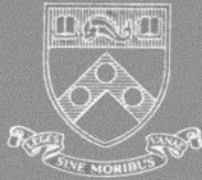


**Five Year Plan  
1986-1990**



University of Pennsylvania  
**The Annenberg School**  
of  
**Communications**

**To the University Community:**

*The following document is the fourth in a series of School five-year plans to be published For Comment. This draft has been considered by the Academic Planning and Budget Committee, as well as by the University administration, and it will be revised periodically by the School. Readers are urged to bear in mind the University tenets on future scale, which can be found in "Choosing Penn's Future."*

*Comments concerning this draft should be sent to Dean George Gerbner at The Annenberg School of Communications, 3620 Walnut Street/6220.*

*—Sheldon Hackney, President*

*—Thomas Ehrlich, Provost*

## **The Annenberg School of Communications Five Year Plan: 1986-1990**

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# The Annenberg School of Communications

## Five Year Plan: 1986-1990

### Preface

The Annenberg School of Communications has a dual contractual identity in a joint educational program that affects all of its activities and funding, and, therefore, its plans for the future. One component is that of an independent educational organization incorporated as The Annenberg School of Communications in the Commonwealth of Pennsylvania, with graduate schools established at the University of Pennsylvania and the University of Southern California. The other component is that of a graduate school established by the trustees of the University of Pennsylvania and also called The Annenberg School of Communications. The two educational corporations jointly operate The Annenberg School of Communications at the University of Pennsylvania. A joint committee of five trustees from each of the two boards of trustees and, ex-officio, the Presidents and other officials of the two corporations, approves curriculum, faculty, budgets and programs of the School and makes final recommendations for formal action by the two full boards of trustees.

This five year plan, subject to continuing approval by the joint committee of trustees, marks a new stage in The Annenberg School's history of three decades of rapid development. The road that leads to the present began with recruiting a new graduate faculty and developing a unique curriculum. This curriculum was conceived from the outset, not as extending traditional undergraduate subjects, but as contributing to a new discipline and preparing for careers in communications scholarship, research, policy-making, and creative work. And again reversing the traditional pattern, our undergraduate program, offered within the School of Arts and Sciences, was developed along the lines of liberal arts offerings in that school.

The Annenberg School's graduate program leading to the Master's and Ph.D. in Communications has become a principal source of scholarly and research leadership for the field. Its 531 alumni work in 24 countries in corporate, academic, media, and governmental positions in communications.

Along with faculty and curriculum development, a series of national and international conferences was organized, a major scholarly publications program was established, and a Program in Communications Policy Studies was launched in Washington, D.C.

During the next five years, the School will build on this momentum to deepen the thrust of the existing programs and to support further extensions in distinguished faculty appointments, in interschool cooperation leading to dual degree programs, in continuing and new research, and in computerized information resources and services.

### The Graduate Program

The Annenberg School of Communications offers a graduate program leading to the Master of Arts and the Ph.D. degrees. The program is designed to advance the study of communications as a basic academic discipline. Students admitted to the program prepare for careers that demand competence in making scholarly, research, and other professional contributions to knowledge.

The School's curriculum reflects the basic academic goals and directions of the graduate program. It is divided into three core areas, each of which represents a field of inquiry and intellectual approach to the discipline.

*Codes and Modes.* General theories and models of information and communication; coding and processing of messages in different "languages," media and modes; analysis of meaning, content, symbols and message systems; and the social contexts of communication.

*Behavior.* Individual and social interaction and experience through messages; encoding and decoding characteristics of sources and receivers; attitude formation and change; public opinion and collective behavior; the consequence of exposure to messages; mass communication and socialization.

*Systems and Institutions.* History and theories of social and mass communications; public policy related to communications and popular culture; structure, organization, technologies, regulation, management, and social functions of communication institutions and media.

