

Executive Committee Retreat
Tuesday, August 14, 2018
Penn Stater, Room 109

Welcome

Dean Marie Hardin welcomed the group and began with updates from University leadership. The consultants that the Board of Trustees brought in have written their report and recommend University cost savings via consolidation.

We have hired nine new faculty members this past year and five new staff members. We plan to hire three faculty positions this upcoming year.

Science Communications Assistant/Associate Professor- provost funded

Larry and Ellen Foster Professorship in Writing and Editing – endowment

Director of Online Programs and Strategic Communications – world campus

Next week we have scheduled our Full Faculty meeting to discuss accreditation, facilities and college updates.

The following week we will hold a Full Staff meeting.

The College's re-accreditation review will be held in October.

Review of College leadership, AC14, will be conducted in the Spring.

Development: Our quest for a 'Greater Penn State' (Jose Lugaro)

This new campaign 'A greater Penn State for 21st Century Excellence' has three overarching imperatives:

Open Doors

Create Transformative Experiences

Impact the world

See the attached marketing materials surrounding these imperatives.

Last year Penn Staters gave a record amount of 362 Million dollars. We just completed our second year of the campaign. We have three remaining years left in the campaign with a college goal to raise \$2.7 million a year. Jose's team plans to focus on first time donors, parents of our students, and to work closely with office of corporate and foundation relations. His team is also planning on the possibility of having to raise additional funds for Willard Renovations. There are some naming opportunities in the Bellisario Media Center.

A central analytics department provides data on prospects. New Associate Director of Development Matt Eichelberger has been traveling and assessing those prospects. Matt will conduct 180 visits a year and Jose will conduct 120. Our college has 28k alumni.

What Jose's team needs from you: Your stories, classroom opportunities for alumni and donors, guest speaker opportunities and spreading the word about those events, invite development to participate in discussions and events.

Media Center & Endowment Planning (Marie Hardin)

We are engaging faculty more on the media center plans now that the footprint is finalized. The Bellisario Fellows program is rolling out this Fall. We have our first Bellisario Professional in Residence this fall. In your department meetings, communicate messages from these meetings to your directs.

Reaccreditation: Where we are, what we've learned, what we need (Marie Hardin, Ford Risley)

Self study due: September 11, Narratives and data will all be located on a website for the team to access.

Site visit: October 29, 30

Team members:

Will Norton, Professor and Dean, Meek School of Journalism and New Media, The University of Mississippi (Chair)

Mike Cherenson, Executive Vice President, Public Relations, Success Communications Group (SCG Advertising + Public Relations)

Carol Pardun, Professor, School of Journalism and Mass Communications, University of South Carolina

George Daniels, Assistant Dean, College of Communication and Information Sciences, The University of Alabama.

Lucy Dalglish, Dean, Philip Merrill College of Journalism, University of Maryland

Robert Jamieson, Journalist, New York, New York.

Schedule:

Sunday, Oct. 28: Tour and dinner with dean

Monday, Oct. 29:

7:30 a.m.: Breakfast with faculty

Open meeting for students from all majors

Meeting with Provost

Meeting with representatives from across campus

Individual meetings with faculty/classroom observations

Tuesday, Oct. 30:

Meetings with students by major

Individual meetings with faculty/classroom observations

Draft of report delivered to dean (p.m.)

Wednesday, Oct. 31:

Exit interviews with dean, president. Depart by 10 a.m.

Questions to expect from the site team:

- How confident are faculty in **leadership/governance**?
- How effective has **assessment** been in helping the curriculum?
- How do faculty members think the unit has done in emphasizing **diversity** across its curriculum and among faculty and students?
- Do faculty have the **resources** they need?
- Do faculty have a clear understanding of the **annual evaluation and promotion and tenure processes**?
- How much are **alumni** engaged with the unit?
- Is the unit **free of harassment and discrimination**, and are various points of view valued?
- Do faculty see the **curriculum** as up-to-date and professionally relevant?

What we need

Academic leaders:

Read self study

Make sure faculty members know what to expect

Get students to the meetings!

Suggestions for alumni, employers, campus partners

Faculty/staff:

Submit all fall syllabi

Updated bios on website

Updated photos on website (photographer at fac/staff meetings)

Availability during site-team visit (In offices when not teaching class)

Senior survey results and next steps (Ford Risley)

See the attached senior survey report written by Frank Dardis. This new survey of graduating seniors gauges their extent of learning and other experiences while in college. This is a requirement of our students to graduate.

Goal-Setting Roundtable

Russ Eshleman

Search and find new Foster Professor, an important position that will help our curriculum grow as we look for and find someone with both newsroom experience and 21st century knowledge and skills. This person should be a key component as we move toward the Bellisario newsroom.

Paperwork on proposed Journalism minor is complete, and we will need to shepherd through the Curriculum Committee as well as the Faculty Senate with the goal of having it ready for implementation FA19.

Work with Walter Middlebrook as Bellisario prof-in-residence and come up with a good plan as to how this position should work as we move into a new person in SP19.

Matt Jackson

Integrate new hire Linda Feltman into department. Create overarching focus for curriculum: Media Innovation

Integrate new hire Bill Hallman into department. Coordinate production sequence and develop new production courses and launch webcast agency

Document ethics, diversity and global awareness projects within the department and showcase on website

Engage students and encourage them to take advantage of Bellisario opportunities: Washington, Hollywood programs, various minors, CommMedia, CommAgency, Webcast Agency, student clubs, etc.

Bob Martin

Integrating our College into the university-wide one career management system, Nittany Lion Careers

Introducing our new "COMM Careers in the Capitol" Internship/Career Fair in Washington, D.C., November 30, 2018

Keep on pace to exceed recruiter goals for JobExpo.Comm 2019 and Success in the City 2019

Integrate our students into our on-campus experiences and internship programs early on (habit forming)

Create a step-by-step "Career Readiness" on-line program for our students so they know what metrics they should meet/exceed year-to-year

Matt McAllister

One goal this year is to further integrate the graduate staff into the various rhythms of the year, given that Letitia has not yet been here a year and Melissa is still in her second. Several new graduate faculty also should be included in the program when appropriate and available; this includes three new grad faculty starting this year; two starting last year, and likely another next year. The closing of the James Building will have significant impact for our graduate students, so this will be a continuing process/discussion. One final goal for this year is to examine the graduate curriculum (especially for the PhD program), to see what updates, efficiencies, and clarifications we can implement.

Maura Shea

A major priority for the Film-Video major is to review our curriculum and look for more ways to inspire and cultivate quality work from our students. Also, we will be identifying and submitting to more film festivals in an effort to raise the profile of the program. On the more administrative level, we will be looking at ways to use course scheduling and advising for better course sequencing and enrollment control in light of our new entrance-to-major process.

Fuyuan Shen

Several new faculty members have joined us. We are hiring a full-time director for our online program. Another new faculty member will be joining us in Spring 2019. So my goal is to make sure that our new faculty have a successful first year, and that they get all the support and mentoring we can provide for them to get engage in teaching, research and service.

My second goal is to work our faculty to ensure the successful launch and operation of the MPS program, and that our student clubs, competitions and other initiatives run well and are fully supported. We have our first cohort of about 12 students now taking our first class now in the MPS program. The program will be officially launched in Spring 2019. My goal is to make sure that all courses are developed and offered on time.

Chad Simpson

Workday data cleanup—Specific individuals will be targeted and department heads will only be engaged if faculty are nonresponsive. In general instructions will go out asking folks to look at their profile and update personal information.

Performance Management Calibration-starting conversations with managers on ways that we can truly recognize outstanding performers in a given year.

Not discussed—We still need hiring managers to engage with us early and often—sometimes we need to understand what they are looking to do to better advise on course forward.

Attachments: Matt McAllister sent an attachment to the group 'Incoming Communications Graduate Students.' Marie Hardin send an attachment to the group 'Self Study Handout.' Ford Risley send an attachment to the group 'Senior Survey Report.' Jose distributed materials on the 'Greater Penn State' development campaign.

2018-19 Communications Graduate Students

Jeremy Barnes earned his bachelor's degree in English with a minor in film studies at Dickinson College. After graduating, he contributed written articles, podcasts, and video content about digital games for various online platforms. He later returned to Dickinson College where he worked in the Office of College Advancement as the Assistant Director of Advancement Services. His research interests involve how questions of ethics and morality are explored in the digital game medium and how meaning is constructed through player interaction. Jeremy also has an unhealthy fascination with bad movies and weird internet videos.

Chris (Cheng) Chen was born and raised in Yueyang, located in south China. She received two master's degrees from The Chinese University of Hong Kong: one in New Media (2014) and one in Communication (2017). Before that, she obtained her bachelor's degree from Hunan University, majored in Broadcasting and Television & Editing and Directing. Her research primarily examines the social and psychological effects of new media technologies, with a special interest in mobile gaming and health. Her recent publications have appeared in SSCI journals such as *Telematics & Informatics* and *Social Science and Computer Review*. Chris has more than ten years of training in singing, dancing, and piano playing.

Olivia Cohen was born and raised in Bangor, Maine. Upon graduating high school, she earned a B.S. degree in television-radio media production from Ithaca College in upstate New York. After graduating, she went on to get her master's degree in Communication Theory & Methodology from Cleveland State University in Cleveland, OH. Olivia's area of interest is understanding the role of emotion in how we select, attend to, process, and ultimately respond to media content. Of more recent interest to her is the opioid epidemic and understanding how media content can help shape a more informed and empathetic culture around addiction. Outside of scholarly interests, she enjoys cooking, true crime, and is currently in the process of learning how to cross-stich.

Adilson Gonzales Morales is a first-generation college student from western Mexico. He earned his bachelor's degree with double majors in communication studies and multi-language (Spanish; French; German; Russian) from St. Lawrence University in 2016. During Adilson's undergraduate career, he traveled to 22 countries through study abroad, research projects, and fellowships programs. Upon graduation, he worked as a legal advocate at a New York City nonprofit providing free legal aid to low-income women with their proceedings in immigration and family law. His experiences in this organization inspired him to develop a better understanding of the social and legal frameworks governing media. Now as a master's student at the Pennsylvania State University, he plans to explore the

intersection between communication law and journalism – focusing on sociopolitical issues such as race, gender, and immigration.

Music and sports are a major part of his life. While at Penn State, he is looking forward to joining a singing ensemble and getting back into ice-skating.

Nahyun Kim earned her bachelor's degree in Television and Film at Ewha Woman's University in South Korea. After graduating from the college, she worked as a programming manager for 4 years in the South Korean film industry. After this, Nahyun went back to school to pursue higher education and completed her master's degree in Journalism and Communication at Iowa State University. At Penn State, she plans to conduct research on organization-public relations and international public relations. During her free time, she loves to watch movies or travel.

John-Erik Koslosky is an instructor of journalism at Bloomsburg University. A Scranton, Pa. native, he earned bachelor's degrees in communications and political science from Wilkes University and a master's in professional writing and digital content development from Chatham University. John-Erik spent the better part of two decades as a newspaper reporter, where he specialized in investigative reporting and covering government and business. He has received numerous state-wide awards for his reporting and had been an invited speaker at the Pennsylvania NewsMedia Association's annual government reporting boot camp. As a Ph.D. student, he is interested in researching journalism practices, news industry changes, and news media and democracy.

Taylor Leath graduated from the University of North Carolina at Chapel Hill with a degree in Political Science. While at UNC, she also took numerous journalism courses which brought her to the Communications program here at Penn State. As a student athlete, the intersection of athletics and specifically strategic communications is of great interest to Taylor. Her background in political science and women's studies has helped her to understand some of the social justice issues that are relevant today. In her research, she plans to delve into the communication of athletes around social issues to be able to construct a strategy that best works to both spur change, yet not alienate the athlete from their fan base. Beyond academics, Taylor plays volleyball for the Penn State Women's Volleyball team, which takes up the majority of her free time.

Meng Qi (Maggie) Liao recently earned her bachelor's degree in Public Relations with a minor in Psychology from Hong Kong Baptist University. During her undergraduate study, she won the Admission Scholarship, the Dean's Award, and the World Communications Year Scholarship. Upon graduation, she was awarded the President's Honors Roll. She

received the opportunity to present her final year project research paper at the Association for Education in the 2018 Journalism and Mass Communication conference.

As a master's student at Penn State, she hopes to explore more about how individuals connect and interact with emerging communication platforms and technologies, as well as understanding the psychological effects of new communication technologies on individuals' attitudes, thoughts, and behaviors.

In her spare time, Maggie is a "karaoke master" and loves to cook. She believes that nothing cannot be healed by having a good meal. If there is, then having two will do.

Olivia Reed earned her bachelor's degree in psychology from the University of California at Davis. As an undergraduate, Olivia worked as a research assistant in multiple social psychology labs and as a teaching assistant for the psychology research methods class. At Penn State she is excited to cross over into the field of communication, pursuing a degree in Media Studies with a focus on the media effects of entertainment and social media. Outside of school, Olivia enjoys baking and is looking forward to exploring Pennsylvania.

Matthew Swayne received his bachelor's degree in journalism from Penn State. He is currently a science and research writer at Penn State where he also teaches a course in science writing and communication. Matt hopes to focus his research on creating science communication education modules for scientists to help them more effectively communicate their work with the general public. He also is interested in media effects and the placebo response. He is interested in startups, cryptocurrency, Buddhism, and mythology. Matt admits that he posts too many pictures of his cats, who he says now have a better social media following than his own.

Ryan Tan received his bachelor's and master's degrees from Nanyang Technological University in Singapore, where he is from. He comes to Penn State to pursue his Ph.D. in Mass Communications where he is interested in research related to gaming and interactive media effects. In his spare time, Ryan enjoys practicing mixed martial arts, watching films and being out in nature.

Ashley Walter is originally from Williamsport, PA, but spent over a decade in Pittsburgh, PA. Following her undergraduate degree at Duquesne University, she worked at the *Pittsburgh City Paper*, an alternative-weekly newspaper. In 2017, she graduated from Duquesne's Media department with an M.S. in Media Arts and Technology. Her master's thesis interrogated how *Rolling Stone* magazine front covers frame politics and complicate the distinction between entertainment and news journalism.

As a doctoral student, Ashley's research interests primarily include journalism history and gender. She has previously presented and published on gender representation in WWII-era

visual media. Beyond academics, she enjoys music, fiction, playing guitar, and travelling, but spends the majority of her time attempting to create peace between her two cats.

Danchen Wang received her B.A. in journalism from Liaoning University in her home country, China. She became a well-trained journalist, determined to promote social change and activism in China. Danchen then came to the U.S. to earn her M.S. in mass communication from Boston University. While there, she developed her research interests in social media use and effects, media portrayals of social groups, and media entertainment with an emphasis on inspirational media. She also worked as a writing tutor and ESL specialist at the COM Writing Center for two years.

In her spare time, Danchen enjoys going to the gym. As an avid music fan, she composes music for and plays the ukulele.

Ryan Yang Wang was born and raised in Guangdong, China. He earned his bachelor's degree in international politics at Sun Yat-sen University, Guangzhou. He received his master's degree in media studies at the University of Texas at Austin. His master's thesis explored the role of the public library in countering digital divides for ethnic communities in New York City. In this work, he proposed an integrated framework that identifies differences in Internet usage between Chinese and Hispanic immigrant library patrons; and he also examined the role of the public library as a local agency for narrowing the digital divide.

His scholarship investigates how information and communication technologies are shaping communities economically, politically and culturally. Specifically, his research interests lie in the digital divide and community development among disadvantaged/marginalized social groups, including ethnic minority communities and immigrants; the role of public spaces including public libraries, computer labs in the digital inclusion; telecommunication policy and the infrastructure of digital systems, such as internet access and broadband services in both rural and urban contexts. In his spare time, Ryan is a Hip-Hop beat-maker and producer.

