

**COLLEGE OF
COMMUNICATIONS**

Strategic Plan

June 2008

for

2008-2009 through 2012-2013

PENNSTATE



**College of Communications
Strategic Plan
2008-2009 through 2012-2013**

Brief Contents

	<u>Page</u>
Overview	1
GOAL I: Better serve the College's undergraduates, emphasizing a substantive student-centered philosophy	24
GOAL II: Enrich graduate education	40
GOAL III: Increase the quality and quantity of research, creative activity, and other scholarship produced by the faculty and graduate students	54
GOAL IV: Supply the ever-expanding technology and infrastructure needs of the College while practicing responsible consumption.	61
GOAL V: Enhance diversity and climate issues	69
GOAL VI: Enhance response to the international context of communication	85
GOAL VII: Enhance outreach and engagement	90
GOAL VIII: Provide leadership and opportunity for our disciplinary and cross-disciplinary communities.	94
GOAL IX: Enrich the College community by engaging alumni and friends in our teaching, research and service activities.	99

College of Communications Strategic Plan 2008-2009 through 2012-2013

Contents

	<u>Page</u>
Overview:	1
Quick Statistics about the College	2
The National Context: By the Numbers	3
The National Context: Standings and Lists	6
Our Basic Principles	11
The Strengths We Possess and the Challenges We Must Overcome	13
Our Vision	14
Our Roadmap	17
Our Strategies	18
Learning Outcomes Assessment	20
Strategic Performance Indicators	21
Diversity Goals	21
Recycling Plan and Budget Scenarios	22
About the Process	22
GOAL I: Better serve the College's undergraduates, emphasizing a substantive student-centered philosophy	24
Objective 1: To effectively make use of new and existing resources to enhance student learning.	25
Objective 2: To sustain comprehensive, quality advising of potential and current students.	30
Objective 3: To expand ethics programs across all five undergraduate programs.	31

	<u>Page</u>
Objective 4: To continue to enhance internship and placement Opportunities.	32
Objective 5: To continue to expand and enhance cocurricular professional opportunities.	34
Objective 6: To emphasize and enhance student performances in university, state, regional and national competitions.	34
Objective 7: To increase amount of scholarship aid.	37
Objective 8: To expand and enhance the College's online resources – in and out of the classroom.	38
Objective 9: To continue to support and promote the Schreyer Scholars program.	38
Objective 10: To refine the learning assessment program, established in 2003, and capitalize on outcomes to improve curriculum and instruction.	39
 GOAL II: Enrich graduate education	 40
Objective 1: Maintain (and, to the extent possible, increase) the quality, diversity, and number of graduate students enrolled in the program despite increased competition from other leading programs and limited financial resources.	43
Objective 2: Fully utilize faculty talent to deliver a high quality educational experience.	47
Objective 3: Continue to raise the quality of the educational experience for graduate students.	48
Objective 4: Expand the disciplinary community for graduate education in mass communications.	52
Objective 5: Develop and implement a learning assessment program to assure graduate education quality consistent with Middle States accrediting standards.	53
 GOAL III: Increase the quality and quantity of research, creative activity, and other scholarship produced by the faculty and graduate students	 54
Objective 1: Continue to build and support an outstanding faculty that is fully engaged in high-quality research, creative activity, and professional work.	57

	<u>Page</u>
Objective 2: Support the expanding research/creative activity culture in the College.	59
Objective 3: Aggressively compete for increasingly scarce external funding and more effectively marshal internal funds for maximum benefit in fostering research, creative activity and professional work.	59
GOAL IV: Supply the ever-expanding technology and infrastructure needs of the College while practicing responsible consumption.	61
Objective 1: Plan, finance and build ComMedia, a multimedia center, both physical and virtual, whose two-fold purpose is to serve as a teaching facility and as a home to expanded cocurricular student media. ComMedia would enable all five programs to showcase student work and modernize curricula in ways that reflect the twenty-first century media environment.	62
Objective 2: Improve access to our curriculum and space-use efficiency through expansion and quality control of the College's portfolio of online and blended learning courses.	63
Objective 3: Leverage ITS central support to improve overall effectiveness of College's ICT teaching, facilities and services.	64
Objective 4: To maintain effectiveness and flexibility throughout the College, continue to support faculty and staff in IT expertise development, in particular within the College IT group, to keep pace with continuous and rapid change in ICTs.	65
Objective 5: Develop creative solutions to address the widening gap between technology needs and budget limitations.	66
Objective 6: Develop new IT applications and services for students.	67
Objective 7: To conserve natural resources and use our purchasing power to positively influence worker welfare without sacrificing academic mission.	68

	<u>Page</u>
GOAL V: Enhance diversity and climate issues	69
Objective 1: To develop a shared and inclusive understanding of diversity.	70
Objective 2: To maintain a welcoming campus climate.	72
Objective 3: To recruit and retain a diverse student body.	
Objective 4: To recruit and retain a diverse workforce.	76
Objective 5: To continue to refine a curriculum that reflects University and College values vis-a-vis diversity.	78
Objective 6: To diversify leadership and management.	79
Objective 7: To coordinate organizational change to support our diversity goals.	80
Objective 8: To strive for and maintain a civil, respectful, efficient and positive overall workplace atmosphere.	81
GOAL VI: Enhance response to the international context of communication	85
Objective 1: To increase the number of Communications students who have an international experience, despite the loss of the Manchester, England Study-Abroad Program and the built-in barriers to traditional study-abroad programs (cost, scheduling of semesters, language, grading systems, travel and security), by developing a variety of options, including international internships, summer offerings and the traditional semester study-abroad opportunities in one of Penn State's 150 international programs.	85
Objective 2: To develop and operate linkages between the College and similar academic programs worldwide. Interested College faculty members are encouraged to form informal relationships with international faculty as a means of facilitating collaboration in teaching, research, programming and professional development. Where possible, external support would be sought to facilitate the linkages. Teaching should be an especially important area for future collaboration because there is considerable interest abroad in U.S.-approaches to communications education.	86

	<u>Page</u>
Objective 3: To build upon the academic and professional credentials of the College’s faculty to develop, offer and play host to focused professional-development workshops for media executives and practitioners from other countries, particularly China.	87
Objective 4: To encourage and assist faculty members who seek external grant funding to support international programs that will enhance their teaching, research and service.	87
Objective 5: When appropriate interests coincide, to play host to international scholars for either short (one- or two-day), semester- or year-long visits when it is clear that their presence would enhance teaching, research and service – all the while recognizing that the College’s ability to play host to such visitors is limited by office space and the willingness of individual faculty members to assist them with the often cumbersome visa processes and assimilation into the life of the College.	88
Objective 6: To further internationalize the College curriculum by adding new courses and updating existing courses with international components or modules when appropriate.	88
 GOAL VII: Enhance outreach and engagement	 90
Objective 1: To confer on the College’s newly established Public Scholarship Committee authority and responsibility for expanding scholarship, partnerships and activities for students, faculty and a variety of appropriate “communities.”	91
Objective 2: To continue to expand and support opportunities in outreach for youth and members of our communications-related professions.	92
Objective 3: Serve the needs of new audiences for our curriculum as well as increased needs for flexibility on behalf of our current students.	93
Objective 4: To encourage faculty, staff and students to think of outreach and engagement as a distinct and valued form of scholarship that can be integrated with the	93

College's core research and teaching agendas.

GOAL VIII: Provide leadership and opportunity for our disciplinary and cross-disciplinary communities.	94
Objective 1: To foster success in the Communications/ Communications Arts & Sciences Disciplinary Community.	95
Objective 2: Enhance the role of the College in providing general- education and service courses.	95
Objective 3: Support interdisciplinary collaboration at University Park.	97
Objective 4: To continue to foster the College's minors, joint minors and other minors for which we supply courses.	97
GOAL IX: Enrich the College community by engaging alumni and friends in our teaching, research and service activities.	99
Objective 1: Develop and implement a comprehensive communications plan to further our relationships with alumni and friends.	100
Objective 2: Leverage the potential of the large and growing number of alumni in their 20s and 30s.	100
Objective 3: Capitalize on Alumni Society Board volunteerism.	101
Objective 4: Better and more substantively connect alumni with students and faculty.	101
Objective 5: Promote more fundraising for the direct benefit of students.	102

College of Communications

Overview

The College of Communications is the largest nationally-accredited program of its kind in the country and one of seven accredited programs in the Northeast. Established in 1986 as the School of Communications, the program was given college status in 1995.

The College is home to four departments:

- › Advertising/Public Relations
- › Film-Video and Media Studies
- › Journalism
- › Telecommunications

The College offers five B.A. programs:

- › Advertising/Public Relations
- › Film-Video
- › Journalism
- › Media Studies
- › Telecommunications

The College offers three graduate programs:

- › M.A. in Media Studies
- › M.A. in Telecommunications Studies

- › Ph.D. in Mass Communications

The College in Fall 2007 was home to:

- › 3,565 undergraduate students
- › 75 graduate students
- › 72 full-time faculty members

The College is home to seven institutes, centers or research labs:

- › Institute for Information Policy
- › Arthur W. Page Center for Integrity in Public Communication
- › John Curley Center for Sports Journalism
- › Dow Jones Center for Editing Excellence
- › Jim Jimirro Center for the Study of Media Influence
- › Pennsylvania Center for the First Amendment
- › Media Effects Research Laboratory

The College boasts a strong array of special programs, including:

- › Washington, D.C., Communications and Democracy Semester
- › Foster Conference of Distinguished Writers
- › Six endowed lecture or symposium series

Quick Statistics about the College

- › Two of its five majors (Journalism and Advertising/Public Relations) rank among the 10 largest of the more than 150 at University Park.

- › Each of its five majors ranks among the 60 largest at University Park.
- › The College's Center for Sports Journalism enrolls more students than half of the majors at University Park.
- › Of its 2,785 undergraduates at University Park, 386 are students of color, 13.9 percent, fourth highest of the 11 academic colleges. We have the highest percentage of undergraduates who are American Indians, and the second highest percentage who are African Americans or Hispanic. Among graduate students, we have the highest percentage of American Indians and African Americans.
- › Of its 72 full-time faculty members, 11 (15.3 percent) are professors of color: four Asians, three Latinos, three African Americans and one American Indian.
- › Six of its full-time faculty members hold endowed chairs or professorships; 16 percent of its tenured faculty members hold endowed chairs or professorships, the highest percentage of any UP college.

The National Context: By the Numbers

Of the 472 mass communication programs in the country in Fall 2006, the most recent year for which national statistics are available, 108 were accredited by the Accrediting Council on Education in Journalism and Mass Communications. National reviews of each accredited program are on six-year cycles; the College of Communications last was reviewed – and reaccredited – in 2007. Of the nation's 472 programs, 469 offer undergraduate degrees in various communications fields, 199 offer master's degrees and 41 offer doctoral degrees. The College is one of only 39 mass communication programs in the country that offer bachelor's, master's and Ph.D. degrees.

In Fall 2006, the College enrolled 3,458 undergraduates, making it the largest accredited journalism-mass communication undergraduate program in the country; the College also enrolled 64 Ph.D. students, the 4th largest in the nation.

The Largest Mass Communication Undergraduate Programs (Fall 2006) *

	<u>University</u>	<u>Enrollment</u>
1.	Penn State	3,458
2.	Michigan State	2,981
3.	Middle Tennessee	2,917
4.	Florida	2,712
5.	Cal State-Fullerton	2,561
6.	Sacred Heart (Puerto Rico)	2,149
7.	Alabama	1,985
8.	Boston University	1,965
9.	Missouri	1,964
10.	Ball State	1,900

The Largest Mass Communication Ph.D. Programs (Fall 2006) *

	<u>University</u>	<u>Enrollment</u>
1.	Michigan State	92
2.	Purdue	79
3.	Howard	75
4-5.	Penn State	64
4-5.	Ohio State	64
6.	Washington	61
7.	Illinois	60
8-9.	Florida	59
8-9.	Utah	59
10.	Georgia State	55

Undergraduate Degrees in Mass Communications Granted in 2006 *

1.	Penn State	950
2.	Michigan State	910
3.	Florida	666
4.	Cal State-Fullerton	614
5.	Boston University	606
6.	Middle Tennessee	593
7.	Ohio State	554
8.	Syracuse	486
9.	San Diego State	478
10.	Georgia	475

Ph.D. Degrees in Mass Communications Granted in 2006 *

1-2.	Michigan State	14
1-2.	Missouri	14
3.	Purdue	12
4.	Alabama	11
5-6.	Florida	10
5-6.	North Dakota State	10
7.	North Carolina	9
8-9.	Illinois	8
8-9.	Georgia	8
10.	Penn State	7

* Source: *Journalism & Mass Communication Educator* (Autumn 2007)

The Campus Context: By the Numbers

The College of Communications' enrollment at University Park also has grown substantially. Of UP's 10 colleges in place in 1997 (IST was founded in 1999), undergraduate enrollments in five of them showed increases 10 years later in 2007: Business, Communications, Earth and Mineral Sciences, Engineering and Liberal Arts. Four of those five experienced single-digit percentage growth, while Communications grew by 39 percent (from 1,999 to 2,785).

No other UP college approaches Communications in the growth of baccalaureate degrees awarded during the 10-year period from 1997-1998 to 2006-2007. Communications conferred 461 undergraduate degrees in 1997-1998 and 824 in 2006-2007 – a 79 percent increase. During the period from 1997-1998 through 2006-2007, Communications conferred 7,791 baccalaureate degrees, despite having, by far, the fewest number of full-time faculty members of all UP colleges in existence in 1997. Only four UP colleges – Liberal Arts, Business, Health and Human Development, and Engineering – awarded more baccalaureate degrees from 1997-1998 to 2006-2007 than did Communications.

Despite its professional orientation and its dedication to offering a preponderance of technique courses in laboratory sections of 20 or fewer students, the College has proven

its efficiency, including leading the UP campus in the production of student-credit-hours-per-instructional-faculty FTE (505 in 2006-2007) and while dealing with the challenge of having the highest ratio of majors-to-full-time faculty members (along with Business): 39 to 1.

The National Context: Standings and Lists

U.S. News & World Report's annual issues on America's Best Colleges and America's Best Graduate Schools are popular sources for prospective students who are thinking about where to apply. But the magazine does not rank all academic fields, including mass communication disciplines. And it clearly focuses on only a slice of the enterprise – graduate education – for the majority of fields it does rank.

Because programs in mass communication vary significantly in scope, mission and size, no single measurement – regardless of how many variables are considered – could possibly be precise.

Some programs place the greatest emphasis on graduate education; most place the greatest emphasis on undergraduate education; some – such as our College of Communications – emphasize both; some like to measure their quality based on the number of publications of their faculty or external research grants received; still others measure their quality through a variety of variables, including student graduation rates, facilities, the contemporary quality of the curriculum and so forth. Clearly, multiple variables can and should be taken into consideration when assessing the overall quality of a professionally oriented academic program.

The College of Communications measures its overall quality not by a single cell, but rather by a large matrix that takes many factors into consideration.

We take particular pride in noting the spectrum of elite lists of institutions the College recently has found itself on for the professional accomplishments of its students *and* for the research achievements of its faculty.

Faculty Productivity

2005 Faculty Scholarly Productivity Index

An index that ranks doctoral programs in 104 fields, based on the scholarly productivity of their faculty.

Mass Communication/Media Studies

1. Penn State
2. Michigan State
3. Ohio State
4. Wisconsin
5. New York University
6. Alabama
7. Northwestern
8. Louisiana State
9. Iowa
10. Temple

*Published in *The Chronicle of Higher Education* on Jan. 12, 2007.

Reputational

National Communication Association Reputational Study for Ph.D. Programs in Mass Communication

Scholarly Quality of Program Faculty

1. Penn
2. Stanford
3. Michigan State
4. Southern California

5. Wisconsin
6. Texas
7. Alabama
8. **Penn State**
9. Illinois
10. Ohio State

Program Effectiveness in Educating Researchers

1. Penn
2. Michigan State
3. Wisconsin
4. Stanford
5. Southern California
6. Texas
7. Alabama
8. **Penn State**
9. Indiana
10. Illinois

Quality Change in Last Five Years

1. Arizona
2. **Penn State**
3. Illinois
4. Penn
5. Southern California
6. Ohio State
7. Alabama
8. Indiana
9. Michigan State
10. Maryland
10. Oklahoma
10. Washington

* Study released in 2004 by the National Communication Association.

Student Competitions

Final 2007-2008 results for the William Randolph Hearst Foundation's Journalism Awards program [which is called "the Pulitzers of college journalism"].

Combined Writing/Broadcast

1. **Penn State**
2. Missouri
3. Northwestern
4. Nebraska
5. Kansas
6. Syracuse
7. North Carolina
8. Montana
9. Florida
10. Arizona State

Combined Writing/Broadcast/Photo

1. Missouri
2. **Penn State**
3. Florida
4. North Carolina
5. Northwestern

Combined Writing/Broadcast/Photo/Multimedia

1. Missouri
2. Florida
3. North Carolina
4. **Penn State**
5. Northwestern

Intercollegiate Writing

1. Kansas
2. Northwestern
3. Missouri
4. **Penn State**
5. Nebraska
6. Oregon
7. Montana
8. Iowa
9. Indiana
10. Louisiana State

	<u>School</u>	<u>Recipients</u>
1.	Illinois	14
2.	Penn State	9
3.	Ithaca	8
4.	South Carolina	7
4.	Howard	7
4.	Oklahoma	7

Source: AAF

Penn State’s College of Communications was the only program in the country to make the top-10 in all the listings – faculty research productivity, academic reputation and national student competitions – a testament to the *comprehensive balance* of our program: A program that emphasizes undergraduate education, graduate education and faculty scholarship.

Our Basic Principles

The College adheres to the basic principles of its national accrediting process:

- › Professional programs should prepare students with a body of knowledge and a system of inquiry, scholarship and training for careers in which they are accountable to: the public interest for their knowledge, ethics, competence and service; citizens, clients or consumers for their competencies and the quality of their work; and employers for their performance.
- › Programs should be committed to diversity and inclusiveness. To inform and enlighten, the professionals of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.
- › Graduates should be aware of certain core values and competencies and be able to understand and apply First Amendment principles and the law appropriate to professional practice; demonstrate an understanding of the history and role of professionals and institutions in shaping communications; demonstrate an understanding of the diversity of groups in a global society in relationship to communications; understand concepts and apply theories in the use and presentation of images and information; work ethically in pursuit of truth, accuracy, fairness and diversity; think critically, creatively and independently; conduct research and evaluate

information by methods appropriate to the communications professions in which they work; write correctly and clearly in forms and styles appropriate for the communications professionals, audiences and purposes they serve; critically evaluate their own work and that of others for accuracy and fairness, clarity, appropriate style and grammatical correctness; apply basic numerical and statistical concepts; and apply tools and technologies appropriate for the communications professions in which they work.

