

# Report of On-Site Evaluation

Undergraduate

2018–2019

Draft Copy\*

Accrediting Council on Education  
in Journalism and Mass Communications

**\*NOTE: This copy is only a draft of the final report. It may contain errors.** School and university representatives may file challenges of fact and judgment with the team chair during the three weeks following the visit. The Accrediting Council makes the final accreditation decision.

# Report of On-Site Evaluation

ACEJMC

Undergraduate program

2018–2019

Name of Institution: **Pennsylvania State University**

Name and Title of Chief Executive Officer: **Eric Barron, President**

Name of Unit: **Donald P. Bellisario College of Communications**

Name and Title of Administrator: **Marie Hardin, Dean**

Date of 2018-2019 Accrediting Visit: **October 28-31, 2018**

If the unit is currently accredited, please provide the following information:

Date of the previous accrediting visit: **October 14-17, 2012**

Recommendation of the previous site visit team: **Re-accreditation**

Previous decision of the Accrediting Council: **Re-accreditation**

Recommendation by 2018-2019 Visiting Team: **Re-accreditation**

*Prepared and submitted by:*

## **Team Chair**

Name and Title: **Will Norton, Jr., Professor and Dean**

Organization/School: **School of Journalism and New Media, University of Mississippi**

*Signature*

## **Team Members**

Name and Title: **Michael Cherenson, Executive Vice President**

Organization/School: **SCG Advertising + Public Relations**

*Signature*

Name and Title: **Lucy Dalglish, Professor and Dean**

Organization/School: **Philip Merrill College of Journalism, University of Maryland**

*Signature*

Name and Title: **George Daniels, Assistant Dean**

Organization/School: **College of Communication and Information Sciences  
The University of Alabama**

*Signature*

Name and Title: **Robert Jamieson, former correspondent**

Organization/School: **NBC News and ABC News**

*Signature*

Name and Title: **Carol J. Pardun, Professor**

Organization/School: **School of Journalism and Mass Communications  
University of South Carolina**

*Signature*

## Instructions to the site team

### STRUCTURE OF THE REPORT:

**Part I — General Information:** The team should include the updated General Information pages prepared by the unit. The unit is expected to provide a digital copy in a Word file for the chair to include in the digital report sent to the ACEJMC office. **DO NOT ACCEPT A PDF** of these pages.

**Part II — Evaluations regarding individual standards:** To enter material into the report, click into the template in the spaces provided and type; the spaces will expand to accommodate your writing. The sections of the report addressing each standard are structured as follows:

**Full statement of the standard:** For your convenience, this report form includes the full statement of each standard, complete with lists of indicators and suggested evidence. You should delete this section from each standard after the report is finished.

**Unit performance regarding indicators:** The report should address the unit's performance regarding **each indicator for each standard**. Some indicators have more than one element. If the unit has requested a waiver of any indicator, the team must consider this request. The decision to grant or deny such a waiver must be clearly explained and supported in the report.

**Overall evaluation, compliance/non-compliance:** The team must conclude its evaluations of the unit's performance regarding each of the nine standards with either "compliance" or "non-compliance."

**Part III — Summary by site visit team:** This section summarizes the team's major findings and evaluations.

### GENERAL NOTES:

**Overall recommendation regarding accreditation:** Accreditation status is determined by the degree to which the unit's program complies with the standards of accreditation and the degree to which the program accomplishes its stated goals. An accumulation of inconsistencies and weaknesses, or a major shortcoming in one or more of the standards, could jeopardize the accreditation status of a unit.

**Clarity and accuracy:** The Accrediting Committee and the Accrediting Council will base their decisions on the information and explanations presented in this report, so the site visit team has an extremely important obligation to provide complete, clear and accurate information. Teams must avoid words that can have different meanings for different people and must use clear, concise language.

**Non-prescriptive evaluation:** The site visit team may offer suggestions on how to address weaknesses and deficiencies but should not be prescriptive about specific courses, faculty composition or other improvements.

**Individual sequences:** For the curriculum standard, teams **MUST** describe and evaluate individual academic sequences in the unit. For other standards, it may be appropriate for the team to comment about individual sequences.

## 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 21<sup>st</sup> 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

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

- 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.**

<b>Name of Sequence or Specialty</b>	<b>Person in Charge</b>
Communications (Pre-Major status)	Dr. Ford Risley, Associate Dean
Advertising/Public Relations Advertising Option	Dr. Fuyuan Shen, Dept. Head

Advertising/Public Relations Public Relations Option	Dr. Fuyuan Shen, Dept. Head
Advertising/Public Relations Strat Comm Option*	Dr. Fuyuan Shen, Dept. Head
Digital Journalism and Media***	Russell Eshleman, Dept. Head
Film-Video	Dr. Anthony Olorunnisola, Dept. Head
Journalism Broadcast Option	Russell Eshleman, Dept. Head
Journalism Digital and Print Option	Russell Eshleman, Dept. Head
Journalism Photojournalism Option	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

<b>Name of Sequence or Specialty</b>	<b>Undergraduate majors</b>
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 (newswriting, 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.)**



<b>Course Number</b>	<b>Section Number</b>	<b>Course Title</b>	<b>Enrolled Spring 2018</b>	<b>Enrolled Fall 2018</b>
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
James Carlson	Jr. 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 Hatf	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  
Stephanie Berberick  
Michelle Bixby  
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

Ira Brown  
Jeffrey Brown  
James Carlson  
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	861	846	98.3%
2016-2017	835	826	99%

## History

The Farmer's High School of Pennsylvania was founded as a degree-granting institution on February 22, 1855, by the General Assembly of the Commonwealth of Pennsylvania. James Irvin of Bellefonte, Pennsylvania, gave 200 acres (the first of 10,101 acres the school would own) in Centre County, Pennsylvania. In 1862, the school's name was changed to the Agricultural College of Pennsylvania and, with the passage of the Morrill Land-Grant Acts, in 1863 Pennsylvania selected the school to be the state's only college.

A land-grant university or land-grant college is an institution of higher education designated by a state to receive the benefits of the Morrill Acts of 1862 and 1890. These acts funded educational institutions by granting federally controlled land to the states in order to raise funds to establish and endow "land-grant" colleges. The mission of these institutions is to focus on the teaching of practical agriculture, science, military science and engineering without excluding classical studies. This mission was in contrast to a more abstract liberal arts curriculum. A 1994 expansion gave land grant status to several tribal colleges and universities. Most land-grant colleges became large public universities. However, some land-grant colleges are private schools, including Cornell University, the Massachusetts Institute of Technology and Tuskegee University.

The school's name was changed to the Pennsylvania State College in 1874, and George W. Atherton became president of the school in 1882, and broadened the curriculum. Penn State became one of the 10 largest engineering schools in the nation.

Penn State became the state's largest grantor of baccalaureate degrees in 1936 with an enrollment of 5,000, and commonwealth campuses were created to provide an alternative for students who were not able to leave home to attend college because of the Great Depression.

In 1953, the school became The Pennsylvania State University Under President Milton Eisenhower. His successor acquired hundreds of acres of land in the area, and enrollment nearly tripled. In 1967, a \$50 million gift from the Hershey Trust Company established the Penn State Milton S. Hershey Medical Center in Hershey, Pennsylvania. It is the university's medical school and teaching hospital.

In the 1970s, the university became a state-related institution. It now belongs to the Commonwealth System of Higher Education. In 1989, the Pennsylvania College of Technology was established in Williamsport. It offers certificates as well as degrees in more than 10 technical fields.

Founded in 1834 as The Dickinson School of Law in Carlisle is the oldest law school in Pennsylvania and the fifth oldest in the nation. It merged with Penn State in 2000, and a second campus was opened in 2006 at University Park. In 2014, the school became two separately accredited law schools: Dickinson Law in Carlisle and Penn State Law at University Park.

University Park, the largest of the university's 24 campuses is in State College, a borough chosen because it is near the geographic center of the state. With an undergraduate acceptance rate of 50 percent, it is the most selective campus in the Penn State system, primarily because students select University Park as their first-choice campus at a far greater rate than the university's other undergraduate campuses.