Wanying (Lola) Xie is from China and has been living in the U.S. for six years. She earned her bachelor's degree in Public Relations from Penn State. She fell in love with Penn State. After graduation, Lola worked at Burson-Marsteller as a client executive in health and technology sector. In 2017, she started her master's degree in health communication at Johns Hopkins University and recently graduated this summer. Lola is interested in health communication and science communication, understanding how we can effectively communicate science-related benefits and risks to average audiences. She is also interested in data analysis in science/health communication especially in big trends data collected from digital media.

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

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

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

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

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

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

Programs were developed and evolved quickly during the College's early years.

By Fall 1999, the undergraduate enrollment had climbed to 2,176 in the College's majors at the University Park campus. (Hundreds of additional students at Penn State campuses across the state also enroll as pre-majors, in hopes of moving to the UP campus as part of the University's "2+2" program.) In Fall 2000, the College departmentalized, with each department having a head who reports to the dean: Advertising/Public Relations; Film-Video and Media Studies; Journalism; and Telecommunications. Those departments are still intact today, although the number of majors offered by the College has expanded from five to eight, three of them offered online. Undergraduate enrollment in the College today stands at more than 2,600. The College also offers an online master's degree in strategic communications and is home to one of the largest Ph.D. programs in the country, with more than 50 doctoral students enrolled in any given semester.

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

**Self-Study Report
for Accreditation in Journalism
and Mass Communications**

Undergraduate site visit during 2018-2019

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

Name of Institution:

Pennsylvania State University

Name of Journalism/Mass Communications Unit:

Donald P. Bellisario College of Communications

Address:

201 Carnegie Building
University Park, PA 16802

Date of Scheduled Accrediting Visit:

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

Journalism/mass communications administrator:

Name: Marie Hardin

Title: Dean

Signature: _____

Administrator to whom journalism/mass communications administrator reports:

Name: Nicholas Jones

Title: Executive Vice President and Provost

Signature: _____

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.

To prepare students to take their place in an information-rich society and in the professions as active, critical and ethical participants. Our activities promote effective, responsible use of communications media and technologies by individuals, organizations, industries and government. (July 2014 revision)

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*

Digital Journalism and Media*

Film-Video

Journalism broadcast option

Journalism digital and print option

Journalism photojournalism option

Media Studies film and television studies option

Media Studies international communications option

Media Studies media effects option

Media Studies society and culture option

Telecommunications

10. Credit hours required by the university for an undergraduate degree: **120 semester-hour credits**

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

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

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

67 hours of work is equal to 1 credit hour.

134 hours of work is equal to 2 credit hours.

201 hours of work is equal to 3 credit hours.

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

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

Name of Sequence or Specialty	Person in Charge
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

**New online major beginning Summer 2018

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

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

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

Media Studies (BA) Society and Culture Option
Telecommunications (BA)

37
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.)

Course Number	Section Number	Course Title	Enrolled Spring 2018	Enrolled Fall 2018*
242	1	Basic Video and Film Production	16	
242	2	Basic Video and Film Production	16	
242	3	Basic Video and Film Production	16	Canceled
242	4	Basic Video and Film Production	17	
260W	1	News Writing and Reporting	16	
260W	2	News Writing and Reporting	18	
260W	3	News Writing and Reporting	19	
260W	4	News Writing and Reporting	18	
260W	5	News Writing and Reporting	18	
260W	6	News Writing and Reporting	14	
260W	7	News Writing and Reporting	16	
260W	8	News Writing and Reporting	17	
260W	9	News Writing and Reporting	18	
260W	10	News Writing and Reporting	17	
260W	11	News Writing and Reporting	17	
260W	12	(Fall semester only)		
260W	13	(Fall semester only)		
269	1	Photojournalism	14	
269	2	Photojournalism	9	
269	3	Photojournalism	12	
282	1	Television Field Production	15	
282	2	Television Field Production	9	
283	1	Television Studio Production	14	
283	2	Television Studio Production	13	
337	1	Intermediate Documentary Production	19	
338	1	Intermediate Narrative Production	21	
338	2	(Fall semester only)		
339	1	Intermediate Narrative Production	19	
340	1	Intrm. Cinematography & Editing Tech.	19	
340	2	Intrm. Cinematography & Editing Tech.	18	
342	1	Idea Development & Media Writing	19	
342	2	Idea Development & Media Writing	19	
346	1	Screenwriting I	16	
360	1	Radio Reporting	10	
360	2	Radio Reporting	9	
360	3	Radio Reporting	10	
360	4	Radio Reporting	11	
360	5	Radio Reporting	10	
360	6	Radio Reporting	10	

360	7	(Spring semester only)	10	
360	8	(Spring semester only)	10	
374	1	Audio Production	11	
400	1	In the Game: TV Sports Magazine	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	
440	1	Advanced Tech Topics	17	
444	1	Advanced Post-Production Techniques	20	
446	1	Screenwriting II	16	
449	1	Advanced Group Production II	20	
460	1	Reporting Methods	15	
460	2	Reporting Methods	16	
460	3	Reporting Methods	18	
461	1	Magazine Writing	18	
461	2	Magazine Writing	18	
462	1	Feature Writing	21	
463	1	Newspaper Design	18	
465	1	Television Reporting	18	
465	2	Television Reporting	14	
465	3	Television Reporting	15	
465	4	Television Reporting	11	
466	1	Public Affairs Broadcasting	16	
467	1	News Editing	17	
467	2	News Editing	18	
467	3	News Editing	20	
469	1	Photography for the Mass Media	15	
471	1	Public Relations Methods	18	
471	2	(Fall semester only)		
471	3	Public Relations Methods	19	
471	4	Public Relations Methods	18	
476	1	Sports Writing	17	
477	1	Sports Broadcasting	14	
478	1	Sports Information	18	
480	1	Television News	18	
480	2	(Fall semester only)		
481	1	Advanced Multimedia	14	
481	2	Advanced Multimedia	13	
481	3	Advanced Multimedia	15	

*Fall 2018 enrollments will be available in October

Source: iTwo report from OPA

16. Total expenditures planned by the unit for the 2018–2019 academic year: **\$22,756,899**
 Give percentage increase or decrease in three years: **29.3 percent increase**
 Amount expected to be spent this year on full-time faculty salaries: **[will be known in September]**

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

Donald P. Bellisario College of Communications

Advertising/Public Relations

Lee Ahern, Associate 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

Journalism

Gary Abdullah, Assistant Dean of Diversity and Inclusion
 John Affleck, Professor
 Anthony Barbieri, 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 of 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

Film/Video and Media Studies

Rodney Bingaman, Assistant Teaching Professor

Thomas Camden, Assistant Teaching Professor
 J 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

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

Donald P. Bellisario College of Communications

Yang Bai
 Ira Brown
 Jeffrey Brown
 Christen Buckley
 James Carlson
 Curtis Chan

John Chapin
 Jeffrey Conlin
 Brian Daigle
 Anne Danahy
 Stefanie Davis
 Michael Dawson

John Delavan
 James Dugan
 Andrew Elder
 Sara Erlichman
 Richard Frank
 Jason Freeman
 Litzy Galarza
 Elysia Galindo-Ramirez
 Brad Groznik
 Virginia Harrison
 Azeta Hatef
 Ralph Herrera
 Erica Hilton
 Travis Johnson
 Stephen Jones
 Jin Kang
 James Lingwall
 Bingjie Liu
 Rex Martin
 Christopher Maurer
 Vanessa McLaughlin
 Jonathan McVerry
 Walter Middlebrook Jr.
 John Milewski
 Trey Miller

Bungi Min
 Fatimata Mohammed
 Philip Mullen
 David Rasmussen
 Emily Reddy
 Stephen Reighard
 Jeffrey Rice
 Michael Ryan
 Steven Sampsell
 Stacie Shain
 Audrey Snyder
 Jennifer Sparrow
 Jenna Spinelle
 Craig Stark
 Laura Stoltzfus-Brown
 Matthew Swayne
 Bianca Tunno
 Jinpang Wang
 Adrienne Waterston
 Jaclyn Wechtenhiser
 Lewen Wei
 Guolan Yang
 Christopher Yorks
 Thomas Yourchak
 Michael Zelazny

Part-time Faculty Spring 2018

Donald P. Bellisario College of Communications

Yang Bai
 Stephanie Berberick
 Michelle Bixby
 Ira Brown
 Jeffrey Brown
 James Carlson
 Curtis Chan
 John Chapin
 Jeffrey Conlin
 Jennifer Cruden
 Brian Daigle
 Anne Danahy
 Stefanie Davis
 Michael Dawson
 John Delavan
 Joseph Dolan
 James Dugan

Andrew Elder
 Linda Feltman
 Arienne Ferchaud
 Richard Frank
 Litzy Galarza
 Elysia Maria Galindo-Ramirez
 Andrew Gambino
 Andrew Grant
 Brad Groznik
 Ralph Herrera
 Erica Hilton
 Travis Johnson
 Stephen Jones
 Jin Kang
 Jinyoung Kim
 Sushma Kumble
 Jared Lagroue

James Lingwall
 Bingjie Liu
 Lu Wei Rose Luqiu
 Christopher Maurer
 Andrew McGill
 Vanessa McLaughlin
 Trey Miller
 Bumgi Min
 Fatimata Wunpini Mohammed
 Philip Mullen
 Brandie Nonnecke
 Stephanie Orme
 Michael Poorman
 David Rasmussen

Stephen Reighard
 Heather Robbins
 Michael Ryan
 Steve Sampsell
 Amit Schejter
 Deepak Sethi
 Stacie Shain
 Audrey Snyder
 Jenna Spinelle
 Craig Stark
 Timeka Tounsel
 Adrienne Waterston
 Jaclyn Wechtenhiser
 Lewen Wei

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 academic year	<u>861</u>	<u>846</u>	<u>98.3%</u>
2016-2017 academic year	<u>835</u>	<u>826</u>	<u>99%</u>

Table 1. Students

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

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

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

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

Add or delete lines as needed.

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

Senior Survey 2018: Report of Assessment Results

Date: June 13, 2018
 To: Ford Risley
 From: Frank Dardis

I. Background

As part of the annual Student Learning Assessment process, the Donald P. Bellisario College of Communications conducts an exit survey of graduating seniors to gauge their extent of learning and other experiences while at the College. The following information reports on the quantitative results from a survey that was conducted during the Spring 2018 semester.

II. Sample

In total, 647 students responded to the survey. Below is a breakdown of respondents, alphabetically by major:

Major	Number of respondents
Advertising/Public Relations	273 (42.2%)
Film-Video	42 (6.5%)
Journalism	186 (28.7%)
Media Studies	40 (6.2%)
Telecommunications	106 (16.4%)
Bellisario College Total	647 (100%)

III. Results: All results represent descriptive, not inferential, statistics.

A. Growth in Student Understanding

Measurement:

To evaluate students' perceived growth in understanding 6 of the ACEJMC's competencies, the following item was asked for each competency:

"Evaluate your growth, as a result of the classes you have taken in the Bellisario College, in your understanding of: [COMPETENCY]."

Four responses to the item were possible (with a fifth option of N/A, which was negligible):

- 4 = Greatly Improved
- 3 = Improved
- 2 = Slightly Improved
- 1 = Did not improve

Results:

Based on the above scale, an average score was calculated for the College overall and for each major. Results by Competency, ranked highest to lowest based on College average, were:

Competency	College Average	High	Low
Professional ethical principles in pursuit of truth, accuracy, fairness and diversity.	3.39	3.55 (J)	2.88 (F-V)
Concepts and theories in the use and presentation of images and information.	3.35	3.43 (MS)	3.22 (F-V)
The importance of having a global perspective in communications.	3.30	3.43 (MS)	3.05 (F-V)
The importance of integrating diversity in communications.	3.24	3.38 (MS)	3.08 (F-V)
The history and role of professions and institutions in shaping communications.	3.15	3.33 (MS)	2.90 (F-V)
The principles and laws of freedom of speech and the press in the United States.	3.13	3.35 (J)	2.69 (F-V)

Summary: Overall, responses were favorable for each competency, with by far most students indicating perceived growth in understanding somewhere between "Improved" and "Greatly Improved," which also was indicated by the College's average score on each competency (i.e., the College average for each competency was above 3.0).

B. Growth in Student AbilityMeasurement:

To evaluate students' perceived growth in ability in 6 of the ACEJMC's competencies, the following item was asked for each competency:

"Evaluate your growth, as a result of the classes you have taken in the Bellisario College, in your ability to: [COMPETENCY]."

Four responses to the item were possible (with a fifth option of N/A, which was negligible):

- 4 = Greatly Improved
- 3 = Improved
- 2 = Slightly Improved
- 1 = Did not improve

Results:

Based on the above scale, an average score was calculated for the College overall and for each major. Results by Competency, ranked highest to lowest based on College average, were:

Competency	College Average	High	Low
Think critically, creatively and independently.	3.47	3.51 (Ad/PR) 3.51 (J)	3.29 (F-V)
Write correctly and clearly in styles appropriate for communications professions, audiences and purposes.	3.46	3.58 (J)	3.05 (F-V)
Evaluate your own work and that of others for accuracy and fairness, clarity, style and grammar.	3.41	3.51 (J)	3.05 (F-V)
Conduct research and evaluate information by methods appropriate to communications professions.	3.35	3.43 (MS)	2.90 (F-V)
Apply basic tools and technologies appropriate for communications professions.	3.31	3.35 (J)	3.26 (T)
Apply basic numerical and statistical concepts.	2.89	2.93 (T)	2.64 (F-V)

Summary: Overall, responses were favorable for each competency, with by far most students indicating perceived growth in ability somewhere between "Improved" and "Greatly Improved," which also was indicated by the College's average score on 5 of the 6 competencies. Regarding "basic numerical and statistical concepts," the College average was slightly below 3.0 ("Improved") and considerably higher than 2.0 ("Slightly Improved"), although it was the only competency of all 12 to not rank above 3.0 overall throughout the College, or within any specific major.

C. Recommending the Bellisario College to peers

Measurement:

To assess students' likelihood of recommending the Bellisario College to their peers, the following item was asked:

"Would you recommend earning a degree from the Bellisario College to your friends, based on your experience?"

Possible responses were: Yes or No.

Results:

Results are presented below, alphabetically by major and by the College as a whole:

Major	Response: Yes Total (% of Major)	Response: No Total (% of Major)	Total
Advertising/Public Relations	262 (96%)	11 (4%)	273
Film-Video	38 (90.5%)	4 (9.5%)	42
Journalism	180 (97.3%)	5 (2.7%)	185
Media Studies	37 (92.5%)	3 (7.5%)	40
Telecommunications	102 (96.2%)	4 (3.8%)	106
Bellisario College Total	619 (95.7%)	27 (4.2%)	646

Summary: For the Bellisario College overall and within each major, the level of students who said they would recommend earning a degree in the College to friends was above 90%.

D. Awareness of Bellisario College's Honor Code

Measurement:

To assess students' awareness of the Bellisario College of Communications Honor Code, the following item was asked:

"Are you familiar with the Bellisario College Honor Code?"

Possible responses were: Yes or No.

Results:

Results are presented below, alphabetically by major and by the College as a whole:

Major	Response: Yes Total (% of Major)	Response: No Total (% of Major)	Total
Advertising/Public Relations	235 (86.1%)	38 (13.9%)	273
Film-Video	34 (81%)	8 (19%)	42
Journalism	156 (83.9%)	30 (16.1%)	186
Media Studies	33 (82.5%)	7 (17.5%)	40
Telecommunications	90 (84.9%)	16 (15.1%)	106
Bellisario College Total	548 (84.7%)	99 (15.3%)	647

Summary: For the Bellisario College overall and within each major, the level of students who said they were familiar with the Honor Code was above 80%, but less than 90%.

E. Participation in Communication-Focused Clubs or Organizations

Measurement:

To assess students' participation in communication-focused clubs or organizations during their time at the Bellisario College of Communications, the following item was asked:

"Were you involved with any clubs or organizations at Penn State that were communications-focused or where you played a communications or media-related role?"

Possible responses were: Yes or No.

