

SELF-STUDY REPORT FOR
ACCREDITING COUNCIL ON
EDUCATION AND MASS
COMMUNICATIONS
2012-2018



PennState

Donald P. Bellisario

College of Communications

Self-Study Report
for Accreditation in Journalism
and Mass Communications

Undergraduate site visit during 2018-2019

Submitted to the
Accrediting Council on Education in Journalism and Mass Communications

Name of Institution:

Pennsylvania State University

Name of Journalism/Mass Communications Unit:

Donald P. Bellisario College of Communications

Address:

201 Carnegie Building
University Park, PA 16802

Date of Scheduled Accrediting Visit:

We hereby submit the following report as required by the Accrediting Council on Education in Journalism and Mass Communications for the purpose of an accreditation review.

Journalism/mass communications administrator:

Name: Marie Hardin

Title: Dean

Signature: _____



Administrator to whom journalism/mass communications administrator reports:

Name: Nicholas Jones

Title: Executive Vice President and Provost

Signature: _____



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PART I: General Information

This general information section will be included in its entirety in the site team's report, and it must present the most current information available. Before the site visit, the unit should review its responses to the questions below and update them as necessary. The unit then should provide a copy of this updated section for each team member when they arrive on campus. A digital copy in **Word document format** of the updated responses also must be provided to the team chair to be included in the digital team report sent to the ACEJMC office.

In addition, if any significant changes not covered in this section have occurred since the original self-study report was submitted, the unit should describe and document those changes and present this new material to the team when members arrive.

Name of Institution: Pennsylvania State University

Name of Unit: Donald P. Bellisario College of Communications

Year of Visit: 2018

1. Check regional association by which the institution now is accredited.

Middle States Association of Colleges and Schools

New England Association of Schools and Colleges

North Central Association of Colleges and Schools

Northwest Association of Schools and Colleges

Southern Association of Colleges and Schools

Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

2. **Indicate the institution's type of control; check more than one if necessary.**

Private

Public

Other (specify)

3. **Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. It is not necessary to include entire authorizing documents. Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.**

On April 1, 1863, the Pennsylvania General Assembly designated Penn State as the land-grant college of the Commonwealth.

4. **Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?**

Yes

No

If yes, give the date of the last accrediting visit: October 14-17, 2012

5. **When was the unit or sequences within the unit first accredited by ACEJMC?** 1948

6. **Provide the unit's mission statement. Statement should give date of adoption and/or last revision.**

The Bellisario College of Communications offers professional programs that prepare students for the range of responsibilities and opportunities being created by rapid transformations in the field of communications and information policy.

Through its teaching, research and outreach, its mission is to prepare students to take their place as active, critical, ethical and engaged participants in the information society. In a time of profound change in the structure, content and dissemination patterns of media, the fundamental skills of investigation, analysis and communications through written and visual media are essential for the 21st century.

The College recognizes its mission to educate students for citizenship in a society in which communication and information are major commodities and the basis of the democratic process; recognizes the complex mosaic of changing career possibilities available in the information environment and thus prepares students for a professional climate in which the ability to adapt is a fundamental requisite to success; and facilitates the development of sophisticated abilities in the gathering, analysis and dissemination of information.

The College's mission is to educate persons to assume responsible, decision-making roles in communications industries, academic and government agencies and as participating citizens in an information-rich society. We must lead the way in preparing students for a future being transformed by technology. The College is committed to be a national leader in the discussions, pedagogy and practices that will enhance the professional education of our students.

The College's research, teaching, outreach and creative activities promote effective, responsible use of communications media by individuals, organizations, industries and government. It draws on scholarly traditions in the humanities, law, and the social sciences to increase understanding of the practices and processes of communications, to critically assess the role of media in society, to weigh the implications of media flow and content, and to guide assessment and analysis that paves the way for more informed and responsible use of the media.

Adopted: 2006

7. **What are the type and length of terms?**

Semesters of 15 weeks

Quarters of _____ weeks

Summer sessions of 4, 6 & 12 weeks

Intersessions of _____ weeks

8. **Check the programs offered in journalism/mass communications:**

Bachelor's degree

Master's degree

Ph.D. degree

9. **List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.**

Name of Sequence or Specialty

Communications (pre-major status)
Advertising/Public Relations advertising option
Advertising/Public Relations public relations option
Advertising/Public Relations strategic communications option*
Film-Video
Journalism broadcast option
Journalism digital and print option
Journalism photojournalism option
Media Studies film and television studies option
Media Studies international communications option
Media Studies media effects option
Media Studies society and culture option
Telecommunications

10. Credit hours required by the university for an undergraduate degree:

120 semester-hour credits
(Specify semester-hour or quarter-hour credit.)

11. Give the number of credit hours students may earn for internship experience.

(Specify semester-hour or quarter-hour credit.)

67 hours of work is equal to 1 credit hour.
134 hours of work is equal to 2 credit hours.
201 hours of work is equal to 3 credit hours.

- The internship credit is listed as COMM 495.
- A student may earn up to 6 internship credits towards the 120 credits needed to graduate.
 - Any one internship cannot exceed 3 credits even if the student logs in more than 201 hours.
 - Up to 3 credits may be used as a major requirement based on major requirements. All other internship credits above 3 credits earned would fall into the student’s electives.

12. List each professional journalism or mass communications sequence or specialty offered and give the name of the person in charge.

Name of Sequence or Specialty

Communications (Pre-Major status)
Advertising/Public Relations Advertising Option
Advertising/Public Relations Public Relations Option
Advertising/Public Relations Strat Comm Option*
Digital Journalism and Media***
Film-Video
Journalism Broadcast Option
Journalism Digital and Print Option
Journalism Photojournalism Option

Person in Charge

Dr. Ford Risley, Associate Dean
Dr. Fuyuan Shen, Dept. Head
Dr. Fuyuan Shen, Dept. Head
Dr. Fuyuan Shen, Dept. Head
Russell Eshleman, Dept. Head
Dr. Anthony Olorunnisola, Dept. Head
Russell Eshleman, Dept. Head
Russell Eshleman, Dept. Head
Russell Eshleman, Dept. Head

Media Studies Film and Television Studies Option	Dr. Anthony Olorunnisola, Dept. Head
Media Studies International Communications Option	Dr. Anthony Olorunnisola, Dept. Head
Media Studies Media Effects Option	Dr. Anthony Olorunnisola, Dept. Head
Media Studies Society and Culture Option	Dr. Anthony Olorunnisola, Dept. Head
Strategic Communications**	Dr. Fuyuan Shen, Dept. Head
Telecommunications	Dr. Matthew Jackson, Dept. Head

*Online option being phased out

**New online major beginning Summer 2018

***New online major not being reviewed for accreditation

13. **Number of full-time students enrolled in the institution:** 80,243

14. **Number of undergraduate majors in the accredited unit, by sequence and total (if the unit has pre-major students, list them as a single total):** Fall 2017

Name of Sequence or Specialty	Undergraduate majors
Advertising/Public Relations (BA) Advertising Option	246
Advertising/Public Relations (BA) Public Relations Option	322
Advertising/Public Relations (BA) Strategic Comm Option	157
Communications Pre-Major	703
Film-Video (BA)	135
Journalism (BA) Broadcast Option	332
Journalism (BA) Digital and Print Option	207
Journalism (BA) Photojournalism Option	32
Media Studies (BA) Film and Television Studies Option	39
Media Studies (BA) International Communications Option	41
Media Studies (BA) Media Effects Option	67
Media Studies (BA) Society and Culture Option	37
Telecommunications (BA)	321
Total undergraduate enrollment	2,639

15. **Number of students in each section of all skills courses (newsriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for online skills courses, which also must meet the 20-1 ratio. (The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)**

Course Number	Section Number	Course Title	Enrolled Spring 2018	Enrolled Fall 2018
242	1	Basic Video & Film Production	16	19
242	2	Basic Video & Film Production (Spring only)	16	
242	3	Basic Video & Film Production	16	16
242	4	Basic Video & Film Production	17	17
260W	1	News Writing & Reporting	16	18

260W	2	News Writing & Reporting	18	20
260W	3	News Writing & Reporting	19	19
260W	4	News Writing & Reporting	18	20
260W	5	News Writing & Reporting	18	18
260W	6	News Writing & Reporting	14	18
260W	7	News Writing & Reporting	16	18
260W	8	News Writing & Reporting	17	20
260W	9	News Writing & Reporting	18	20
260W	10	News Writing & Reporting	17	18
260W	11	News Writing & Reporting	17	17
260W	12	News Writing & Reporting (Fall only)		18
260W	13	News Writing & Reporting (Fall only)		20
269	1	Photojournalism	14	15
269	2	Photojournalism	9	15
269	3	Photojournalism (Spring only)	12	
282	1	Television Field Production	15	13
282	2	Television Field Production	9	18
283	1	Television Studio Production	14	17
283	2	Television Studio Production	13	17
337	1	Intermediate Documentary Production	19	19
338	1	Intermediate Narrative Production	21	19
338	2	Intermediate Narrative Production (Fall only)		20
339	1	Intermediate Alternative Production	19	20
340	1	Intrm. Cinematography & Editing Tech.	19	17
340	2	Intrm. Cinematography & Editing Tech.	18	19
342	1	Idea Development & Media Writing	19	18
342	2	Idea Development & Media Writing	19	19
346	1	Screenwriting I	16	17
360	1	Radio Reporting	10	7
360	2	Radio Reporting	9	10
360	3	Radio Reporting	10	10
360	4	Radio Reporting	11	10
360	5	Radio Reporting	10	9
360	6	Radio Reporting	10	10
360	7	(Spring semester only)	10	
360	8	(Spring semester only)	10	
374	1	Audio Production	11	14
400	1	In the Game: TV Sports Magazine (SP only)	14	
402	1	International Reporting (Spring only)	11	
437	1	Advanced Doc Production (Spring only)	6	
437A	1	Advanced Doc Abroad (Spring only)	12	
438	1	Advanced Narrative Production	11	20
439	1	Advanced Alternative Production (Fall only)		20
440	1	Advanced Tech Topics	17	20

Online Skills Courses

Course Number	Section Number	Course Title	Enrolled Spring 2018	Enrolled Fall 2018
215	1	Basic Photography for Communications	15	15
230	1	Writing for the Media	20	20
230	2	Writing for the Media	20	20

16. Total expenditures planned by the unit for the 2018–2019 academic year: \$22,790,649

Give percentage increase or decrease in three years: 15.4 percent increase

Amount expected to be spent this year on full-time faculty salaries: \$6,712,149

17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

Fall 2018 Departmental Faculty

Advertising/Public Relations

Lee Ahern, Associate Professor
Michelle Baker, Assistant Teaching Professor
Mark Birschbach, Lecturer
Denise Bortree, Associate Professor
Colleen Connolly-Ahern, Associate Professor
Francis Dardis, Associate Professor
Stephanie Madden, Assistant Professor
Ann Major, Associate Professor
Steve Manuel, Assistant Teaching Professor
Renea Nichols, Assistant Teaching Professor
Fuyuan Shen, Professor and Department Head
Heather Shoenberger, Assistant Professor
Ronald Smith, Assistant Teaching Professor
Tara Wyckoff, Assistant Teaching Professor
Ken Yednock, Assistant Teaching Professor
William Zimmerman, Lecturer

Film/Video and Media Studies

Rodney Bingaman, Assistant Teaching Professor
Thomas Camden, Assistant Teaching Professor
Jo Dumas, Associate Teaching Professor
Alexander Fattal, Assistant Professor
Anita Gabrosek, Assistant Teaching Professor
Pearl Gluck, Assistant Professor
Kevin Hagopian, Associate Teaching Professor
Matthew Jordan, Associate Professor
Matthew McAllister, Professor
Jessica Myrick, Associate Professor
Mary Beth Oliver, Professor
Anthony Olorunnisola, Professor and Department Head
Michelle Rodino, Associate Professor
Michael Schmierbach, Associate Professor

Maura Shea, Assistant Teaching Professor and Associate Department Head
Richard Sherman, Associate Professor
S. Shyam Sundar, Professor
Timeka Tounsel, Assistant Professor, African American Studies and Media Studies

Journalism

Gary Abdullah, Assistant Dean for Diversity and Inclusion
John Affleck, Professor
John Beale, Assistant Teaching Professor
Curtis Chandler, Assistant Teaching Professor
Boaz Dvir, Assistant Professor
Russell Eshleman, Assistant Teaching Professor and Department Head
Russell Frank, Associate Professor
Marie Hardin, Professor and Dean
Shannon Kennan, Associate Teaching Professor
Stephen Kraycik, Assistant Teaching Professor
Ann Kuskowski, Assistant Teaching Professor
Marea Mannion, Assistant Teaching Professor
Pamela Monk, Assistant Teaching Professor
Kathleen O'Toole, Lecturer
Jamey Perry, Assistant Dean for Academic Services
Juliet Pinto, Associate Professor
Patrick Plaisance, Professor
Robert Richards, Professor
Ford Risley, Professor and Associate Dean of Undergraduate and Graduate Studies
Christopher Ritchie, Assistant Teaching Professor
John Sanchez, Associate Professor
Cynthia Simmons, Associate Teaching Professor
Will Yurman, Assistant Teaching Professor
Bu Zhong, Associate Professor

Telecommunications

Benjamin Cramer, Associate Teaching Professor
Marilyn Doris, Assistant Teaching Professor
Linda Feltman, Lecturer
Robert Frieden, Professor
Catie Grant, Lecturer
William Hallman, Lecturer
Anne Hoag, Associate Professor
Matthew Jackson, Associate Professor and Department Head
Krishna Jayakar, Professor
Robert Martin, Assistant Dean for Internships and Career Placement
Sascha Meinrath, Associate Teaching Professor
Scott Myrick, Lecturer
David Norloff, Assistant Teaching Professor
Patrick Parsons, Professor
Yael Warshel, Assistant Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2018. Also list names of part-time faculty teaching spring 2018. (If your school has its accreditation visit in spring 2019, please provide the spring 2019 adjunct list in the updated information.)

Part-time Faculty Fall 2018

Yang Bai	Christopher Maurer
Ira Brown	Vanessa McLaughlin
Jeffrey Brown	Jonathan McVerry
Christen Buckley	Walter Middlebrook Jr.
James Carlson	John Milewski
Curtis Chan	Trey Miller
John Chapin	Bumgi Min
Jeffrey Conlin	Fatimata Mohammed
Brian Daigle	Philip Mullen
Anne Danahy	Brandie Nonnecke
Stefanie Davis	David Rasmussen
Michael Dawson	Emily Reddy
John Delavan	Stephen Reighard
James Dugan	Jeffrey Rice
Andrew Elder	Steven Sampsell
Sara Erlichman	Stacie Shain
Richard Frank	Audrey Snyder
Jason Freeman	Jennifer Sparrow
Litzy Galarza	Jenna Spinelle
Elysia Galindo-Ramirez	Craig Stark
Brad Groznik	Laura Stoltzfus-Brown
Virginia Harrison	Matthew Swayne
Azeta Hatef	Bianca Tunno
Ralph Herrera	Jinpang Wang
Erica Hilton	Adrienne Waterston
Travis Johnson	Jaclyn Wechtenhiser
Stephen Jones	Lewen Wei
Jin Kang	Guolan Yang
James Lingwall	Thomas Yourchak
Bingjie Liu	Michael Zelazny
Rex Martin	

Part-time Faculty Spring 2018

Yang Bai	Ira Brown
Stephanie Berberick	Jeffrey Brown
Michelle Bixby	James Carlson

Curtis Chan
 John Chapin
 Jeffrey Conlin
 Jennifer Cruden
 Brian Daigle
 Anne Danahy
 Stefanie Davis
 Michael Dawson
 John Delavan
 Joseph Dolan
 James Dugan
 Andrew Elder
 Linda Feltman
 Arienne Ferchaud
 Richard Frank
 Litzy Galarza
 Elysia Maria Galindo-Ramirez
 Andrew Gambino
 Andrew Grant
 Brad Groznik
 Ralph Herrera
 Erica Hilton
 Travis Johnson
 Stephen Jones
 Jin Kang
 Jinyoung Kim
 Sushma Kumble
 Jared Lagroue
 James Lingwall
 Bingjie Liu

Lu Wei Rose Luqiu
 Christopher Maurer
 Andrew McGill
 Vanessa McLaughlin
 Trey Miller
 Bumgi Min
 Fatimata Wunpini Mohammed
 Philip Mullen
 Brandie Nonnecke
 Stephanie Orme
 Michael Poorman
 David Rasmussen
 Stephen Reighard
 Heather Robbins
 Michael Ryan
 Steve Sampsell
 Amit Schejter
 Deepak Sethi
 Stacie Shain
 Audrey Snyder
 Jenna Spinelle
 Craig Stark
 Timeka Tounsel
 Adrienne Waterston
 Jaclyn Wechtenhiser
 Lewen Wei
 Anli Xiao
 Christopher Yorks
 Thomas Yourchaks

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2017-2018	<u>861</u>	<u>846</u>	<u>98.3%</u>
2016-2017	<u>835</u>	<u>826</u>	<u>99%</u>

PART II: Supplementary Information

1. Complete and attach here in the main body of the self-study report the following tables:

Table 1, “Students”

Table 2, “Full-Time Faculty”

Table 3, “Part-Time Faculty”

Table 1. Students

List below each of the separate programs of study in the unit. These may be called emphases, concentrations, sequences, or majors; please identify each program with a separate set of requirements.

Give the number of students by class (year in school) in each of these programs at the end of the 2017–2018 academic year. If all of your students technically come under one major but you subdivide those majors into sequences or tracks, please list students by those

sequences or tracks. Please be sure to list separately all subsidiary programs of study, even if not formally identified by computer or register codes.

Show the number of undergraduate degrees conferred during academic year 2017–2018. Please include all semesters or quarters. If the unit has a formal pre-major status, list the number of such students*.

Add or delete lines as needed.

Undergraduate programs of study	<u>Number of Students</u>				Total students	<u>Degrees Conferred 2017-18</u>
	frsh	soph	jr	sr		bachelor's
1. Advt/Publ Relations(BA) Advertising	0	17	117	112	246	141
2. Advt/Publ Relations(BA) Public Relations	0	15	159	148	322	184
3. Advt/Publ Relations(BA) Strategic Comm	14	21	42	80	157	50
4. Communications(PMAJ)	421	267	15	0	703	0
5 Film-Video(BA)	0	25	63	47	135	46
6. Journalism(BA)/Broadcast	0	72	138	122	332	126
7. Journalism(BA)/Digital & print	1	51	81	74	207	81
8. Journalism(BA)/Photo	0	7	12	13	32	19
9. Media Studies(BA) Film/TV studies	3	9	22	5	39	7
10. Media Studies(BA) Internat'l Comm	1	6	20	14	41	16
11. Media Studies(BA) Media Effects	0	20	26	21	67	16
12. Media Studies(BA) Society and Culture	0	8	12	17	37	15
13. Telecommunications(BA)	1	65	140	115	321	160
Total students	441	583	847	768	2,639	861

**Table 2. Full Time Faculty
Spring 2018 Semester**

	Years full-time professional experience	Years full-time college teaching	Years at PSU	Years at present rank	Highest earned degree	Tenured (Y/N)	Credit hours taught per semester
<u>Academic Administrator</u>							
Gary Abdullah	0	0	11	1	Master's Degree	N	1
Robert Martin	9	8	18	18	Bachelor's Degree	N	0
Jamey Perry	0	3	29	11	Master's Degree	N	0
<u>Professor</u>							
John Affleck	24.5	5	5	5	Master's Degree	Y (FA18)	6
Anthony Barbieri	37	13	11	11	Bachelor's Degree	N	6
Robert Frieden	15	26	25	21	Doctorate	Y	6
Marie Hardin	10	20	15	6	Doctorate	Y	0
Krishna Jayakar	0	20	18	1	Doctorate	Y	6
Matthew Mcallister	0	28	14	9	Doctorate	Y	6*
Mary Beth Oliver	0	27	20	14	Doctorate	Y	6*
Anthony Olorunnisola	0	25	23	6	Doctorate	Y	6*
Patrick Parsons	5	37	32	9	Doctorate	Y	6
Patrick Plaisance	14	15	1	1	Doctorate	Y	6
Robert Richards	5	30	29	17	Doctorate	Y	6
James Risley	9	25	22	8	Doctorate	Y	3
Fuyuan Shen	0	20	16	1	Doctorate	Y	6*
S. Shyam Sundar	3	24	22	11	Doctorate	Y	6*
<u>Associate Professor</u>							
Lee Ahern	9	10	11	4	Doctorate	Y	6
Denise Bortree	10	18	10	5	Doctorate	Y	6
Colleen Connolly-Ahern	14	14	14	8	Doctorate	Y	6
Francis Dardis	4	15	14	9	Doctorate	Y	6
Russell Frank	16	20	19	14	Doctorate	Y	6
Anne Hoag	10	22	21	15	Doctorate	Y	3
Matthew Jackson	8	20	20	14	Doctorate	Y	6*
Matthew Jordan	0	16	16	6	Doctorate	Y	6
Ann Major	7	28	22	17	Doctorate	Y	6
Jessica Myrick	3	5	1	1	Doctorate	Y	6
Michelle Rodino	0	18	10	5	Doctorate	Y	6
John Sanchez	12	29	20	15	Master's Degree	Y	6
Michael Schmierbach	3	18	10	5	Doctorate	Y	6
Richard Sherman	5	17	13	8	MFA	Y	6
Bu Zhong	10	12	11	6	Doctorate	Y	6
<u>Assistant Professor</u>							
Boaz Dvir	30	14	3	2	MFA	N	6
Alexander Fattal	0	2	2	2	Doctorate	N	6
Pearl Gluck	20	7	4	4	MFA	N	6

Yael Warshel	3.5	10	2	2	Doctorate	N	6
<u>Associate Teaching Professor</u>							
Benjamin Cramer	8	4	8	8	Doctorate	N	9
J Dumas	4	16	15	15	Doctorate	N	9
Kevin Hagopian	5	25	19	14	Doctorate	N	9
Shannon Kennan	12	12	8	8	Doctorate	N	4
Sascha Meinrath	21	6	2	2	Master's Degree	N	6
Cynthia Simmons	24	14	7	7	Doctorate	N	6**
<u>Assistant Teaching Professor</u>							
John Beale	27	12	12	12	Bachelor's Degree	N	9
Rodney Bingaman	4	19	20	14	Master's Degree	N	9
Thomas Camden	0	15	12	12	MFA	N	9
Curtis Chandler	28	11	11	11	Bachelor's Degree	N	6
Marilyn Doris	22	1	1	1	Master's Degree	N	9
Russell Eshleman	23	18	16	16	Bachelor's Degree	N	9*
Anita Gabrosek	12	5	3	3	MFA	N	9
Stephen Kraycik	27	6	6	6	Bachelor's Degree	N	9
Ann Kuskowski	10	16	16	14	D ED	N	9
Marea Mannion	20	29	28	19	Master's Degree	N	9
Steve Manuel	28	22	19	14	Master's Degree	N	9
Pamela Monk	0	19	18	18	Master's Degree	N	9
Renea Nichols	4	25	13	13	Master's Degree	N	9
David Norloff	20	3	11	3	Master's Degree	N	9
Christopher Ritchie	20	16	16	12	Bachelor's Degree	N	9
Maura Shea	7	22	21	14	Master's Degree	N	9*
Ronald Smith	11	15	13	13	Master's Degree	N	9
Tara Wyckoff	24	3	2	2	Master's Degree	N	9
Ken Yednock	29	14	14	14	Master's Degree	N	9
Will Yurman	20	18	7	7	Bachelor's Degree	N	9
<u>Lecturer</u>							
Catie Grant	13	2	11	2	Bachelor's Degree	N	6
Scott Myrick	12	1	1	1	Bachelor's Degree	N	9*
Kathleen O'Toole	28	8	8	1	Doctorate	N	6**
William Zimmerman	15	1	5	1	Master's Degree	N	9

Penn State does not use allocations of effort for research/teaching/service.

*Faculty members who have a variable course load each year because of administrative duties or academic appointments.