Recognizing that the best learning environments are not limited to classrooms, the College uses an interwoven three-pronged approach to prepare students to enter the professions or graduate school:

- › Demanding conceptual coursework and laboratory instruction by full-time faculty members and a cadre of talented part-time faculty members;
- › On-campus media opportunities such as *The Daily Collegian*, the independent newspaper; WKPS, the student radio station; ComRadio, the College-run station; Centre County Report, the College's weekly 30-minute television news program that airs on WPSU-TV; and
- › Off-campus media opportunities facilitated through national programs and the College's Office of Career Placement and Internships, which maintains a database of more than 2,700 approved internship sites.

The College's enrollment is both a strength and a constant challenge. Growth has been explosive. Undergraduate enrollment grew by 117 percent from 1,646 in Fall 1993 to 3,565 in Fall 2007 – dramatically greater than any other Penn State college.

The number of undergraduates studying in mass communication programs in the United States from Fall 1993 to Fall 2006, the most recent year for which statistics are available, grew by 53 percent – from 128,367 to 196,042. Obviously, the 117 percent surge in Penn State's College of Communications was more than double the national average during the same period.

There are signs that future growth – nationally and at Penn State – will slow or possibly even stabilize after an unprecedented period of significant gains during which resources were unable to keep pace.

The Strengths We Possess and the Challenges We Must Overcome

The College's **strengths** are considerable when compared to its peers. It boasts:

- › a healthy balance of academic and professional credentials of full-time faculty;
- › nationally-ranked faculty scholarly productivity;
- › expansive scope, depth and breadth;
- › a strong collection of special programs;
- › excellent laboratories;
- › an effective internship and placement program;
- › a substantial professional advising operation;
- › strong professional ties;
- › a comprehensive set of research centers and institutes;
- › extensive public service offerings;
- › exceptionally strong alumni ties; and
- › a comprehensive and active Office of Multicultural Affairs.

Despite its many strengths, there is no shortage of **challenges** facing the College.

Focused strategic efforts must be made to:

- › Significantly expand and enhance our multimedia applications across all majors to prepare our students for a mass media landscape that has changed more dramatically in the last five years than during any period in history.
- › continue to keep pace with increasingly extensive instructional technology needs;
- › emphasize to our students that – more than ever – they must engage in ethical decision making and meet the highest standards of personal and professional integrity to contribute responsibly to and help restore the sagging credibility of mass media;
- › better prepare our students for the increasingly global media world, while simultaneously forming new viable linkages for the College and its faculty with compatible universities around the world;

- › better serve the University and our communities with an expanded array of courses that examines the role of media in society and that explores ways to be literate and informed media consumers, while concurrently enhancing our outreach to and engagement with our various publics;
- › improve student-to-full-time faculty ratios, which are tied for the most lopsided of all UP colleges;
- › further emphasize a substantive student-centered philosophy, working to expand an excellent, but too small, advising staff;
- › continue to streamline access to undergraduate course sections to meet enrollment demands;
- › continue to strengthen the doctoral program by taking full advantage of pockets of collective faculty scholarly expertise and securing funding for additional graduate-assistant support;
- › continue to position students favorably in various national contests to ensure that they have a competitive advantage;
- › increase the amount of scholarship aid to lure even better first-year classes; and
- › locate additional space, locate additional space and locate additional space.

The plan that follows outlines strategies to maximize strengths, overcome challenges, take advantage of opportunities and bring into harmony the College's aspirations with its resources.

Our Vision

Our vision and overarching goal are one and the same: To cement the College as the most-comprehensive, best-balanced nationally-accredited mass communication program in America – one that emphasizes professional preparation of undergraduates; one that provides a blend of technique and conceptual courses; one that operates an academically rigorous graduate program; one that pushes cocurricular and internship experiences for its students; one that insists upon scholarly, professional and creative

productivity from its faculty; and one that actively serves and engages its multiple publics and constituencies.

Unlike many of the nation's mass communication programs, we have the critical mass and the capability to do it all. We are not one dimensional: focusing on the practical at the expense of an intellectually stimulating environment or vice versa.

Over time, the College has built a culture that recognizes that our mission calls for an academically and professionally diverse group of faculty members who possess distinctly different talents and who showcase their works in a variety of venues. We could not serve our more than 3,500 undergraduates (nearly 2,800 of whom are at University Park) or our 75 master's and doctoral students if we did not have a faculty to meet the varied needs of those students. We are not here simply to impress others in our discipline across the country or those in other disciplines across campus. We are here to serve our students, our discipline and the professions we prepare our students to enter.

We do not apply a cookie-cutter approach that might work for units that are not as diverse in mission as we are. We recognize clearly that faculty members with different talents, widespread research interests and multiple teaching specializations need to have the incentive and freedom to be productive in their respective realms.

First and foremost, though, we aim to serve the undergraduate sons and daughters of the taxpayers of the Commonwealth of Pennsylvania; the undergraduates who flock to University Park from scores of states and foreign countries; and the graduate students who come here from across the country and around the world to study with our faculty. We are, very simply, committed to being the most student-centered, best-balanced, comprehensive mass communication program in the United States.

There is ample evidence we are succeeding. The site-visit team for our most recent national accreditation review in 2006-2007 wrote: The College is poised to "build on its position as one of the best comprehensive journalism-mass communication programs in the nation."

But we cannot become stagnant. We must expand our offerings, grow our faculty and focus our efforts in a mass communication environment that has changed

financial expectations – fueled and guided our collective thinking as we wrote this strategic plan.

Because all five of our undergraduate majors and our doctoral program are nationally prominent – and based on their bulging enrollments, extraordinarily attractive to students – we see no candidates for downsizing, let alone elimination.

Our Roadmap

Within the context of limited financial and other resources, though, we have looked hard at what we want – indeed have – to do in the years ahead.

The result: A strategic forward-looking plan consisting of nine major goals, with many falling under the overarching themes that are important to our future success and crucial to our ability to cement the College as the best-balanced, student-centered program of its kind in the country.

Watchwords and unifying principles quickly emerged within the multiple groups and constituencies that participated in our nearly year-long planning process:

- › The profound impact of technology on all that we do and teach;
- › The overarching importance of ethics and integrity in all that we do and teach;
- › The rippling effect of the ever expanding international connections and globalization in all that we do and teach; and
- › The major responsibility we have for teaching, promoting and actively participating in democracy through our teaching, research and public scholarship.

Our plan makes clear the crucial need for:

- › The further expansion of our facilities, thus making possible the necessary growth and refinement of our multimedia emphasis across all majors. Our goal is to develop ComMedia into the best and most innovative and effective

vehicle for teaching and preparing our students for the new media market place they will be entering.

- › The significant expansion of the on-campus media opportunities that we provide for our students to best prepare them for a rapidly changing media environment – domestically and globally.
- › The continued push – through our programming, courses, research and actions – to instill in our students the importance of ethics, fairness, credibility, leadership and responsibility. As an umbrella student-centered concept, we must accelerate our already considerable efforts to drill into our students the importance of always “striving to do the right thing.”
- › The further expansion of our general-education offerings to enable students from all disciplines at University Park to become better informed media consumers in an era when that has never been more important to a well-informed citizenry.
- › Heightened efforts to leverage our resources and expertise through collaboration with other units on campus, our professional constituents and our alumni.

Our Strategies

Scores of objectives and strategies are outlined succinctly under the nine major goals of this strategic plan. Our strategies for making progress toward or, very simply, achieving each of the nine goals fully consider staffing requirements, budget, space and facilities. We are convinced that we can maintain – or make modest enhancements – in our program with current resources. But to realize our goals – our realistic aspirations – we will require additional budget, primarily for more people (staff and faculty) and for more space.

During the Grand Destiny Campaign, President Spanier consistently emphasized that Penn State could not do twenty-first century science in nineteenth-century buildings. And Communications cannot expect to prepare its students for the twenty-first century’s

multimedia global world in twentieth-century laboratories, utilizing yesterday's hardware and software.

We are convinced that our plan is visionary, strategic and realistically aspirational – but rooted in reality and reasonable expectations of resources to make it possible.

To an extent, our planning – and our hope for modest additional resources – are grounded upon some staggering numbers. Student, faculty and staff satisfaction surveys consistently have shown that the College *cares* about its people. We try hard. But the numbers – the ratios – are working against us. We hope modest additional resources will enable us to address – particularly through the five percent budget increase scenario – some statistical realities that tell us we cannot sustain our student-centered efforts, which are considerable, without help.

We take great pride in our Office of Academic Services, which provides informed and caring advising to our large undergraduate student body; our Office of Internships and Career Placement, which facilitates the placement of some 500 students in for-credit internships each year and which has built a database of 2,700 approved internship sites; and our Office of Multicultural Affairs, which addresses the needs of our more than 400 undergraduate and graduate students of diversity.

But to enhance, and in some cases, simply maintain, our committed student-centered efforts, we must address these stark statistical realities:

- › The College's ratio of full-time faculty (72) to majors at University Park (2,785) is 1 to 39 – tied with the Smeal College of Business for the, by far, most lopsided ratio on campus. The all-college average at UP is 1 to 13.
- › The College's ratio of full-time academic advisers (5) to undergraduate majors (2,785) is 1 to 557.

Without doubt, for the College to achieve its goal of better serving its students, it needs to beef up its infrastructure in areas that most directly impact them on a daily basis.

Learning Outcomes Assessment

The College, like a handful of other programs on campus that undergo national accreditation reviews, is out and front on learning outcomes assessment. The College gives equal priority to assessment and to *using* assessment outcomes toward the improvement of teaching and learning. The College defines learning goals, maintains and follows a formal assessment plan (which is included in the Appendix), triangulates learning with both direct and indirect measures, involves working professionals and systematically assesses the experiences of alumni – all in the service of improved student learning.

The College’s assessment plan, in our view, is one of the richest anywhere; it requires more than 60 faculty members, alumni and working professionals to collaborate each year on sampling and assessing large portfolios of student work – from research papers to student-produced films and news productions, to public relations campaigns, to media effects social science experiments.

The College takes care to analyze both indirect and direct measures of student learning. The overarching goal of the student learning assessment process is to assess student learning to improve curricula, instruction and learning.

The site-visit team, during the College’s most recent accreditation review in 2006-2007, wrote: “More so than many peer journalism-mass communication schools, the College of Communications took the assessment standard seriously from its inception, and therefore it now has several years of evaluation and data under its belt. Its formal assessment plan is thoughtful and clear, and it is consistent with the College’s basic values and teaching approaches.”

Strategic Performance Indicators

The Appendices are packed with tables and charts that clearly display data that are relevant to the strategic plan's goals. In addition, the text of the plan's nine primary goals contains numerous data sets that measure progress.

Diversity Goals

The College's strategic plan—as has been the case in all of its iterations since 1999—devotes an entire goal, with multiple objectives and strategies, to diversity. Diversity—of faculty, students and curricula—long has been a College priority. Our Office of Multicultural Affairs, headed by our assistant dean for multicultural affairs and a full-time office administrator, assumes much of the responsibility for the daily coordination of the College's diversity efforts. It is the centerpiece of broad-based College diversity efforts—all of which are outlined in the strategic plan—that systematically involve also our Office of Academic Services, our full-time professional academic advisers, our Office of Internships (its assistant dean and office administrator), the Office of the Dean, and the heads and faculty members of each of our four departments.

Bottom line: The enhancement of inclusivity is a team effort, dependent, to be sure, on dedicated people, but also on a sound infrastructure that is crucial to its long-term sustainability.

The site-visit team for the 2006-2007 national accreditation review noted: "The College has a written diversity plan for achieving an inclusive curriculum, a diverse faculty and student body and a supportive climate for reaching its goals The College exudes an atmosphere that seems welcoming to all. It seems a model of a climate that is free of harassment and discrimination, with faculty and staff members who work to accommodate the needs of various groups and who value all forms of diversity."

Recycling Plan and Budget Scenarios

The College's five-year recycling plan and three budget scenarios are outlined in Appendix A.

About the Process

The move from a three-year to the "five-year and beyond" strategic planning horizon presented an opportunity for us to better prepare for the future. Given the pace of change in media and communications in the last decade of the twentieth century and the first several years of the twenty-first, envisioning – let alone predicting – the future is tricky at best. However, by drawing from the deep pool of talent, knowledge, skill and creativity in the College, we were confident that the outcome of our strategic-planning process would yield the best possible roadmap.

Soon after the College received guidelines, it went to work. In September, we established a timeline. Four overarching themes quickly emerged from a series of conversations: technology, ethics, internationalization and globalization, and democracy/public scholarship. These themes became brainstorming touchstones throughout the process.

In October, each department began its own planning process. Meanwhile, an overarching plan was developing at the College level. Crucial to the process was a series of meetings with targeted groups in the College. They included inter-department combinations of new faculty, senior faculty, including a librarian, senior staff and relatively new employees who possessed experience and knowledge from outside Penn State and finally, IT members. We also tapped expertise outside the College. In particular, John Harwood, senior director, Teaching and Learning with Technology (TLT) and Craig

Weidemann, vice president of Outreach, worked with us to brainstorm possibilities. Throughout the Fall, ideas were exchanged from department to department and between College-level planners and each department. Periodically, ideas were presented for feedback at meetings of the executive committee.

A valuable phase in the process involved alumni. At the Spring 2008 alumni society board meeting, an overview of the draft strategic plan was presented. Board members were asked to comment, based on their knowledge of trends in industry and to offer their views as prospective employers of our students.

In the final phase, which began in March, the documents took shape. Each unit head submitted a draft department plan. Pieces of the College draft plan were circulated for feedback. By early June, revised drafts were circulated for final feedback, as well as to ensure consistency and integration.

Goal I: Better serve the College's Undergraduates.

The College of Communications is the largest accredited undergraduate program of its kind in the country. From its inception as the School of Communications in 1986, it has experienced explosive growth, more than doubling in size since 1993. Enrollment has increased steadily over the last 10 years. In 1997, undergraduate enrollment stood at 2,575 and rose to 3,565 in fall 2007, an increase of 38 percent. The growth naturally has been reflected at the departmental level. Between fall 1997 and fall 2007, for example, four majors (juniors and seniors) grew—two of them significantly: Advertising/Public Relations, despite being controlled for enrollment, expanded from 235 to 573 (144 percent); Film-Video, which also has been controlled, grew from 117 to 128 (9 percent); Journalism increased from 426 to 658 (54 percent); and Media Studies grew from 153 to 166 (8 percent). Telecommunications declined from 399 to 218 (44 percent) but nearly doubled its general-education SCHs.

Throughout this period of significant and overall rapid expansion, the College worked hard to keep pace. The total number of course sections offered increased between academic year 1998-1999 and 2007-2008 from 278 to 426, more than 53 percent. At the same time, the number of full-time tenured, tenure-track, and fixed-term multi-year faculty increased from 46 to 72.

As a consequence of its popularity and ever-rising student demand, the No. 1 priority of the College through the latter 1990s and early 2000s was enrollment management. As reflected in previous strategic plans, the College took a number of steps, working in concert with University administration, to address the enrollment issue. In the first instance, the University was generous in providing, at first temporary and subsequently permanent, funding for additional faculty. Increasing demand was also addressed by modestly expanding some non-technique course section sizes. Faculty members have been generous in raising course enrollment limits where pedagogical integrity could be maintained. As a result, faculty productivity as measured by SCH per FTE stood at 505 in 2005-2006—the most productive of the 11 University Park academic colleges.

There are limits to how far such measures can stretch, however. State College's location frequently makes recruitment of sufficiently skilled adjuncts for the professional programs difficult, and accreditation guidelines and intrinsic pedagogical considerations restrict the extent to which many professional course sizes can be increased.

Fortunately, the University has recognized our challenges and in the past several years has provided funding for additional full-time faculty members. In fall 2004 alone, the University committed resources for eight new permanent full-time positions (six of which were designated tenure-track), to be distributed over four years: three in

Advertising/Public Relations, three in Journalism and two to Media Studies. Effective Fall 2008, all those positions will be filled.

The increased funding for instruction, projected modest, manageable growth and our desire to adopt an even more student-centered philosophy, in short, suggest some important modifications in the College's plans for addressing undergraduate education over the next several years. Emphasis in the first instance will be placed on utilizing our new and existing resources to catch up with the expansion of the past 10 years, including the addition of two faculty positions and the launch of a major new multimedia teaching facility, ComMedia. This will serve as the foundation of our efforts to expand existing student-oriented initiatives and create new ones, as is clearly expressed in Objective 1 of this Goal.

Objectives 2 through 10 speak more directly to programs designed specifically to improve the educational, professional and cultural experience of students in the College. They include continued review and upgrading of our advising and retention activities; integration of multimedia competencies and ethics values across all majors in the College; expansion of extracurricular opportunities; advancement of our internship and placement program; emphasis on student performance in journalism, advertising, film and public relations competitions; support for Schreyer scholars; enhancement of existing learning opportunities in international study, the Washington, D.C. program, public scholarship and the John Curley Center for Sports Journalism; improvement of our on-line student resources; and refinement of our well-established student learning assessment program.

Attention to these goals is made possible by our success in meeting virtually all the goals outlined in previous strategic plans. In addition to dealing with the burgeoning student demand, the College has made good on a host of other objectives. By spring 2003, all five majors had reduced the number of credits hours needed for graduation to 120, substantially decreasing time and cost to degree. By spring 2006, each of our five majors – Advertising/Public Relations, Film-Video, Journalism, Media Studies and Telecommunications – had completed programs of curricular review and revision to better meet the challenges of twenty-first century media professionals. Advising hours have been expanded, scholarship dollars have been increased and for-credit internships have grown substantially.

Objective 1: To effectively make use of new and existing resources to enhance student learning.

Strategy: Maintain student-to-faculty ratios generally and student-to-full-time faculty ratios specifically.