Results:

Results are presented below, alphabetically by major and by the College as a whole:

Major	Response: Yes Total (% of Major)	Response: No Total (% of Major)	Total
Advertising/Public Relations	193 (70.7%)	80 (29.3%)	273
Film-Video	27 (64.3%)	15 (35.7%)	42
Journalism	146 (79%)	39 (21%)	185
Media Studies	14 (35%)	26 (65%)	40
Telecommunications	60 (56.6%)	46 (43.4%)	106
Bellisario College Total	440 (68.1%)	206 (31.9%)	646

Summary: For the Bellisario College overall, 68.1% of all students participated in a communication-focused club or organization, with the highest participation by major being Journalism and Advertising/PR (both over 70% of students). A smaller portion but still a majority of Film-Video and Telecommunications also participated in a club or organization, but less than half of Media Studies students (35%) participated.

F. Participation in Communication Internships

Measurement:

To assess students' participation in communication internships during their time at the Bellisario College of Communications, the following item was asked:

" Did you complete one or more communications internship(s)?"

Possible responses were: For-credit, Not-for-credit, Both, or None.

Results:

Results are presented below, alphabetically by major and by the College as a whole:

Major	For-credit (% of major)	Not-for- credit (% of major)	Both (% of major)	None (% of major)	Total
Advertising/Public Relations	28 (10.3%)	139 (51.1%)	57 (21%)	48 (17.6%)	272
Film-Video	7 (16.7%)	16 (38.1%)	8 (19%)	11 (26.2%)	42
Journalism	46 (24.7%)	49 (26.3%)	57 (30.6%)	34 (18.3%)	186
Media Studies	6 (5.8%)	15 (37.5%)	2 (5%)	17 (42.5%)	40
Telecommunications	17 (16%)	31 (29.2%)	13 (12.3%)	45 (42.5%)	106
Bellisario College Total	104 (16.1%)	250 (38.7%)	137 (21.2%)	155 (24%)	646

Summary: For the Bellisario College overall, 76% of all students participated in at least one communication internship, with 37.3% of all students participating in at least one internship for credit. By major, participation in any internship was highest in Advertising/PR (slightly more than half of which was not-for-credit) and Journalism, with over 80% of students in each major participating in one. The majority of all students in all majors participated in at least one kind of internship, with each of Media Studies and Telecommunications representing the lowest proportion of students (57.5%) to do so. Seventy-four percent (74%) of Film-Video students participated in at least one kind of internship.

G. Employment Status upon Graduation

Measurement:

To assess students' employment status upon graduation, the following item was asked:

"Do you have any of the following immediately after graduation?"

Possible responses were: Full-time Job, Part-time Job, Paid Internship, Non-paid Internship, or Nothing Yet.

Results:

Results are presented below, alphabetically by major and by the College as a whole:

Major	Full-time Job (% of major)	Part-time Job (% of major)	Paid Internship (% of major)	Non-paid Internship (% of major)	Nothing Yet (% of major)	Total
Advertising/Public Relations	69 (25.4%)	8 (2.9%)	30 (11%)	7 (26%)	158 (58.1%)	272
Film-Video	2 (4.8%)	6 (14.3%)	2 (4.8%)	2 (4.8%)	30 (71.4%)	42
Journalism	23 (12.4%)	13 (7%)	16 (8.6%)	4 (2.2%)	129 (69.7%)	186
Media Studies	14 (35%)	1 (2.5%)	3 (7.5%)	0 (0%)	22 (55%)	40
Telecommunications	20 (19%)	7 (6.7%)	5 (4.8%)	2 (1.9%)	71 (67.6%)	106
Bellisario College Total	128 (19.9%)	35 (5.4%)	56 (8.7%)	15 (2.3%)	410 (63.7%)	644

Summary: For the Bellisario College overall, 36.3% of graduates of some form of professional employment upon graduation, with most of that coming from full-time jobs (19.9% of graduates). Media Studies and Advertising/PR each reported full-time jobs for over 25% of graduates (the highest of all majors) and less than 60% of graduates reporting "Nothing Yet" (the lowest of all majors). The "Nothing Yet" status for each of the other three majors ranged from 68-71%. Advertising/PR also accounted for more than 50% of all College graduates reporting a

full-time job or a paid internship, respectively, while accounting for over 40% of all College graduates that completed the survey.

IV. General Summary

1. The 12 ACEJMC learning objectives are well represented in the Bellisario College, with 11 falling in between the "Improved" to "Greatly Improved" categories, and one just slightly under the "Improved" indicator, but far ahead of the "Slightly Improved" category.

2. The vast majority of senior students would recommend the College to peers (90+% within each major) and are aware of the Honor Code (80+% within each major).

3. A majority of graduates in each major, except for Media Studies, participated in communication-focused clubs or organizations during their time at the Bellisario College of Communications, with Journalism and Advertising/PR each reporting 70+% participation.

4. Journalism and Advertising/PR each also reported the highest proportion of internship participation, with each over 80%. Media Studies and Telecommunications represented the lowest proportion of students (57.5%) to do so, while 74% of Film-Video students participated in at least one kind of internship.

5. Regarding employment upon graduation, the highest proportion in any major was Media Studies (35%) and Advertising/PR (25%), both of which also reported considerably lower "Nothing Yet" proportions compared to other majors. Advertising/PR also accounted for more than 50% of all College graduates reporting a full-time job or a paid internship, respectively, while accounting for over 40% of all College graduates that completed the survey.

Open Doors



Penn State was born out of a revolution in higher education. Its founders believed that the children of farmers and laborers deserved the opportunity to become educated leaders in their professions and their communities, and the University remains committed to a tradition of access and affordability. Because of rising costs, though, too many undergraduates are juggling full-time course loads with full-time jobs, ultimately delaying their degrees and their careers. Many graduate with extraordinary burdens of debt—and many others, daunted by their financial challenges, don't graduate at all and must find a way to pay their student loans without the benefit of a degree. Both undergraduate and graduate students of extraordinary ability who could thrive at Penn State are sometimes forced to choose other institutions because of economic realities. **Philanthropy from alumni and friends can help Penn State to lead the next revolution in higher education: keeping our doors open to students from every background and ensuring that they graduate on time and on track to success.**

OPENING DOORS IN THE DONALD P. BELLISARIO COLLEGE OF COMMUNICATIONS

In Penn State's Bellisario College, we educate students to become active, critical, and ethical professionals in an information-rich society. Our diverse degree programs promote responsible use of communication media and technologies, and our students graduate prepared to hit the ground running as leaders in both traditional and new media, and often combinations of those disciplines. We are, in short, training the next generation of digital storytellers. But to maintain a vibrant student body, we must ensure a Penn State degree remains accessible to all students eager to share stories, document history, and harness the power of communications. Endowed and annually

funded scholarships are essential tools to provide meaningful support to our students, enrich the quality of our degree programs, and build the culture of excellence for which we are known.



**A GREATER
PENN STATE
FOR 21ST
CENTURY
EXCELLENCE**



PennState
Donald P. Bellisario
College of Communications

OUR CAMPAIGN PRIORITIES

Need-based scholarships: With more than 60 percent of our students receiving some form of financial aid and carrying an average total loan debt of nearly \$40,000, many undergraduates in the Bellisario College are facing financial burdens and obligations that can compromise their education and their future careers. Alumni and friends have provided critical scholarships directed toward our students with the greatest need, but the demand far outpaces our resources, and additional funding is required. Increased support will help to alleviate more of these challenges and expand the opportunities available to our students after graduation.

Honors scholarships: The Bellisario College seeks to increase the number of Schreyer Honors College students in our majors, especially those from under-represented populations. Philanthropy can provide additional awards to first-year Schreyer Scholars in our college, as well as support for “Gateway Scholars,” who are admitted to the honors program based on outstanding achievement after their first or second year.

Recruitment scholarships: The Bellisario College is fortunate to have some of the top undergraduate programs in the country, but competition for the best and brightest students is often fierce. Endowed scholarships that allow the college to recruit incoming first-year students—especially those with high academic performance—will increase our college’s reputation and attract diverse and talented cohorts of undergraduates to our majors early in their academic careers.

Graduate scholarships: The Bellisario College owes its strong reputation to the quality of our graduate students, whose research expands our understanding of the role media plays in modern life. But as we compete with other elite schools for graduate school candidates, scholarships are a critical tool, alleviating students’ financial stress, promoting

achievement, and providing rippling benefits to our larger society. To encourage supporters to create graduate scholarships during the *Greater Penn State* campaign, the University will permanently double the principal of those endowed gifts, doubling the impact on our students.

YOUR SUPPORT, OUR FUTURE

With the help of alumni and friends, we can achieve many important goals of *A Greater Penn State for 21st Century Excellence*: a more diverse student body, increased financial support for our students, lower loan debt, and more resources for graduate scholars. The real success of the Donald P. Bellisario College of Communications in the *Greater Penn State* campaign will be measured by the achievements of our students long after graduation. **Your gifts can keep the door open to a brighter future for our students and for all of us.**

FOR MORE INFORMATION

Jose Lugaro
Director of Development
814.865.3973
jhl112@psu.edu



3/18



PennState
University Development

Create Transformative Experiences



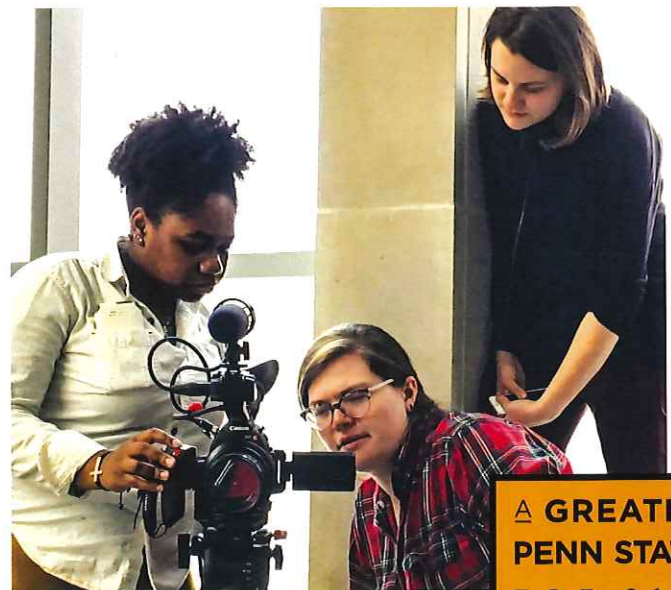
Penn State's mission of teaching, research, and service goes far beyond its classrooms and campuses.

Through both traditional study abroad and new hands-on opportunities, undergraduates are learning about the responsibilities and opportunities of global citizenship, and Penn State is taking its place as a leader among international institutions. Both faculty and students are forming new collaborations and discovering new ways of sharing knowledge through advances in digital technology. And communities across the Commonwealth and around the world are coming together through Penn State's leadership in the arts and humanities. Extraordinary opportunities like these require extraordinary resources. **Private support has the potential to create the transformative experiences that will change the lives of our students, allow our faculty to lead, and reaffirm Penn State's role as a pioneer in higher education.**

CREATING TRANSFORMATIVE EXPERIENCES IN THE DONALD P. BELLISARIO COLLEGE OF COMMUNICATIONS

Extraordinary students choose the Bellisario College not only for the world-class curriculum we offer, but also for experiences that allow them to grow as future leaders in almost any sector of business or society that requires a good story to be told or a compelling message to be conveyed. From study abroad programs to faculty collaborations to "real-world" immersion with premier companies, our students are engaging in unique and life-changing opportunities outside the classroom that will define their future success. Through the *Greater Penn State* campaign, alumni and friends can help enrich our academic and co-curricular offerings, create internship opportunities in a wide

array of industries, encourage students to pursue their own aspirations, and help our undergraduates find their place in the dynamic field of professional communications.



**A GREATER
PENN STATE
FOR 21ST
CENTURY
EXCELLENCE**

OUR CAMPAIGN PRIORITIES

Internships and career support: Internship experiences provide Bellisario College students with academic, professional, and personal development. Gifts to support our career services will help us encourage students to pursue invaluable internships by offsetting costs and wages they may otherwise have earned from part-time jobs, as well as provide additional advice on career path navigation.

Funding for international travel: Global study, service, and research are critical aspects of the college journey. Philanthropic support directed to our international immersion programs can expand these opportunities to more students, particularly those who already struggle to afford tuition, and promote a deeper understanding of the world.

Stanley E. Degler Washington Program: The Stanley E. Degler Washington Program—named in honor of a college alumnus whose philanthropy endowed the program—provides students with internship placement and support in the dynamic Washington, D.C., region. To develop this successful experience, we seek the resources to expand admission, forge new partnerships, and enhance academic requirements.

Penn State Hollywood Program: Juniors and seniors selected to participate in the Penn State Hollywood Program have the opportunity to live in Los Angeles and immerse themselves in the entertainment industry, while often maintaining a full academic course load. With additional support, new collaborations can be built to create impactful, real-life experiences and career opportunities for those interested in entertainment and media.

Campus media experiences: For students with career aspirations in media production and dissemination, we have established CommAgency, which includes CommMedia and CommRadio. CommAgency offers students the experience of working in a media agency with clients across the University, while CommMedia and CommRadio enable students to cover news and tell stories from campus and beyond. Philanthropic support will help us grow these programs, keep facilities up-to-date with industry standards, and provide our students with a competitive edge in the workforce.

Entrepreneurship and innovation: The Intercollege Minor in Entrepreneurship and Innovation includes courses focused on new media production and distribution. A program endowment in communication entrepreneurship will provide important enrichment opportunities, such as funding for field trips and start-up ventures, presentations by business leaders, and an “entrepreneur-in-residence” program to attract successful communications entrepreneurs to campus.

Enhanced communication labs: As twenty-first-century careers demand increased technological knowledge, we seek to expand our existing labs in the Willard Building. Philanthropic support will help create cutting-edge newsrooms and screening rooms that ensure students have access to the very best industry resources. In an ever-changing communications landscape, we seek to “future-proof” these investments with committed financial support.

YOUR SUPPORT, OUR FUTURE

Through the *Greater Penn State* campaign, donors can partner with the the Donald P. Bellisario College of Communications in achieving our most ambitious goals. We will increase the support available for students interested in internship and study abroad experiences, encouraging students to explore creative communication strategies and seek solutions to global challenges. And we will enhance technology in our labs, newsrooms, and production facilities to promote a culture of innovation and the pursuit of new frontiers in media distribution. **Together, we can create the experiences that will transform the Donald P. Bellisario College of Communications and our students’ lives.**

FOR MORE INFORMATION

Jose Lugaro
Director of Development
814.865.3973
jhl112@psu.edu

3/18



PennState
University Development

Impact the World



As a land-grant institution, Penn State has always been committed to serving the greater good, and that mission has never been more urgent than it is today. Through research in fields ranging from human health to water, food, and energy security, our faculty and students are helping to solve some of the world's most pressing problems. To sustain economic prosperity for our nation, Penn State is bringing together expertise and entrepreneurship to create the ideas, products, and industries that will drive growth in the decades to come. The University's most important contributions to the future, however, are the ambitions and abilities of our graduates, who will carry the Penn State can-do spirit into their careers and communities. **By supporting this spirit, alumni and friends can help our institution and our students to fulfill the University's land-grant mission in the twenty-first century and make a lasting impact on the world.**

IMPACTING THE WORLD THROUGH THE DONALD P. BELLISARIO COLLEGE OF COMMUNICATIONS

With a diverse array of academic degrees, the Bellisario College strives to advance the fields of communication media and technology by empowering our students to become innovative leaders in their personal and professional lives. And through our college's labs, centers, and economic development initiatives, we seek to cultivate these same skills and aspirations in our community, supporting small businesses and enriching the quality of our local industries. Through the *Greater Penn State* campaign and in partnership with alumni and friends, we will capitalize on our current media strengths, build our capacity to serve students, and broaden the scope and impact of our outreach efforts.