**75% academic appointment

**Table 3. Part-Time Faculty
Fall 2017 Semester**

Name	Years full-time professional experience	Years teaching experience	Highest degree earned	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hours teaching this semester
Hilary Appelman	17	1	Bachelor's Degree	Y	N	3
Yang Bai	1	2	Master's Degree	N	Y	2
Daniel Balton	3	1	Bachelor's Degree	Y	N	3
Stephanie Berberick	11	5	Doctorate	Y	N	3
Ira Brown	1	2	Master's Degree	N	N	3
James Carlson	3	1	Bachelor's Degree	Y	N	3
Curtis Chan	28	15	Master's Degree	Y	N	3
John Chapin	16	28	Doctorate	N	N	3
Anne Danahy	17	5	Master's Degree	Y	N	3
Stefanie Davis	5	2	Master's Degree	N	Y	2
Michael Dawson	16	10	Bachelor's Degree	Y	N	4
James Dugan	32	8	Bachelor's Degree	Y	N	3
Andrew Elder	13	17	Bachelor's Degree	Y	N	4
Linda Feltman	39	13	Bachelor's Degree	Y	N	1.5
Arienne Ferchaud	0	2	Doctorate	Y	N	3
Andrew Gambino	0	1	Master's Degree	N	Y	2
Trudi Gilfillian	20	9	Bachelor's Degree	N	N	4
Brad Groznik	10	3	Master's Degree	Y	N	3
Ralph Herrera	36	8	Master's Degree	Y	N	6
Erica Hilton	5	1	Master's Degree	N	Y	3
Travis Johnson	8	1	Bachelor's Degree	Y	N	3
Stephen Jones	0	15	Bachelor's Degree	N	N	3
Jin Kang	2	1	Doctorate	N	Y	2
Jinyoung Kim	2	3	Master's Degree	Y	Y	3
Sushma Kumble	2	3	Doctorate	Y	N	3
James Lingwall	15	18	Doctorate	N	N	6
Bingjie Liu	0	4	Doctorate	N	Y	2
Lu Wei Rose Luqiu	20	2	Doctorate	Y	N	3
Rex Martin	30	11	Doctorate	N	N	3
Jeffrey Masko	10	10	Doctorate	N	N	3
Christopher Maurer	15	10	Bachelor's Degree	Y	N	3
Jonathan McVerry	11	4	Master's Degree	Y	N	3
Trey Miller	6	1	Bachelor's Degree	Y	N	3
Bumgi Min	0	3	Doctorate	N	Y	3
Fatimata Wunpini Mohammed	0	7	Master's Degree	N	Y	3
Philip Mullen	11	5	Bachelor's Degree	Y	N	4
Brandie Nonnecke	0	6	Doctorate	N	Y	3

Stephanie Orme	0	4	Doctorate	N	N	3
David Pencek	28	1	Bachelor's Degree	Y	N	3
Emily Reddy	10	3	Master's Degree	Y	N	3
Stephen Reighard	43	9	Bachelor's Degree	Y	N	3
Jeffrey Rice	2	8	Bachelor's Degree	Y	N	6
Heather Robbins	10	7	Bachelor's Degree	Y	Y	1
Michael Ryan	20	1	Bachelor's Degree	Y	N	1.5
Stacie Shain	13	13	Master's Degree	N	N	3
Audrey Snyder	9	2	Bachelor's Degree	Y	N	3
Jenna Spinelle	8	4	Bachelor's Degree	Y	N	3
Craig Stark	0	23	Doctorate	N	N	3
Mark Stitzer	11	1	Bachelor's Degree	Y	N	3
Laura Stoltzfus-Brown	0	4	Master's Degree	N	Y	3
Matthew Swayne	23	8	Bachelor's Degree	Y	Y	4
Adrienne Waterston	22	2	Bachelor's Degree	Y	N	1
Jaclyn Wechtenhiser	18	8	Bachelor's Degree	Y	N	3
Anli Xiao	2	1	Master's Degree	Y	Y	3
Christopher Yorks	20	16	Bachelor's Degree	Y	N	3
Thomas Yourchak	30	8	Bachelor's Degree	Y	N	6

**Table 3. Part-Time Faculty
Spring 2018**

Name	Years full-time professional experience	Years teaching experience	Highest earned degree	Now working full-time as professional (y/n)	Working toward degree (y/n)	Credit hours teaching this semester
Yang Bai	1	2	Master's Degree	N	Y	2
Stephanie Berberick	11	5	Doctorate	Y	N	3
Michelle Bixby	10	1	Bachelor's Degree	Y	N	3
Ira Brown	1	2	Master's Degree	N	N	6
Jeffrey Brown	20	10	High School Diploma	Y	N	3
James Carlson	3	1	Bachelor's Degree	Y	N	3
Curtis Chan	28	15	Master's Degree	Y	N	3
John Chapin	16	28	Doctorate	N	N	3
Jeffrey Conlin	19	3	Master's Degree	Y	Y	2
Jennifer Cruden	11	8	Master's Degree	Y	N	3
Brian Daigle	3	1	Master's Degree	Y	N	3
Anne Danahy	17	5	Master's Degree	Y	N	3
Stefanie Davis	5	2	Master's Degree	N	Y	2
Michael Dawson	16	10	Bachelor's Degree	Y	N	3
John Delavan	26	1	Master's Degree	Y	Y	3
Joseph Dolan	10	1	Bachelor's Degree	Y	N	3
James Dugan	32	8	Bachelor's Degree	Y	N	3
Andrew Elder	13	17	Bachelor's Degree	Y	N	3
Linda Feltman	39	13	Bachelor's Degree	Y	N	1.5
Arienne Ferchaud	0	2	Doctorate	Y	N	3
Richard Frank	24	1	Bachelor's Degree	Y	N	3
Litzy Galarza	0	1	Master's Degree	N	Y	3
Elysia Maria Galindo-Ramirez	0	1	Master's Degree	N	Y	3
Andrew Gambino	0	1	Master's Degree	N	Y	3
Andrew Grant	15	1	Bachelor's Degree	Y	N	3
Brad Groznik	10	3	Master's Degree	Y	N	3
Ralph Herrera	36	8	Master's Degree	Y	N	6
Erica Hilton	5	1	Master's Degree	N	Y	3
Travis Johnson	8	1	Bachelor's Degree	Y	N	3
Stephen Jones	0	15	Bachelor's Degree	N	N	3
Jin Kang	2	1	Doctorate	N	Y	2
Jinyoung Kim	2	2	Master's Degree	Y	Y	3
Sushma Kumble	2	3	Doctorate	Y	N	3
Jared Lagroue	2	4	Master's Degree	N	Y	3
James Lingwall	15	18	Doctorate	N	N	6
Bingjie Liu	0	4	Doctorate	N	Y	2

Lu Wei Rose Luqiu	20	2	Doctorate	Y	N	3
Christopher Maurer	15	10	Bachelor's Degree	Y	N	3
Andrew McGill	12	1	Bachelor's Degree	Y	N	3
Vanessa McLaughlin	12	9	Juris Doctor Degree	N	N	3
Trey Miller	6	1	Bachelor's Degree	Y	N	3
Bumgi Min	0	3	Doctorate	N	Y	3
Fatimata Wunpini Mohammed	0	7	Master's Degree	N	Y	3
Philip Mullen	11	5	Bachelor's Degree	Y	N	3
Brandie Nonnecke	0	6	Doctorate	N	Y	6
Stephanie Orme	0	4	Doctorate	N	N	3
Michael Poorman	37	7	Bachelor's Degree	Y	Y	3
David Rasmussen	13	4	Juris Doctor Degree	Y	N	3
Stephen Reighard	43	9	Bachelor's Degree	Y	N	3
Heather Robbins	10	7	Bachelor's Degree	Y	Y	1
Michael Ryan	20	1	Bachelor's Degree	Y	N	1.5
Steve Sampsell	28	17	Bachelor's Degree	Y	Y	3
Amit Schejter	12	17	Doctorate	N	N	0
Deepak Sethi	8	3	Master's Degree	Y	N	3
Stacie Shain	13	13	Master's Degree	N	N	3
Audrey Snyder	9	2	Bachelor's Degree	Y	N	3
Jenna Spinelle	8	4	Bachelor's Degree	Y	N	3
Craig Stark	0	23	Doctorate	N	N	3
Timeka Tounsel	1	2	Doctorate	N	N	3
Adrienne Waterston	22	2	Bachelor's Degree	Y	N	2
Jaclyn Wechtenhiser	18	8	Bachelor's Degree	Y	N	3
Lewen Wei	0	1	Master's Degree	N	Y	3
Anli Xiao	2	1	Master's Degree	Y	Y	3
Christopher Yorks	20	16	Bachelor's Degree	Y	N	3
Thomas Yourchak	30	8	Bachelor's Degree	Y	N	3

2. Describe the history of the unit in no more than 500 words.

Penn State offered its first journalism writing course in 1911. The Department of Journalism was established in the School of the Liberal Arts in 1929, and Franklin Banner became its first official head in 1931. In 1937, Donald W. Davis was hired to teach courses in the new advertising major. In 1948, the program became nationally accredited.

The School of Communications was a product of strategic planning at Penn State. Former President Bryce Jordan appointed a Communications Study Group in August 1984, which recommended that Penn State achieve national prominence in communications. Jordan proposed a freestanding School of Communications that would consolidate programs within the School of Journalism; a telecommunications major, housed in the Department of Speech Communication; and a film major, part of the Department of Theatre and Film. Approved by the Board of Trustees, the new unit became a reality on July 1, 1985, with R. Dean Mills serving as acting dean and reporting to the provost.

On Aug. 1, 1986, Brian Winston became the first dean of the School. There were five majors: Journalism, Advertising and Public Relations, Broadcasting and Cable, Film and Video, and Mass Communications. Initial enrollment: 855 undergraduates and 15 graduate students. Each of the five programs had a designated professor-in-charge.

On Sept. 1, 1992, Terri Brooks became dean. In May 1995, the School earned reaccreditation. On July 1 that same year, the School was renamed the College of Communications, solidifying its independent status within Penn State.

Jeremy Cohen served as interim dean in 1998-1999, and on July 1, 1999, Douglas Anderson became the third dean of the College of Communications.

Programs were developed and evolved quickly during the College's early years. By Fall 1999, the undergraduate enrollment had climbed to 2,176 in the College's majors at the University Park campus. (Hundreds of additional students at Penn State campuses across the state also enroll as pre-majors, in hopes of moving to the UP campus as part of the University's "2+2" program.) In Fall 2000, the College departmentalized, with each department having a head who reports to the dean: Advertising/Public Relations; Film-Video and Media Studies; Journalism; and Telecommunications. The number of majors offered by the College has expanded from five to eight, three of them offered online. Undergraduate enrollment in the College today stands at more than 2,600. The College also offers an online master's degree in

strategic communications and is home to one of the largest Ph.D. programs in the country, with more than 50 doctoral students enrolled in any given semester.

In July 2014, Marie Hardin became the fourth dean of the College. In spring 2017, the College changed its name after receiving a transformational gift from 1961 alumnus Donald P. Bellisario. The \$30 million gift is designated for student scholarships, faculty and program support, and a new media center. The Donald P. Bellisario Media Center will be completed in Fall 2020, consolidating the College's studios and labs in a state-of-the-art facility just steps from the College's administrative offices in the Carnegie Building.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The Donald P. Bellisario College of Communications is among the largest nationally accredited programs of its kind in the country and one of fewer than a dozen ACEJMC- accredited programs in the Northeast. The College adheres to the basic principles of its national accrediting process:

- Professional programs should prepare students with a body of knowledge and a system of inquiry, scholarship and training for careers in which they are accountable to: the public interest for their knowledge, ethics, competence and service; citizens, clients or consumers for their competencies and the quality of their work; and employers for their performance.
- Programs should be committed to diversity and inclusiveness. To inform and enlighten, the professions of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.
- Graduates should be aware of certain core values and competencies and be able to understand and apply the principles and laws of freedom of speech and press; demonstrate an understanding of the history and role of professionals and institutions in shaping communications; demonstrate an understanding of gender, race, ethnicity, sexual orientation and, as appropriate, other forms of diversity in domestic society in relation to mass communications; demonstrate an understanding of the diversity of peoples and cultures and of the significance and impact of mass communications in a global society; understand concepts and apply theories in the use and presentation of images and

information; demonstrate an understanding of professional and ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity; think critically, creatively and independently; conduct research and evaluate information by methods appropriate to the communications professions in which they work; write correctly and clearly in forms and styles appropriate for the communications professions, audiences and purposes they serve; critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; apply basic numerical and statistical concepts; and apply tools and technologies appropriate for the communications professions in which they work.

The parent institution

The College is situated on the University Park campus at The Pennsylvania State University, a research-intensive, land-grant university with 24 campuses across the Commonwealth and a “World Campus” that offers more than 70 digital degree programs. Total enrollment, across all Penn State campuses, was approximately 100,000 in 2017-18. The University hired Eric J. Barron as its 18th president in 2014. The Provost, Nicholas P. Jones, joined the University in 2013. The University is governed by a 33-member Board of Trustees, made up of elected and appointed members. It is one of four institutions in the state (along with Temple University, Lincoln University, and the University of Pittsburgh) that are “state-related,” meaning that they are not state-owned or operated, but that they do share characteristics with public institutions and receive a state appropriation that can vary from year to year.

The University is in the midst of a strategic plan (2016-2020) and a capital campaign (2017-2021). The University has an annual operating budget of approximately \$5.7 billion. Overall, the University’s budget has been healthy in recent years, despite sharp cuts to its state appropriation in 2012 that have never fully recovered to previous levels, and the need to invest hundreds of millions of dollars into new data systems around student services, human resources, and finances. Much of the reason for the relative health of the budget is the University’s strategic decisions to cut spending through centralizing some operations (such as Human Resources) and through a Voluntary Retirement Program during the 2016-17 academic year. (Five faculty members in the College opted to take the VRP package; the College was granted permission to replace four.). One “unintended consequence,” however, of the major systems changes plus increased centralization of basic operations has been a degree of “change fatigue” across the University.

Goals, plans, and budgetary considerations

The Bellisario College is one of 14 academic colleges at University Park and is among the newest colleges. In terms of undergraduate enrollment, it ranks below five colleges: Engineering, Liberal Arts, Business, Science, and Health and Human Development. Two majors in the College are among the largest on campus (AD/PR and Journalism), but the number of majors offered by the College is relatively small (five in-residence; three online). The College has a smaller budget than most units, but it does not have the same portfolio of research operations (and external funding) or World Campus programs.

The College operates on what can be understood as an “incremental” budget model, meaning it can expect University funds each year that are based on the previous year’s allocation, with adjustments based generally on salary increases approved by the Board of Trustees. There are some budgetary incentives for units, however, including revenue sharing for World Campus programs. The College continues to develop World Campus programs that are seen as both high-quality and market-driven. Its latest is an MPS in Strategic Communications.

The College has historically relied on its strategic plan, which is expected to align with the University’s plan, to generate its short-term goals. For goals that might involve significant one-time expenditures (such as renovations), the College can save some of its operations budget from one year to the next with permission from the Provost.

A large gift from benefactor Donald P. Bellisario in 2017, however, has had a significant impact on the College’s short-term goals and plans. One element of the gift was \$5 million toward a new media center, to be matched by \$15 million from the University. After further planning over the 2017-18 fiscal year, the University increased its commitment to the project to just under \$39 million, bringing the cost of the project to about \$44 million. The footprint for the project also expanded significantly, from 16,000 (assignable) square feet to about 35,000 square feet of offices, studios, labs and innovative workspace in a center that will open in late 2020.

The project, of course, has generated great excitement for faculty, students, and alumni. It will in all likelihood result in increased enrollments in some majors. However, combined with changes in other College facilities (based on University decisions), it is generating short-term disruption and re-alignment of the College’s goals and plans on several fronts.

- The College has been asked to do some additional fundraising for the center. This has resulted in adjustments to planned fundraising for other priorities.

- Faculty members in the building slated for the media center have been displaced to “swing space,” in which they are sharing offices. This is a two-semester scenario, after which these faculty members will move again to temporary quarters before being moved into the media center in 2020.
- Because the University has decided to demolish a building that houses some College operations, additional faculty, staff and students will also be displaced at the end of this academic year. Naturally, uncertainty about where the new home will be has caused some angst. The College is working closely with Penn State’s Office of Physical Plant to carefully plan for these moves. (The College has limited space in Carnegie that can be renovated, but it must secure the funding to renovate the space.)

Meanwhile, the 2018-19 academic year is one of continuing progress for the College, as it continues to respond to continued centralization and data-systems changes at the University; launches its own new programs as a result of the Bellisario gift; and continues to pursue the goals in its own strategic plan and in the University’s plan.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

There have been no changes in the mission of the College. As its mission statement notes in part: “The College of Communications offers professional programs that prepare students for the range of responsibilities and opportunities being created by rapid transformations in the field of communications and information policy.”

“Through its teaching, research and outreach, its mission is to prepare students to take their place as active, critical, ethical and engaged participants in the information society. In a time of profound change in the structure, content and dissemination patterns of media, the fundamental skills of investigation, analysis and communications through written and visual media are essential for the 21st century.”

The mission is comprehensive, forward-looking, and allows for the continued evolution of Bellisario College programs and strategic goals.

5. If the unit was previously accredited, summarize each deficiency noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response to each, explaining actions taken to address the problems and the results. If the unit was in noncompliance in the same standard(s) on the

previous two visits, identify the standard(s), the reasons cited, and how these problems have been addressed.

The 2012-13 report noted a number of significant strengths in the College when it recommended reaccreditation. Those strengths included experienced leadership; a strong, collegial faculty and staff; prolific scholarship; outstanding student services; extraordinary facilities and equipment; and a “culture of assessment that permeates the work of the College.” However, the summary also noted three weaknesses. Those were:

- *“While progress has been made, more work is needed to incorporate digital learning across the curriculum.”* An emphasis on storytelling through digital tools and technologies is firmly embedded across the curriculum, much of which is a result of the College’s assessment process (See Standard 9). Examples include a new, required course on technology in the Telecommunications major; new courses in the Journalism major, including one on data visualization; and increased emphasis on analytics in the AD/PR curriculum (See Standard 2). Courses in Media Studies have been updated to integrate contemporary issues in digital communication. Students across all majors are also involved in outside-the-classroom programs (such as CommAgency and CommRadio) that involve digital audio/podcasting, video production, and more.
- *“The College’s web site does not befit a unit of this size and sophistication. In short, it is badly in need of overhaul (which is planned).”* The College, with input from members of its Advancement Council and with close attention to data about website traffic, redesigned its site to better serve its multiple constituents and implemented a process to regularly update information about programs and events. Furthermore, it created opportunities for faculty members to update their biographies as they see fit. The site is comprehensive, current, and dynamic.
- *“Over the near term all junior faculty eligible for promotion and tenure will have completed the process, leaving at least a short-term concern about ongoing injection of freshness and new ideas into the College.”* Since the last reaccreditation review, the College has grown from 69 to 73 full-time faculty. Faculty include seven assistant professors at various points on the tenure track, and thirteen new fixed-term appointments who also have a path to promotion as teaching faculty.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the strengths and weaknesses of the program discovered during the process, and describe any changes undertaken or planned as a result.

Work on the self-study began in earnest in summer 2017, when the Executive Committee discussed reaccreditation at its annual retreat. Each month at its meetings during the 2017-18 academic year, the Committee discussed at least one of the standards under review. A committee of staff and faculty who would be involved in drafting the self-study also convened during the academic year to set deadlines for gathering data and drafting the narrative for each standard. The Coordinator of Undergraduate Education in the College was designated to chair the committee and coordinate the process.

The committee developed a timeline for gathering data, with individual committee members taking primary responsibility for particular sections of the self-study. Work was on-going throughout the 2017-18 school year, with the most concerted efforts during summer 2018. Sections of the self-study were reviewed by staff and department heads before it was submitted.

The College has pushed forward dramatically in several respects since the 2006 and 2012 accreditation reviews. Some numbers:

	<u>2005-2006</u>	<u>2011-2012</u>	<u>2017-2018</u>
Full-time permanent faculty	60	69	66*
Undergraduate majors	1,869	1,745	1,936
University Park pre-majors	894	899	703
UP URM students	365	469	528
Total budget expenditures	\$10.1 m	\$15.6 m.	\$19.8 m.
Permanent endowment value	\$10.1 m.**	\$17.8 m.**	\$54 m.**
For-credit internships	452	650	457
Scholarships awarded	\$350,000	\$604,000	\$1 m.

* Fall 2018: 73. A voluntary retirement program was instituted by the University in 2016-17

** Includes matching funds from Trustee Scholarships

During the self-study process, the College concluded that the program is demonstrably stronger than it was at the time of the last visit by all measures.

The College's **strengths** are considerable:

- expansive scope, depth and breadth;

- an infusion of resources and a powerful, motivating brand, thanks to alumnus Donald P. Bellisario;
- curricula across the College that continue to evolve in response to an active assessment program and strong engagement with the professions;
- a strong and ongoing emphasis on ethics throughout the curriculum, bolstered by the Don Davis Program in Ethical Leadership;
- a strong collection of special programs, including semester-in-residence experiences in Washington (fall) and Hollywood (spring);
- a student-run communications agency with a growing portfolio of on-campus clients and services;
- excellent facilities, with state-of-the-art hardware and software, and a superb television studio and multimedia newsroom – and plans for a transformational move of these facilities to a media center on core campus;
- a substantial and well-organized internship and placement program;
- a student-centered professional advising operation;
- strong professional ties and excellent relationships with constituents in the media industries;
- collective research enterprises that concentrate expertise in areas such as information policy, science communication, media effects, and ethics in public communication;
- strong, consistent productivity that contributes to the research mission of the University;
- a strong full-time faculty that possesses both academic and professional credentials;
- a dedicated and expert staff;
- extraordinary and consistent success of students in regional and national contests;
- extensive public service offerings, to the professions, high school students and the community;
- exceptionally strong alumni ties and a well-organized, driven fundraising operation that is strategically tied to alumni programs and initiatives;
- a highly visible, comprehensive and unique Office of Diversity and Inclusion that serves students, faculty, and staff;
- exceptionally high graduation rates;
- general-education courses that serve non-majors from throughout the University;
- a growing portfolio of strong, market-driven online programs through Penn State's World Campus;

- travel-embedded opportunities for students across all majors;
- an array of campus media opportunities for students across all majors;
- an active, engaged Student Council that has taken a leadership role in developing and promoting the College's honor code.

The self-study process also made clear that, despite the College's many strengths, there is no shortage of **challenges**. The College must:

- make smart strategic decisions about hiring and programming as it looks ahead to its media center opening in 2020;
- manage a complicated facilities picture in the meantime;
- meet its campaign goals in support of its strategic plan and its facilities needs;
- manage its staffing levels and processes in the face of continued University systems changes and centralization;
- continually improve in relationship to equity, diversity, and inclusion in the classroom, among its student body, and among its faculty and staff; and
- help faculty members as they seek to expand their impact, develop their leadership potential, and move toward promotion, either as tenure-line or fixed-term faculty.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

[Undergraduate Bulletin 2018-2019](#)

Part II, Standard 1. Mission, Governance and Administration

During the visit, the unit should provide the following in the workroom:

- internal reports on curriculum, educational policy, etc.
- files related to searches and hiring decisions regarding administrators
- files related to concerns and complaints expressed by faculty, staff or students

Executive Summary

- The Bellisario College's mission statement is contemporary and comprehensive. It aligns with the College's strategic plan, which supports the University's mission and goals. Five-year strategic plans are required for all units at Penn State, along with annual progress reports. The College is nearing the end of its 2014-19 plan. The College is also actively engaged in the University's overall plan, which runs until 2020.
- Bellisario College and University guidelines are used for shared governance between administrators and faculty members. Faculty oversight of educational policy and curriculum takes place through academic departments and a robust committee structure. Faculty members are engaged at the University level in the Faculty Senate and Graduate Council, the two primary bodies for policy and curriculum at the University level.
- The Bellisario College's organizational chart shows its administrative structure, which includes a dean, associate and assistant deans, and department and program heads. The current dean, who joined the College in 2003 as a tenure-track faculty member and then moved to a series of administrative roles in 2007, began her tenure in July 2014. She and others work closely with administrators across the University and with external constituencies in support of the College's goals.
- The process for selecting and evaluating administrators is guided by University policy.
- The Bellisario College adheres to University policies and procedures that outline the avenues for faculty, staff, and students to express their concerns and have those concerns addressed.

1. Describe the administrative structure of the unit, including to whom the unit administrator reports to within the university. Include names and titles. The information should extend from the lowest level of administrative responsibility within the unit to the institution's chief executive officer.

The chief executive officer of the University is [President Eric J. Barron](#). The executive vice president and provost is [Nicholas P. Jones](#). The dean of the Donald P. Bellisario College of Communications is Marie Hardin. The dean reports to Provost Jones.

The College's [organizational chart](#) shows reporting lines up to the dean. The names, titles and position descriptions of the College of Communications' administrators are:

Marie Hardin, dean, serves as principal academic leader and chief executive officer. She has overall responsibility for and oversight of the College, including organizational structure, finances, resources, fundraising, strategic planning, and all of the College's programs. She has overall responsibility for the College's teaching, research, service and outreach.

Ford Risley, associate dean for undergraduate and graduate education, is responsible to the dean for the day-to-day administration of the College's undergraduate and graduate programs. He also has oversight of the College's academic services, student recruitment, and internship/career services.

Gary Abdullah, assistant dean for diversity and inclusion, has oversight of the College's processes for the recruitment, retention and graduation of members of under-represented groups. He reports to the dean.

Robert Martin, assistant dean for internships and placement, has oversight of the College's career placement and internship services. He reports to the associate dean.

Matthew McAllister, graduate programs chair, oversees the curricula, scheduling, and student recruiting for the College's in-residence doctoral and masters' programs. He reports to the dean.

Jamey Perry, assistant dean for academic services, has oversight of academic advising. He reports to the associate dean.