Nineteen other campuses throughout the state offer enrollment for undergraduate students. More than 60 percent of first-year students at Penn State begin their education at a campus other than University Park. Each of these commonwealth campuses offer a unique set of degree programs based on the

student demographics. Any student in good academic standing is able to enroll at University Park to finish his or her degree.

The Penn State Great Valley School of Graduate Professional Studies in Malvern, Pennsylvania, is a special mission campus offering master's degrees, master's certification, and continuing professional education. It also offers classes at the old Philadelphia Naval Shipyard.

The Donald P. Bellisario College of Communications is named after an American television producer and screenwriter who earned a bachelor's degree in journalism at Pennsylvania State University in 1961 after serving in the military. He became an advertising copywriter in Lancaster, Pennsylvania in 1965, and three years later he became creative director of the Bloom Agency in Dallas, Texas. After rising to senior vice president, he moved to Hollywood to pursue screenwriting and production.

After working under such television producers as Glen A. Larson and Stephen J. Cannell, Bellisario adopted some of their production techniques, for example, using a small pool of actors for his many productions. He created or co-created the TV series *Magnum, P.I.*, *Airwolf*, *Quantum Leap*, *JAG*, and *NCIS*. He was a writer and producer on *Black Sheep Squadron* and *Battlestar Galactica*. He wrote and directed the 1988 feature film *Last Rites*.<sup>1</sup>

Bellisario's production company was named "Belisarius Productions" after the Roman general Belisarius. Bellisario is an Italian-language variant.

## **PART II – Standard 1: Mission, Governance and Administration**

*The policies and practices of the unit ensure that it has an effectively and fairly administered working and learning environment.*

### **Indicators:**

- a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit. The unit annually updates its data on the ACEJMC searchable database website (<https://lookup.acejmc.org>).
- b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.
- c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.
- d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.
- e) Faculty, staff and students have avenues to express concerns and have them addressed.

### **Evidence:**

A written mission statement

A written strategic or long-range plan with date of adoption/revision and any timeline for achieving stated goals

A faculty policy manual, handbook or other document specifying the roles of faculty in governance and the development of educational policy

Minutes of faculty meetings, committee meetings and reports

Assessment of unit administrator by faculty and by administration outside the unit

Files on searches and hiring decisions for administrators

Files on concerns and complaints

Current data published on <https://lookup.acejmc.org>

### **Unit performance with regard to indicators:**

- a) The unit has a written mission statement and a written strategic or long-range plan that provides vision and direction for its future, identifies needs and resources for its mission and goals and is supported by university administration outside the unit.

The 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 and annual progress reports are required for all units at Penn State. The college is nearing the end of its 2014-19 plan. The college actively is engaged in the university's overall plan, which runs until 2020.

Its goals:

- Contribute to a culture of ethics and integrity at Penn State and provide ethical leadership for the professions.
- Retain and enhance a reputation for enhancing student success in all its endeavors.
- Expand its reach – to new populations and in new settings – with high-quality programs and



services.

- Impact the professions and society through its research, creative activity and public scholarship.
- Steward its resources, relationships and investments.
- Reflect and promote an appreciation of diversity in its classrooms and among its students, faculty, and staff.
- Expand its international activity, interacting with and making an impact on the global community.

- b) The unit has policies and procedures for substantive faculty governance that ensure faculty oversight of educational policy and curriculum.

The guidelines of the college and university 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.

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 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.

- c) The unit's administration provides effective leadership within the unit and effectively represents it in dealings with university administration outside the unit and constituencies external to the university.

The college's organizational chart shows its administrative structure. It includes a dean, associate and assistant deans and department and program heads. The dean joined the college in 2003 as a tenure-track faculty member, moved through a series of administrative roles and began her tenure in July 2014. She and others work closely with administrators throughout the university and with external constituencies in support of the college's goals.

The dean was appointed four years ago and these have been remarkable years for the college. We heard great praise for her leadership throughout our visit. She had worked alongside the college faculty for many years. She knew the college was ready to build on a great foundation and to expand its mission, tapping into the uncommon strengths of the faculty and having a much more visible role on the campus and throughout Pennsylvania and the nation. The dean has demonstrated great trust in the faculty.

She is a dean who knows how to manage, is good with faculty in the college and in the broader university community. She articulates a vision that leverages other assets of the university and supports the institution's priorities.

"She's brought the college together," a professor said. "As a person of color I have been waiting a whole career for a person like this."

Clearly, the college has great momentum: a gift that named the college, a series of commitments in terms of physical assets and great morale characterize this community of faculty, staff and students.

d) The institution and/or the unit defines and uses a process for selecting and evaluating its administrators.

The process for selecting and evaluating administrators is guided by university policy. 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.

e) Faculty, staff and students have avenues to express concerns and have them addressed.

The college adheres to university policies and procedures that outline avenues for faculty, staff, and students to express their concerns and have those concerns addressed.

Direct discussions among the parties to the disputes is the first step. 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 take the concerns to the Ombudsman.

Most staff complaints are settled in conversations between the employee and the employee's supervisor. In some situations, a 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.

### **Summary:**

This is an exceptionally well-administered college with commitments to advancing and maintaining an outstanding learning environment that nurtures its students, supporting its faculty and relating optimally with its alumni and with media professions.

### **Compliance**

## PART II – Standard 2: Curriculum and Instruction

*The unit provides curriculum and instruction, whether on site or online, that enable students to learn the knowledge, competencies and values the Council defines for preparing students to work in a diverse global and domestic society.*

### Professional Values and Competencies:

The Accrediting Council on Education in Journalism and Mass Communications requires that, irrespective of their particular specialization, all 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 for the country in which the institution that invites ACEJMC is located, as well as receive instruction in and understand the range of systems of freedom of expression around the world, including the right to dissent, to monitor and criticize power, and to assemble and petition for redress of grievances;
- 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 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;
- apply current tools and technologies appropriate for the communications professions in which they work, and to understand the digital world.

### Indicators:

- a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.
- b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.
- c) Instruction, whether on-site or online, is demanding and **current**, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.
- d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns

classes are exempt from the 20-1 ratio.)

e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours). Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

### **Evidence:**

Student records and transcripts

Unit bulletins and brochures

Syllabi and course materials that demonstrate students are provided with instruction to enable them to acquire digital, technological and multimedia competencies in keeping with professional expectations.

Records of teaching awards and citations, curricular and course development grants, attendance at teaching workshops, and publications and papers on teaching

Class rosters

Records and statistics on and evaluations of internships, with and without academic credit

### **Unit performance with regard to indicators:**

Discussions of indicators b, c and e must describe and evaluate the individual academic sequences in the unit.

a) The unit requires that students take a minimum of 72 semester credit hours (or 104 quarter credit hours) required for a baccalaureate degree outside of journalism and mass communications and meet the liberal arts and sciences-general education requirements of the institution. ACEJMC expects at least 95 percent of the graduating classes in the two academic years preceding an accreditation visit to meet this requirement.

The college has a system in place to ensure that students graduate with the required minimum 72 semester hours outside of journalism and mass communications. According to the self-study, in 2016, only nine out of 874 students failed to reach this threshold; in 2017, only 15 out of 878 failed to be in-compliance. Both of these figures are well within the parameters of the required 95% compliance.

b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student competencies listed by the Council.

The college has five residential degrees that are seeking re-accreditation. (Only one of the online programs is being reviewed.)

All students graduate with at least 120 hours. All take at least 72 hours outside the

college.

The college has no core course requirement; rather each major has its own set of requirements as well as concentrations within the major. It is possible for students in some of the majors to graduate without a stand-alone course in Media Law or Media Ethics. Students take from 25-36 hours inside the college in order to satisfy their major's requirement.

