

PART II

Supplementary Information



PennState
Donald P. Bellisario
College of Communications

bellisario.psu.edu | [@PSUBellisario](https://twitter.com/PSUBellisario)

PART II: Supplementary Information

1. Complete Tables 1-3 that were provided in a separate file. You may insert the tables here in the main body of the self-study report or provide links to access the tables in separate windows.

**Table 1. Students
2024-25**

| Majors | Freshman | Sophomore | Junior | Senior | Total Enrolled | Degrees 24/25 |
|----------------------------|------------|------------|------------|------------|----------------|---------------|
| ADPR_BA Advertising | | 64 | 171 | 179 | 414 | 153 |
| ADPR_BA Public Relations | | 53 | 128 | 152 | 333 | 127 |
| COMM_PMAJ | 401 | 418 | 10 | 0 | 829 | |
| DGJRM_BA | | 0 | 0 | 2 | 2 | 34 |
| FILM_BA | | 12 | 64 | 85 | 161 | 74 |
| JOURN_BA Broadcast | | 42 | 108 | 128 | 278 | 120 |
| JOURN_BA Digital & Print | | 14 | 50 | 86 | 150 | 84 |
| JOURN_BA Photojournal | | 3 | 14 | 10 | 27 | 10 |
| MEDIA_BA Film & TVo | | 5 | 11 | 9 | 25 | 9 |
| MEDIA_BA International | | 0 | 5 | 7 | 12 | 10 |
| MEDIA_BA Media Effects | | 8 | 19 | 19 | 46 | 20 |
| MEDIA_BA Society & Culture | | 2 | 12 | 14 | 28 | 11 |
| STRCM_BA | | 0 | 1 | 0 | 1 | 31 |
| TELCM_BA | | 45 | 193 | 251 | 489 | 198 |
| *Totals-Each Major* | 401 | 666 | 786 | 942 | 2,795 | 881 |

*Small differences in numbers are a consequence of when the data was pulled.

**Table 2. Full-Time Faculty
Spring 2025 Semester**

| | Years full-time professional experience | Years full-time college teaching | Years at PSU | Years at present rank | Highest earned degree | Tenured (Y/N) | Credit hours taught per semester |
|-------------------------------|---|----------------------------------|--------------|-----------------------|-----------------------|---------------|----------------------------------|
| Academic Administrator | | | | | | | |
| Gary Abdullah | 0 | 7 | 18 | 1 | Master's Degree | N | 1 |
| Robert Martin | 9 | 15 | 25 | 18 | Bachelor's Degree | N | .5 |
| Jamey Perry | 0 | 10 | 36 | 11 | Master's Degree | N | 0 |
| Professor | | | | | | | |
| John Affleck | 24.5 | 12 | 12 | 7 | Master's Degree | Y | 3* |
| Christopher Ali | 0 | 12 | 3 | 3 | Doctorate | Y | 6 |

| | Years full-time professional experience | Years full-time college teaching | Years at PSU | Years at present rank | Highest earned degree | Tenured (Y/N) | Credit hours taught per semester |
|----------------------------|---|----------------------------------|--------------|-----------------------|-----------------------|---------------|----------------------------------|
| Professor | | | | | | | |
| Denise Bortree | 10 | 18 | 17 | 5 | Doctorate | Y | 0* |
| Homero Gil De Zuniga | 3 | 19 | 5 | 5 | Doctorate | Y | 0* |
| Marie Hardin | 10 | 27 | 22 | 13 | Doctorate | Y | 1.5* |
| Krishna Jayakar | 0 | 27 | 25 | 8 | Doctorate | Y | 6* |
| Matthew Jordan | 0 | 23 | 23 | 1 | Doctorate | Y | 3* |
| Matthew McAllister | 0 | 35 | 21 | 16 | Doctorate | Y | 6 |
| Mary Beth Oliver | 0 | 34 | 27 | 21 | Doctorate | Y | 3* |
| Anthony Olorunnisola | 0 | 32 | 30 | 13 | Doctorate | Y | 0* |
| Patrick Plaisance | 14 | 22 | 8 | 8 | Doctorate | Y | 0* |
| James Risley | 9 | 32 | 29 | 15 | Doctorate | Y | 3* |
| Amy Sanders | 2 | 18 | 1 | 1 | Doctorate | Y | 6 |
| Michael Schmierbach | 3 | 25 | 17 | 3 | Doctorate | Y | 6 |
| Fuyuan Shen | 0 | 27 | 23 | 8 | Doctorate | Y | 3* |
| S. Shyam Sundar | 3 | 31 | 29 | 18 | Doctorate | Y | 0* |
| Associate Professor | | | | | | | |
| Lee Ahern | 9 | 17 | 18 | 11 | Doctorate | Y | 6 |
| Jiyoung Cha | 4 | 16 | 1 | 1 | Doctorate | Y | 6 |
| Colleen Connolly-Ahern | 14 | 21 | 21 | 15 | Doctorate | Y | 6 |
| Francis Dardis | 4 | 22 | 21 | 16 | Doctorate | Y | 6 |
| Boaz Dvir | 37 | 11 | 10 | 2 | MFA | Y | 0 |
| Russell Frank | 16 | 27 | 26 | 21 | Doctorate | Y | 6 |
| Pearl Gluck | 20 | 14 | 11 | 15 | MFA | Y | 9 |
| Anne Hoag | 10 | 29 | 28 | 20 | Doctorate | Y | 0 |
| Matthew Jackson | 8 | 27 | 27 | 21 | Doctorate | Y | 9 |
| Stephanie Madden | 2 | 9 | 7 | 1 | Doctorate | Y | 6 |
| Holly Overton | 5 | 12 | 4 | 4 | Doctorate | Y | 3* |
| Juliet Pinto | 23 | 19 | 7 | 7 | Doctorate | Y | 6 |
| Michelle Rodino-Colocino | 0 | 25 | 17 | 12 | Doctorate | Y | 6 |
| Heather Shoenberger | 4 | 11 | 7 | 2 | Doctorate | Y | 6 |

