The Pennsylvania State University
2024 Self-Study Design

PENN STATE

SELF STUDY

2024

PennState

Contents

I. Institutional Overview

History

The Pennsylvania State University is Pennsylvania's largest public University and its sole land-grant institution. Founded in 1855, the University was originally chartered as one of the nation's first colleges of agricultural science, with a goal to apply scientific principles to farming. In the 1930s, a series of undergraduate campuses were established, primarily to meet the needs of location-bound students during the Great Depression. In 1922, the Graduate School was formed, and in 1967, a $50 million gift from chocolate magnate Milton S.Hershey established the College of Medicine and a teaching hospital in Hershey, Pennsylvania. The University continued to expand: the Pennsylvania College of Technology in Williamsport, Pennsylvania, became an affiliate of the University in 1989, and Penn State merged with the Dickinson School of Law in Carlisle, Pennsylvania, in 2000. Today, the University operates Dickinson Law in Carlisle and Penn State Law at the University Park campus. The University's online World Campus graduated its first students in 2000 and now enrolls over 15,000 undergraduate and graduate students. Since its founding, Penn State has conferred more than 934,486 degrees, with 23,303 awarded in the 2020-21 academic year.

Penn State at a Glance

Students. Nearly 89,000 students from over 130 countries were enrolled at the University in Fall 2021, with over half of those students enrolled at University Park Campus in University Park, Pennsylvania.

Employees. Penn State employs 33,545 people university-wide, including 6,466 full-time faculty members.

Research. The University consistently ranks near the top nationally in annual spending on science and engineering research, and research expenditures reached over $993 million in fiscal year 2020-2021, $610 million of which came from federal sources.

Economic Impact. A 2019 study showed that the University contributed more than $11.6 billion to Pennsylvania's economy, supporting — directly and indirectly — more than 105,000 jobs across Pennsylvania in fiscal year 2017.

Alumni. Penn State boasts more than 740,000 living alumni worldwide, 382,000 of which reside in Pennsylvania. The Penn State Alumni Association has more than 171,000 members.

Rankings

- Based on the United Nations 17 Sustainable Development Goals, Penn State ranked 4th in the U.S. and 32nd in the world out of 1,115 participating international institutions, placing the University in the top 3% of universities worldwide. (Times Higher Education (THE) University Impact Rankings, 2021)

- 80th internationally among 1,750 institutions, based on 13 indicators that measure academic research performance and global and regional reputation. (U.S. News Best Global Universities, 2022)

- 54th among the best universities in the world for the quality of education of its students and the research prowess of its faculty. (Center for World University Rankings, 2021-22)

- 33rd among public universities and 63rd overall nationally. (U.S. News & World Report, "Best Colleges," 2022)
- Penn State World Campus ranked in the top 10 of five graduate degrees and the overall bachelor's degree programs category. (U.S. News & World Report, "Best Online Programs," 2021)
    - No. 3 (tie), graduate engineering programs
    - No. 8 (tie), graduate education programs
    - No. 12 (tie), graduate business (non-MBA) programs
    - No. 13, graduate computer/IT programs
    - No. 15, MBA
- 21st for undergraduate entrepreneurship studies in the U.S. in annual ratings of the top schools for entrepreneurship studies. Among schools in the Northeast, Penn State ranked fifth. (The Princeton Review/Entrepreneurship Magazine, 2021)
- Top 15 U.S. institutions hosting international students in 2019-20, with 9,244 students at University Park and more across the Commonwealth. Ranked first receiving institution in the state and third in the Big Ten. (Open Doors: Institute of International Education, 2020)
- 10th in sending students abroad, sending 2,672 University Park students abroad in 2018-19, and several hundred more from campuses across the Commonwealth. Ranked third in the Big Ten in study abroad numbers. (Open Doors: Institute of International Education, 2020)

Organizational Structure: One University, Geographically Dispersed

Penn State operates as "one University, geographically dispersed," with 24 campus locations positioned throughout Pennsylvania. In 2012, MSCHE formally recognized the University's unique organizational structure and reaffirmed Penn State's accreditation as one University.

Traditional university systems are a confederation of institutions, each with substantial autonomy, curricular independence, and leaders who report to a president or central coordinating office primarily dealing with external and legislative affairs. In contrast, Penn State's multi-campus arrangement operates with one university budget and financial statement, one president and governing board, and one administrative and financial umbrella. One Faculty Senate governs all faculty and has legislative authority over all matters pertaining to the educational interests of the institution, including centralized program and curriculum control. The University operates under one set of policies and procedures, which have evolved from its original charter in 1855. Academic and administrative policies apply uniformly across the institution to protect and uphold academic integrity, and a unified set of guidelines and procedures govern activities involving human resources, promotion and tenure, curricular review and approval, and student affairs.

Penn State's unique administrative and campus configuration is one of the strengths of the University. President Eric J. Barron explained that "this integrated model promotes stability and allows every campus to be unique, while still benefiting from Penn State's global reputation. Most importantly, our campuses help the institution to serve the families of Pennsylvania, enabling students to access world-class education and to live at home, work, and go to school in their own local communities."

Behrend
Shenango
DuBois
University Park
Beaver
New Kensington
Altoona
Greater Allegheny
Fayette
Carlisle
Harrisburg
Mont Alto
York
Scranton
Wilkes-Barre
Hazleton
Schuylkill
Lehigh Valley
Berks
Hershey
Great Valley
Philadelphia
Abington
Brandywine

Penn State Campus Locations

Penn State's 24 campuses across Pennsylvania bring a campus within reasonable commuting distance of most Pennsylvanians: More than 95% of Pennsylvania residents live within 30 miles of a Penn State campus, and 75% live within 15 miles.

University Park

Nearly half of the University's students are enrolled at the University Park campus, which is the administrative hub for the University and home to 12 academic units that each fall under the leadership of a dean: Agricultural Sciences, Arts and Architecture, Business, Communications, Earth and Mineral Sciences, Education, Engineering, Health and Human Development, Information Sciences and Technology, Liberal Arts, Nursing, and Science. (See Appendix A: University Organizational Chart).

Commonwealth Campuses

The University's 20 Commonwealth Campuses play a critical role for Pennsylvanians statewide, serving more than 30,000 students, employing more than 8,000 full- and part-time faculty and staff members, and serving as sources of key economic, cultural, and social enrichment for communities across Pennsylvania.

The Commonwealth Campuses fall under the leadership of the Office of the Vice President for Commonwealth Campuses. These campuses are Abington, Altoona, Beaver, Berks, Brandywine, DuBois, Erie, Fayette, Greater Allegheny, Great Valley, Harrisburg, Hazleton, Lehigh Valley, Mont Alto, New Kensington, Schuylkill, Shenango, Wilkes-Barre, Scranton, and York. The 20 campuses form 6 academic campus colleges and one professional graduate school, offering associate, baccalaureate, and graduate programs. These include Abington, Altoona, Behrend (Erie), Berks, Harrisburg, Hershey, and the University College. Behrend, Harrisburg, and the graduate center, Great Valley offer graduate programs. The

University College is a multi-campus college comprised of 14 Penn State undergraduate campuses. Penn State Great Valley School of Graduate Professional Studies is a special mission campus in Malvern, which supports the needs of working adults through graduate professional studies.

Professional Education Campuses

The University has three additional campuses with unique professional education missions:

- The College of Medicine, located in Hershey, partners with Penn State Health and Hershey Medical Center
- Penn State Dickinson Law in Carlisle is one of the University's two law schools (the second is Penn State Law at the University Park campus)
- Pennsylvania College of Technology in Williamsport is a separately accredited affiliate of Penn State that offers certificate, associate, and baccalaureate degree studies with a strong focus on technology

World Campus

Penn State's World Campus delivers more than 175 distance education programs from the Penn State Colleges and specializes in serving adult learners, corporate partners, and the military. World Campus students must be accepted into the appropriate College for their chosen program after the initial acceptance into World Campus. The online courses are taught by the same faculty on campus and the required coursework is the same for both on-campus and World Campus students. After graduating, World Campus students earn the same exact degree as residential students.

2+2 Plan

Penn State has a unique "2+2 Plan" that allows students to begin at any of the University's 20 undergraduate campus locations, then move to another campus to complete their course of study without reapplying to change campuses. Students choose this path for many reasons, including the chance to stay closer to home, to save money, or for a particular campus environment. The campuses reflect Pennsylvania's varied regional, cultural, and historical contexts, its urban/rural mix, and a range of socioeconomic statuses and student expectations. The University's unique structure allows for a flexible and responsive approach to these differences, in particular allowing choice and seamless transitions from one campus location to another. A Penn State degree is a Penn State degree, regardless of the campus location where it was earned. All Penn State degrees are conferred and hold the Penn State name.

IPEDS Reporting

In July 2020, the Integrated Postsecondary Education Data System (IPEDS) clarified the definition of transfer students to include students in a multi-campus system who move from one institution to another in the same coordinated system. Identifying Penn State students who move from one Penn State campus location to another to complete their degree as "transfer students" would create misleading and invalid graduation

measures. Commonwealth Campus graduation rates would appear significantly lower because current Penn State students who transferred to another Penn State location would be viewed by IPEDS as leaving the institution and therefore not counted in the graduation rate for their campus of origin.

As a result of this change, the University adjusted how it reports enrollment and other data to IPEDS. Historically, data for each Penn State campus was reported separately, but beginning with IPEDS Spring 2019-2020 collection cycle, information is being reported as one entity, using a single unit identification number which includes University Park, the Commonwealth Campuses, College of Medicine, Great Valley School of Professional Studies, World Campus, Penn State Law, and Dickinson Law. The Pennsylvania College of Technology, a separately accredited affiliate of Penn State, will continue to report its own data to IPEDS.