Department heads. The dean appoints department heads to five-year renewable terms. They are: Fuyuan Shen, Advertising/Public Relations; Anthony Olorunnisola, Film-Video and Media Studies; Matt Jackson, Telecommunications; and Russell Eshleman, Journalism. Maura Shea is associate department head for Film-Video and Media Studies. The department heads are responsible for day-to-day administration, including promotion and tenure reviews, and annual faculty evaluations. They report to the dean.

Sandi Rockwell, director of finance and administration, has oversight of the College's budgetary processes, is adviser to the dean on University financial policies, and advises staff and faculty on policy and workload issues. The financial officer reports to the assistant controller and the dean.

Chad Simpson, strategic partner for human resources, oversees the College's human resources processes and is adviser to the dean on University human resources policies. He reports to the University Office of Human Resources and the dean.

Shannon Kennan, director of outreach and instructional design, has oversight of the College's summer programs, World Campus and online learning initiatives. She reports to the associate dean.

Karen Mozley-Bryan, director of operations, is responsible for the physical plant. She supervises the physical plant staff. She reports to the director of finance and administration.

Yu Tai Chung, systems administrator/director of information technology, is responsible for technology and computing in the College, and supervises the information technology staff. He reports to the director of finance and administration.

Jose Lugaro, director of development, has oversight of the College's development and alumni outreach activities. He also supervises the assistant director of development and the director of alumni affairs. He reports to the associate vice president for university development and the dean.

Steve Sampsell, director of strategic communications, is responsible for public relations, external publications, publicity and the website. He reports to the dean.

- 2. Describe the unit's process for strategic or long-range planning. Provide a copy of the unit's written strategic or long-range plan. This plan should give the date of adoption/revision and any timeline for achieving stated goals. Discuss how the plan provides vision and direction for the unit's future and how it has encouraged and contributed to quality and innovation in the unit.**

The College's 10-page [strategic plan](#) (plus appendices), which covers the period 2014-2019, is built around seven goals.

The goals:

1. Contribute to a culture of ethics and integrity at Penn State and provide ethical leadership for the professions.
2. Retain and enhance our reputation for enhancing student success in all our endeavors.
3. Expand our reach – to new populations and in new settings – with high-quality programs and service.
4. Impact the professions and society through our research, creative activity, and public scholarship.
5. Steward our resources, relationships, and investments.
6. Reflect and promote an appreciation of diversity in our classrooms and among our students, faculty, and staff.
7. Expand our international activity, interacting with and making an impact on the global community.

The College adheres to the University's strategic planning process. Since its initiation, strategic planning has followed a consistent approach: a participatory, top-down/bottom-up,

process that connects planning and budgeting. Periodically, the College reports on progress toward its goals to the Provost's Office. The College is also expected to actively engage with Penn State's [overall plan](#), which connects to its current development campaign.

3. Describe the unit's policies and procedures for faculty governance. Provide in a digital format or make available in the site team workroom a print copy of faculty policy manuals, handbooks or other documents specifying policies, procedures, and the roles of faculty and students in governance and in development of educational policy and curriculum. (Note the passages and pages specific to the directive.)

Penn State's governance structure, along with an explanation of related policies and procedures, is outlined in its [Faculty Handbook](#). The [College Faculty Organization and Operating Guidelines](#), approved by the Faculty Senate, outlines shared governance in the College. Policymaking originates in various standing and ad-hoc committees and is formalized through the executive committee of the College. The executive committee is composed of the department heads, the graduate programs chair, the director of development, the director of finance and administration, the director of operations, the systems administrator/director of information technology, the College's strategic partner for human resources, the director of outreach and instructional design, the director of college relations, the assistant deans, and the associate dean. Executive committee members bring policy-related issues to this forum as representatives of the faculty; the dean also brings policy-related items to the committee for discussion and approval.

4. How often did the faculty meet during the most recent academic year?

The College faculty met twice during the 2017-18 academic year. In addition, the faculties for each of the four departments, and the graduate faculty, met as follows:

AD/PR Department

September 1, 2017
October 6, 2017
December 8, 2017
January 26, 2018
March 16, 2018
April 20, 2018

Film- Video/Media Studies Department

September 1, 2017
February 2, 2018

Film/Video:

September 9, 2017

February 21, 2018
May 9, 2018

Journalism Department

August 16, 2017
November 1, 2017
February 21, 2018

Telecommunications Department

August 29, 2017
September 26, 2017
October 24, 2017
February 20, 2018

Graduate Faculty

April 20, 2017
October 27, 2017
April 20, 2018

5. List faculty committees and chairs. List any ad hoc committees in operation at the time of the self-study.

The responsibilities of the [College's standing committees](#) are:

1. Promotion and Tenure Committees

The department-level committee is charged with first-level review of all candidates for promotion and tenure and for conducting second- and fourth-year reviews. The College Promotion and Tenure Committee considers cases after they have been reviewed by the department-level committee and the appropriate department heads.

2. Curriculum

The Curriculum Committee has responsibility for all curriculum matters of the College. The curriculum is the province of the faculty. The committee is charged with ensuring that the College curriculum is integrated and protected from compartmentalization, redundancy, and/or competition among the departments.

3. Academic Integrity

The Academic Integrity Committee is charged with enforcing the College's and University's academic integrity policies. The committee also orients and educates incoming students and faculty members about the policies. The committee also serves as the hearing board for any alleged violations.

4. Student Scholarships

The Student Scholarships Committee provides consultation and guidance for the awarding of College-controlled scholarships and awards.

5. Graduate

The Graduate Committee initiates and reviews policy matters pertaining to the operation of graduate programs in the College and makes recommendations for admissions. It is chaired by the graduate program chair.

6. Sabbatical

The Sabbatical Committee considers applications for sabbatical leaves and makes recommendations to the dean.

7. Equipment

The Equipment Committee considers course-related equipment and technology requests from faculty and staff members and makes annual recommendations for purchases to the dean.

8. Diversity and Inclusion Advisory Committee

The Diversity and Inclusion Advisory Committee reviews the College's progress related to diversity and inclusion initiatives.

9. Assessment Advisory Committee

The Assessment Advisory Committee works with the coordinator for undergraduate education and the associate dean in implementing, reviewing and improving the College's annual assessment process.

10. Dean's Advisory Committee

The Dean's Advisory Committee, comprising senior faculty members representing each major and including a senator and the faculty convener, meets with the dean regularly to receive updates and provide informal counsel to the dean.

11. Executive Committee

The Executive Committee, chaired by the dean, comprises department heads, the graduate programs chair, the director of development, the director of finance and administration, the director of operations, the systems administrator/director of information technology, the College's strategic partner for human resources, the director of outreach and instructional design, the director of college relations, the assistant deans, and the associate dean. Executive committee members bring policy-related issues to this forum as representatives of the faculty; the dean also brings policy-related items to the committee for discussion and approval.

Additional faculty committees formed during the self-study year (excluding search committees):

- An ad-hoc committee was formed in the spring to design College procedures for compliance with **AC-21**, the University's revised policy for promotion of fixed-term faculty.
- A working group was formed in the fall to provide counsel on the planned **Bellisario Media Center**, slated to open in Fall 2020.
- An ad-hoc advisory committee for a new **undergraduate fellows program** in the College was formed in the spring.

6. Describe the faculty's contributions to the administration and governance of the university.

Opportunities for faculty members to contribute to administration and governance at Penn State are primarily through the University's Promotion and Tenure Committee, Graduate Council and Faculty Senate. Faculty members also serve in various capacities on University commissions and in University-wide centers and institutes. See below.

The University's interdisciplinary [ENTI \(Entrepreneurship and Innovation\) minor](#) is directed by Anne Hoag, an associate professor in the College. Dr. Hoag oversees administration of the minor in academic units across the University.

The following is a select list of current faculty members' contributions to governance and administration across the University:

Gary Abdullah

Council of College Multicultural Leadership (2013 – Present)
Administrative Council on Multicultural Affairs (2013 – Present)
Task Force on Policing Communities of Color (Sept. 2015 – May 2016)

John Affleck

Advisory Committee to the Provost on *The Daily Collegian* (March 2017 – July 2017)

Colleen Connolly-Ahern

Faculty Senate (2010 – Present)
Ad Hoc Committee on First Year Wellness and Safety, Committee Member (September 2016 - May 2017)

John Beale

Penn State Reads Advisory Committee, Committee Member (April 2017 - May 2018)

Eisenhower/Atherton Awards Selection Committee, Committee Member (November 2017 - January 2018)

Denise Bortree

University Ethics Committee, Committee Member (August 2016 - Present)
Commission for Women, Marketing Committee, Committee Member (April 1, 2010 - 2014)
Graduate Council Curricular Review Committee, Committee Member, (August 30, 2013 - May 1, 2014)

Frank Dardis

University Marshal (August 2010 - Present)
Graduate Council, Representative (August 2012 - May 2014)
Graduate Council Subcommittee on New and Revised Programs and Courses, Committee Member (August 2007 - May 2014)
Graduate Council Committee on Programs and Courses, Committee Member (August 2012 - May 2013)
Graduate Council Academic Standards Committee, Committee Member (January 2012 - May 2013)

Russell Frank

Rock Ethics Faculty Advisory Committee, Rock Ethics Institute, Committee Member (Spring 2016)
Alternate to the Graduate Council (2016-2018)
Inquiry Committee, Office for Research Protections, Committee Member (Fall 2015)

Rob Frieden

University Promotion and Tenure Committee, Member (July 2018 - Present)

Pearl Gluck

Personal Safety and Sexual Assault Awareness, Commission for Women, Committee Member (January 2016 - Present)

Catie Grant

Commission for Women, Member (September 1, 2016 - Present)

Kevin Hagopian

General Education Task Force, Member (August 2013 - May 2014)

Marie Hardin

Co-Chair, Executive Committee and member, Oversight Committee, Strategic Planning (2016-Present)
Chair, Academic Leadership Council (July 2017-July 2018)
Chair, Penn State Forum (July 2017-July 2018)
Member, Council of Academic Deans (July 2014-Present)

Anne Hoag

General Education Task Force Subcommittee on Budget, Faculty Senate, Committee Member (2013 - 2016)

Krishna Jayakar

Senator, University Faculty Senate, Elected (August 2008 - August 2016)
General Education Task Force, Member (May 2013 - August 2014)
Co-Chair, General Education Task Force Subcommittee on Faculty and Staff, (November 2013 - February 2014)

Matt Jordan

Faculty Affairs, Faculty Senate, Representative, Elected (August 9, 2017 - Present)
Advisory Board, Center for Conscience, Character and Public Purpose in Student Affairs, Board Member (October 2016 - Present)
Penn State Social Thought Program, Co-Director (February 2012 - Present)
Advisory Board, Digital Culture and Media Initiative (September 1, 2014 - Present)

Shannon Kennan

Liaison to University Committee on Canvas (January 2016 - December 2016)
Faculty Engagement Subcommittee, Member (January 2016 - December 2016)
LMS Steering Committee, Member (January 2016 - December 2016)
Penn State Online Coordinating Council, Member (January 2016 - December 2016)

Ann Major

Co-Chair, Communications/OUTreach Committee, President's Commission for Lesbian, Gay, Bisexual, Transgender, Queer Equity, Co-Chairperson, Elected (August 25, 2016 - Present)
Member, University Editorial Strategy Council Executive Committee, Member (January 2014 - Present)
Search Advisory Committee for Vice President for Marketing and Communications, Member (January 7, 2013 - May 2015)

Bob Martin

Careers Functional Integration Team (November 2017 – Present)
Post-Graduate Survey Committee (January 2016 – Present)

Sascha Meinrath

Penn State Reads Steering Committee (2016-2017)
Driving Digital Innovation Steering Committee (2017 – Present)
Steering Committee (Founding member), Center for Security Research and Education (2017 – Present)

Mary Beth Oliver

Graduate Council, Member, Elected (2013 - 2016)
Faculty Scholar Medal, Arts and Humanities Panel, Committee Member (2012 - 2015)

Anthony Olorunnisola

Fulbright Review Panel, Chairperson (June 2016 - Present)
Faculty Travel and Students Group Travel Grants, Committee Member (June 30, 2015)

Jamey Perry

Student Conduct Boards, University Hearing Chairperson (July 1, 1997 - Present)

Robert Richards

Chair, WPSU Editorial Advisory Committee (January 19, 2012 - Present)

Ford Risley

Digital Learning Academic Council, Member (January 2015 - Present)

Administrative Council on Undergraduate Education, Member (August 2014 - Present)

Advisory Committee for Graduate Education, Member (August 2014 - Present)

University Research Council, Member (August 2014 - Present)

Michelle Rodino-Colocino

Graduate Council, Member, Elected (August 15, 2016 - Present)

President, AAUP (American Association of University Professors) (February 3, 2017 - Present)

Vice-President and Founding Member of AAUP-Penn State, Executive Committee of the American Association of University Professors, Penn State Chapter, Vice President and Founder, Elected (August 25, 2013 - February 3, 2017)

Michael Schmierbach

Curriculum subcommittee, Graduate Council, Committee Member (August 2016 - Present)

Maura Shea

University Faculty Senate, Senator, Elected (September 2017 - Present)

Member, Gen Ed-GA requirements review, Member (January 2015 - April 2015)

Search Committee for Associate Dean for Academic Affairs, Arts & Architecture, Committee

Member (July 2016 - September 2016)

Fuyuan Shen

Graduate Council Joint Curricular Committee, Penn State, Member (September 2014 - 2016)

Ronald Smith

ISIS Replacement Committee-design & creative, liaison/consultant (January 1, 2013 - July 31, 2013)

S. Shyam Sundar

Immediate Tenure Review Committee, Chairperson (2017 - 2018)

Coordinating Committee, Institute for CyberScience, Member (2016 - Present)

Immediate Tenure Review Committee, Member (2016 - 2017)

Korea Global Education Network Faculty Implementation Team (FIT), Chairperson (2012 - 2016)

Immediate Tenure Review Committee, Chairperson (2014 - 2015), Member (2013-2014)

Healthcare Task Force, Member (October 2013 - May 2014)

Yael Warshel

Rock Ethics Steering Committee, Committee Member (2017 - Present)

Bu Zhong

The Research Networking & Data Classification Committee under Research Computing and Cyberinfrastructure (RCCI) Executive Committee, Member (June 1, 2015 - Present)

7. Describe the process for selecting, appointing and evaluating unit administrators.

Policy [AC 22](#), “Search Procedures for Academic Administrative Positions,” states the University policy concerning the search process for filling vacancies in academic administrative positions.

In summary, the search process for the dean of the College is handled through the office of the University president. The executive vice president and provost appoints a chair of the search committee (typically a dean from another unit). The remainder of the committee consists of faculty and staff members from the College. Members of the College’s professional constituencies (e.g., advisory boards and alumni groups) also participate in the search process.

Administrative support is provided by the provost’s office. A process similar to faculty searches is used to attract candidates. After an initial interview process, a short list is delivered to the provost, who then decides which candidates to invite back for a second interview. During the second interview, the full faculty of the College hears from the candidates. Faculty members provide confidential feedback to the provost. The president ultimately hires the dean.

The process for hiring associate deans follows the pattern for a faculty hire, with one exception. The dean may opt for an internal (within the University) rather than a national search. The dean appoints department heads for renewable five-year terms after consultation with the department faculty.

[Policy AC14](#), “Academic Administrative Evaluation,” states the University policy concerning the evaluation of administrators. In summary, the policy requires that all deans, associate deans, assistant deans, and department heads be periodically reviewed, in addition to their annual evaluations. Reviews are to take place every five years, typically. The Office of the Executive Vice President and Provost administers AC14 for the dean; the College administers AC14 for administrators inside the unit. The dean is scheduled for AC14 review during the 2018-19 academic year.

8. Describe the unit’s process for timely and equitable resolution of complaints and concerns expressed by faculty, staff or students.

University policy regarding the resolution of **student complaints** involving academic matters requires that students first attempt to resolve a problem with the instructor of the course. If the student is not satisfied with the outcome, he or she may then consult with the

department head before possibly consulting further with the associate dean. The process formally begins when the student files a written complaint with the associate dean. The associate dean must provide a written response to the student within a reasonable period of time. The policies, “[Resolution of Student Classroom Problems](#),” and G-10, “[Grade Mediation and Adjudication](#),” provide guidance for students, faculty, and administrators.

Faculty complaints are first addressed through direct discussions among the parties to the disputes. The department head may be consulted for assistance with a resolution, as well as the assistant and associate deans and dean. When such direct discussions fail to resolve the dispute, the parties should avail themselves of the Ombudsman process.

Only when matters cannot be resolved through that process should the formal procedures described in policy AC 76, “[Faculty Rights And Responsibilities](#),” be used. Upon receiving a petition, the Committee on Faculty Rights and Responsibilities may decide to perform an Informal Review or to establish a Hearing Board. As a result of an Informal Review, the committee may decide to reject a petition, to use its good offices in an attempt to bring about a satisfactory settlement, to bring recommendations to the committee for a full committee review and vote, and/or to establish a Hearing Board.

A Hearing Board will be established only when the issue is clearly serious, a prima facie case has been established by the complaining party, and the committee finds that reasonable efforts have already been made to solve the problem, and that no alternative way to settle the matter is appropriate.

Conclusions and recommendations from the committee or a hearing board are submitted to the President of the University who then would make the final decision.

Most **staff complaints** are settled in conversations between the employee and the employee's supervisor. In some situations, the staff member may wish to seek the counsel of his or her human resources representative and/or the [Employee Relations Division](#) of the Office of Human Resources. In the event of alleged discrimination, counsel may be sought from the Affirmative Action Office.

A staff member who wishes to pursue a grievance should initially discuss the matter with his or her supervisor. The supervisor is expected to answer the grievance within two workdays of the discussion.

If the employee is not satisfied with the supervisor's answer, the employee may put the grievance in writing. A meeting is then held and is attended by the employee, the immediate

supervisor, the next higher supervisor, the human resources representative and other University representatives who may be concerned. A written answer is provided to the employee.

If the employee is not satisfied with the answer, he or she may request a hearing, in writing. A meeting is then held and is attended by the employee, the dean, the manager of employee relations, the human resources representative and any other University representatives concerned. A written answer is provided to the staff employee.

If the employee is not satisfied with this answer, he or she may request a final hearing that is conducted by a third party. At this step, the employee may have a representative of his or her choosing. The decision of the third party will be final and binding. HR 79, “[Staff Grievance Procedure](#),” is available online for staff members and others to review.

Part II, Standard 2. Curriculum and Instruction

Make the following documents available in a digital format and in the workroom during the visit:

- a complete set of syllabi for all courses offered by the unit during the current term, the immediate past regular term, and the immediate past summer and special session (including interim terms and courses offered by correspondence, online or distance education).

Executive Summary

- The Bellisario College offers five undergraduate degrees in residence: Advertising/Public Relations, Film-Video, Journalism, Media Studies and Telecommunications. It also offers two online degrees, Digital Journalism and Media as well as Strategic Communications.
- The University's requirement for bachelor of arts degrees enables the Bellisario College to comply with the 72-credit rule for students earning a B.A. Ninety-eight to 99 percent of students graduating in the last two years have complied with the rule.
- ACEJMC's 12 professional values and competencies are the foundation of the Bellisario College's annual Student Learning Assessment program. The assessment program provides the mechanism for making quality improvement in the curricula.
- The Bellisario College's faculty stay up to date with the digital media competencies needed by students. The departments consult with professionals when creating new courses and revising their curricula.
- Department heads work with the faculty to ensure there is consistency in courses with multiple sections, including similar readings, assignments, learning modules, classroom activities, and final projects.
- The Office of Internships and Career Placement carefully selects internship sites and monitors the work of students to ensure they are having a worthwhile internship experience.

Please respond to each of the following instructions:

1. Use the following format to provide an outline of the curriculum required for the major and for each of the unit's specializations. Add lines for courses and categories as needed. (Please see example provided separately with this template.)

The College offers five undergraduate degrees in residence: Advertising/Public Relations, Film-Video, Journalism, Media Studies and Telecommunications. The College also offers two online degrees: Digital Journalism and Media (not being renewed for accreditation) as well as Strategic Communications.

Students who are accepted into the College in their first year are designated as “Comm Status.” Students must have a 2.0 cumulative grade point average after taking 30 credits in order to be accepted into the Journalism, Media Studies or Telecommunications majors. The Advertising-Public Relations and Film-Video majors have additional entrance requirements. Students may take the College’s 100- and 200-level introductory courses before they are officially accepted into the major.

Advertising/Public Relations

The Advertising/Public Relations major is designed to provide a balance of theory, research, and practice. Students develop an understanding of the role and effect of advertising and public relations within the business, social, and political arenas. They develop abilities and skills that prepare them for a wide range of professional opportunities. There are two options for students in residence: Advertising and Public Relations.

The Advertising option emphasizes the critical importance of integrated communication. The curriculum prepares students for entry-level opportunities in the advertising profession and for eventual managerial roles where an understanding of integrated communication concepts is essential.

- The Public Relations option prepares students for the challenges of public relations practice in a highly competitive, technological, multicultural, and global environment. Students study the role and function of public relations in building cooperative mutually beneficial relations between organizations and their constituent publics through understanding, credibility, and trust.
- The Strategic Communications option, for students enrolled in Penn State’s World Campus, explores the theories, methods, and tools used to structure persuasive messages. The option provides an overview of strategic communications principles that sets the stage for more advanced studies. Students learn about research and analytic techniques used to design effective communication campaigns. As of Summer 2018 the option has been transitioned into a major.

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 35 (25 college credits / 10 outside credits)

Prescribed Courses (18 credits)

Advertising Option

COMM 160 Basic News Writing Skills, 1 credit

COMM 320 Introduction to Advertising, 3 credits

COMM 420 Research Methods in Advertising & Public Relations, 3 credits

COMM 421 Advertising Creative Strategies, 3 credits

COMM 422 Advertising Media Planning, 3 credits

COMM 424, Advertising Campaigns, 3 credits

Public Relations Option

COMM 160 Basic News Writing Skills, 1 credit

COMM 260W News Writing and Reporting, 3 credits

COMM 370 Public Relations, 3 credits

COMM 420 Research Methods in Advertising and Public Relations, 3 credits

COMM 471 Public Relations Media and Methods, 3 credits

COMM 473 Public Relations Campaigns, 3 credits

Students in both options are also required to take ECON 102 Introductory Microeconomic Analysis and Policy, 3 credits; PSYC 100 Introductory Psychology, 3 credits; and STAT 200 Elementary Statistics, 4 credits

Additional Courses (6 credits)

Advertising Option (Partial list)

COMM 370 Public Relations, 3 credits

COMM 373 Crisis Communications in Public Relations, 3 credits

COMM 410 International Mass Communications, 3 credits

COMM 417 Ethics and Regulation in Advertising and Public Relations, 3 credits

COMM 425 Advanced Advertising Campaigns, 3 credits

COMM 426 International and Intercultural Strategic Communication, 3 credits

COMM 427 Client/Agency Relations, 3 credits

Public Relations Option (Partial list)

COMM 320 Introduction to Advertising, 3 credits

COMM 373 Crisis Communications in Public Relations, 3 credits

COMM 410 International Mass Communications, 3 credits

COMM 417 Ethics and Regulation in Advertising and Public Relations, 3 credits

COMM 426 International and Intercultural Strategic Communication, 3 credits

COMM 427 Client/Agency Relations, 3 credits

COMM 462 Feature Writing, 3 credits

Strategic Communications Option

Prescribed Courses (28 credits)

COMM 160 Basic News Writing Skills, 1 credit

COMM 230 Writing for Media, 3 credits

COMM 428A Principles of Strategic Communications, 3 credits

COMM 428B Strategic Communications Law, 3 credits

COMM 428C Strategic Communications in a Global Environment, 3 credits

COMM 428D Research & Analytics, 3 credits

COMM 428E Social Media Strategies, 3 credits

Students are also required to take ECON 102 Introductory Microeconomic Analysis and Policy, 3 credit; PSYC 100 Introductory Psychology, 3 credits, and STAT 200 Elementary Statistics, 4 credits

Additional Courses (Partial list) (6 credits)

CC 401 Internal Communication, 3 credits

CC 402 External Communication, 3 credits

COMM 403 Mass Communication Law, 3 credits

COMM 409 News Media Ethics, 3 credits

COMM 412 Sports, Media & Society, 3 credits

COMM 419 World Media Systems, 3 credits

Film-Video

The Film-Video major serves students who wish to pursue careers in film, television, or related industries, as well as students planning to continue work in film and video at the graduate level. It provides an integrated curriculum in which historical, critical and theoretical studies parallel the teaching of production and aesthetics. Students have the flexibility to pursue an area of emphasis at the advanced level (narrative, alternative or documentary production), along with the opportunity to have a more focused experience on key production roles such as directing and cinematography.