| | Years full-time professional experience | Years full-time college teaching | Years at PSU | Years at present rank | Highest earned degree | Tenured (Y/N) | Credit hours taught per semester |
|-------------------------------------|---|----------------------------------|--------------|-----------------------|-----------------------|---------------|----------------------------------|
| Assistant Professor | | | | | | | |
| Catharine Axley | 11 | 4 | 4 | 4 | Master's Degree | N | 0 |
| LaShonda Eaddy | 11 | 9 | 4 | 4 | Doctorate | N | 0 |
| Yujin Heo | 1 | 2 | 2 | 2 | Master's Degree | N | 6 |
| Sara Liao | 0 | 8 | 4 | 4 | Doctorate | N | 6 |
| Martin Marinos | 8 | 6 | 5 | 5 | Doctorate | N | 6 |
| Andrea Miller | 9 | 5 | 3 | 3 | Doctorate | N | 3 |
| Christofer Skurka | 0 | 10 | 6 | 6 | Doctorate | N | 6 |
| Teaching Professor | | | | | | | |
| Benjamin Cramer | 8 | 11 | 15 | 2 | Doctorate | N | 9 |
| Kevin Hagopian | 5 | 32 | 26 | 7 | Doctorate | N | 9 |
| Shannon Kennan | 12 | 19 | 15 | 2 | Doctorate | N | 9 |
| Associate Teaching Professor | | | | | | | |
| Michelle Baker | 2 | 11 | 7 | 1 | Doctorate | N | 3 |
| Rodney Bingaman | 4 | 26 | 27 | 5 | Master's Degree | N | 9 |
| J Dumas | 4 | 23 | 22 | 8 | Doctorate | N | 9 |
| Stephen Kraycik | 27 | 13 | 13 | 5 | Bachelor's Degree | N | 9 |
| Steve Manuel | 28 | 29 | 26 | 5 | Master's Degree | N | 9 |
| Sascha Meinrath | 21 | 13 | 9 | 7 | Master's Degree | N | 0 |
| Renea Nichols | 4 | 32 | 20 | 4 | Doctorate | N | 9 |
| David Norloff | 20 | 10 | 18 | 1 | Master's Degree | N | 9 |
| Shaheen Pasha | 11 | 14 | 6 | 1 | Master's Degree | N | 9 |
| Maura Shea | 7 | 29 | 28 | 5 | Master's Degree | N | 9* |
| Cynthia Simmons | 24 | 21 | 14 | 7 | Doctorate | N | 6** |
| Tara Wyckoff | 24 | 10 | 9 | 3 | Master's Degree | N | 9 |