Programs of Study

Penn State offers over 160 baccalaureate degree programs, 90+ associate degree programs, and more than 190 graduate degree programs, including doctorates and academic and professional master's degrees. The University has 24 academic colleges and several additional schools, including Abington, Agricultural Sciences, Altoona, Arts and Architecture, Behrend (Erie), Berks, Smeal College of Business, Donald P. Bellisario College of Communications, Earth and Mineral Sciences, Education, Engineering, Harrisburg, Health and Human Development, Information Sciences, and Technology, College of the Liberal Arts, College of Medicine, College of Nursing, Eberly College of Science, Dickinson School of Law, Penn State Law, School of International Affairs, Schreyer Honors College, the Graduate School, and University College. (See Attachment A: University Organizational Chart.)

Enrollment Trends

Over the past several years, Penn State's enrollment numbers have held steady at University Park, Penn State's largest campus location. They have increased steadily for World Campus, the College of Medicine, and Dickinson Law.

While enrollment has been on a downward trend for the Commonwealth Campuses, these locations are vital to the University's role as a land-grant institution. Penn State plays an important role in these communities, with operations and student spending at these campuses exceeding $2 billion in total economic contributions, most of which impacts the county in which each campus is situated. "Along with fulfilling our land-grant mission to provide an accessible and affordable education to Pennsylvania citizens, the campuses have a powerful economic impact throughout the Commonwealth, tie Penn State philanthropy and volunteerism to local communities, and support our strategic efforts and moral imperative to foster diversity and inclusion," President Barron said in a 2018 Board of Trustees meeting.

Penn State's overall enrollment remains steady more than a year into the COVID-19 pandemic, reporting only a modest decrease in student numbers for Fall 2021. For a third consecutive year, the University saw growth in diversity, with a rise in total enrollment of underrepresented students. The total number of international students University-wide at Penn State continues to hold steady despite pandemic-related declines occurring nationwide.

University-wide (excluding Pennsylvania College of Technology), Fall 2021 total enrollment stood at 88,914, down by 1%, or 902 students, from Fall 2020 and down 2.7% or 2,513 from pre-COVID Fall 2019. At University Park, on-campus enrollment increased by 2.2% compared to 2020 and 0.4% since 2019.

The University's undergraduate enrollment for Fall 2021 includes 18,704 new undergraduates (first-time and transfer) students, compared to 18,542 last year (+0.9%) and 19,043 in 2019 (-1.8%).

Due to several factors, including evolving demographics, especially among high-school-aged students nationally, but also in Pennsylvania, which has an aging population, Penn State's Commonwealth Campuses experienced an overall enrollment decline of 7.8% or 2,082 students in Fall 2021. Since Fall 2017, enrollment at the campuses has decreased by 19.5%.

Enrollment Trends (Fall 2017 to Fall 2021)

	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Change since Fall 2020	% Change since Fall 2020	% Change since Fall 2017
Total	**93,318**	**91,684**	**91,427**	**89,816**	**88,914**	**-902**	**-1.0%**	**-4.72%**
University Park	46,610	46,270	46,723	45,901	46,930	1,029	2.2%	0.7%
Commonwealth Campuses	30,387	28,861	27,939	26,557	24,475	-2,082	-7.8%	-19.5%
Great Valley	387	401	421	369	282	-87	-23.6%	-27.1%
College of Medicine	929	943	918	980	991	11	1.1%	6.7%
Dickinson Law	194	211	239	246	264	18	7.3%	36.1%
Dickinson School of Law - Unified	25	11	5	1	1	0	0.0%	-96.0%
Penn State Law	485	529	495	411	629	218	53.0%	29.7%
World Campus	14,301	14,458	14,687	15,351	15,342	-9	-0.1%	7.3%

Enrollment at the special mission campuses saw an increase in Fall 2021. The College of Medicine had an enrollment increase of 1.1% from 980 in 2020 to 991 in 2021. Dickinson Law observed an increase of 7.3% (18 students) from 2020 to 2021. Penn State Law observed an enrollment increase of 53.0% (218 students) during the same period. This increase is attributable to a delayed start for Fall 2020 international students.

World Campus enrollment remained steady (-0.1%) with 15,351 students in 2020 compared to 15,342 in 2021 (-9) and increased by 4.5% since 2019. Since Fall 2017, World Campus enrollment has increased 7.3%.

Demographics

Increasing diversity, equity, and inclusion is an institutional priority for Penn State. Commonwealth Campuses provide an avenue for first-generation students, non-traditional adult students, and students from families of modest means to access a world-class degree while still being close to home and able to work.

Racial diversity at Penn State has changed slightly since 2020 and 2019. The table below shows the distribution of students across race and ethnicity categories, which has been stable over time. In contrast, the percentage increase or decrease in the number of students in each race and ethnicity category has changed over time.

Race and Ethnicity Distribution

	Count			Distribution		
	Fall 2019	**Fall 2020**	**Fall 2021**	**Fall 2019**	**Fall 2020**	**Fall 2021**
American Indian	124	118	103	0.1%	0.1%	0.1%
Asian	5,675	5,885	6,098	6.2%	6.6%	6.9%
Black	4,948	5,029	5,158	5.4%	5.6%	5.8%
Hispanic	6,803	7,010	7,265	7.4%	7.8%	8.2%
International	10,411	9,229	9,303	11.4%	10.3%	10.5%
Pacific Islander	93	73	76	0.1%	0.1%	0.1%
Two or more races	3,107	3,149	3,057	3.4%	3.5%	3.4%
Unknown	2,265	2,169	2,039	2.5%	2.4%	2.3%
White	58,001	57,154	55,815	63.4%	63.6%	62.8%
Total	**91,427**	**89,816**	**88,914**	**100.0%**	**100.0%**	**100.0%**

Since Fall 2019, Penn State has experienced a decline of 10.6% in the number of international students, as expected from restrictions associated with the pandemic (see table below). In Fall 2021, International student enrollment saw a slight increase from Fall 2020 (+0.8%) as travel restrictions eased. Asian, Black, Hispanic, and Pacific Islander student populations have experienced increases in enrollment since 2020, ranging from 2.6% to 4.1%. Increases from 2019 are even greater with increases in enrollment of 7.5% for Asian students, 4.2% for Black students, and 6.8% for Hispanic students.
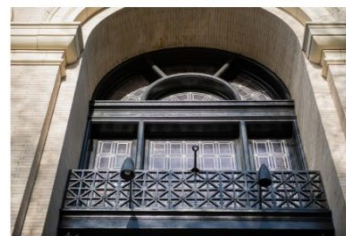
Change in Enrollment by Race and Ethnicity

	Count			% Change in Enrollment	
	Fall 2019	Fall 2020	Fall 2021	Since Fall 2020	Since Fall 2019
American Indian	124	118	103	-12.7%	-16.9%
Asian	5,675	5,885	6,098	3.6%	7.5%
Black	4,948	5,029	5,158	2.6%	4.2%
Hispanic	6,803	7,010	7,265	3.6%	6.8%
International	10,411	9,229	9,303	0.8%	-10.6%
Pacific Islander	93	73	76	4.1%	-18.3%
Two or more races	3,107	3,149	3,057	-2.9%	-1.6%
Unknown	2,265	2,169	2,039	-6.0%	-10.0%
White	58,001	57,154	55,815	-2.3%	-3.8%
Total	**91,427**	**89,816**	**88,914**	**-1.0%**	**-2.7%**

For the third straight year, the number of underrepresented students at Penn State — those who self-identify as Black/African American, Hispanic/Latino, American Indian/Native Alaskan, or Native Hawaiian/Pacific Islander — has risen. Underrepresented student enrollment increased 3% from 2020 to 2021. The largest increase in underrepresented student enrollments was seen in first-time undergraduates, with a nearly 18% increase from 2020.

Student Achievement

The following tables display overall graduation and retention rates for Penn State students at all campus locations (excluding the Pennsylvania College of Technology, a separately accredited institution). From 2011 to 2017, the 4-, 5-, and 6-year graduation rates for first-time, full-time undergraduates have increased 7.9%, 4.8%, and 3.2%, respectively. One-, two-, and three-year retention rates for first-time, full-time undergraduates have also shown incremental gains (2.6%, 4.9%, and 4.4%, respectively).

Graduation Rates (%)

Cohort	4 Years	5 Years	6 Years
2011	49.7	66.5	69.3
2012	51.7	68.2	71.3
2013	52.6	68.8	71.7
2014	54.5	70.4	73.3
2015	54.5	69.6	72.5
2016	57.1	71.3	
2017	57.6		
Change	*7.9*	*4.8*	*3.2*

Retention Rates (%)

Cohort	1 Year	2 Years	3 Years
2011	84.3	76.3	72.1
2012	85.4	78.1	747
2013	86.3	78.9	74.9
2014	87.3	79.7	75.1
2015	87.2	79.1	75.9
2016	87.4	79.7	76.6
2017	86.5	78.9	75.1
2018	87.7	80.2	76.5
2019	86.9	81.2	
2020	86.9		
Change	*2.6*	*4.9*	*4.4*

Six-year graduation rates have increased for all student groups except American Indian or Alaska Native students, for which the number of students is small and subject to large swings. The graduation rate for Black or African American students has increased from 46.7 percent to 54.5 percent. Likewise, the gap between the overall six-year graduation rate and the graduation rate for Black or African American students has declined from 22.6 to 18.2. The Hispanic/Latino student graduation rate has increased from 60.8 percent to 63.0 percent. The gap for Hispanic/Latino students has increased slightly from 8.5 to 9.7.

