OVERALL RESPONSE: We have incorporated these comments and recommendations into our revised strategic plan. Please see most recent version at http://www.opia.psu.edu/plans.

Generally, the Schreyer Honors College’s (SHC’s) plan presents a broad overview of its efforts in recruitment, but leaves several of the Framework Challenges unaddressed. The document does not answer the three critical questions outlined in Dr. Pangborn’s diversity strategic planning guidelines (i.e. what progress has been made since the previous plan; what measures of success and specific data demonstrate this progress; and what specific approaches are considered best practices?) Additionally, suggestions and recommendations provided during the 2010 Diversity Strategic Planning review process were not acknowledged in this report. As a result, the Review Team found it difficult to identify, and thus assess, information describing the progress made and efforts planned regarding each of the seven Challenges.

The SHC plan places great emphasis on recruiting students, but little or none on retention. Several recruitment and marketing strategies are described, but there is scant evidence of assessment of past and current practices aimed at gauging success or informing future decision-making. Additionally, the strategies described are general in nature, rather than specific efforts directed at the recruitment of underrepresented students. RESPONSE: See the revised plan where this information is provided in more detail, specifically objectives #1 and 5.

The Review Team notes that the document reads more like a budget request than a strategic plan. In fact, budgetary items seem to be used as a justification for lack of quantifiable data. The appendices do not suggest that diversity and inclusion are key priorities in SHC. It may be helpful to consider benchmarking against similar programs in other institutions. RESPONSE: See strategic plan for details. Increasing and supporting a diverse community is, in fact, one of the top priorities of the SHC.

Two significant omissions should be addressed in future revision of the SHC plan. First, there is little mention of SHC at the Penn State Campuses, even though students at several campus locations are eligible for SHC membership. Second, the gateway process is not discussed in the plan. The Review Team believes that this is a missed opportunity, given that gateway students comprise approximately 40% of the SHC. RESPONSE: Details are present in the revised plan however it should be noted here that the Diversity Council includes representation from campuses, including students and faculty.

Finally, the report provides only percentages reflecting the diversity of the college’s current and planned student population. The addition of raw numbers would make the scope of the college’s work toward this challenge more apparent. RESPONSE: Hispanic/Latino 88 (4.5%); African-American 35 (2.0%); Native American 13 (< 1%): Total enrollment = 1,972. Total URM percentage = 136 or 6.9%.

Campus Climate and Intergroup Relations

Challenge 1: Developing a Shared and Inclusive Understanding of Diversity

- The 2004–09 Strategic Plan includes SHC’s definition of diversity, but the stated strategies appear to be narrowly focused on race and ethnicity, with little attention to other aspects of diversity.
- The Review Team applauds the second strategic objective, to “build diversity.” However, diversity is not defined in the current strategic plan. Use of the acronym “URM” (underrepresented minorities) throughout the plan is vague and the inclusion of “non-PA representation” within this objective is misleading. RESPONSE: See details in strategic plan. It should be noted that “URM” is the term used by the Department of Education and Penn State University and is very specific, including only African
American, Mexican-Americans, Native Americans (American Indians, Alaska Natives, and Native Hawaiians), Pacific Islanders, and mainland Puerto Ricans.

Challenge 2: Creating a Welcoming Campus Climate

- “Gathering feedback” from scholars is mentioned, but not explained. What feedback will be gathered, and in what form? How will it be assessed? Will diversity and inclusion be included in the process? Are there any similar assessments planned with faculty who teach honors courses?
- Does the orientation program for newly admitted scholars include any diversity programming? Is diversity included in the ongoing programming implemented in honors residence spaces? Is attention to diversity and inclusion infused into the overall scholars’ experience once students matriculate? **RESPONSE: Yes, SHC partnered with Dr. Davis from the Multicultural Recruitment Center on a social identity exercise and heard from the Director of Diversity for Outreach and Engagement.**

Representation (Access and Success)