| | Years full-time professional experience | Years full-time college teaching | Years at PSU | Years at present rank | Highest earned degree | Tenured (Y/N) | Credit hours taught per semester |
|-------------------------------------|---|----------------------------------|--------------|-----------------------|-----------------------|---------------|----------------------------------|
| Assistant Teaching Professor | | | | | | | |
| Cory Barker | 10 | 8 | 1 | 1 | Doctorate | N | 9 |
| Mark Birschbach | 34 | 10 | 7 | 1 | Master's Degree | N | 9 |
| Thomas Camden | 0 | 22 | 19 | 8 | MFA | N | 0 |
| Catie Grant | 13 | 9 | 18 | 3 | Master's Degree | N | 6 |
| Bill Hallman | 12 | 7 | 10 | 1 | Bachelor's Degree | N | 6 |
| Marea Mannion | 20 | 36 | 35 | 8 | Master's Degree | N | 9 |
| Kathleen O'Toole | 28 | 15 | 15 | 2 | Doctorate | N | 9 |
| William Overton | 18 | 1 | 1 | 1 | Master's Degree | N | 9 |
| Rachelle Pavelko | 1 | 9 | 1 | 1 | Doctorate | N | 6 |
| John Pendencygraft | 30 | 3 | 3 | 3 | Doctorate | N | 9 |
| Mila Sanina | 15 | 3 | 3 | 3 | Master's Degree | N | 9 |
| Ronald Smith | 8 | 23 | 20 | 8 | Master's Degree | N | 7 |
| Stephanie Thomas | 14 | 2 | 12 | 1 | Master's Degree | N | 9 |
| Neda Toloui Semnani | 16 | 1 | 1 | 1 | MFA | N | 9 |
| David Wozniak | 31 | 6 | 6 | 6 | Master's Degree | N | 9 |
| William Zimmerman | 15 | 8 | 12 | 2 | Master's Degree | N | 6* |
| Lecturer | | | | | | | |
| Linda Feltman | 42 | 7 | 26 | 7 | Bachelor's Degree | N | 3*** |
| Scott Myrick | 12 | 8 | 8 | 7 | Bachelor's Degree | N | 3 |
| Jim Westrick | 17 | 1 | 3 | 1 | MFA | N | 9 |
| Assistant Research Professor | | | | | | | |
| Danielle Butville | 14 | 0 | 4 | 2 | Doctorate | N | 0 |
| Yun-Chen Yen | 5 | 0 | 2 | 2 | Doctorate | N | 0 |

| | Years full-time professional experience | Years full-time college teaching | Years at PSU | Years at present rank | Highest earned degree | Tenured (Y/N) | Credit hours taught per semester |
|------------------------------|---|----------------------------------|--------------|-----------------------|-----------------------|---------------|----------------------------------|
| Professor of Practice | | | | | | | |
| Thomas Davidson | 41 | 1 | 1 | 1 | Bachelor's Degree | N | 6 |
| David Joachim | 32 | 1 | 1 | 1 | Master's Degree | N | 6 |
| Maggie Messitt | 17 | 11 | 4 | 4 | Doctorate | N | 3 |
| Walter Middlebrook | 41 | 5 | 5 | 5 | Bachelor's Degree | N | 6 |
| Mark Ronquillo | 30 | 1 | 1 | 1 | Bachelor's Degree | N | 6 |

Penn State does not use allocations of effort for research/teaching/service.

*Faculty members who have a variable course load each year because of administrative duties or academic appointments.

** 75% academic appointment

***55% academic appointment

**Table 3. Part-Time Faculty
Fall 2024 Semester**

| Name | Years full-time professional experience | Years teaching experience | Highest degree earned | Now working full-time as professional (y/n) | Working toward degree (y/n) | Credit hours teaching this semester |
|------------------------|---|---------------------------|-----------------------|---|-----------------------------|-------------------------------------|
| Ahmed Al Rawi | 7 | 7 | Doctorate | yes | no | 3 |
| Karlin Andersen Tuttle | 4 | 5 | Bachelor's Degree | yes | no | 6 |
| David Aneckstein | 24 | 17 | Master's Degree | yes | no | 3 |
| Doug Barkey | 20 | 30 | Doctorate | yes | no | 3 |
| Spencer Bennett | 1 | 4 | Doctorate | yes | no | 6 |
| Yasemin Beykont | 0 | 4 | Master's Degree | no | no | 3 |
| Lauren Boyer | 16 | 3 | Bachelor's Degree | yes | no | 6 |
| Cole Cullen | 26 | 3 | Bachelor's Degree | yes | no | 3 |
| Mike Dawson | 22 | 16 | Bachelor's Degree | yes | no | 3 |
| Katie DeFiore | 5 | 2 | Bachelor's Degree | yes | no | 3 |
| Carlina DiRusso | 4 | 6 | Master's Degree | yes | no | 6 |
| Andy Elder | 24 | 24 | Bachelor's Degree | yes | no | 3 |