Strategy: Increase the number of full-time tenure-track and fixed-term multi-year faculty members in high-demand majors and concomitantly reduce the reliance on Fixed Term I and II faculty.

Outcome: Consistent and appropriate growth of full-time tenure-track, tenured and fixed-term multi-year faculty.

Full-Time Tenured, Tenure-Track and Fixed-Term Multi-Year Faculty

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007
Standing	40	38	38	38	39	35	39	37	40	45
FT Multi-Year	6	5	10	11	15	16	21	20	18	25

FT I	10	14	8	6	8	3	5	4	2	2
Total Faculty	56	57	56	55	62	54	65	61	60	72

Outcome: As full-time tenure-track, tenured and fixed-term multi-year faculty increase, when possible, decrease number of FTII faculty.

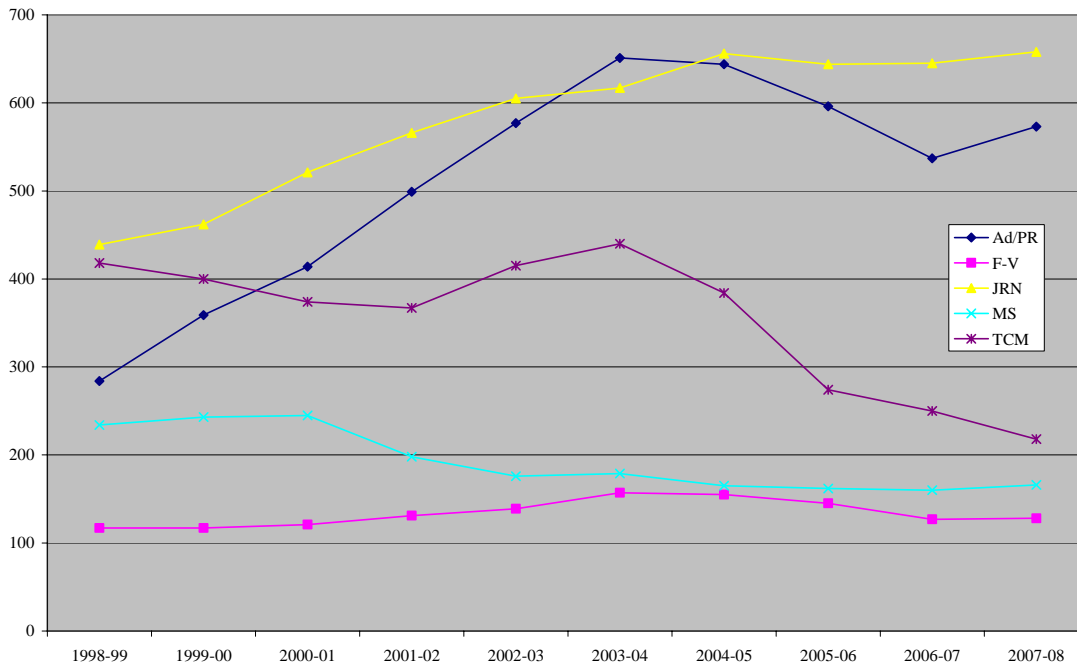
FTII Faculty Members (fall figures)

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
11	9	14	16	17	20	24	24	22	15

Strategy: Monitor student enrollment trends across majors (juniors and seniors) and allocate resources as appropriate.

Outcome: Reallocation of resources as necessary in response to enrollment changes.

Enrollment by Major



Strategy: To continue to enhance faculty development for full-time and part-time members.

Outcome: Encourage and reward teaching innovation in pedagogy and use of technology.

Outcome: Provide one-on-one consulting and tutoring in instructional design and adoption of technology.

Outcome: Continue regular faculty meetings and workshops designed for the specific needs of part-time faculty.

Outcome: Continue to hold beginning-of-semester orientation and developmental workshops for new full-time and part-time faculty.

Outcome: Continue to hold spring-semester promotion and tenure workshops for faculty undergoing review the following year.

Outcome: Continue to conduct annual reviews for full-time faculty members.

Strategy: To extend the role and services of the John Curley Center for Sports Journalism.

Outcome: Increase resources for the Curley Center, primarily from private sources.

Outcome: Assess the sports journalism curriculum every three years.

Outcome: Maintenance of high student quality and appropriate enrollment through judicious use of selective admissions.

Students Accepted into and Participating in the Center for Sports Journalism

<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
83	120	104	122	136

Enrollment in Sports Journalism Courses

<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
99	97	202	232	236

Communications Graduates Who Also Completed Requirements for the Center for Sports Journalism

<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
18	48	59	61

Outcome: Continued exploration of inter-college sports minor.

Strategy: To continue to develop, enhance and expand international study opportunities.

See Goal 6 on international programs for detailed strategies and outcomes.

Strategy: To continue to develop the Penn State Washington, D.C. Program as an active and engaged learning environment for students throughout the University.

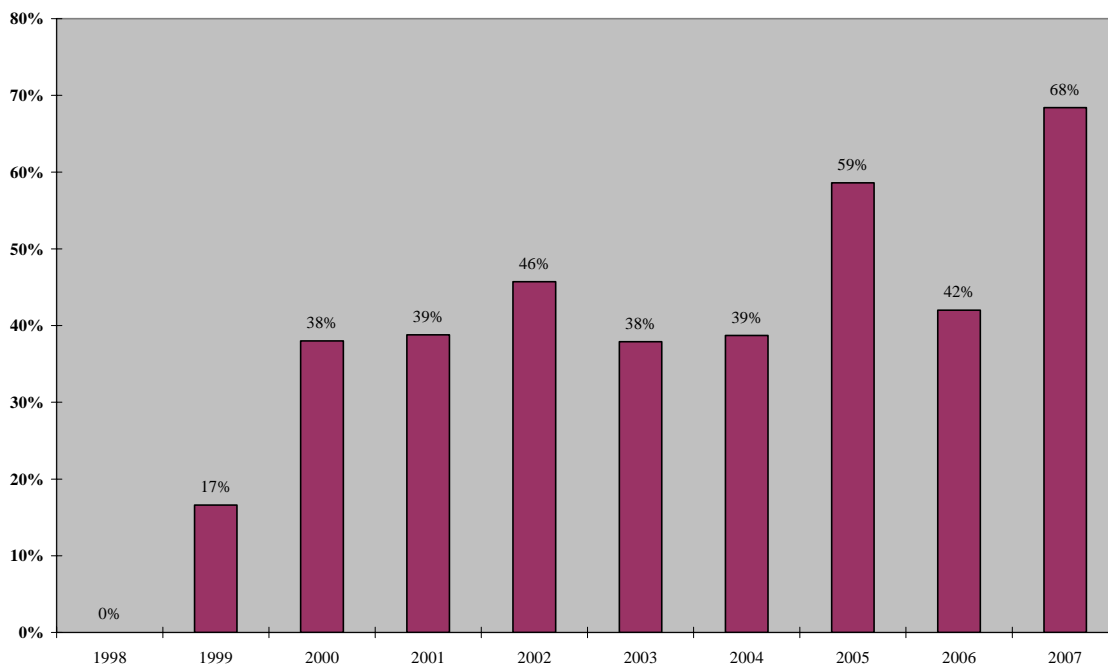
Outcome: Continue to attract additional operating support from outside the College.

Washington D.C. External Funding

<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
0	0	\$25,000	\$25,000	\$25,000	0

Outcome: Collaboration with other units to attract students from across the University.

Percent Non-Majors Participating in Program (Fall)



Strategy: To continue to make effective use of visiting professionals, guests and lecturers.

Outcome: Impact student learning with a steady stream of visiting scholars and professionals, utilizing the Hearst Visiting Professionals Program, Foster Conference of Distinguished Writers, alumni visitors and other guests.

Strategy: To continue to provide lectures and symposia on salient topics for Penn State and the State College community.

Outcome: Continue to showcase first-rate speakers at the College's endowed lectureships, including the Oweida Lecture, Pockrass Lecture, Bronstein

Lecture, Palmer Chair Lecture, Foster Conference of Distinguished Writers and Donald W. Davis Symposium.

Objective 2: To sustain comprehensive, quality advising of potential and current students.

Strategy: Continue successful long-term marketing plan that includes outreach to potential students to encourage application to the College, with increased attention to under-represented, adult, continuing and international students, and the use of auxiliary outreach methods, including assistance of current students and alums via telephone and online one-on-one contact.

Outcome: Continue successful retention efforts to maintain stable enrollment and enhance overall quality of incoming students.

Outcome: Review and improve the College's existing programs of recruitment, advising, orientation and retention for first-year students.

Outcome: Implement the Senate-approved policy changes for the First-Year Seminar program by 2009.

Outcome: Maintain first-year retention rates at the 90%-plus level

First-Year Retention Rates (for prior fall cohort)

<u>1997</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>
93%	93%	92%	94%	91%	92%	91%	93%	94%	94%

Outcome: Maintain four-year graduation rates in the 75%-plus range.

Four-Year Graduation Rates (for cohort entering that fall)

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
74%	74%	73%	77%	76%				

Outcome: Maintain five-year graduation rates in the 80%-plus range.

Five-Year Graduation Rates (for cohort entering that fall)

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------	-------------

82% 84% 82% 86% 83%

Outcome: Continue to increase scholarship dollars awarded to freshmen.

Freshman Recruitment Scholarship Awards

<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$13,303	\$8,780	\$11,025	\$10,530	\$10,385	\$29,060	\$28,213	\$22,723

Strategy: Review existing program of advising, orientation and retention for first-year students currently operated by the College's Office of Student Services.

Outcome: Proposals for improvement and enhancement of the existing program.

Strategy: Review relevant portions of the College Web site, which is heavily used by students for most aspects of program planning and information.

Outcome: Improved advising presence on College Web site design by 2008-09.

Strategy: Improve access to advising services.

Outcome: By 2010 add one full-time adviser to bring students/adviser ratio closer to NACADA recommendations.

Objective 3: To expand ethics programs across all five undergraduate programs.

Strategy: Heighten awareness of and compliance with University and College policies on academic integrity.

Outcome: Development and implementation of a multiphase College-wide publicity campaign to (1) increase student awareness of and compliance with academic integrity issues and (2) improve faculty oversight of student compliance and long-term development of a culture of integrity in the College.

Outcome: Provide increased academic integrity resources to instructors of First-

Year Seminars, including written and online material and guest lectures by the Davis Professor of Ethics.

Outcome: Expand and improve the College's online academic integrity presence. Complete and make easily available material on academic integrity, including all relevant policies and guidelines, plus links to University tutorials and sites on plagiarism and forms of appropriate citation.

Outcome: Continued faculty training in academic integrity policies and procedures, with regular reminders of the importance of faculty oversight and encouragement.

Strategy: To continue to strengthen our commitment to ethics as an essential component of undergraduate professional education.

Outcome: Continue and expand the "ethics-across-the-curriculum" program, in both the quality of events and their active promotion within the College through (1) institutionalized "ethics-across-the-curriculum" events annually for all programs in the College, (2) increased numbers of classes and students involved in "ethics-across-the-curriculum" events, and (3) increased use of online background materials by faculty and students.

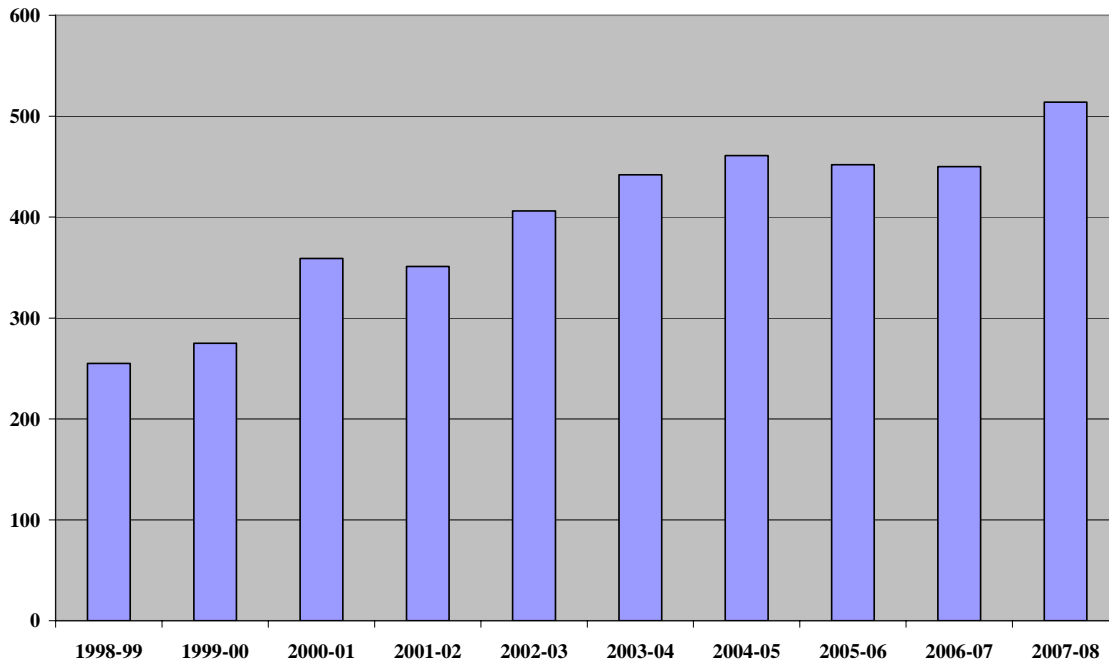
Outcome: Continued expansion of the Davis Program in Academic Leadership, including (1) increased availability of audiovisual and print materials, as well as guest speakers and similar funded resources for classroom instruction and (2) support for Department-specific initiatives designed to augment and improve ethics education in the curriculum.

Objective 4: To continue to enhance internship and placement opportunities.

Strategy: To expand the Office of Internships and Career Placement and increase the number of internship opportunities and placements for Communications students.

Outcome: Continued growth in number of students placed in for-credit internships.

Number of Students in For-Credit Internships



Strategy: To expand placement programs and opportunities for students through enhanced job fairs, such as JobExpo.Comm(unications) and New York's Success in the City, and similar placement efforts.

Outcome: Increase in number of job-fair participants, both students and prospective employers.

Communications Professional Job Fair Recruiters

	2000-01	2001-02	2002-03	2003-04	2004-05	2005-06	2006-07	2007-08
UP Job Expo	39	24	29	27	39	43	51	58
COC in NYC				20	30			
Success in the City						42	55	56
Total	39	24	29	47	69	85	106	114

Strategy: To review organization structure and, when possible, allocate additional resources as appropriate in the Office of Internships and Career Placement to ensure student and employer demand is well served.

Outcome: Execute results of needs assessment, including additional staff support, as appropriate.

Outcome: Improved efficiency and service quality through redesign of Web presence and adoption of Simplicity or similar recruiter management database software.

Objective 5: To continue to expand and enhance cocurricular professional opportunities.

Strategy: Develop ComMedia concept to expand opportunities in media production.

Strategy: Through the College public scholarship committee, develop a regular program of capstone experiences for students to apply their knowledge and skill to solving community communications challenges, including student-produced documentaries, health communications campaigns, policy research to support media activism and public relations programs for non-profit organizations.

Outcome: By 2010, launch the program. Maintain each year thereafter.

Strategy: Maintain current cocurricular opportunities, including, among others, the Student Film Organization, Students Organizing Multiple Arts, the National Association of Minorities in Communications, the Society of Professional Journalists, American Advertising Federation, Bateman and Golden Quill competitions, ComRadio and PSN-TV.

Outcome: Opportunities are supported and student demand is met.

Objective 6: To emphasize and enhance student performances in university, state, regional and national competitions.

Strategy: To earn a national reputation among academics and professionals for achievements of students.

Strategy: Place in Intercollegiate Writing Top 10 in annual William Randolph Hearst Foundation's Journalism Awards Program (open to the 108 nationally accredited undergraduate programs) by emphasizing the importance to students and faculty and by providing appropriate recognition for students who are selected.

Outcome: Consistently place in national Top 10.

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
DNP	17 th	8 th	2 nd	2 nd	3 rd	3 rd	7 th	4 th	4 th

Strategy: Place in Intercollegiate Broadcast News Top 10 in annual William Randolph Hearst Foundation Journalism Awards Program (open to the 108 nationally accredited undergraduate programs) by emphasizing the importance to students and faculty and by providing appropriate recognition for students who are selected.

Outcome: Consistently place in national Top 10.

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
DNP	12 th	12 th tie	7 th	3 rd	6 th	5 th	4 th	8 th	3 rd

Strategy: Place in Photojournalism Top 20 in annual William Randolph Hearst Foundation's Journalism Awards program (open to the 108 nationally accredited undergraduate programs) by emphasizing the importance to students and faculty and by providing appropriate recognition for students who are selected.

Outcome: Consistently place in national Top 20.

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
DNP	DNP	DNP	12 th	9 th	DNP	25 th	24 th	14 th	14 th

Strategy: Place in Combined Intercollegiate Writing and Broadcast News Top 10 in annual William Randolph Hearst Foundation's Journalism Awards program (open to the 108 nationally accredited undergraduate programs) competition

by emphasizing the importance to students and faculty and by providing appropriate recognition for students who are selected.

Outcome: Consistently place in national Top 10.

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
DNP	13 th	5 th	9 th	2 nd tie	3 rd	3 rd	3 rd	3 rd	1 st

Strategy: Place in Overall (Writing, Broadcasting and Photojournalism) Top 10 in annual William Randolph Hearst Foundation's Journalism Awards Program (open to the 108 nationally accredited programs) competition by emphasizing the importance to students and faculty and by providing appropriate recognition for students who are selected.

Outcome: Consistently place in national Top 10.

<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
DNP	16 th	13 th	5 th	4 th	5 th tie	7 th	9 th	6 th	2 nd

Strategy: Rank in Top 10 in annual Dow Jones Newspaper Fund Summer Internship Program for the number of students selected for placement through national competition open to all colleges and universities.

Outcome: Consistently be among the 10 universities with the most individual student placements.

	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008
Students Selected	0	0	2	4	5	9	11	4	8	5
University Ranking	DNP	DNP	DNP	6 th	3 rd tie	2 nd	1 st tie	2 nd	2 nd	3 rd tie

Strategy: Rank in Top 3 in annual Society of Professional Journalists Mark of Excellence Competition (writing, broadcasting, online and photojournalism) Region 1 sweepstakes competition.