Six-Year Graduation Rates by Race and Ethnicity (%)

Fall Cohort	American Indian or Alaska Native	Asian	Black or African American	Hispanic/ Latino	International	Native Hawaiian/ Pacific Islander	Race/ Ethnicity Unknown	Two or more races	White	Total
2011	72.2	68.2	46.7	60.8	76.5	53.3	65.8	56.2	72.8	69.3
2012	62.5	70.0	49.1	60.0	78.9	70.6	73.4	65.8	74.2	71.3
2013	33.3	72.5	45.9	59.8	78.3	62.5	76.8	66.1	74.5	71.7
2014	53.8	76.4	49.9	62.5	80.9	80.0	77.0	64.8	75.3	73.2
2015	64.3	70.7	54.5	63.0	79.7	63.2	75.4	67.7	75.1	72.7

University Leadership

Dr. Eric J. Barron, who has served as the 18th president of Penn State since 2014, is retiring in June 2022. Dr. Barron has over 40 years of leadership experience in academic administration, education, research, and public service, and a track record as a talented manager of fiscal policy within large and complex institutions, having served as President of Florida State prior to returning to Penn State where he had been dean of the College of Earth and Mineral Sciences. Dr. Barron is an accomplished scientist with a lengthy background in atmospheric research and geosciences. When his term began, President Barron mapped out

six presidential imperatives to be a modern university in the areas of excellence, access and affordability, economic development and student career success, student engagement, diversity and demographics, and technology and curriculum delivery. Dr. Barron led a philanthropic campaign with a focus on opening doors for students financially, creating transformative educational experiences, and impacting the world. He also oversaw the implementation of the institutional strategic plan that continues to provide a vision for Penn State's future. Dr. Barron led the University through the COVID-19 pandemic with a focus on protecting the health and safety of the University community.

In December 2021, the Board of Trustees unanimously named Dr. Neeli Bendapudi to replace Dr. Barron. As Penn State's 19th president, President-Elect Bendapudi will begin her appointment as president on May 10, 2022, making history as the first woman and first person of color to serve as president of Penn State. Dr. Bendapudi is a recognized leader in higher education, with a nearly 30-year career in academia. She has served in a variety of administrative roles over the years, including as provost and executive vice chancellor at the University of Kansas, dean of the School of Business at the University of Kansas, and founding director of the Initiative for Managing Services at Ohio State University. With a focus on collaboration and development, Dr. Bendapudi has dedicated her career to student success, fostering inclusivity, and creating opportunities for students, faculty, and staff to thrive. Dr. Bendapudi is committed to Penn State's land-grant mission. She believes that great public universities must prioritize and achieve access and affordability goals to prepare students from all segments of society for success in their careers and in life.

Mission

Penn State is a multi-campus, land-grant, public research university that educates students worldwide and supports individuals and communities through integrated programs of teaching, research, and service.

Our instructional mission includes undergraduate, graduate, professional, continuing, and extension education, offered through both resident instruction and distance learning. Our educational programs are enriched by the talent, knowledge, diversity, creativity, and teaching and research acumen of our faculty, students, and staff.

Our discovery-oriented, collaborative, and interdisciplinary research and scholarship promote human and economic development, global understanding, and advancement in professional practice through the expansion of knowledge and its applications in the natural and applied sciences, social and behavioral sciences, engineering, technology, arts, and humanities, and myriad professions.

As Pennsylvania's land-grant University, we provide unparalleled access to education and public service to support the citizens of the Commonwealth and beyond. We engage in collaborative activities with private sector educational and governmental partners worldwide to generate, integrate, apply, and disseminate knowledge that is valuable to society.

Vision

Penn State will be a leader in research, learning, and engagement that facilitates innovation, embraces diversity and sustainability, and inspires achievements that will affect the world in positive and enduring ways.

Institutional Values

Six core institutional values, identified in large part through Penn State's 2014 Culture and Values survey, offer an essential context for the successful execution of Penn State's mission.

- **Integrity.** We act with integrity in accordance with the highest academic, professional, and ethical standards.
- **Respect.** We respect and honor the dignity of each person, embrace civil discourse, and foster a diverse, inclusive, and safe community.
- **Responsibility.** We act responsibly and hold ourselves accountable for our decisions, actions, and their consequences.
- **Discovery.** Through advanced research and scholarship, we seek and create new knowledge and understanding and foster creativity and innovation for society's benefit.
- **Excellence.** We strive for excellence in all of our endeavors as individuals, an institution, and a leader in higher education and research.
- **Community.** We work together for the betterment of our University, the communities we serve, and the world.

University Strategic Plan: Our Commitment to Impact (2016-2025)

Penn State's 2016-2025 strategic plan is the result of a broad and inclusive two-year process that involved unit-level planning for 54 academic and administrative units across the University. The University's vision, mission, and institutional values are woven throughout the strategic plan, and six foundations underpin all University endeavors and are considered fundamental to implementing the plan: Enabling Access to Education, Engaging Our Students, Advancing Inclusion, Equity, and Diversity, Enhancing Global Engagement, Driving Economic Development, and Ensuring a Sustainable Future.

The strategic plan has five thematic priorities, which will serve as strategic goals for the self-study: Transforming Education, Enhancing Health, Stewarding Our Planet's Resources, Advancing the Arts and Humanities, and Empowering Through Digital Innovation.

II.   Institutional Priorities to be Addressed in the Self-Study

Following the MSCHE Self-Study Institute in October and November 2021, the Self-Study Steering Committee co-chairs consulted with Executive Vice President and Provost Nicholas P. Jones to discuss the selection of institutional priorities for the self-study. The University's vision, mission, and institutional values are woven throughout Penn State's strategic plan, and six foundations are considered fundamental to implementing each of them. The foundations were identified through an extensive university-wide strategic planning process which culminated in the board of trustees approving the 2016-2020 strategic plan which has been guiding the direction of the institution for the past six years. In 2018, the board approved an extension of the plan through 2025.

It was determined that these foundations would best serve as institutional priorities since they underpin everything Penn State does in furtherance of the strategic plan. The selection of these priorities was approved by the steering committee, the provost, the president, and the board of trustees.

Penn State's institutional priorities for self-study are: Enabling Access to Education, Engaging Our Students, Advancing Inclusion, Equity, and Diversity, Enhancing Global Engagement, Driving Economic Development, and Ensuring a Sustainable Future.

The five thematic priorities of the strategic plan will serve as Penn State's strategic goals for the self-study. They are: Transforming Education, Enhancing Health, Stewarding Our Planet's Resources, Advancing the Arts and Humanities, and Empowering Through Digital Innovation. An additional strategic goal is Operational Excellence.

The following crosswalk tables illustrate initial thoughts for alignment between the University's institutional priorities and strategic goals and between institutional priorities and MSCHE's Standards for Accreditation.

Alignment of Institutional Priorities with Penn State's Strategic Goals						
Strategic Goals	Enabling Access to Education	Engaging Our Students	Advancing Inclusion, Equity, and Diversity	Enhancing Global Engagement	Driving Economic Development	Ensuring a Sustainable Future
Transforming Education	X	X	X	X	X	X
Enhancing Health		X	X	X		X
Stewarding Our Planet's Resources		X	X	X	X	X
Advancing the Arts and Humanities		X	X	X		X
Empowering Through Digital Innovation	X	X	X	X		X
Organizational Excellence	X	X	X	X	X	X

Alignment of Institutional Priorities with MSCHE Standards of Accreditation						
MSCHE Standards of Accreditation	Enabling Access to Education	Engaging Our Students	Advancing Inclusion, Equity, and Diversity	Enhancing Global Engagement	Driving Economic Development	Ensuring a Sustainable Future
I: Mission and Goals	X	X	X	X	X	X
II: Ethics and Integrity	X	X	X			X
III: Design and Delivery of the Student Learning Experience	X	X	X	X		
IV: Support of the Student Experience	X	X	X	X		
V: Educational Effectiveness Assessment	X	X	X			
VI: Planning, Resources, and Institutional Improvement	X	X	X	X	X	X
Standard VII: Governance, Leadership, and Administration	X	X	X	X	X	X

III.   Intended Outcomes of the Self-Study

Through an inclusive and candid self-study, Penn State will:

- Demonstrate how the institution currently meets the Commission's Standards for Accreditation, Requirements of Affiliation, and verification of compliance with accreditation related federal regulations
- Focus on continuous improvement in the attainment of the institution's mission and its institutional priorities
- Engage the institutional community in an inclusive and transparent self-appraisal process that actively and deliberately seeks to involve members from all areas of the institutional community

IV.   Self-Study Approach

Penn State has chosen the standards-based approach for the self-study report. This approach was recommended by the steering committee co-chairs after attending the Self-Study Institute and reviewing the approach used in the University's 2015 self-study. The standards-based approach will allow the

University to systematically focus on a comprehensive evaluation of the institution, addressing each standard by chapter, with institutional priorities integrated within chapters as appropriate. Requirements of affiliation will be addressed within chapters as relevant. The verification of compliance with federal regulations will be addressed with Standard II.

