the most support for campus food pantries. Penn State operates the Lion’s Pantry and four CUB pantries with a mission to address and mitigate student hunger at Penn State University Park campus. All students are welcome to the food at these pantries. Penn State is currently exploring other opportunities to ensure that all students have access to healthy and sufficient food. We do not know the current state of food insecurity in the Schreyer Honors College. However, we should assume that our numbers are representative of the problem among the Penn State student population. We must act in cooperation with the Penn State activities to reduce hunger to zero. We will partner with Lion’s Pantry in establishing a CUB pantry in Atherton and/or Simmons, organizing food drives, increasing our emergency funding to cover food, and sharing the tremendous waste from food-centric meetings and events.

Strategic Goal 5. Enable Access to an Affordable Honors Education
The Schreyer Honors College has enjoyed a strong national reputation in large part due to its sizeable endowments. In addition to the $55 million in gifts from the Schreyer family, our development team has been highly successful in more than doubling that gift. The majority of our endowment spending goes to scholarships, which is key to providing access to a Penn State education and a first-rate honors experience. In the most recent two years, much of the emphasis on new scholarship funding has been placed on scholars entering the College as sophomores and juniors. These scholars do not receive an automatic Academic Excellence Scholarship but do have significant financial need. Thus, this emphasis will be continued as part of the current campaign and during the 2020-2025 strategic plan period. Attracting a diverse population of scholars that includes under-represented groups, such as low-income Scholars, will also require attention to funding for recruiting activities, scholarships, and support programs.

Objective 5.1. Raise financial need scholarships
The most important element that allows us to recruit a diverse population of Schreyer Scholars and for all students to successfully complete their degrees and earn the Scholars Medal is to assure that they are financially stable.
As of the 2018-2019 academic year, Schreyer Scholars had an average unmet need of $11,751, which is roughly $4,000 below the average for all undergraduate students at University Park. In addition, Schreyer Scholars graduated with an average loan debt of $28,462 compared to $40,222 for undergraduate students that graduated from University Park.
Need-based scholarships in the college are fully awarded each year, but there is still unmet need. We will keep our focus on raising additional scholarships to support the financial need of our scholars regardless of when they enter the college and or their campus location. The Schreyer Honors College goal for the current Penn State campaign, which ends on June 30, 2022, is $17,100,000. The majority of that funding will go toward scholarships. For the remaining three years of this strategic plan, fund-raising for scholarships will continue as a top priority.

Objective 5.2. Expand funds for recruiting events
The Schreyer Honors College currently has several key recruiting events, all aimed at incoming first-year Schreyer Scholars. These include Scholars Day twice per year, a guidance counselor luncheon, and two overnight events in the spring for accepted URG students. These events have proven to be very successful in increasing our incoming population of URM scholars in particular. To expand such events to those under-served students in the current Penn State population (rising sophomores and juniors) could greatly increase our diversity amongst those students. These events are expensive and will require that we have funding that directly supports such events. In addition, dedicated funds would ensure that these events are sustainable into the future.

Objective 5.3. Fund retention and support programs
The Schreyer Honors College will develop programs aimed at retaining and supporting all of our scholars. These programs are described in other parts of this plan and include a summer bridge program for URG scholars and health and wellness programs for all students. Other programs, such as no-hunger efforts and sustainability initiatives, will be funded from the endowment. Dedicated funding to Summer Bridge and other programs will help to retain Schreyer Scholars through appropriate and varied support programs.
Objective 5.4. Raise funds to expand program offerings
Some of the high-demand areas of the Schreyer Honors College are the travel, internship, and research grants, and the Distinguished Honors Faculty Program (DHFP). Schreyer Scholars apply for grants to support their honors experiences every year. In order to facilitate expansion of the global perspectives portion of the Schreyer mission to include North American cultural awareness, it is anticipated that Scholars will need additional funding for travel within North America. In addition, expansion of the thesis requirement to include team projects related to grand challenges and sustainability will also require additional funding to support scholar efforts. The Distinguished Honors Faculty Program receives funding each year from a generous donor. As of the writing of this plan, the College has an endowment to support this program. Growing the endowment to support this popular program will ensure its long-term sustainability.