| Name | Years full-time professional experience | Years teaching experience | Highest degree earned | Now working full-time as professional (y/n) | Working toward degree (y/n) | Credit hours teaching this semester |
|------------------|---|---------------------------|-----------------------|---|-----------------------------|-------------------------------------|
| Sara Erlichman | 1.5 | 3 | Master's Degree | no | no | 3 |
| James Espy | 29 | 5 | Bachelor's Degree | yes | no | 3 |
| Nicole Fuentes | 14 | 2 | Master's Degree | yes | no | 3 |
| Andrew Elder | 24 | 24 | Bachelor's Degree | yes | no | 3 |
| Andy Grant | 20 | 6 | Bachelor's Degree | no | yes | 3 |
| James Greenhaw | 3 | 8 | Master's Degree | no | no | 6 |
| Jenna Grzeslo | 10 | 11 | Doctorate | yes | no | 3 |
| Travis Johnson | 15 | 5 | Bachelor's Degree | yes | no | 3 |
| Steve Jones | 42 | 20 | Bachelor's Degree | no | no | 3 |
| Whitney Justice | 11 | 6 | BFA | yes | no | 1 |
| Zachary Kelly | 15 | 9 | Master's Degree | yes | no | 6 |
| Karyn Lewis | 8 | 3 | Master's Degree | no | yes | 6 |
| Anna Lindsey | 15 | 1 | MFA | no | no | 3 |
| James Lingwall | 10 | 30 | Doctorate | no | no | 6 |
| Rex Martin | 29 | 18 | Doctorate | no | no | 3 |
| Chris Maurer | 25 | 18 | Bachelor's Degree | yes | no | 3 |
| Joshua McAuliffe | 26 | 8 | Master's Degree | yes | no | 3 |
| Jill Mott | 33 | 25 | Master's Degree | yes | no | 6 |
| Haley Nelson | 9 | 1.5 | Bachelor's Degree | yes | no | 3 |
| Carmina Perez | 13 | 4 | Master's Degree | no | no | 6 |
| Mikayla Pevac | 0 | 5 | Doctorate | no | no | 6 |
| Mike Poorman | 44 | 26 | Bachelor's Degree | yes | yes | 3 |
| Steve Reighard | 10 | 17 | Bachelor's Degree | yes | no | 3 |
| Jeff Rice | 22 | 15 | Bachelor's Degree | yes | no | 3 |



| Name | Years full-time professional experience | Years teaching experience | Highest degree earned | Now working full-time as professional (y/n) | Working toward degree (y/n) | Credit hours teaching this semester |
|---------------------|---|---------------------------|-----------------------|---|-----------------------------|-------------------------------------|
| Loryn Rumsey | 5 | 6 | Doctorate | yes | no | 2 |
| Steve Sampsell | 35 | 19 | Bachelor's Degree | yes | no | 3 |
| Stacie Shain | 25 | 17 | Master's Degree | no | no | 3 |
| Brian Shoenfelt | 18 | 20 | Bachelor's Degree | yes | no | 3 |
| Audrey Snyder | 14 | 8 | Bachelor's Degree | no | yes | 3 |
| Erika Solis | 2 | 3 | Doctorate | no | no | 6 |
| Matt Solovey | 30 | 3 | Master's Degree | yes | no | 3 |
| Steve Sampsell | 35 | 19 | Bachelor's Degree | yes | no | 3 |
| Matthew Swayne | 35 | 19 | Master's Degree | yes | no | 3 |
| Brian Tripp | 15 | 1 | Bachelor's Degree | no | no | 3 |
| Leon Valsechi | 10 | 6 | Bachelor's Degree | yes | no | 3 |
| Joshua Vaughn | 17 | 1 | Bachelor's Degree | yes | no | 3 |
| Barry Wade | 15 | 1 | Bachelor's Degree | yes | yes | 3 |
| Adrienne Waterston | 20 | 8 | Bachelor's Degree | yes | no | 1 |
| Jaclyn Wechtenhiser | 25 | 9 | Bachelor's Degree | yes | no | 3 |
| Courtney Witmer | 18 | 5 | Master's Degree | yes | no | 3 |
| Daniel Yesenosky | 13 | 5 | Master's Degree | yes | no | 3 |
| Will Yurman | 37 | 31 | Bachelor's Degree | yes | no | 3 |
| Michael Zelazny | 19 | 17 | Bachelor's Degree | yes | no | 3 |