V.   Organizational Structure of the Steering Committee and Working Groups

In Fall 2021, Executive Vice President and Provost Nicholas P. Jones met with Lance Kennedy-Phillips, Vice Provost of the Office of Planning, Assessment, and Institutional Research (OPAIR), who also serves as the University's Accreditation Liaison Officer, to discuss the upcoming MSCHE self-study. Provost Jones appointed Dr. Kennedy-Phillips and David Callejo Perez, Associate Vice President, and Senior Associate Dean for Academic Programs, Commonwealth Campuses, to serve as co-chairs of the Self-Study Steering Committee.

Co-Chair Responsibilities

- Attend the Self-Study Institute
- Establish basic structures for self-study, including steering committee and working group structure, resource repository, evidence inventory, guidelines, and processes
- Facilitate the identification and charge of steering committee members
- Provide leadership to the steering committee and lead the development of the Self-Study Design
- Assist in identifying institutional priorities
- Serve as liaisons between steering committee, institutional leaders, stakeholders, and MSCHE representatives
- Establish a timeline for the self-study process with milestones
- Develop and implement a communications plan that communicates updates on the process, gathers input from the University community, and ensures the University community is engaged in the process
- Establish a meeting calendar that will be shared, updated, and published on the University's self-study website
- Facilitate review of working group chapters, provide feedback, and assemble chapters into the final report

After attending the Self-Study Institute, the co-chairs determined that the most effective structure was to form seven working groups, one for each standard, with each group being tri-chaired by members of the steering committee. The co-chairs further determined that Marie Sullivan, director of accreditation in OPAIR, would provide ongoing guidance and support to the steering committee, and that a liaison from OPAIR would be appointed to serve on each working group. The role of the liaisons is to facilitate and attend working group meetings; assist in meeting milestones; facilitate evidence gathering; minimize duplication of efforts among groups and facilitate collaboration where appropriate; provide subject matter expertise and technical support as needed.

Steering Committee

The co-chairs identified potential steering committee members using the following criteria:

- Does the individual have a sense of commitment to the self-study process and to the University's institutional priorities?

- Does the individual have a broad institutional perspective that transcends their own specialty areas?
- Is the individual available to commit the time necessary to participate in the process fully?
- Does the committee include representation from various University constituencies and various essential areas of expertise?

The provost formally invited committee members in mid-December 2021 and charged the committee at a kick-off meeting in February 2022. In March, the incoming Vice President of the University Park Undergraduate Association joined the committee.

Steering Committee Charge

The steering committee will provide leadership and assume responsibility for ensuring the quality of the University self-study process and final report. Steering committee members will serve as tri-chairs on one of seven working groups, each of which will be comprised of a diverse team of faculty, administrators, staff, and students, who will work together to carry out the self-study process, including providing evidence of compliance with the standard and drafting a corresponding chapter of the self-study report.

Steering Committee Responsibilities

- Develop a comprehensive understanding of the MSCHE self-study process
- Assist in the creation and approval of a Self-Study Design, including a timetable, communication plan, and documentation roadmap
- Assist in the identification of institutional priorities and potential areas for improvement in institutional process or policy to be addressed in the self-study process
- Provide leadership and co-ordination as a tri-chair of one of seven working groups, including establishing membership of the groups, holding regular meetings, and ensuring groups meet all timeline milestones
- Coordinate the efforts of working groups to develop robust evidence to support reaffirmation of institutional accreditation and avoid undue duplication of efforts
- Assist in the identification of institutional gaps of process or policy and work collaboratively with institutional stakeholders to reduce exposure and improve effectiveness
- Facilitate the establishment of meaningful linkages between the self-study process, institutional mission, and implementation of the University's strategic plan
- Assist in editing and synthesizing working group chapter reports and other documents to create a coherent Self-Study design and report that authentically represents input from institutional stakeholders
- Facilitate University-wide coordination and communication of the self-study process to support collaboration with members of the entire University community; communicate the value of the MSCHE accreditation process; and engage support for the self-study process
- Coordinate institution-wide review by and feedback from the University community of the final draft of the self-study report prior to submission of the report to MSCHE
- In collaboration with OPAIR, prepare the Federal Compliance Report for submission with the final self-study report
- Meet with MSCHE representatives and members of the Peer Review Evaluation Team as needed

Working Groups

The co-chairs and OPAIR liaisons provided tri-chairs with a list of suggestions for potential working group representation based on areas of expertise and to gather broad representation of administrators, faculty, staff, and students. Tri-chairs submitted group membership lists to the co-chairs on March 22, 2022.

Working group kickoffs will begin in May 2022. Realizing membership changes will likely occur as the self-study progresses, several groups have proactively developed a list of alternative members.

General Working Group Charge

- Become proficient in the MSCHE self-study process, standards for accreditation, and requirements of affiliation
- Develop incisive lines of inquiry for addressing institutional priorities
- Compile the best evidence (including documents, processes, data, and assessment results) to support compliance with the group's assigned standard, related criteria, and (if applicable) requirement(s) of affiliation, and summarize and describe what assertion each piece of evidence supports
- Identify any gaps in process or policy or evidence where criteria are unsupported or under-supported, and develop strategies to address such gaps to improve operational excellence
- Draft a chapter report analyzing evidence-based findings of compliance with the standard and requirement(s) of affiliation, considering the connections between institutional mission, identified priorities, standards, and outcomes, noting strengths, challenges, and opportunities for improvement/innovation where appropriate
- Collaborate with other working groups as appropriate to avoid undue duplication of effort
- Identify potential areas for improvement in institutional process or policy to be addressed in the self-study process
- Identify identification of institutional gaps of process or policy and work collaboratively with institutional stakeholders to reduce exposure and improve organizational excellence
- Facilitate the establishment of meaningful linkages between the self-study process, institutional mission, and implementation of the University's strategic plan
- Integrate the institutional priorities and strategic goals into the chapter
- Develop a chapter report that authentically represents input from institutional stakeholders
- Support University-wide coordination and communication of the self-study process to support collaboration with members of the entire University community; communicate the value of the MSCHE accreditation process; and engage support for the self-study process
- Meet with MSCHE representatives and members of the Peer Review Evaluation Team as needed
- Analyze the collection of evidence in relation to the criteria to determine: Do we have it? (Meaning: Is the evidence for the criterion sufficient?); Do we use it? (Meaning: Can you show that this is a regular and useful practice?); Does it work? (Meaning: Can you show how we use the evidence in our efforts toward innovation and continuous improvement?)

Working Group I - Standard I: Mission and Goals

Tri-Chairs

- **Margo DelliCarpini**, Chancellor and Dean, Penn State Abington
- **Lee Kump**, Dean, and Professor of Geosciences, College of Earth and Mineral Sciences
- **Rebecca Waltz,** Interim Associate Dean for Learning and Undergraduate Services, University Libraries

Working Group Members

- **Candice Yekel**, Associate Vice President for Research and Director of Research Protections, Office for Research Protections
- **Michele Stine**, Associate Teaching Professor of Biobehavioral Health, College of Health and Human Development
- **Guido Cervone**, Associate Director, Institute for Computational and Data Sciences, Professor of Geography, Meteorology, and Atmospheric Sciences, College of Earth and Mineral Sciences, Faculty Associate, Earth and Environmental Systems Institute, Director of the GEOvista Center
- **UPUA/CCSG Rep** (Pending)

OPAIR Liaison: Kirsten Hochstedt, Assistant Director, Assessment, Office of Planning, Assessment, and Institutional Research

Working Group I Charge

- Compile the most relevant evidence and objectively analyze on how the University complies with Standard I and related criteria
- Demonstrate compliance with MSCHE Requirements of Affiliation 7 and 10
- Seek collaboration with Working Groups IV, VI and VII

Potential Lines of Inquiry:

1. How are Penn State's mission and strategic goals created, implemented, and assessed? To what degree are they realistic and appropriate in the context of higher education?
2. To what extent do the mission and strategic goals of the University further the institutional priorities?
3. How effectively are the mission and strategic goals communicated and publicized to internal and external constituencies? What evidence is available to demonstrate the level of awareness in the University community?
4. How is the mission is linked to the strategic plan and what processes were used in developing the strategic plan?
5. What evidence demonstrates how the University's mission guides the decision-making and governing process?
6. What processes are used to periodically assess the mission to ensure that the University's strategic goals (thematic priorities) are relevant and achievable.

7. Did your investigation reveal evidence that would lead to the conclusion that there are operations in the institution that are not fully consistent with the mission and goals?
8. What actions could be taken to better activate Penn State's mission and goals in daily operation?

Working Group II - Standard II: Ethics and Integrity

Tri-Chairs
- **Debra Thurley**, Assistant Vice President for Research, Office of Research Protections
- **Jacqueline Edmondson**, Chancellor and Chief Academic Officer, Professor of Education, Penn State Greater Allegheny
- **Matthew Swinarski,** Associate Professor of Management Information Systems and MBA programs, Penn State Behrend

Working Group Members

- **Suzanne Adair**, Associate Vice President for Affirmative Action, Affirmative Action Office
- **Tabitha Oman**, Chief Ethics and Compliance Officer, Office of Ethics and Compliance
- **Danny Shaha**, Assistant Vice President for Student Rights, and Responsibilities, Office of the Vice President
- **Sonya Wilmoth,** Director, Center for Sexual and Gender Diversity
- **Denise Bortree,** Director of The Arthur W. Page Center, Associate Dean for Academic Affairs, Professor of advertising/public relations, Donald P. Bellisario College of Communications

OPAIR Liaison: Karen Henninger, Director of Data Governance, Office of Planning, Assessment, and Institutional Research

Working Group II Charge
- Compile the most relevant evidence and objectively analyze how the University complies with Standard II and related criteria
- Address the 2018 Supplemental Information Report (SIR) (hazing death of Timothy Piazza) addressing developments and actions planned or taken to ensure ongoing compliance with Standard II and Standard IV
- Address the 2020 Supplemental Information Report (SIR) (football hazing and sexual misconduct at fraternity) allegations and actions are taken to ensure ongoing compliance with Standard II and Standard IV.
- Address the 2020 Supplemental Information Report (SIR) (First Title IX compliance) addressing actions taken to ensure ongoing compliance with Standard II, Standard IV, and ROA 5.
- Address the 2021Supplemental Information Report (SIR) (Second Title IX compliance) addressing compliance with federal/MSCHE policies and regulations (Standard II, ROA 5), periodic assessment of the effectiveness of Penn State policies/procedures and how they are implemented (Standard II), and providing accurate information to MSCHE (ROA 14).