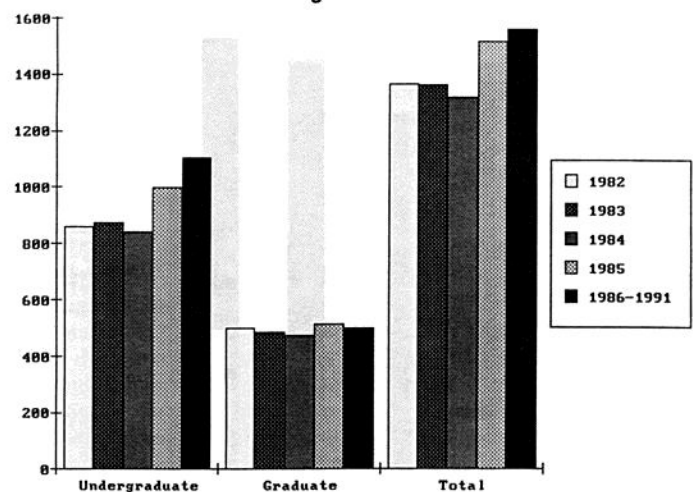
Students are introduced to the core areas during their first semester and are expected to make original contributions to knowledge in at least one area by completing a satisfactory thesis or dissertation. Plans for the next five years call for the further development of graduate research and teaching.

### The Undergraduate Program

The Annenberg School supports a program of undergraduate courses within the framework of a liberal arts communications major offered by the School of Arts and Sciences. The program combines the insights and methods of the social sciences with those of the humanities and the arts in fashioning a liberal arts-oriented perspective on communications as a central dimension of human experience.

There are approximately 100 undergraduates majoring in communications working toward a Bachelor's degree in the School of Arts and Sciences. Between 400 and 500 undergraduates take communications courses each semester. (See Figure 1.) The recent renovation and extension of the School's building and facilities have permitted a limited expansion of undergraduate course offerings.

Figure 1  
Course Units Taught 1982-1991





## The Graduate Student Body

The number of Communications graduate degree candidates has been slightly above the authorized total of 100 for the past several years. The plan is to maintain and, if possible, increase that level up to (but not above) 120. (See Figure 1.)

The School has been fortunate in being able to select from a large international pool of qualified applicants. Such a pool is needed to sustain the level of admissions required for its specialized and demanding program. In the last five years, the average number of inquiries concerning application for admission to the graduate program increased from 145 to 198 a month.

A number of projects are designed to maintain and, if possible, expand the applicant pool during the next five years. A 25-minute film featuring student and alumni accomplishments has been completed. Starting this fall, it will be available for showing at college and university advising meetings and other occasions in the United States and abroad.

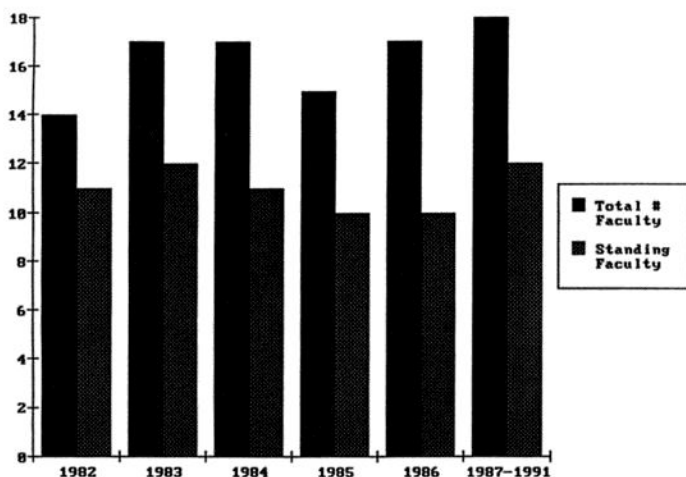
A two-part study is underway to analyze graduate student backgrounds and alumni career trends. The results will be used both in selective recruiting and in alumni advising activities. A special investigation and effort in minority recruiting for graduate work in communications is being planned. The Annenberg School Alumni Association is actively involved in the planning and expects to participate in recruiting and advising.

## The Faculty

The School has a standing faculty of 11 (out of an "authorized" total of 12), an active Emeritus Professor, an Adjunct Professor, a Research Associate Professor in Ecuador, and several Lecturers for a total of 19 faculty. (See Figure 2.) Both the Adjunct and Emeritus Professors are in the area of communications policy studies, as is the new Washington Program. The needs and opportunities of this area have led to the continuing search for a distinguished candidate to join the standing faculty. A search is also being conducted for a faculty member who can relate the media laboratories to the research program of the School.

The next five years will also see the actual or impending retirement of three more members of the standing faculty. This will be a challenging period of faculty renewal for the School.