Challenge 3: Recruiting and Retaining a Diverse Student Body

- Solid plans are in place to increase recruitment in Philadelphia, Pittsburgh, and out-of-state areas, however, information regarding international recruitment is missing. **RESPONSE: While the SHC works closely with the University Admissions Office for international recruitment as well as domestic, honors colleges and programs are uniquely American phenomena. As a result, international students have no framework for understanding what it is the SHC offers and there would be little return on additional investment in this area. We do, however, see significant numbers of international students enrolling via the Gateway.**
- It is clear throughout the plan that SHC’s primary goal is to recruit the “best and the brightest.” However, specific tactics for recruiting underrepresented/underserved students among this group are lacking, creating the impression that diversity and inclusion are not among SHC’s core values. **RESPONSE: See strategic plan, objectives #1 and 5. Specifically, the Diversity Council is working closely with our admissions staff on creating new strategies.**
- The planned increase in “communication-related tactics” are impressive, but again, why is diversity not included here?
- There is much discussion of social media, reexamination of branding, and outreach to high school guidance counselors, suggesting a primary emphasis on traditional age college-bound high school students as SHC’s only audience. The Review Team suggests that SHC examine the gateway process as a potential means to increase enrollment of diverse scholars. **RESPONSE: This review is already underway; however, the Gateway requires a minimum GPA of a 3.7. This dramatically reduces eligible candidates. We are working with academic colleges on strategies to provide greater academic support so that a larger and more diverse pool of students will be eligible.**
- The Northeast High School visit program in Philadelphia has yielded positive results, but it is not clear if any of the successfully recruited students are from underrepresented/underserved populations. The Review Team suggests using this model to plan similar events in urban areas outside of Pennsylvania, which would address two goals: recruiting out-of-state students and increasing the diversity of the SHC student body. **RESPONSE: Such plans are already in place.**
- While not an SHC initiative, Achievers Weekend seems to be an under-utilized resource. Partnering with Undergraduate Admissions on this event to increase the number of invited underrepresented/underserved eligible for SHC consideration is a promising collaboration.

Challenge 4: Recruiting and Retaining a Diverse Workforce

- There is no mention of any attempt to increase the diversity of the SHC workforce, nor is any data reported on the diversity of the existing staff. This is a significant oversight. **RESPONSE:**
Every effort is made to recruit and retain as diverse a staff as possible, following university guidelines.

- There is no data reported on the diversity of the faculty who teach honors courses. Are any partnerships underway to collaborate with the academic colleges in the recruitment of diverse faculty? **RESPONSE: We do not hire faculty directly nor do we hire jointly with academic colleges. We do, however, have diverse faculty representation on our Faculty Advisory Committee and our Diversity Council.**

**Education and Scholarship**

**Challenge 5: Developing a Curriculum That Fosters U.S. and International Cultural Competencies**

- “Leadership Training” is stated as a means of addressing comprehensive development of scholars, but it is not described. Does it include a diversity component? **RESPONSE: Yes.**
- As noted above, there is no mention of efforts to assist in the recruitment and retention of underrepresented/underserved faculty to teach honors courses, which could have a positive impact on the delivery of U.S. and International Cultural Competencies courses. **RESPONSE: We fully support this but do not hire or tenure faculty in the SHC. Teaching and serving the SHC is, however, supposed to be considered in the promotion and tenure process and so we encourage such faculty to participate with us.**

**Institutional Viability and Vitality**

**Challenge 6: Diversifying University Leadership and Management**

- This Challenge is not addressed. No data is provided on the diversity of the leadership within SHC, nor are any plans to increase the diversity of SHC leadership mentioned.

**Challenge 7: Coordinating Organizational Change to Support Our Diversity Goals**

- This Challenge is only marginally addressed by stating that the Academic Team will conduct annual assessments to measure overall effectiveness of the scholars program. **RESPONSE: In addition the Diversity Council led by Director of Diversity for Outreach and Engagement will lead climate study.**

**OVERALL RESPONSE:** We have incorporated these comments and recommendations into our revised strategic plan. Please see most recent version at [http://www.opia.psu.edu/plans](http://www.opia.psu.edu/plans).