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 33

Prescribed Courses (15 credits)

COMM 150 The Art of the Cinema, 3 credits

COMM 250/333 Film History and Theory/ Film History for Filmmakers I: The Development of the Cinema to 1960, 3 credits

COMM 242 Basic Video/Filmmaking, 3 credits

COMM 340 Intermediate Cinematography and Editing Techniques, 3 credits

COMM 342 Idea Development and Media Writing, 3 credits

Additional Courses (Partial list) (18 credits)

COMM 337 Intermediate Documentary Production, 3 credits

COMM 338 Intermediate Narrative Production, 3 credits

COMM 339 Intermediate Alternative Production, 3 credits

COMM 346 Writing for the Screen I, 3 credits

COMM 437 Advanced Documentary Production, 3 credits

COMM 438 Advanced Narrative Production, 3 credits

COMM 439 Advanced Alternative Production, 3 credits

COMM 446 Writing for the Screen II, 3 credits

Journalism

The Journalism major provides students with the critical thinking, professional, ethical, and legal skills that will enable them to enter positions in all areas of journalism. There are three options; students can choose an option or combine them. Students in the Journalism major also must take a University-approved minor of 18 credits outside the College.

- The Broadcast option is designed for students interested in radio, television, and/or multimedia journalism as a reporter, editor, or producer. Students are trained in the techniques of audio/video and online reporting and editing.
- The Digital and Print-Online option is designed for students interested in newspaper, magazine and/or multimedia journalism as a reporter, editor, or producer. Students are trained in the techniques of print and online reporting and editing.
- The Photojournalism option is designed for students interested in photo and/or multimedia journalism as a photographer, editor or producer. Students are trained in the techniques of still/video photography and editing.

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 31

Prescribed Courses (19 credits)

All

COMM 160 Basic News Writing Skills, 1 credit

COMM 260W News Writing and Reporting, 3 credits

COMM 271 Multimedia Journalism, 3 credits

COMM 403 Law of Mass Communications, 3 credits

COMM 409 News Media Ethics, 3 credits

Broadcast Option

COMM 360 Radio Reporting, 3 credits

COMM 465 Television Reporting, 3 credits

Digital/Print Option

COMM 460 Reporting Methods, 3 credits

COMM 467 News Editing and Evaluation, 3 credits

Photo Option

COMM 269 Photojournalism, 3 credits

COMM 469 Photography for the Mass Media, 3 credits

Additional Courses (Partial list) (12 credits)

COMM 401 Mass Media in History, 3 credits

COMM 402 International Reporting, 3 credits

COMM 410 International Mass Communications, 3 credits

COMM 461 Magazine Writing, 3 credits

COMM 462 Feature Writing, 3 credits

COMM 475 Issues for Newsroom Managers, 3 credits

COMM 481 Advanced Multimedia Production, 3 credits

Media Studies

The Media Studies major is designed for students who want to study the role and impact of the media on society in a theory-based, research-driven major, housed in a professionally oriented environment. Students explore the relationships between media and the public, analyze media messages and technologies, and examine their effects on individuals and cultures. They can also take professional courses and complete internships. Students choose one of four options:

- The Film & Television Studies option is designed for students interested in studying the art, history, and criticism of film and television. It merges aesthetics and social sciences and is appropriate for those seeking a more theoretical/critical approach to the study of film and video.
- The International Communications option is designed for students who want to study the mass media systems of the world and their role in international affairs. It offers students an opportunity to enhance their occupational opportunities in international business, organizations, or government and to be better prepared to participate in the world community.
- The Media Effects option focuses on the social and psychological effects of media messages and technologies. Students progress through a general introduction to

problems and issues to courses that emphasize more theoretical approaches and advanced applications.

- The Society and Culture option allows students to tailor a program of courses to meet their individual interest in a coherent theme in media studies. Examples of themes include, but are not limited to, communication and the environment, communication and health campaigns, sports and the media, minorities and the media, and gender and the media.

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 36-45 (27-36 college credits based on option / 3-9 outside credits based on option)

Prescribed Courses (15 credits)

COMM 100 The Mass Media and Society, 3 credits

COMM 304 Mass Communication Research, 3 credits

COMM 405 Political Economy of Communications, 3 credits

COMM 411 Cultural Aspects of the Mass Media, 3 credits

COMM 413 The Mass Media and the Public, 3 credits

Film & Television Studies Option

COMM 150 The Art of the Cinema, 3 credits

COMM 242 Basic Video/Filmmaking, 3 credits

COMM 250 Film History and Theory, 3 credits

International Communications Option

COMM 110 Media and Democracy, 3 credits

COMM 410 International Mass Communications, 3 credits

COMM 419 World Media Systems, 3 credits

Media Effects Option

COMM 118 Introduction to Media Effects, 3 credits

COMM 418 Media Effects: Theory and Research, 3 credits

PSYCH 100 Introductory Psychology, 3 credits

Society & Culture Option

COMM 110 Media and Democracy, 3 credits

COMM 118 Introduction to Media Effects, 3 credits

COMM 150 The Art of the Cinema, 3 credits

COMM 205 Gender, Diversity and the Media, 3 credits

Additional Courses Media Studies (Partial list) (21-30 credits)

COMM 170 Introduction to the Sports Industry, 3 credits

COMM 180 Survey of Electronic Media and Telecommunications, 3 credits

COMM 409 News Media Ethics, 3 credits

COMM 412 Sports, Media and Society, 3 credits

COMM 451 Topics in American Film, 3 credits

COMM 452 Topics in International Cinema, 3 credits

COMM 453 Narrative Theory: Film and Literature, 3 credits

COMM 454 Documentary in Film and Television, 3 credits

COMM 455 Advanced Film Theory and Criticism, 3 credits

Telecommunications

The Telecommunications major prepares students for leadership roles in the electronic communication and information industries. The program stresses the social, cultural and economic impact of electronic media, including radio, television, videogames, telephones and the Internet. Students can choose an emphasis in programming and production, management and entrepreneurship, law and policy.

Number of hours/units required for graduation: 120

Number of hours/units required for major degree: 34-35 (31 college credits / 3-4 outside credits)

Prescribed Courses (10 credits)

COMM 160 Basic News Writing Skills, 1 credit

COMM 180 Survey of Electronic Media and Telecommunications, 3 credits

COMM 280 Introduction to Telecommunications Technologies, 3 credits

COMM 380 Telecommunications Management, 3 credits

Additional Courses (24-25)

Economics/Statistics (3-4 credits)

ECON 014 Principles of Economics, 3 credits

ECON 102 Introductory Microeconomic Analysis and Policy, 3 credits

SCM 200 Introduction to Statistics for Business, 4 credits

STAT 200 Elementary Statistics, 4 credits

Professional Courses (12 credits) (Partial list)

COMM 282 Television Field Production, 3 credits

COMM 283 Television Studio Production, 3 credits

COMM 310 Digital Media Metrics, 3 credits

COMM 383 Advanced Production, 3 credits

COMM 385 Media Programming Strategies, 3 credits

COMM 479 Telecommunications Economics, 3 credits

COMM 483 Wireless Communications Industry, 3 credits

COMM 484 Emerging Telecommunications Technologies, 3 credits

COMM 493 Entrepreneurship in the Information Age, 3 credits

Social Aspects (3 credits) (Partial List)

COMM 110 Media and Democracy, 3 credits

COMM 205 Women, Minorities and the Media, 3 credits

COMM 410 International Mass Communications, 3 credits

COMM 411 Cultural Aspects of Media, 3 credits

COMM 412 Sports, Media and Society, 3 credits

Law (3 credits)

COMM 403 Law of Mass Communications, 3 credits

COMM 404 Telecommunications Law, 3 credits

COMM 492 Internet Law and Policy, 3 credits

Capstone (3 credits)

COMM 486 Telecommunications Ethics, 3 credits

COMM 487 Advanced Telecommunications Management and Leadership, 3 credits

COMM 489 Advanced Telecommunications Topics, 3 credits

2. Explain how requirements for the major do not exceed the maximum credit hours allowable under the 72-credit hour rule and how students comply with the minimum of 72 hours they must take outside journalism and mass communications. If a minor is required, include these details.

The University's requirement for bachelor of arts degrees enables the College to meet the 72-credit rule for students earning a B.A. Credit requirements are divided into categories including general education, bachelor of arts, elective and major. Each of the five majors have credit hours in communications that range from 25-36 credits of the 120 credits needed to earn the degree. With this range in mind, students are typically earning 84-95 credits that count in general education and elective credit areas, while also counting toward minor and concurrent major in other disciplines.

Journalism is the only major in the College requiring a minor. Students are notified early in the advising process about the minor requirement. Most minors at the University are 18 credits and these minor credits, with good planning, fit into the 120 credits needed to graduate while also complying with the 72-credit rule.

The College works diligently to make sure it complies with the 72-credit rule. In 2016, the College was 99 percent compliant (865 out of 874 graduates); in 2017 it was 98 percent compliant (863 out of 878 graduates).

Most of the 24 students not in compliance brought in communications credits from another college or university that were not immediately identified as communications credits because the University was overhauling its transfer credit process. Other students not in compliance opted late in their program to add the new Digital Media Trends and Analytics minor that requires 12-15 credits in communications, of which only six credits can count in the major. The advising office is working to inform students about this new minor and how to sequence courses to assure compliance with the 72-credit rule.

3. Describe how the core and required courses instruct majors in all of ACEJMC's 12 professional values and competencies with a balance of theoretical and conceptual courses and skills courses.

The 12 professional values and competencies are the foundation of the College's annual Student Learning Assessment program. As such, the faculty in each department have identified specific [courses](#) in which each value and competency is emphasized in the majors. To assure student learning, the assessment program provides the mechanism for measuring goal attainment and quality improvement in curricula. See Standard 9 and the [College's Student Learning Assessment plan](#).

4. Explain how instruction, whether on-site or online, responds to professional expectations of current digital, technological and multimedia competencies.

Faculty members regularly attend workshops and visit media organizations to ensure that instruction is current in order to keep up with digital, technological and multimedia skills required of graduates. As a result, the departments have revised courses to incorporate current technology or developed new courses. The new courses include: COMM 310 Digital Media Metrics, COMM 264 Data Visualization, COMM 372 Digital Public Relations, and COMM 450 Search Engine Marketing.

The College recently launched a new Digital Media Trends and Analytics minor with courses on new practices and trends in digital media, advertising, marketing and public relations. The minor provides an option for students who want to specialize in a fast-growing sector of the communications industry. Completion of the minor also prepares students to pass certification tests related to analytics, social media, and digital media sales and marketing.

In hiring new faculty members, departments often require that candidates have recent and relevant professional experience with digital media. For example, the Advertising and Public Relations faculty recently hired the University's director of social media.

5. Explain how the accredited unit ensures consistency in learning objectives, workload and standards in courses with multiple sections.

The department heads work with their faculty to ensure that there is consistency in courses with multiple sections. Common practices include adopting identical or similar readings, assignments, learning modules, classroom activities, and final projects. Whenever feasible, wording of learning objectives and portions of the syllabus are identical.

With Penn State's system of campuses spread across the Commonwealth, historically it has been a challenge to coordinate course sections taught at distant campuses. However,

advances in online teaching and learning have made it possible to ensure total uniformity in one required course for journalism, advertising, public relations and telecommunications majors: COMM 160 Basic News Writing Skills. The College developed the course for online learning and now merges sections at as many as a dozen Penn State campuses into a single online course.

COMM 260W News Writing and Reporting, the College's course with the most number of sections, is now "flipped." A faculty member who has taught the course for many years created the online lecture portion of the course. Individual faculty teach the small face-to-face sections where students practice writing in class and receive individual instruction.

6. Describe the methods used to select sites for internships for credit in the major; to supervise internship and work experience programs; to evaluate and grade students' performance in these programs; and to award credit for internships or work experiences. In a digital format, provide the unit's internship policy, questionnaires and other instruments used to monitor and evaluate internships and work experiences. Provide examples of recent internship sites.

Methods used to select internship sites

The College's Office of Internships and Career Placement maintains a bank of about 3,900 registered internship sites. The list of registered sites includes paid and non-paid opportunities. The majority of unpaid opportunities require that students take the internship for college credit. The office's staff is constantly looking for exceptional internship sites to add to the bank.

Supervisors at new internship sites must complete an [Internship Prospect Information form](#). The form is then reviewed by the College's Office of Internships and Career Placement. The internship sites are usually also reviewed with supervisors by phone. Internship locations are reviewed to meet the following criteria:

- Does the internship location match the skill set and course work of the student?
- Does the internship match the interests of the student and what the College perceives as a relevant communications opportunity?
- Is there an internship supervisor overseeing the work of the student?
- Is the supervisor a professional within the specific industry? Is he or she providing the proper support needed to help students grow professionally?
- Will the internship provide students with the opportunity to gain practical skills and tangible hands-on experience within the specific area of communications?

If the answer is yes to all of the above questions, the internship opportunity and location is added to the list. Should the internship site fail to provide any of the above criteria at the conclusion of the internship experience, the internship site is put on notice. Failure by the internship site to correct the deficiencies in future internship experiences results in the internship being dropped from the College's program.

Students are able to take any of the listed internships for credit, regardless of whether the internship location may require the student to receive academic credit or if it is a paid internship opportunity. The list of registered internships includes paid and non-paid opportunities. The majority of unpaid opportunities require students to take the internship for college credit.

When an internship is offered as an unpaid opportunity, we recommend that the internship location require credit, primarily for two reasons. The first reason is so students can fulfill up to six credits toward their degree (three credits toward their professional course section and three credits toward elective credits). The second reason is to meet the Department of Labor's "primary beneficiary" test of the internship, providing clarity that the internship is tied to the intern's formal education program by integrated coursework and the receipt of academic credit.

Supervision of the internship program

Students who want to do an internship for academic credit must complete an [application](#) and submit it for approval to the Office of Internships and Career Placement. Next, students must meet the specific pre-requisite course requirement(s) for their respective major. Each student must have received a grade of C or better in the prerequisite course requirement(s) before obtaining an internship. The prerequisite course(s) can be waived if the student has performed well in a related experience prior to the internship for credit. (For example, if the student writes for the Daily Collegian, but has not taken the prerequisite course required to do an internship in journalism, the office often will waive the prerequisite course.)

After students have been approved for credit, they may pursue internship opportunities. Students can pursue only for-credit internships that match their skill set, experience and background and have been approved as registered internship-for-credit locations. Once approved, the student is required to schedule the College's internship for-credit course, COMM 495. Students then gain access to the [internship packet](#) through the Canvas course management system.

The assistant dean and manager of internships carefully review the final critique written by each student at the conclusion of their internship. Staff members also review the weekly journals written by each student. Students are encouraged to write a list of four or five goals he or she would like to achieve from the internship and then share these goals with their supervisor prior to the outset of the internship experience. Conversely, students are encouraged to make sure that they are aware of their supervisors' expectations before they accept the internship. Each student's critique provides insight into how effective the internship was in helping the student gain relevant experience, enhance his or her communication skills and develop a career focus. The critique addresses the following:

- How satisfied the student was with the internship experience.
- Should the internship experience be for a first, second or third-time intern?
- The strengths and weaknesses of the experience, including advice for future interns.
- How the internship affected the student's career goals.
- How the internship relates to or supplements what the student had learned in his or her course work.

An online mid-term evaluation of the internship experience by both the [student](#) and the internship location [supervisor](#) is required and is part of the overall grade. The purpose of this evaluation is to provide feedback from both parties that may allow the Office of Internships and Career Placement to rectify any shortcomings or issues regarding the internship experience. This allows timely recommendations to either the student or the internship location to assure a positive outcome.

Evaluation and grading of student performance

Students must meet the following criteria to be eligible to receive a grade in COMM 495:

- Complete a minimum of 67 hours of work for each credit hour.
- Keep weekly journals that are due at the end of the experience.
- Submit an on-line midterm evaluation of the internship experience.
- Turn in a final critique discussing the value of the internship.
- Submit the Supervisor Evaluation completed at the end of the internship. In addition to an overall evaluation, each supervisor is asked to evaluate student performance based on several criteria, including job knowledge, interpersonal relations, attitude,

initiative, resourcefulness and communication skills. Each student is assigned a letter grade by the supervisor.

Final grades are determined by the following: Journals (30%), Critique (20%), Supervisor Evaluation (40%), Director's Evaluation (10%), Total 100%.

Recent internship sites (Summer 2018)

MLB.com

Allied Integrated Marketing

Atlantic Records

Pittsburgh Post-Gazette

Mammoth Advertising

The Ellen Degeneres Show

Style Girlfriend

Philadelphia Eagles

NY1 News

Show Shop TV

North Six

WJLA, ABC 7 (Washington, D.C.)

Beasley Media Group

Pennsylvania Cable Network

Marathon Digital

Brooklyn Sports and Entertainment

Chapter 2 Agency

National Geographic

Part 2 Pictures

Gotham Group

State Representative Frank Farry

Tampa Bay Lightning

WPVI, ABC 6 (Philadelphia)

ELR Media

Fat Camp Films

Smithsonian Institute National Air and Space Museum

Philadelphia Magazine

NBC Sports Bay Area, California
ABC National TV Sales
Pittsburgh Film Office
WTXF, Fox 29 (Philadelphia)
Thermo Fisher Scientific
Center City Film and Video
China Daily
Woods & Company
Ronin Advertising Group
Westwood One Radio Sports
Anatomy Media
Boston Children's Hospital
Coburn Communications
Frito-Lay
13WHAM (Rochester, NY)
Live Nation
Washington Redskins

Part II: Standard 3. Diversity and Inclusiveness

Executive Summary

- The Bellisario College’s diversity plan is embedded in its 2014-2019 Strategic Plan. The College’s diversity objectives are regularly reviewed and guide the College’s priorities. A Statement on Diversity, Equity and Inclusive Excellence, drafted by the College’s Committee for Diversity and Inclusion and adopted by all departments and programs, defines diversity and articulates the College’s values.
- The Bellisario College infuses diversity throughout its academic programs, with diversity- related material in many required courses and general-education courses that serve the University. Recent graduates indicate that their experience in the College has increased their understanding of the importance of diversity-related issues.
- The Bellisario College continues to diversify its faculty ranks; is led by a highly diverse executive team; and has launched innovative programs to encourage a more diverse culture among faculty and staff. The College also brings in a strong slate of diverse speakers and alumni each year to interact with and inspire students.
- The Bellisario College has an outstanding – and constantly improving – track record of recruiting, retaining and graduating students from underrepresented groups. It has one of the most diverse student populations at the University, served by a vibrant, visible Office of Diversity & Inclusion.
- The Bellisario College is an active, contributing part of a University committed to providing an “All In” environment that values inclusivity. Its Office of Diversity & Inclusion enjoys a strong reputation and has been noted for its student services and events that are open to the campus community.

Introduction

Diversity—of faculty, students and curricula—long has been a College priority. Faculty and staff members value the richness of diversity. The College’s [Office of Diversity & Inclusion](#) (previously named the Office of Multicultural Affairs) has actively engaged in the recruitment and retention of a diverse student body; academic, personal and career counseling for students; support for student organizations; and programming to raise awareness of multicultural issues.

The Office, prominently located in the Carnegie Building, provides a welcoming environment for all students, faculty, and staff.

The College's Office of Diversity & Inclusion, headed by an assistant dean and a full-time staff assistant, is unique in journalism-mass communication education. The annual budget for the Office's personnel and operating costs totals more than \$212,570. The Office of Diversity & Inclusion works closely with the University's [Office of the Vice Provost for Educational Equity](#) and the College's Office of Internships and Career Placement, the Office of Academic Services, the department heads and the Deans' office to encourage a strong culture of diversity.

The Office has been recognized over the past decade for its efforts. It was named "Most Outstanding Department" (2010) by the Penn State Chapter of the NAACP; in 2011, Assistant Dean Joseph Selden was honored with AEJMC's Robert P. Knight Multicultural Award. Since the last reaccreditation visit, Dean Selden was honored in 2014 as a faculty selection for Penn State's Homecoming Court, and also in April 2014, AEJMC President Paula Poindexter visited the College to present the association's Equity and Diversity Award.

In the same academic year, the University phased out its *Framework to Foster Diversity*, a rigorous, yet oftentimes cumbersome process of goal-setting and reporting by academic units on diversity initiatives. Instead, units were asked to fold diversity into their strategic plans (and to limit those plans, in their totality, to a total of 10 pages). The College's [strategic plan for 2014-19](#) includes the following goal: "Reflect and promote an appreciation of diversity in our classrooms and among our students, faculty and staff." That goal is supported by four objectives and supporting strategies for each. In 2016, the College's Diversity & Inclusion Committee drafted a "Statement on Diversity, Equity and Inclusive Excellence" that was adopted by the College.

In the summer of 2015, the College spent about \$350,000 to develop new space in Carnegie – adjacent to its upstairs lobby and near the Advising and Internships and Careers offices – for the Office of Multicultural Affairs. This location gave the office much higher visibility and easier access for all students.

Joseph Selden retired in June 2017, and was replaced by Gary Abdullah, a graduate of the College with experience in advising and multicultural affairs. The designation for the office was changed to "Diversity & Inclusion" to better reflect the intent of its programs and its role in the College. Assistant Dean Abdullah has made it his top priority to ensure that the faculty, staff and students of the College know that the office is dedicated to serving the academic and extracurricular needs of persons of all backgrounds and identities. The Office of Diversity and Inclusion offers and an expansive interpersonal and departmental network of support.

1. **Complete and attach the following tables:**

[Table 4, “Area Population”](#)

[Table 5, “Student Populations”](#)

[Table 6, “Faculty Populations”](#)

[Table 7, “Full-time Faculty Recruitment”](#)

[Table 8, “Part-time/Adjunct Faculty Recruitment”](#)

2. **Attach a copy of the unit’s written plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning. This plan should give the date of adoption/last revision, any designated timelines for reaching goals, the unit’s definition of diversity and the under-represented groups identified by the unit. Describe how the unit assesses its progress toward achieving the plan’s objectives.**

The College’s Diversity Plan is folded into its Strategic Plan, which is limited to 10 pages in its entirety. The plan was drafted and approved in 2014. The College’s Committee for Diversity and Inclusion regularly reviews the diversity-related portion of the strategic plan, designing [action items for the plan](#). This is a continuous process, and updates are made regularly by the committee. In 2016, the committee drafted a [Statement on Diversity, Equity and Inclusion](#) to represent the College’s values and provide a definition of diversity. The statement was adopted by faculty and staff.

The College’s progress toward meeting its diversity strategic goals is assessed both internally and externally. At the College level, recruitment and retention statistics are monitored and diversity programs are evaluated for their effectiveness. The Committee for Diversity and Inclusion, which includes faculty, staff and students, meets regularly to address issues and take ideas back to their departments or program areas for discussion.

In addition to these program assessments, the College also uses individual meetings with faculty and staff members during the annual reviews to identify climate issues. It is our plan to identify issues and concerns at early stages so they can be discussed and dealt with by taking appropriate steps.

The assistant dean for diversity & inclusion conducts informal climate assessments during his regular meetings with the College’s Diversity Scholars and in his meetings with the general student body, at student club meetings and roundtable discussions with club officers.

The College must also report progress on its strategic plan, including its diversity-related goals, annually to the University.

3. Describe the unit’s curricular efforts to foster understanding of issues and perspectives that are inclusive in terms of gender, race, ethnicity and sexual orientation.

The College builds diversity-related material and learning objectives into many of its courses, including required courses in every major. A [table generated from a review of syllabi](#) in the College indicates that three-quarters of required courses in the College have a component addressing diversity built into the syllabus. The analysis, which looked at 135 different course sections across the College, also [listed specific exercises detailed on syllabi](#) during the 2017-18 academic year. An exit survey of seniors in May 2018 indicates that students believe they leave the College with a stronger appreciation of diversity and inclusion. In response to a question that asked them to rate, on a 1-to-4 scale, whether they had grown in understanding “the importance of integrating diversity in communications,” the average score was 3.24 for all majors. The score for improvement in understanding “the importance of having a global perspective in communications” was a 3.3.

The College also offers several popular General Education courses that draw students from both inside and outside the College. Those include COMM 205 Gender, Diversity and the Media. Other General Education courses, which serve hundreds of students across the University each year, also address issues of diversity, both domestic and international.

In addition to the diversity modules that are built into its course sections, the College also participates in [World in Conversation](#), a University-wide initiative. Through the use of the Socratic Method in small-group discussions, “facilitators take an ideologically neutral position that allows participants from all groups to candidly excavate their personal stories, experiences, and views. This approach makes possible the meaningful and productive navigation of complex, contentious issues.” The College began participating in World in Conversation (formerly called the Race Relations Project) in Spring 2006. Instructors can opt into the program for their students. The College has invested more than \$45,000 and more than 700 Bellisario students have participated in World in Conversation since 2012.

The College also has worked with the LGBTA Student Resource Center to build a network of welcoming faculty and staff in the College, to promote our courses with LGBT content and to engender a civil, tolerant learning environment for all students.