Figure 2  
Faculty in Total and Standing



## Interschool Projects

Communications touches on many disciplines. The School's multidisciplinary orientation is assured by a faculty coming from related disciplines (such as sociology, psychology, education, English, anthropology, etc.) as well as from academic communications programs, and by an associated faculty of 25 drawn from 20 different departments of the University. Individually arranged joint programs with other schools and departments of the University are not infrequent and represent a significant attraction for some applicants. We value and expect to continue these flexible and open relationships with other disciplines.

Beyond this, however, the School is in the process of developing plans for formal dual degree programs with several other schools. A dual degree with the Wharton School would encompass the areas of decision sciences, management, marketing, social systems science, and public policy management. A dual degree with the School of Engineering and Applied Science would include telecommunications, computer and information science, electrical engineering, and systems engineering. A dual degree with the Law School would involve media law, international technology transfer, and the regulatory process.

Dual degree program planning is based on the principle of the integrity of existing degree requirements as approved by the respective faculties. The dual degree program would, however, facilitate the use of certain credits for more than one degree, saving the candidate about one year of study compared to fulfilling each degree requirement separately.

## Research and Other Scholarly Contributions

The U. S. Agency for International Development has awarded the School \$2.1 million to evaluate programs which use communication to improve health practices related to child survival in developing countries. The School's research team will conduct evaluations in as many as 15 sites over five years, studying how each project works, which messages are learned and accepted by the audience, whether practices are altered, and whether the programs affect health outcomes. A particular focus will be on the characteristics of people and their communities which make them susceptible to health messages. (Robert Hornik.)

Research into the potential of new communications technologies to help solve social problems and meet human needs in isolated rural areas will be conducted in Knott County, Kentucky, in cooperation with the Hindman Settlement Project (Appalachia), and with the Sharp Corporation (electronics), in Tokyo, Japan. A major feature is the testing of elements of fifth generation computers in mountain homes. (Robert Lewis Shayon.)

Research is being conducted on the theoretical, methodological, and social implications of cybernetic epistemology. (Klaus Krippendorff.)

Research is underway on the structure and functioning of professional "art worlds." Projects conducted by advanced students focus on the socialization of film students, on the tensions between feminist and mainstream tendencies in women's art galleries, and on the institutionalization of value as manifested in the setting of art prices. (Larry Gross)

Historical research on change in social relations will be related to the introduction of proto-mass media (electric light, telephone, wireless, cinema, phonograph) in the last quarter of the nineteenth century. Related to this topic are two specific areas: the telegraph as a mode of social control, and the history of literacy as a mode of social control. (Carolyn Marvin.)

Research on "visual literacy" will be continued in three parts: (1) the codes through which information is processed in the visual media; (2) the development of viewers' competence in these codes; (3) how this development is influenced by viewers' environment. (Paul Messaris.)

A panel study of school children using information gathered during the Philadelphia mayoral election in 1983, the presidential election in

1984, and six months following the presidential election will be concluded. The objectives of the study are to examine children's levels of interest, activity, and understanding of politics during these three time periods, and particularly to note differences among children according to race, gender, and age. Further research will be done on the sources of political information - both mediated and interpersonal - available to children, their evaluation of those sources, and how they relate to the politicization of children. (Christine Bachen.)

A summary of research on alcohol, tobacco, and other dangerous drugs in the mass media, and the effects of exposure on their use, will be completed under a grant from the National Institute of Drug Abuse. (George Gerbner.)

Comparative research on U.S. and Soviet media content and effects will be conducted under the auspices of the National Council of Learned Societies and the International Exchanges Board. (George Gerbner.)

Research will continue on television's contributions to viewer conceptions of reality ("Cultural Indicators"). (George Gerbner, Larry Gross, Nancy Signorielli.)

The *Journal of Communication*, sponsored by the University of Pennsylvania in cooperation with Oxford University Press, is edited by members of the staff as part of their scholarly contributions. The *International Encyclopedia of Communications* is also jointly sponsored by the University of Pennsylvania and Oxford University Press. To be completed in 1988, the four-volume *IEC* will be the first and only comprehensive reference work in the field. The editorial work on this publication is also a part of the scholarly contributions of members of the faculty and staff. In addition to the editorial work, the staff is constructing a computer-based communications information data bank, a thesaurus, a bibliography, and a directory of scholars. These resources, combined with other computer-based collections described below, extend the School's ability to support its academic and other activities and to make significant new contributions to the field.

