

PART II

Standard 5. Faculty



PennState
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Part II, Standard 5. Faculty

Make the following documents available in a separate digital file:

- [curriculum vitae of each full-time faculty member](#)
(Full-time faculty refers to those defined 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 2025 semester

Print copy in the workroom only:

- records on faculty promotion and tenure

Executive summary:

- The College's faculty has 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 communications and/or media-related professions.
- The 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 College added a popular teaching innovation workshop series, Teaching Tuesday, and 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 and World Campus.
- Tenured and tenure-track faculty teach two courses a semester. Fixed-term faculty members teach three courses each semester. All full-time faculty are evaluated annually.
- 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. Bellisario College faculty are highly visible 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 association meetings -- including ICA, NCA, and AEJMC. Faculty members have been recognized by major associations and publications for their high impact on the communications fields.

Please respond to each of the following instructions:

1. Describe how the unit selects full-time and part-time faculty and instructional staff.

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. A search for a full-time tenure-line faculty member requires the approval of the provost. With approval, an advertisement is prepared and placed in appropriate venues. A search committee is formed with representation from 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 Equal Opportunity and Access 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 recognizes that multicultural understanding among students 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](#). Please note that example job placement notices date from 2020 to 2025 due to a 2020 change in University Human Resources systems.

2. Describe the university and unit expectations of faculty members in teaching; research; creative and professional activity; and service. Describe the 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. Please provide specific page numbers.)

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](#), (under 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. Additional resources for faculty can be found at [Penn State Faculty Affairs](#) and [Faculty FUEL](#).

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

One positive outcome of the 2020 pandemic has been the launch of [Teaching Tuesdays](#), a weekly email that shares teaching news, tips, and events. It has expanded to a monthly opportunity for faculty to meet – at first online and now in person – for lunch, fellowship, and learning about innovations in technologies, pedagogies, and other areas relevant to curricular design and instruction. It's become extraordinarily popular with faculty and a complement to existing teaching quality resources, such as New Faculty Orientation (NFO) for all new faculty, organized by the associate dean with assistance from faculty and staff. The NFO 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 and conferences outside the university.

4. 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 canceled. 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.

5. 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:

2024-25 school year: 62%

2023-24 school year: 66%

2022-23 school year: 66%

6. Describe the unit's processes and criteria for evaluating the performance of full-time and part-time faculty and instructional staff, including teaching evaluations and faculty evaluations. Use a digital format to provide access to 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 [AC40](#), 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. In 2023, Penn State replaced the Student Rating of Teaching Effectiveness (SRTE) with the Student Educational Experience Questionnaire (SEEQ) and the Midsemester Student Educational Experience Questionnaire (MSEEQ). The SEEQ is administered at the end of each semester, while the MSEEQ is administered mid-semester. These changes are part of a broader effort to implement a [Faculty Teaching Assessment Framework](#). The SEEQ measures student responses on survey items for effective design, effective instruction, inclusive and ethical pedagogy, and reflective and revolving practice.

7. For the grid that follows: 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 the review period (for example, new faculty and retired faculty).

The grid below represents counts of scholarship, research, creative and professional activities by unit and then by individuals for the period July 1, 2019 to June 30, 2025. The group of faculty is defined as all full-time faculty members in the College. As for time restrictions, only achievements were counted if they occurred in the course of their full-time employment in the College.

| Scholarship, Research, Creative and Professional Activities | By Unit* (see Row 1 below) | By Individuals | | | | |
|---|-------------------------------|----------------------|---------------------------|--------------------------|----------------------|--------------|
| | | Full Professor 16 | Associate Professor 14 | Assistant Professor 7 | Other Faculty* 43 | Totals 80 |
| Awards and Honors | 201 | 40 | 92 | 21 | 48 | 201 |
| Grants Received Internal | 19 | 1 | 11 | 4 | 3 | 19 |
| Grants Received External | 53 | 11 | 20 | 15 | 7 | 53 |
| Scholarly Books, Sole- or Co-authored | 18 | 9 | 2 | 4 | 3 | 18 |
| Textbooks, Sole- or Co-authored | 4 | 2 | 1 | 0 | 1 | 4 |
| Books Edited | 11 | 6 | 5 | 0 | 0 | 11 |
| Book Chapters | 94 | 57 | 27 | 7 | 2 | 93 |
| Monograph / Reports | 1 | 1 | 0 | 0 | 0 | 1 |
| Articles in Refereed Journals | 423 | 252 | 91 | 50 | 13 | 406 |
| Refereed Conference Papers | 304 | 149 | 94 | 46 | 15 | 304 |
| Invited Academic Papers / Lectures | 12 | 2 | 10 | 0 | 0 | 12 |
| Encyclopedia Entries | 7 | 3 | 2 | 1 | 1 | 7 |
| Book Reviews | 11 | 10 | 0 | 0 | 1 | 11 |
| Articles in Non-refereed Publications | 33 | 16 | 1 | 10 | 6 | 33 |
| Juried Creative Works | 107 | 0 | 99 | 3 | 5 | 107 |
| Non-juried Creative Works | 133 | 9 | 98 | 24 | 2 | 133 |
| Interviews | 117 | 77 | 28 | 8 | 4 | 117 |
| Journal Editing | 4 | 1 | 2 | 1 | 0 | 4 |
| Panels Invited | 41 | 26 | 6 | 3 | 6 | 41 |

*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 **Faculty/Staff Ranks, such as instructors and others on term appointments. Many faculty fall into this category.