Each of the majors offers a blend of both skills and theory. However, given that each major has its own set of requirements, it is not clear how all 12 ACEJMC values and competencies are addressed adequately in every major. For example, only the Journalism major requires all of its students to take a stand-alone media law class as well as an ethics course. Telecommunications requires a law class, but students can choose from three different ones, so it is not clear if they are learning the same key concepts. With the other majors, it is up to individual professors to incorporate an understanding of media law and ethics into their classes. Some students choose media law or ethics courses in their electives, but it is not clear how many do this. The major requirements are as follows:

### **Advertising/Public Relations**

All Advertising/Public Relations majors are required to take Introductory Microeconomics (ECON 102), Introductory Psychology (PSYC 100) and Elementary Statistics (STAT 200). In addition, all majors take Basic News Writing Skills (COMM 160), a one-hour credit course.

*Advertising Option:* Students choosing the advertising option take Introduction to Advertising (COMM 320), Research Methods in Advertising and Public Relations (COMM 420), Advertising Creative Strategies (COMM 421), Advertising Media Planning (COMM 422) and Advertising Campaigns (COMM 424).

*Public Relations Option:* Students in the PR option take News Writing and Reporting (COMM 260W), Public Relations (COMM 370), Research Methods in Advertising and Public Relations (COMM 420), Public Relations Media and Methods (COMM 471) and Public Relations Campaigns (COMM 473).

*Strategic Communications Option* (part of the Penn State World Campus): Students in the Strategic Communications Option take Writing for Media (COMM 230), Principles of Strategic Communications (COMM 428A), Strategic Communications Law (COMM 428B), Research & Analytics (COMM 428D) and Social Media Strategies (COMM 428E).

In addition to these required courses, students in all options take six credits of additional courses selected from the Advertising/Public Relations courses and other relevant COMM courses.

### **Film/Video**

Film/Video students need 33 hours in their major. These include the required courses (15 hours): The Art of the Cinema (COMM 150), Film History and Theory/Film History for Filmmakers 1: The Development of the Cinema to 1960 (COMM 250/333), Basic

Video/Filmmaking (COMM 242), Intermediate Cinematography and Editing Techniques (COMM 340) and Idea Development and Media Writing (COMM 342).

Film/Video students fill out their course selections with 18 additional credits of film related electives. It should be noted that the courses the unit uses to assess learning outcomes in law and ethics are in the list of electives rather than any required course.

### **Journalism**

All Journalism students begin their major by taking 19 credits of required courses. These are: Basic News Writing Skills (COMM 160), News Writing and Reporting (COMM 260W), Multimedia Journalism (COMM 271), Law of Mass Communications (COMM 403) and News Media Ethics (COMM 409). Journalism students also are required to have a minor, typically 18 hours. Besides the minor, Journalism students choose one of the following Options.

*Broadcast Option:* Students in the Broadcast Option also take Radio Reporting (COMM 360) and Television Reporting (COMM 465).

*Digital and Print-Online Option:* In the Digital/Print Option, students take Reporting Methods (COMM 460) and News Editing and Evaluation (COMM 467).

*Photojournalism Option:* Students who choose the Photo Option take Photojournalism (COMM 269) and Photography for the Mass Media (COMM 469).

In addition to these required courses, Journalism students take 12 hours of journalism related electives.

### **Media Studies**

All Media Studies majors begin their study taking 15 required courses: The Mass Media and Society (COMM 100), Mass Communication Research (COMM 304), Political Economy of Communications (COMM 405), Cultural Aspects of the Mass Media (COMM 411) and The Mass Media and the Public (COMM 413).

*Film & Television Studies Option:* Students in this option take the following three classes: The Art of the Cinema (COMM 150), Basic Video/Filmmaking (COMM 242) and Film History and Theory (COMM 250).

*International Communications Option:* The International Communication students take Media and Democracy (COMM 110), International Mass Communications (COMM 410) and World Media Systems (COMM 419).

*Media Effects Option:* Students in the Media Effects Option take two COMM classes and one PSYC class: Introduction to Media Effects (COMM 118), Media Effects: Theory and Research (COMM 418) and Introductory Psychology (PSYC 100).

*Society & Culture Option:* Students taking the Society & Culture Option have an

additional 12 required credits: Media and Democracy (COMM 110), Introduction to Media Effects (COMM 118), The Art of the Cinema (COMM 150) and Gender, Diversity and the Media (COMM 205).

All Media Studies majors take an additional 21-30 credits. These come from a variety of electives including sports courses, film courses, ethics, etc.

### **Telecommunications**

All Telecommunications majors have a 10-hour core requirement. This includes: Basic News Writing Skills (COMM 160), Survey of Electronic Media and Telecommunications (COMM 180), Introduction to Telecommunications Technologies (COMM 280) and Telecommunications Management (COMM 380).

Telecommunications students do not have options like the other majors, but instead, select courses from prescribed lists. These include:

*Professional Courses:* 12 hours from courses like Television Field Production (COMM 282), Digital Media Metrics (COMM 310), Emerging Telecommunications Technologies (COMM 484), Entrepreneurship in the Information Age (COMM 493), etc.

*Social Aspects:* 3 hours including courses such as Media and Democracy (COMM 110), Women, Minorities and the Media (COMM 205), Sports, Media and Society (COMM 412), etc.

*Law:* Students choose from one of three law courses: Law of Mass Communications (COMM 403), Telecommunications Law (COMM 404), or Internet Law and Policy (COMM 492).

*Additional Required Courses:* In addition, Telecommunications students take 24-25 hours of economics and/or statistics courses.

In addition, Telecommunications students choose from one capstone course: either Telecommunications Ethics (COMM 486), Advanced Telecommunications Management and Leadership (COMM 487) or Advanced Telecommunications Topics (COMM 489).

c) Instruction, whether on-site or online, is demanding and **current**, and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued.

In student meetings, the majority spoke enthusiastically about the quality of instruction. It is both demanding and current and is focused on helping students gain skills for the digital world. For example, many students have taken advantage of the newly developed minor: Digital Media Trends and Analytics. Students may earn certification that demonstrates competency in analytics, social media and digital media sales and marketing.

*Ad/PR:* In meetings with students, instructors were praised for bringing skills into the classroom. One student explained an appreciation that no matter which class she was

taking, the instructor would incorporate issues of the day into the class. Students regularly get involved in competitions such as Bateman and the American Advertising Federation competition as a way to improve their skills.

*Film/Video:* Film/Video students have multiple opportunities to work with equipment throughout their majors, although some students indicated that they felt they had to wait until their senior years to learn some important skills. However, for the most part students praised instructors for what they brought into the classroom.

*Journalism:* The majority of the Journalism majors attending the student meeting were hoping to cover sports or entertainment because they felt it would be easier than reporting “hard news.” One student said that “If you cover entertainment, they won’t hate you.” That being said, they spoke highly of their instructors for their professional experiences and competency in the classroom. Some students felt like their required minor was not a first choice, but rather one of convenience because the particular course requirements worked out the easiest.

*Media Studies:* The Media Studies major has different options that have little overlap with each other. As a result, some students found it confusing to understand exactly where their option fit within the major. This seemed particularly true with those in the Film & Television Studies option. Some of those students didn’t understand the difference between that option and the Film/Video major.

*Telecommunications:* Students stressed their appreciation for their instructors' knowledge and the practical experience that they bring into the classroom, but complained about the difficulty of checking out equipment because of the main location for equipment checkout. It was particularly difficult for those without a car. Most students said that they figured out a work around and tried to check out equipment on Fridays so they could keep it throughout the weekend.

d) Student-faculty classroom ratios facilitate effective teaching and learning in all courses; the ratio in skills and laboratory sections, whether on-site or online, should not exceed 20-1. (Campaigns classes are exempt from the 20-1 ratio.)

All the student-faculty classroom ratios were within the 20-1 requirement of ACEJMC. Students said they were able to get into their required classes at the time they needed to in order to graduate on time.

e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit.

Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit’s faculty and professionals. Students may take up to three semester courses (or their equivalent) at a professional media outlet owned and operated



by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

While an internship is not required, students are encouraged to take at least one internship before they graduate. In the student meetings, it was apparent that many students had had multiple internships (some without credit) in order to be prepared for the workplace when they graduate. The College of Communications offers several media outlets for students to get “real world” experience both in an internship environment or for pay. If a student takes an internship for credit, a detailed assessment occurs and is overseen by the internship office.