**Table 3. Part-Time Faculty
Spring 2025**

| Name | Years full-time professional experience | Years teaching experience | Highest degree earned | Now working full-time as professional (y/n) | Working toward degree (y/n) | Credit hours teaching this semester |
|------------------------|--|----------------------------------|------------------------------|--|------------------------------------|--|
| Ahmed Al Rawi | 7 | 7 | Doctorate | yes | no | 3 |
| Karlin Andersen Tuttle | 4 | 5 | Bachelor's Degree | yes | no | 6 |
| Roland Ballester | 29 | 1 | Master's Degree | yes | no | 3 |
| Doug Barkey | 20 | 30 | Doctorate | yes | no | 3 |
| Spencer Bennett | 1 | 4 | Doctorate | yes | no | 6 |
| Yasemin Beykont | 0 | 4 | Master's Degree | no | no | 3 |
| Lauren Boyer | 16 | 3 | Bachelor's Degree | yes | no | 3 |
| Carlina DiRusso | 4 | 6 | Master's Degree | yes | no | 6 |
| Jim Dugan | 31 | 16 | Bachelor's Degree | yes | no | 3 |
| Sara Erlichman | 1.5 | 3 | Master's Degree | no | no | 3 |
| Kevin Freet | 25 | 1 | Bachelor's Degree | yes | no | 1 |
| Nicole Fuentes | 14 | 2 | Master's Degree | yes | no | 3 |
| Andy Grant | 20 | 6 | Bachelor's Degree | no | yes | 3 |
| James Greenhaw | 3 | 8 | Master's Degree | no | no | 6 |
| Jenna Grzeslo | 10 | 11 | Doctorate | yes | no | 3 |
| Zachary Kelly | 15 | 9 | Master's Degree | yes | no | 3 |
| Adriana Lacy | 7 | 5 | Master's Degree | yes | no | 6 |
| Eunseo Lee | 2 | 7 | Doctorate | no | no | 3 |
| Karyn Lewis | 8 | 3 | Master's Degree | no | yes | 5 |
| Anna Lindsey | 15 | 1 | MFA | no | no | 3 |
| James Lingwall | 10 | 30 | Doctorate | no | no | 6 |
| Rex Martin | 29 | 18 | Doctorate | no | no | 3 |
| Chris Maurer | 25 | 18 | Bachelor's Degree | yes | no | 3 |
| Joshua McAuliffe | 26 | 8 | Master's Degree | yes | no | 3 |

| Name | Years full-time professional experience | Years teaching experience | Highest degree earned | Now working full-time as professional (y/n) | Working toward degree (y/n) | Credit hours teaching this semester |
|--------------------|---|---------------------------|-----------------------|---|-----------------------------|-------------------------------------|
| Jill Mott | 33 | 25 | Master's Degree | yes | no | 6 |
| Haley Nelson | 9 | 1.5 | Bachelor's Degree | yes | no | 3 |
| Carmina Perez | 13 | 4 | Master's Degree | no | no | 6 |
| Mikayla Pevac | 0 | 5 | Doctorate | no | no | 6 |
| Giancarlo Pitocco | 19 | 1 | Bachelor's Degree | yes | no | 3 |
| Mike Poorman | 44 | 26 | Bachelor's Degree | yes | yes | 3 |
| Steve Reighard | 10 | 17 | Bachelor's Degree | yes | no | 3 |
| Jeffrey Rice | 22 | 5 | Bachelor's Degree | yes | no | 3 |
| Samantha Ruland | 8 | 1 | Bachelor's Degree | yes | no | 3 |
| Loryn Rumsey | 5 | 6 | Doctorate | yes | no | 3 |
| Steve Sampsell | 35 | 19 | Bachelor's Degree | yes | no | 3 |
| Melissa Selverian | 20 | 15 | Doctorate | yes | no | 2 |
| Deepak Sethi | 18 | 10 | Master's Degree | yes | no | 9 |
| Stacie Shain | 25 | 17 | Master's Degree | no | no | 3 |
| Diana Sisson | 14 | 10 | Doctorate | yes | no | 3 |
| Erika Solis | 2 | 3 | Doctorate | no | no | 3 |
| Matt Solovey | 30 | 3 | Master's Degree | yes | no | 3 |
| Matthew Swayne | 35 | 19 | Master's Degree | yes | no | 3 |
| Brian Tripp | 15 | 1 | Bachelor's Degree | no | no | 3 |
| Leon Valsechi | 10 | 6 | Bachelor's Degree | yes | no | 3 |
| Joshua Vaughn | 17 | 1 | Bachelor's Degree | yes | no | 3 |
| Barry Wade | 15 | 1 | Bachelor's Degree | yes | yes | 3 |
| Adrienne Waterston | 20 | 8 | Bachelor's Degree | yes | no | 1 |

| Name | Years full-time professional experience | Years teaching experience | Highest degree earned | Now working full-time as professional (y/n) | Working toward degree (y/n) | Credit hours teaching this semester |
|---------------------|---|---------------------------|-----------------------|---|-----------------------------|-------------------------------------|
| Jaclyn Wechtenhiser | 25 | 9 | Bachelor's Degree | yes | no | 3 |
| Brittany Welch | 4 | 1 | Master's Degree | yes | no | 3 |
| Courtney Witmer | 18 | 5 | Master's Degree | yes | no | 3 |
| Daniel Yesenosky | 13 | 5 | Master's Degree | yes | no | 3 |
| Will Yurman | 37 | 31 | Bachelor's Degree | yes | no | 3 |
| Michael Zelazny | 19 | 17 | Bachelor's Degree | yes | no | 6 |