8. List in a separate digital file the scholarly, research, creative and professional activities of each member of the full-time faculty during the review period. Limit to 10 per faculty member through the review period. The unit has the option of providing a complete list in an additional separate digital file. (Full-time faculty refers to those defined as such by the unit.) If including faculty who have since left the unit, please note the departure. Professional service activities should be reported in Standard 8.

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

9. 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 review period. 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, for maternity 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 2018-2025

Russell Frank, to conduct ethnographic research of the Anagnostopoulou refugee camp outside Thessaloniki, Greece, Fall 2019 & Spring 2020

Anne Hoag, to conduct research on the best entrepreneurship teaching and learning practices, Spring 2020

Matt Jackson, to conduct research on copyright law in current communication technologies, Spring 2020

Ford Risley, to conduct interviews for the Pennsylvania Newspaper Journalist Oral History Program, Fall 2020

Bob Richards, to conduct research on the devastating effects of the COVID pandemic on the entertainment industry, Spring 2021

Pearl Gluck, to develop and write the documentary film, *Little Miss Hasid: The Revolutionary World of the Bais Yaakov Movement*, Fall 2021 & Spring 2022

Matthew McAllister, for co-editing the 2nd edition of *The Routledge Companion to Advertising and Promotional Culture*, Fall 2021

Mary Beth Oliver, to serve as President of the International Communication Association and conduct research and develop a new graduate seminar, Fall 2021

Michelle Rodino-Colocino, to complete the writing for *Making Media Work: A Cultural History of New Media and Management*, Fall 2021 & Spring 2022

Michael Schmierbach, to conduct research to identify relevant typologies of research instruction within mass communications, Spring 2022

Lee Ahern, to be a Fulbright Specialist and develop curricula on digital advertising, marketing and analytics, Fall 2022

Colleen Connolly-Ahern, to conduct research on refugee populations in Turkey and the US, Fall 2022

Bu Zhong, to conduct research on information technologies among Arabic samples, Fall 2022 & Spring 2023

Frank Dardis, to increase expertise in digital analytics within strategic communications, Fall 2024

Juliet Pinto, to conduct research examining environmental media studies and serve as an environmental communication scholar for the Journal of Environmental Media, Fall 2024

Shyam Sundar, to conduct research on communication aspects of AI, Spring 2025

Patrick Plaisance, to conduct research and draft a book, *Moral Judgement, Virtue and Media: Future Directions*, Spring 2025

Stephanie Madden, to conduct research and analysis in online spaces created and managed by advocacy organizations for pregnancy and about pregnancy complications, Fall 2025

Full Semester Leaves of Absence 2018-2025

Homero Gil De Zuniga, Personal – Unpaid Leave, Spring 2021, Spring 2022, Spring 2023

Catharine Axley, Maternity Leave, Spring 2022

Stephanie Madden, Maternity Leave, Spring 2022

Thomas Camden, Medical Academic Paid Leave, Spring 2025

Boaz Dvir, Family Care-Paid Leave, Spring 2025

10. Describe travel funding, grant support, or other methods or programs the unit uses to encourage scholarship, research, and creative and professional activity. List faculty who have taken advantage of those programs during the review period.

The College offers robust support for faculty research and creative projects. The Proposal and Award Generalist assists faculty members and graduate students in identifying grants, preparing proposals, and developing budgets. Once funding is secured, the finance office helps manage the budgets. Additionally, the Proposal and Award Generalist collaborates with the finance office and the Research Accounting office at the university to process proposals and handle reporting.

The College developed its own research initiation summer grant program for faculty that awards seed money for initiatives. 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 have access to a pool of travel and research funds within the College, enabling them to attend national conferences and present their research. New faculty members receive an enhanced travel allowance to kickstart their research or creative endeavors. For the 2024-25 academic year, base travel support was set at \$2,500 per full-time faculty member, administered by the heads of the College's five departments. Department heads also have discretionary travel funds to award on a case-by-case basis.

The College's endowments provide various research funding opportunities, such as chairing a specific endowment or receiving a named professorship funded by an endowment. Some professors receive university recognition that comes with extra funding. For example, in 2024-25, a faculty member named the Evan Pugh University Professor received additional annual funding, ensuring their total available funds were no less than \$27,000. Additionally, three professors were awarded a new professional development opportunity grant in 2024-25: the faculty affairs' grant totals about \$2,000 and targets non-tenure-line faculty.

Faculty members who have taken advantage of these programs to secure funds to help facilitate their creative endeavors and research are as follows:

Evan Pugh University Professorship

- Shyam Sundar

Distinguished Professor

- Homero Gil de Zuniga

Non-Tenure-Line Faculty Opportunity Grant Recipients

- Bill Zimmerman
- Catie Grant
- Tara Wyckoff

Endowment Chairs and Professorships

- Christopher Ali
- Walter Middlebrook
- Sascha Meinrath
- Patrick Plaisance
- John Affleck
- Amy Sanders
- Maggie Messitt
- Shyam Sundar
- Mary Beth Oliver
- Dave Wozniak
- Pearl Gluck
- Fuyuan Shen
- Jessica Myrick
- Boaz Dvir
- Tom Davidson
- Mark Ronquillo