**A GREATER
PENN STATE
FOR 21ST
CENTURY
EXCELLENCE**



PennState
Donald P. Bellisario
College of Communications

OUR CAMPAIGN PRIORITIES

Economic development initiatives: Through CommAgency—a student-run media production agency—our students are providing the University and startup ventures with low-cost media expertise, while also gaining invaluable field experience. From the initial client meetings to final video production, our students are managing the creative process and producing professional marketing materials for industries as diverse as emerging technologies and the performance arts. And from now until June 30, 2021, gifts to the Bellisario College economic development initiatives will receive Penn State's permanent 1:1 match (up to \$500,000), doubling the impact on our students, community, and local economy.

Science Communications Program (SCP): The SCP supports research and innovation that advance our understanding and implementation of effective communication related to science issues. The goals of the program reflect the aspiration that scientific advancements achieve broader positive social impacts, an aspiration that is manifesting itself across Penn State, academia, government, research organizations, and society. Support for the SCP will provide seed money to enrich collaborations between bio-physical and social scientists and enhance administrative guidance.

Media Effects Research Lab (MERL): MERL is dedicated to conducting empirical research on the psychological effects of communication technologies and media. The next generation of researchers interested in digging deeper into issues of media influence must undertake large-scale initiatives and have access to advanced technology that looks at the cognitive, psychological, and social impact of media. The lab was created to provide our students and faculty with these resources, and we are committed to expanding the lab and affirming our role as a leader in media influence.

Institute for Information Policy (IIP): The IIP is a joint venture of the Bellisario College and the College of Information Sciences and Technology. With the support of alumni and friends, we will continue to conduct both groundbreaking research and innovative programs on the social implications of information technology, with an emphasis on the potential of information technologies for improving democratic discourse, social responsibility, and quality of life.

Arthur W. Page Center for Integrity in Public Communication: Since 2004, the Page Center has funded the scholarly work of more than 200 researchers, who study a wide range of topics from corporate social responsibility to sustainability communications to social media ethics. Philanthropic gifts will grow the center's impact and provide ethics-related opportunities for students through on-campus lectures, workshops, and online educational modules.

YOUR SUPPORT, OUR FUTURE

From the beginning, the Bellisario College has remained committed to improving our region, the Commonwealth, and the world, and we seek to continue that legacy for generations to come. Through the *Greater Penn State* campaign and with the support of alumni and friends, we will challenge our students and members of our community to think creatively, entrepreneurially, and innovatively in ways that grow and strengthen the capacity of our local industries. **By supporting the success of the Bellisario College, alumni and friends can have a lasting impact on our college and the larger world.**

FOR MORE INFORMATION

Jose Lugaro
Director of Development
814.865.3973
jhl112@psu.edu





Executive Committee Meeting
Wednesday, January 31, 2018
8:30-10:00am in 24 Carnegie

- **Dean's update**

Introduction of our new Human Resources Consultant, Jeanette Macaluso.

Announcement that our 2018 Spring Commencement speaker will be Bellisario Advancement Council member Mike Marcus.

Two slides were shown and discussed showing student enrollment and employee headcount trends from 2012/13 through 2016/17. (See attached slides.) These numbers are provided by the University Budget Office. Student enrollment has trended downward since 2012. Employee headcount as trended upward since 2012.

Our college AC21 (Formally HR-21) guidelines for non-tenure promotion were sent to the Office of the Vice Provost for Faculty Affairs for review. A small committee will be formed in the college to review the recommendations and make the suggested changes to the college guidelines. (See attached memo from OVPFA and the current college policy.)

Our college AC40 (Formally HR-40) guidelines for extended evaluations of tenured faculty have been approved by the Executive Committee after faculty consultation and Dean Ford Risley will conduct two reviews this Spring. (See attached policy)

The Bellisario Media Center plans are still being finalized, including our college's needs and footprint in Willard. Faculty will become more engaged in the process in the near future.

- **Bellisario Scholarships** (Janet Klinefelter, Emily Clevenger, Gary Abdullah, see attached presentation)

There are three areas of student support for the Bellisario Scholarships. First preference is given to any veteran enrolled. We currently have 68 veterans. The second area is recruitment in the form of an achievement scholarship used to attract high academic achieving students and underrepresented students. The third area is retention. Funds are available to support students that are unable to pay tuition do to a change in their financial situation.

Inform you faculty of the following process for students to apply for retention funds.

1. Identify the student with a change in financial situation
2. Inform the student that they are required to meet with an academic advisor
3. The advisor will lead them through the application process which includes collecting information from the bursar office, creating a graduation plan and a future payment plan.
4. Cases are then reviewed on an individual basis.

- **Recruitment and Admissions update** (Emily Clevenger, Matt McAllister)
- **Undergraduate** (Emily Clevenger, see attached presentation)

Current numbers:

1506 direct applications to the Bellisario College

847 offers extended

78 paid

These numbers are projected to be similar to last year.

Diversity Recruitment current numbers:

200 direct applications to the Bellisario College

109 offers extended

6 paid

Upcoming recruitment campaigns include letter writing from the Dean and Alumni, letters to students from underrepresented areas, and a Student Phone-a-thon.

- **Graduate** (Matt McAllister)

Consistent with previous years, we have 69 Ph.D. applications and 43 Masters Applications.

The open house is scheduled for February 8-10th. We have invited 20 candidates to visit

University Park and will skype 15 international candidates. Offers will go out mid-February. It is agreed that the pool of applicants is better this year and includes two Bunton-Waller

Fellowship applicants.

- **Bellisario Fellows Program** (Emily Clevenger, see attached presentation)

The goals of the program are to incentivize and reward high achieving students, to challenge students to focus on meaningful work, to empower students to focus on collaborative work and community building and to emphasize skills related to collaboration.

The program will begin with a cohort of 20 students. There will be equal representation across all of our majors. Applicants will be referred by faculty in February. Requirements include a 3.3 or higher GPA, enrollment in a Fellows Seminar, service as a Bellisario Ambassador and an annual service project.

Benefits include the opportunity to network with faculty and alumni, access to visitors to campus, recognition and scholarship.

- **Accreditation: Standard 4** (Ford Risley, see attached presentation)

Full & 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. (Evidence includes position advertisements, our search process and search committees, annual faculty reviews and promotion and tenure criteria)

(b) Full-time faculty have primary responsibility for teaching, research/creative activity and service. (Evidence includes faculty CVs and teaching assignments)

(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. (Evidence includes faculty CVs and data on visiting faculty.)

(d) The unit regularly evaluates instruction, whether on-site or online, using multiple measures that include student input. (Evidence includes SRTE data and student meetings.)

(e) The faculty has respect on campus for its university citizenship and the quality of education that the unit provides. (Evidence includes faculty SRTE data and meetings with campus leaders.)

Ford will need a Syllabus from every course this Semester and Fall Semester. He will be sending a list to Department Heads for assistance.

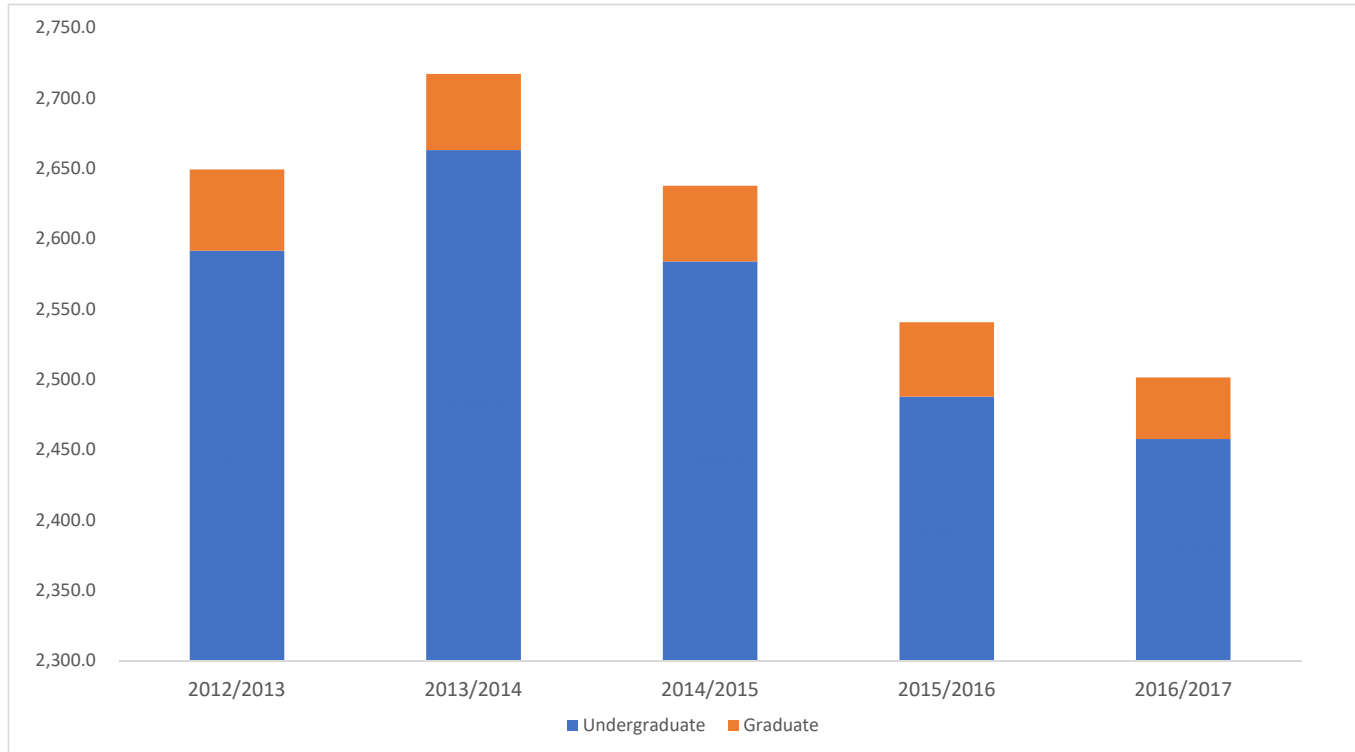
- **Accreditation: Standard 5** (Marie Hardin, Elaine Files)
This item was postponed until our February 2018 Meeting.
- **Embedded course updates** (Department Heads)
Head of each major gave an update on their current embedded course.
- **IT updates** (Yu Tai Chung)
Remind your faculty to update their laptops prior to travel. The IT office can assist, as well as loan out a laptop for international travel.

The Office365 implementation is delayed until late Fall. IT is currently testing it. Early access has been requested for members of this committee.

IT will be contacting departments to help standardize the equipment room reservation policies across the college to be consistent. This will enable the use of a new equipment room asset inventory program.

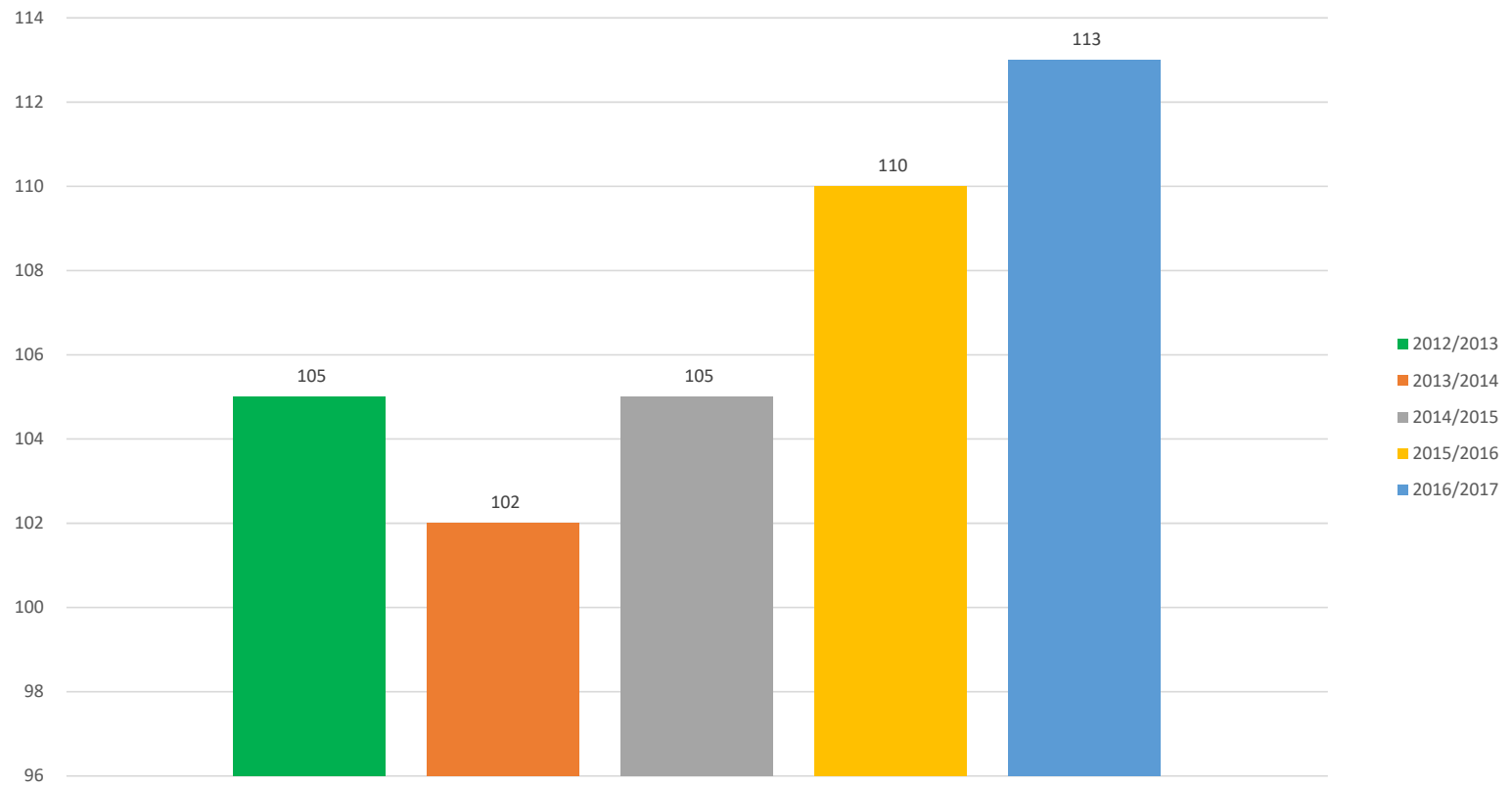


Student Enrollment (Full-Time Equivalent)





Full-Time Employee Headcount



Donald P. Bellisario College of Communications
Promotion Guidelines for Full-time, Fixed-Term Faculty

Role of Fixed-Term, Non-Tenure Track Faculty

The Donald P. Bellisario College of Communications recognizes the importance of having fixed-term, non-tenure track faculty with outstanding professional credentials and appropriate academic preparation. These faculty members complement the tenured and tenure-track faculty in ensuring that the college fulfills its mission to deliver superior instruction and service in the dynamic communications fields.

The ranks for fixed-term faculty members recognize their qualifications and achievements in accordance with AC 21 (HR 21). The College uses the ranks specified in AC 21 for teaching. These ranks may be achieved as part of the appointment process or through a promotion process. The College will apply more exacting standards as a candidate moves from the rank of lecturer up through the rank of teaching professor.

In the case of promotion, the following guidelines should be used.