Source: Collected CVs/Human Resources files

Definition: Summary of teaching and professional experience and education

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

Penn State offered its first journalism writing course in 1911. The Department of Journalism was established in the School of the Liberal Arts in 1929, and advertising courses were added in the following decade. In 1948, the program became nationally accredited.

Former President Bryce Jordan appointed a Communications Study Group in August 1984, which recommended that Penn State achieve national prominence in communications. Jordan proposed a School of Communications that would consolidate programs from units across the university. Approved by the Board of Trustees, the new unit became a reality on July 1, 1985, with R. Dean Mills serving as acting dean and reporting to the provost.

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

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

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

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

By Fall 1999, the undergraduate enrollment had climbed to 2,176 in the College's majors at the University Park campus. (Hundreds of additional students at Penn State campuses across the state also enroll as pre-majors in hopes of moving to the UP campus as part of the university's "2+2" program.) In Fall 2000, the College departmentalized, with each department having a head who reports to the dean: Advertising/Public Relations; Film-Video and Media Studies; Journalism; and Telecommunications. The number of majors offered by the College had expanded from five to seven, with two of them offered online. Undergraduate enrollment in the College today stands at more than 2,600. The College's graduate program is ranked second globally among communications programs in the 2024 Shanghai rankings and has close to 40 doctoral students enrolled in any given semester.

In July 2014, Marie Hardin became the fourth dean of the College. In spring 2017, the College changed its name after receiving a transformational gift from 1961 alumnus Donald P. Bellisario. The \$30 million gift is designated



for student scholarships, faculty and program support. It also helped fund a new media center in a renovated historic building (the Willard Building) across from the College's administrative home in the Carnegie Building. The university also invested more than \$40 million in additional scholarships and renovation costs for the media center. The Donald P. Bellisario Media Center was completed in Fall 2021, consolidating the College's studios and labs in a state-of-the-art facility in the heart of campus. Dean Hardin departed the university in July 2025. The College is being led by Interim Dean Denise Bortree.

3. Describe the environment in which the unit operates, its goals and plans, budgetary considerations, and the nature of the parent university.

The Donald P. Bellisario College of Communications is among the largest nationally accredited programs of its kind in the country and one of fewer than a dozen ACEJMC-accredited programs in the Northeast. The College adheres to the basic principles of its national accrediting process:

- Professional programs should prepare students with a body of knowledge and a system of inquiry, scholarship and training for careers in which they are accountable to: the public interest for their knowledge, ethics, competence and service; citizens, clients or consumers for their competencies and the quality of their work; and employers for their performance.
- Programs should be committed to diversity and inclusiveness. To inform and enlighten, the professions of journalism and mass communications should understand and reflect the diversity and complexity of people, perspectives and beliefs in a global society and in the multicultural communities they serve.
- Graduates should be able to demonstrate an understanding of the values and proficiency in the competencies articulated by ACEJMC, including those related to the value of free speech, cultural competency, technological fluency, writing clarity and ethical foundations for the professions.

The parent institution

The College is situated on the University Park campus at The Pennsylvania State University, a research-intensive, land-grant university with 24 campuses across the Commonwealth. Total enrollment across all Penn State campuses was approximately 90,000 in 2024-25. Neeli Bendapudi became the university's 19th president in 2022. Provost Fotis Sotiropoulos joined the university in August 2025. The university is governed by a 38-member Board of Trustees, made up of elected and appointed members. It is one of four institutions in the state (along with Temple University, Lincoln University, and the University of Pittsburgh) that are "state-related," meaning that they are not state-owned or operated, but that they do share characteristics with public institutions and receive a state appropriation that can vary from year to year.

The university is in the midst of launching a new strategic plan (2025-30). The university has an annual operating budget of approximately \$10 billion. Overall, the university's budget is healthy; however, Penn State recently announced closures to some of its campuses as a long-term cost-saving measure. It is also in the process of centralizing key administrative functions, including Information Technology and Finance. After President Bendapudi arrived, it also launched a new budgeting process for academic units that is primarily based on headcount and credit-hour production by the academic units. Under that budget model, the College experienced its first budget increase (outside of basic salary increases) in more than two decades during the 2024-25 academic year. The College is also slated to receive budget increases in 2025-26 and 2026-27 under the current model.