4. Describe the unit’s curricular instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

The College builds material and learning objectives relating to diverse cultures in a global society into many of its courses, as an [analysis of syllabi](#) indicates. An analysis of syllabi in Spring 2018 indicates that entry-level courses for all majors address issues related to communications in a global society. Those courses include large, survey-style courses – such as COMM 180 Survey of Electronic Media and Telecommunications, required of all Telecommunications majors – and smaller, required skills courses, such as COMM 260W News Writing and Reporting, required of all Journalism and AD/PR majors. An exit survey of seniors in May 2018 indicates that students believe they leave the College with a stronger appreciation of diversity in a global society. In a survey that asked seniors to respond to a question that asked them to rate, on a 1-to-4 scale, whether they had grown in understanding “the importance of having a global perspective in communications” the average was a 3.3 for students across all majors.

The College also offers several popular International Cultures courses that draw students from both inside and outside the College. Those courses include COMM 410 International Mass Communications and COMM 419 World Media Systems. Under University policy, these 400-level courses may be used to satisfy General Education requirements. Other College courses, General Education courses which serve hundreds of students across the University each year, also address issues of international and domestic diversity.

The College’s participation in [World in Conversation](#), a University-wide initiative, has in recent years focused on understanding of international cultures (see #3, above, for more detail on WiC). Furthermore, the College has since 2015 offered embedded-travel courses in all majors, giving students the opportunity to study and then travel, usually during Spring Break, to an international destination to apply the skills in their majors. The most long-running of these courses is International Reporting, which has for more than a decade taken students to global destinations for reporting.

5. Describe efforts to establish and maintain a climate that is free of harassment and discrimination, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

The College strives to develop and maintain a welcoming climate in the following ways:

Increased visibility of resources for underrepresented groups. The College's Office of Diversity & Inclusion, an oak-trimmed suite complete with reception seating, staff assistance area and large office for the assistant dean to hold small-group meetings, was relocated to a high-traffic, high-visibility location in Carnegie Building, just off the upstairs lobby and steps away from other student-services areas, in 2015. The Office clearly provides a welcoming climate for students and it increases the visibility of resources dedicated to them—all within the context of the hub for all of the College's student services. The Office also has an updated page on the College's website to alert prospective and current students about its services.

Accommodate the needs of those with disabilities and the needs of a changing population of students. The College and University strive to achieve excellence in its services and to assure that its services are delivered equitably and efficiently to all of its members. Penn State's Student Disability Resources personnel work individually with each student needing accommodation, beginning with the application process and continuing through graduation. The College's advising staff works in cooperation with this office to ensure that students with disabilities have full access to our classes and programs. Penn State's Affirmative Action Office provides accommodations for employees with disabilities.

The College is located in an ADA-compliant facility. In 2016-17 it added a gender-neutral restroom in the Carnegie Building.

Cultural heritage recognition events, lectures and other special programs. The College has been praised for its excellent work in offering events accessible to the campus that celebrate diversity and inclusion, and its events have been promoted on the University's ["All In"](#) website. Professionals and academics with varied backgrounds or expertise introduce students to diverse perspectives. The majority of these special events draw large groups of students and community members. See item No. 12 in this section for a listing of professionals who have participated in recent cultural heritage recognition events, endowed lectures and other special programs.

Open office hours. The College's assistant dean for diversity & inclusion is available each day from 9 a.m. to noon to meet with students, faculty and staff, alumni and families to discuss College updates, academic requirements, personal concerns, semester activities, internship and job opportunities, and more.

College Committee. The College has a diversity committee that meets to discuss general matters of inclusivity, address and assess goals in the strategic plan and provide input on the

climate in the program. The committee includes the dean, the assistant dean for diversity & inclusion, the College's strategic partner for human resources, and faculty, staff, and student representatives.

Executive Committee. The assistant dean for diversity & inclusion serves on the College's executive committee, along with department heads, various directors and the academic deans. The committee members discuss diversity and climate issues in the College.

Support of climate-related efforts by the University. The College has encouraged and supported faculty, staff and student participation on University-wide committees that foster diversity. Its students have been among the most active on campus with diversity groups. A number of our students are involved in various University student organizations. Faculty members have recently served in the leadership of Penn State's Commission for Women and Commission for Lesbian, Gay, Bisexual, Transgender & Queer Equity. One faculty member coordinates the Penn State Pow Wow, an annual weekend event that celebrates American Indians and draws support from across Penn State, including from the President's office.

Penn State also conducts surveys to assess the workplace climate at the University. The latest survey was conducted in 2017. The dean served on an advisory committee that designed the survey. Although [University results](#) have been released, results for the College have not yet been made available.

In addition to formal program assessments conducted by the University, the College also uses the individual meetings with faculty and staff during the annual reviews to identify climate issues. These are designed to identify issues and concerns at early stages so they can be discussed and dealt with by taking appropriate steps. Also, members of the diversity committee are charged with informally assessing the climate of the College and reporting any concerns.

6. Describe the unit's efforts to recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The College is aggressive in its recruitment efforts. For five of the past six years, the Office of Diversity and Inclusion and its student diversity ambassadors regularly conducted phone-a-thons to reach out to prospective students from underrepresented minorities (URM) and used the assistance of alumni throughout the country to recruit prospective students. In 2017-18, the new assistant dean worked with the College's recruitment coordinator to instead design

personalized mailings for prospective students in lieu of the phone-a-thons, which had waned in their ability to reach prospects.

The assistant dean for diversity and inclusion regularly meets with prospective students and families who visit campus to tour our facilities and meet faculty, advisers, and current students. Additionally, the assistant dean works closely with offices across the University to ensure that the Bellisario College is represented at events that focus on the recruitment of under-represented populations. These events include: Spend A Summer Day, Spend A Fall Day, Let's R.I.D.E, For the Glory, the Philadelphia Honors Convocation, BOSS "Other Majors" Luncheon, and the Upward Bound College Fair.

The assistant dean for diversity & inclusion also works closely with the associate dean and the director of graduate programs to recruit, retain and graduate diverse students in the College's master's and Ph.D. programs. A key initiative is recruiting students from historically Black colleges and universities (HBCUs) to participate in the University's Summer Research Opportunity Program (SROP). The College selects a graduate student or faculty member to supervise a research project during the summer to give the student an opportunity to conduct research and explore the opportunities for a graduate degree in the College. Funding support also has been a key factor with the use of the University's Bunton-Waller Assistantships and Fellowships.

The College also has developed a sizable scholarship program for students from underrepresented groups. In 2017-2018, we were able to award \$461,344 in earmarked College scholarship funds to these students—more than double the \$203,414 in 2013-2014. The College's students from underrepresented groups also benefit from substantial scholarship funds awarded by the University. In 2017-2018, they received \$4,225,614 in scholarships controlled by the University—up from the \$2,862,924 in 2013-2014.

Since our last accreditation review in 2012, enrollment of URM students in the College has increased—from 498 in Fall 2012 to 528 in Fall 2017—even though our overall enrollment did not significantly increase.

The College's enrollment of URM students since 1995:

Year	Enrollment	% Increase/Decrease from Preceding Year
1995	177	11.0%
1996	187	5.6%
1997	212	13.4%
1998	269	26.9%
1999	291	8.2%
2000	303	4.1%
2001	332	9.6%
2002	383	15.4%
2003	376	-1.8%
2004	357	-5.1%
2005	365	2.2%
2006	387	6.0%
2007	386	-0.3%
2008	391	1.3%
2009	414	5.9%
2010	443	7.0%
2011	469	5.9%
2012	498	6.2%
2013	536	7.6%
2014	502	-6.3%
2015	553	10.2%
2016	519	-6.1%
2017	528	1.7%

Source: iTwo Official Fall Enrollment

Extracted: 7/7/18

In Fall 2017, 21.29 percent of undergraduate students in the Bellisario College were from underrepresented groups, exceeding the overall Penn State-University Park representation of 20.48 percent. The College's system-wide (including intended majors at the campuses) percentage of students of color in Fall 2017 was 20.1 percent—higher than the University's 17.2 percent. The College has also traditionally enrolled more women than men. In Fall 2017, it enrolled 2,065 females (62.1 percent), compared to 45.3 percent University wide.

- Units in which admission is selective or varies from general university admission requirements should describe considerations given to the effects of selective requirements on minority enrollment.**

The College’s admission requirements do not vary from those of the University in ways that disadvantage URM students. On the contrary, these students enter the College at a higher proportion than they do other academic units.

8. Assess the unit’s effectiveness in retaining minority students from first enrollment through graduation. Describe any special program developed by and/or used by the unit in the retention of minority students. Note the role of advising in this process.

The College is particularly proud of its retention rates for underrepresented students, which consistently have exceeded campus-wide percentages. [Retention rates for URM students](#), including those from outside the U.S., between their freshman and sophomore years have averaged in the low-90 percent range (92.2% for the Fall 2016 cohort); retention rates between the sophomore and junior years at University Park have increased to 88.4 (Fall 2015 cohort) from 84.4 percent (Fall 2013 cohort).

The percent of students of color in the College’s various baccalaureate graduating classes has also increased. The last self-study reported that in 2010-2011, 135 URM students made up 14.4 percent of the graduating classes. The College’s baccalaureate degree student graduation profiles by ethnicity for 2017-2018, the latest year for which statistics are available, show an increase:

Baccalaureate Degrees Earned by Ethnicity 2017-2018

Ethnicity	Number of Graduates	% of Total
Hispanic/Latino	66	8.1%
American Indian/Alaska Native	1	0.1%
Asian	19	2.3%
Black/African American	49	6.0%
Two or more races	23	2.8%
Subtotal, Students of Color	158	19.5%
White	550	67.9%
Race/Ethnicity unknown	16	2.0%
International	86	10.6%
Total Degrees Earned	810	100.0%

Source: iTwo LP-Student Records

The College also takes pride in the recognition that many of these students have earned. The College consistently is among the nation’s leaders in students honored by the American

Advertising Federation’s “Most Promising Minority Students” Program. Since 2007-2008, 37 students from the College have been selected—second most in the nation.

The College traces its success in retaining and graduating students of color primarily to the hard work of its Office of Diversity & Inclusion and its academic advising operation.

Here is a summary of College programs, activities and initiatives that contribute to the high retention and graduation rates:

- **Academic Advising.** The College’s assistant dean for diversity & inclusion, a former academic adviser in the College, works closely with the Office of Academic Services to help students succeed academically and at Penn State. He refers students to that office but works closely with advisers to ensure students get help with issues such as time and stress management.
- **Peer Mentors.** Until the 2017-18 academic year, the Office of Diversity & Inclusion ran a peer mentor program that matched upperclassmen with entering students. The program has since been replaced with a University-wide program that serves all underrepresented first-year students: [BLUEPrint](#).
- **Academic Intervention Program.** The assistant dean and his staff assistant reach out to URM students who achieve lower than a 2.00 grade-point average, encouraging them to come in for additional advising. During these sessions, the College provides special study skills and time management instruction and develops a more manageable schedule for students to pursue while remaining on track for graduation. The assistant dean will also, depending on the students’ needs, address personal issues such as financial, test anxiety, depression and family deaths by referring students to the appropriate campus departments.
- **Student Club Advising.** The assistant dean facilitates and encourages new URM students in joining the array of student organizations across the College, and is also adviser to the multicultural student-run media site *The Underground*. The office of Diversity & Inclusion is also working with students to re-establish journalism organizations aimed at supporting diverse populations, such as NABJ and NAHJ.
- **Scholarships.** Increasing scholarship awards and opportunities afford the College the capability to recruit and retain many top students. With the addition of 15 new scholarships directed toward recruitment and retention in recent years, six were specific to

diversity. The value of those six awards is \$74,750.

- ***Diversity Meetings.*** The assistant dean routinely conducts meetings to discuss academic requirements; cultural heritage activities; meet faculty, student scholars and alums; discuss semester activities; recognize outstanding academic and leadership achievements and discuss personal concerns.
- ***Career Placement and Internships.*** The College is committed to matching students with potential employers through an aggressive in-house Office of Internships and Career Placement. The College's assistant dean for diversity & inclusion and its assistant dean for internships and placement work hand-in-hand to secure best-possible placements.
- ***Study-Abroad Opportunities.*** Underrepresented students are encouraged to participate in the study-abroad program and are often supported to participate in the College's embedded-travel courses across all majors. We have students of color each year who study in universities around the world. Students are encouraged to enhance their education by gaining an international perspective.

9. Describe the unit's efforts to recruit women and minority faculty and professional staff (as enumerated in Table 8, "Full-time Faculty Recruitment").

Diversity among faculty in the College has improved since the last accreditation review in 2012. In Fall 2018, the College has 28 full-time female faculty members (38.9 percent) and 10 faculty members of color (14.5 percent). Although its percentage of faculty from underrepresented groups is slightly lower than the University, the College has a higher percentage of Black faculty members than the University. The full-time staff of 45 includes 27 women (60 percent) and 9 persons of color (20 percent). Of all the academic colleges at University Park, the College's percentage of minority staff members tops the list. People of color and women occupy multiple leadership and management positions in the College:

- Marie Hardin, a White female, is dean.
- Gary Abdullah, a Black male, is assistant dean for diversity & inclusion.
- Anthony Olorunnisola, a Black male, is head of the Department of Film-Video and Media Studies.
- Maura Shea, a White female, is associate department head of the Department of Film-Video and Media Studies.
- Karen Mozley-Bryan, a Black female, is director of operations.
- Sandi Rockwell, a White female, is director of finance and administration.

- Shannon Kennan, a White female, is director of outreach and instructional design.
- Letitia Bullock, a Black female, is coordinator of graduate education.
- Julie Evak, a White female, is director of undergraduate education.
- Jose Lugaro, a Latino male, is director of development.
- Fuyan Shen, an Asian-American male, is head of the Department of Advertising/Public Relations.
- Yu-Tai Chung, an Asian-American male, is director of information technology.

The College strives to further diversify the staff by actively recruiting through personal contacts, networking and organizations. Search committee chairs and members attend an annual session, conducted by the University, aimed at raising awareness of diversity as a critical component in the search process and addressing such issues as “microaggressions” and the impact of implicit bias. It advertises faculty positions in publications and on websites directed toward diverse populations. It also submits the list of semifinalists for all faculty searches to the University’s [Affirmative Action Office](#), which determines whether there is sufficient diversity to move forward with the selection process.

The University’s location – in a region of Pennsylvania with an even higher Caucasian/White population (about 90 percent) than that of the state – provides a challenging environment in which to recruit faculty and staff of color. But the College understands and embraces its ongoing obligation to foster a diverse teaching and learning community. It has launched innovative programs to bring more diversity to the classroom, including:

Faculty exchange in partnership with HBCU Morgan State University. The College initiated and supports a faculty exchange program wherein at least one faculty member each year from the College spends a week at Morgan State’s [School of Global Journalism & Communication](#), and a faculty member from Morgan State visits the College, working with students and giving class lectures. The partnership has led to joint reporting projects between the two programs, including a [spring-break reporting project](#) for Morgan State and Penn State students on the gentrification of Baltimore neighborhoods. Morgan State students also joined an International Reporting class trip to Greece in 2017.

Donald P. Bellisario faculty-in-residence programs. Another initiative to help the College further promote diversity and expand its network for faculty candidates was launched soon after the Donald P. Bellisario endowment was created in 2017. A “Bellisario Professional in Residence” program is a semester-in-residency designed to attract the most accomplished professionals from the field who bring diversity to the College. [Walter Middlebrook](#), who brings decades of executive-level journalism experience to the Journalism program, is the inaugural Bellisario Professional-in-Residence. A “Bellisario Scholar-in-Residence,” to launch in Fall 2019, is designed to attract top academic scholars to spend a semester at Penn State.

10. Describe the unit’s efforts to provide an environment that supports the retention, progress and success of women and minority faculty and professional staff.

The College’s visible demonstration of support for diversity and its culture of inclusivity are the key strategies for retaining our employees. Creating a welcoming climate—where each individual feels valued—is the key to retaining employees. The College strives to accomplish this in the following ways, which are open to all faculty members, including women and those from underrepresented groups:

- The College provides resources to support scholarship and professional involvement. Faculty members are allotted a travel budget to enable them to participate in conferences, conduct research and develop a network of diverse colleagues. Staff members are encouraged to participate in College-funded training and development courses. Employee appreciation functions take place each year. Faculty and staff awards to recognize outstanding employees are presented annually.
- Advisory committees of faculty and staff both meet regularly to get College updates and to advise the dean on professional development initiatives, programs, events and issues that employees or students in the College may be facing.
- The College encourages respect for and celebration of intellectual diversity through cultural heritage celebrations, guest speakers and visitors from underrepresented groups, minority faculty visiting appointments, diversity-related outreach, and international projects that have resulted in establishing relationships with international universities and news organizations.
- Promotion and tenure workshops take place each year at the University level so all faculty members—majority and minority—are knowledgeable of the required

performance expectations. Promotion and tenure committee members participate in the workshops to provide guidance and proven strategies to achieve tenure. Department heads, deans, tenured faculty and committee members meet individually with untenured faculty members throughout the year to provide personalized assistance in preparing for tenure reviews.

- Faculty salaries are compared at the national level and internally to assure that they are equitable and competitive.

11. If the unit hires adjunct or part-time faculty members, describe the unit's effort to hire minority and female professionals into these positions (as enumerated in Table 9, "Part-time/Adjunct Faculty Recruitment") and list those who are minority and female professionals.

The College is aggressive in casting the widest possible net for adjunct faculty members each year. However, given its location in central Pennsylvania (about 90 percent white population and very few media outlets), the pool is not deep. In spring 2018, the College had 78 part-time faculty members—of whom 21 were persons of color (26.9 percent) and 34 (43.6 percent) were women.

In total, the College had 144 faculty members in spring 2018 (full- and part-time); 30 were of color (20.83 percent) and 57 (39.6 percent) were women. Clearly and unambiguously, the College has a very diverse faculty and staff—particularly given its location in central Pennsylvania.

Persons of Color and Female Professionals – Spring 2018

Part-time Faculty

Stephanie Berberick
Michelle Bixby
Curtis Chan
Jennifer Cruden
Anne Danahy
Linda Feltman
Ralph Herrera
Vanessa McLaughlin
Brandie Nonnecke
Heather Robbins
Amit Schejter
Deepak Sethi
Stacie Shain
Audrey Snyder

Jenna Spinelle
Timeka Tounsel
Adrienne Waterston
Jaclyn Wechtenhiser

Of 46 professionals who are part-time in the College, six are from underrepresented domestic groups and 14 are women.

**Persons of Color and Female Graduate Students who are
Part-Time Faculty of Record – Spring 2018**

Adjunct Faculty

Yang Bai
Stefanie Davis
Arienne Ferchaud
Litzy Galarza
Elysia Maria Galindo-Ramirez
Andrew Gambino
Erica Hilton
Jin Kang
Jinyoung Kim
Sushma Kumble
Bingjie Liu
Lu Wei Rose Luqiu
Bumgi Min
Fatimata Wunpini Mohammed
Stephanie Orme
Lewen Wei
Anli Xiao

Of 19 graduate students who teach in the College, 15 are from domestic underrepresented groups or are from outside the U.S., and 14 are women.

12. List visiting professionals, visiting professors, and other guest speakers invited or sponsored by the unit during the past three years (prior to the self-study year) whose background or expertise served to introduce students to diverse perspectives.

- Mia Aquino, director of social media, VH1, served as a panelist, Panel: Digital Media Professionals (September 2015).
- Elise James-DeCruise, senior director, head of global training, New Marketing Institute lectured on “Key Trends in Digital Marketing” (September 2015).
- Nancy Armour, female pioneer in sports writing and sports columnist, USA Today, served on a panel of national sports writers and met with students in the Association for Women in Sports Media (AWSM), (October 2015).

- Ricardo Mendez Matta, producer/director, lectured on “Forging a Career in Hollywood: A Latino’s Story of Survival and Success” (October 2015).
- Clara Benice, director/producer, LuLuh LL, spoke to Comm students about women in broadcasting (October 2015).
- Eyal Sagui Bezawe, filmmaker, provided a screening of his film, “Arab Movie” (October 2015).
- Alumnus Joshua Grannell, drag performer, writer and director, held a screening of his film, “All About Evil” (October 2015).
- Karma Chavez, associate professor, University of Wisconsin, lectured on “Queer Politics of Coalition Building” (October 2015).
- Michael Bremer, director of student programs, and Mark Lindsay, independent producer, lectured on “Where Passion Becomes Opportunity” for the Office of Diversity and Inclusion (November 2015).
- Luzer Twersky, actor, spoke at a Q&A after the film screening of “Felix and Meira” about an Orthodox Jewish community (November 2015).
- Rebecca Traister, author and journalist, presented a lecture, “The Case For and Against Hillary Clinton” (November 2015).
- S. Revi Sterling, deputy chief of party for Global Broadband and Innovations Alliance, served as a Don Davis Program guest lecturer, “Why Do We Still Have to Talk about Gender in ICTD?” (November 2015).
- Lester Munson, senior writer and legal analyst, ESPN, spoke about Bronstein lecture: “Fair Play in Sports News” (November 2015).
- Alumna Riva Marker, producer, held a film screening of “Beasts of No Nation” (December 2015).
- Alumnus Reginald Walker, Emmy award winner and producer, ESPN, spoke to Comm students (February 2016).
- Marc Spears, NBA writer, Yahoo! Sports, presented a lecture, “Covering Sports, Covering Race” (February 2016).
- Alumna Kim Kingsley, co-founder, POLITICO, spoke to Comm students (March 2016).
- Alysia Burton Steele, professor, University of Mississippi, discussed her book, “*Delta Jewel’s: In Search of My Grandmother’s Wisdom*” (March 2016).

- David Smith, president, The Forage Center for Peacebuilding Studies, lectured on “COMM Jobs in Peacebuilding” (March 2016).
- Leezel Tanglao, CNN Money Multimedia Journalist, lectured on “Creating Your Metric Success: How to Navigate the Changing Digital World” for the Office of Diversity and Inclusion (March 2016).
- Charlene Teters, member of the Spokane Tribe, and Richie Plass, member of Menominee Tribal Nation, served on a panel discussion, “American Indians, The Media and Team Sports” (March 2016).
- Pamela Divinsky, founder of the Divinsky Group, served as a Davis Symposium in Advertising Ethics guest lecturer presenting “What Do You Stand For? And, Does It Really Matter?” (April 2016).
- Mandy Murphy, growth/strategy head, PeacePlayers, discussed women in sports with Comm students (April 2016).
- Vicki Fong, manager of public relations, Penn State, discussed “Not Fresh Off the Boat: Living Multiculturally” with Comm students (April 2016).
- Rob King, senior vice president, ESPN, was a guest who lectured on “The Future of Sports Television” for the John Curley Center for Sports Journalism (October 2016).
- Kevin Merida, editor at ESPN, was a guest lecturer as part of the Foster-Foreman Conference of Distinguished Writers (October 2016).
- Ivey DeJesus, reporter for PennLive/The Patriot-News, presented “The Brown Factor: The Importance of Being Brown and Being in the Newsroom” for the Office of Diversity and Inclusion as part of Hispanic Heritage Month (October 2016).
- Elisabeth Rosenthal, editor in chief at Kaiser Health News, was a guest lecturer as part of the Foster-Foreman Conference of Distinguished Writers (October 2016).
- Alumna Mary Meder, president, Harmelin Media, spoke to Comm students (October 2016).
- Dannagai Young, associate professor, University of Delaware, presented a lecture, “The Promise and Peril of Political Humor as a Rhetorical Device” as part of the Robert M. Pockrass Memorial Lecture (October 2016).
- Amanda Gifford, senior director, talent, ESPN, spoke to Comm students about women in broadcasting (November 2016).

- Sarah Spain, radio host and ESPN commentator, and Julie DiCaro, radio host, presented a lecture, “#MoreThanMean” about harassment of women in sports for the John Curley Center for Sports Journalism (November 2016).
- Sheila Shirazi, film editor, held a Q&A after a film screening of “Bright Lights” (February 2017).
- Liz Brown, communications director, Little League, spoke to Comm students about women in sports (February 2017).
- Alumnus Chenits Pettigrew, CEO, Rapport Studios, was a guest lecturer, “Plan for Paradise” as part of Black History Month (February 2017).
- Alumna Nina Jack, producer of Better Call Saul, spoke to a Comm classroom about broadcasting (March 2017).
- Alumnus Rob Boulware, communications director, Seneca Resources, spoke to a Comm classroom about public relations/imaging (March 2017).
- Alumna Alyson Joyce, public relations director, Seneca Resources, spoke to a Comm classroom about public relations/imaging (March 2017).
- Alumna Meredith Topalanchik, senior vice president, CooperKatz, spoke to a Comm classroom about women in the communications industry (March 2017).
- Alumna Natalie Buyny, senior AE, Tierney, spoke to a Comm classroom about the communications industry (March 2017).
- Alumna Pam Hervey, president, FUEL, spoke to a Comm classroom about women in the broadcast industry (March 2017).
- Alumna Bernadette Dunn, senior director, ARRIS, spoke to a Comm classroom about the communications industry (March 2017).
- Alumna Kathy Heasley, president, Heasley & Co., spoke to a Comm classroom about public relations/imaging (March 2017).
- Alumna Brenna Thorpe, senior consultant, Booz Allen Hamilton, spoke to a Comm classroom about the communications industry (March 2017).
- Alumna Monica Miller, manager, Cox Media, spoke to a Comm classroom about women in media (March 2017).
- Alumna Lauren Raisl, CEO, Purple Ocean Ventures, spoke to a Comm classroom about women entrepreneurs (March 2017).