Qualifications

HR 21 stipulates general qualifications for appointment and promotion of fixed-term faculty members, including degree requirements. Candidates for promotion should typically have served at least five years at the prior rank before being considered for promotion. However, promotion is not guaranteed by service for a minimum number of years but instead is a recognition of substantial contribution to the instructional program of the College. Candidates must demonstrate outstanding accomplishment in the following areas:

- Subject mastery
- Course instruction
- Curriculum development
- Service to department, college, public, and profession

Materials to be submitted

Once formally notified of consideration for promotion, the candidate must provide the following:

- A current curriculum vitae
- Statement of 1-3 pages explaining responsibilities, accomplishments, and contributions as they relate to teaching (primarily), service, and outreach.
- Syllabi from courses taught over the previous two years
- Other evidence of teaching performance (e.g., peer evaluations, student comments)

The department head must provide:

- A summary of student course evaluation data (e.g., SRTE scores and feedback) over the past two years
- An overall letter of evaluation based on all other materials submitted prior to committee review

The committee must provide:

- A summary of a classroom observation made during the academic year in which the candidate is being considered for promotion, conducted by a member of the committee.
- A letter of evaluation based on all other materials submitted

For candidates being considered for promotion to the rank of professor (the highest rank for a fixed-term faculty member), the dean's office will solicit three outside letters of review, in consultation with the candidate. These will be part of the review materials for the department head, committee, and dean.

Process

Candidates who have demonstrated consistent, exceptional teaching and service should be nominated for promotion by their department head. Once nominated, candidates will prepare materials and submit them to the associate dean at the beginning of the spring semester before the anticipated July 1 promotion date. The associate dean will solicit appropriate materials from the department head and the College committee for the dean's consideration by April 1.

The College review committee will consist of four elected fixed-term faculty members at the rank of associate professor or higher, plus one eligible faculty member, also at the rank of associate professor or higher, appointed by the dean. If there should be insufficient numbers of fixed-term faculty members at the appropriate rank to conduct the reviews available in the College during a given year, the College will seek appropriate committee members from other academic units at University Park.

The College Committee will review the materials from the candidate and department head (and external letters where applicable); perform and document a classroom observation; and write a letter of evaluation of the candidate with a recommendation for the dean by April 1.

If the promotion is approved by the dean, a salary increase will be provided to the successful candidate. After the process is completed, the candidate will have access to all materials used for consideration except external letters of evaluation.

Sunset provision

These guidelines will lapse every five years beginning in 2018. They must be formally reviewed, possibly with revision, by agreement of the Executive Committee and Dean's Advisory Committee, with substantive input from fixed-term faculty members from across the College.

DATE: December 8, 2017

FROM: Kathy Bieschke

TO: Marie Hardin

RE: AC21 Guidelines

Thank you for sending the 2017-18 promotion guidelines for non-tenure line (NTL) promotions. In addition, I also received a memo asking for an exception to the guidelines for the 2017-2018 academic year. I appreciate the opportunity to review your documents and have a few suggestions for your consideration for future refinement.

In your 11.1.17 memo to me, you requested that for 2017-2018, that tenure-line faculty will serve on the NTL committee given that the college does not currently have a sufficient number of NTL faculty members at the Professor rank. These exceptions to policy are granted. Please note that it is my assumption that you will implement your policy as written in 2018-19 unless I receive another request for an exception.

Please feel free to contact me if you have any questions.

Recommendations

Please update all references to HR21 to AC21 due to the policy name change. In addition, please read your document to ensure that there are no references to "HR" policies as this nomenclature is no longer in use (e.g., in the Qualifications section).

Articulate, by rank, expectations for faculty who seek to achieve promotion.

Under Process, broaden the process of nomination for promotion beyond the department head. In particular, consulting the process outlined in the guidelines for AC23 (p. 18) might be helpful. Per the guidelines for AC23, candidates must be recommended by their head in consultation with or by the academic unit committee in order to submit their dossier for promotion.

On p. 2, please specify whether who may complete a teaching observation in regard to tenure-line status or rank.

cc: Nicholas Jones

Donald P. Bellisario College of Communications Guidelines
AC-40 (Evaluation of Faculty Performances)

PURPOSE

To implement AC-40 (Evaluation of Faculty Performance), which requires an annual evaluation for each member of the faculty in the College and a periodic extended evaluation of each tenured member of the College faculty.

RESPONSIBILITY FOR REVIEWS

1. Evaluations of faculty performance in the College are conducted in accordance with the principle of shared authority that govern all academic personnel matters at Penn State.
2. The Associate Dean has overall administrative responsibility for implementation of this policy.
3. Peer review is the keystone to extended evaluations of faculty performance. It is presumed that the College faculty's judgment on academic and professional matters will normally be heeded in such extended evaluations.

SCHEDULE OF REVIEWS

1. The academic performance of all members of the College faculty, regardless of tenure status, shall be evaluated annually in accordance with AC-40. The Department Head or an appropriate academic administrator designated by the Associate Dean shall conduct such annual reviews.
2. All tenure-track faculty members, regardless of rank, will normally be evaluated every five years after the award of tenure in the College, on the later of the next five-year anniversary of review for tenure or the most recent formal review for promotion. All other faculty will normally be evaluated every five years after the initial date of their appointment.
3. It would be obviously counterproductive if the considerable demands of the extended review process undermined the core academic mission of the College. Therefore, extended reviews are conducted on an as resources are available basis. If, in the opinion of the Associate Dean, the number of faculty scheduled to be reviewed in a given academic year exceeds the available faculty resources to efficiently and effectively carry them out, the extended reviews of some faculty (selected on a random basis) may be postponed until a subsequent year. Faculty on leave will be reviewed the following year.
4. A faculty member may request to undergo an extended review in a year prior to her/his normally scheduled review; however, such reviews usually will be conducted after the regularly scheduled reviews and only if there are sufficient resources (as noted in 3 above).

REVIEW COMMITTEES

1. Extended reviews are conducted by Faculty Performance Evaluation Committees, each composed of the Associate Dean or an appropriate academic administrator designated by the Associate Dean and at least two tenured members of the College faculty appointed by the Associate Dean. A separate performance evaluation committee shall be appointed to consider the case of each faculty member undergoing an extended review.
2. The Associate Dean, or the appropriate academic administrator, shall chair the committee and be responsible for writing the report and meeting with the faculty member being evaluated to discuss the results and any developmental initiatives that might grow out of the review process.

3. The Associate Dean shall make every effort to appoint faculty peers to each committee who will conduct a full, rigorous, and fair evaluation of their colleague. The Associate Dean shall consult with the faculty member undergoing the review as to the composition of her/his committee.

SCOPE OF REVIEW

1. The purpose of this process is to evaluate faculty members' contribution to the College mission of teaching, research, creative accomplishments and scholarship and service and, where appropriate, to identify strategies and institutional resources that could be employed to help improve their performance.
2. This policy specifically is not meant to be a reevaluation or revalidation of a faculty member's tenure status. The presumption of academic competence inherent in tenure and the core principle of academic freedom are in no way altered herein.
3. For the vast majority of the faculty who are effectively carrying out the College mission, the evaluation committees should make recommendations as to appropriate recognition of the faculty members' contribution and programs of enrichment and other institutional support to further enhance the quality of their work. The evaluation process also may identify faculty who are in need of redirection or revitalization. In these cases, a development plan may be formulated to help the faculty member improve her or his academic contribution. If appropriate, such faculty development plans will be accompanied by institutional resources and assistance necessary to their successful implementation.

PROCEDURES

1. A formal dossier is not required for either the annual reviews or the extended reviews. A faculty member undergoing an extended review normally presents the following material to the evaluation committee: A concise statement summarizing her/his accomplishments since the last review, goals for the future, a current curriculum vitae, and a teaching/research portfolio.
2. The committee shall consult with the faculty member's Department Head.
3. A faculty member desiring to meet informally with her/his evaluation committee normally will be accommodated.
4. Extended evaluation is a process internal to the College. However, in rare circumstances where an evaluation committee needs additional information, it may seek the external evaluation of recognized experts in the faculty member's field.
5. No formal votes are required or are recorded. To the extent possible, the committees should draw conclusions and make recommendations by consensus. However, any dissenting opinions must be summarized in the committee's report.
6. The report of the evaluation committee shall be confidential. A copy will be made available to the faculty member at the conclusion of the evaluation.
7. The Associate Dean shall meet with the faculty member to discuss the results of the evaluation and, if appropriate, recommend a plan of professional development. Any such development plan should be constructive in nature, and again, if appropriate, supported by institutional resources needed to implement it.
8. The faculty member shall have the right to respond to the evaluation in writing and, in cases where she/he believes the report is in error, may seek to correct the record through

constituted College and University grievance procedures [See AC-76(Faculty Rights and Responsibilities.)]

LIMITATIONS

Neither the reports of evaluation committees nor anything else resulting from this process may be used for any purpose other than authorized herein.

Specifically, the product of this evaluation may not be used in any procedures governed by AC-23 (Promotion and Tenure Procedures and Regulations) IV.9 through 11.

SUNSET PROVISION

This policy expires five years after the date of its enactment and, at that time, must either be re-authorized according to constituted procedures of the College or replaced by a new or revised policy for evaluating faculty performance.

Approved by Faculty 4/30/99

Editorial changes by Robert Secor, 12/16/99

Revised per Senate Guidelines, 2/22/01

Revised to include department head in review processes approved by faculty, 3/22/04

Approved by Executive Committee after faculty consultation, Fall 2017



PennState
Donald P. Bellisario
College of Communications

Executive Committee Meeting

Wednesday, January 31, 2018

Scholarship

**Recruitment
Update**

**Bellisario
Fellows
Program**

Scholarship and Student Support

Veterans



Veterans

First preference will be given to any veteran enrolled in the Bellisario College of Communications.

Recruitment

Recruitment Scholarships will be used to attract high academic achieving students and underrepresented students to the Bellisario College of Communications.



Recruitment



Retention

Funds will be available to support students that are unable to pay tuition due to a change in their financial situation.

Retention

Veterans

- Preference will be given to any student that self identifies as a Veteran
- Must be enrolled in the Bellisario College of Communications
- Support is intended to provide gap-funding
- Funds are renewable
- Students will be identified based on self designation, Penn State Office of Veterans Programs

Recruitment Scholarships

Scholarships will be offered in recognition of high academic achievement. Funds will be renewable pending full time enrollment and a 3.3 cumulative GPA.



\$40,000



\$24,000

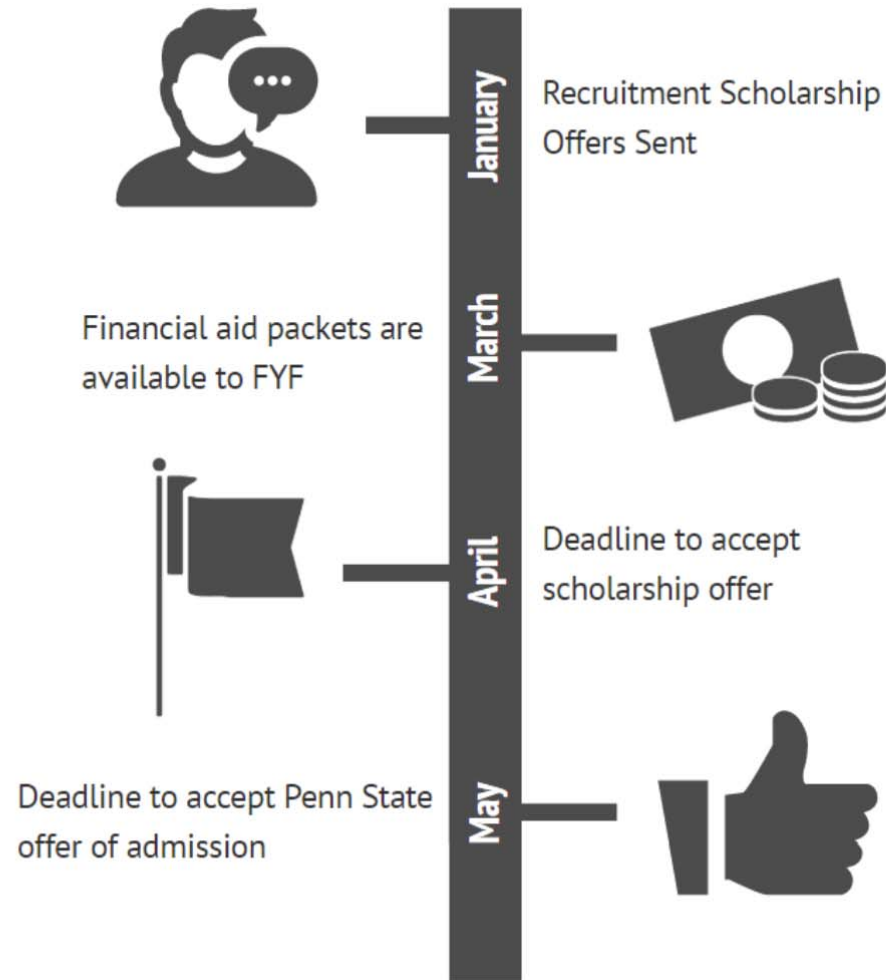


\$10,000

Recruitment Scholarship Timeline

03:01
months days

● May 1, 2018



Retention

- Intended for students that are unable to pay tuition or are at risk of not completing their education due to extenuating circumstances that have altered their financial situation

Retention



1. Student is Identified

Students can be identified as potential recipients of financial support by Faculty, Advisers, or Diversity & Inclusion. Faculty will refer students to Academic Advising.



2. Meet with Adviser

Students are required to meet with an Academic Adviser.



3. Collect Information

Students must collect the required documentation prior to completing the next steps. This includes a graduation plan and bursar documents.



4. Complete Form

Students will be directed to complete an online form and upload required documentation. Students are limited to one request per academic year.



5. Case Reviewed

Cases are reviewed on an individual basis. Support is intended to provide gap-funding. Students must have pursued funding through financial aid. Complete Penn State / Open Doors funding is also available.

Request for Financial Support

Requirements:

- Prior meeting with Advising
- Bursar Documentation
- Graduation Plan
- Financial Aid Consultation



PennState

Donald P. Bellisario
College of Communications

Request for Financial Support

This form provides the opportunity to request financial assistance.

This form should only be completed if you have encountered extenuating circumstances that prohibit you from meeting your financial obligation with regard to your bursar account. Requests are limited to one submission per academic year. A student must meet with an academic adviser or other Bellisario College of

Communications representative prior to completing this form. This form must be completed in its entirety before submitting for review. A complete form requires submission of the following documents: Authorized Release Form, any Bursar documents you have received including account balance, and a Graduation Plan provided by academic advising.