Goals, plans, and budgetary considerations

The Bellisario College is one of 14 academic colleges at University Park and is among the newest colleges. In terms of undergraduate enrollment, it ranks sixth, after Engineering, Liberal Arts, Business, Science, and Health and Human Development. Two majors in the College are among the largest on campus (Ad/PR and Journalism), but the number of majors offered by the College is relatively small (five in-residence; two online). The College has a smaller budget than most units, but it does not have the same portfolio of research operations (and external funding) or online programs.

Until the 2024-25 fiscal year, the College operated on what can be understood as an "incremental" budget model, meaning it received university funds each year based on the previous year's allocation, with adjustments based generally on salary increases approved by the Board of Trustees. This model operated without regard for

enrollments. The new model funds units based on their enrollment by major and in courses (credit-hours), and under the new model, the College is slated to receive a larger increase to its operating budget than any other unit at University Park; in fact, the increase is so large that it has been staggered across several years to allow the College to best manage growth. For instance, the College's budget increase for the 2024-25 academic year was 9.9%, and its increase for 2025-26 is 5.3%.

The College has historically relied on its strategic plan, which is expected to align with the university's, to generate its short-term goals. For goals that might involve significant one-time expenditures (such as renovations), the College can save some of its operations budget from one year to the next with permission from the provost. The College's facilities have not been renovated since 2020-21, when it opened its media center and finished major renovations in the Carnegie Building. However, because of an increase in its budget, the College is planning additional renovations to the Carnegie Building to better serve students in its Career Services and Advising suite and to create additional faculty offices.

4. Describe any recent major changes in the mission, goals, or programs and activities of the unit.

The mission of the Bellisario College is "to prepare students to take their place in an information-rich society and in the professions as active, critical and ethical participants. Our activities promote effective, responsible use of communications media and technologies by individuals, organizations, industries and government." The mission is comprehensive and forward-looking and allows for the continued evolution of Bellisario College programs and strategic goals.

The programs and activities of the College have evolved significantly since the last accrediting visit because of opportunities provided by the media center. Prior to 2020, all co-curricular media-production opportunities took place off-campus, requiring students to take a 15-minute bus ride or walk downtown to less-than-ideal space leased by the university, depending on the opportunity. All studios and labs, and the offices for the independent daily (*The Daily Collegian*) are now concentrated in the media center, in the heart of campus. The expanded, permanent space – built to be flexible and "future-proof" – has allowed the expansion of existing programs and the launch of new ones. The space has also allowed the College to encourage more collaborative, creative and entrepreneurial work by students and faculty.

5. If the unit was previously accredited, summarize deficiencies noted in the most recent accreditation report that the site team said should be addressed (Part 3 of site team report), followed by a response, explaining actions taken to address the problems and the results.

The 2018-19 report noted a number of significant strengths in the College when it recommended reaccreditation. Those strengths included a strong, student-centered faculty; engaged students; exceptional learning opportunities; outstanding student services; and loyal and active alumni. However, the summary also listed four areas identified as weaknesses. Those were:

- *"Dispersed space needs that will be met in the near future."* The College consolidated its dispersed, leased space off-campus into a single location in the heart of campus – steps from the site of its administrative and faculty offices in Carnegie. Since this relocation, the College also received a significant (and welcome) budget increase, which will in coming years lead to the need for expansion. Near-term renovations in Carnegie, however, will allow for additional faculty and staff.
- *"No core requirement that supersedes all majors."* Although ACEJMC accrediting standards nowhere require core classes that span multiple majors, such classes could be helpful to address common areas of emphasis. A one-credit, first-year seminar is required for all Bellisario College students, along with a First-Year Lecture event each fall. The College has also created modules for use across course sections and, beginning in 2025-26, requires a common course related to diversity in the media industries for all students.
- *"No assurance that every student will graduate with a comprehensive knowledge of media law and ethics."* The College uses a robust assessment process across all majors, with direct and indirect measures, to ensure that students are prepared for the professions related to all values and competencies, including those for law and ethics. These critical subject areas are covered in required courses and/or modules within courses across all majors. All undergraduate in-residence majors now have a required ethics course as part of their program

(the ethics course for Advertising/Public Relations has been taught as an elective and is currently being reviewed by Faculty Senate as a requirement).

- *“An unnecessarily complicated direct assessment system.”* The College has streamlined its direct-assessment practices to simplify them while also retaining their rigor, accountability, and engagement of professionals in meaningful ways.