*Advertising/Public Relations:* Ad/PR students can experience working in an agency by joining the Comm Agency, the college’s in-house Ad/PR agency. Under the guidance of a full-time faculty member, students conduct work for constituents in the Penn State University community. Advertising/Public Relations majors also have had internships outside the university at major and secondary media markets, including positions at Allied Integrated Marketing, Mammoth Advertising and Chapter 2 Agency.

*Film/Video:* Film/Video students have many opportunities to work in the film industry including spending a semester at the college’s Hollywood program. In addition, Film/Video students have interned at several media outlets such as The Ellen DeGeneres Show, Fat Camp Films, Center City Film and Video, etc.

*Journalism:* Journalism students work or intern at many locations including the *Pittsburgh Post-Gazette*, *National Geographic*, Pennsylvania Cable Network, WPVI, ABC 6, etc. In addition, they gain practical skills throughout their courses.

*Media Studies:* The Media Studies major has a variety of options and as a result, students have many different experiences depending on the direction they choose. All spoke about the quality of their instructors and the practical experience that they bring into the classroom.

*Telecommunications:* Telecommunications students are required to finish their major with a capstone course that is squarely based in enhancing their practical skills and setting them up for successful internships and early career placement. Recently, Telecommunications students have interned or worked at ABC National TV Sales, Westwood One Radio Sports, and elsewhere.

## **Summary:**

The College of Communications offers five different majors to meet a range of academic interests of the students. Most of the majors also have different options that the students can choose in order to specialize in a particular area of interest. The students are well taught, and presented with a balance of skills and theories. There was some confusion among students because of the myriad course choices they have. There is no core course offering that supersedes the majors and in student meetings many of them mentioned that having early threshold classes would be helpful in helping them navigate through the subsequent majors.

## **Compliance**

## **PART II — Standard 3: Diversity and Inclusiveness**

*The unit has an inclusive program that values domestic and global diversity, and serves and reflects society.*

### **Indicators:**

- a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.
- b) The unit's curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit's curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.
- c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.
- d) The unit demonstrates effective efforts to help 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.
- e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

**Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.**

### **Evidence:**

A unit-specific written plan, including progress toward goals  
Syllabi and other course materials  
Coursework in international cultures/international communication  
Records and statistics on faculty/staff hiring and on promotion and tenure decisions  
Records and statistics on student recruitment, retention, graduation  
Records on part-time and visiting faculty and speakers

### **Unit performance with regard to indicators:**

- a) The unit has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student population, and a supportive climate for working and learning and for assessing progress toward achievement of the plan. The diversity plan should focus on domestic minority groups and, where applicable, international groups. The written plan must include the unit's definition of diversity and identify the under-represented groups.

Embedded in its 2014-2019 Strategic Plan, the Bellisario College's diversity plan outlines at least three strategies for achieving four objectives in the area of diversity. The objectives spell out what it means to "reflect and promote an appreciation of diversity in

our classrooms and among our students, faculty and staff,” a strategic priority for the college. Action steps are listed under each of the objectives. Based on a cursory review of college publications and conversations with the faculty and college leaders, it is evident that many of the action steps are not just brainstormed ideas but being carried out on a day-to-day basis. The college’s 14-member Diversity & Inclusion Committee, co-chaired by the dean and assistant dean for diversity and inclusion, meets regularly to chart the progress of the plan’s implementation. In 2016, this committee drafted a “Statement on Diversity, Equity and Inclusive Excellence” that was adopted by the college. The statement begins with the college’s definition of diversity and spells out strategies for inclusive excellence.

b) The unit’s curriculum fosters understanding of issues and perspectives that are inclusive in terms of domestic concerns about gender, race, ethnicity and sexual orientation. The unit’s curriculum includes instruction in issues and perspectives relating to mass communications across diverse cultures in a global society.

In the Bellisario College, diversity-related material and learning objectives can be found in required courses in each of its majors. Based on their own review of syllabi used in 135 different course sections, college leaders report three-quarters of required courses have a component addressing diversity in the syllabus. Fifty-nine of the 135 syllabi specifically addressed race and ethnicity. Seniors in a 2018 survey report leaving the College with a stronger appreciation of diversity and inclusion. In recounting their experiences in the college, recent graduates contacted by the site team identified specific instances where professors emphasized diversity in classroom activities and assignments. Faculty also cited examples of how they differentiate between diversity and inclusion in their teaching.

c) The unit demonstrates effective efforts to recruit women and domestic minority faculty and professional staff and, where feasible, recruits international faculty and professional staff.

While the percentage of racial minority faculty members in the Bellisario College remains at about 15 percent, virtually unchanged from the last accreditation review in 2013, the 10 faculty members of color now includes a higher percentage of African American faculty members than the university as a whole. With 28 full-time female faculty or 38.9 percent of the full-time faculty, the college has improved in the gender diversity of its faculty since the last accreditation review when 22 of the 69 faculty (31.9 percent) were women. Since the last accreditation review in 2012, one-fifth of the full-time staff members in the college are persons of color and 60 percent are women. Of all the academic colleges at the University Park campus, the college’s percentage of minority staff members tops the list. In the college’s administration, one will find domestic minority faculty in roles of department chair or associate department chair in addition to the role of assistant dean. Additionally, at least four other directors or coordinators are from racial minority groups, which is further evidence of great progress toward one of the goals in the College’s diversity plan of ensuring that the leadership team is diverse.

d) The unit demonstrates effective efforts to help 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 continues to make progress in attracting and retaining a diversity student

population. Non-white students are about a third of the student body with Hispanic and international students representing about 9 percent of population. In terms of students from domestic racial minority groups, the Bellisario College outshines other units on the University Park campus. For example, the 173 African American students and the 244 Hispanic students both represent a higher percentage of the student population in the College than at the institution as a whole.

Retention rates for under-represented minority students, including those from outside the U.S. between freshmen and sophomore years averaged in the low-90 percent range for the Fall 2016 cohort. When retention rates among the Fall 2015 and 2013 cohort are compared, retention rates of under-represented minority student between the sophomore and junior years have increased to 88.4 percentage from 84.4 percent.

The College is graduating more students of color at the baccalaureate level than it did at the time of the last self-study. In 2017-2018, about one-fifth of the graduates were students of color up from just 14.4 percent in 2010-2011.

These data provide evidence of the award-winning diversity and inclusion efforts in the college that was the recipient of the AEJMC Equity and Diversity award in 2014. The college's recently retired assistant dean for multicultural affairs, who received the 2011 Robert P. Knight Multicultural Recruitment Award from the AEJMC Scholastic Journalism Division has been replaced by a new assistant dean for diversity & inclusion.

e) The unit has a climate that is free of harassment and all forms of discrimination, in keeping with the acceptable cultural practices of the population it serves, accommodates the needs of those with disabilities, and values the contributions of all forms of diversity.

By investing \$350,000 in 2015 to develop new space in its main Communications building for the Office of Diversity & Inclusion, the Bellisario College made a statement about its commitment to diversity, and students have told the site team they recognize those efforts. Recent graduates of color contacted by the site team acknowledge the challenge Penn State has had with attracting racial minority students to the University Park campus, which is in a predominantly white rural region of Pennsylvania. Yet within the college, they have felt included and valued. They point specifically to the Office of Diversity & Inclusion where they can go for support. Campus partners further point to the key role that the assistant dean for diversity and inclusion plays in supporting students from underrepresented minority groups, often helping them identify finances to participate in critical professional development activities.

The efforts within the college add to robust attempts by the entire university to communicate its inclusive environment to students. A university-wide "All In" campaign was one such effort spearheaded by the university president through a vice president of Diversity, Equity and Inclusion. Elsewhere offices such as the University's Division of Development and Alumni Relations, which recently hired a director of diversity, equity and inclusion to provide internal training for staff as it develops materials and makes efforts to contact potential donors externally.

**Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are situated.**

**Summary:**

Embedded within its strategic plan, the unit has an intentional plan for what it means to “reflect and promote an appreciation of diversity in our classrooms and among our students, faculty and staff,” a strategic priority for the college. Recent graduates report how much diversity is part of the curriculum, which reflects the diversity-related material and learning objectives found in an analysis of course syllabi. The college has maintained its level of domestic diversity among faculty and increased the number of female faculty while outpacing the University in the diversity of its staff.

**Compliance**

(Please include the Faculty Population table at the end of this section.)

**Table 6. Faculty Populations, Full-time and Part-time**

**Academic year: 2017 - 2018 Full-time faculty (66)**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African-American	2	3.03%	2	3.03%
White	21	31.82%	36	54.55%
American Indian/Alaskan native	0	0%	1	1.52%
Asian	0	0%	4	6.06%
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

**Academic year: 2017 - 2018 Part-time/adjunct faculty (78)**

<b>Group</b>	<b>Female</b>	<b>% of total faculty</b>	<b>Male</b>	<b>% of total faculty</b>
Black/African-American	5	6.41%	0	0%
White	17	21.79%	36	46.15%
American Indian/Alaskan native	1	1.28%	0	0%
Asian	7	8.86%	4	5.13%
Hispanic/Latino (any race)	2	2.56%	1	1.28%
Native Hawaiian/other Pacific Islander				
Two or more races	0	0%	2	2.56%
Other race				
International (any race)				
<i>Did not disclose</i>	1	1.28%	2	2.56%

## **PART II — Standard 4: Full-Time and Part-Time Faculty**

*The unit hires, supports and evaluates a capable faculty with a balance of academic and professional credentials appropriate for the unit's mission.*

### **Indicators:**

- a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.
- b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.
- c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept **current** through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.
- d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.
- e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

### **Evidence:**

Faculty and staff manuals or relevant policy procedural documents  
Vitae for full-time and part-time faculty  
Course evaluations and other methods of determining teaching effectiveness  
Evaluation process for annual review of faculty contributions and performance  
Search and hiring records.

### **Unit performance with regard to indicators:**

- a) The unit has written criteria for selecting and evaluating the performance of all full-time and part-time faculty and instructional staff.

The Bellisario College of Communications through the self-study and during the site visit, provided open access to manuals and relevant policy documents, faculty vitae and evaluation documents, and all were comprehensive and notable.

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. The search committee includes representatives from throughout the department and, in some cases, the college, with attention to diversity. Candidates who meet minimum requirements are considered by the search committee and the university's Office of Affirmative Action. Qualified candidates visit the campus, make a presentation, and meet with the search committee, other faculty and deans. In the case of part-time faculty, departments identify a need and get approval to make a hire. A similar process is followed.

The college has 73 faculty members -- 42 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. On average, full-time faculty have more than 15 years teaching experience, and 11 years professional experience working in diverse settings including: Associated Press, Philadelphia

Inquirer, Zymbok Advertising, United States Marine Corps, Sprint Nextel, KCPQ-TV, just to name a few.

In Fall 2018, forty-four (60.2 percent) of full-time faculty members are male and 29 (39.8 percent) are female. Sixty-one are Caucasian, five are African-American/Black, one is American-Indian, and four are Asian. (Two did not disclose race or ethnicity.) The push for diversity must remain.

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.

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 policies set forth a comprehensive and clearly articulated process of faculty review for promotion and tenure.

b) Full-time faculty have primary responsibility for teaching, research/creative activity and service.

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. 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.

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

In 2017-2018, the college reported more than 105 faculty research presentations, 47 journal articles, 22 creative works and 10 book chapters and more than 30 faculty and graduate students participated and presented at the 100<sup>th</sup> annual conference of the Association for Education in Journalism and Mass Communication.

c) Credentials of the unit's faculty represent a balance of professional and scholarly experience and expertise kept **current** through faculty development opportunities, relationships with professional and scholarly associations, and appropriate supplementation of part-time and visiting faculty.

Faculty at The Bellisario College of Communications have a healthy balance of professional and scholarly experience and expertise with more than half (57%) holding terminal degrees (Ph.D., M.F.A., J.D.) and 25% holding master's degrees. On average, full-time faculty have more than 11 years professional experience and 15 years teaching at the college level.



Faculty are active in a wide range of professional and scholarly associations, many holding leadership positions, including: AEJMC, American Academy of Advertising, Arthur W. Page Society, Association for Women in Sports Media, Harvard Berkman Center for Internet and Society, International Journal of Sport Communication, *Journal of Public Relations Research*, *Journal of Information Policy*, *Journal of MEDIA and Communication Review*, Keystone Multimedia Workshop, National Press Photographers Association, Pennsylvania Associated Press Broadcasters' Association, PRSA, and Science Communication.

Faculty uniformly report they are encouraged and supported in their professional and scholarly advancement. According to one faculty member, "I have all the support I need to be successful." Another said, "The administration is very supportive and always open to our ideas and requests. They almost never say no."

While faculty are generally bullish and optimistic about the future, there are concerns related to managing growth, especially as it relates to equitable utilization of the new Bellisario Media Center, online programming and the continued expansion of popular programs.

d) The unit regularly evaluates instruction, whether onsite or online, using multiple measures that include student input.

All full-time faculty are evaluated annually. Each spring, faculty members submit their activities during the calendar year; 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 who 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 also are 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.

For more than 300 course sections taught in the college by full-time faculty last year, the average course rating was a 5.9 and instructor rating was a 6 on a 7-point scale.

Two faculty members have recently 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. Many faculty have been recognized with a long list of honors and awards.

The college conducts a new faculty orientation for all new faculty, organized by the Associate Dean with assistance from faculty and staff. The Bellisario College also 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.

e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides.

The faculty is respected throughout the university. The Provost, and administrators and senior staff outside the college are quick to praise faculty and college administration.

University Strategic Communications and Athletics, as an example, regularly partner with college to provide professional development, training and strategic counsel on a wide range of issues and topics including media training for other university faculty and development of communication plans and programs.

The Science Communication Program, housed in the Donald P. Bellisario College of Communications, connects communications researchers from the college with scientists from across Penn State to explore productive research collaborations with seed funding and administrative resources. The program builds multi-disciplinary research collaborations with several other Penn State Colleges and Institutes, include Agricultural Sciences, Environmental Engineering, Earth Sciences, Geography, Arts and Architecture, the Institute for Energy and the Environment and the Social Science Research Institute.

The college's Digital Media Trends and Analytics Minor, now in its third year, has quickly become one of the largest minors in the university, attracting strong student support from throughout the university, including many outside the college.

Faculty citizenship is supported and recognized. As an example, as part of the dean's 2018 summer faculty grant program, faculty received \$4,000 to develop a 5-week summer digital storytelling project for low-income teens in nearby Bellefonte. The project, similar to Humans of New York, was designed to introduce low-income teens in this rural Victorian community to the functions of communications, mainly public relations.

### **Summary:**

Faculty represent a strength at the College. There seems to be mutual admiration and respect among faculty and administration at both the college and university level. Faculty are actively engaged with their college, university, professional and local communities. There is a healthy balance between teaching, mentorship, research/creative activity and service as well as faculty with varying levels of experience, although diversity remains a need. Students are quick to praise faculty for both teaching and mentorship. While, optimistic about the future, faculty do have concerns related to managing growth and change.

### **Compliance**

## **PART II — Standard 5: Scholarship: Research, Creative and Professional Activity**

*With unit support, faculty members contribute to the advancement of scholarly and professional knowledge and engage in scholarship (research, creative and professional activity) that contributes to their development.*

### **Indicators:**

- a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.
- b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.
- c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.
- d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.
- e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

### **Evidence:**

Faculty guides or manuals on tenure and promotion

Records of sabbatical and other leaves, travel funds and grant support

Records on faculty promotion, tenure and other forms of recognition

Faculty vitae and unit reports on research and creative and professional activities

### **Unit performance with regard to indicators:**

- a) The unit requires, supports and rewards faculty research, creative activity and/or professional activity.