- Shannon Furman, producer/director, NFL Films, spoke to a Comm classroom about women in the broadcast industry (March 2017).
- Jose Anequera Guzman, award-winning Columbian activist, spoke to Comm students (April 2017).
- Marwan Kraidy, professor of Communication, University of Pennsylvania, presented as part of the Pockrass Memorial Lecture (September 2017).
- Christine Carrier, senior vice president, Affiliate Sales & Marketing, Starz was a Hearst Visiting Professional (October 2017).
- Alumna Arianna Davis, digital director, OprahMag.com, spoke to Comm students (October 2017).
- Alumna Jianghanhan Li, PhD student, Columbia University, spoke to Comm students (October 2017).
- Christine Carrier, senior VP, Affiliate Sales & Mktg, Starz, spoke to Comm students about the corporate tv industry (October 2017).
- Shalini Narayanan, communications consultant, spoke to Comm students (October 2017).
- Lynsey Addario, Pulitzer Prize winning photographer and author of *It's What I Do: A Photographer's Life of Love and War*, presented at Penn State Reads (October 2017).
- Wesley Lowery, Pulitzer Prize winning journalist, Washington Post, and Lisa Falkenberg, Pulitzer Prize winner, Houston Chronicle, were guest lecturers for the Foster-Foreman Conference of Distinguished Writers (October 2017).
- Sandy Gould, global head of talent acquisition and activation for Oath (Yahoo plus AOL), talked to Comm students about hiring LGBTQ talent (October 2017).
- Rebbie Ratner, filmmaker, held a Q&A after a screening of her film, "Borderline" about Borderline Personality Disorder (November 2017).
- Jenali Cobb, writer, presented a lecture about race and justice (November 2017).
- Barbara Freeman, founder of Freeman House, took part in a panel discussion after a sneak peak of "The Turn Out", a film by Pearl Gluck, assistant professor, film-video, Donald P. Bellisario College of Communications (November 2017).
- Roldy Leyva, vice president, global diversity, Sodexo, served as a Hearst Visiting Professional, his lecture was titled, "Diversity and Inclusion: A Critical Business Imperative" (December 2017).

- Louis Moore, associate professor at Grand Valley State University, spoke to Comm students for the John Curley Center for Sports Journalism (January 2018).
- Alumna Deb Gelman, producer/director, CBS, spoke to Comm students for the John Curley Center for Sports Journalism (February 2018).
- Jessica Luther, journalist and author of *“Unsportsmanlike Conduct: College Football and the Politics of Rape”* spoke to Comm students (February 2018).
- Michael Humphrey, author and faculty, Colorado State University held a lecture as part of the Don Davis Program in Ethical Leadership (March 2018).
- Kendra King, vice president of account planning for Razorfish, lectured on “You’ve Got the Power: Personal Accountability in the Advertising Industry” as part of the Don Davis Program in Ethical Leadership (March 2018).
- Mark Russell, executive editor, Memphis Commercial Appeal, lectured on “How Journalism Can Recapture It’s Mojo” as part of the Oweida Lecture in Journalism Ethics (March 2018).
- Alumnus Bjorn Trowery, public relations director, Heineken, spoke to Comm students (March 2018).
- Alumnas Ali Nicastro, sponsorships, MLS; Shannon Furman, NFL films; Karissa Maxwell, deputy editor, Sporting News and Hannah Biondi, promotions manager at Showtime, served on a panel discussion, “Comm Career Conversations: Breaking into the Sports Industry: A Woman’s Perspective” (March 2018).
- Tommie Smith, 1986 Olympian, Wyomia Tyus, athlete, and Harry Edwards, professor at UC Berkeley, held a Q&A on the 1968 Olympics (April 2018).
- Gayle Sierens, retired TV journalist, spoke to Comm students (April 2018).
- Alumnus John Urschel, writer and mathematician, held a lecture (April 2018).
- Judd Nelson, actor and film narrator, attended the screening of “Cojot”, a film by Donald P. Bellisario College of Communications faculty member, Boaz Dvir, about a Holocaust survivor (April 2018).
- Curley Center Alumni-Student Reunion dinner with included a dozen diverse professionals, including the following: Jim Buzinski, co-founder of Outsports and sports editor at The Los Angeles Times; Megan Flood, content associate, ESPN; and Jake Somerville, NBC Sports (April 2018).

Part II, Standard 4. Full-Time and Part-Time Faculty

Make the following documents available in a digital file:

- [curriculum vitae](#) of each full-time faculty member (Full-time faculty refers to those identified as such by the unit.)
- [résumés](#) of adjunct or part-time faculty, and of graduate students serving as teachers of record, teaching during the fall 2018 semester

Print copy in the workroom only:

- records on faculty promotion and tenure

Executive Summary

- The Bellisario College's faculty have a strong blend of academic and professional credentials. More than half hold terminal degrees (Ph.D., M.F.A, and J.D.) and more than half have worked in media-related professions.
- The Bellisario College follows the University's guidelines for hiring full- and part-time faculty, as well as instructional staff.
- Tenured and tenure-track faculty are expected to be productive in teaching, research/creative activities, and service. Fixed-term faculty are expected to teach and provide service.
- The Bellisario College conducts an orientation for all new part- and full-time faculty members. Faculty are encouraged to take part in teaching workshops offered by Penn State's Schreyer Institute for Teaching Excellence.
- Tenured and tenure-track faculty teach two courses a semester. Fixed-term faculty members teach three courses a semester. All full-time faculty are evaluated annually.
- Since the last review, two faculty members have won university-wide teaching awards. Other faculty members have been recognized by the University's Honors College for outstanding teaching, and another has won an international association award for mentorship of students and junior faculty.

Please respond to each of the following instructions:

1. Describe faculty balance in terms of degrees, professional experience, gender, race and rank.

The College has 73 full-time faculty members in Fall 2018.

Education

Forty-two full-time faculty hold terminal degrees (Ph.D., M.F.A., J.D.), 18 hold master's degrees, and 13 hold a bachelor's degree.

Professional Experience

The majority of the full-time faculty worked professionally, in numerous cases more than ten years. A sample of the professional experience includes:

- Sports Enterprise Editor, Associated Press
- Deputy Director, Motorola Satellite Communications
- Communications Manager, Alltel Communications
- Cinematographer, Short & Feature Films
- State Political Writer, *Philadelphia Inquirer*
- Social Media Manager, Penn State Office of Strategic Communications
- News Director, KCPQ-TV (Seattle, WA)
- President & Creative Director, Zymbok Advertising
- Staff Photographer, *Pittsburgh Post-Gazette*
- Writer, Short & Feature Films
- Public Affairs Officer, United States Marine Corps
- Executive Producer, WFMJ-TV (Youngstown, OH)
- Vice President for Operations, Cox Communications
- Features Editor, *Centre Daily Times*
- Senior Manager, Sprint Nextel
- Producer, Short & Feature Films

Gender

Forty-four (60 percent) of full-time faculty members are male and 29 (40 percent) are female.

Race

Sixty-one are Caucasian, five are African-American/Black, one is American-Indian, and four are Asian. (Two did not disclose race or ethnicity.)

Rank

There are 13 full professors, 16 associate professors, and seven assistant professors. Six faculty hold the rank of associate teaching professor, 21 hold the rank of assistant teaching professor, seven hold the rank of lecturer, and three hold the rank of academic administrators. Ranks for fixed-term faculty members (lecturer and various levels of teaching professor) were revised by the University in 2017-18 to allow for increased opportunities for promotion.

2. Describe how the unit selects full-time and part-time faculty and instructional staff. Provide in digital format examples of published advertisements for faculty openings in the past six years (before the self-study year) that show required and preferred qualifications of candidates.

The College follows the University's guidelines for selecting full-time and part-time faculty. In the case of full-time faculty, departments identify a need for faculty and receive approval from the dean to conduct a search. An advertisement is prepared and placed in appropriate venues. A search committee is formed with representation across the department and, in some cases, the College, with attention to the composition of a diverse committee. Applications for the position are submitted online. Applicants who do not meet the minimum requirements are removed from the pool, and the remaining candidates are considered by the search committee. The committee submits a list of candidates it wishes to interview to the University's Office of Affirmative Action for review and approval. Qualified candidates visit the campus, make a presentation, and meet with the search committee, other faculty and deans. After all candidates have visited, the search committee gathers feedback and gives its assessment of the candidates to the dean.

In the case of part-time faculty, departments identify a need and get approval to make a hire. An advertisement is prepared and placed. Qualified candidates are interviewed and the department head selects the most qualified individual.

The College is committed to an effective program of affirmative action, recognizing that multicultural understanding is enhanced by faculty members and instructional staff who not only teach, but who themselves are representative of the country's diverse population. [See examples of published advertisements.](#)

3. Describe the unit's expectations of faculty members in teaching, research, creative and professional activity, and service and its process for the award of tenure, promotion, reappointment and salary. (Provide digital access to relevant faculty handbook sections and any supplementary promotion and tenure criteria and procedures adopted by the unit.)

Tenured and tenure-track faculty are expected to be productive in teaching, research / creative activities, and service. The requirements and process are described in the College's [promotion and tenure guidelines](#), aligned with University Policy [AC23](#). Fixed-term faculty are expected to teach and provide service. [College guidelines for fixed-term faculty members](#) (under University Policy [AC21](#)) describe the process for promotion for teaching professors. The University is in the process of updating its [faculty handbook](#).

4. Describe professional development programs, workshops in teaching, or other methods used to stimulate and encourage effective teaching.

The College conducts a New Faculty Orientation for all new faculty, organized by the associate dean with assistance from faculty and staff. The orientation takes place before the beginning of the fall and spring semesters. Faculty are also encouraged to take part in teaching workshops offered by Penn State's [Schreyer Institute for Teaching Excellence](#). Faculty teaching World Campus courses for the first time are strongly encouraged to take two four-week classes in online pedagogy. Departments provide travel funding for faculty who want to attend teaching workshops outside the University.

5. Describe the normal workload for a full-time faculty member. Explain how workloads are determined. If some workloads are lighter or heavier than normal, explain how these variations are determined.

Tenured and tenure-track faculty teach two courses a semester. Fixed-term faculty members teach three courses a semester. Faculty members with administrative appointments have a reduced teaching load. From time to time, faculty members volunteer to teach more than their prescribed number of courses, in which case they receive additional pay. Occasionally, faculty members have a reduced teaching load because a course must be cancelled. When that happens, the faculty member teaches a higher than usual course load in the subsequent semester. Faculty members may attract external funding for projects or appointments that result in course releases. Also, those designated as Distinguished Professors by the University (a maximum of two in the College) have a one-course reduction each academic year.

6. Demonstrate that full-time tenured, tenure-track and fixed-term faculty have taught the majority of core and required courses for the three years before the site visit. If full-time faculty have not taught and are not teaching the majority of core and required courses, the unit should explain how its staffing plan accomplishes the goal of reserving the primary responsibility for teaching to the full-time faculty.

Percentage of core and required courses taught by full-time faculty:

2017-18 school year: 68 percent

2016-17 school year: 71 percent

2015-16 school year: 70 percent

7. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff. Use a digital format to provide any course evaluation forms, peer review forms or other documents used in evaluations.

All full-time faculty are evaluated annually, as described in University Policy [AC 40](#), Evaluation of Faculty Performance. Each spring, faculty members submit their activities during the calendar year using Activity Insight by Digital Measures, an online platform. The department head reviews the activities, meets with the faculty member, writes an annual review and gives a copy to the faculty member and the dean. The dean uses the annual reviews to determine salary merit increases for the following year, based on funding provided centrally for the College. Department heads review the student teaching evaluations of part-time faculty.

The University requires that all courses must be evaluated by students. The [SRTE \(Student Rating of Teaching Effectiveness\)](#) is completed online. Students are asked to rate the “overall quality of the course” and the “overall quality of the instructor” on a scale of 1 to 7. They are also asked to rate the “clarity of the instructor’s presentations,” “instructor’s skill in handling students’ questions and comments,” “the instructor’s knowledge of the subject matter,” and “instructor’s skill in encouraging students to think,” among other questions.

8. List selected achievements in teaching in the past six years: awards or citations for high-quality teaching; grants or other support for development of curriculum or courses; publications and papers on teaching; etc. (Five citations a year is sufficient, but the unit has the option of providing a full list in a digital format.)

Teaching Honors

2018

Pearl Gluck, Distinguished Honors Faculty, Schreyer Honors College
Anita Gabrosek, Deans’ Excellence Award in Teaching
Jarod LaGroue, Harold Martin Graduate Assistant Outstanding Teaching Award
Arienne Ferchaud, Djung Yune Tchoi Memorial Excellence in Teaching Award
Stephanie Orme, Djung Yune Tchoi Memorial Excellence in Teaching Award

2017

Mary Beth Oliver, International Communication Association Mentorship Award
John Beale, University-wide George W. Atherton Award for Excellence in Teaching
Tara Wyckoff, Deans’ Excellence Award in Teaching
Ann Marie Major, College Alumni Society’s Excellence in Teaching Award
Azeta Hatef, Harold Martin Graduate Assistant Outstanding Teaching Award
Sushma Kumble, Djung Yune Tchoi Memorial Excellence in Teaching Award
Chun Yang, Djung Yune Tchoi Memorial Excellence in Teaching Award

2016

Matt Jackson, Distinguished Honors Faculty, Schreyer Honors College
Maura Shea, Distinguished Honors Faculty, Schreyer Honors College
Steve Manuel, Deans’ Excellence Award in Teaching
Kevin Hagopian, College Alumni Society’s Excellence in Teaching Award

Stephanie Berberick, Harold Martin Graduate Assistant Outstanding Teaching Award
Tanner Cooke, Djung Yune Tchoi Memorial Excellence in Teaching Award
Azadeh Nazer, Djung Yune Tchoi Memorial Excellence in Teaching Award
Fan Yang, Djung Yune Tchoi Memorial Excellence in Teaching Award

2015

Ken Yednock, Deans' Excellence Award in Teaching
John Affleck, College Alumni Society's Excellence in Teaching Award
Alyssa Appelman, Djung Yune Tchoi Memorial Excellence in Teaching Award
Dunja Antunovic, Djung Yune Tchoi Memorial Excellence in Teaching Award

2014

Matt McAllister, University-wide Graduate Faculty Teaching Award
Russ Eshleman, Deans' Excellence Award in Teaching
Michel Haigh, College Alumni Society's Excellence in Teaching Award
Janelle Applequist, Harold Martin Graduate Assistant Outstanding Teaching Award
Drew Shade, Harold Martin Graduate Assistant Outstanding Teaching Award
Steve Bien-Aime, Djung Yune Tchoi Memorial Excellence in Teaching Award

2013

Barbara Bird, Deans' Excellence Award in Teaching
Steve Kraycik, College Alumni Society's Excellence in Teaching Award
Brian Macauley, Djung Yune Tchoi Memorial Excellence in Teaching Award
Yeong Kim Keun, Djung Yune Tchoi Memorial Excellence in Teaching Award

Select Teaching Publications

David Knowlton & **Kevin Hagopian**, eds. *From Entitlement to Engagement: Affirming Millennial Students' Egos in the Higher Education Classroom*. Jossey-Bass, 2013.

Serena Carpenter, **Anne M. Hoag**, & August E. Grant. "An Examination of Print and Broadcast Journalism Students' Personality Traits." *Journalism & Mass Communication Educator*, 73 (2) 2018.

Serena Carpenter, **Anne M. Hoag**, & August E. Grant. "Journalism Degree Motivations: The Development of a Scale." *Journalism & Mass Communication Educator*, 71 (1) 2017.

Part II, Standard 5. Scholarship: Research, Creative and Professional Activity

Executive Summary

- The Bellisario College, as part of a research-intensive (Carnegie Classification R1), land-grant university, provides a robust environment for research, creative, and professional activity. It *requires* such activity through its hiring practices and its [promotion and tenure guidelines](#), including those for [fixed-term faculty members](#). It *supports* such activity through its [centers and institutes](#) and year-round financial support for faculty members. It also *rewards* its most productive faculty members through annual awards, appointment of chairs and professorships, and other forms of recognition.
- The Bellisario College's [strategic plan](#) emphasizes impact and engagement for the scholarly activities of its faculty. Methodological and theoretical “cross-pollination” is part of the ethos, as faculty members share their work and collaborate across programs and departments and with colleagues across the University.
- Faculty members are expected to contribute to the University's mission and can do so through a number of venues that draw on their experience, expertise, skills and interests. As its guidelines for promotion and tenure point out, “some faculty members in the Bellisario College may publish academically exclusively, and other may, exclusively, do creative projects and/or publish journalistically or in persuasive communications. Yet others may present a mix of academic and professional work for consideration.” Thus, all faculty can (and should) contribute. The College prides itself on the breadth and depth of its contributions to academic disciplines and professional fields.
- Bellisario College faculty are a highly visible presence across the disciplines and professions. They share their work in an array of venues – including in top-tier, peer-reviewed journals, books, digital outlets, and juried film festivals. They also share their expertise at scholarly and professional associations meetings -- including ICA, NCA, and AEJMC. Faculty members have been recognized by major associations and publications for their high impact on the communications fields.

1. Describe the institution’s mission regarding scholarship by faculty and the unit’s policies for achieving that mission.

The College recognizes the wide array of expertise, experience and scholarly interests among its faculty members, and its mission around scholarship reflects that reality. Some faculty members are heavily engaged in traditional academic research; others engage in creative activity and professionally oriented work.

The College’s strategic plan includes the goal to “impact the professions and society through our research, creative activity, and public scholarship.”

The strategic plan lists the following objectives in pursuit of its goal:

1. Promote projects with demonstrated impact.
2. Attain increasing external support.
3. Integrate students in our scholarly and professional work.

The College’s strategies, supported by its policies and practices, are designed to achieve these objectives. For instance, one strategy has been to “connect the work of our faculty, Centers and Institutes to one another and across the University.” The College’s growing emphasis on science (translational) communication has resulted in co-hires with Penn State’s [Institutes of Energy and the Environment](#) (IEE). The College is also a founding member of the University’s [Center for Security Research and Education](#) and a new Center for Immersive Experiences.

Another strategy, designed to increase grant-related activity, is to provide faculty members with “incentives and support of projects that could lead to such funding.” This is achieved in a number of ways, including providing incentives to new faculty to secure external grants within their first three years with the College; and to give priority to summer research grants that show promise as “seed projects.” Another example is in the strategy to “support and highlight student scholarship and the faculty who guide it.” The College’s periodic email newsletter focusing on its research, along with its other communication channels, includes content featuring the work of students and faculty members working on a variety of collaborative projects.

2. Define the group of faculty whose work is included in this section and state time restrictions used to incorporate activities of faculty who were not employed by the unit during all of the previous six years (for example, new faculty and retired faculty).

The work of all full-time faculty members in the College since the last self-study but who arrived prior to the 2018-19 academic year is incorporated into this section. If the faculty

member joined the College sometime during the study period, only the work produced since the individual became employed is reported. The work of faculty members who left the College during the study period is also reported – while that individual was employed.

3. Using the grid that follows, provide counts of the unit’s overall productivity in scholarship for the past six years by activity; first the totals for the unit as a whole and then for the individuals who produced these totals, broken down by academic rank. The chart should provide a snapshot of scholarship activity within the unit during the six-year period. Therefore, the grid should capture relevant activity by all full-time faculty only while at the accredited unit. Provide the total number of individuals in each rank in place of the XX. Adapt the grid to best reflect institutional mission and unit policies and provide a brief narrative.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Totals (86)
		Full Professors (15)	Associate Professors (22)	Assistant Professors (8)	Other Faculty** (41)	
Awards and Honors	84	20	49	7	12	84
Grants Received Internal	43	13	15	12	3	43
Grants Received External	30	11	13	6	1	31
Scholarly Books, Sole- or Co-authored	6	2	8	0	0	10
Textbooks, Sole- or Co-authored	0	0	0	0	0	0
Books Edited	9	9	0	0	0	9
Book Chapters	102	36	62	3	6	106
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	224	94	141	14	5	239
Refereed Conference Papers	264	133	125	11	1	270
Invited Academic Papers	245	140	60	19	31	246
Encyclopedia Entries	16	9	3	0	4	16
Book Reviews	10	4	0	1	5	10
Articles in Non-refereed Publications	155	101	14	7	34	156
Juried Creative Works	49	0	47	3	0	49
Non-juried Creative Works	238	0	103	0	135	238
Other (please specify) KEYNOTES	27	16	6	0	5	27

- Co-authored work should be counted as a single publication in the unit totals. However, if for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors.
- **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

Notes:

* The work of faculty members is also categorized by their *current* rank. (For example, all of the work of a faculty member promoted to the rank of associate professor in 2010 would be

categorized under “associate professor,” even though some of the work of that faculty member was likely produced while working as an assistant professor.)

* Law journal articles are included as a sub-category of refereed journal articles. The reason for this is that, although they are not peer-reviewed, articles in such journals as the *Yale Journal of Law and Technology* and the *University of Pennsylvania Journal of Constitutional Law* are rigorously reviewed and edited, publish work from leading law scholars, and clearly fit the College’s mission to foster high-quality research that, as noted above, significantly impacts academic literature, professional practice and/or public policy.

- 4. List in a digital file the scholarly, research, creative and professional activities of each member of the full-time faculty in the past six years. Limit to 10 per faculty member through the six-year period. The unit has the option of providing a complete list in digital format. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note. Professional service activities will be reported in Standard 8.**

Faculty members in the College have been recognized by their peers in the disciplines as leaders in their scholarly, research, creative and professional pursuits. Evidence of that includes:

Denise Bortree, associate professor in AD/PR, was invited in 2017 to join the prestigious Arthur W. Page Society, a thought-leadership organization for public relations industry leaders.

Boaz Dvir, assistant professor in Journalism, produced a documentary (“A Wing and a Prayer”) that was aired on more than 150 PBS stations, including in the Top 30 markets, between 2015 and 2017.

Rob Frieden, Pioneers Chair, was named an Academic Fellow in the Harvard Berkman Center for Internet and Society in 2015.

Sascha Meinrath, Palmer Chair in Telecommunications, was named to the “*TIME* Tech 40” (2013) and *Newsweek*’s “Digital Power Index” (2012). In 2018, he was named by *The Washington Post* as part of “The Network” – top cybersecurity experts in the United States.

Jessica Myrick, associate professor in Media Studies, was named the Lillian Lodge Kopenhaver Outstanding Junior Woman Scholar in 2017. She won an Emerging Scholar Award from AEJMC in 2016.

Mary Beth Oliver, Donald P. Bellisario Professor of Media Studies, was inducted as a Fellow in the International Communication Association in 2014 and received the association’s B. Aubrey Fisher Mentorship Award in 2017.

Shyam Sundar, James P. Jimirro Professor of Media Effects, was recognized as a Penn State Faculty Scholar Medal winner for Social & Behavioral Sciences in 2016. This is the highest research award from the University. In 2017 he was inducted as a Fellow in the International Communication Association, and in 2018 he won the Paul J. Deutschmann Award for Excellence in Research.

Please see accompanying file for this standard listing 10 [recent scholarly, research, creative and professional activities](#) for each faculty member.

5. Describe the institution’s policy regarding sabbaticals, leaves of absence with or without pay, etc. List faculty who have taken sabbaticals or leaves during the past six years. Give one-sentence descriptions detailing the academic achievements of each sabbatical.

Tenured faculty members are eligible for a sabbatical leave of absence with pay for purposes of intensive study or research that will increase the quality of the individual’s future contribution to the University. A sabbatical is a privilege that may be granted to a faculty member who has demonstrated by publication, teaching, exhibition or performance an above average ability in scholarship, research or other creative accomplishment, according to the University’s [Policy AC17](#), “Sabbatical Leave.”

All full-time faculty members are eligible for leaves of absence on recommendation of the dean. According to University [Policy HR16](#), a regular faculty or staff member is eligible for or may be placed on a leave of absence for the following purposes: for sickness, maternity or family care; for formal study that results in promoting the interests of the University, as well as those of the faculty or staff member or for any other reason determined to be at the convenience of the University in the judgment of the dean. [Policy HRG18](#) provides guidance for parental leaves (for newly born or adopted children).