Mapping the Schreyer Honors College Goals
In this section, the Schreyer Honors College strategic goals are mapped to the Penn State strategic plan and the UN sustainability goals.

Penn State’s strategic plan is based on a set of foundations that are woven throughout the thematic priorities and are essential in implementing each of them. The Schreyer Honors College strategic goals are mapped to each of the foundations and thematic priorities in Table 5. The six foundations are:

- F1 Enabling Access to Education,
- F2 Engaging Our Students,
- F3 Advancing Inclusion, Equity, and Diversity,
- F4 Enhancing Global Engagement,
- F5 Driving Economic Development, and
- F6 Ensuring a Sustainable Future.

Penn State’s strategic plan highlights five thematic priorities, including:

- TE Transforming Education,
- EH Enhancing Health,
- SP Stewarding Our Planet’s Resources,
- AH Advancing the Arts and Humanities, and
- DI Empowering through Digital Innovation.

In 2015, the United Nations (UN) developed the 2030 Agenda for Sustainable Development, which included 17 sustainable development goals (SDGs) to transform our world, with the overall goal of addressing global challenges. Details on each of the goals can be found at https://www.un.org/sustainabledevelopment/sustainable-development-goals/. The goals are listed here and mapped to each of the Schreyer Honors College strategic goals in Table 5:

- GOAL 1: No Poverty
- GOAL 2: Zero Hunger
- GOAL 3: Good Health and Well-being
- GOAL 4: Quality Education
- GOAL 5: Gender Equality
- GOAL 6: Clean Water and Sanitation
- GOAL 7: Affordable and Clean Energy
- GOAL 8: Decent Work and Economic Growth
- GOAL 9: Industry, Innovation and Infrastructure
- GOAL 10: Reduced Inequality
- GOAL 11: Sustainable Cities and Communities
- GOAL 12: Responsible Consumption and Production
- GOAL 13: Climate Action
- GOAL 14: Life Below Water
- GOAL 15: Life on Land
- GOAL 16: Peace and Justice Strong Institutions
- GOAL 17: Partnerships to achieve the Goal

Table 5. Mapping of the Schreyer Honors College strategic goals.

<table>
<thead>
<tr>
<th>SHC Goal</th>
<th>PSU Foundation</th>
<th>PSU Thematic Priority</th>
<th>UN Sustainability Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Strive for Operational Excellence</td>
<td>F6 Ensuring a sustainable future</td>
<td>TE Transforming education</td>
<td>8. Decent work and economic growth 16. Peace, justice and strong institutions</td>
</tr>
<tr>
<td>2. Innovate the Schreyer Honors College Academic Experience</td>
<td>F2 Engaging our students</td>
<td>TE Transforming education</td>
<td>4. Quality education</td>
</tr>
<tr>
<td>3. Build, Foster, and Embrace a Diverse Population</td>
<td>F3 Advancing inclusion, equity, and diversity</td>
<td>TE Transforming education</td>
<td>5. Gender equality 10. Reduced inequalities</td>
</tr>
<tr>
<td>4. Enhance the Health and Wellbeing of the College Staff and Scholars</td>
<td>F2 Engaging our students</td>
<td>EH Enhancing health</td>
<td>2. Zero hunger 3. Good health and well-being 17. Partnerships for the goals</td>
</tr>
<tr>
<td>5. Enable Access to an Affordable Honors Education</td>
<td>F1 Enabling access to education</td>
<td>TE Transforming education</td>
<td>1. No poverty 2. Zero hunger 10. Reduced inequalities 17. Partnerships for the goals</td>
</tr>
</tbody>
</table>

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Appendices
Student Learning Outcomes of the Schreyer Honors College  
Penn State University

Preamble
The Schreyer Honors College is a committed advocate of the overall Penn State experience, and an engaged partner with numerous colleges, departments, and programs in the university. Its historic vision and mission lead it to be a multifaceted, holistic program that shapes its students to be moral agents that influence the world for the common good. More specifically, the ambitious task of the Schreyer Honors College is to invest in its students—in and out of the classroom—to the end that they will be committed to, and skilled in, providing principled leadership in the world, and contribute positively and effectively to professional, social, civic and intellectual outcomes.