Potential Lines of Inquiry
1. What evidence best demonstrates Penn State's commitment to diversity, equity, and inclusion, and a climate of respect among diverse constituents?

2. What evidence best demonstrates the University's commitment to respect for academic and intellectual freedom, freedom of expression, individual property rights, and avoidance of conflicts of interest?
3. What evidence demonstrates the University's commitment to accessibility?
4. What mechanisms are in place to assure the University engages in periodic assessment of ethics and integrity in institutional policies, processes, practices, including, but not limited to assuring academic freedom, intellectual freedom, freedom of expression, protection of intellectual property, and the prevention of conflicts of interest? In what manner are these assessments implemented, and how do processes enable the University to continuously improve?
5. In what ways does Penn State demonstrate respect and appreciation for community members of diverse backgrounds with diverse ideas and perspectives? How does the University foster a climate of respect among students, faculty, staff, and administration, particularly in ways that embrace our institutional priority for diversity, equity, and inclusion?
6. How effectively does the University address complaints or grievances raised by students, faculty, or staff?
7. How effective are the University's processes for the development and implementation of policies and procedures to assure fair and impartial hiring, evaluation, promotion, discipline, and separation of employees?
8. How effective are the University's processes for maintaining honesty and truthfulness in public relations announcements, advertisements, recruiting and admissions materials, and internal communications? Do these materials demonstrate alignment to the University's institutional priorities?
9. How effectively does Penn State promote affordability and accessibility?

Working Group III - Standard III: Design and Delivery of the Student Learning Experience

Tri-Chairs
- **Danielle Conway**, Dean, and Donald J. Farage Professor of Law, Penn State Dickinson Law
- **Kimberly Lawless**, Dean, College of Education
- **Leslie Parent**, Associate Vice President for Health Sciences Research, Vice Dean for Research and Graduate Studies, Professor of Medicine and Microbiology & Immunology, College of Medicine

Working Group Members

- **Jeff Adams**, Associate Vice President and Senior Associate Dean for Undergraduate Education
- **Penny Carlson**, Assistant Vice President and Executive Director for Academic Services and Assessment, Commonwealth Campuses
- **Michael Verderame**, Senior Associate Dean of The Graduate School
- **Misty Patcyk**, Director of LionPATH Development and Maintenance, Human Resources
- **Abby Diehl**, Assistant Vice Provost for Faculty Affairs
- **Rick Brazier**, Senior Associate Dean for Faculty and Research, University College Interim Dean, Professor of Math and Geology, Commonwealth Campuses
- **Mary Beth Williams**, Senior Associate Dean for Instruction and Curricula, Professor of Chemistry, Eberly College of Science
- **Maggie Slattery**, Assistant Dean for General Education, Director, Office for General Education
- **Mel White**, Senior Director, Planning and Partnerships, Penn State Global
- **Dawn Coder**, Senior Director for Academic Advising & Student Disability Services for Penn State World Campus
- **Jeffrey Dodge**, Associate Dean for Academic and Student Services and Assistant Professor of Law, Joseph H. Goldstein Faculty Scholar, Penn State Dickenson Law
- **R. Neill Johnson**, Director, Penn State Learning, Undergraduate Education

OPAIR Liaison: Alex Serpi, Assessment and Research Analyst, Office of Planning, Assessment, and Institutional Research

Working Group III Charge

- Compile the most relevant evidence and objectively analyze how the University complies with Standard III and related criteria
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 9, 10, and 15
- Coordinate with Standard V Educational Effectiveness Assessment Working Group to analyze program effectiveness in the delivery of student learning opportunities.

Potential Lines of Inquiry
1. How are the rigor and coherence of all learning experiences, modalities, and levels (certificates, associate, and bachelor's degrees) ensured?

2. What types of faculty and staff professional development are provided to support the growth and innovation in teaching and program offerings?
3. How are general education requirements integrated into the University's curricula?
4. How do curricula meet institutional learning outcomes and align with Penn State's mission?
5. Based on these evaluations, recommend opportunities to enhance continuous improvement in the ways the University plans, designs, seek approval for, and delivers student learning experiences
6. To what extent does the University's undergraduate curriculum, including the liberal arts and major requirements, enhance student learning, align with the University's Mission and Goals, and prepare students for achievement after graduation?
7. To what extent are diversity, equity, and inclusion integrated coherently into the learning experiences offered by Penn State?
8. To what extent do University resources support the delivery of the learning experience and student's academic progress?
9. To what extent has the University fostered the growth and development of new and existing academic programs to enhance student learning experiences and prepare students for emerging careers?
10. How does the University clearly and accurately communicate information related to academic programs of study, academic progress, and resources to foster student success?
11. How effective are the processes of developing and designing new graduate programs for the University, and are they consistent with graduate-level curricula?

Working Group IV - Standard IV: Support of the Student Experience

Tri-Chairs
- **Barry Bram,** Senior Director, Student Affairs
- **Tina Richardson**, Chancellor, Penn State Lehigh Valley
- **Troy Ott,** Associate Director of the Huck Institutes of the Life Sciences and Professor of Reproductive Physiology, College of Agricultural Sciences

Working Group Members

- **Peter Moran**, Associate Dean, Policy and Planning, Penn State Altoona
- **Melissa Johnson**, Associate Vice President and Associate Dean, Undergraduate Education
- **Michelle Rice**, Director, Prior Learning Assessment, Undergraduate Education
- **Stephane Danette Preston** – Associate Dean for Graduate Educational Equity, The Graduate School
- **Sarah Ades**, Associate Dean and Associate Professor of Biochemistry and Molecular Biology, The Graduate School
- **Bob Kubat**, Assistant Vice President for Undergraduate Education and University Registrar
- **Melissa Kuhns**, Assistant Vice President for Undergraduate Education and Executive Director, Office of Student Aid
- **Andrea Dowhower**, Associate Vice President and Interim Senior Director, University Health Services
- **Leah Zimmerman**, Executive Director, Student Disability Resources, Office of Educational Equity
- **Crystal Ramsay**, Interim Director, Teaching and Learning with Technology, Penn State Information Technology
- **Bob Orndorf**, Senior Director, Student Career Services, Office of Student Affairs
- **Brian Brubaker**, Assistant Vice Provost for Global Learning, Global Penn State
- **Lynn Holleran**, Deputy Director of Athletics-Administration

OPAIR Liaison: Marie Sullivan, Director of Accreditation, Office of Planning, Assessment, and Institutional Research

Working Group IV Charge

- Compile the most relevant evidence and objectively analyze how the University complies with Standard IV and related criteria
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 9, and 10
- Address the 2018 Supplemental Information Report (SIR) (hazing death of Timothy Piazza) addressing developments and actions planned or taken to ensure ongoing compliance with Standard II and Standard IV
- Address the 2020 Supplemental Information Report (SIR) (football hazing and sexual misconduct at fraternity) allegations and actions are taken to ensure ongoing compliance with Standard II and Standard IV.
- Address the 2020 Supplemental Information Report (SIR) (First Title IX compliance) addressing actions taken to ensure ongoing compliance with Standard II, Standard IV, and ROA 5.

Potential Lines of Inquiry

1. How do functional areas assess and report on the effectiveness of their programs in supporting the student experience?
2. How do the policies and practices link together through the entire student experience, including recruitment, admission, academic success, completion, and post-completion placement for all educational offerings and modalities?
3. To what extent does the University provide information on policies and procedures regarding advanced academic standing to prospective and current students?
4. How effective is the University in ensuring the maintenance and protection of student information?
5. How effective are the extracurricular and non-academic services and programs offered to support the student experience and foster student success? To what extent does the University assess these policies, processes, and practices?
6. To what degree is accurate and comprehensive information regarding costs, fiscal responsibilities, and repayment options made available and accessible for all students and interested parties?
7. How effective are the University's policies, procedures, and processes in supporting student success? What opportunities exist for continuous improvement and enhancement of student support efforts?