6. Describe the process used to conduct the self-study, including the roles of faculty members, students and others. Describe the program’s strengths and areas for improvement discovered during the self-study process, and describe any changes undertaken or planned as a result.

Work on the self-study began in earnest in Summer 2024, when the Executive Committee discussed reaccreditation at its annual retreat. Each month at its meetings during the 2024-25 academic year, the Committee discussed updates on standards under review. A team of a dozen faculty and staff divided responsibilities for researching and drafting portions of the self-study. Two leads, a faculty member and the Coordinator for Undergraduate Education, were designated to steer the team and coordinate the process.

The leads developed a timeline for gathering data, with individual team members taking primary responsibility for particular sections of the self-study. Work was ongoing throughout the 2024-25 school year, with the most concerted efforts during Spring and Summer 2025. Sections of the self-study were reviewed by staff and department heads before it was submitted.

The College has pushed forward dramatically in several respects since the 2012 and 2018 accreditation reviews. Some numbers:

| | 2011-12 | 2017-18 | 2024-25 |
|-----------------------------|--------------|------------|-----------|
| Full-time permanent faculty | 69 | 66* | 79 |
| Undergraduate majors | 1,745 | 1,936 | 1,736 |
| University Park pre-majors | 899 | 703 | 1,233** |
| Total budget expenditures | \$15.5 m. | \$19.8 m. | \$25.5 m. |
| Permanent endowment value | \$17.8 m.*** | \$54 m.*** | \$68.6 m. |
| Scholarships awarded | \$604,00 | \$1 m. | \$1.9 m. |

*Fall 2018: Result of a 2016-2017 university-instituted voluntary retirement program

**Pre-major increase due to change in process allowing for later declaration of major

***Includes matching funds from Trustee Scholarships

During the self-study process, the College concluded that the program is demonstrably stronger than it was at the time of the last visit by all measures.

The College’s **strengths** are considerable:

- expansive scope, depth and breadth;
- facilities befitting a program of the size, scope and quality of the College;
- For the first time in the College’s history, a positive and transformative increase in its general funds budget;
- innovations in curriculum, pedagogy, and service to our land-grant mission, driven by the 2020-25 strategic plan; curricula across the College that continue to evolve in response to an active assessment program and strong engagement with the professions;
- a strong, sustained and collaborative culture around high-quality teaching, driven by its “Teaching Tuesdays” program and formal mentoring for all new faculty;
- a strong and ongoing emphasis on ethics throughout the curriculum, bolstered by the Don Davis Program in Ethical Leadership and the Arthur W. Page Center for Integrity in Public Communication;
- a strong collection of special programs, including embedded travel courses; Maymester opportunities; a Fellows program for top students; and a semester-in-residence in Los Angeles, focused on the film and television industries;

- a student-run, highly reputable communications agency with a strong portfolio of on-campus clients and services;
- a substantial and well-organized internship and placement program with three robust career and internship fairs each year (New York, Washington, and on-campus);
- a student-centered professional advising operation that bolsters retention and graduation rates among the highest on campus;
- strong professional ties and excellent relationships with constituents in the media industries, maintained through a loyal and active alumni network;
- collective research enterprises that concentrate expertise in areas such as information policy, science and health communication, media effects, and ethics in public communication;
- signature programs that engage the university, including a Holocaust, Genocide and Human Rights Education Initiative; Centre Film Festival; and annual Penn State Powwow;
- extraordinary and consistent success of students in regional and national contests, celebrated each year by students and faculty;
- scholastic journalism outreach and a News Literacy Initiative that serve schools in the state;
- a highly visible, comprehensive and unique Office of Diversity and Inclusion that serves students, faculty, and staff and provides programming and individual attention;
- general-education courses that serve non-majors from throughout the university;
- a portfolio of strong, market-driven online programs;
- an array of campus media opportunities for students across all majors, funded in part by student fees and collaborating as Penn State Student Media.

The self-study process also made clear that, despite the College's many strengths, there is no shortage of **challenges**.

The College must:

- continually improve its culture and community – ensuring that everyone who is engaged with the College has opportunity and a sense of belonging and that students are more than adequately prepared to be leaders in a diverse society and workforce.
- help faculty members as they seek to expand their impact, develop their leadership potential, and move toward promotion, either as tenure-line or teaching (non-tenure-line) faculty.
- push to broaden the scope of student media opportunities and student competitions to include all majors in the college.
- lower the advising load of our academic advising staff to allow time for more proactive identifying and monitoring of students who need additional support.

7. Provide the web links to undergraduate catalogs and other publications that describe the mission and scope of the unit, its curriculum, administrative and graduation requirements.

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