## Specialized Computer-Based Projects

One of the early users of computer technology in internal communications, administration, instruction, and research, The Annenberg School is planning to update and enlarge its computer capabilities in the next five years. At the present time, terminals, microcomputers and printers are located in over one hundred workstations in The Annenberg School and at the Encyclopedia Project in Blockley Hall. The network is supported by a Prime superminicomputer system with 3 megabytes of main memory and 1 gigabyte of on-line disk capacity. Software includes high-level language compilers, a variety of statistical analysis packages, data management software, electronic mail, and data communications for PC-to-mainframe exchange. Use of the computer in real-time teaching applications and lecture presentations is possible through large-screen computer video projection in five lecture halls and classrooms, and in other locations through use of a mobile 19-inch computer display system.

Interconnection to PENN NET, the University's fiber-optic broadband data network, is planned for 1986-87. In conjunction with PENN/NET implementation, various other technologies are being evaluated with respect to the School's developing needs for extended data communications, including local area networks (LANs) and links with external data networks, both academic (e.g., BITNET) and general purpose (e.g., TYMNET).

Using computer network technology and a database approach, The Annenberg School plans to extend the accessibility and utility of a number of computer-based and computer-assisted specialized scholarly resources of great historical importance. They include the data archive of

the Cultural Indicators Project, the Television Script Archive, the Bibliography Program, the Theses and Dissertations Database, and some publishing and curriculum applications.

## The Cultural Indicators Data Bank

The Cultural Indicators Project has focused, since 1969, on the systematic study of the content of network television dramatic programming (what the Project terms message system analysis) and on the study of what contributions this programming makes to the cultivation of conceptions of reality held by different groups of viewers (cultivation analysis). These intertwined research efforts, supported by a variety of outside research grants over a period of 18 years, have yielded a data bank of far-reaching scholarly and historical value. It has been used by scholars and researchers (including many graduate students) and will continue to be a unique national resource, with no other such collection in existence.

To utilize this resource more fully, the School is planning a sophisticated indexing and retrieval system. With the assistance of an IBM Threshold Award and a United Parcel Service computer grant, a new database system is being developed which will index information contained in the data bank in terms of research variables. The user will be able to locate data about program content trends and their associations with viewer responses relative to a great variety of topics and issues. Scholars and historians will be able to study many features of the most pervasive aspects of American culture, television, not available for research in any other way.

## The Television Script Archive

The library of The Annenberg School of Communications houses over 22,000 television scripts from 1976 to the present. The collection is augmented each year with some 1,700 additional scripts from the original donor, *TV Guide*.

The total also includes a special collection received from Agnes and Robert Nixon of over 11,000 daytime serial scripts. This collection is the most comprehensive collection of U.S. television scripts in existence.

To organize and facilitate access to this extraordinary resource, The Annenberg School Library has developed an on-line index and retrieval system using database technology and the School's PRIME minicomputer. Cataloging procedures consistent with conventional library standards have been extended to provide retrieval of entries according to specialized content themes for which an 89-page thesaurus containing almost 500 terms was developed.

Over 4,000 scripts have already been entered into the system. Once the major part of the collection has been cataloged, the computerized indexing system will be available to television researchers. Eventually, the Script Archive Index will be accessible nationally through on-line searches conducted at research libraries connected to the School through a data network, making information about this valuable collection of source material available to researchers throughout the field.

The archive is designed for use by scholars and researchers. The projected opening date is October 1987.

## The Bibliography Program

The School's computing staff has developed an integrated software package for sharing access to existing School bibliographies, creating and managing personal bibliography files, and printing (or merging into other documents) bibliographies in a choice of formats. Several major communications research bibliographies have been established in BIBLIO and are maintained for general access on the School's computer.

Further plans for BIBLIO call for development of a microcomputer version which will function both as a stand-alone bibliographic processor and as an interface to the mainframe BIBLIO system for transfer and

management of shared bibliographic data. Access to the School's bibliographic resources for researchers in the broader communications community will be greatly improved as a result of these developments.

### Theses and Dissertations Database

With the support of an IBM Threshold grant, the School is developing an automated index of theses and dissertations in the field of communications. Each thesis or dissertation entry contains standard catalog information (author, title, subject heading access points), as well as pre-assigned keyword descriptors, and content abstract. Retrieval utilizes the keywords and other textual criteria.