Working Group V - Standard V: Educational Effectiveness Assessment

Tri-Chairs
- **William Clark**, Associate Dean of the Graduate School
- **Karen Pollack**, Associate Vice Provost for Online Programs, Penn State World Campus
- **Sez Atamturktur**, Department Head, Architectural Engineering, College of Engineering

Working Group Members

- **Ivan Esparragoza**, Assistant Dean for Curricular Innovation and Program Assessment, College of Engineering
- **Lisa Lenze**, Director of Teaching, Learning, and Assessment, College of Information Science and Technology
- **Angela Linse**, Executive Director and Associate Dean, Schreyer Institute for Teaching Excellence
- **Yvette Richardson**, Associate Dean for Undergraduate Education, Professor of Meteorology, College of Earth and Mineral Sciences
- **Hillary Miller**, Chief Learning Officer, College of Medicine
- **Carey McDougall**, Chief Academic Officer, Penn State Beaver
- **Mallika Bose,** Associate Dean for Research, Creative Activity and Graduate Studies, and Professor of Landscape Architecture, College of the Arts and Architecture
- **B. Richard Page,** Associate Dean for Undergraduate Studies and Associate Professor of German and Linguistics, College of the Liberal Arts
- **Jonathan Adrien,** Graduate Student, Penn State Great Valley
- **Adam Christensen,** Director of Student Affairs, Research, and Assessment
- 2 Students: Pick two out of three: University Park, Commonwealth Campus, World Campus
- 2 Alumni: Pick two out of three: University Park, Commonwealth Campus, World Campus

OPAIR Liaison: Jessica Deslauriers, Assistant Director of Assessment, Office of Planning, Assessment, and Institutional Research

Working Group V Charge
- Compile the most relevant evidence and analyze how the University complies with MSCHE Standard V and all related criteria
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 9, and 10

Potential Lines of Inquiry
1. How do institutional and program learning objectives align with Penn State's mission?
2. What routine and systematic methods are used to assess student learning and achievement to demonstrate the attainment of curricular and institutional learning goals? What evidence demonstrates that these methods are effective?
3. How are the results from student learning and achievement assessments used to improve teaching, learning, student achievement, and enhance educational effectiveness?
4. Based on these analyses, where are there opportunities for continuous improvement and enhancement of the University's educational effectiveness assessment?
5. How effectively are educational goals at the institutional and academic program levels clearly

stated, integrated with one another, and in alignment with the University's mission?

6. To what extent are programs periodically assessed in terms of student learning, graduation rates, and other key indicators of student success?

7. To what extent are assessment processes regularly reviewed and used to set strategic goals for educational improvement?

Working Group VI - Standard VI: Planning, Resources, and Institutional Improvement

Tri-Chairs

- **Dan Heist,** Director of Internal Audit, Office of Finance and Business
- **B. Stephen Carpenter II**, Dean, College of Arts and Architecture, Professor of Art Education and African American Studies
- **Lisette Garcia,** Assistant Vice President of Diversity Inclusion and Belonging, Human Resources

Working Group Members

- **Kimberly Fisher**, Assistant Controller, Director of Financial Officers, Office of Corporate Controller
- **John Papazoglou**, Associate Vice President, Auxiliary and Business Services
- **Steve Watson**, Director of Planning, Design, and Properties, Office of Physical Plant
- **John Hoh**, Interim Associate Vice President for Teaching and Learning with Technology, Penn State Information Technology
- **Lisa Marranzini**, Interim Assistant Vice President for Administration, Commonwealth Campuses
- **Lindsey Droz**, Director of Operations, University Budget Office
- **Jeff Smith**, Associate Vice President, Penn State World Campus Operations

OPAIR Liaison: Michael Rosenberg, Director of Planning, Office of Planning, Assessment, and Institutional Research

Working Group VI Charge

- Compile the most relevant evidence and analyze how the University complies with MSCHE Standard VI and all related criteria
- Demonstrate compliance with MSCHE Requirements of Affiliation 8, 10, and 11

Potential Lines of Inquiry

1. How has the University's strategic planning process evolved to increase its effectiveness in advancing institutional improvement?
2. How does the financial planning and budgeting process align with and support Penn State's mission, institutional priorities, and strategic goals?
3. How effective is the assessment of the University's planning, resource allocation,and institutional decision-making processes?
4. How effectively does the University ensure the sustainability of its long-term assets in alignment with the mission, strategic goals, and institutional priorities?
5. To what degree are the physical and technical infrastructure updated to meet the needs of innovation and delivery of new and existing academic programs?
6. How effectively does Penn State respond to the changing landscape of higher education to enable continuous achievement of the University's mission and strategic goals?

Working Group VII - Standard VII: Governance, Leadership, and Administration

Tri-Chairs

- **Shannon Harvey**, Director, Office of the Board of Trustees and Associate Secretary
- **Marie Hardin**, Dean of the Donald P. Bellisario College of Communications, Professor of Journalism
- **Laura Pauley,** Interim Executive Director, University Faculty Senate and Professor of Mechanical Engineering

Working Group Members

- **Rachele Brida**, Operational Excellence, Human Resources
- **Beth Seymour**, Teaching Professor Anthropology, Communications, History, Women's Gender and Sexuality Studies, Penn State Altoona
- **Amanda Wintersteen**, Assistant Vice President for Federal Relations, Government and Community Relations
- **Virginia Teachey**, Associate Vice President for Finance, Office of Finance and Business
- **Julie Anna Potts**, Office of the Board of Trustees
- **Rob Jackson**, Assistant Vice President of Principal Gifts, University Development
- **Student Engagement Programs** 1-2 students from Council of Commonwealth Student Government, University Park Undergraduate Association, or Graduate and Professional Student Association. (Pending)

OPAIR Liaison: Melissa Meyer, Executive Assistant, Office of Planning, Assessment, and Institutional Research

Working Group VII Charge
- Compile the most relevant evidence and analyze how the University complies with MSCHE standard VII and all related criteria
- Demonstrate compliance with MSCHE Requirements of Affiliation 12 and 13
- Address the 2015 Self-Study Evaluation Team Report recommendation relating to evaluation processes for the board, the president, and senior officers, the effectiveness of the evaluation process, and how the results are being used.

Potential Lines of Inquiry
1. How are governance, leadership, and administrative structures assessed, and how effective are these assessments in guiding advancements in institutional operations?
2. How effectively does the board of trustees enable the University to meet the institutional priorities and strategic goals?
3. To what extent does the shared governance ensure the support of University innovation through the management and allocation of resources?
4. How effectively does the governance structure interact with faculty, staff, and students to achieve

academic excellence and fulfill the University's mission?

5. To what degree is a transparent governance structure clearly articulated to outline roles, responsibilities, and accountability for decision-making by each constituency?
6. How effective are procedures in place to review and assess the governance structure, leadership, administrative offices, and faculty departments to ensure support of the University's mission and institutional priorities?
7. What opportunities to enhance continuous improvement and innovation have you discovered, and what recommendations can you make for improvement in these areas?

VI. Guidelines for Reporting

Steering committee co-chairs and the director of accreditation will meet bi-weekly to discuss progress, address issues that arise, and determine appropriate steps to keep the process on schedule. The steering committee/tri-chairs will meet monthly to collaborate, discuss progress, and share insights and challenges. Regular updates will also be provided to the steering committee via the OPAIR liaisons assigned to each group. A working group timetable has been created, which lists expected work products and time frames for the completion of tasks. (See Appendix C: Working Group Timetable).

VII. Organization of the Final Self-Study Report

The final self-study report will be organized by chapter, beginning with an executive summary that includes key findings and recommendations for continuous improvement and innovation. An introduction chapter will provide an overview of the institution and brief description of how the institutional priorities were selected. The introduction will also explain the organization of the remaining chapters and how the evidence inventory is used.

Subsequent chapters will be organized by standard, and each chapter will contain the following:

- narrative of analytically based inquiry and reflection
- conclusions, including identified strengths and challenges, with reference to appropriate criteria
- recommendations for ongoing institutional improvement and innovation
- summary of the effect the pandemic and Penn State's COVID protocols affected compliance with the criteria
- cross-references to relevant materials in other parts of the report
- a table of documents used to support each assertion

The report will be organized as follows:

1. Table of Contents, Glossary, List of Tables
2. Executive Summary
3. Introduction
4. Standard I: Mission and Goals

5. Standard II: Ethics and Integrity
6. Standard III: Design and Delivery of the Student Learning Experience
7. Standard IV: Support of the Student Learning Experience
8. Standard V: Educational Effectiveness Assessment
9. Standard VI: Planning, Resources, and Institutional Improvement
10. Standard VII: Governance, Leadership, and Administration
11. COVID-19 Addendum
12. Requirements of Affiliation (including links to where each is addressed in the report and additional evidence if not addressed in the body of the report)
13. Conclusion (including a summary of key findings, outline of initial plans to address identified opportunities, and concluding observations of how the self-study process is being used to continuously improve student achievement and meet the University's mission and goals)

VIII. Strategy for Verification of Compliance with Applicable Federal Regulatory Requirements

Marie Sullivan, Director of Accreditation in the Office of Planning, Assessment, and Institutional Research (OPAIR) will collaborate with appropriate units across the University to compile evidence for the Verification of Compliance with Accreditation-Relevant Federal Regulations Report and Requirements of Affiliation related to compliance. Regular updates will be provided to the steering committee co-chairs during bi-weekly meetings and to the full steering committee during monthly steering committee meetings. A draft compliance report will be submitted to the steering committee for approval on October 15, 2023. The Verification of Federal Regulations Compliance Report and supporting evidence will be combined into a single, bookmarked PDF file and uploaded to the MSCHE portal in January 2024, along with the Self-Study Report and other relevant documents.

Based on the current compliance areas, the following table includes a non-exhaustive list of units to be consulted in the process:

Current Compliance Areas	Units to be Consulted
Student identity verification in distance and correspondence education	Office of the Registrar, Office of Student Aid, World Campus, Outreach, IT
Transfer of credit policies and articulation agreements	Michelle Rice, Director Prior Learning Assessment, Undergraduate Education, Prior Learning Task Force, Articulation agreement listing maintained by Executive Director of Undergraduate Admissions
Title IV program responsibilities	Office of Student Aid
Institutional records of student complaints	Affirmative Action, Office Student Conduct, University Faculty Senate, Office General Counsel
Required information for students and the public standing with State and other accrediting agencies	OPAIR, World Campus (NC SARA, Outreach, Terri Spence)
Contractual relationships	OSVP Research, Corporate Controller; Penn State Global, Office of Student Affairs
Assignment of credit hours	Faculty Senate

IX. Self-Study Timetable

A timetable was created to guide the steering committee, working groups, and other University stakeholders in their work, which will be published on the self-study website to promote awareness of the process to the University community. (See Appendix D: Self-Study Timetable.)