Intended Student Learning Outcomes
Educators always have hopes for what students will learn. Codifying these hopes is an attempt to identify what has come to be called intended student learning outcomes. As the Preamble above clearly attests, the Schreyer Honors College has high hopes for the learning experience of its students. More specifically, students who graduate from the Schreyer Honors College will:

1. Develop, engage in, and communicate scholarship in their field in order to examine and critically analyze selected topics, issues, or problems;
2. Embody ethical principles in personal, academic, professional, and societal contexts;
3. Demonstrate respect for human differences, understanding of global interdependency, and engagement in civic life; and,
4. Collaborate with others and demonstrate leadership by exploring opportunities or implementing initiatives.

These four learning outcomes are not mutually exclusive. Rather, they are best understood as being intertwined, having connections one to the others, both conceptually and practically.

The Schreyer Honors College will intentionally and strategically provide curricular and co-curricular programs, initiatives, experiences, practices, policies, and procedures—in collaboration with its various partners at the university as appropriate and/or relevant—that it believes may bolster students’ progress towards these learning outcomes.

Approved by the Schreyer Honors College Faculty Advisory Committee, April 19, 2019
**Student Learning Outcomes Rationale**

The Schreyer Honors College (SHC) provides an experience for its Scholars that is intentionally designed to go “above and beyond” simply attending Penn State. This experience that the SHC has in mind involves academic, cocurricular, and extracurricular dimensions. That is, the SHC expects its Scholars to engage their studies more deeply and with more complexity. Being a Scholar in the SHC requires leveraging opportunities to think more meaningfully in a broader context. Scholars must examine their own academic disciplines, but interface with students in other areas of inquiry and eventually with professionals in other arenas.

The SHC also expects its Scholars to be engaged citizens, well rounded people who do more than simply go to class. Being a part of the SHC means being very deliberate and affirming that “Yes! I am a fully engaged member of this community.” SHC wants its Scholars to being actively involved in other experiences and activities above and beyond what is required of them academically; Scholars’ disciplines are springboards for further and additional involvements. And, although the SHC may not offer a specific event or experience, it facilitates and encourages Scholars to pursue multiple opportunities for diving deeper.

The SHC expects its Scholars to:

- Be ethical in all interactions and scholarship.
- Strive for intellectual rigor and honesty.
- Respect and seek to understand identities and experiences without regard to race, color, religion, age, sex, sexual orientation, gender identity, national origin, disability or protected veteran status.
- Listen thoughtfully to diverse viewpoints.
- Be actively engaged in and out of the classroom.
- Cooperate and collaborate with other members of the SHC community.
- Use evidence to support perspectives and work.
- Eschew overly simplistic answers.
- Expand curiosity into all aspects of their lives.
- Share their gifts – intellectual, creative, leadership – with the local, regional, national and international communities.
- Catalyze action where needed.
Elaboration of Learning Outcomes

Develop, engage in, and communicate scholarship in their field in order to examine and critically analyze selected topics, issues, or problems

The Schreyer Honors College (SHC) expects scholars to be actively engaged in and out of the classroom and through their academic disciplines. Participation as an Honors Scholar enables students to explore more deeply within their academic disciplines. Progress toward this outcome, including evidence of tangible growth in their abilities as individual Schreyer Scholars, may take shape in the following ways:

• Propose and select from several, in-depth, and targeted questions within their discipline for a specified purpose (such as a thesis or project), and/or
• Utilize credible scholarly sources to explain a topic (such as their thesis) and how they arrived at that topic, and/or
• Discuss the ways in which topics in their discipline can interface, inform, or provide analogous thinking to a wide variety of other disciplines, and/or
• Communicate a topic (such as their thesis research or information from an Honors Option course) to a non-expert who does not know the complexities or jargon associated with the topic, and/or
• Identify and analyze quantitative and qualitative data sources and evidence on an issue to support informed conclusions and decisions.