[START →](#)

Recruitment Update

- First-Year Freshman
- Baccalaureate Degree
- University Park
- FA18 / SU18

1,506 APPLICATIONS
direct to the Bellisario College of Communications

847 OFFERS
of admission to the Bellisario College of Communications

78 PAIDS
students have accepted their offer of admission and paid fees
62 - FA18 / 16 SU18

APPS,
OFFERS,
PAIDS

Educational
Index

Diversity
Recruitment

What's
Next

APPS, OFFERS, PAIDS

Bellisario College of Communications

	1/30/2017	1/30/2018	% Change
Applications	1,587	1,506	-5.1%
Offers	895	847	-5.3%
Paid Accepts	70	78	11.4%

University Park

	1/30/2017	1/30/2018	% Change
Applications	50,936	49,499	-2.8%
Offers	21,425	19,546	-9.1%
Paid Accepts	1,491	1,410	-5.4%

APPS, OFFERS, PAIDS

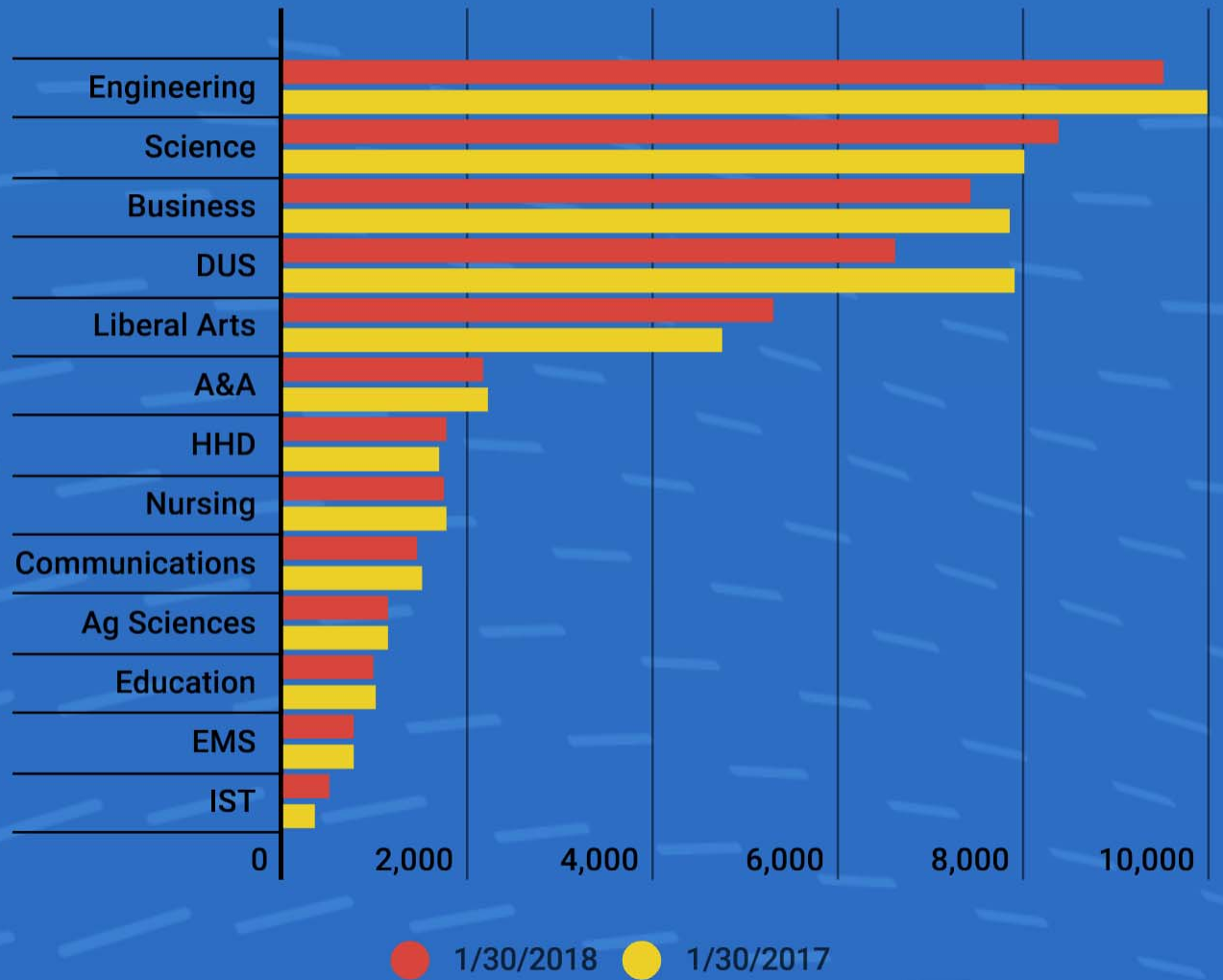
by Academic Unit

Academic Program	Application Count	Admit Count	Accept Count
Agricultural Sciences	1,193	741	80
Arts and Architecture	2,181	482	51
Communications	1,506	847	78
Div of Undergraduate Studies	7,052	2,729	330
Earth and Mineral Sciences	787	447	50
Education	1,042	611	61
Engineering	9,751	4,092	256
Health and Human Development	1,873	1,120	107
Information Sciences and Tech	529	318	49
Liberal Arts	5,449	2,356	114
Nursing	1,811	474	27
Science	8,557	3,168	106
Smeal College of Business	7,679	2,161	101
Grand Total	49,499	19,546	1,410

% Change in APPS by Academic Unit

Academic Program	01/30/2017	01/30/2018	% Change
Agricultural Sciences	1,198	1,193	-0.4%
Arts and Architecture	2,246	2,181	-2.9%
Communications	1,587	1,506	-5.1%
Div of Undergraduate Studies	8,518	7,052	-17.2%
Earth and Mineral Sciences	794	787	-0.9%
Education	1,075	1,042	-3.1%
Engineering	10,303	9,751	-5.4%
Health and Human Development	1,786	1,873	4.9%
Information Sciences and Tech	379	529	39.6%
Liberal Arts	4,889	5,449	11.5%
Nursing	1,809	1,811	0.1%
Science	8,209	8,557	4.2%
Smeal College of Business	8,143	7,679	-5.7%
Grand Total	50,936	49,499	-2.8%

Application Count by Academic Unit



Diversity Recruitment

200 APPLICATIONS

109 OFFERS

6 PAIDS

What's Next



Campaigns

- Dean's Letters
- URM Letters
- Alumni Notes
- Post Card Congrats
- Student Phone-a-thon

Accepted Student Programs

- 8 Days
- 950 Total Visitors
- 315 Prospective Students
- Blue & White Tracks

Bellisario Fellows Program

- To incentivize and reward high achieving students
- To challenge students to focus on meaningful work
- To empower students to focus on collaborative work and community building
- To emphasize skills related to collaboration

***Program
Details***

Program Details

Student Selection -

- Cohort of 20 students
- Equal representation among all majors
- Faculty Referral / Application

Requirements -

- Cum GPA of 3.3 or higher
- Enrollment in Fellows Seminar
- Service - Bellisario Ambassadors
- Annual Service Project

Benefits -

- Alumni Network
- Special Speakers
- Access to campus events
- Recognition
- Scholarship

ACEJMC

Accreditation Standard 4

Executive Committee Presentation

January 31, 2018

Full & 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

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

Position advertisements

Search process & search committees

Annual reviews

Promotion & tenure criteria

Indicators

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

Faculty CVs

Teaching assignments

Indicators

- 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 CVs

Visiting faculty

Indicators

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

SRTEs

Student meetings

Indicators

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

Faculty CVs

Meeting with campus leaders



Executive Committee Meeting
Wednesday, March 28, 2018
8:30-10:00am in 24 Carnegie

Dean's update

- The AC 21 (fixed-term faculty promotions) action committee, chaired by Anthony Olorunnisola, has finished their work. The final document has been sent to Department Heads. (See attached)
- Two AD 14 (Academic Administrative Evaluation) reviews will be conducted next month.
- Our Diversity committee has begun the process of defining “action steps” for the diversity plan we have in place. One possibility is an annual award for diversity and inclusion for faculty, staff or students. The Diversity Committee will draft guidelines for the Executive Committee to review.
- University Strategic Initiative Seed Grants: The Provost’s Office is leading an initiative that involves grants of up to \$250K for collaborative initiatives that align with the University Strategic Plan. Matt Jordan is part of an initiative that was funded in the first round; Sascha Meinrath, Boaz Dvir, and Maura Shea collaborated with teams outside the College for Round 2. Round 3 proposals are due in August and at least one of the priorities will be on initiatives that leverage the Adobe Creative Cloud. The request for proposals can be found here: <http://strategicplan.psu.edu/rfp/>
- An announcement will be sent out next week regarding Summer research and professional development grants for faculty.
- Staff awards: If you supervise staff who you think are worth recipients of a staff award, the Staff Advisory Committee’s process has been distributed and the deadline is Friday, March 30.
- Voting on graduate student unionization place April 10-13 and is open to students on assistantship during this semester. Students must bring their student ID. If Graduate Students come to your faculty on this issue, encourage them to do their research. Here are some resources:
 - pssogau.org
 - cge-psu.com
 - gradfacts.psu.edu
- Don and Viv Bellisario will be here for Blue/White weekend on April 20. Their group may want to see students and will likely want to come into Carnegie sometime over that weekend

Recruitment/Admissions (Clevenger/McAllister)

- Emily Clevenger gave an update on undergraduate admissions and recruitment. Paid accepts in our college are only down 1%. Paid accepts at University Park are down 14%. Our incoming summer class (Paid) is down 20 students (23%) but our Fall class is up 13%. The current application and paid accept numbers are attached.
- We have 11 Schreyer offers and 5 have accepted.
- Next year PSU will accept the common app and alter our admission deadlines to align with other universities.

- Matt McAllister gave an update on our graduate admissions. The deadline to accept offers is April 14. We have 17 Ph.D. offers out and so far three have accepted along with one part-time accept. We have 15 MA offers out and so far two funded, one unfunded and one part-time offers have been accepted.

Budget overview (Hardin/ Rockwell)

Marie Hardin's budget presentation is attached. The total University budget is \$5.7 billion. Bellisario College has one of the smallest budgets at the University. Our college budget is the same as last year at \$18 million with the majority of funds directed towards full-time salaries.

- We have been adjusting some areas of our budget downward (e.g., Facilities.)
- Our revenue is growing with our World Campus classes, our Summer session classes and internships. (See slide on 'sources of funds.')
- Central gives our budget money to cover yearly GSI. We raise any other increases ourselves
- Last year we returned \$450k to Central with the Voluntary Retirement Program. We have recouped that entire amount, less one position.

Our college needs to be prepared for any reduction in state appropriation, any drop in revenue from our sources of funds, any unanticipated facilities costs, retention costs, and unfunded mandates. New unfunded mandates include graduate stipend increases and fixed-term promotion salary increases.

Office365, Adobe and Business Contingency Plan updates (Chung)

We are still waiting the decision as to when our college will move email and calendar to Office365. We are hoping for a May move. It has been requested that the Executive Committee move over ahead of time.

Adobe Creative Cloud is available. IT is creating a summary sheet for faculty and staff with useful tools and apps. Please invite Yu-tai to your next department meeting.

As a part of our business contingency plan, we have purchased CrashPlan data protection software for members of this committee. IT is currently testing the software and will be in touch to install it on your devices.

Branding, Promotion update (Sampsell)

Let Steve know if you need items to be updated with our new logo and name.

We have successfully transitioned to digital signage in our buildings.

We will begin sending a weekly email to our students with deadlines and events.

Donald P. Bellisario College of Communications
Promotion Guidelines for Full-time, Fixed-Term Faculty

Role of Fixed-Term, Non-Tenure Track Faculty

The Donald P. Bellisario College of Communications recognizes the importance of having fixed-term, non-tenure track faculty with outstanding professional credentials and appropriate academic preparation. These faculty members complement the tenured and tenure-track faculty in ensuring that the college fulfills its mission to deliver superior instruction and service in the dynamic communications fields.

The ranks for fixed-term faculty members recognize their qualifications and achievements in accordance with AC 21 (HR 21). The College uses the ranks specified in AC 21 for teaching. These ranks may be achieved as part of the appointment process or through a promotion process. The College will apply more exacting standards as a candidate moves from the rank of lecturer up through the rank of teaching professor.

In the case of promotion, the following guidelines should be used.

Qualifications

HR 21 stipulates general qualifications for appointment and promotion of fixed-term faculty members, including degree requirements. Candidates for promotion should typically have served at least five years at the prior rank before being considered for promotion. However, promotion is not guaranteed by service for a minimum number of years but instead is a recognition of substantial contribution to the instructional program of the College. Candidates must demonstrate outstanding accomplishment in the following areas:

- **The scholarship of teaching and learning**
- **The Scholarship of service to the University, Society, and the Profession**
- **Scholarship of Research and Creative Accomplishments for Enhancement of Teaching**

Criteria for candidates to associate teaching professor

A non-tenure track faculty candidate for promotion to the rank of associate teaching professor in the Donald P. Bellisario College of Communications must have served for a minimum of five years and must demonstrate competencies in each of the following areas:

Scholarship of Teaching and Learning. The candidate must demonstrate competence in the classroom as evidenced by superior student evaluations, measurable in terms of consistency of excellence across quantitative and qualitative metrics over three years. Candidate must show evidence that she/he evaluates and revises course content on a regular basis; contributes to the development of new courses that advance scholarship and/or meets the needs of the department, discipline and/or industry.

Scholarship of Service to the University, Society and the Profession. The candidate must show evidence of good citizenship demonstrable via service in

capacities that include department-, college- and university-wide committees. Evidence of service could include contributions to local, regional, national and international organizations relevant to her/his discipline and pertinent industry. **Scholarship of Research and Creative Accomplishments.** As appropriate to the enhancement of scholarship of teaching and learning or in a situation where the production of research and/or creative content is a contractual requirement, candidate must show evidence of consistent production of content of a scholarly or creative nature. Evidence of accomplishments must be via platforms appropriate to her/his discipline and pertinent industry.

Criteria for candidates to teaching professor

A non-tenure-track faculty candidate for promotion to the rank of full teaching professor in the Donald P. Bellisario College of Communications must demonstrate outstanding accomplishments in the following areas:

Scholarship of Teaching & Learning

Subject mastery: The candidate must demonstrate excellence/mastery in teaching by providing evidence of superior student evaluations. Superior evaluations should be measurable by the consistency of excellence across quantitative and qualitative metrics. Candidate must earn satisfactory peer-review. Other evidence of subject mastery could include teaching awards granted by alumni, college, university, and/or national professional organizations. The candidate must provide evidence of currency in the field and demonstrate knowledge and expertise in the classroom in engaging and innovative ways.

Course instruction: The candidate must demonstrate a commitment to excellence via development of innovative approaches to Course Instruction. Candidate must show evidence of consistent review of course content and materials. Evidence of improvements to course instruction should include attention to changing impacts of technology on the communications industry and/or discipline. Other evidence of contribution to the instructional mission of the College could include roles in supervision of independent studies and directed projects and/or honors theses; provision of advice to students about job searches, interviewing proficiency, and impartation of professional/academic advice. Other evidence could include advising student organizations and preparation of students for regional or national competitions.

Curriculum development: The candidate must demonstrate contribution to the development of new courses that meet the needs of changing communications industries and contribute to the excellence of the curriculum. Other evidence could either include provision of record of course assessment and/or demonstrable implementation of others' recommendations for improvement of course content.

Scholarship of service: The candidate must provide evidence of accomplishments via service to the department, college, profession, and the public. Such evidence could include record of contributions of service to department-, college-, and university-wide committees. Evidence of service could include activities in local,

regional, national, and international professional organizations. Foregoing could be service as a reviewer of manuscripts, screenplays, or other scholarly or creative content.

Scholarship of Research and Creative Accomplishments: As appropriate in relationship to the enhancement of candidate's subject mastery, course instruction, and contributions to curriculum development, the candidate must show evidence of engagement in research and creative activities. Examples of such engagement include film screenings at film festivals; successful distribution of films; publication of popular press articles; presentation of scholarly research and/or panels at conferences; publication of journal articles, and authoring or editing of books. Other records of accomplishments could include professional speeches; book reviews; interviews in professional journals and popular publications; TED talks; blogs; commentaries; media interviews; case studies; keynote conference speeches; and such other creative and scholarly platforms that may be appropriate to a candidate's area of expertise and/or department.

Materials to be submitted

Once formally notified of consideration for promotion, the candidate must provide the following:

- A current curriculum vitae
- Statement of 1-3 pages explaining responsibilities, accomplishments, and contributions as they relate to teaching (primarily), service, and outreach.
- Syllabi from courses taught over the previous two years
- Other evidence of teaching performance (e.g., peer evaluations, student comments)

The department head must provide:

- A summary of student course evaluation data (e.g., SRTE scores and feedback) over the past two years
- An overall letter of evaluation based on all other materials submitted prior to committee review

The committee must provide:

- A summary of a classroom observation made during the academic year in which the candidate is being considered for promotion, conducted by a member of the committee.
- A letter of evaluation based on all other materials submitted

For candidates being considered for promotion to the rank of professor (the highest rank for a fixed-term faculty member), the dean's office will solicit three outside letters of review, in consultation with the candidate. These will be part of the review materials for the department head, committee, and dean.

Process

Candidates who have demonstrated consistent, exceptional teaching and service should be nominated for promotion by their department head. Once nominated, candidates will prepare materials and submit them to the associate dean at the beginning of the spring semester before the anticipated July 1 promotion date. The associate dean will solicit appropriate materials from the department head and the College committee for the dean's consideration by April 1.