X. Communications Plan

A communication plan was created to ensure the self-study is inclusive and transparent, facilitate feedback from institutional stakeholders, and provide updates about major developments related to the self-study process. The "Get Involved" section of the self-study website has already received over 140 responses expressing an interest in participating in the self-study. (See Appendix D: Self-Study Communications Plan.)

XI. Evaluation Team Profile

Given Penn State's land-grant mission and our ranking as 22nd in the country in total research expenditures, the team chair should be a current or former president, chancellor, or provost from a large R1 institution who has had significant leadership responsibilities within the land-grant system. A team with representation from large, multi-campus land-grant institutions would be preferred.

Institutions considered comparable and inspirational peers include other MSCHE accredited institutions in APLU, Land, Sea and Space Grant Institutions, Big Ten Academic Alliance, or the Association of American Universities, such as Maryland or Rutgers, and other MSCHE accredited institutions such as Cornell, Columbia University, New York University, Johns Hopkins, Princeton, SUNY-Buffalo, SUNY-Stony Brook, or the University of Delaware.

Institutions that are primary competitors or that have common student recruitment target areas include the University of Pittsburgh, University of Pennsylvania, Shippensburg, Slippery Rock, Lock Haven, East Stroudsburg, Temple, Villanova.

The institution's top programs by enrollment include engineering, business administration, liberal arts, science, nursing, and psychology.

XII.   Evidence Inventory Strategy

The primary evidence inventory is a repository of all resources and documents identified to document compliance with the standards and requirements of affiliation. The primary inventory will be curated and refined to create the final evidence inventory, which will contain only documents used to support assertions made in the draft and final reports. The master inventory will facilitate the identification of areas lacking sufficient documentation and create a long-term resource for the University.

The primary inventory is housed in a SharePoint site linked to the self-study SharePoint site. Steering committee and working group members will have read access to the inventory, and OPAIR liaisons and the inventory manager will have write and delete access. The master inventory will be initially populated by OPAIR using the Documentation Roadmap. OPAIR liaisons will provide technical support and expertise in using the inventory. A University Libraries research librarian was consulted to maximize the efficiency and effectiveness of the reference functions of the evidence inventory.

A multi-phase process will be used to populate and curate the evidence inventory:

Evidence Collection. Working groups will gather all relevant resources and documents to support their assigned standards and requirements of affiliation. As evidence is collected, members will populate the master inventory. Groups are charged with completing their initial evidence collection by June 25, 2022.

Documents in the inventory will contain a number for each document, the document name, a brief description of the document, a link to the document, the version/date of publication, the individual or unit responsible for the process or enforcement of the policy, and which criteria, standard(s), or requirement(s) the evidence supports.

Gap Analysis. After the initial evidence collection, groups are charged with identifying and addressing gaps in evidence. Group members will document gaps and provide recommendations for addressing these gaps. The steering committee will review the gap analyses and determine how to address identified gaps.

Development of Final Evidence Inventory. The final inventory will include only the documents referenced in the final self-study report. This final inventory will be uploaded to the MSCHE portal in January 2024. The master and final inventories will be maintained and made available to the Evaluation Team and Commissioners upon request.

Appendix A: University Organizational Chart

PennState
Administrative Organization
JULY 2021

Board of Trustees

Governmental Affairs | Vice President for Administration/Secretary | **President** | General Counsel | Intercollegiate Athletics | NCAA Faculty Representative

University Ethics & Compliance

Executive Vice President and Provost

PennState Health
pennstatehealth.org

The Milton S. Hershey Medical Center

Outreach

- Professional & Community Engagement
- Shaver's Creek Environmental Center
- Penn State Conferences & Institutes
- Osher Lifelong Learning Institutes (Univ. Park & York)
- K-12 / Community Engagement
- Penn State Centers Pittsburgh & Philadelphia
- Justice & Safety Institute
- Musser Gap Valley Project
- WPSU TV, FM, Digital (PBS/NPR)
- Nittany AI Alliance
- Penn State Readiness Institute
- The Arboretum at Penn State
- Outreach Operations / Shared Services (Compliance, Development, Finance & Business, Human Resources, Information Technology, Marketing, Strategic Planning)

Research

- Research Operations
- Animal Resource Program
- Research Information Systems
- Strategic Initiatives
- Research Protections & Research Integrity
- Sponsored Programs
- Applied Research Lab
- Clinical & Translational Science Institute
- Huck Institutes of the Life Sciences
- Institute for Computational and Data Sciences

- Industry Partnerships
- Technology Management
- Entrepreneurship & Commercialization
- Ben Franklin Technology Partners of Central & Northern PA
- Institutes of Energy and the Environment
- Materials Research Institute
- Penn State Cancer Institute
- Social Science Research Institute

Strategic Communications

- Brand Strategy
- Campus & Community Events
- Creative Services
- Licensing & Brand Programs
- Media Strategy
- Research Communications
- University Public Relations

Executive Vice President and Provost (columns)

- Undergraduate Education
- Graduate Education
- Faculty Affairs
- Educational Equity
- Affirmative Action
- Global Programs

- Information Technology
- Information Security
- Commonwealth Campuses
- Online Education / World Campus
- Planning, Assessment, and Institutional Research
- University Budget Office
- University Faculty Senate

- College of Agricultural Sciences
- College of Arts and Architecture
- Smeal College of Business
- Donald P. Bellisario College of Communications
- College of Earth and Mineral Sciences
- College of Education
- College of Engineering
- College of Health and Human Development
- College of Information Sciences and Technology

- College of the Liberal Arts
- Eberly College of Science
- Dickinson Law
- Penn State Law
- School of International Affairs
- The Graduate School
- Ross and Carol Nese College of Nursing
- Schreyer Honors College
- University Libraries

College of Medicine

Finance and Business/Treasurer

- Auxiliary and Business Services
- Commonwealth Operations
- Corporate Controller
- Diversity and Inclusion
- Finance and Business Controller / Medical Center College of Medicine
- Internal Audit
- Investment Management
- Organizational Change Management
- Physical Plant
- Procurement Services
- Risk Management
- University Police and Public Safety

Human Resources

- Compensation & Benefits
- Diversity, Inclusion, and Belonging
- HR Academic & Administrative Units
- HR Communications
- HR Information Technology
- Labor & Employee Relations
- Occupational Medicine
- Operational Excellence
- Shared Services
- Talent Acquisition
- Talent Management

Student Affairs

- Adult Learner Programs & Services
- Campus Recreation
- Career Services
- Center for Character, Conscience, and Public Purpose
- Center for Sexual and Gender Diversity
- Center for Spiritual & Ethics Development
- Collegiate Recovery Community
- Commonwealth Campus Support
- Counseling & Psychological Services
- Fraternity & Sorority Compliance
- Fraternity & Sorority Life
- Gender Equity Center
- Health Promotion & Wellness
- HUB-Robeson Center, Facilities, & Staff Development
- Off-Campus Student Support
- Parents Program
- Paul Robeson Cultural Center

- Piazza Center
- Residence Life
- SA Communications & Marketing
- SA Development
- SA Finance
- SA Human Resources
- SA Information Technology
- SA Research & Assessment
- Sexual Misconduct Prevention & Response
- Student Activities
- Student Care and Advocacy
- Student Conduct
- Student Engagement Programs
- Student Legal Services
- Student Orientation & Transition Programs
- University Health Services
- World Campus Student Affairs

Development and Alumni Relations

- Alumni Association
- University Development

Appendix B: Commonwealth Campus Organizational Chart

PennState

Office of the Senior Vice President for Commonwealth Campuses and Executive Chancellor

Kelly Austin
Interim Senior Vice President for Commonwealth Campuses and Executive Chancellor
Dean, University College and Penn State Great Valley School of
Graduate Professional Studies

Administrative Support
Jessa Leskovansky, Admin Supt Asst
Judy Bowman, Human Res Gen
Admin Supt Asst
Shelly Ormsby, Admin Supt Asst
Rebekah Diehl, Admin Supt Asst

Melanie Ekdahl
Executive Assistant

David Callejo Perez
Associate Vice President and Senior Associate Dean
for Commonwealth Campuses

Associate Vice President for Administration,
Commonwealth Campuses

Richard Brazier
Senior Associate
Dean for Faculty
and Research,
University College
and Penn State
Great Valley
School of
Graduate
Professional
Studies

Mike Evans
Assistant
Dean for
Academic
Affairs
.25 FTE

Liz Wright
Associate
Dean for
Academic
Affairs
.5 FTE

Penny Carlson
Assistant Vice President
and Executive Director
for Academic Services
and Assessment

Jennifer Wilkes
Assistant Vice
President for
Administration

Carlos Rodriguez
Assistant Vice President and
Executive Director for
Commonwealth Campuses
Budget and Planning

Chancellors:
Abington
Altoona
Beaver
Berks
Brandywine
DuBois
Erie
Fayette
Great Valley
Greater Allegheny
Harrisburg
Hazleton
Lehigh Valley
Mont Alto
New Kensington
Shenango *(Campus Director)*
Schuylkill
Scranton
Wilkes-Barre
York