Sabbaticals

Shyam Sundar, to conduct research on interactive media and online privacy, Spring 2018

Richie Sherman, to conduct research and begin production for documentary, Fall 2017

Frank Dardis, to conduct research on video-game digital/interactive advertising, Spring 2017

Fuyuan Shen, to complete three research projects on narratives and media effects, Fall 2016

Patrick Parsons, to conduct research on news media consumption patterns, Spring 2016

Lee Ahern, to conduct research for a book on environmental/science communication, Fall 2015

Michael Schmierbach, to write textbook on communication research, Spring 2015

Rob Frieden, to generate several scholarly contributions in telecommunications and internet law, Fall 2014-Spring 2015

Michelle Rodino-Colocino, to conduct research on technology, gender and labor, Fall 2014-Spring 2015

Denise Bortree, to participate in a research project on volunteerism and sustainability, Fall 2014

Krishna Jayakar, to conduct a comparative evaluation of telecommunications policy-making in China and India, Fall 2014

Bu Zhong, ICT4D projects at Hong Kong Baptist University, Fall 2013-Spring 2014

Anthony Olorunnisola, to develop an education intervention program at University of Ibadan, Nigeria, Fall 2013-Spring 2014

Ford Risley, to conduct research for an edited collection of letters from a Civil War newspaper editor, Fall 2013

Matt Jordan, to conduct research for a book on the notion of quietness, Fall 2013

Russell Frank, to write a biography of Herblock, cartoonist, Fall 2012-Spring 2013

Anne Hoag, to conduct research on media entrepreneurs, Spring 2013

Matt Jackson, to conduct research on developments in copyright law as they related to the repurposing of commercially produced content, Spring 2013

Mary Beth Oliver, to complete an edited book project and associated research symposium, Spring 2013

Robert Richards, to write law review articles on impact of federal obscenity prosecutions, Fall 2012

Leaves of absence

Alex Fattal (a tenure-track faculty member who is not eligible for sabbaticals), to complete a Fulbright Fellowship in Colombia, Spring 2018

Cindy Simmons (a fixed-term faculty member who is not eligible for sabbaticals), to complete a book manuscript, Spring 2017-Spring 2018

6. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity.

The College provides support for faculty research and creative initiatives. The College's research administrator assists faculty members and graduate students in finding grants, preparing proposals and budgets, and managing their budgets after funding is granted. She also coordinates the processing of proposals through the University research support services.

The College developed its own research initiation summer grant program for faculty that awards seed money for initiatives. Incoming faculty members may receive enhanced supplemental research initiation funding to provide additional assistance in launching their

research and creative activities. Between 2015 and Fall 2018, summer research initiation grants totaling \$208,100 were awarded by the College to support faculty projects. When made available by the University's Research in Undergraduate Education program, the College has also distributed funds to faculty members to bring undergraduate students into their research projects during the academic year.

Faculty members are eligible for a pool of travel and research money available in the College, which allows them to attend national conferences and to present their research. New faculty members are awarded an enhanced travel allotment to help jumpstart their research or creative initiatives. For 2017-18, base travel support was \$2,500 per full-time faculty member, which was administered by the heads of the College's four departments. Department heads have additional travel funds they can award on a case-by-case basis.

Furthermore, the College's involvement in University-wide enterprises has allowed its faculty members to receive additional funding. For instance, in 2018, a faculty member received a \$15,000 grant from the Center for Security Research and Education (CSRE). Because the College is a founding member, its faculty members can apply for CSRE support.

7. List faculty who have taken advantage of those programs during the past six years.

Faculty members were awarded summer research-related grants by the College between 2015-2018 that totaled \$208,100. Some faculty members also received funds through the University's Research in Undergraduate Education program, administered by the College.

Summer Research Initiation Grants

2015

Cindy Simmons
Anne Hoag
Bu Zhong
Shyam Sundar
Boaz Dvir
Richie Sherman
Fuyuan Shen
Lee Ahern
Colleen Connolly-Ahern
Anthony Olorunnisola
Pearl Gluck

2016

Michelle Rodino-Colocino
Yael Warshel

Lee Ahern
Cindy Simmons
Boaz Dvir
Shannon Keenan
Bu Zhong
Alex Fattal

2017

Alex Fattal
Boaz Dvir
Bu Zhong
Cindy Simmons
Colleen Connolly-Ahern
Lee Ahern
Mary Beth Oliver
Michelle Rodino-Colocino
Pearl Gluck
Richie Sherman
Sascha Meinrath

2018

Jessica Myrick
Bu Zhong
Boaz Dvir
Alex Fattal
Mary Beth Oliver
Bill Zimmerman
Michelle Rodino-Colocino
Renea Nichols
Yael Warshel
Richie Sherman
Lee Ahern
Colleen Connolly-Ahern
Pearl Gluck
Ben Cramer

Research in Undergraduate Education

2013-14

Marcia Distaso
Michael Elavsky
Michel Haigh
Anne Hoag
John Sanchez
Fuyuan Shen

2014-15

Frank Dardis
Marcia DiStaso

Michel Haigh
Fuyuan Shen
Shyam Sundar

2015-16

George Anghelcev
Boaz Dvir
Pearl Gluck
Michel Haigh
Michelle Rodino-Colocino
Ron Smith
Shyam Sundar

2016-2017

George Anghelcev
Boaz Dvir
Pearl Gluck
Yael Warshel

Part II, Standard 6. Student Services

During the visit, the unit should make the following documents accessible to the team:

- advising records
- other files related to student services

Executive Summary

- The Bellisario College has steadily increased the amount and number of scholarships it provides annually. The College awarded approximately \$1 million in scholarships to 483 students in 2017-2018, an increase over the approximately \$920,000 awarded to 447 students the year before. The median individual scholarship in 2017-2018 was \$1,980, an increase over the \$1,750 median scholarship the year before.
- The Bellisario College's Office of Academic Services advises students about course scheduling, as well as degree and graduation requirements through personal contact and electronic communication. Advisers are diligent about ensuring the College is in compliance with the 72-credit rule.
- The success of the Bellisario College's advising efforts is reflected in the outstanding four-year graduation rate. Nonetheless, the office is constantly evaluating its services and has taken steps to better advise students, including increasing the weekly contact hours each adviser has with students. The College has also increased its number of advisers since the last site visit although the number of majors in the College has not increased.
- A wide array of student media, student professional organizations and other extra-curricular activities are provided by the College and the University. The College and University also support ideas that students have for starting their own media organizations.
- The Bellisario College's three-member Office of Internships and Career Placement provides career counseling and employment assistance. The staff hold individual meetings and group sessions with students. The office also puts on three communications career fairs annually.
- The Bellisario College's enrollment held steady at about 2,700 students from 2014-2017. The first-year retention rate for the College's entering class of 2016 was 93.4 percent, compared to 92.7 percent for all students at University Park. The College's four-year graduation rate for students entering in 2013 was 82.1 percent – second only to the College of Nursing – compared to 68.3 percent rate for all students at University Park.

1. Complete and attach [Table 9, “Student Aid.”](#)

2. Describe how the unit informs students of the requirements of the degree and the major, advises them on effective and timely ways to meet the requirements, and monitors their compliance with the requirements, including the 72-hour rule. Provide digital files of advising guides, manuals, newsletters or other internal communication with students. Provide a print copy in the workroom. Describe availability and accessibility of faculty to students.

Students are informed about degree and graduation requirements, including the 72-hour rule, through personal contact and electronic communication by the College’s Office of Academic Services. The office, which includes six academic advisers (one of whom is an assistant dean) and two staff assistants, help students with choosing a major, course selection and scheduling, and meeting graduation requirements. Students can schedule an appointment with an adviser or meet with one during drop-in hours. The office also regularly communicates with students through the [“Comm Advisor”](#) electronic listserv. Students receive notices several times a month about advising, scheduling, graduation requirements, and other important information.

Faculty members are available to students during office hours, by telephone, and through e-mail. Full-time faculty members are required to provide their contact information on course syllabi and be available during office hours at least four hours a week. Part-time faculty and graduate students have designated office space in which to meet with students.

The University has the following online resources for students:

- [Undergraduate Bulletin](#): The Bulletin includes general education requirements, Bachelor of Arts requirements, major requirements, minor requirements and course descriptions.
- [LionPATH](#): The University’s online enrollment, scheduling, academic records and degree progress system.
- [Starfish](#): The University’s online system for advising notes, early progress reports and academic summaries.

Additional student resources

[University Registrar Website](#)

[Undergraduate Advising Handbook](#)

[University Senate Student Petitions](#)

[Bellisario Website student resources](#)

3. Describe the unit’s process for evaluating its advising and counseling services. Include measurements of the accuracy of academic advising, student and faculty opinion of the quality of advising, or other indices of the effectiveness of advising. Discuss the results of these assessments.

The College places great importance on advising its students. The Office of Academic Services relies on student feedback, compliance with the 72-hour rule, as well as graduation and retention rates, to measure the success of its academic advising efforts.

The College is diligent in ensuring student understanding of, and compliance with, the 72-credit rule. Of the College’s 1,752 graduates the past two years, only 24 did not comply with the 72-credit rule. These students either transferred into the College with a large number of communications credits or added the new Digital Media Trends and Analytics minor late in their program.

The College’s four-year graduation rate of 82.1 percent is the second highest of all academic colleges at the University and its retention rate of 93.4 percent is the fourth highest. Both rates are exceptionally high for a four-year public institution.

The Office of Academic Services receives regular feedback from students through face-to-face meetings, email and telephone calls, and from annual student focus groups for assessment. Concerns are addressed as they are received. The advisers use this information to discuss and implement improvements. In the past six years the office has:

- Hired a part-time adviser to assist with advising.
- Increased contact hours per academic adviser. The College’s advisers average 32 student contact hours per week, the most of any college at the University.
- Held group sessions to help students understand the University’s new student scheduling and advising platforms (LionPATH and Starfish).
- Improved student access, through controls in the scheduling system, to assure that students have appropriate course availability for scheduling purposes based on their major and semester standing.

4. Describe student media, student professional organizations or other extra-curricular activities and opportunities provided by the unit or the institution that are relevant to the curriculum and develop students’ professional and intellectual abilities and interests.

An array of student media, student professional organizations, and extra-curricular opportunities are available for students in the College. Several have been added in the past six

years, including AWSM, CommAgency, The Underground, and *Valley Magazine*. The Underground and *Valley Magazine* were founded by students in the College.

46Live: Student organization that provides livecasting of Penn State's annual 46-hour dance marathon, the world's largest student-run philanthropy.

Ad/PR Club: Student chapter of the American Advertising Federation.

AWSM: Student chapter of the Association for Women in Sports Media.

Centre County Report: Student newscast that airs weekly on public television and campus cable.

CommAgency: Student media production agency overseen by full-time faculty member.

CommRadio: Student-run Internet radio station overseen by part-time faculty member.

Daily Collegian: University's independent student newspaper published twice a week in print and daily online.

Happy Valley Communications: Student-run communications agency that takes on local clients each semester.

HerCampus Penn State: A student-produced contribution to a national blog collective.

In the Game: Student-produced sports magazine television show that airs twice a semester. Course taught by part-time faculty member.

LaVie: University's student yearbook.

Onward State: Online news site for Penn State students, faculty, staff and alumni.

Panorama: Student-run online publication providing coverage of world news.

Peer Mentors Program: Student organization that pairs advanced students in the majors with incoming and transfer students for mentoring and support.

Phroth: University's humor magazine.

PSNtv (Penn State Network Television): Student-run television airing variety of shows.

Public Relations Student Society of American (PRSSA): Public relations student organization.

Society of Professional Journalists (Sigma Delta Chi): Student chapter of the Society of Professional Journalists.

Sovereign: Student-produced magazine focused on students of color at Penn State.

Spoon University: Student-produced contribution to national online collective focusing on food.

Student Council: Leadership organization that works with dean and advising office to support student life in the College and to promote the Honor Code.

Student Film Organization (SFO): Student-run film organization.

The Underground: Student-run online publication providing multicultural news.

Valley Magazine: Student-run lifestyle magazine published twice a year.

WKPS-FM (The Lion 90.7): University's student radio station.

5. Describe the unit's career counseling and placement strategy for assistance in students' searches for employment. List placement statistics for the three most recent years before the self-study year for which accurate information is available.

Career Counseling and Employment Assistance

The College places importance on career counseling and other career-related services. The Office of Internships and Career Placement provides services to students one-on-one as well as in small-group meetings and large-group sessions.

Career advising meetings are held with students individually in 60- to 90-minute sessions. A search strategy is provided to each student, including specific contacts within their industry of interest, and specifically in the geographic location that the student prefers. In these individual meetings, students are taught how to take an active approach with their job search strategy. Students are taught how to schedule and execute targeted meetings with professionals within the industry.

The office also offers small- and large-group sessions with students. These include tips on creating resumes and writing cover letters; behavior-based interviewing; and professional development opportunities such as "mock interviews" and business etiquette dining.

In addition to offering career consultations throughout the year, the Office of Internships and Career Placement holds three communications-specific career/networking fairs for students in the College each spring semester.

- **JobExpo.Comm** is held on campus in the HUB's Alumni Hall. This internship/career event is focused on regional companies from Pennsylvania and surrounding states. The 2018

event attracted more than 150 recruiters from 73 different communications organizations. Nearly 500 students and recent graduates attended. (See [JobExpo.Comm 2018 program](#)).

- **“Success in the City”** is held in New York City. The 2018 event included more than 200 recruiters from 78 different communications organizations based in and around New York City. More than 420 students and recent graduates attended (See [“Success in the City” program](#)).
- **“Films & Friends”** is held in New York City after “Success in the City.” This networking event brings together alumni and professionals from the New York film/television industry to meet film-video students. The 2018 event brought together 43 alumni and 55 students for the opportunity to network and also screen some of their best work. (See [“Films & Friends XI” program](#)).

When a job opening is sent to the office by media companies, alumni, or friends of the College, it is immediately posted to students using the career services e-mail system. This is the most effective means to promptly get opportunities into the hands of soon-to-be graduates and recent graduates (graduates stay in the system for six months after commencement). The office has the ability to send a particular job lead to specific majors and to the specific student class. Only seniors and recent graduates receive full-time job leads. The office then archives all job postings in the [Nittany Lion Careers website](#), accessible to all students in the College.

The Office of Internships and Career Placement also offers individual companies the opportunity to set up their own on-campus recruitment of students visits outside of the career fairs. Companies such as General Electric, MLB.com, Dow Chemical, NBC Universal and Scripps Networks take advantage of this because it fits their own recruitment schedule and efforts.

The office uses social media outlets such as LinkedIn and Twitter to provide students and recent graduates with contact information on professionals within the industry who are willing to provide advice on effectively transitioning to the communications industry. The staff also uses social media to effectively disseminate important information regarding career trends and helpful tips. Students consult the internship database as an exceptional resource for contact information on companies. With more than 3,900 internship locations and descriptions, the database can assist students in getting connected to future opportunities at a variety of organizations.

Placement Statistics

The Bank of America Career Services Center at Penn State previously produced an annual report called “Post-Graduation Activities of Penn State”. This report was primarily for Penn State Division of Undergraduate Studies advisers, career counselors, admissions advisers and faculty and staff members who regularly interact with students and parents. The Post-Graduate Activities Report ceased to be produced after 2013 and was replaced by a digital “First Destination Post-Graduate Survey.” The most recent three years of this report include the following classes:

- [Class of Summer 2017-Spring 2018](#)
- [Class of Summer 2016-Spring 2017](#)
- [Class of Summer 2015-Spring 2016](#)

Each of the three yearly reports includes information on post-graduation activities, specifically career outcomes, based on information compiled from students three to five months after graduation ([see survey](#)). Career outcomes includes students who reported full-time employment, pursuing further education/graduate school, military service, public service commitment, fellowship, entrepreneurship endeavor, post-graduation internship/residency, other. Note: Part-time employment figures are taken into account only for the most recent year, Summer 2017-Spring 2018, since the question on part-time employment status was not requested of survey respondents and, therefore, was not part of the surveys during the first two years (Summer 2015-Spring 2016 and Summer 2016-Spring 2017).

6. Discuss the processes in place to collect, maintain and analyze enrollment, retention and graduation rates within the major and in comparison with university rates. Discuss the findings of the analysis. Provide the URL where the unit shares its most recent retention and graduation data with the public.

Retention and graduation rates are collected and analyzed by Enrollment Management in the University’s Office of Undergraduate Education and are updated annually. Official enrollment data is provided by the University’s Office of Planning and Assessment. [College enrollment, graduation and retention rates](#) are updated annually on our website.

The College’s enrollment held steady at about 2,700 students from 2012-2017. The number of Advertising/Public Relations and Media Studies majors each grew by 21 percent,

while Film-Video majors grew by 12 percent. Enrollment dropped by 13 percent for Journalism majors, four percent for Telecommunications majors and eight percent for Communications pre-majors.

The College's retention rate for the entering class of 2016 was 93.4 percent, compared to 92.7 percent for all colleges at University Park.

The College's four-year graduation rate for students entering in 2013 was 82.1 percent, compared to 68.3 percent rate for all colleges at University Park. The College's five-year graduation rate for students entering in 2012 was 89.5 percent, compared to 83.5 percent for all colleges at University Park.

Part II, Standard 7. Resources, Facilities and Equipment

Executive Summary

- The Bellisario College has traditionally tied its budget and resources to its strategic plan, investing in initiatives designed to meet its goals in teaching, research and outreach.
- The Bellisario College receives adequate funding from the University and incentives to produce revenue. It has enjoyed strong additional investment from the institution in recent years for its initiatives in [Science Communication](#), [CommAgency](#), its graduate program and – most significantly – in its planned media center, to open in 2020.
- The Bellisario College’s facilities serve its students, faculty and staff in teaching and learning and in research. The College is planning a major upgrade and consolidation of its labs, studios and programs in a new [media center](#), to open in fall 2020.
- Faculty and students have access to equipment and technology at one of two College equipment rooms or through the University’s media services. An equipment committee, made up of faculty and staff, make recommendations to the dean about expenditures.
- Students and faculty have access to outstanding digital resources for teaching, learning, and research. Many of these resources are centrally supported through Penn State Libraries. The College has a [dedicated librarian](#) who visits classes, supports faculty and students, and regularly hosts “drop-in” hours in Carnegie to answer questions about library resources.

1. Complete and attach Table 10, “Budget.” If necessary, provide a supplementary explanation.

Please see the table at the end of this standard.

2. Describe the process through which the unit develops its budget, including preparation of the budget request and spending plan, review and approval, and the role of faculty in the process.

The dean, associate dean, department heads, program directors, and faculty and staff members participate in the College’s strategic planning process. The College’s budget is tied to its strategic plan. In July of each fiscal year, the provost provides the College with its total budget allocation. The vast majority of the annual budget is for personnel. The dean, associate dean and director of administration and finance, in consultation with department

and program directors, finalize the budget for each of the College's allotment accounts, which include the academic departments, undergraduate education, graduate education, administration, diversity and inclusion, human resources, facilities, external relations, student services and internships, and career placement. The budget administrator for each of those accounts is responsible for monitoring them and working directly with the financial officer throughout the fiscal year. The dean is responsible for oversight of the entire College budget. The dean meets regularly with the financial officer throughout the academic year to monitor the budget. Penn State is a state-related university, but it has private characteristics. Because state funding is not guaranteed, access-to-information laws do not apply to individual salaries, which are confidential.

3. Describe the adequacy of resources for the unit and the sources of revenue for those resources (university funds, fees, private funding, other). Describe how the unit will supplement its annual budget from other sources or reallocate resources to reach its strategic goals.

The College's budget model is primarily an "incremental" one, which means that it receives an allocation from central administration every year that is built on funding levels from the previous year. That allocation is primarily for employee salaries; operating funds are generally the responsibility of the College. Opportunities for revenue generation are available, mostly through enrollment in online education ([World Campus](#)) programs, for which the College receives a portion of tuition for each student enrolled. Other revenue opportunities are with summer enrollment, internship enrollment, and development/fundraising. The College has steadily built high-quality World Campus degree programs, focused on shoring up the other opportunities, looked to partner with other units to save costs where appropriate, and taken a careful approach to spending and hiring each year. It also seeks to reallocate spending in areas where strategic goals might be realized. An example is the new student laptop requirement. After careful research that indicated that nearly all students arrive with laptops sufficient for many skills courses, the College decided on a long-term plan to move away from maintaining desktop computers in multiple labs and instead to determine which labs are essential for high-end projects. This allows the College to reinvest its technology budget on equipment, hardware and software that better allows it to innovate and stay current.

4. Describe how the resources provided by the institution compare with the resources for similar units on your campus.

Among its peers on the University Park campus, the College is neither the largest nor the smallest in terms of enrollment, faculty and staff, and operating budget. Compared to its peers, the College's [overall budget is smaller than other academic units](#) when headcount alone is considered. However, the College's research portfolio (grants and contracts) is the smallest of all units at University Park, and its pool of alumni and other resources from which to draw for fundraising and development is also smaller. In sum: The College has adequate resources in comparison to its peers, and in recent years has seen additional support from the University for its initiatives. The University will invest more than \$35 million in general funds toward the College's new media center.

5. Describe the unit's classrooms, offices, computer labs or other building spaces, as well as technology support services. If the unit administers university media or student publications, include a description of equipment and facilities devoted to those operations.

Many of the College's lecture courses and skills courses take place in general-use facilities controlled and maintained by the University. However, the College also has its own [facilities](#), including studios, labs and classrooms. Until Fall 2018, the College occupied 49,913 square feet of space at multiple sites—Carnegie Building, James Building, Lubert Building, 103 Innovation Boulevard and the Willard Building—an addition of more than 1,129 square feet since the time of the previous accreditation review. All College facilities are ADA compliant, and students have 24-hour card-swipe access to labs appropriate to their classwork for that semester.

The information below is a snapshot of the College's current facilities, which will be in use until the 2020-21 academic year.

The largest portion of the space, and the main home of the College, is in the historic [Carnegie Building](#). The 18,355-square-foot facility houses six laboratories, one large cinema- classroom, four seminar-conference rooms, 68 individual offices and three common areas divided by office cubicles.

The ground floor includes 12 faculty-staff offices, five classroom-laboratories (including the John Curley News Writing Lab), three meeting rooms, a technology support suite, the Arthur W. Page Center for Integrity in Public Communication archive room, satellite

equipment room and a faculty-staff lounge. The first floor includes 22 faculty-staff offices, one conference room, the Donald W. Davis Advertising Lab and the Carnegie Cinema. The second floor includes the Dean's suite and offices for general College administration, academic services, diversity and inclusion, internships and career placement, and 34 faculty-staff offices. Carnegie is centrally located on campus and is in close proximity to the main libraries on campus and other important resources for students and faculty.

The College maintains two production facilities in adjacent buildings at the University's Innovation Park location, a 12-minute bus ride from the core campus. The 4,573-square foot space at 103 Innovation Park Boulevard contains one of the College's two television studios and its audio production laboratories and classrooms. The College's Innovation Park facility is also home to CommRadio, the College's streaming radio service. The suite also includes a classroom, three staff offices and storage and work areas.

A nearby, 8,884-square foot Lubert Building suite contains the College's state-of-the-art HD studio. It is base operations for [Centre County Report](#), the College's weekly student-produced television news program that airs Friday nights on WPSU-TV, Penn State's Public Broadcasting station (located directly across the street from Lubert Building). A second-floor suite contains the College's film and audio-video checkout facility, a large computer lab-classroom, the Carmen Finestra Digital Editing Laboratory, [CommAgency](#), an audio recording booth, a small general-purpose classroom, four faculty-staff offices and a film-video shooting space.

The College also uses 6,932 square feet in James Building, located at 123 South Burrowes Street, one block off campus in downtown State College. The University-owned building is shared with *The Daily Collegian*, an independent student newspaper. The building houses the College's Pennsylvania Center for the First Amendment, Media Effects Research Laboratory, Office of External Relations and Strategic Communications, Finance Office, and graduate student work areas.

Until summer 2018, the College used 5,169 square feet on the second and third floors of the Willard Building, located directly across the street from Carnegie. In light of upcoming renovations to Willard and the development of the Bellisario Media Center, faculty members in 17 offices have been relocated to temporary space in the James Building. Willard has also been home to the College's Gannett Foundation New Media Lab, its Institute for Information Policy, and a film-video classroom and shared curriculum shooting space. These facilities will also come offline as the College prepares for its new media center.

The College's Labs, Studios and Suites

The College has spent more than \$3 million since the last accreditation review on building renovations, hardware, software and furniture to maintain and upgrade its environment for student support, teaching, and research. A 2017-18 University agreement to provide the [Adobe Creative Cloud](#) to all students has lessened the College's need to purchase software for the labs, as students can access a wide array of software through their Penn State Accounts. Furthermore, a new [laptop requirement](#) – in effect for first-year students beginning in Fall 2018 – will also allow the College to invest more strategically in facilities and technology in coming months and years.

Beyond faculty/staff offices and program areas, the College currently maintains the following labs and studios:

Carnegie Building

Donald W. Davis Advertising Lab (121 Carnegie)
Film Lab (21 Carnegie)
Michael T. Chobot Studio (16 Carnegie)
Photo Lab (6 Carnegie)
John Curley News Writing Lab (8 Carnegie)
General-Purpose Lab (19 Carnegie)
Note: Carnegie Cinema is operated by the University.

Innovation Park

Television Studio (209 & 210, 103 Innovation Park)
Digital Broadcast News Lab (218 & 224, 103 Innovation Park)
Audio Production Lab (217 & 226, 103 Innovation Park)
CommRadio Suite (206 & 219-223, 103 Innovation Park)
General Photo and Film Studio (213E Lubert)
CommMedia Suite/Centre County Report studio (115 Lubert)
CommAgency Suite (213PLubert)
Finestra Digital Editing Lab (213Q Lubert)

James Building

Media Effects Research Labs (306, 307 & 309 James)

The College also maintains two equipment rooms. A large suite is at its Innovation Park facility; a smaller room, offering primarily photography equipment, is in the Carnegie Building.

