

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.