Margaret Bacheler
Senior Director
of Statewide
Continuing
Education and
Director
of Continuing
Education
.5 FTE

Padma Patil
Director of
Analysis and
Research

Shirl Henry
Coordinator
of
Student
Records

Rebecca Gardner
Senior Director
for Marketing
and Special
Communications
.5 FTE

John Hoh
Senior
Director for
Information
Technology
.5 FTE

**Regional
Human
Resources
Strategic
Partners
(20 campuses)**

**Campus
Directors
of Finance
(20 campuses)**

Karen Kyle
Senior
Financial
Officer

Lisa Wiedemer
Manager of
Grant Relations

Tony Bailey
Records
Specialist

Kari Williamson
Director for IT

Maureen Cooper
Commonwealth
Campuses
Athletics
Administrator

Brian Godish
Financial
Manager

Tony Cingle
IT Consultant

Jeff Stine
Senior Programmer/
Analyst

Ryan Ehrie
PSUAC
Commissioner
and Assistant
Director of
Commonwealth

Roy Long
Polaris Service
Manager

Joe Deluca
Programmer/
Analyst

Appendix C: Working Group Timetable

Working Group Timetable	
2022	
February 24	First Steering Committee Meeting
March	Consider Working Group membership
March 22	Tri-chairs submit Working Group membership lists to Co-Chairs
April 4	Steering Committee meeting
April-May	Establish and charge Working Groups to schedule kickoff meetings for groups, begin outlining chapter, gathering evidence
April 15	Virtual Self-study Preparation Visit with VP Liaison
May 2	Steering Committee meeting
May 31	Steering Committee meeting
June 25	Complete first phase of evidence collection, submit requests to OPAIR liaison to coordinate interviews and obtain additional documentation
July/August	Finalize evidence gathering and chapter outlines (including known gaps in evidence)
August/Sept	Writing chapters (using Do we, have it? Do We Use It? Does it Work? analysis)
September	First internal working chapter draft
October	Solidify best evidence and align with assertions in the chapter draft
November	Finalize chapter draft, conduct final gap analysis for evidence
December 15	Submit first chapter draft to co-chairs
2023	
Jan/Feb	Revise chapter based on feedback
March 1	Submit second chapter draft
April 14	Submit the final chapter of the report
May 31	Team Chair selected; On-Site Evaluation dates chosen
June-July	Draft report disseminated for review and feedback from designated readers
Aug/Sept	Draft report disseminated to the University community for feedback
Oct/Nov	Final revisions to report and host Team Chair preliminary visit
December 20	Final report shared with the University community
2024	
Jan/April	Prepare for an on-site Team Evaluation visit

Appendix D: Self Study Timetable

Self-Study Timetable	
2021	
October/Dec	Attend Self-Study Institute, Co-Chairs begin meeting, form Steering Committee, create SharePoint site/webpage, begin Self-Study Road Shows across the University, communications plan
2022	
January 7	Steering Committee membership confirmed.
January 14	Call with VP Liaison
January 18	Steering Committee Kickoff with Provost
February	Kickoff OPAIR Liaisons, individual meetings with Tri-Chairs; populate resources on SharePoint, first meeting of Steering Committee (discuss Institutional Priorities)
March	Evidence Inventory created, finalize working group membership, draft Self-Study Design.
February-March	University-wide kick off with an article in Penn State News, Penn State Today email.
April 1	Submit Self-Study Design
April-May	Working Group Kickoffs
April 15	Self-Study Prep Visit with VP Liaison
May-June	Revisions and Acceptance of Self-Study Design
May-December 15	Working Groups conduct analysis and provide updates to the Steering Committee.
December 15	Working Groups submit first Chapter Draft
2023	
March 1	Working Groups Submit Second Chapter Draft
April 14	Working Groups Submit Final Chapter Reports
May 31	Team Chair selected, Site Evaluation dates chosen, accepted Self-Study Design to Team Chair, Draft Self-Study Report disseminated for review by Designated Readers.
July 1	Designated Readers submit feedback.
August 15 - September 30	Draft Self-Study Report disseminated to University community for feedback.
October 1-15	Final Revisions to Self-Study Report

2023	
October 15	Draft Self-Study Report sent to Team Chair (2 weeks before visit), host Team Chair's Preliminary Visit, Verification of Federal Regulations Compliance Report to Steering Committee.
November 1	Team Chair Preliminary Visit
December 20	Final Self-Study Report shared with the University community.
2024	
January	Upload Report, Verification of Compliance, Evidence Inventory (6 weeks before team visit), prepare University community for upcoming site visit.
Mar 15-April	- On-Site Evaluation Team Visit - Receive Draft Team Report 14 days after the last day of the Site Visit above - Submit Corrections of Factual Errors in Team Report within five days of above - Evaluation Team Report submitted to MSCHE by Team Chair within five days of above - Formal Institutional Response within seven days of above - Announcement and Penn State News story on the evaluation team report
June or November - MSCHE action	

Appendix E: Self-Study Communications Plan

Date		Task	Faculty	Staff	Students	SC/WG	BoT	Alumni	Other	Goal	Assessment	Status
2021	**November**	Project timeline created	x	x	x	x	x	x	x	Illustrate chronology of high-level self-study milestones	Used to effectively communicate process milestones in University-wide presentations	COMPLETE
		Public website created	x	x	x	x	x	x	x	Public-facing website to provide process, timeline, committee information, news and updates, volunteer form and contact information	Consistently in top 10 OPAIR website page views with approximately 200 total visitors/month	COMPLETE
	December	Internal SharePoint site created				x				Internal online collaboration space and progress tracker for OPAIR self-study team, steering committee, and working groups	Used daily by 62 individuals for meeting calendar, document storage, evidence repository, and Power BI overall task progress interactive dashboard	COMPLETE
2022	**January**	Self-study informational roadshows	x	x	x	x	x	x	x	Present self-study overview and call for engagement to minimum of five University-wide leadership groups/month	To date, averaging eight presentations per month	IN PROGRESS
		Tri-chair kickoff with Provost	x	x	x	x	x	x	x	Provide tri-chair w/self-study details and educate on their roles w/in the process	Successfully attended by all tri-chair members	COMPLETE
	February	University-wide self-study kickoff with feature story	x	x	x	x	x	x	x	University-wide outreach to community introducing the self-study and opportunities for engagement	Penn State News (main news feed) feature story and coverage in all specialty Penn State	COMPLETE

Date	Task	Faculty	Staff	Students	SC/WG	BoT	Alumni	Other	Goal	Assessment	Status
										Today e-newsletters across 24 campus locations with SS details and call-to-action information	
	Tri-chair individual group kickoff meeting presentations				x				Provide tri-chairs w/ self-study details and educate on their roles within process	Successfully attended by all tri-chair members	COMPLETE
	Board of Trustees kickoff presentation					x			Provide BoT leadership w/ SS details and inform on their roles w/in process	Presentation provided to BoT Executive Committee; members selected for	COMPLETE
March	Faculty Senate presentation	x							Educate faculty leaders on importance of their role in the SS and engagement opportunities	Successfully presented to F/S group and recruited working group members	COMPLETE
April	Social media student post series			x					Create series (minimum of three) of social media posts to engage student population	In the process of designing first Instagram post for University-wide platform	IN PROGRESS
	Student roadshow presentation			x					Educational presentation to recruit at least three students per working group	To date, student presentations beginning this month; first three are scheduled	IN PROGRESS
	Formal logo creation	x	x	x	x	x	x	x	Creation of self-study University-branded logo for formal documentation/ correspondence	Official logo completed through University multimedia and print services	COMPLETE
	Prep-visit event promotion	x	x	x	x	x	x	x	University-wide event / awareness announcement / invitation, with goal of 50 attendees	Penn State News and 2x Penn State Today e-newsletter sends resulting in 77 unique participants	COMPLETE

Date	Task	Faculty	Staff	Students	SC/WG	BoT	Alumni	Other	Goal	Assessment	Status
May	Steering committee feature story	x	x	x	x	x	x	x	Penn State News story on SC members and their ability to answer SS questions re: process and engagement opportunities	TBD	IN PROGRESS
	Student focus group announcement event promotion and social media posts			x					University-wide social media coverage and Penn State News announcement of invitation for student focus group	TBD	NOT STARTED
July-Dec.	Ongoing informational presentations to student, faculty, and staff groups	x	x	x	x	x	x	x	Informational presentations to a minimum of three new groups/month	To date, exceeding three, with all presentations new at this stage	IN PROGRESS
October	Social media post re: importance of self-study and opportunities for involvement with Undergrad Ed and Student Affairs			x					Work with these offices to utilize their social media presence to further target student population – minimum of 500 unique visitor click-throughs	TBD	NOT STARTED

	Date	Task	Faculty	Staff	Students	SC/WG	BoT	Alumni	Other	Goal	Assessment	Status
2023	**March-May**	Feature story and mass email from President re: draft report to University; requesting feedback	x	x	x	x	x	x	x	University-wide reach via Penn State News story and President Bendapudi mass email (via StratCom office)	TBD	NOT STARTED

	Date	Task	Faculty	Staff	Students	SC/WG	BoT	Alumni	Other	Goal	Assessment	Status
2024	**February**	Feature story announcement of on-site visit from Eval. Team								Penn State News story and e-newsletter send to all campus locations	TBD	NOT STARTED
	June	Feature story re: self-study results								Penn State News & campus e-newsletters	TBD	NOT STARTED