### Desktop Publishing

A computer-assisted in-house publishing and graphics facility is being developed to extend reporting and publication capabilities. Special software and output devices will support the preparation of graphics for presentations and lectures, as well as for reports and publications.

### Instructional Applications

Having traditionally relied on mainframe and mini-computers for their research and teaching (e.g., statistical data analysis), faculty are exploring the potential of microcomputers in a variety of communications courses. Professor Klaus Krippendorff, for example, is using a PC-AT provided through the IBM Threshold program to develop new course software. Adapting his existing minicomputer programs for the PC, he plans to develop new instructional packages to support courses in Qualitative Data Analysis and Models of Communication. He has chosen a microcomputer approach because more and more students have access to or already own PCs, and this technology offers opportunities to explore how computer support for instruction could be distributed through portable software modules.

## The Washington Program

The Washington Program in Communications Policy Studies was created in 1983 in response to the increasing complexity of policy issues in the communications field. The Program is part of The Annenberg Schools of Communications at the University of Pennsylvania and the University of Southern California. The Washington Program addresses important information needs of telecommunications scholars, professionals and policy makers on the international, national, state and local levels.

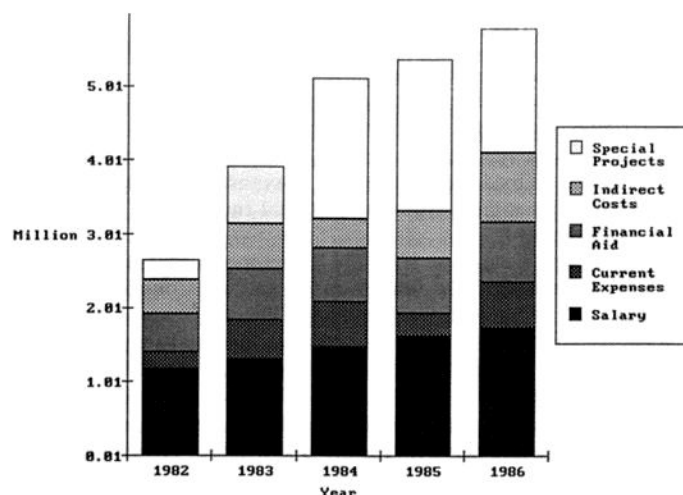
The wide range of activities offered include courses, conferences, workshops, research studies and forums, as well as publications. Students from The Annenberg School participate in Washington Program activities through internship opportunities in Washington area communications policy-related agencies, and as observers and participants in Program events. Faculty and staff engage in joint projects of mutual interest. The Program presents opportunities for extending and strengthening the School's activities in the area of policy studies, and for contributing to the professional training of scholars and policy-makers in the Washington, D. C. area.

Plans for the next five years include the continuation of the successful series of workshops, conferences, and tutorials, and to develop other programs in conjunction with the academic activities of The Annenberg Schools.

## Budget

Over the last few years special projects, including those noted here, have had a significant effect on the budget. Near the end of fiscal 1983, the School moved off campus during the \$9.6 million renovation of its 20 year-old building. The School remained off campus, at the University

**Figure 3**  
**Expenses for Fiscal Years 1982-1986**



City Science Center, until the second half of fiscal 1985. During that time, the indirect costs were reduced in operations and maintenance areas to reflect this move. The School paid rent to the Science Center which, when combined with moving expenses, brought the full costs of renovation to \$10.6 million. (See Figure 3.)

Also near the end of fiscal 1983, in a joint effort with The Annenberg School of Communications at the University of Southern California, the School started The Washington Program for Communications Policy Studies. Since the first full year of operation, the Program's budget has remained fairly constant at about \$1.1 million. With the move to the new Willard office complex and possible expansion of programs we anticipate a steady increase in this budget over the next five years.

Beginning with the acquisition of the PRIME 550-II system in the summer of 1981, computing operations gradually grew and were consolidated, in January 1983, with the creation of the ASC Computing Services Center. As the needs of the School expanded, the budget increased and personnel went from one to 2.6 full-time equivalents. It is anticipated that a CPU upgrade, successfully deferred for the past two years, will be required this year. Further growth will depend on the technical requirements of connecting to PENN/NET, on links evolving with other academic institutions and networks, and on changes in user requirements for emerging technologies such as distributed processing and database management.

The School expects the basic budget to grow with inflation over the next five years. The addition or termination of special projects and other actions of the joint committee of trustees may influence the total budget.