Outcome: Consistently be among the three schools with the most total points.

<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
1 st	2 nd	1 st	1 st	1 st	1 st	1 st	1 st	1 st

Strategy: Place in top 10 in American Advertising Federation (AAF) regional competition.

Outcome: Consistently place in the Regional Top 10.

<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
12 th	5 th	7 th	2 nd

Strategy: Devise plan to routinize student submissions to prestigious juried film festivals, Penn State Undergraduate Research Exhibition, the annual AEJMC conference logo design competition, the Bateman and Golden Quill competitions.

Outcome: By 2010, plans are developed and ready for implementation.

Objective 7: To increase amount of scholarship aid.

Strategy: Increase number of scholarships awarded and direct more qualified students to those opportunities.

Outcome: Expand the market value of the College's permanently endowed scholarship funds.

Permanently Endowed Scholarship Funds (in millions)*

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$2.9	\$3.4	\$3.3	\$3.2	\$3.8	\$5.0	\$6.3	\$8.5	\$9.3

* Beginning 2003-04, includes Trustee Matching Scholarship funds

Outcome: Show consistent growth in dollars awarded.

Scholarship Funds Awarded

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$163,086	\$192,182	\$273,595	\$264,287	\$280,405	\$276,630	\$330,544	\$354,478	\$433,000	\$523,431

Outcome: Increase the number of permanently endowed scholarships.

Number of Endowed Scholarships

<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
57	61	63	69	76	82	85	89

Objective 8: To expand and enhance the College's online resources – in and out of the classroom.

See Goal 4 for detailed objectives, strategies and outcomes.

Objective 9: To continue to support and promote the Schreyer Scholars program.

Strategy: Strive to serve a steady and manageable number of Schreyer Honors students.

Outcome: Maintain an appropriate number of Schreyer students across the majors.

Schreyer Honors Student Enrollment (fall)

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
52	54	50	55	61	44

Outcome: An increased but manageable and appropriate number of Schreyer IUG students.

Schreyer IUG Students (fall enrollment)

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
1	2	4	2	1	0	1

Objective 10: To refine the learning assessment program, established in 2003, and capitalize on outcomes to improve curriculum and instruction.

Strategy: Continue conducting annual learning assessment across our five Undergraduate majors.

Outcome: Completion of annual assessment report, including trend analysis with prior years' assessments.

Outcome: Continuous process improvement in assessment program.

Strategy: Devise and implement new learning assessment program for general-education curriculum.

Outcome: Establishment of program and conduct first assessment in 2008.

Outcome: Implementation of recommendations of 2008 assessment in 2009.

Outcome: Repetition of process by 2009 and thereafter.

Strategy: Continue to implement recent findings of curriculum and learning assessment.

Outcome: Update curriculum in Advertising/Public Relations, Journalism, Film-Video and Telecommunications to reflect impact of the Internet and new technologies on society, media industries and professional practice.

Strategy: Plan and implement curricular changes to engender values of democracy and civic engagement.

Outcome: Increased enrollment in Civic and Community Engagement (CIVCOM) minor.

Outcome: Increased opportunities for public scholarship and service learning opportunities for all students in the College.

Outcome: Launch and promotion of COMM 110, "Media and Democracy," as general-education offering at all undergraduate campus locations.

Goal II: Enrich graduate education.

The College offers three graduate degree programs—Ph.D. in Mass Communications, M.A. in Media Studies and M.A. in Telecommunications Studies. Each is a College-wide program administered centrally by the Associate Dean for Graduate Studies and Research.

The Ph.D. in Mass Communications, now more than two decades old, is nonetheless one of the newer communications doctoral programs in the country and a relatively recent addition to graduate study at Penn State. Established in 1987 (the year after what is now the College of Communications was created) as an interdisciplinary program housed in the Graduate School, it granted its first degree in 1992. The College assumed full control of the program in 1994 after achieving a critical mass of graduate faculty. Its mission is to enhance the advanced study of mass communications and to apply theory-based research in better understanding policy and professional problems.

The M.A. in Media Studies was founded in 1986. Its mission is to prepare students for doctoral studies or for professional positions that require a comprehensive understanding of the role of the mass media in society and advanced research skills to critically evaluate the processes and effects of the media. The M.A. in Telecommunications Studies was established in 1992 with a more professionally-oriented mission of advancing a systematic understanding of the business, law and policy of telecommunications and issues of globalization and convergence of information technologies.

In the 14 years since the College assumed control of the Ph.D. in Mass Communications, the program has grown significantly, both in quantity and quality. It is now the fourth largest mass communications doctoral program in the country (in total enrollment), up from eighth just four years ago. Except for a brief decline in 2004 and 2005 corresponding to nationwide trends, applications to the Mass Communications Ph.D. program have increased steadily and are at or near an all-time high in recent years. At the same time, the program has remained selective in admissions -- with GREs for entering doctoral classes far exceeding national means in the field and comparing favorably with other top programs at University Park.

Commensurate with the overall growth in the College's faculty, the graduate faculty has grown 33 percent since 1998 to a total of 44. Twenty (46 percent) of the current graduate faculty have joined the College in the past decade, and 13 (30 percent) arrived in the past five years. While these changes have brought a wealth of new talent and perspectives to the College's graduate programs, they also have somewhat diluted the shared and collective understanding of the program's underlying goals and operating

procedures. Digesting this rapid growth in graduate students and faculty is another major strategic challenge for the College.

It is not hyperbole to assert that the mass communications graduate faculty at Penn State is among the very best in the country. Faculty members have a diversity of specializations uncommon elsewhere, and their individual and collective national reputations and research productivity are attractive to graduate applicants. In a 2004 reputational survey conducted by the National Communication Association, the College ranked eighth among mass communication doctoral programs nationally in quality of faculty and effectiveness of educating researchers and, significantly, second in positive change in the previous five years. In addition, the College was ranked 1st among doctoral programs in the mass communications and media studies field in a new and, in some quarters, controversial index published in *The Chronicle of Higher Education* (January 12, 2007). The ranking was based on scholarly productivity of the doctoral program faculties and did not directly measure graduate education

There are no other current, systematic, and widely-accepted rankings of mass communications doctoral programs. Although the broad field of communications will be included for the first time in the forthcoming assessment by the National Research Council, the taxonomy for the study was not designed to adequately assess the subfield of mass communications. Nevertheless, comparative data collected from a variety of other sources and a wealth of anecdotal evidence paint a very favorable picture of doctoral study in mass communications at Penn State. Among the more positive indicators are the large increases in research productivity (measured in terms of scholarly presentations at national conferences) among doctoral students and placements of graduates at more prestigious institutions (e.g. Penn, Illinois, North Carolina, Florida).

This has resulted in a good news/bad news situation. As its reputation, productivity, and other quality indicators have markedly increased, the College's doctoral program now is receiving applications from the very best graduate student recruits in the country and is competing with other top programs to enroll them. In the past few years, the College has competed head-to-head with mixed success with top-ranked programs, such as Stanford, Wisconsin, Southern California, Penn and North Carolina. Virtually all of these programs are far more established, more richly funded and can offer financial packages - although not academic experiences - in excess of those offered by the College. Maintaining the size and quality of future doctoral classes while competing at the highest levels of graduate education in the field is another important strategic challenge for the College.

National statistics indicate that the supply of new mass communications doctorates currently being produced is falling well short of demand from this growing educational field. The number of mass communications doctoral degrees awarded in 2006 increased 16 percent over the previous year but did not match the increase in new positions - let

alone replacement positions – for mass communications faculty around the country. And, with more than a quarter of the full-time faculty in the field projected to turn age 66 within the next decade, the demand for new Ph.D. in mass communications is expected to continue increasing. Only 40 other mass communications programs in the country offer doctorates, and almost all of them have significantly smaller enrollments.

This would seem to be a strategic opportunity for Penn State, but the College -- faced with substantial undergraduate enrollment pressures -- is not well positioned to easily respond. While the College's graduate enrollments are proportionately small in comparison to other University Park colleges (but not in comparison to peer programs nationwide), substantial new increases are not financially sustainable without draining resources from other important College needs. Communications, as a discipline, has never had a tradition of grants and contracts, and soft money resources in the field are very limited. Therefore, funding of graduate assistantships (and most other costs of graduate education), is primarily from the College's continuing budget – as is the case with most peer programs. (This, of course, is a double-edged sword. While the available resources for graduate education are modest in comparison to other fields, graduate education in communications is less vulnerable to fluctuations in the availability of soft money.) Therefore, assuming no significant increase in internal funding for the graduate program, the College must seek external and non-traditional sources of funding to increase doctoral enrollments and help to meet the nationwide demand for Ph.D.s in mass communications.

The College previously made a strategic decision to focus most of its scarce graduate resources on the doctoral program. Consequently, the masters programs – in which most students are self-funded -- are not among the 20 largest in the country. Enrollments in the M.A. in Media Studies have fluctuated somewhat over the past ten years but remain at a fairly healthy level, and academic performance of recent Media Studies classes has exceeded expectations. The M.A. in Telecommunications Studies, despite having one of the strongest faculties in the country and a high-quality academic program, has never been able to achieve significant enrollments. The number of applications and admissions to the program – which never were sufficient – have dropped sharply since the dot.com collapse several years ago and have not recovered. At the same time, there appears to be increased demand for graduate study in other areas where the College is well positioned – by virtue of new faculty expertise – to fulfill. Reorganizing the College's masters programs to better respond to these trends is another strategic challenge.

The College's graduate programs maintain a highly diverse student population, highlighted by a healthy balance of women, minorities, and internationals. The 2004 program review by the Graduate School noted that "the College again deserves to be commended for its outstanding efforts to successfully attract an increasingly diverse student body."

After a period of rapid growth and maturation, the College's primary goals for its graduate program are to consolidate its considerable gains, institutionalize its policies and procedures, fine-tune its curriculum, and enhance quality and research productivity. Any additional growth in the program for the intermediate term should be modest and incremental and must be carefully calibrated to any increases in funding support.

[This strategic goal was informed by George E. Walker, et. al., *The Formation of Scholars: Rethinking Doctoral Education for the Twenty-First Century* (Carnegie Foundation for Advancement of Teaching) San Francisco: Jossey-Bass, 2008.]

Objective 1: Maintain (and, to the extent possible, increase) the quality, diversity, and number of graduate students enrolled in the program despite increased competition from other leading programs and limited financial resources.

Strategy: Aggressively recruit, enroll, and financially support top-quality graduate students.

Outcome: Maintain number, diversity and quality indicators of those who enroll and yield of those offered fellowships and assistantships.

Number of Applicants and New Enrollees

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008(e)</u>
Ph.D.						
Applications	73	53	69	99	103	86
Enrolled	16	14	14	13	14	12
MA						
Applications	88	68	48	96	86	74
Enrolled	10	10	8	8	8	8

Yield of Funded Offers/Enrolled

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
	61%	68%	53%	60%	53%	50%

Mean GREs of New Enrollees

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008(e)</u>
Ph.D.											
Verbal	578	536	550	610	596	585	528	593	600	580	570
Quantitative	598	654	672	711	664	685	573	625	663	610	589
Analytical	617	576	582	680	587	5.1	4.5	5.0	5.2	4.6	4.8
M.A.											
Verbal	506	489	463	476	500	478	501	533	530	534	488
Quantitative	534	498	548	478	532	561	540	605	636	507	503
Analytical	586	544	568	530	618	4.2	4.9	4.2	4.6	5.0	4.0

Mean GPA (from most recent degree program) of New Enrollees

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008(e)</u>
Ph.D.	--	--	3.68	3.94	3.71	3.75	3.70	3.58	3.33	3.51	3.47
M.A.	3.21	3.39	3.42	3.53	3.54	3.47	3.60	3.74	3.56	3.53	3.55

Percentage of New Enrollees from Underrepresented Groups

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008(e)</u>
Ph.D.	17	13	13	0	0	18	16	0	8	7	16
M.A.	13	33	29	47	43	50	75	25	37	37	33

Percentage of Females Among New Enrollees

	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008(e)</u>
Ph.D.	62	54	36	62	66	64	50	53	67
M.A.	54	75	71	87	62	67	50	37	56

Percentage of International Students Among New Enrollees

	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008(e)</u>
Ph.D.	75	69	70	62	33	36	36	30	33
M.A.	18	8	0	0	0	12	12	0	0

Strategy: Seek supplemental funds to leverage recruiting of top applicants and to better support all graduate students in the program.

Outcome: Increased graduate student funding from grants, scholarships, and other external sources.

Grant Proposals that Request Graduate Student Support

<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
2	3	3	1	2	5

Graduate Students Receiving Scholarships and Total Amount Awarded

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
College of Communications						
Number	5	6	7	5	6	5
Amount	\$5,850	\$4,500	\$4,600	\$9,045	\$9,128	\$7,836
Graham Scholarship						
Number			5	7	7	7
Amount			\$7,500	\$14,000	\$15,000	\$16,000

Strategy: Marshal existing financial resources as efficiently as possible to fund the maximum number of graduate students at competitive levels of support.

Outcome: Maintain (and, to the extent possible, increase) the number of graduate students internally funded.

Graduate Students Internally Funded on Fellowships and Assistantships

	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>	<u>2008-09</u>
Fellowships	2	2	2	2	2	2
Assistantships	31	32	37	35	33	33
Bunton/Wallers	3	3	3	3	2	3
Dissertation Fell	0	0	0	4	5	6
Totals	36	37	42	44	42	44

Strategy: Assuming no significant increase in internal funding for the College's graduate programs, mine external or non-traditional sources of funding to support graduate students. Build partnerships with foreign universities to bring their graduate students to the College for part or all of their degree programs on a shared-cost or no-cost basis. Expand educational opportunities for those not funded by the College and better serve graduate students in other degree programs at Penn State.

Outcome: Increase the number of graduate students who are externally funded, such as by Fulbright or foreign governments, or are otherwise supported on collaborative or alternative funding models. Increase the number enrolled in the Integrated Undergraduate-Graduate degree program.

Number of Externally-Funded Graduate Students

	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Externally-Funded	1	0	1	0	1	2

Number of Non-COMM Students Enrolled in 500-Level COMM Courses (% of total enrollments)

<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
25 (12%)	28 (15%)	37 (19%)

Strategy: Improve on-line recruiting materials and application process.

Outcome: Vastly improved graduate Web site.

Total Number Enrolled in Graduate Program

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008(e)</u>
Ph.D.	43	43	39	38	40	57	60	62	64	61	64
M.A. (total)	13	16	22	26	23	32	31	30	30	25	31
IUG					1	2	4	2	1	0	1

Objective 2: Fully utilize faculty talent to deliver a high quality educational experience.

Strategy: Encourage and reward productive interaction – both in the classroom and research settings – between graduate students and stellar graduate faculty.

Outcome: Maintain superior graduate-level instruction.

Median SRTes for 500-level COMM Courses

	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08 (Fall only)</u>
Course	6.235	6.07	6.33	5.96	6.15	6.07
Instructor	6.26	6.44	6.59	6.29	6.50	6.54

Strategy: Build a culture in which graduate education is a more integral part of the College and facilitate the active participation of more new and existing graduate faculty in graduate teaching and mentorship.

Outcome: Increase percentage of the growing graduate faculty who teach 500-level courses and serve on graduate committees. Expand faculty involvement in Colloquium and informal inquiry groups.

Number (percentage) of Graduate Faculty Who in the Past Six Years Have:

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Taught a 500-level course	19 (56%)	19 (54%)	19 (49%)	17 (46%)	18(47%)	18 (40%)
Chaired graduate committee	14 (41%)	21 (60%)	23 (59%)	18 (49%)	19 (48%)	21 (47%)
Served on graduate committee	22 (65%)	26 (74%)	29 (74%)	29 (74%)	30 (76%)	30(70%)
Total graduate faculty	34	35	39	37	39	44

Strategy: Expand individualized learning opportunities and research apprenticeships for graduate students. (Research apprenticeships are less common in the field of Communications than in many of the more lab-oriented fields and therefore can be productively increased for the benefit of the graduate student.)

Outcome: Increase the number of COMM 594, 595 and 596 (within the limits established by program policy).

Number of COMM 594, 595 and 596

	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Comm 594	1	5	12
Comm 595	1	2	2
Comm 596	20	20	11

Strategy: Improve graduate mentorship through education of new graduate faculty and re-education of continuing graduate faculty concerning policies and procedures and standards and expectations.

Outcome: Greater consistency in program plans and time-to-degree and fewer procedural and policy problems.

Objective 3: Continue to raise the quality of the educational experience for graduate students.

Strategy: Maintain high expectations for academic performance and progress.

Outcome: Consistently high evaluations for doctoral comprehensive examinations and dissertation defenses.

Mean Evaluation of Doctoral Comprehensive Examinations (0=Fail; 4=Superior)

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
3.00	3.25	2.34	2.56	2.87	2.94	3.38	2.52	2.6	2.98

Mean Evaluation of Doctoral Dissertation (0=Poor; 4=Excellent)

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
3.50	3.75	2.40	2.31	3.33	2.58	3.14	3.29	2.45	2.79

Strategy: Encourage doctoral students to move expeditiously through the program, including taking full advantage of summer course offerings and summer research opportunities.

Outcome: Increased summer enrollments and reduced time-to-degree.

Summer Graduate Expenditures and Enrollments

	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
Tuition	\$30,995	\$27,351	\$37,743	\$97,242	\$98,868	\$103,778	\$113,024
Enrolled	14	13	14	25	20	21	26

Mean Time to Doctoral Degree for Those Graduating in:
(National mean time-to-degree for those with masters degrees = 3.9)

<u>2005-06</u>	<u>2006-07</u>	<u>2007-08(e)</u>
4.3	4.6	3.9

Strategy: Emphasize teaching and learning as integral parts of doctoral education and consolidate gains in revitalizing the Graduate Teaching Academy.

Outcome: Sustain the impressively-high SRTes for graduate students teaching their own sections of undergraduate courses, build enrollments in Pedagogy in Communications (COMM 502), continue commitment to Supervised Experience in College Teaching (COMM 602), and increase the number of doctoral students who earn the Graduate School Teaching Certificate.