As a research-intensive university, the college adheres to the university's mandate to produce scholarship that is meaningful and makes an impact. Both the college and the university take a broad view of "scholarship" and support a range of academic research, creative activity and professional activity. Many faculty reported that when they needed additional money to attend an extra conference or to fund a research project, the administration almost always provided funds. There is a research administrator who helps the faculty apply for grants. There also is summer research money available for faculty who are working on projects that may lead to larger funding opportunities. Additional research funds also are available to new faculty who join the college. Several faculty mentioned how helpful these research funds were.

- b) The unit specifies expectations for research, creative activity and/or professional activity in criteria for hiring, promotion and tenure.

The tenure and promotion document specifies expectations for scholarship. Faculty reported that when they were hired, they had a clear understanding of what was expected of them to progress toward tenure and promotion. Some faculty mentioned how helpful their mentors were in helping them to negotiate the understanding of the tenure and promotion process. Meetings with faculty members (both tenure and non-track and

teaching-ranked) spoke with enthusiasm about the projects in which they were currently engaged.

c) Evaluation criteria for promotion, tenure and merit recognition account for and acknowledge activities appropriate to faculty members' professional as well as scholarly specializations.

The self study states that the faculty are engaged in activities that are appropriate to both their professional and scholarship specializations. The unit supports a wide range of scholarship activities including scholarly books, academic papers, public interest web-based productions, documentaries, etc. There seemed to be a clear understanding of how faculty members' scholarly work would be evaluated for promotion and tenure.

d) Faculty members communicate the results of research, creative and/or professional activity to other scholars, educators and practitioners through presentations, productions, exhibitions, workshops and publications appropriate to the activity and to the mission of the unit and institution.

Faculty members communicate the results of their scholarship in numerous ways. In the last six years, for example, faculty have presented 264 academic papers at top-rated academic conferences such as AEJMC, ICA, BEA, AAA and others. They also have produced 48 juried creative works and 238 non-juried works. They have written 102 book chapters and six scholarly books. Particularly noteworthy is the collaborative scholarly efforts that many faculty have spearheaded as they have worked with other units on campus to produce important pieces of scholarship that are having an impact on the local community and beyond. For example, one faculty member is working with others on campus to produce a public digital project that explores how communities handle controversial memorials. Other faculty members are producing award-winning documentaries with high public impact. For example, one faculty member recently has completed a documentary about sex trafficking and the trucking industry.

During the last six years, faculty have produced 239 refereed journal articles in top journals such as the *International Journal of Communication*, *Journal of Journalism and Mass Communications Quarterly*, *Public Relations Review*, *Journal of Children and Media*, *Journal of Information Policy*, *Journal of Consumer Marketing*, *Computers in Human Behavior* and others.

e) The unit fosters a climate that supports intellectual curiosity, critical analysis and the expression of differing points of view.

In interviews, faculty enthusiastically spoke about the respect they have for each other as well as the appreciation they have for the different approaches to intellectual pursuits. Non-tenure track faculty shared how well regarded they feel in the college. Faculty interviews revealed that they felt the dean was supportive of a wide range of their scholarship pursuits.

## Summary:

Faculty understand the importance of producing scholarship with impact regardless of the method. They are committed to the highest levels of scholarship whether they are producing academic articles, scholarly books, documentaries, films or other forms of scholarship. They feel financially supported in their scholarly pursuits.

## Compliance

(Please include the scholarship table at the end of this section.)

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

## **PART II – Standard 6: Student Services**

*The unit provides students with the support and services that promote learning and ensure timely completion of their program of study.*

### **Indicators:**

- a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.
- b) Faculty are available and accessible to students.
- c) The unit keeps students informed about the activities, requirements and policies of the unit.
- d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.
- e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

### **Evidence:**

Student records, transcripts and files

Advising guides, manuals, newsletters and internal communication

Statistics on enrollment, scholarships, retention and graduation

Website where retention and graduation data are annually and clearly made available to the public

Examples of student media and information about student professional organizations

### **Unit performance with regard to indicators:**

- a) Faculty and/or professional advising staff ensure that students are aware of unit and institutional requirements for graduation and receive career and academic advising.

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 may schedule an appointment with an adviser or meet with one during drop-in hours. The office also regularly communicates with students through the "Comm Adviser" electronic listserv. Students receive notices several times a month about advising, scheduling, graduation requirements, and other important information.

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.

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 programs. 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.

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.

During the last six years the office has:

- Hired a part-time adviser to assist with advising (In Fall 2018, that position was converted to full-time).
- Increased contact hours per academic adviser. The college's advisers average 32 student contact hours a week, the most of any college at the university.
- Led 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.

Student advising is strongly and uniformly praised by students who characterize the service as "Amazing," "the best." Multiple students report the positive impact of student advising, including the potential for early graduation, adding additional majors and minors and traveling abroad as well as peace of mind and the ability to focus on academics. Success does come with a price, as some students complain about wait times and access, but overall students seem to understand the value of the service and time spent with fellow students.

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

Career advising meetings are 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. 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.

Job openings are immediately posted to students using the career services e-mail system. 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. In 2017-1018 the college reported job fairs on campus and in New York City attracted, in combination, more than 170 companies, nearly 400 recruiters and well more than 800 students.

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. 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. In 2017-2018 the College reports more than 457 for-credit intern- ships completed.

Like academic advising, students are quick to applaud the Office of Internships and Career Placement. One student said, “We receive internships and job opportunities almost every day.” Every meeting with students includes a chorus of support for the assistant dean of Internships and Career Placement who students mention by name.

Students also note the strong Alumni network and the clubs. “There are Penn State Alumni everywhere and they are always ready to help,” said one student. The university’s robust Alumni Relations program is supported by alumni programs at the college and even program level.

b) Faculty are available and accessible to students.

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. Student routinely recognize faculty accessibility as a strength. “My teachers are always available,” said one student. “They will always get back to me and meeting with them is never an issue.”

c) The unit keeps students informed about the activities, requirements and policies of the unit.

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

d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as 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 during the last six years, including AWSM, CommAgency, The Underground, and *Valley Magazine*. The Underground and *Valley Magazine* were founded by students in the College.

A sampling of media, organization and opportunities include:

- 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;
- 100 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; and
- WKPS-FM (The Lion 90.7): university's student radio station.

In 2017-2018 more than 428 students applied for scholarships, and 280 received support, with an average scholarship award of \$2,200.

e) The accredited unit must gather, maintain and analyze enrollment, retention, graduation rates and other aggregate information for improving student services and reducing barriers to student success. The unit annually publishes retention and graduation information on its website.

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 is steady at about 2,700 students from 2012-2017. The number of Advertising/Public Relations and Media Studies majors each increased by 21 percent, while Film-Video majors grew by 12 percent. Enrollment decreased 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.

### **Summary:**

Student Services are comprehensive and robust. Academic advising, internship and career planning are clearly assets of the college. Students are quick to praise student services. Clubs and extracurriculars are ample and active. Opportunities for improvement including additional advising resources to handle student demand.

### **Compliance**

## **PART II — Standard 7: Resources, Facilities and Equipment**

*The unit plans for, seeks and receives adequate resources to fulfill and sustain its mission.*

- a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.
- b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.
- c) The facilities of the unit enable and promote effective scholarship, teaching and learning.
- d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.
- e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

### **Evidence:**

A detailed budget

Tour of buildings and review of equipment

Details of private annual fund-raising efforts

Details of unit endowments for faculty chairs and professorships, programs, scholarships or other restricted accounts for faculty chairs and professorships, programs, scholarships and other restricted accounts

### **Unit performance with regard to indicators:**

- a) The unit has a detailed annual budget for the allocation of its resources that is related to its long-range, strategic plan.

The college's budget for the current fiscal year is \$22 million. Traditionally, the college has tied its budget and resources to its strategic plan. The college, like the entire university, uses an "incremental budget" in which departmental funding is based on funding levels from the previous year. This primarily covers salary and operation spending pointed by strategic goals.

- b) The resources that the institution provides are adequate to achieve the unit's mission. The resources are fair in relation to those provided other units.