The College review committee will consist of four elected fixed-term faculty members at the rank of associate professor or higher, plus one eligible faculty member, also at the rank of associate professor or higher, appointed by the dean. If there should be insufficient numbers of fixed-term faculty members at the appropriate rank to conduct the reviews available in the College during a given year, the College will seek appropriate committee members from other academic units at University Park.

The College Committee will review the materials from the candidate and department head (and external letters where applicable); perform and document a classroom observation; and write a letter of evaluation of the candidate with a recommendation for the dean by April 1.

If the promotion is approved by the dean, a salary increase will be provided to the successful candidate. After the process is completed, the candidate will have access to all materials used for consideration except external letters of evaluation.

Sunset provision

These guidelines will lapse every five years beginning in 2018. They must be formally reviewed, possibly with revision, by agreement of the Executive Committee and Dean's Advisory Committee, with substantive input from fixed-term faculty members from across the College.

**University Park Summer/Fall Freshman Baccaureate Applications, Offers, Paids
by College, Direct/Referral
Week 28 - March 24, 2018**

coll1	Referral	APPS SUFA17	APPS SUFA18	APPS 18-17	APPS % Change SUFA17	OFFERS SUFA17	OFFERS SUFA18	OFFERS 18-17	OFFERS % Change SUFA17	PAIDS SUFA17	PAIDS SUFA18	PAIDS 18-17	PAIDS % Change SUFA17
Abington College	Direct	1	14	13	1300%	.	.	.	.	.	.	.	.
	Referral	.	.	.	.	1	.	.	.	.	.	.	.
TOTA		1	14	13	1300%	1	.	.	.	.	.	.	.
Agricultural Sciences	Direct	1234	1248	14	1%	839	878	39	5%	197	196	-1	-1%
	Referral	.	.	.	.	5	9	4	80%	2	2	0	0%
TOTA		1234	1248	14	1%	844	887	43	5%	199	198	-1	-1%
Altoona College	Direct	.	8	.	.	.	.	.	.	.	.	.	.
TOTA		.	8	.	.	.	.	.	.	.	.	.	.
Arts and Architecture	Direct	2352	2231	-121	-5%	811	783	-28	-3%	116	131	15	13%
	Referral	.	.	.	.	1	5	4	400%	1	2	1	100%
TOTA		2352	2231	-121	-5%	812	788	-24	-3%	117	133	16	14%
Behrend College	Direct	1	27	26	2600%	.	.	.	.	.	.	.	.
TOTA		1	27	26	2600%	.	.	.	.	.	.	.	.
Berks College	Direct	1	6	5	500%	.	.	.	.	.	.	.	.
TOTA		1	6	5	500%	.	.	.	.	.	.	.	.
Business Administration	Direct	8510	8049	-461	-5%	2893	2749	-144	-5%	445	352	-93	-21%
	Referral	.	.	.	.	18	23	5	28%	3	1	-2	-67%
TOTA		8510	8049	-461	-5%	2911	2772	-139	-5%	448	353	-95	-21%
Capital College	Direct	.	23	.	.	.	.	.	.	.	.	.	.
TOTA		.	23	.	.	.	.	.	.	.	.	.	.
College Of IST	Direct	397	552	155	39%	292	403	111	38%	92	120	28	30%
	Referral	.	.	.	.	8	5	-3	-38%	.	.	.	.
TOTA		397	552	155	39%	300	408	108	36%	92	120	28	30%
College of Communications	Direct	1635	1578	-57	-3%	1097	1118	21	2%	227	221	-6	-3%

coll1	Referral	APPS SUFA17	APPS SUFA18	APPS 18-17	APPS % Change SUFA17	OFFERS SUFA17	OFFERS SUFA18	OFFERS 18-17	OFFERS % Change SUFA17	PAIDS SUFA17	PAIDS SUFA18	PAIDS 18-17	PAIDS % Change SUFA17
	Referral	.	.	.	.	9	19	10	111%	.	4	.	.
TOTA		1635	1578	-57	-3%	1106	1137	31	3%	227	225	-2	-1%
College of Nursing	Direct	1855	1829	-26	-1%	567	551	-16	-3%	104	85	-19	-18%
	Referral	.	.	.	.	3	3	0	0%	.	1	.	.
TOTA		1855	1829	-26	-1%	570	554	-16	-3%	104	86	-18	-17%
Division of Undergraduate Studies	Direct	8873	7461	-1412	-16%	4277	4136	-141	-3%	1222	1021	-201	-16%
	Referral	.	.	.	.	34	27	-7	-21%	9	14	5	56%
TOTA		8873	7461	-1412	-16%	4311	4163	-148	-3%	1231	1035	-196	-16%
Earth and Mineral Sciences	Direct	835	839	4	0%	592	617	25	4%	117	120	3	3%
	Referral	.	.	.	.	8	8	0	0%	1	2	1	100%
TOTA		835	839	4	0%	600	625	25	4%	118	122	4	3%
Education	Direct	1113	1088	-25	-2%	659	732	73	11%	170	175	5	3%
	Referral	.	.	.	.	9	4	-5	-56%	4	.	.	.
TOTA		1113	1088	-25	-2%	668	736	68	10%	174	175	1	1%
Engineering	Direct	10945	10381	-564	-5%	6096	5666	-430	-7%	911	685	-226	-25%
	Referral	.	.	.	.	46	38	-8	-17%	9	6	-3	-33%
TOTA		10945	10381	-564	-5%	6142	5704	-438	-7%	920	691	-229	-25%
Health and Human Development	Direct	1824	1952	128	7%	1264	1396	132	10%	292	299	7	2%
	Referral	.	.	.	.	7	9	2	29%	3	1	-2	-67%
TOTA		1824	1952	128	7%	1271	1405	134	11%	295	300	5	2%
Intercollege Undergraduate Programs	Direct	.	1	.	.	.	.	.	.	.	.	.	.
TOTA		.	1	.	.	.	.	.	.	.	.	.	.
Liberal Arts	Direct	5201	5757	556	11%	3023	3376	353	12%	405	324	-81	-20%
	Referral	.	.	.	.	37	52	15	41%	5	6	1	20%
TOTA		5201	5757	556	11%	3060	3428	368	12%	410	330	-80	-20%
Science	Direct	8574	8931	357	4%	4578	4651	73	2%	467	342	-125	-27%

coll1	Referral	APPS SUFA17	APPS SUFA18	APPS 18-17	APPS % Change SUFA17	OFFERS SUFA17	OFFERS SUFA18	OFFERS 18-17	OFFERS % Change SUFA17	PAIDS SUFA17	PAIDS SUFA18	PAIDS 18-17	PAIDS % Change SUFA17
	Referral	.	.	.	.	19	18	-1	-5%	2	1	-1	-50%
TOTA		8574	8931	357	4%	4597	4669	72	2%	469	343	-126	-27%
University College	Direct	1	19	18	1800%	.	.	.	.	.	.	.	.
TOTA		1	19	18	1800%	.	.	.	.	.	.	.	.
		53352	51994	-1358	-3%	27193	27276	83	0%	4804	4111	-693	-14%

Applications based on requested semester and 1st choice campus
University Park Summer Freshman Baccalaureate Applications, Offers, Paids
by College, Direct/Referral
Week 28 - March 24, 2018

coll1	Referral	APPS SU17	APPS SU18	APPS 18-17	APPS % Change SU17	OFFERS SU17	OFFERS SU18	OFFERS 18-17	OFFERS % Change SU17	PAIDS SU17	PAIDS SU18	PAIDS 18-17	PAIDS % Change SU17
Agricultural Sciences	Direct	69	57	-12	-17%	141	107	-34	-24%	74	54	-20	-27%
	Referral	.	.	.	.	1	.	.	.	1	.	.	.
TOTA		69	57	-12	-17%	142	107	-35	-25%	75	54	-21	-28%
Altoona College	Direct	.	2	.	.	.	.	.	.	.	.	.	.
TOTA		.	2	.	.	.	.	.	.	.	.	.	.
Arts and Architecture	Direct	29	11	-18	-62%	23	14	-9	-39%	14	9	-5	-36%
TOTA		29	11	-18	-62%	23	14	-9	-39%	14	9	-5	-36%
Behrend College	Direct	1	.	.	.	.	.	.	.	.	.	.	.
TOTA		1	.	.	.	.	.	.	.	.	.	.	.
Business Administration	Direct	300	252	-48	-16%	275	303	28	10%	92	95	3	3%
	Referral	.	.	.	.	.	1	.	.	.	.	.	.
TOTA		300	252	-48	-16%	275	304	29	11%	92	95	3	3%
College Of IST	Direct	26	36	10	38%	51	57	6	12%	34	39	5	15%
	Referral	.	.	.	.	2	.	.	.	.	.	.	.
TOTA		26	36	10	38%	53	57	4	8%	34	39	5	15%
College of Communications	Direct	80	52	-28	-35%	177	142	-35	-20%	86	65	-21	-24%
	Referral	.	.	.	.	1	2	1	100%	.	1	.	.
TOTA		80	52	-28	-35%	178	144	-34	-19%	86	66	-20	-23%
College of Nursing	Direct	53	64	11	21%	5	13	8	160%	2	7	5	250%
TOTA		53	64	11	21%	5	13	8	160%	2	7	5	250%
Division of Undergraduate Studies	Direct	634	465	-169	-27%	1201	1209	8	1%	622	542	-80	-13%
	Referral	.	.	.	.	9	8	-1	-11%	5	7	2	40%
TOTA		634	465	-169	-27%	1210	1217	7	1%	627	549	-78	-12%

col1	Referral	APPS SU17	APPS SU18	APPS 18-17	APPS % Change SU17	OFFERS SU17	OFFERS SU18	OFFERS 18-17	OFFERS % Change SU17	PAIDS SU17	PAIDS SU18	PAIDS 18-17	PAIDS % Change SU17
Earth and Mineral Sciences	Direct	40	28	-12	-30%	50	30	-20	-40%	28	9	-19	-68%
	Referral	.	.	.	.	.	1	.	.	.	1	.	.
TOTA		40	28	-12	-30%	50	31	-19	-38%	28	10	-18	-64%
Education	Direct	67	63	-4	-6%	122	119	-3	-2%	66	51	-15	-23%
	Referral	.	.	.	.	3	.	.	.	2	.	.	.
TOTA		67	63	-4	-6%	125	119	-6	-5%	68	51	-17	-25%
Engineering	Direct	340	263	-77	-23%	643	679	36	6%	254	192	-62	-24%
	Referral	.	.	.	.	4	4	0	0%	3	2	-1	-33%
TOTA		340	263	-77	-23%	647	683	36	6%	257	194	-63	-25%
Health and Human Development	Direct	109	104	-5	-5%	230	180	-50	-22%	110	82	-28	-25%
TOTA		109	104	-5	-5%	230	180	-50	-22%	110	82	-28	-25%
Liberal Arts	Direct	165	156	-9	-5%	389	310	-79	-20%	140	87	-53	-38%
	Referral	.	.	.	.	3	1	-2	-67%	1	.	.	.
TOTA		165	156	-9	-5%	392	311	-81	-21%	141	87	-54	-38%
Science	Direct	219	207	-12	-5%	429	464	35	8%	144	106	-38	-26%
	Referral	.	.	.	.	3	2	-1	-33%	1	.	.	.
TOTA		219	207	-12	-5%	432	466	34	8%	145	106	-39	-27%
University College	Direct	1	1	0	0%	.	.	.	.	.	.	.	.
TOTA		1	1	0	0%	.	.	.	.	.	.	.	.
		2133	1761	-372	-17%	3762	3646	-116	-3%	1679	1349	-330	-20%

Applications based on requested semester and 1st choice campus

This request took 4.44 seconds of real time (v9.4 build 1507).

University Park Fall Freshman Baccalaureate Applications, Offers, Paids
by College, Direct/Referral
Week 28 - March 24, 2018

col1	Referral	APPS FA17	APPS FA18	APPS 18-17	APPS % Change FA17	OFFERS FA17	OFFERS FA18	OFFERS 18-17	OFFERS % Change FA17	PAIDS FA17	PAIDS FA18	PAIDS 18-17	PAIDS % Change FA17
Abington College	Direct	1	14	13	1300%	.	.	.	.	.	.	.	.
	Referral	.	.	.	.	1	.	.	.	.	.	.	.
TOTA		1	14	13	1300%	1	.	.	.	.	.	.	.
Agricultural Sciences	Direct	1165	1191	26	2%	698	771	73	10%	123	142	19	15%
	Referral	.	.	.	.	4	9	5	125%	1	2	1	100%
TOTA		1165	1191	26	2%	702	780	78	11%	124	144	20	16%
Altoona College	Direct	.	6	.	.	.	.	.	.	.	.	.	.
TOTA		.	6	.	.	.	.	.	.	.	.	.	.
Arts and Architecture	Direct	2323	2220	-103	-4%	788	769	-19	-2%	102	122	20	20%
	Referral	.	.	.	.	1	5	4	400%	1	2	1	100%
TOTA		2323	2220	-103	-4%	789	774	-15	-2%	103	124	21	20%
Behrend College	Direct	.	27	.	.	.	.	.	.	.	.	.	.
TOTA		.	27	.	.	.	.	.	.	.	.	.	.
Berks College	Direct	1	6	5	500%	.	.	.	.	.	.	.	.
TOTA		1	6	5	500%	.	.	.	.	.	.	.	.
Business Administration	Direct	8210	7797	-413	-5%	2618	2446	-172	-7%	353	257	-96	-27%
	Referral	.	.	.	.	18	22	4	22%	3	1	-2	-67%
TOTA		8210	7797	-413	-5%	2636	2468	-168	-6%	356	258	-98	-28%
Capital College	Direct	.	23	.	.	.	.	.	.	.	.	.	.
TOTA		.	23	.	.	.	.	.	.	.	.	.	.
College Of IST	Direct	371	516	145	39%	241	346	105	44%	58	81	23	40%
	Referral	.	.	.	.	6	5	-1	-17%	.	.	.	.
TOTA		371	516	145	39%	247	351	104	42%	58	81	23	40%
College of Communications	Direct	1555	1526	-29	-2%	920	976	56	6%	141	156	15	11%

col1	Referral	APPS FA17	APPS FA18	APPS 18-17	APPS % Change FA17	OFFERS FA17	OFFERS FA18	OFFERS 18-17	OFFERS % Change FA17	PAIDS FA17	PAIDS FA18	PAIDS 18-17	PAIDS % Change FA17
TOTA	Referral	.	.	.	.	8	17	9	113%	.	3	.	.
	Direct	1555	1526	-29	-2%	928	993	65	7%	141	159	18	13%
College of Nursing	Referral	.	.	.	.	3	3	0	0%	.	1	.	.
TOTA	Direct	1802	1765	-37	-2%	562	538	-24	-4%	102	78	-24	-24%
Division of Undergraduate Studies	Referral	.	.	.	.	25	19	-6	-24%	4	7	3	75%
TOTA	Direct	8239	6996	-1243	-15%	3076	2927	-149	-5%	600	479	-121	-20%
Earth and Mineral Sciences	Referral	.	.	.	.	8	7	-1	-13%	1	1	0	0%
TOTA	Direct	8239	6996	-1243	-15%	3101	2946	-155	-5%	604	486	-118	-20%
Education	Referral	.	.	.	.	6	4	-2	-33%	2	.	.	.
TOTA	Direct	795	811	16	2%	542	587	45	8%	89	111	22	25%
Engineering	Referral	.	.	.	.	42	34	-8	-19%	6	4	-2	-33%
TOTA	Direct	1046	1025	-21	-2%	543	617	74	14%	106	124	18	17%
Health and Human Development	Referral	.	.	.	.	7	9	2	29%	3	1	-2	-67%
TOTA	Direct	10605	10118	-487	-5%	5453	4987	-466	-9%	657	493	-164	-25%
Intercollege Undergraduate Programs	Referral	.	.	.	.	.	.	.	.	.	.	.	.
TOTA	Direct	10605	10118	-487	-5%	5495	5021	-474	-9%	663	497	-166	-25%
Liberal Arts	Referral	.	.	.	.	34	51	17	50%	4	6	2	50%
TOTA	Direct	1715	1848	133	8%	1034	1216	182	18%	182	217	35	19%
Science	Referral	.	.	.	.	.	.	.	.	.	.	.	.
TOTA	Direct	1715	1848	133	8%	1041	1225	184	18%	185	218	33	18%
Science	Referral	.	.	.	.	.	.	.	.	.	.	.	.
TOTA	Direct	5036	5601	565	11%	2634	3066	432	16%	265	237	-28	-11%
Science	Referral	.	.	.	.	34	51	17	50%	4	6	2	50%
TOTA	Direct	5036	5601	565	11%	2668	3117	449	17%	269	243	-26	-10%
Science	Direct	8355	8724	369	4%	4149	4187	38	1%	323	236	-87	-27%

col1	Referral	APPS FA17	APPS FA18	APPS 18-17	APPS % Change FA17	OFFERS FA17	OFFERS FA18	OFFERS 18-17	OFFERS % Change FA17	PAIDS FA17	PAIDS FA18	PAIDS 18-17	PAIDS % Change FA17
TOTA	Referral	.	.	.	.	16	16	0	0%	1	1	0	0%
University College	Direct	8355	8724	369	4%	4165	4203	38	1%	324	237	-87	-27%
TOTA	Direct	.	18	.	.	.	.	.	.	.	.	.	.
TOTA		51219	50233	-986	-2%	23431	23630	199	1%	3125	2762	-363	-12%

Applications based on requested semester and 1st choice campus

This request took 6.38 seconds of real time (v9.4 build 1507).