Median SRTes of Graduate Students Teaching Own Sections

	<u>2006-07</u>	<u>2007-08 (fall only)</u>
Course	5.19	5.55
Instructor	5.59	5.53

COMM 502 and 602 Enrollments

	<u>2006-07</u>	<u>2007-08</u>
Comm 502	6	8
Comm 602	7	11

Number of Doctoral Students Who Earn the Graduate School Teaching Certificate or Teaching w/ Technology Certificate

<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
1	0	0	1

Strategy: Encourage and support graduate student research, including subsidized travel to deliver papers at national conferences.

Outcome: An enriched educational experience for graduate students and heightened national visibility of our graduate program, which should help attract superior doctoral applicants.

Scholarly Presentations at National Conferences by Graduate Students
(total number of authors and co-authors):

	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
AEJMC	6	6	21	28	20	24	16
ICA	0	3	16	15	13	23	16
NCA	4	7	8	10	9	13	14
Other	4	14	8	8	11	9	11
Total	14	30	53	61	53	69	57

Association for Education in Journalism and Mass Communication (AEJMC), International Communication Association (ICA), National Communication Association (NCA).

Travel Funds Awarded (% increase/decrease) to Graduate Students

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08(e)</u>
\$3,675	\$6,395 (74%)	\$7,892 (23%)	\$8,294 (5%)	\$31,875 (284%)	\$29,833 (-7%)	\$29,093 (-2.5%)	\$23,169 (-28%)	\$31,836 (27%)	\$31,425 (-1%)

Strategy: Reorganize masters programs and clean up and modernize the graduate curriculum.

Outcome: An integrated, College-wide M.A. program in Mass Communications with possible options in Telecommunications Studies and Strategic Communications. A 500-level curriculum that better meets the needs of current graduate students.

Strategy: Offer a graduate-level coursework commensurate with the size and range of expertise of the graduate faculty and the breadth of intellectual interests of the graduate students.

Outcome: Schedule the maximum number and diversity of 500-level courses consistent with scarce financial resources.

500-Level Courses Offered and Mean Section Size

<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
11	16	11	16	17	18	18	17	21	20
8.4	7.8	9.6	10.4	12.0	10.6	10.8	11.5	9.2	11.4

Strategy: Ensure that doctoral students learn to integrate knowledge across disciplinary and sub-disciplinary lines and develop expertise that is informed by or connected to other fields of study or societal concerns. (Communications, which inherently is an interdisciplinary field of study, faces increasing pressures – similar to those previously noted in other fields – to Balkanize into ever more specialized and isolated subfields.)

Outcome: Programs of study for all doctoral candidates that reflect academic integration and exploration in addition to disciplinary immersion and expertise.

Strategy: Enhance professional development programs for graduate students, including expanded Colloquium.

Outcome: More rounded scholars who are better prepared for top academic or professional positions upon graduation.

Total Number of Graduates

	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08*</u>
Ph.D.	9	8	4	9	6	9	11	9
MA	10	9	12	9	7	12	10	3

*not including Summer 08

Objective 4: **Expand the disciplinary community for graduate education in mass communications.**

Strategy: Explore establishing dual-degree programs or other less-formal collaborations with allied academic units.

Outcome: Proposal to Graduate Council to establish a dual-degree program with the Dickinson School of Law in Mass Communications Law. Regularly offer existing courses in international communications to serve the new School of International Affairs, film studies courses to serve Comparative Literature, etc.

Strategy: Build scholarly relationships with faculty specializing in mass communications at other campuses and universities.

Outcome: Broader range of intellectual resources available to graduate students and increased opportunities for collaborative research.

Strategy: Expand contacts with faculty at other universities who can help recruit top minority undergraduates to participate in the Summer Research Opportunity Program in mass communications at Penn State.

Outcome: More high-quality SROP participants and resulting applications and enrollments of minority students into the College's graduate programs.

Objective 5: **Develop and implement a learning assessment program to assure graduate education quality consistent with Middle States accrediting standards.**

Strategy: Impanel a committee to study graduate learning assessment and to develop and implement an assessment plan.

Outcome: Implement the plan by May 2009 and, as a result, appropriate improvements in graduate programs, curricula, and policies are in place by 2012.

Goal III: Increase the quality and quantity of research, creative activity, and other scholarship produced by the faculty and graduate students.

Commensurate with its professional mission, the College has a faculty that is widely varied in their academic credentials and media experience. Consequently, the type and amount of research, creative activity, and professional work undertaken by the faculty also vary widely, and strategic planning must be flexible to accommodate those variations.

The majority of the College's faculty members hold doctorates and/or law degrees and publish traditional academic research in refereed journals and scholarly books and chapters. However, a large minority of faculty members hold the M.F.A. degree or do not have a terminal degree. Instead, they possess extensive professional experience in the media. This latter group engages in creative activity, professional work or other types of scholarship, such as making original films or writing screenplays, trade books, textbooks, articles in the trade or popular press. Faculty are encouraged to integrate both forms of scholarship and publication, and many do. In any case, the emphasis is on the quality of the work and its impact on the academic literature, professional practice and/or public policy – as opposed to the specific type and venue of publication.

The amount and source of funding for communications research also is significantly different from other disciplines. Nationwide, communications has never had a tradition of grants and contracts, and soft money resources in the field are very limited. A meta-analysis of research published in major mass communications journals during the 1980s and 1990s (*Journalism & Mass Communication Quarterly*, Spring 2003, pp. 7-27) found the following:

- › Only slightly more than one-quarter of the published studies received either internal or external financial support;
- › There was a significant decrease in frequency of funding, from 36 percent in the early 1980s to 24 percent in the late 1990s;
- › Government funding declined throughout the period, and private funding increased slightly in the late 1980s and then declined as well;
- › Internal university funds have become the primary means of support for mass communication research; and
- › Most of the funding supports quantitative social science research and relatively little for qualitative research.

The authors of the study concluded that:

While mass communication has been growing in terms of more and new media channels, a larger labor force, and more colleges offering mass communication education, there has been no corresponding increase in the proportion of funded research. This study finds that overall funding for mass communication remains low; there has been a steady decline in the proportions of funded research from the early 1980s.

It is within this context that strategic planning for communication research must be understood. The College's objectives should be realistically set and assessed in comparison with its peer professional programs in communications, especially those 108 programs nationwide accredited by the Accrediting Council on Journalism and Mass Communications, the vast majority of which have far fewer internal and external funding resources than this College.

Like many of its peers, the College has traditionally supported individual scholars with small research initiation grants and seed money. The emphasis has been on providing summer grants to help untenured faculty launch their research agendas. However, with the establishment of several new research centers and institutes within the College (some of which have attracted modest external funding), additional emphasis must be placed on supporting collaborative research within the centers and institutes, among them, and with other units in the University.

Finding additional human and financial resources to help the College's centers and institutes and individual faculty to expand their research activities is a major strategic challenge. An important consequence of the aforementioned paucity of external money to foster research in the field of communications is that almost all graduate assistants in the College are supported with general funds and, therefore, are in very limited supply. In turn, this shortage of graduate research assistants impedes efforts to expand research productivity and to attract the scarce external funds.

The College currently does not have a centralized, systematic means of collecting data on all faculty publications, creative activity, and professional work; therefore, it is difficult to precisely gauge changes in scholarly productivity. (See Objective 2 below for a remedy of this situation.) Nevertheless, there is ample evidence that strongly indicates the College faculty is highly productive. Some recent highlights:

- The College ranked first nationally in the field of mass communications and media studies in the 2005 Faculty Scholarly Productivity Index published in *The Chronicle of Higher Education* (January 12, 2007). Productivity was measured by the number of books and journal articles published by a doctoral program faculty as well as citations, honors, and grants received.

- The College was ranked by the Communication Institute for Online Scholarship as a “top 10” program in 22 categories of research in the field of communications, and eight individual faculty members were designated “leading scholars” for their productivity in at least one research category. The 2007 ranking was based on the number of publications by the faculty indexed in ComAbstracts, a database of important academic journals in communications.
- In a recent inventory of articles authored by graduate students and published in the ten leading journals in the mass communications field from 1997-2006, Penn State ranked fifth. The findings are from a manuscript submitted for publication in a refereed journal.
- An internal study tabulated the number of refereed articles appearing in *Journalism & Mass Communication Quarterly*, a leading journal in which College faculty might be likely to publish, by the author’s university. Penn State ranked 14th behind some of the biggest and best communications programs in the country.
- The College consistently has ranked in the top ten in number of papers presented to the four major academic conferences in which mass communications faculty frequently participate. While other top programs frequently rank higher in papers presented at one of the conferences, only Penn State has ranked among the top ten in all four of these leading associations, indicating scholarly breadth as well as depth.

This record of presentations and publications probably was influential in a 2004 reputational survey by the National Communications Association that ranked the College eighth among mass communication doctoral programs in quality of faculty and effectiveness in educating researchers and, significantly, second in positive change in the previous five years. And that national reputation weighs heavily in the College’s ability to attract the highest caliber faculty and graduate students and to effectively compete for scarce external resources.

While there is ample evidence of the quality and quantity of research, creative activity and professional work conducted by the College faculty, much remains to be done. The College’s professional mission necessitates that any strategies to enhance productivity must recognize the diversity of the faculty, its widely varying approaches to scholarship, and the reality of the funding model prevalent in the field.

Objective 1: Continue to build and support an outstanding faculty that is fully engaged in high-quality research, creative activity, and professional work.

Strategy: Nurture promising young scholars hired in the past several years by supporting their work with research initiation grants. Support the research of all faculty with travel money, graduate assistants, and seed money for seeking external funding.

College Support for Research Stipends for Untenured Faculty

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$7,930	\$12,175	\$8,825	\$24,198	\$20,272	\$11,000	\$24,000	\$47,000	\$37,000

Graduate Assistant Assignments (%)*

	<u>04-05</u>	<u>06-07</u>	<u>07/08</u>
Teach courses	17	43	26
Assist courses	11	27	37
Assist centers/labs/institutes	11	16	21
Assist individual faculty	56	14	16
Other	2	0	0
Total #	36	37	38

*Not counting fourth-year doctoral students on dissertation fellowships and on FT2 contracts.

Graduate Student Summer Funding to Support Faculty Research
(Program was initiated in 2008)

2008

\$19,376

Total College Funding for Faculty Travel

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$31,970	\$42,598	\$39,899	\$67,842	\$57,304	\$80,000	\$84,628	\$103,178	\$128,304

Total College Funding for Graduate Student Travel

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$6,395	\$7,892	\$8,294	\$31,875	\$29,832	\$29,093	\$23,170	\$31,836	\$31,425

Outcome: Increased productivity in faculty scholarship measured in terms of papers presented at major conferences, film screenings, publications in the trade and scholarly press.

Faculty and Graduate Student Papers Selected for Presentation at Conferences

	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>	<u>2008</u>
AEJMC	12	13	14	22	25	25	21	22	-
Rank	9 tie	5 tie	4 tie	4 tie	5 tie	3 tie	6	7	
TPRC*					3	6	7	12	-
Rank					2 tie	2 tie	1	1	
ICA*					34	47	28	34	46
Rank					9	7 tie	9 tie	8	8
UDC*					6		5	8	-
Rank					2 tie		3 tie	4	

* Records not kept prior to 2004.

Association for Education in Journalism and Mass Communication (AEJMC), Telecommunication Policy Research Conference (TPRC), International Communication Association (ICA), Union of Democratic Communications.

Objective 2: Support the expanding research/creative activity culture in the College.

Strategy: Systematically collect data on faculty productivity in research, creative activity, and professional work over time. Report the results in future iterations of the College's strategic plan, pre-accreditation self-evaluation, and various internal publications.

Outcome: Highlight and reward scholarly excellence by the faculty and encourage further increases in productivity.

Strategy: Facilitate communication and cooperation among the College's research centers and institutes and with other academic units.

Outcome: Increase number of joint proposals, collaborative research projects, and external funding.

Strategy: Expand the College's colloquium and encourage greater participation by faculty and graduate students. Better integrate undergraduate research into the scholarly life of the College

Outcome: Greater scholarly communication within the College and a shared understanding of and greater commitment to its research/creative mission.

Objective 3: Aggressively compete for increasingly scarce external funding and more effectively marshal internal funds for maximum benefit in fostering research, creative activity and professional work.

Strategy: Increase the number and quality of proposals with special emphasis on collaborative research and joint proposals with other academic units.

Outcome: Show an increase in annual external funds.

Proposals by College Faculty for Grants and Contracts

	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
Total	11	9	14	6	3	5	14	15	24
Funded	6	6	10	4	3	3	13	10	22
Collaborative	0	1	0	2	1	0	1	6	4

Total External Funds to the College from Grants and Contracts

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$137,000	\$156,530	\$114,370	\$131,500	\$ 62,364	\$247,425	\$1,504,500	\$115,376	\$1,126,017*

* *Partial year total as of May 27, 2008*

Goal IV: Supply the ever-expanding technology and infrastructure needs of the College while practicing responsible consumption.

The term “wave of creative destruction” may have been coined long ago and far away but only recently has come to describe the cause of the College’s greatest opportunity *and* challenge: Harnessing, like never before, rapid technological innovation to significantly enhance its academic mission while wrestling simultaneously with spiraling costs and often unpredictable disruptive change.

Currently, College facilities and technology infrastructure are on par with nearly all mass communication programs in the United States, a successful circumstance after reeling from more than a decade of explosive enrollment growth and teetering on the precipice of technological obsolescence. Our success can be credited to generous central support and College development efforts that have resulted in additional space, renovated facilities and new equipment. But the challenge of keeping pace is unceasing.

And yet, staggeringly, to take full advantage of the great pedagogical opportunities afforded by creative destruction, the next five years will necessitate an estimated \$4 million for information and communication technology and an additional 15,000 square feet of space.

The centerpiece of our technology and facility planning – and crucible of our needs – is ComMedia, a new media teaching space that is part virtual, part physical. Described in the first objective, ComMedia will become the crucial vehicle through which students in all five of our programs learn and prepare for the mass communication professions of the twenty-first century. Its cost to plan, build and launch is estimated at \$1 million.

The next five objectives outline our strategies for making additional advances in curriculum and service levels to students. We plan to leverage the considerable expertise and services of the ITS organization, to assure continuous technology skill development among faculty and staff, to find cost effective alternatives to current purchasing and facilities management practices, and to develop new IT applications in support of increasing demand for mobile services and process automation.

This goal of the strategic plan is devoted mainly to the future of technology and the double-edged blade it presents to our academic mission. It is fitting that it also reflect the growing awareness of faculty, staff and students for the parallel future of our environment and society. The seventh and final objective in this section is dedicated to addressing that concern. Technology innovation could well provide so-called green solutions and help direct our purchasing to reward fair labor practices.

Objective 1: Plan, finance and build ComMedia, a multimedia center, both physical and virtual, whose two-fold purpose is to serve as a teaching facility and as a home to expanded cocurricular student media. ComMedia would enable all five programs to showcase student work and modernize curricula in ways that reflect the twenty-first century media environment.

Strategy: Continue working with Facilities Resources and Planning to design the facility and obtain space for a Fall 2009 targeted opening.

Outcome: Obtain space by the end of 2008 and financing throughout the 2008-2013 plan period.

Outcome: Open ComMedia facility by Fall 2009.

Strategy: Develop a plan for a comprehensive student media program encompassing current projects (e.g., ComRadio, Big Ten Network/PSUonDemand and the Centre County Report) and new initiatives that create learning and cocurricular opportunities for students in all five majors.

Outcome: A fully-equipped state-of-the-art facility that captures the potential of twenty-first century media and our students' capacity for outstanding work.

Strategy: Ensure appropriate leadership, faculty and staff support for ComMedia.

Outcome: Identify a leadership structure and advisory board of faculty and alumni by the end of 2009.

Outcome: Create and fill a new and much needed position – IT/multimedia technician – with timing dependent on financing and creation of a ComMedia facility.

Outcome: Create and fill a new position in instructional design/multimedia instruction (see Objective 2 below), with timing dependent on financing and creation of ComMedia facility.

Outcome: Identify faculty members to advise various student media, with timing dependent on financing and creation of a ComMedia facility.

Strategy: Continue developing the virtual facet of ComMedia, a Web presence to showcase student work and to serve the ACEJMC-required learning assessment.

Outcome: Systematic quality and functionality improvements in each year beginning in 2009.

Outcome: Building on the successful voluntary First-Year Seminar ePortfolio initiative, develop a plan by Fall 2009 that ensures every student in the College creates and maintains an online portfolio. Aspects of the plan should include a standardized portfolio template and methods consistent with ACEJMC learning assessment, distribution of portfolios at ComMedia site, and in-house technical/design support for students and faculty.

Outcome: Implement ePortfolio plan by Fall 2010.

Objective 2: **Improve access to our curriculum and space-use efficiency through expansion and quality control of the College's portfolio of online and blended learning courses.**

Strategy: To assure quality and to maximize teaching effectiveness, create a new position in instructional design and multimedia teaching. This position would also support Objective 1 above, with inclusion of a teaching load in multimedia.

Strategy: Complete development and launch blended-learning version of COMM 150, Art of the Cinema.

Outcome: BL COMM 150 pilot-taught by Fall 2010.

Outcome: BL COMM 150 made available to UP and non-UP students by Fall 2012.

Outcome: As part of a wider recruiting effort, study and determine action plan for adoption of BL COMM 150 in Commonwealth high schools.

Strategy: Identify and develop online versions of 400-level courses in each major that would improve access for students finishing a degree at UP. Currently, COMM 410 is in pilot stages.

Outcome: By Spring 2011, one 400-level course in each major is offered online.

Strategy: Improve access to curriculum and space-use efficiency by developing blended-learning courses that make strategic sense. Currently two courses, COMM 461, "Seminar Magazine Writing," and COMM 490, "Issues in Electronic Commerce Policy," are in pilot stage.

Outcome: Where strategically feasible, College would have three BL courses by Fall 2011.

Strategy: Create capacity to meet potential demand for COMM 160 by programs outside of Communications that seek to improve the writing skills of their students. Current availability to non-UP and WC students is reaching upper limits.

Outcome: A non-credit HRDC version available by Spring 2009.

Outcome: The standard for-credit version available to all Penn State students.

Objective 3: **Leverage ITS central support to improve overall effectiveness of College's ICT teaching, facilities and services.**

Strategy: Strengthen relationships among College representatives (faculty and IT group members) and ITS to advance College needs.

Outcome: Maintain representation on University-level technology committees and in working groups, including ANGEL advisory group, WebLion team and the Faculty Advisory Committee on Academic Computing (FACAC).