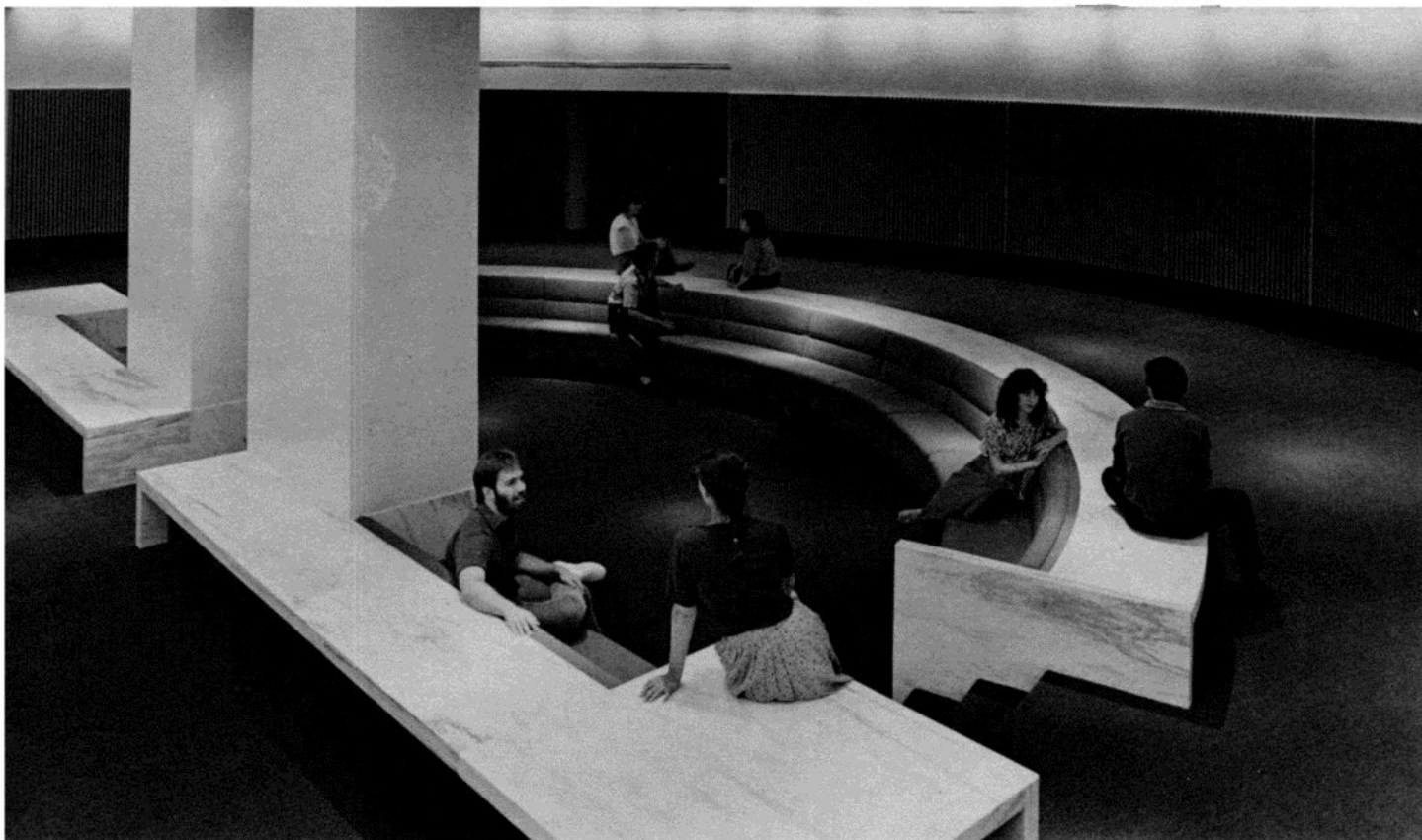
## Conclusion

The next five years will be a period of both consolidation and selective development for The Annenberg School. Research and teaching will remain the core of all School activities. Editorial work on scholarly journals, books, and reference works will continue. A program of special conferences and visiting lectureships will be maintained. Major advances in interschool academic cooperation, recruiting and alumni activities, additional faculty positions in selected areas, research undertakings, and information resources will help carry on the momentum of the School's first three decades.





*Recent renovations include the facade, office wing (above), and forum (below), connecting audiovisual classrooms under the plaza.*



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