**University Park Summer/Fall Freshman Baccaureate Applications, Offers, Paids
by Residency, Direct/Referral
Week 28 - March 24, 2018**

Residency	Referral	APPS SUFA17	APPS SUFA18	APPS 18-17	APPS % Change SUFA17	OFFERS SUFA17	OFFERS SUFA18	OFFERS 18-17	OFFERS % Change SUFA17	PAIDS SUFA17	PAIDS SUFA18	PAIDS 18-17	PAIDS % Change SUFA17
International	Direct	11888	10921	-967	-8%	3421	3712	291	9%	172	112	-60	-35%
	Referral	.	.	.	.	24	27	3	13%	3	3	0	0%
TOTAL	|	11888	10921	-967	-8%	3445	3739	294	9%	175	115	-60	-34%
Out of State	Direct	24859	25626	767	3%	14452	14530	78	1%	1639	1272	-367	-22%
	Referral	.	.	.	.	118	140	22	19%	18	20	2	11%
TOTAL	|	24859	25626	767	3%	14570	14670	100	1%	1657	1292	-365	-22%
Pennsylvania	Direct	16605	15447	-1158	-7%	9115	8814	-301	-3%	2954	2687	-267	-9%
	Referral	.	.	.	.	63	53	-10	-16%	18	17	-1	-6%
TOTAL	|	16605	15447	-1158	-7%	9178	8867	-311	-3%	2972	2704	-268	-9%
		53352	51994	-1358	-3%	27193	27276	83	0%	4804	4111	-693	-14%

**University Park Summer/Fall Freshman Baccaureate Applications, Offers, Paids
College of Communications
by Residency, Direct/Referral
Week 28 - March 24, 2018**

Residency	Referral	APPS SUFA17	APPS SUFA18	APPS 18-17	APPS % Change SUFA17	OFFERS SUFA17	OFFERS SUFA18	OFFERS 18-17	OFFERS % Change SUFA17	PAIDS SUFA17	PAIDS SUFA18	PAIDS 18-17	PAIDS % Change SUFA17
International	Direct	283	315	32	11%	94	124	30	32%	5	3	-2	-40%
	Referral	.	.	.	.	1	3	2	200%	.	.	.	.
TOTAL	|	283	315	32	11%	95	127	32	34%	5	3	-2	-40%
Out of State	Direct	908	897	-11	-1%	703	707	4	1%	124	114	-10	-8%
	Referral	.	.	.	.	8	14	6	75%	.	3	.	.
TOTAL	|	908	897	-11	-1%	711	721	10	1%	124	117	-7	-6%
Pennsylvania	Direct	444	366	-78	-18%	300	287	-13	-4%	98	104	6	6%
	Referral	.	.	.	.	.	2	.	.	.	1	.	.
TOTAL	|	444	366	-78	-18%	300	289	-11	-4%	98	105	7	7%
		1635	1578	-57	-3%	1106	1137	31	3%	227	225	-2	-1%

Applications based on requested semester and 1st choice campus

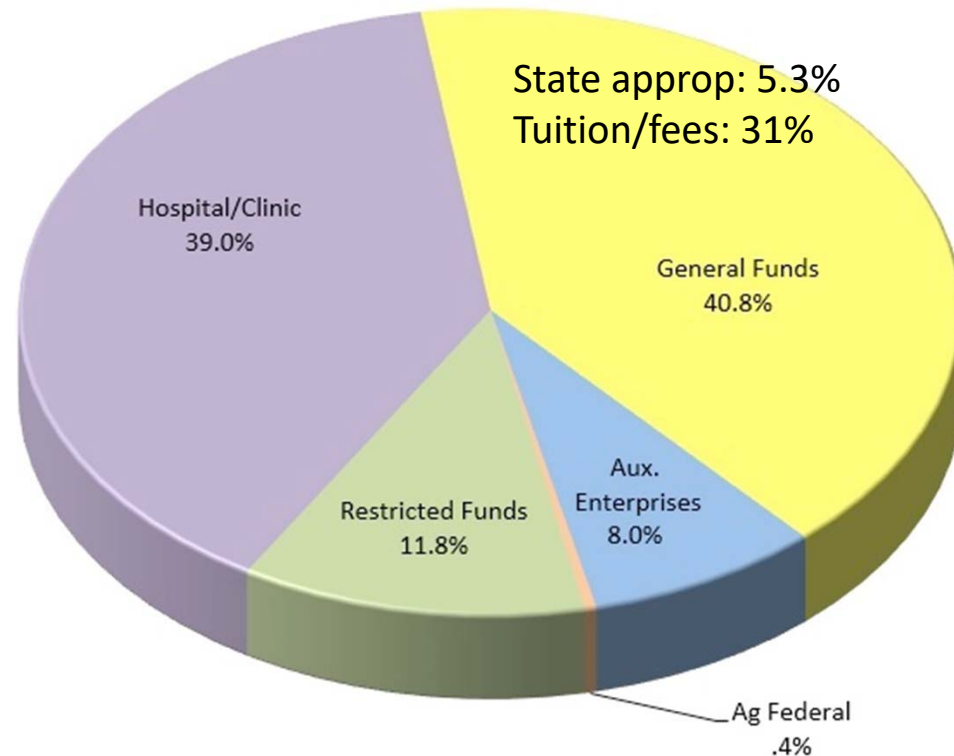
Budget overview

Penn State: \$5.7 B.

Most goes to “E&G” spending

Fast facts:

- **PSU has contingency fund** of about \$200m.
- **Biggest expense changes:** SERS, employee benefits
- **Tuition increase** of 1%=\$11m.
- **GSI increase** of 1%=\$12m.
- **COMM** has one of the **smallest budgets.** (LA=\$98m.)

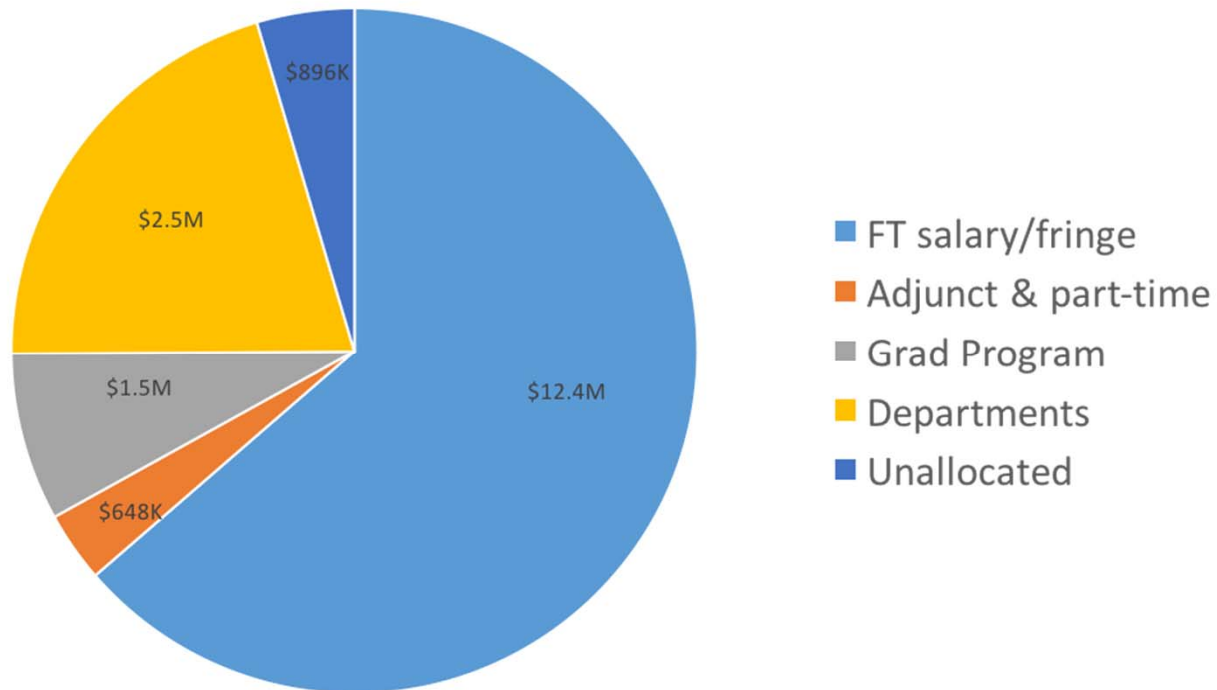


<https://budget.psu.edu/openbudget>

<http://senate.psu.edu/senators/agendas-records/march-13-2018-agenda/appendix-b/>

College budget

Our money: How we spend it

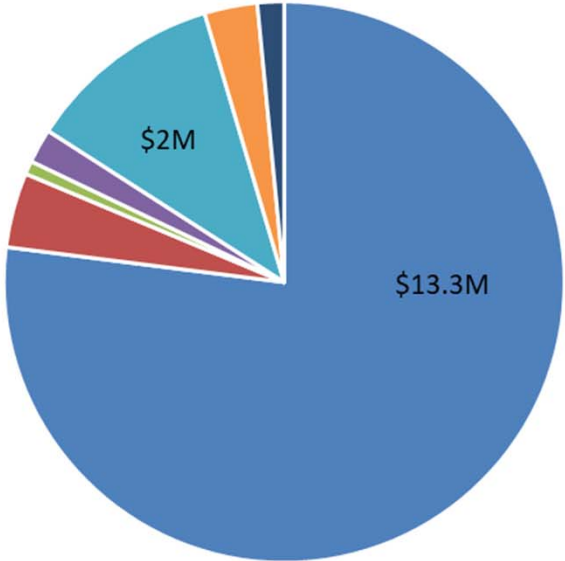


Notes on overview

- Budget is generally flat, year to year.
 - \$18m: 2017-18
 - \$18m: 2016-17
- Growth: Central \$ to cover GSI; our revenue sources. **“Permanent funds” cover personnel and a little more.** We raise the rest ourselves.
- We’ve adjusted budgets in some areas downward (e.g., Facilities)

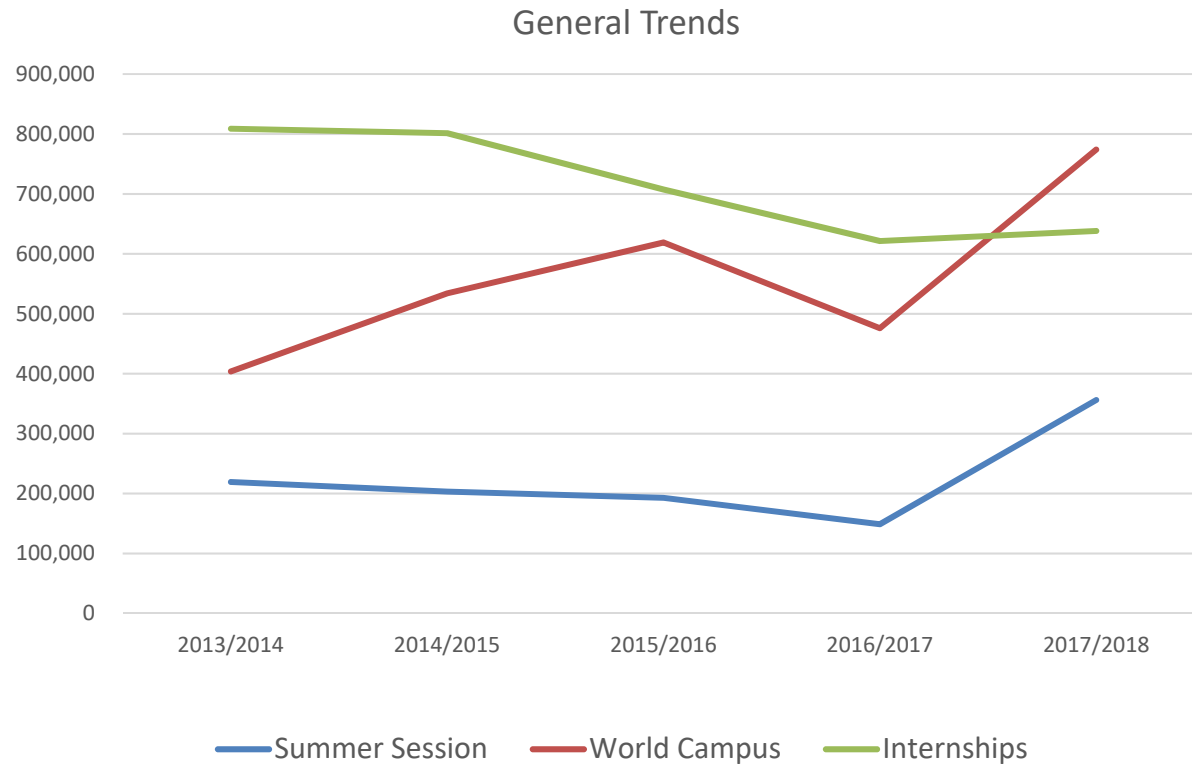
Sources of funds

Revenue



- Permanent funds
- World Campus
- Internships
- Summer
- Carryforward
- Graduate tuition
- Miscellaneous

Revenue sources



Notes on sources of funds

- Carryforward is essential!
- “Extra” in permanent pot is essential.
- All others sources fluctuate.
- World Campus is a vital source.

Consequences of VRP

- Handed about \$450K over to Central Budget Office in 2017.
- Recouping all but about \$78K and one position (Mahon).

Did you know?

- **One pot of \$\$ funds all hires.** Provost occasionally provides temporary \$\$, or – rarely– permanent \$\$ -- for select faculty hires.
- The **only place** where it directly pays for increased enrollment: WC and internships.
- Small increase in **adjunct salaries** would cost us \$30K-\$40K permanently.
- Small increase in **travel allotment** for faculty would cost us about \$40K permanently.
- **Endowed chairs/professorships** cost \$\$.
- **Spousal hires** cost us \$\$.

Gotta be ready...

- State appropriation and possible budget recision
- Drop in revenue from any source
- Unanticipated facilities costs
- Retention costs
- Unfunded mandates

New unfunded mandates

- Graduate stipends (year-round)
- Fixed-term promotions (8% increase)

Bellisario gift

- \$25 m. is in **endowment**. (4.5% payout)
- \$5 m. goes to **scholarships**. Will begin FA '18.
- \$20 m. to **programs, faculty support**. Some spending will begin FA '18, but will be phased in to ensure our Willard bills are paid and that we have the general funds to match the endowment investment.