Outcome: College IT group members' social network grows to the benefit of the unit through opportunities such as IT Pro listserv, regular brown-bag discussions and the IT leadership development program.

Strategy: Make use of Teaching and Learning with Technology (TLT).

Outcome: Regular, at least annual, faculty and staff training customized for College needs for ANGEL, Digital Commons, MT4 blogging, Wikis, clickers and additional useful and reliable technologies as they emerge.

Strategy: Continue to capitalize on newly established relationship with WebLion.

Outcome: College IT group member continues as member of WebLion team.

Outcome: Beginning in 2009, make regular improvements to College and ComRadio sites in coordination with College's overall strategic communication plan.

Strategy: Make use of Telecommunications and Network Services (TNS).

Outcome: Improve knowledge of and accessibility for faculty and staff of campus cable system, VoIP, Adobe Connect and additional emerging technologies incrementally in each year starting in 2009.

Strategy: Make use of ITS's Security office.

Outcome: Receive regular training and consulting annually from Security office on policy compliance, development of in-house policies and procedures and specialized applications based on unique College needs.

Strategy: Make use of Digital Libraries.

Outcome: Meet annually with library staff members and administrators to determine useful applications based on unique College needs.

Strategy: Make use of AIS and Consulting and Support Services.

Outcome: Receive regular consulting services on infrastructure and operations planning, disaster recovery, LAN administration and developing advising and management tools in IBIS, ISIS, EIS, eDDS.

Objective 4: **To maintain effectiveness and flexibility throughout the College, continue to support faculty and staff in IT expertise development, in particular within the College IT group, to keep pace with continuous and rapid change in ICTs.**

Strategy: Create an additional IT position to meet growing needs of College, primarily to support new multimedia center, ComMedia.

Outcome: Upon completion of a thorough skill inventory of current IT group and needs assessment, design a new position and hire by Fall 2009 if funds are available.

Strategy: Through SRDP and less formal processes, encourage staff members to propose cost-effective IT training solutions. Provide time and money to support strategically useful proposals.

Outcome: Each staff member demonstrates incremental IT skill improvements every year.

Strategy: Continue offering regular series of technology skill seminars for faculty based on survey of their needs.

Outcome: Staff assistant conducts annual poll, then works with TLT to deliver customized training and consulting.

Strategy: Promote HRDC and ITS training programs to faculty and staff.

Outcome: Flyers, catalogs, Web sites and posters distributed. Supervisors and department heads encourage participation.

Objective 5: **Develop creative solutions to address the widening gap between technology needs and budget limitations.**

Strategy: Devise targeted technology campaign as part of *For the Future: The Campaign for Penn State Students*.

Outcome: Raise funds to support a series of specific technology initiatives in the College.

Strategy: Seek grants for College technology initiatives. Receive one grant by 2010.

Outcome: Develop a systematic process of searching for and applying for technology grants.

Outcome: Secure industry and corporate sponsorship akin to the Nikon equipment loan program.

Strategy: Continue to empower a representative and functional College equipment committee to plan and prioritize new purchases.

Outcome: Rational, systematic and integrated allocation of new hardware and software.

Strategy: Study and, if appropriate, implement a student equipment ownership initiative that serves to equip students with the tools and technologies they

need to maximize their Penn State education and to succeed in their first professional jobs.

Outcome: Complete benchmarking study of equipment requirements at peer mass communication programs and within the Penn State system by early 2009.

Outcome: By early 2010, devise a rollout plan sensitive to the findings of the benchmarking study and the financial burden of higher education on students and their families.

Strategy: Empower IT group to capitalize on software that improves cost-effectiveness.

Outcome: Selection and implementation of online equipment checkout system to reduce inefficiencies and inconvenience caused by the current face-to-face checkout system.

Outcome: Maximized implementation of key server software to reduce the number of software licenses needed, while still meeting all teaching needs.

Outcome: Maximize opportunities presented by VMware and similar innovations.

Strategy: Improve information collection and analysis on new entering students to capitalize on their technology ownership, high school multimedia experience and IT skills.

Outcome: Implement a survey procedure during FTCAP or online.

Objective 6: **Develop new IT applications and services for students.**

Strategy: Support growing demand for mobile computing.

Outcome: By 2010, offer WiFi in Carnegie, Lubert, 103 Innovation Blvd, Willard and James buildings.

Outcome: Test online course delivery and access to library and research resources on a variety of mobile devices, including laptops, iPhones and Blackberries by end of 2009. Assure compatability by 2010.

Outcome: By 2009, assure access to wireless or Webcasting equipment and services for student-driven productions such as the Penn State Dance Marathon, election coverage, ComRadio sports coverage and other events on and off campus.

Strategy: Employ IT to improve the experience of prospective employers and students seeking internships and jobs.

Outcome: Adopt Simplicity and other applications.

Outcome: Develop virtual alumni-student mentoring social networking presence.

Objective 7: To conserve natural resources and use our purchasing power to positively influence worker welfare without sacrificing academic mission.

Strategy: Substitute information technology for paper wherever feasible.

Outcome: Use electronic imaging and electronic forms to improve information flow and eliminate paper waste.

Outcome: Study the use of swipe cards and better accounting of copy services to heighten faculty and staff awareness of paper use.

Outcome: In each year beginning in 2009, decrease use of paper in measurable quantity by promoting more extensive use of ANGEL to distribute syllabi and other course materials and to collect student work, especially in writing courses.

Outcome: By 2009, impose reasonable limits and charges on student printing in College labs.

Goal V: Enhance diversity and climate issues.

The Accrediting Council for Education in Journalism and Mass Communications (ACEJMC) notes: “While race and gender are not the only factors important in protecting and advancing a diversity of opinion and information, they contribute heavily to the divergent views in a multicultural society. Central to the mission of journalism and mass communications is the preparation of students to serve such a diverse society. Because of this important role, journalism and mass communications educators must emphasize the importance of diversity and the roles of women and minorities in teaching students to understand, communicate about and relate to a multicultural society.”

Diversity—of faculty, staff, students and curricula—long has been a College priority. Indeed, during the College’s six-year national review in 2006-2007 by ACEJMC, the site-visit team wrote: “The College exudes an atmosphere that seems welcoming to all. It seems a model of climate that is free of harassment and discrimination, with faculty and staff members who work to accommodate the needs of various groups and who value all forms of diversity.”

The 2007 *Feedback on Progress Implementing A Framework to Foster Diversity at Penn State* noted the College had “succeeded in continuing and expanding upon a number of diversity initiatives, most notably for students and faculty.” The 2004 Graduate School program assessment concluded: “The College again deserves to be commended for its outstanding efforts to successfully attract an increasingly diverse student body.”

That said, the College recognizes that it can do even better. Beginning in 2008 and continuing through 2013, the College will be able to harness emerging strengths and capitalize on new opportunities. We will retain successful objectives and strategies that should keep momentum moving forward. However, this strategic plan reflects newer strengths, such as faculty whose research agendas focus on race, gender and globalization effects, recently established connections with institutions in Asia, Africa and Latin America, the availability of the Race Relations Project at University Park, a panel of endowed lectures, the growth in public scholarship within the College, the recently endowed Davis Program in Ethical Leadership, one of the University’s highest rates of international study, and a Black alumni community that has reached critical mass. Opportunities include recruitment of a growing population of Hispanics approaching college age, a small but important number of returning military veterans from Iraq and Afghanistan, and high-school students from low-income communities, particularly those in our own backyard—within Centre County.

We aspire to overcome our weaknesses and challenges. They include tuition increases, the high cost of international study, the decline across all American institutions

of higher education in international student enrollments, and increasingly competitive recruiting of minorities by prestigious universities. Oddly, one of the College's challenges stems from its relatively low turnover in faculty and staff: as the College continues to stabilize and mature, there are fewer opportunities to recruit and promote people of color. Two weaknesses were noted in the 2007 report, *Feedback on Progress Implementing A Framework to Foster Diversity at Penn State*: attention to staff development should be equivalent to that for students and faculty and the College's focus on LGBT and low-income students should be improved.

With proper planning and follow through, our strengths and opportunities should outweigh these limitations. Faculty and staff members value the richness of diversity. The Office of Multicultural Affairs actively engages in the recruitment and retention of a diverse student body; provides extensive academic, personal and career counseling; helps coordinate a full array of student organizations; oversees a two-week summer workshop for high-school students of color; regularly coordinates trips to minority student job fairs; coordinates cultural awareness heritage lectures and receptions; and coordinates the Summer Research Opportunity Program (SROP), which brings talented minority undergraduate students to campus who are then matched with research mentors from the faculty. In 2006, the College adopted the Race Relations Project, which ensures that all undergraduate majors participate in a workshop designed to foster productive dialogue on race and ethnicity.

The Office of Multicultural Affairs – headed by the assistant dean for multicultural affairs and a full-time staff assistant – assumes much of the responsibility for daily and sustained leadership and oversight of the College's diversity efforts. That office is the centerpiece of broad-based College diversity efforts that systematically involve the Office of Academic Services, the professional academic advisers, the Office of Internships (its director and staff assistant), the Office of the Dean and faculty advisers from each of the four departments in the College.

Objective 1: To develop a shared and inclusive understanding of diversity.

Strategy: Communicate clear and consistent descriptions of the University's and the College's diversity, cultural and sexual orientation objectives and initiatives.

Outcome: The College's assistant dean for multicultural affairs conducts regular diversity scholar, ambassador and general student meetings to discuss academic requirements, cultural heritage activities, semester special events, leadership achievements and personal concerns. Through these meetings, where printed materials that pertain to inclusivity often are distributed, our

students, faculty, staff and constituents come to value the College's commitment to diversity – which has a positive effect on the climate.

Outcome: Dedicated bulletin boards in Carnegie Building's high-traffic areas contain constantly updated information on orientation sessions, social events, student organizations and student accomplishments.

Outcome: Common space shared by the Office of Multicultural Affairs, the Office of Internships and the Office of Academic Services contains diversity brochures, resume booklets, scholarship information and culturally-themed magazines.

Outcome: A College diversity Web site is maintained by the Office of Multicultural Affairs and the coordinator of College relations.

Strategy: Appoint a diversity committee that is well-defined, proactive, involved in appropriate policy recommendations and that uses a variety of approaches to communicate within the College. The committee would have a diverse membership, including the dean, the assistant dean for multicultural affairs, faculty, staff, undergraduate and graduate students.

Outcome: The committee informally assesses the climate of the College, addresses and evaluates goals in the University's "Framework to Foster Diversity," discusses general matters of inclusivity, provides the dean and assistant dean for multicultural affairs input on faculty, staff and student issues and, periodically, considers surveys to determine perceptions of climate.

Strategy: Conduct periodic climate assessment surveys to determine faculty, staff and student views; act appropriately on areas that show need for improvement on negative perceptions.

Outcome: Examine results from the comprehensive University-wide Faculty/Staff Survey conducted in 2004. Results were positive. For example, spc82nd (permene of the

Outcome: Three special lectures are planned and conducted annually by the College's Office of Multicultural Affairs during Hispanic Heritage Month, African-American Heritage Month and Asian-American Heritage Month. Faculty members constantly are looking to schedule into their classes guest speakers from underrepresented groups.

Objective 2: To maintain a welcoming campus climate.

Strategy: Maintain and enhance a welcoming climate, spearheaded by the Office of Multicultural Affairs, by making available a variety of student organizations that emphasize the importance and value of inclusivity.

Outcome: Scores of students are connected socially and professionally by becoming active members of chapters and clubs such as the National Association of Minorities in Communications (NAMIC); the Penn State Association of Journalists of Diversity (PSAJD); the African, Hispanic, Asian and Native American Student Organization (AHANA); and Diversity Ambassadors.

Strategy: Create an environment that cultivates diversity and celebrates differences by sponsoring a variety of cultural heritage recognition events, endowed lectures and other special programs.

Outcome: Hundreds of students, staff and faculty members attend and learn from these special occasions that annually feature prominent media practitioners and scholars.

Outcome: Improve College representation on and service to university-level commissions and teams, including the commissions for adult learners, women, race/ethnicity, LGBTQA, the LGBTQA network and the review teams for the "Framework to Foster Diversity." Currently, one faculty member serves on the Commission for Race and Ethnicity, two served on "Framework" review teams in 2007 and 18 faculty and staff and five students are members of the LGBTQA network.

Strategy: The assistant dean for multicultural affairs conducts informal climate assessments during regular meetings with the College's university scholars, the general student body, and at student club meetings and discussions with club officers.

Outcome: Issues and concerns are identified at early stages and discussed and dealt with by taking appropriate steps.

Objective 3: To recruit and retain a diverse student body.

Strategy: Actively recruit undergraduate students of color through personal visits, partnerships with high schools, correspondence and telephone calls coordinated through the Office of Multicultural Affairs.

Outcome: Systematically increase undergraduate minority student enrollment.

Fall Minority Undergraduate Enrollment

	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Total	274	291	303	332	383	376	357	365	387	386
% change		6%	4%	10%	15%	-2%	-5%	2%	6%	0%

Strategy: Retain students of color by establishing and maintaining peer support groups.

Outcome: The National Association of Minorities in Communications (NAMIC), the Penn State Association of Journalists of Diversity (PSAJD), the African, Hispanic, Asian and Native American Student Organization (AHANA), and the diversity ambassadors meet regularly and encourage the academic and professional success of their members.

Outcome: Gauge student interest and, if merited, foster establishment of one additional multicultural-focused student organization by 2013.

Strategy: Recruit undergraduates by continuing to hold and enhance annual two-week summer high-school journalism workshops for students of color (launched in 1989); maintain contacts with participants to offer career guidance, scholarship information and advice about college admissions.

Outcome: Through funding from Dow Jones, the Gannett Foundation and others, enroll up to 20 students each summer.

Strategy: Make maximum use of available College- and University-based funds to recruit top-tier students.

Outcome: Through aggressively judicious use of Knight Diversity Scholarship funds and Bunton-Waller Scholarship funds, build an accomplished cadre of exceptional students of color.

Outcome: Maintain competitiveness in national programs that honor outstanding students of color, such as the annual American Advertising Federation (AAF) Most Promising Minority Students program.

Annual National AAF Most Promising Minority Students Competition Results

	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
# Winners	1	1	1	0	2*	3**	4**
# on Honor Roll	1	2	2	0	4	1	0

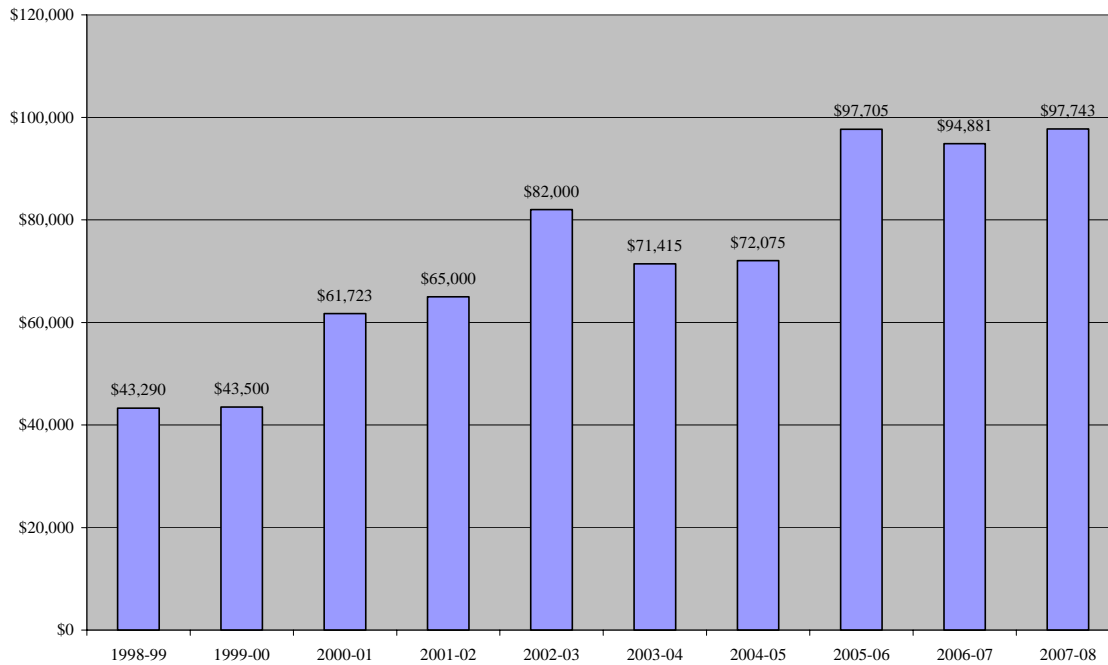
* Penn State was one of only four universities to have more than one student among the 40 winners; 40 students were named winners and 35 were named to the honor roll. Of the 75 total students cited, six were from Penn State, the most of all universities in the country.

** Only one university had more winners.

Strategy: Build endowed funds and increase annual funds to help diversify the student body.

Outcome: Provide College-based and -generated scholarship support for deserving undergraduate students of color, with the Knight Diversity Scholars Program functioning as a financial anchor.

Scholarship Support to Undergraduate Students of Color



Strategy: Actively recruit graduate students of color through coordinated personal visits, on-site networking at historically Black universities such as Dillard, Clark Atlanta, Morehouse and Spellman, and targeted institutions with substantial enrollments of students from other protected classes, and through systematic correspondence and telephone calls.

Outcome: Systematically maintain strong minority graduate student enrollment.

Enrollment of Graduate Students of Color

<u>Fall:</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Total	5	11	12	18	18	15	19	13	12	11

Strategy: Through increased scholarship support, advising, involvement in student organizations and peer tutoring, retain students.

Outcome: Keep retention rates in the 85% range for students of color between their freshman and sophomore years.

Retention and Graduation Rates for Undergraduate Students of Color

<u>Fall Admit:</u>	<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>
# Students	51	34	43	64	44	49	46
<u>% Retained</u>							
After 1 year	76	88	91	89	91	82	87
After 2 years	69	85	88	84	82	73	-
After 3 years	65	76	77	72	77	-	-
<u>Graduated</u>							
After 4 years	55	62	74	69	-	-	-
After 5 years	63	65	77	-	-	-	-
After 6 years	63	65	-	-	-	-	-

"Regular admit" excludes advanced standing, provisional, non-degree and non-degree to degree, readmit, and reinstate statuses.