The dean and administrators report the college receives adequate funding from the university in line with other colleges at the university. There has also been strong investment in the college's strategic goals in Science Communication and its graduate program. Most dramatically the university recently invested \$35 million in the college's new media center which is scheduled to be completed in 2020.

- c) The facilities of the unit enable and promote effective scholarship, teaching and learning.

It is an important time of transition for the facilities that serve the college's students and faculty. They both agree the current facilities are more than adequate but limit

collaboration and expansion of the college and have needed updating for some time.

The college headquarters is the historic Carnegie Building with 18,355 square feet of space. Carnegie houses classrooms, labs, administration and faculty offices. But the bulk of the college's broadcast, film/video and telecommunications teaching, takes place 1.5 miles from the core campus. Because of a lack of space there as the college grew over the past generation, 14,000 square feet of space were rented at two buildings in a light industrial park. In one are located the college's two television studios, audio production lab, classrooms and CommRadio, the college's radio streaming service. It also houses two rooms from which students and faculty check out equipment. The college also occupies almost 7,000 square feet in the James Building, also away from the core campus, for faculty offices, graduate student study areas, and administrative operations. This scattering of programs far from the headquarters has effectively reduced collaboration across programs.

But within two years those programs will return to the center of the campus in the Bellisario Media Center, which the dean can see out of her office window. Seeded with \$5 million from Bellisario's gift and the \$35 million investment from the university, work is underway on the 35,000 square foot center. The college is renovating the 80-year-old Willard Building and expanding the footprint. The goal is to create an open, collaborative and entrepreneurial space. Designers say it will help students and faculty navigate new forms of storytelling and new ways of talking about thinking about communications.

A keystone feature is an open newsroom encouraging collaboration across disciplines and all forms of media. There will be two television studios, labs and classrooms. And the Bellisario Media Center will be furnished with all new, state of the art equipment. The college says it is designed to serve students and faculty for decades.

d) The institution and the unit provide faculty and students with equipment or access to equipment to support its curriculum and the research, creative and professional activities of the faculty.

In a total of three equipment rooms on the campus, students and faculty may reserve and check out equipment for classroom or field work. Neither students nor faculty complain that anything is out of date or in short supply. For broadcasting and film, the college stocks 80 Marantz and Roland field recording packs. Video cameras include 50 Panasonic AG-DVX200 4K, 10 Canon C-100 and 33 JVC cameras. There are also 45 lighting kits, tripods and field audio equipment. Still cameras include Nikon D610 and D600 DSLR. In addition, there are 71 other Nikons DSLR cameras ranging from D4s to D7100.

There are ten computer labs (film, television editing and multimedia) equipped with a total of 169 Mac computers. There are two additional labs with 53 PCs.

For additional access to video editing each student can download Adobe Creative Cloud to a laptop for free.

e) The institution and the unit provide sufficient library and information resources to support faculty

and student research and professional development.

The college has a designated librarian assigned by the Penn State Pattee Library which holds five million volumes. The librarian aids students and faculty and frequently establishes a “drop in” center at Carnegie to answer questions and help students.

**Summary:**

The college is on sound financial footing after embarking on a major construction project. There is adequate funding for the college to meet its strategic goals, especially with recent increases from the university. Equipment and access to it is outstanding. The lone problem, the scattering of programs, classrooms and labs to areas far beyond the campus will be solved when the Bellisario Media Center brings them back together at the center of campus in 2020.

**Compliance**

## **PART II — Standard 8: Professional and Public Service**

*The unit and its faculty advance journalism and mass communication professions and fulfill obligations to its community, alumni and the greater public.*

### **Indicators:**

- a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.
- b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.
- c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.
- d) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.
- e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

### **Evidence:**

Faculty vitae

Unit records, brochures and publications of public service activities related to the units' mission and strategic plan

Alumni newsletters, surveys, advisory boards, social media initiatives, reunions and other activities

Travel and other support for faculty involvement in academic and professional organizations

Information about courses and services available to professionals and the public

### **Unit performance with regard to indicators:**

- a) The unit consults and communicates regularly with its alumni and is actively engaged with alumni, professionals and professional associations to keep curriculum and teaching, whether on-site or online, current and to promote the exchange of ideas.

The Bellisario 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. Meeting twice a year, 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. The Advertising/Public Relations Network Board focuses on the networking of alumni and professionals in the fields of advertising, public relations, community and media relations, and marketing. The 25 members of the Alumni Society Board help to elevate the stature of the College through a review of its programs, support fund-raising and development efforts; and helps students obtain internships and employment upon graduation. Meeting annually, 12 members of the Sports Journalism Alumni Council serve as an advisory group and resource for the John Curley Center for Sports Journalism and its students. Finally, the L.A. Advisory Board includes about a dozen Bellisario College alumni who work in West Coast news/entertainment industries. The board members meet twice a year as they serve as resources for internships and support the college's semester-in-residence program.

Beyond the aforementioned five major alumni-related boards, the Bellisario College sponsors events in areas with highest concentration of alumni (i.e. New York, Philadelphia, Pittsburgh and Los Angeles) as a way to reach alumni who may be connected to their alma mater. Alumni also play a key role in the College's Student Learning Assessment Program.

b) The unit provides leadership in the development of high standards of professional practice through such activities as offering continuing education, promoting professional ethics, evaluating professional performance, and addressing communication issues of public consequence and concern.

College faculty members provide professionals, educators, and students the basic skills needed to produce compelling narrative multimedia stories. They also educate law enforcement personnel from around the central Pennsylvania region on how to work with the news media. Held in Gettysburg, Pa, in partnership with the Pennsylvania News Media Association, the Keystone Multimedia Workshop is a three-day event for media professionals, educators and student. The Police and Media Relations Workshop is a two-day event directed by a Bellisario faculty member who worked in both journalism and media relations.

c) The unit contributes to the improvement of journalism and mass communication as academic disciplines by supporting the faculty's involvement in academic associations and related activities.

The Bellisario College has multiple faculty members who serve at the highest ranks of leadership in academic associations. For example, the presidents of the Association for Education in Journalism and Mass Communication (AEJMC), and Chinese Communication Association are Bellisario faculty members. The college is home to four academic journals that are well-regarded in the field—*Mass Communication & Society*, *Journal of Mass Media Ethics*, *American Journalism* and the *Journal of Information Policy*. Until recently, a fifth journal, the *Journal of Computer Mediated Communication*, also was edited by a faculty member in the college. One of main methods of support for faculty serving as editors of these publication is the allocation of graduate assistantships that provide editorial assistance.

d) The unit contributes to its communities through unit-based service projects and events, service learning of its students and civic engagement of its faculty.

Faculty members in every department find ways to complement their teaching with opportunities to serve their community. Through a summer faculty program, an advertising/PR faculty developed a summer digital storytelling project that was designed to introduce low-income teens in a rural Victorian community not far from the University Park campus to the function of public relations. Meanwhile, advertising/public relations faculty facilitate a service learning project in an international pitch competition sponsored by L'Oreal.

Faculty in telecommunications lead a think tank focusing on the intersection of vanguard technologies and public policy. For nearly two decades, the Bellisario College has collaborated with the College of Information Sciences and Technology to support an Institute for Information Policy, which conducts groundbreaking research and innovative programs on the social implications of information technology. At least

one film faculty member blends documentary and fiction storytelling to address the underreported issues of domestic sex trafficking at truck stops. The project screens at film festivals in the U.S. and Canada.

Beyond service in formal classes, the Bellisario College also provides outreach with annual events such as the Penn State Powwow and 46 Live. Held in the spring at a local middle school, Penn State Powwow celebrates Native American culture with dancing, food and other customs. Bringing more than 160 Native Dancers from as far away as New Mexico, Canada, South Dakota, the most recent Powwow drew more than 5,000 attendees. 46 Live is a live broadcast of Penn State's annual 46-hour dance marathon, which is popularly known as "thon." It is the largest student-run philanthropy in the country THON 2018 raised \$10.1 million for the fight against childhood cancer. A member of the Telecommunications faculty serves as the faculty adviser to the team handling webcasts from THON.

e) The unit supports scholastic journalism through such activities as faculty workshops, visiting lectures and critiques of student work.