Embody ethical principles and moral agency in personal, academic, professional, and societal contexts.

The Schreyer Honors College expects scholars to cultivate the life-long pursuit of integrity and moral agency. In doing so, they will recognize ethics as essential to one’s character, goals, actions, and civic responsibilities. In turn, scholars will integrate ethics into their academic, professional, and civic pursuits, and practice and model ethical leadership and decision-making in all facets of life. Progress toward this outcome, including evidence of tangible growth in their abilities as individual Schreyer Scholars, may take shape in the following ways:

• Demonstrate ethical literacy by defining ethics, ethical principles, and ethical decision-making frameworks, and/or
• Define and analyze the motivations and influences behind ethical and unethical behavior, and/or
• Analyze contemporary professional ethical issues considering global, economic, environmental, and cultural factors, and/or
• Apply ethical analysis and ethical decision-making frameworks to practical personal and professional ethical dilemmas, and/or
• Develop, map, model, and practice ethical leadership.
Demonstrate respect for human differences, understanding of global interdependency, and engagement in civic life

The Schreyer Honors College (SHC) expects scholars to be outward-facing—in processing information, in interpersonal communications, and considering opinions, and in service to society. SHC scholars will come to be characterized as those who actively appreciate human differences, engage in principled interactions and involvements, are articulate about the relevance and importance of mutuality and interdependence at local, national, and global levels, and are committed to furthering the common good of society through ongoing, active participation. Progress toward this outcome, including evidence of tangible growth in their abilities as individual Schreyer Scholars, may also take shape in the following ways:

- Distinguish both differences and similarities when discussing their academic discipline or thesis topic in broader perspectives including global, historical, political contexts, and/or
- Meaningfully articulate ways in which at least one society or culture other than their own shapes and is shaped by local, regional, national or global contexts, and/or
- Explain ways in which they do and/or will use their position as a well-educated person in the world to actively contribute to create a better society focused on diversity, equity, and inclusion, and/or
- Develop their understanding of and capacity for active participation in local, regional, national, and/or global communities.

Collaborate with others and demonstrate leadership by exploring opportunities or implementing initiatives

The quality of a scholar’s active engagements is more important than their quantity and should be readily characterized by co-creation of vision and shared discovery, all of which may take a variety of forms and occur within numerous contexts. For example, scholars must model a spirit of collaboration in and out of the classroom and be responsible for completing all of the SHC requirements in conjunction with their Honors advisers, theses advisers, and SHC staff. Progress toward this outcome, including evidence of tangible growth in their abilities as individual Schreyer Scholars, may take shape in the following ways:

- Actively engage in the co-curricular experiences (a collection of coherent activities) of their academic department(s) beyond the classroom for at least one semester, and/or
- Participate in at least one extracurricular opportunity for at least one semester, and/or
- Lead a curricular or cocurricular initiative either individually or collaboratively.
Opportunities to Demonstrate Learning Outcomes

The four Schreyer Honors College learning outcomes are intertwined and interconnected, as one might expect for outcomes that bridge disciplines and contexts. A given undertaking may make progress toward satisfying multiple outcomes. Suggestions for how Schreyer Scholars document their achievement of these outcomes might include but are not limited to the following:

- Document reflections on experiences outlined in Schreyer Plans.
- Provide evidence of the impact of a study abroad experience.
- Write about ethical considerations, global implications, and/or what leadership may require regarding a topic or issue.
- Learn a world language.
- Develop and complete an Honors Option that focuses on a particular aspect of one or more of the SHC learning outcomes.
- Utilize the thesis to highlight any or all of the SHC learning outcomes.
- Initiate and/or engage in disciplinary seminars.
- Participate in academic department activities beyond formal classes.
- Tailor class papers and projects to critical topics that are linked to the SHC learning outcomes.
- Join and contribute to any of the student co-curricular organizations on campus.