Technical Staff

Karen Mozley-Bryan is the College's facilities manager, with general oversight responsibility for all facilities. Yu Tai Chung oversees the College's IT needs. A total of 11 staff members work in facilities and technology support for the College.

The Donald P. Bellisario Media Center

Thanks to a naming gift from alumnus Donald P. Bellisario ('61), leveraged with University support, the College is preparing to open a new, state-of-the-art media center just steps away from the Carnegie Building and in the heart of campus. The center, slated to open in Fall 2020, will expand and consolidate the College's Innovation Park facilities with some of its facilities currently in the James Building. The guiding ethos for the media center is *open, collaborative, creative, and entrepreneurial*. Students in all majors will work in an environment designed to encourage innovation, further empowering the College in its mission to create the next great generation of digital storytellers.

The media center, a \$43.5 million investment, will include multiple studios, a screening room, media commons for large events, CommAgency, an open newsroom, student workspace and spaces for team projects, an innovation lab, the Media Effects Research Lab, and the College's Equipment Room. *The Daily Collegian*, which is independent of the College, has been invited to occupy a dedicated space near the open newsroom, which will be accessible for all student media.

6. Describe the unit's most urgent needs for resources, if any, and the plan to address these needs.

The current equipment inventory and facilities serve students and faculty for curricular and research needs. Continuing significant investments in equipment and renovation of existing space has allowed us to teach advanced skills and production techniques, to expand offerings in skills-based portions of our curriculum, to launch new student programs and to support faculty research and creative scholarship. An equipment

committee, made up of faculty and staff, provide recommendations to the dean for spending on new cameras and other equipment.

Student/equipment ratios are generally healthy. As is the case with many programs, demand waxes and wanes during the semester, in response to assignment deadlines and final projects. An electronic equipment check-out system allows students to ensure the equipment they need is available. The College also coordinates with the University's media technology service, which provides basic cameras and peripherals to students from across the University. Furthermore, students and faculty have access to facilities and technology through Penn State's [Media Commons](#) and other labs maintained by central IT.

In summary: Students have adequate and convenient access to the tools they need for course assignments, either through the College's large Equipment Room at Innovation Park or its smaller "satellite" room in Carnegie. The challenge for the College will be to make wise short-term decisions about technology and equipment investments as it also makes long-term plans for its new media center.

Table 10

**Donald P. Bellisario College of Communications
The Pennsylvania State University
Budget and Expenditures
Fiscal Years 2015/2016 through 2017/2018**

Budget Item:	2015-2016	2016-2017	2017-2018
Administrative Salaries *	\$2,970,103	\$3,047,956	\$3,239,363
Teaching Salaries (Full Time)	\$5,853,867	\$5,999,552	\$6,203,927
Teaching Salaries (part time/adjunct)	\$326,295	\$337,746	\$479,439
Teaching/Graduate Assistants	\$1,181,133	\$1,296,583	\$1,367,057
Clerical Salaries	\$764,310	\$805,599	\$853,925
Equipment	\$782,644	\$536,085	\$549,070
Equipment maintenance	\$11,069	\$10,774	\$40,351
Supplies	\$83,034	\$97,654	\$100,858
Library Resources	\$8,781	\$53,433	\$58,522
Databases, online information services	\$42,135	\$47,710	\$58,119
Travel	\$252,569	\$230,496	\$361,092
Research	\$1,365,550	\$1,399,181	\$1,531,302
Other:			
Academic Services	\$51,572	\$56,649	\$58,969
Administration	\$434,136	\$337,463	\$451,206
Career placement and internship program	\$63,519	\$67,505	\$69,123
Center for Sports Journalism	\$302,143	\$301,822	\$303,064
Com Media/Radio/Agency	\$95,420	\$117,174	\$140,383
Development and Alumni Relations	\$661,701	\$763,917	\$875,384
Facilities	\$66,023	\$70,420	\$86,368
Fringe Benefits	\$3,507,105	\$3,761,800	\$3,819,259
Graduate programs	\$318,967	\$288,517	\$342,083
Human Resources	\$44,925	\$56,495	\$61,537
Diversity and Inclusion	\$21,977	\$24,410	\$25,295
Outreach	\$87,897	\$72,562	\$68,390
Recruitment	\$19,041	\$27,693	\$36,840
Renovations	\$112,513	\$167,637	\$185,255
Sci Comm	\$3,000	\$73,880	\$80,578
Undergraduate programs	\$235,770	\$234,945	\$260,796
Visiting Scholars	\$25,049	\$26,926	\$27,682
Washington DC/Hollywood Program	\$55,376	\$69,478	\$75,152
Total Annual Journalism/ Mass Communications Budget:	\$19,747,624	\$20,382,062	\$21,810,389

Notes:

Budget totals do not include salaries for Dean, Director of Development, and Financial Officer which are paid from central funds.

*Except as mentioned above, includes all administrative staff members in Dean’s Office, Academic Services, Development, Facilities, Financial Office, Human Resource, Internship Office and Diversity and Inclusion Office.

Part II, Standard 8. Professional and Public Service

Executive Summary

- The Bellisario College holds several endowed lectures annually; it celebrates African-American Heritage month and Native American culture; and it sponsors awards for media criticism and for coverage of youth sports.
- Faculty members in the Bellisario College are engaged in numerous professional and public service activities at all levels.
- The Bellisario College has regular contact with alumni and professionals to help keep its curriculum current. Alumni and professionals serve on advisory boards, assist with student learning assessment, and help secure internships.
- The Bellisario College communicates with alumni across a variety of print and electronic platforms throughout the year.
- The Bellisario College assists scholastic journalism by holding three high school workshops, hosting the state scholastic press association competition, and co-sponsoring a summer multimedia workshop.

Please respond to each of the following instructions:

1. Summarize the professional and public service activities undertaken by the unit. Include operation of campus media if under control of the unit; short courses, continuing education, institutes, high school and college press meetings; judging of contests; sponsorship of speakers addressing communication issues of public consequence and concern; and similar activities.

Annual Endowed Lectures. The College has four endowed lectures: Bronstein Lecture in Ethics and Public Relations, Donald W. Davis Symposium in Advertising Ethics, N. W. Oweida Lecture in Journalism Ethics, and Pockrass Memorial Lecture. All lectures are open to the public.

Foster-Foreman Conference of Distinguished Writers. The annual Foster-Foreman Conference of Distinguished Writers brings outstanding writers to campus for free public lectures and sessions with students. The conference has hosted some 40 Pulitzer Prize winners, including Wesley Lowery, Lisa Falkenberg, John Branch, Sara Ganim and Dean Baquet.

African-American Heritage Month. The College celebrates African-American Heritage Month annually with a speaker and entertainment. Past speakers have included Reginald Walker, an ESPN producer, and Salim Faraji, associate professor of Africana Studies at California State University-Dominguez Hills.

Penn State Powwow. The Powwow, held in the spring each year, celebrates Native American culture with dancing, food and other customs. The Powwow is coordinated by a Native American faculty member in the College and attracts thousands of visitors from throughout central Pennsylvania.

Bart Richards Award for Media Criticism. The award honors work that evaluates news media coverage of significant subjects or issues and is presented annually at the National Press Club in Washington, D.C. Past winners have included David Folkenflik of NPR, “Reliable Sources,” Nieman Reports, and “Beat the Press.”

Award for Excellence in Coverage of Youth Sports. The John Curley Center for Sports Journalism recognizes creative, in-depth and innovative coverage of youth and high school sports by broadcast, print and online journalists with the annual award. Past winners have included NJ Advance Media, *Newsday* and the *Tampa Bay Times*.

Keystone Multimedia Workshop. The workshop is a three-day event held in partnership with the Pennsylvania News Media Association. It provides professionals, educators, and students the basics skills needed to produce compelling narrative multimedia stories. Faculty members design and teach the workshop.

Police and Media Relations Workshop. The workshop is a two-day event for law enforcement personnel from around the region who work with the news media on a regular basis. It is directed by a faculty member who worked in both journalism and media relations with assistance from other faculty and professionals.

“Centre County Report” is a weekly newscast that airs on WPSU-TV, Penn State’s public television station and campus cable. Students write, produce and direct each 30-minute broadcast. CCR also broadcasts specials, such as the 2018 International Reporting class trip to Israel.

CommRadio is a 24-hour a day Internet radio station operated by the College and overseen by a part-time faculty member who is also a local radio announcer. It provides practical, hands-on

professional experience for students in news, sports and talk. Students also handle marketing and promotion.

CommAgency is a student-run production agency, overseen by a full-time faculty member. It gives students experience working with real-life clients in the Penn State community. Using professional equipment, the students produce documentary-style videos and branded content.

46 Live is a live broadcast of Penn State's annual 46-hour dance marathon held at the Bryce Jordan Center. "Thon," as it is popularly known, is the largest student-run philanthropy in the country. Dozens of students host, shoot and direct the broadcast from start to finish.

2. In a digital file, list examples of professional and public service activities undertaken by members of the faculty in the past six years (before the self-study year). Limit to five examples per faculty member. The unit has the option of providing a complete list in a digital format. Do not include service to the unit or institution; this information should be presented in Standard 1.

Faculty members in the College are engaged in a wide range of [professional and public service activities](#). A sample of the current and past activities includes the following:

President, AEJMC
Editor, *Mass Communication & Society*
Head, AEJMC Standing Committee on Professional Freedom & Responsibility
President, Centre County Historical Society
Site Team Member or Chair, ACEJMC
Judge, George Foster Peabody Awards
Board Member, American Native Press Archives
Chair, International Environmental Communication Association
Board Member, Interfaith Human Services
President, Chinese Communication Association
Judge, Pennsylvania News Media Association Keystone Press Awards
Steering Committee Chair, Union for Democratic Communications
Coach, NPPA Multimedia Immersion Workshop
Editor, *Journal of Mass Media Ethics*
Photographer, USO

3. Describe the unit's contact with alumni, professionals and professional organizations to keep curriculum and instruction, whether online or on-site, current and to promote the exchange of ideas. Contact may include alumni and professional involvement in advisory boards, curriculum development, guest speaking, placement, internships, and fundraising. Provide advisory board members' names and contact information.

The College has five major alumni-related boards, comprising about 65 alumni and affiliated industry professionals, who are supported administratively by the Office of External Relations. The College's director of alumni relations manages two of the boards and assists administratively in the management of two others. The boards typically meet on campus (or elsewhere) one or two times a year.

Advancement Council

The 15-member [Advancement Council](#) works in conjunction and under the direction of the College's Development Office to reach annual development and long-term campaign goals. This includes personal support; involvement in identifying and meeting prospective donors; and making introductions and thanking donors for their contributions to the College. The Advancement Council meets twice a year.

Advertising/Public Relations Alumni Network Board

The [Advertising/Public Relations Network Board](#), comprised of 15 members, focuses on the networking of alumni and professionals in the fields of advertising, public relations, community and media relations, and marketing. The group serves as a resource for the College, the Advertising/Public Relations Department and student organizations. Members return to campus annually for a board meeting, during which time they visit classes and host on-campus mentoring programs.

Alumni Society Board

The [Alumni Society Board](#), comprised of 25 members, helps to elevate the stature of the College through a review of its programs; supports fund-raising and development efforts; helps students obtain internships and employment upon graduation; provides a vehicle by which alumni may be involved in the affairs of the College and the University; and recognizes outstanding achievements by faculty, alumni and friends of the College. The board meets twice a year.

John Curley Center for Sports Journalism Alumni Council

The 12-member [Sports Journalism Alumni Council](#) serves as an advisory group and resource for the Curley Center and its students. The council meets once a year. Council members

also visit campus regularly, giving guest lectures, holding workshops, and providing critiques of student work.

L.A. Advisory Board

This board comprises about a dozen alumni who work in West Coast news/entertainment industries. Members serve as resources for internships and support of the College's semester-in-residence program and meet twice yearly.

Through an ongoing series of off-campus events and programming, the College reaches out to alumni who may not be connected due to geography or other reasons. Events are held in areas with the highest concentration of alumni, including New York City, Philadelphia, Pittsburgh, and Los Angeles. Recent event locales have included the National Press Club in Washington, D.C.; the *New York Times* office in New York City; the KYW Broadcast Center in Philadelphia; and the James Bridges Theater in Los Angeles.

Alumni recognition programs recognize professional contributions and achievements and provide an opportunity for alumni to return to campus to interact with students, faculty, staff and administration. The College participates in two core recognition programs. One is administered through the Penn State Alumni Association, and the College nominates recipients for these [University-wide awards](#) and then organizes their on-campus visits throughout the academic year. In addition, the College's Alumni Society Board confers [awards](#) each year to recognize alumni and other communications professionals, as well as faculty.

Alumni play a key role in the College's Student Learning Assessment (SLA) program. The Alumni Society Board has a standing committee designated to work with the College in the program. Committee members work with the administration to review, assess, and report on the quality of student work in meeting the 12 values and competencies. That includes face-to-face meetings with Assessment Advisory Committee faculty representatives to review the SLA findings. The Advertising/Public Relations Network Board supports assessment by reviewing the online Strategic Communications option (major as of summer 2018).

4. Describe the unit's methods for communicating with alumni, such as newsletters or other publications. Provide the web link for communication during the previous academic year or provide print copies in the workroom.

The College communicates with alumni across a variety of platforms throughout the year. That includes information shared daily online and on social media, as well as weekly emails, a quarterly research newsletter, a magazine for alumni and friends that is published twice a year, and an Annual Report.

Website

The [website's](#) primary focus is as an information source for prospective and current students, which analytics show are the College's two largest, most active audiences. The website includes general information and links to many events and resources for alumni and friends.

Social Media

Timely information about campus visitors, alumni and student work, and job openings is shared on our social media channels. An emphasis on one feed for the College, whether the information is for alumni or students, helps build a sense of community and gets the same information to many different audiences.

[Facebook](#)

[Instagram](#)

[Twitter](#)

The Office of Alumni Relations serves as the manager of two LinkedIn accounts for alumni and students. The overall [Alumni LinkedIn group](#) has 5,962 members. A second group, [Ad/PR Network](#), is for alumni with advertising and/or public relations degree(s) and for other College alumni now working in those fields. It has 2,003 members.

Communications News

Stories about College activities, people and programs are published regularly to a [University news feed](#), which is part of a network of information for some 100,000 alumni and friends who follow Penn State News and Penn State Today. Each Thursday, the stories are repackaged and emailed directly to more than 7,500 subscribers seeking information specifically about the College.

CommInsights

Each quarter, the College produces a research-focused email [newsletter](#) that is mailed to alumni, faculty, friends and funding source representatives.

Communicator

The *Communicator*, the College's magazine for alumni and friends, is mailed to those audiences twice a year. It is also mailed to the homes of current students and shared as an information piece for prospective students who visit campus.

[Spring 2018](#)

[Fall 2017](#)

[Spring 2017](#)

[Fall 2016](#)

[Spring 2016](#)

[Fall 2015](#)

Annual Report

The Annual Report provides an update of activities from the previous year, with an abbreviated version online and a hard copy that is mailed to alumni, friends, faculty and staff.

2017-18

[Online](#)

[Print](#)

2016-17

[Online](#)

[Print](#)

5. Describe the unit's support of scholastic (high school) journalism, including workshops, visiting lectures, critiques of student work, etc.

The College holds three [five-day high school workshops](#) each summer: broadcasting, multimedia and film. In all, about 60-70 students annually attend the workshops. The workshops are designed, directed, and taught by faculty with assistance from professionals. The College's studios, labs and facilities are used.

The College hosts the Pennsylvania School Press Association's student journalism state competition. Students who advance from regional competitions across the state compete in a dozen different writing, design or artistic categories. Faculty members have a variety of roles in the competition.

The College sponsors the [Keystone Multimedia Workshop](#) each summer in partnership with the Pennsylvania News Media Association. The three-day, hands-on workshop is designed to give participants the basics skills needed to produce compelling multimedia stories. Educators regularly attend the workshop.

Part II, Standard 9. Assessment of Learning Outcomes

Executive Summary

- The Bellisario College has a comprehensive plan for assessment of student learning outcomes. The plan, which has been approved by the University, was updated in Spring 2018.
- The Bellisario College's goals for student learning are based on the ACEJMC values and competencies.
- The Bellisario College uses multiple direct and indirect measures in its analysis of data to assess curriculum and instruction. Student learning assessment in the College is conducted annually and managed by the Associate Dean for Undergraduate and Graduate Education and the Coordinator for Undergraduate Education.
- Working professionals, including alumni, assist with student learning assessment by annually evaluating samples of student work and then meeting with the College's Assessment Advisory Committee to discuss their findings.
- The Bellisario College's students consistently excel in local, regional and national competitions.
- The Bellisario College uses various means to track its graduates in order to assess their professional experience and improve student instruction.

Please respond to each of the following instructions:

1. Provide a copy of the unit's written plan for assessment of student learning outcomes. This plan must include the dates of its adoption and of implementation of its components.

The College has had a comprehensive [Student Learning Assessment \(SLA\) Plan](#), which it periodically reviews and updates, for more than a decade. The plan's overarching goal is to improve curricula, instruction and learning. The plan, which has been reviewed and approved by the University's Office of Planning and Assessment, was last updated in Spring 2018.

2. Provide the unit's definition of goals for learning that students must achieve. If this definition is incorporated into the plan for assessment, a page reference will suffice.

The College's goals for student learning are taken from the professional values and competencies of the Accrediting Council on Education in Journalism and Mass Communications. They are included on page 1 of our Student Learning Assessment Plan.

3. Describe the collection and reporting of data from both direct and indirect assessment measures and how the unit used its analysis of the data to improve curriculum, instruction, etc. Provide copies of any end-of-year assessment reports. If there are multiple reports from the six-year period, summarize the findings and make the reports available in a digital file.

Measures

Direct Measures

- Professional Team Evaluation of Student Work. Student work is assessed by faculty-led teams comprising working professionals, most of whom are alumni. The student work is a sample drawn from courses across the curriculum, mostly from senior-level courses. An assessment matrix matches professional values and competencies with appropriate courses for each program in the College.
- [Survey of Internship Supervisors](#). The survey asks internship supervisors to rate students directly on their mastery of the 12 ACEJMC professional values and competencies. The results are examined and measured against results from previous years.

Indirect Measures

- [Retention rates](#)
- [Graduation rates](#)
- Student performance in national competitions
- Alumni Survey results (when applicable)
- Student focus group results (when applicable)
- Senior exit survey

Assessment Process

Student learning assessment in the College is conducted annually and managed by the Associate Dean for Undergraduate and Graduate Education and the Coordinator for Undergraduate Education. The three phases in the process are summarized here. See the [SLA plan](#) for a more detailed explanation.

1. Preparation. Each year, the SLA plan is reviewed and revised using recommendations by reviewers and faculty members from the previous year's SLA.

2. Data Collection, Analysis and Report Preparation. The professional team evaluations of student work get underway and internship supervisors are surveyed. Data for the indirect measures are also collected. The annual report is produced and distributed to the dean, department heads and Alumni Board. Department heads are asked to provide ideas on how to respond to key findings.
3. Application of Findings. Results are used to improve the College's curricula, course development, teaching and learning. Examples of specific improvements to the curriculum include:
 - Developed new College minor, Digital Media Trends & Analytics.
 - Overhauled COMM 260W News Writing and Reporting to ensure consistency of instruction and content across sections.
 - Added international travel course, Advanced Documentary Abroad, to the Film major.
 - Retooled COMM 205 Gender, Minorities and the Media to give more attention to LGBTQ issues.
 - Added new required technology course with weekly lab sections to the Telecommunications major.
 - Added a new module in COMM 460 Reporting Methods on using the iPhone as a reporting tool.
 - Revised several courses in the Media Studies major to better emphasize use of theories in the presentation of images and information.
 - Retooled COMM 420 Research Methods in Advertising and Relations to offer individual sections instead of large lecture and lab sections.
 - Broadened the selection of clips shown in classes in the Film-Video major to include more diverse voices and perspectives
 - Added writing-intensive capstone courses to the Telecommunications major.
 - Added a discussion of ethics to more courses in the Film-Video major, including producing and documentary production.
 - Developed new Data Visualization course for the Journalism major.

See full assessment reports for additional improvements:

[SLA Reports 2014-2015](#)

[SLA Reports 2015-2016](#)

4. Describe the involvement of journalism and mass communication professionals, including alumni, in the assessment process.

Working professionals, most of whom are alumni of the College, are recruited to help conduct the annual assessment of student work. The chair of the Curriculum Assessment Committee of the Alumni Society Board, the associate dean and the College's coordinator for undergraduate education collaborate to recruit 15 to 20 professionals. These professionals are trained and placed on teams led by a faculty member from each program. After each team's findings are written into an annual SLA report, a summary is provided to the Alumni Society Board. The SLA Plan provides further details on the role of professionals in student learning assessment.

5. List in a digital file the major awards won by the unit's students in local, regional or national competitions in the past six years. Limit to five a year.

The College's students have won numerous awards in local, regional and national competitions. See a partial list of [student performance in regional or national competitions](#) for each of the past six years.

6. In a digital file, list by specialty each member of the graduating class of 2015 and those graduates' current jobs. If practical, please give a total number of "unknowns" rather than including them in the list. Describe the program used to track graduates to assess their experience in the profession and to improve curriculum and instruction.

A list of the [jobs held by the graduating class of 2015](#) has been compiled as part of this standard. A sample of the positions includes:

Account Executive, Ogilvy & Mather
Staff Writer, *Scranton Times-Tribune*
Copywriter, Bayard Advertising
Producer, Weather Channel
Executive Assistant, Paramount Pictures
Digital Sales Manager, CondeNast
Community Relations Coordinator, Philadelphia Eagles
News Associate, Associated Press
Media Relations Manager, Golin
Digital Content Coordinator, PGA Tour
Production Coordinator, Discovery Channel

Sports Writer, *York Daily Record*
Brand Marketing Specialist, Nike
Content Associate, ESPN
Publicity Assistant, Fox Searchlight Pictures
Account Manager, Snapchat
Writer, CNN
Social Media Coordinator, Disney Parks & Resorts
Production Assistant, C-SPAN
Product Designer, Facebook
Associate Producer, Sirius XM Radio
Videographer, WPSU
Cyber Network Specialist, U.S. Marine Corps
Staff Writer, *Centre DailyTimes*
Account Manager, Pandora

The College tracks graduates to determine the extent to which its objectives are realized in the following ways:

- The 931 graduates for the class of 2015 — Spring, Summer and Fall — were surveyed via an in-house online form in spring and summer 2018 to determine their jobs after graduation. Information was gathered the following ways, each accompanied by a link to the online survey: two e-mail solicitations to graduates' personal email accounts, three weeks apart; multiple requests for participation via the College's Twitter, Facebook and LinkedIn accounts; online research of graduates' personal LinkedIn accounts; and individual communications with graduates by the College's director of alumni relations (housed in the Development Office). Of the 931 2015 alumni, 761 (82 percent) were located via the aforementioned means.
- The College's alumni records are updated through multiple avenues: alumni update their information directly to the University via telephone, email and online forms; alumni who belong to the College's LinkedIn groups update their information online; the College updates its contact information for alumni at events held on- and off-campus; and alumni stay in contact with the College's director of alumni relations. Alumni may also submit updates directly via an online form on the College's website: <https://bellisario.psu.edu/alumni/submit-note>. Alumni updates are published in *The Communicator* and online.
- Alumni records are maintained in the University's comprehensive AWA system, a secure database operated and updated by the Penn State Alumni Association. The Association

has records of its 160,000-plus dues-paying members and records of more than 600,000 living Penn State alumni. The protected database allows the internal Penn State user the capability of viewing and maintaining constituent information, such as biography; degree and graduation year; address, contact information, email address(es) and telephone number(s); family information; giving history; alumni membership data; participation in clubs, organizations and student activities while at Penn State; awards and honors; participation in University and College programs, activities and events; and any contact with University development officers.

- The College's Development Office and the Office for Internships and Career Placement maintain six LinkedIn groups. In total, those accounts include alumni, students and other key contacts, and total more than 17,900. The LinkedIn groups and accounts, maintained by College staff, are critical and effective for maintaining up-to-date professional records for all participating graduates.

- The College's Alumni Society Board of Directors and the Advancement Council both meet twice a year, and the College's Advertising/Public Relations Alumni Network Board meets once a year. The John Curley Center for Sports Journalism Council meets every other year. Board members meet with students, alumni and faculty members to discuss the program's academic objectives and curriculum. The Alumni Society Board and the Ad/PR Network Board also take part in an annual Student Learning Assessment, in conjunction with faculty, to provide input on curriculum and instruction.

- The College encourages alumni involvement immediately following graduation through participation in student seminars, jobs fair and on-campus and regional alumni events. In 2018, the Development Office held 25 such events on- and off-campus, with 1,315 total participants.