Outcome: Systematically increase the number of students of color who earn baccalaureate degrees.

Students of Color Earning Baccalaureate Degrees

	<u>1997-98</u>	<u>1998-99</u>	<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>
<u># graduates</u>	30	49	76	83	78	103
<u>% change</u>		63%	55%	9%	-6%	32%
	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>		
<u># graduates</u>	109	113	118	119		
<u>% change</u>	6%	4%	4%	1%		

Objective 4: To recruit and retain a diverse workforce.

Strategy: Given low turnover among faculty and staff, focus on retaining the current diversity of the College workforce.

Outcome: Maintenance of current diversity.

Strategy: If the opportunity for new faculty hires presents itself, actively recruit faculty members of color through personal contacts, networking, advertising and appropriate minority media and academic organizations.

Outcome: Systematically increase the number of full-time faculty members of color.

Full-Time Faculty Members of Color

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
6	8	9	11	11	11	13	12	11	11

Strategy: If the opportunity presents itself, actively recruit female faculty members through personal contacts, networking, advertising and appropriate media and academic organizations.

Outcome: Systematically increase the number of full-time female faculty members.

Full-Time Female Faculty Members

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
21	20	21	20	20	19	24	19	19	24

Strategy: Improve the success of search processes in identifying and assessing the credentials of women and minority candidates by including the assistant dean for multicultural affairs in all faculty searches and ensuring that committees are diverse.

Outcome: Diverse search committees, coupled with charges that include the importance of inclusivity, ensure that the broadest possible pools are sought and considered.

Strategy: To the extent that the low turnover in staff makes possible, further diversify the staff by actively recruiting staff members of color through personal contacts, networking and appropriate organizations.

Outcome: Systematically increase the number of full-time staff members from protected classes.

Full-Time Staff Members of Color

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
4	4	4	3	3	3	3	3	3	3

Strategy: To the extent that the low turnover in staff makes possible, actively recruit female staff members through personal contacts, networking and appropriate organizations.

Outcome: Systematically increase the number of full-time female staff members.

Full-Time Female Staff Members

<u>1998</u>	<u>1999</u>	<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
19	18	21	22	23	23	19	21	22	21

Objective 5: To continue to refine a curriculum that reflects University and College values vis-a-vis diversity.

Strategy: Continue to guarantee that each student in the College participates in the Race Relations Project.

Outcome: Fund a budget of \$10,000 annually to finance participation.

Outcome: Certification by RRP that 100% of College majors benefit from the program.

Strategy: Maintain diversity content as a priority in College courses.

Outcome: Current proportion of diversity content is maintained.

Course Sections Containing Diversity Content

<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
60	73	85	85	98	99	101	103

Outcome: Develop modules on LGBT issues sufficient to qualify at least two courses by 2013 for inclusion on the list, "LGBT Related Courses at Penn State," maintained by the Commission on LGBT Equity.

Strategy: Prepare students to work and live in today's multicultural world by offering stand-alone diversity-focused courses.

Outcome: Develop three additional courses by 2013 to complement the current portfolio of courses that expose students to the historical, economic, legal, political, social and international implications of the relationship between women, minorities and the mass media. Current portfolio includes Comm 205: Women, Minorities, and the Media; Comm 410: International Mass Communications; and Comm 419: World Media Systems.

Strategy: Develop creative solutions to the increasing costs of international study, particularly in Africa, Asia and Latin America.

Outcome: Develop at least two "3+1" international study programs by 2013.

Outcome: Develop an Advertising/PR-specific program by 2013 with an Asian or Latin American university that allows Ad/PR students to maintain normal progress to degree.

Objective 6: To diversify leadership and management.

Strategy: Support the personal and professional growth of all our employees and seek varied opportunities for them to expand their skill sets and exposure to leadership and diversity activities.

Outcome: By recommending and funding faculty and staff participation in leadership development programs such as the Penn State Leader; the Penn State Management Institute; the Penn State Leadership Academy; and Mastering Supervision, our colleagues are prepared to assume leadership responsibilities.

Strategy: Diversify the leadership of the College.

Outcome: The College appointed one of its senior female faculty members to the position of associate dean for undergraduate education, effective July 2005. An African-American male serves as assistant dean of multicultural affairs and an African-American male serves as a department head. A female faculty member serves as director of international programs and a female

serves as director of development. A female faculty member directs the Jimirro Center for Media Influence. A female faculty member serves as director of the Dow Jones Center for Editing Excellence and as associate director for research of the John Curley Center for Sports Journalism. One minority faculty member and one female faculty member serve as co-directors of research institutes.

Outcome: The majority of the dean's leadership staff is composed of women, two of whom are from protected classes: director of development, director of human resources, director of operations and financial officer.

Objective 7: To coordinate organizational change to support our diversity goals.

Strategy: Strive to maintain a solid funding base for the College's Office of Multicultural Affairs.

Outcome: Provide earmarked infusion of funds for personnel, operations and programs in the office.

Office of Multicultural Affairs Expenditures

<u>1999-00</u>	<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>	<u>2007-08</u>
\$107,216	\$114,972	\$132,197	\$138,213	\$141,422	\$146,228	\$150,155	\$154,759	\$158,687

Strategy: Build broad-based diversity efforts, with the College's Office of Multicultural Affairs functioning in tandem with several faculty members, staff and students.

Outcome: Coordinated diversity efforts involve systematically intertwined work of the Office of Multicultural Affairs, the director of academic services, professional advising staff (who see virtually all of the students from underrepresented groups on a regular basis), the director and staff of the Office of Internships, and College administrators – all of whom function in geographical proximity to one another.

Strategy: Recognize and value faculty research that examines the experiences of underrepresented groups in the United States as well as the impact of international media coverage.

Outcome: More than one-third of all faculty link their research and teaching to infuse a multicultural and international foundation in their courses. Faculty will provide at least one research-based program annually as part of the College's diversity staff training program.

Strategy: Reserve a seat for the assistant dean for multicultural affairs on the College's executive committee along with department heads and the academic deans.

Outcome: College leaders are systematically and actively involved in discussing, working toward and achieving the unit's inclusivity goals.

Objective 8: **To strive for and maintain a civil, respectful, efficient and positive overall workplace atmosphere.**

Strategy: Provide continuing education to new faculty members and staff supervisors through the Leadership Academy, Mastering Supervision, the Management Institute or other in-depth development programs that provide instruction in leading a diverse work group.

Outcome: Supervisors are qualified to take an active role in helping to shape a workplace committed to diversity and respect for others.

Strategy: Provide diversity training for all of the College's newly hired staff members through the Affirmative Action Office program, "Understanding and Valuing Diversity."

Strategy: Sponsor an annual diversity workshop that all staff members attend.

Outcome: The University's and the College's diversity goals are instilled in our new employees and reaffirmed with our continuing employees.

Outcome: Staff members acquire the skills they need to contribute to a multicultural organization.

Strategy: Create a supportive, family-like atmosphere by being flexible to employees' needs; having accessible, visible and communicative leaders; providing challenging work; appreciating the individual strengths of employees and their accomplishments; and encouraging congenial interactions.

Outcome: Employees feel respected, appreciated and like they belong. They give more of themselves to the job, stay on staff longer, are empowered to make decisions and improvements in their daily work, and become champions

who actively contribute to creating a positive work environment in the College.

Strategy: Carefully assess results of the major University-wide Faculty/Staff Survey conducted in 2004 for indicators of faculty and staff attitudes and morale—with an eye toward maintaining areas that show positive results and enhancing those that are less positive.

Outcome: The College's means on virtually all attitudinal measurements in the 2004 survey were well above University-wide means, with some literally standing as the most positive of all Penn State administrative unit means.

Workplace Issues

College of Communications
(Dean's Office/ Administrative Staff/ Academic Services)

	Agree	Uncertain	Disagree
■ My unit is a friendly place to work.	94%	6%	0%
■ My unit is an emotionally healthy place to work.	81%	19%	0%
■ Promotions at Penn State go to those who best deserve them.	50%	25%	25%
■ People in my unit are encouraged to balance their work life and their personal life.	88%	12%	0%
■ If I am unfairly treated at work, I believe I'll be treated equitably if I appeal.	60%	33%	7%
■ My unit is a physically safe place to work.	88%	12%	0%
■ I am able to take time off from work when I think it is necessary.	94%	0%	6%

Administrative Practices and Activities

College of Communications
(Dean's Office/ Administrative Staff/ Academic Services)

	Agree	Uncertain	Disagree
■ My unit head has a clear set of goals for the organization	81%	19%	0%
■ My unit head has a clear strategy for accomplishing organizational goals.	100%	0%	0%
■ My unit head is competent at running the organization.	100%	0%	0%
■ My unit head's actions match his/her words.	100%	0%	0%
■ My unit head is honest and ethical.	93%	7%	0%
■ My unit head involves people in decisions that affect their jobs or work environment.	86%	14%	0%
■ My unit head trusts people to do a good job without watching over their shoulder.	100%	0%	0%
■ My unit head shows appreciation for good work and extra effort.	93%	7%	0%
■ My unit head provides everyone with an opportunity to get special recognition	73%	20%	7%
■ My unit head avoids playing favorites.	93%	0%	7%
■ My unit head is approachable, easy to talk with.	100%	0%	0%
■ My unit head makes expectations clear.	100%	0%	0%
■ My unit head genuinely responds to suggestions and ideas.	100%	0%	0%
■ My unit head shows a sincere interest in me as a person, not just an employee.	93%	0%	7%

Attitudes and Practices

Ranges of Favorable Scores for Total University and the College of Communications

	PSU Mean	Communications Mean
■ Rate Penn State as a place to work (percent one of the best/above average).	71%	84%
■ Rate Penn State compared to three years ago (percent much better/somewhat better).	27%	*55%
■ Average of 18 college/administrative area administrators' items (percent strongly agree/agree on positive perceptions).	57%	*82%

* *The highest percentage of all administrative units at Penn State.*

Goal VI: Enhance response to the international context of Communication within the global marketplace.

Expanding and enhancing international programming for students and faculty is an integral part of the University-wide plan to enrich educational experiences, enhance academic excellence and become a more student-centered institution. Internationalization has enjoyed an important place within the College since its inception. In the last five years, new faculty members have joined the College who have connections to European, Central American and Asian countries. Long-time faculty members have developed new relationships with institutions in Africa, Europe, Australia and New Zealand. New courses or modules within existing courses with an international theme in Advertising/Public Relations, Media Studies and Telecommunications are being added to the curriculum as well. Currently the College has a number of initiatives underway that will build on past successes, working closely with the University Office of International Programs to leverage limited resources for program development for students and faculty members. The College also plans, for the first time, to launch professional-development workshops for media executives and practitioners from other countries.

Objective 1: To increase the number of Communications students who have an international experience, despite the loss of the Manchester, England Study-Abroad Program and the built-in barriers to traditional study-abroad programs (cost, scheduling of semesters, language, grading systems, travel and security), by developing a variety of options, including international internships, summer offerings and the traditional semester study-abroad opportunities in one of Penn State's 150 international programs.

Strategy: Actively recruit to maintain and, over time, increase the number of Communications students who participate in education-abroad programs.

Outcome: Consistently enroll students in various formal education-abroad programs.

Communications' Student Enrollment in all Education-Abroad Programs

<u>2000-01</u>	<u>2001-02</u>	<u>2002-03</u>	<u>2003-04</u>	<u>2004-05</u>	<u>2005-06</u>	<u>2006-07</u>
75	70	100	82	131	119	134
7.5% of PSU	7.4% of PSU	9.5% of PSU	8.1% of PSU	9.8% of PSU	9% of PSU	9% of PSU

Strategy: Develop new study-abroad opportunities in Communications to give students more choices.

Outcome: The College continues a streamlined approach to approving courses for major credit with the College of Media Communication and Culture at Murdoch University in Perth, Australia and other study-abroad programs with suitable offerings in communications as well as general education courses, and disciplines in which our students have minor concentrations.

Strategy: Develop international internship opportunities and recruit students for them, with assistance from the College's Office of External Relations.

Outcome: Conduct on-site assessments of potential programs and, when approved, students placed in them.

Strategy: Enhance and increase promotion of international programs that emerge as the "best fit" for students.

Outcome: Create a link on the College Web site that lists and promotes international opportunities for prospective and current students. Continue to utilize the University's Study-Abroad Fair and College meetings to promote Communications study-abroad opportunities.

Objective 2: **To develop and operate linkages between the College and similar academic programs worldwide. Interested College faculty members are encouraged to form informal relationships with international faculty as a means of facilitating collaboration in teaching, research, programming and professional development. Where possible, external support would be sought to facilitate the linkages. Teaching should be an especially important area for future collaboration because there is considerable interest abroad in U.S.-approaches to communications education.**

Strategy: Continue to explore the willingness of faculty members at other universities to form linkages, when academically appropriate, with the College, including the Film and TV School (FAMU) in the Czech Republic, The University of Costa Rica, and several in China, including the Beijing University of Posts and Telecommunications, which is known for its leadership role in training leaders for the country's telecommunications activities; Renmin University,

formerly called “People’s University of China,” which houses that country’s top-ranked journalism program and the key national research center for journalism; and Shanghai International Studies University, which has a ranked School of Journalism and Mass Communication and is set in 2008 to launch its Center for Global Public Opinions of China.

Outcome: Cement formal relationships with compatible and highly ranked mass communication programs at universities around the world to facilitate faculty teaching exchanges; establish pipelines for qualified (and funded) doctoral students who are interested in graduate study in the College; and pursue collaborative research efforts, individually and as part of centers or teams.

Outcome: Develop a roster of courses at targeted universities that have been approved by appropriate departments within the College that will count as required Penn State courses, thus permitting students to study abroad and still graduate on schedule.

Objective 3: To build upon the academic and professional credentials of the College’s faculty to develop, offer and play host to focused professional-development workshops for media executives and practitioners from other countries, particularly China.

Strategy: Leverage and make full use of international contacts of College faculty members to organize, plan and facilitate training sessions for international media leaders and workers in professional development areas they desire.

Outcome: Average at least one profit-making workshop each year in an area the College possesses greatest and most relevant professional expertise, such as advertising/public relations, journalism or telecommunications.

Objective 4: To encourage and assist faculty members who seek external grant funding to support international programs that will enhance their teaching, research and service.

Strategy: Regularly notify faculty members of opportunities to seek funding for teaching, research or service. Provide advice to faculty members who are applying for potential international grant opportunities. Work with the University Office of International Programs to identify grants. Seek assistance from International Programs to develop and administer grants.

Outcome: Continue to work with International Programs to develop grant proposals to support linkages.

Objective 5: When appropriate interests coincide, to play host to international scholars for either short (one- or two-day), semester- or year-long visits when it is clear that their presence would enhance teaching, research and service – all the while recognizing that the College’s ability to play host to such visitors is limited by office space and the willingness of individual faculty members to assist them with the often cumbersome visa processes and assimilation into the life of the College.

Strategy: To facilitate arrangements for short-term international visitors who are university professors or media practitioners and provide opportunities for them to meet with resident faculty and with students interested in study abroad.

Outcome: Continue to play host to visiting international scholars each year, many of whom speak to classes or hold meetings with students.

Strategy: To facilitate arrangements for a semester- or year-long visiting international scholar after a resident full-time faculty member has agreed to assist the visitor in acclimating to the culture of the College. An invitation would be issued only after it is clear that there are no hidden costs to the College, that our faculty members and/or students would benefit substantially and substantively from the presence of the long-term visitor, that the programmatic fit is mutually beneficial, and that the cost of living and housing arrangements are solidified in advance.

Outcome: Continue to play host to long-term visitors when all conditions have been met and when the mutual benefits are clear. Reserve a faculty office to be available for international visitors.

Objective 6: To further internationalize the College curriculum by adding new courses and updating existing courses with international components or modules when appropriate.

Strategy: Assist faculty members in identifying courses that could be improved by adding international content.

Outcome: Faculty members to incorporate, where appropriate, international components and modules into existing courses.

Goal VII: Enhance outreach and engagement.

The faculty and administration believe an important role for the College is to teach and promote the ideals of American democracy. For years, one of the tacit strategies for carrying out that mission has been through the expansion of our outreach and engagement activities. Engagement means partnering with a variety of communities to address challenges and, in the case of our College, this often occurs through a media or communications solution. Solutions might be fostered, for example, by organizing conferences and workshops for youth and media professionals, extending our curriculum to new groups through online delivery, instilling civic engagement among students through public scholarship, and supporting faculty members whose research and creative efforts benefit the public. The College accomplishes outreach and engagement in two ways: in partnership with the University's formal outreach organization, and through in-house entrepreneurial efforts.

The College's partnership with Outreach has yielded several successful programs and has allowed it to build expertise. Since 2000, more than 800 high school students have participated in the College's summer institutes for young print, broadcast and sports journalists, as well as filmmakers. Since offering its first World Campus courses in Fall, 2001, the College has developed seven online courses and taught more than 2,800 students. It has organized or co-hosted conferences, for example, in videogaming research, health and communications, and copyright. In tandem with Outreach, the College has experimented with new ideas and technologies, most of which were successful and cost effective, others less so, but even they informed the development of later initiatives. As we plan future initiatives with our colleagues in Outreach, our past successes and learning experiences will enhance our ability to expand.

The College is particularly active in and successful at service to society through outreach entrepreneurship: in-house initiatives and partnerships that serve our many niche communities. In the first half of 2008, for example, faculty members planned workshops and conferences for emerging professionals in journalism multimedia, media and public relations executives from China and for those interested in media reform. The Public Scholarship Committee, formed in 2007, is the first of its kind, we are told, among University Park colleges; our faculty and staff committee members have been empowered to promote and support engagement efforts in coursework, by student clubs and in faculty research. Faculty members practice engagement entrepreneurship in discipline-specific ways. For example, a group of faculty and staff members won a significant grant from a Commonwealth agency to research, create and implement a public health campaign. Given the nature of our discipline and our professional focus, service to society is a natural objective for our faculty members. As we consider our new focus on the *scholarship* of outreach and engagement, we will encourage faculty to think of it as a

distinct and valued endeavor that can be integrated with the College's core research and teaching agendas.

Objective 1: To confer on the College's newly established Public Scholarship Committee authority and responsibility for expanding scholarship, partnerships and activities for students, faculty and a variety of appropriate "communities."