The college holds three five-day high school workshops each summer: broadcasting, multimedia and film. About 60 to 70 students annually attend the workshops, which are designed, directed and taught by Bellisario faculty with assistance from professionals. The college's studios, lab classrooms are used. Additionally, in the last four years, the Pennsylvania School Press Association's student journalism state competitions have involved as many as 500 students in events hosted by the college. A faculty member from the college has often served as the keynote speaker for multiple sites for the regional student journalism competitions held in six locations around Pennsylvania.

### **Summary:**

Since the last accreditation review, the college has served as home for as many as five academic journals. Two faculty members hold the office of president of national or international professional organizations. Evidenced by its multiple alumni boards, professional development workshops led by Bellisario faculty plus student and faculty involvement in community engaged workshops and experiences, the unit fulfills its obligations to its community, alumni and the greater public.

### **Compliance**



## **PART II – Standard 9: Assessment of Learning Outcomes**

*The unit regularly assesses student learning and applies results to improve curriculum and instruction.*

Indicators:

- a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)
- b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.
- c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.
- d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.
- e) The unit includes members of journalism and mass communication professions in its assessment process.

### **Evidence:**

A written statement on competencies

A written assessment plan

Evidence of alumni and professional involvement in assessment, such as: surveys, advisory boards, social media initiatives, portfolio reviews and other activities

Records on information collected from multiple measures of assessment and on the application of this information to course development and improvement of teaching, ensuring that assessment findings have been systematically gathered, synthesized and applied

End-of-year unit summary assessment report and analysis

### **Unit performance with regard to indicators:**

*The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another. Please respond to each of these questions in your report on indicators (a), (b) and (c):*

- a) The unit defines the goals for learning that students must achieve, including the “Professional Values and Competencies” of this Council. (See 2. Curriculum and Instruction.)

Bellisario College has adopted the ACEJMC “Professional Values and Competencies” as its exclusive assessment measurement standards for learning outcomes. All values and competencies are reflected somewhere within the curriculum for each of the college’s five departments. The learning outcomes are clearly identified in the appropriate course syllabi in courses used to measure the competencies.

- b) The unit has a written assessment plan that uses multiple direct and indirect measures to assess student learning.

The college’s Student Learning Assessment Plan has been in effect for four years and was amended in Spring 2018. The goals are drawn from the ACEJMC “Professional

Values and Competencies.” It outlines two direct and multiple indirect assessment measurement tools.

The college provided a matrix that demonstrates where each of the ACEJMC learning outcomes can be found in the curricula for the Advertising, Film, Journalism, Media Studies, Public Relations and Telecommunications programs. All 12 ACEJMC goals and competencies are covered by various courses in the curriculum. The Associate Dean has responsibility for ensuring the assessment program at the college meets ACEJMC requirements.

A review of syllabi for all five departments within the college shows that the learning outcomes are clearly stated in syllabi for classes that are indicated as meeting goals and competencies in the matrix provided by the college.

The primary direct assessment tool is a rotating, random evaluation of student performance conducted by departmental teams of faculty and outside professionals, many of them alumni from the college’s board of advisers. Each year, four of the ACEJMC goals and competencies are evaluated by departmental teams. All values and competencies are scheduled to be evaluated at least once every three years.

For example, in 2016-17 most of the departmental teams evaluated learning outcomes 1.) Free Expression; 2.) History and Role of the Professions; 5.) Ethics, and 8.) Research Methods. The teams identified courses that addressed those learning outcomes from the assessment matrix and evaluated random student portfolios from one section of the courses designed to meet that outcome. Teams sought to evaluate senior portfolios, when possible. The departmental teams meet during the spring Board of Advisers meeting. Departments use the team findings to report findings and recommendations to the associate dean, who summarizes the findings for the dean.

c) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction.

The college makes course changes and enhancements as well as faculty hires based on the assessment data, thereby closing the “assessment loop.” For example, in 2015-16, global diversity was noted by the assessment teams as a weakness for the Advertising, Film and Journalism programs. Significant effort was made over the following two years to shore up instruction and add international student travel experiences to address those weaknesses. Similarly, the 2016-17 reports found relative weakness in writing across all of the college’s majors. Several departments reported that they are committed to making writing a core part of courses across the curriculum.

For the most part, the assessment teams do a thorough job of assessing learning outcomes. During the three-year cycle submitted in the self-study, the Journalism and Media Studies departments assessed all learning outcomes. Telecommunications assessed all learning outcomes except 10 (Critical Evaluation). Advertising addressed all outcomes except 1 (Freedom of Expression) and 2 (History). Public relations addressed all outcomes except 1 (Freedom of Expression), 2 (History) and 10 (Critical Evaluation). Film/Video stated that they addressed all learning outcomes, yet the team concluded that there was not enough material submitted for them to evaluate learning outcomes for 1 (Free Expression) and 2 (History).

The other direct measure requires internship coordinators to evaluate student interns using the ACEJMC learning outcomes. That evaluation is comprehensive and used by the college to evaluate student progress and adjust the curriculum.

Indirect measures used by the college include job placement data, retention and graduation data, regional and national journalism awards, student focus groups and a student exit survey. The college reported employment data for 761 of the 931 graduates of the Class of 2015. That data demonstrate that job placement is robust across the disciplines. Bellisario College students perform well in regional and national contests, particularly in the Journalism program.

d) The unit maintains contact with its alumni to assess their experiences in the professions and to provide suggestions for improving curriculum and instruction.

Penn State has an extensive alumni network; Bellisario College is not an exception. Alumni are involved on direct assessment teams and many internship supervisors appear to have connections to the university. In addition, the college maintains a website, a series of printed publications directed at alumni and a vibrant social media effort targeted at alumni.

e) The unit includes members of journalism and mass communication professions in its assessment process.

The direct assessment measures include members of a variety of journalism and mass communication professionals, as appropriate in each field. The learning outcome assessment teams include professionals who usually also are alumni. Professional internship supervisors also play a critical role in the assessment process.

### **Summary:**

Bellisario College is a large, multi-department unit. Any assessment program at a large unit is necessarily cumbersome and responses are likely not as nimble and quick as in smaller programs. Nevertheless, significant effort has been put into the college's assessment efforts. The reporting and response are thorough and thoughtful. The college would benefit from a standardized reporting template for its assessment team reports. Such a template could make it less likely learning outcomes would be dropped from the assessment process by the departments and easier to evaluate outcomes across the college.

### **Compliance**

### **PART III: Summary by site visit team**

1) Summarize the strengths and weaknesses of the unit.

**Strengths:**

- Outstanding dean and associate/assistant deans;
- Exceptional momentum with a college naming gift and a series of commitments in terms of physical assets;
- An emerging faculty that is extremely productive and student-oriented, providing exceptional learning experiences;
- Engaged students;
- A highly dedicated student services operation including advising and internship coordination; and
- Loyal and appropriately active alumni.

**Weaknesses:**

- Dispersed space needs that will be met in the near future;
- No core requirement that supersedes all majors;
- No assurance that every student will graduate with a comprehensive knowledge of media law and media ethics; and
- An unnecessarily complicated direct assessment system.

2) List the standards with which the unit is not in compliance.

- NA

3) Summarize the problems or deficiencies that should be addressed before the next evaluation (i.e., related to non-compliance with standards).

- NA

4) In the case of a recommendation for provisional accreditation, list the deficiencies that should be addressed before the provisional status can be removed.

- NA

5) In the case of a recommendation for denial of accreditation, clearly and fully explain the reasons that led to the recommendation.

- NA

6) If the unit was previously accredited, summarize the significant deficiencies noted in the previous report and the actions taken to correct them. If the unit was in noncompliance in the same standard(s) on the previous two visits, identify the standard(s) and the problems noted. Explain actions taken to correct the problems.

- NA

7) The self-study is the heart of the accrediting process. Often the quality of that document determines the degree of success of the site visit. Summarize the team members' judgment of the self-study.

- A well-written, concise report that was easy to read and very informative. The report described the college and explained its accomplishments.