

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](#)