Strategy: Promote public scholarship throughout the College in its many forms.

Outcome: Obtain funding to support College projects.

Outcome: Produce an annual report of public scholarship accomplishments in the College starting in 2009.

Strategy: Create an action plan for establishing the Civic and Community Engagement (CIVCOM) minor for our majors that complies with ACEJMC-accreditation limits on coursework within the College.

Outcome: Devise and implement course and program changes to accommodate the CIVCOM minor over the next three years.

Outcome: Enroll 20 students in the CIVCOM minor by 2013.

Objective 2: To continue to expand and support opportunities in outreach for youth and members of our communications-related professions.

Strategy: Maintain and enhance regular summer youth programs.

Outcome: Continue to meet the needs of youth and draw an appropriate number of participants to our multicultural high-school journalism workshop.

Multicultural High-School Journalism Institute Enrollment

<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
18	19	16	15	17	15	15	18

Outcome: Continue to meet the needs of youth and draw an appropriate number of participants to our high-school journalism, sports journalism, broadcast television and film institutes.

High-School Journalism Institute Enrollment

<u>2000</u>	<u>2001</u>	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
32	83	50	46	41	45	45	35

High-School Film Institute Enrollment

<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
20	47	48	43	54	47

High-School Sports Journalism Institute Enrollment

<u>2006</u>	<u>2007</u>
40	38

High-School Broadcast Television Institute Enrollment

<u>2006</u>	<u>2007</u>
18	20

Strategy: Build on current offerings by expanding into other areas within the College.

Outcome: Increase the number of workshops, conferences and institutes, as appropriate, over the next five years. Possible areas for expansion are in professional continuing education in law/policy and new youth programs in advertising.

Outcome: If appropriate, extend online offerings through blended learning, the E-Learning Cooperative and World Campus.

Objective 3: Serve the needs of new audiences for our curriculum as well as increased needs for flexibility on behalf of our current students.

Strategy: Expand the College's online and blended learning opportunities as appropriate.

Outcome: Create additions to our current constellation of online courses by identifying one 400-level course in each major that would help enable students to complete their course of study off-campus.

Outcome: Identify current courses that are appropriate candidates for blended learning pedagogies and develop three over the next five years.

Objective 4: To encourage faculty, staff and students to think of outreach and engagement as a distinct and valued form of scholarship that can be integrated with the College's core research and teaching agendas.

Strategy: Educate faculty members on the concept of the scholarship of outreach, particularly as the Faculty Senate and Outreach renew their commitment to the UniSCOPE recommendations of 2000.

Outcome: In addition to measuring and assessing faculty members' contributions to outreach through the formal Outreach organization, begin tracking in-house individual and entrepreneurial initiatives to gain a more complete picture of the College's outreach accomplishments. Communicate our record to faculty, staff and students regularly.

Outcome: Educate all those involved in the promotion and tenure process on the University's adoption of the UniSCOPE recommendations, particularly changes in criteria for integrated scholarship.

Outcome: Promote opportunities and rewards for faculty for outreach leadership and participation.

Goal VIII: Provide leadership and opportunity for our disciplinary and cross-disciplinary communities.

The College always has looked beyond its walls. Despite being stretched to serve the timely needs of its own majors, the College strives to lend its resources and expertise across the Commonwealth. Our portfolio of general-education courses more than doubled from 2005 to 2008. We supply an increasing number of courses via Penn State Online. Communications is, by nature, interdisciplinary and our tradition of teaching and research collaborations demonstrates that. Our faculty members work with colleagues in Liberal Arts, IST, Dickinson and the medical school on a range of research, teaching and service activities.

A new opportunity to contribute to the University's success now presents itself: curricular integrity across one university, geographically dispersed. Through 2013, the College will pursue the goal of building a productive communications disciplinary community for the benefit of all its programs and students across the University. This would include the five programs in our College, the Department of Communications Arts & Sciences at University Park and at other campuses, as well as the five unique communications programs at Altoona, Abington, Behrend, Capital and the several campuses of University College. In some respects, we simply will expand relationships with non-UP colleagues on which we currently rely to assure seamless progress for the 40 percent of the College's majors who begin their Penn State careers at a non-UP location. In other respects, the maturation of the disciplinary community should usher in much greater opportunity.

The notion of cross-disciplinary communities frames the second part of the goal. Several such communities currently exist – those that support minors in IST-Telecommunications, Film Studies, Liberal Arts/Business and the Communications/English option in Secondary Education as well as a host of research collaborations with the medical school and IST and, finally, faculty exchanges such as we have with the Dickinson School of Law. The College is committed to strengthening and expanding interdisciplinary scholarship.

Meanwhile, we will remain committed to general education. Teaching the role of the Internet, telecommunications and media in politics, democratic society and the global village never has been more pressing. The marketplace of ideas, the bedrock of self-governance, is thoroughly international, increasingly electronic and, more than ever, driven by mobile technologies.

**Objective 1: To foster success in the
Communications/Communications Arts &
Sciences Disciplinary Community.**

Strategy: Provide resources and leadership to assure inclusiveness for faculty members from all campuses who teach and conduct research in communications-related areas.

Outcome: Play host to or support another campus that would play host to an annual communications faculty summit beginning in 2009.

Outcome: By 2010, fully developed ANGEL group site that would serve as a valuable resource with a directory of faculty, distribution/display function for faculty research and creative work, repository of syllabi, useful protocols for wide consultation on course and program proposals, Campus Contact Representatives advising resources, discussion boards on teaching and research topics, and Craig's List-type equipment listings.

Strategy: Collaborate with faculty, advising and staff colleagues at non-UP locations to improve service to students.

Outcome: By 2009, regular use by members of disciplinary community of protocols for course and program consultation.

Outcome: By 2010, offer to campus colleagues consulting services of College media production and IT experts.

Outcome: By 2011, structure a plan, if appropriate, for developing cocurricular student media opportunities, such as satellite operations of ComRadio, the Student Film Festival and CCR-type television newscasts.

Outcome: By 2012, regular advising collaborations, including recruiting and outreach to high schools located in each non-UP campus's area.

Outcome: By 2012, determine, then implement, feasible extensions of UP communications-related student clubs at non-UP locations.

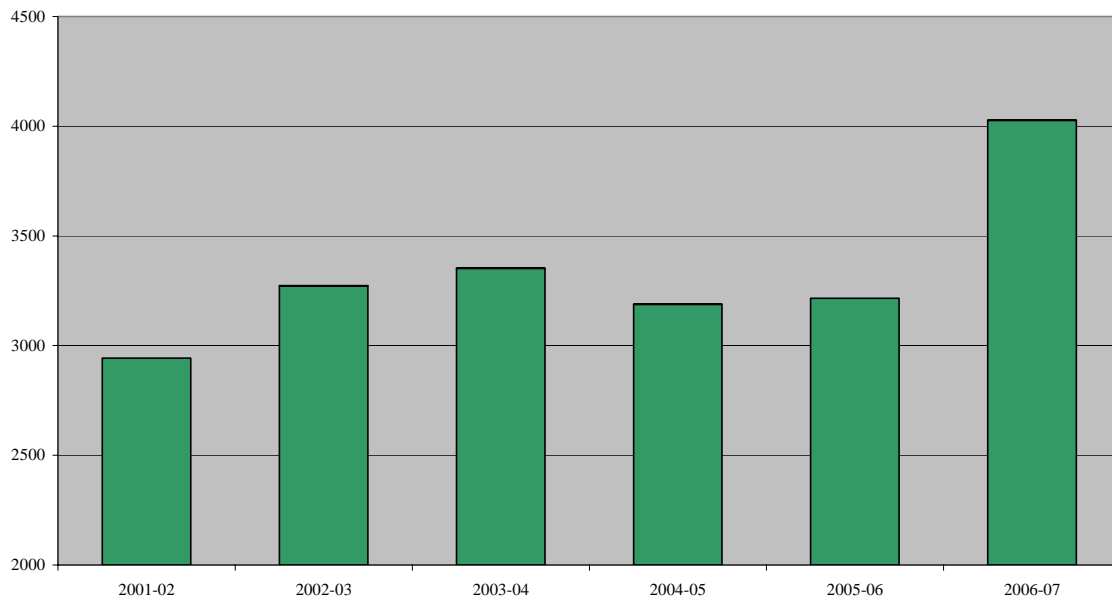
**Objective 2: Enhance the role of the College in providing general-
education and service courses.**

Strategy: Meet demand for our five general-education courses and additional 100-level service courses:

- COMM 100, Mass Media and Society (GS)
- COMM 110, Media and Democracy (GH)
- COMM 118, Introduction to Media Effects (GS)
- COMM 150, Art of the Cinema (GA)
- COMM 160, Introduction to News Writing
- COMM 180, Survey of Telecommunications and Electronic Media (GS)

Outcome: An increase in the number of non-Communications majors enrolled in Communications classes.

**Enrollment of Undergraduate Non-Communications Majors
in Communications Courses
2001-2007**



Strategy: Monitor and respond to additional opportunities to create courses based on evolving general-education curriculum on topics such as newspapers; media literacy; communication technology skill development; and sports, media and society.

Outcome: Develop at least one additional general-education course by 2013.

Strategy: Serve increasing demand for flexibility in course delivery.

Outcome: Increase the availability of COMM 100 and COMM 160 via Penn State Online.

Outcome: Launch the blended-learning version of COMM 150 by 2009.

Outcome: As appropriate, identify and develop one additional online version of a general-education or service course by 2011.

Objective 3: **Support interdisciplinary collaboration at University Park.**

Strategy: Grow existing collaborations with the medical school, Dickinson School of Law and IST.

Outcome: In each year beginning in 2010, maintain and increase by one the number of teaching, research or service collaborations.

Strategy: As NSF, NIH and other major funding agencies increase the requirement for communications outreach plans in research proposals, promote College faculty members' abilities to fulfill these components.

Outcome: By 2010, have at least one faculty member as a co-investigator on an NSF, NIH or other major funded research project.

Objective 4: **To continue to foster the College's minors, joint minors and other minors for which we supply courses.**

Strategy: Continue to support and promote the College's existing and new programs, including the Agricultural Communications Minor, the Media Studies Minor, the Telecommunications-IST minor, the Joint College of Communications and Liberal Arts Film Studies Minor, the Liberal Arts/Business minor, and the Communications/English option in the College of Education.

Outcome: Attract a steady but manageable flow of students into those programs.

Fall Enrollment in College Minors

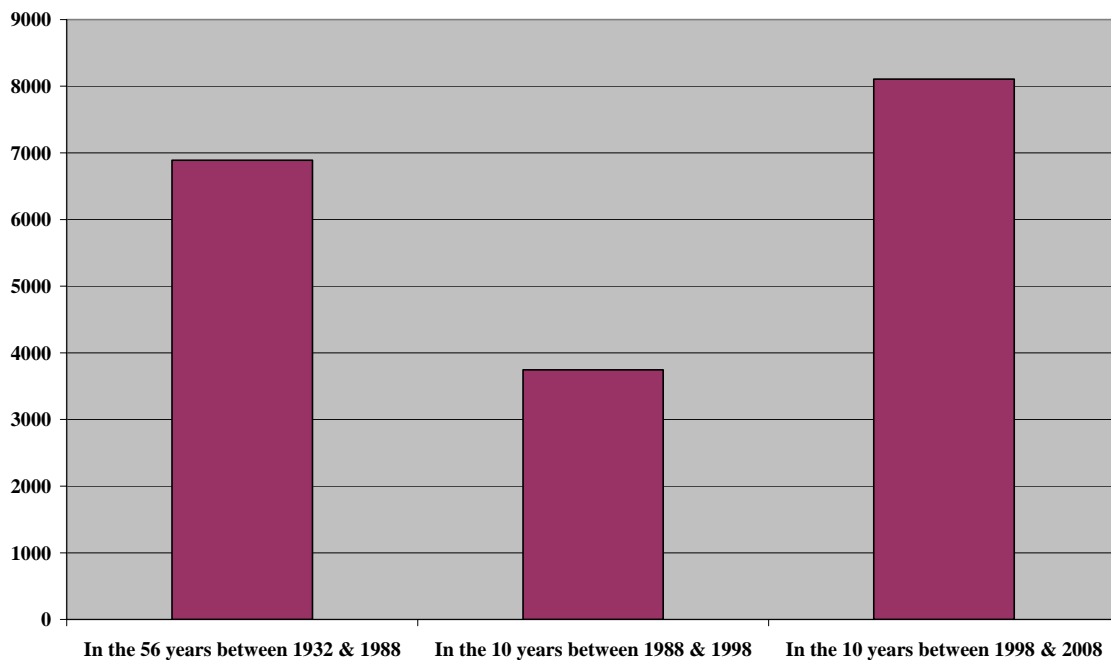
	<u>2002</u>	<u>2003</u>	<u>2004</u>	<u>2005</u>	<u>2006</u>	<u>2007</u>
Ag Comm	7	5	6	2	2	9
Media Studies	42	51	63	37	30	20
Telecommunications-IST	23	59	77	26	22	15
Film Studies			3	5	6	13
Liberal Arts/Business						
Comm/English Option-Education						

- Strategy:** Explore online development of an existing College minor through Penn State Online.
- Outcome:** By 2012, determine feasibility and implement, if deemed feasible, one College minor.
- Strategy:** Explore supporting the Entrepreneurship minor in Engineering and the Weather Forecasting and Communications option in EMS.
- Outcome:** By 2012, determine the potential value of our participation and, if deemed appropriate, join in providing those minors.
- Strategy:** Explore additional partnership opportunities with University Park units.
- Outcome:** Development of sports minor with Dickinson, Liberal Arts, Business and Kinesiology.
- Outcome:** Participation in delivering the Civic and Community Engagement (CIVCOM) minor to Communications (in compliance with ACEJMC accreditation standards) and non-Communications students.

Goal IX: Enrich the College community by more substantively engaging alumni and friends in its teaching, research and service activities.

The College boasts more than 18,000 alumni, and hundreds of additional supporters and friends. While the first journalism students were graduated more than 75 years ago, some 8,000 across all of our majors – nearly 45 percent of our total alumni – earned their baccalaureate degrees between 1998-1999 and 2007-2008. As a group, they represent a tremendous resource for our students and faculty.

The Number of College of Communications Alumni Graduated...



Our alumni and friends contribute to the life of the College by providing internship opportunities, recruiting for their media and communications organizations, creating scholarships, working with faculty on learning assessment and participating in mentoring events.

Our goal, very simply, to an even greater extent, is to harness the energy, resources and goodwill of our rapidly growing – and exceptionally young – alumni base in service to the mission of the College.

Objective 1: Develop and implement a comprehensive communications plan to further our relationships with alumni and friends.

Strategy: Relaunch the College Web site as a virtual gathering place.

Outcome: New Web site with an array of content and functionality, including social networking among alumni, students, prospective employers and faculty.

Outcome: Continue to enhance *the Communicator*, including creation of a virtual edition.

Outcome: By 2010, launch virtual edition with additional functions such as streaming of student-produced media.

Outcome: Regularly add elements such as new columns and photo features.

Strategy: Continue to enhance Commwire, which currently reaches an audience of 7,500, and expand its audience.

Outcome: Steady annual improvement and growth in distribution.

Strategy: Continue to enhance College blogs and expand their audiences.

Outcome: Increase in content quality and growth in distribution.

Strategy: Promote faculty research, student performance in competitions and ComMedia to alumni.

Outcome: Use of all the communications strategies listed above for promotion.

Objective 2: Leverage the potential of the large and growing number of alumni in their 20s and 30s.

Strategy: Capitalize fully on the relatively recent graduates who return to recruit interns and employees, working to better plan and formalize their visits.

Outcome: An online register to track employment by 2010.

Outcome: Increased number of young alumni participating in job fairs.

Strategy: Strengthen ties with young alumni by providing innovative opportunities to contribute to the life of the College.

Outcome: Develop and promote social networking, a Millennial Alumni guest column in *the Communicator*, virtual guest lectures and mentoring events in various cities.

Objective 3: Capitalize on Alumni Society Board volunteerism.

Strategy: Encourage the College's Alumni Society Board to expand its existing programs and launch new ones that benefit students and faculty.

Outcome: Additional alumni volunteer-driven mentoring events annually.

Outcome: Enlarged body of alumni and friends who would serve as volunteer reviewers in annual learning assessment.

Outcome: Expansion and fine tuning of alumni volunteer-taught special topics seminars and workshops.

Objective 4: Better and more substantively connect alumni with students and faculty.

Strategy: Study and, if appropriate, create a for-credit "accomplished alumni" lecture course similar to LA 200 in the College of the Liberal Arts.

Outcome: Determine feasibility by 2010 and, if appropriate, implement by 2012.

Strategy: Study and, if appropriate, create a for-credit communication technology skills seminar series taught by alumni who possess expertise not represented on faculty.

Outcome: Determine feasibility by 2009 and, if appropriate, implement by 2010.

Strategy: In partnership with the College's Office of Career Placement and Internships, enhance and expand the current successful series of networking events.

Outcome: Periodically and strategically add events in new cities by 2013.

Strategy: Continue and expand the “Film & Friends” student/alumni network event launched in 2008.

Outcome: Event would be held annually.

Strategy: Explore additional industry-specific networking events and Web sites.

Outcome: One additional “Film & Friends”-like event in advertising, public relations, television production by 2010.

Strategy: Capitalize more fully on the College’s Alumni Fellows.

Outcome: One or two Fellows return to campus annually to visit with students.

Strategy: Establish regular feature in *the Communicator*, on College Web site and through the Alumni Society Board that features faculty scholarship – along with suggested ways for alumni to get involved.

Outcome: One alumni/faculty collaboration that focuses on research each year, starting in 2010.

Strategy: Promote the College’s outreach and engagement efforts, along with suggested ways to get involved. Opportunities might include teaching in a summer youth program, recruiting community partners for student public scholarship projects, or collaborating on development of continuing education programs for media professionals.

Outcome: By 2013, five student public scholarship projects involving alumni.

Outcome: By 2013, one alumni-faculty outreach collaboration.

Objective 5: **Promote more fundraising for the direct benefit of students.**

Strategy: Continue to plan and implement “For the Future – The Campaign for Penn State Students.”

Outcome: Raise \$20 million by 2014.

Strategy: Enhance stewardship of major donors.

Outcome: Increase attendance at donor dinner and other donor events.