

Report of On-Site Evaluation

ACEJMC

Undergraduate program

2015–2016

Name of Institution: University of Wisconsin Oshkosh

Name and Title of Chief Executive Officer: Andrew Leavitt, Chancellor

Name of Unit: Department of Journalism

Name and Title of Administrator: Timothy R. Gleason, chair

Date of 2015 - 2016 Accrediting Visit: Oct. 11-14, 2015

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

Date of the previous accrediting visit: Oct. 11-14, 2009; revisit Nov. 7-8, 2011

Recommendation of the previous site visit team: Provisional; Re-accredit

Previous decision of the Accrediting Council: Provisional (2010); Re-accredit (2012)

Recommendation by 2015 - 2016 Visiting Team: Re-accredit

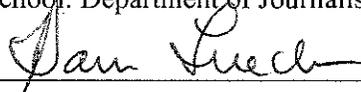
Prepared and submitted by:

Team Chair

Name and Title: Pam Luecke, department head

Organization/School: Department of Journalism and Mass Communications, Washington and Lee University

Signature



Team Members

Name and Title: Barbara Hines, emerita professor

Organization/School: Howard University, School of Communications

Signature



Name and Title: Scott Bosley, retired news executive

Organization/School: American Society of News Editors

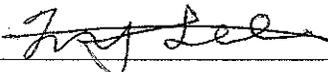
Signature



Name and Title: Tien-Tsung Lee, associate professor

Organization/School: School of Journalism and Mass Communications, University of Kansas

Signature



Name and Title:

Organization/School:

Signature

PART I: General information

Name of Institution: University of Wisconsin Oshkosh

Name of Unit: Department of Journalism

Year of Visit: 2015

1. Check regional association by which the institution now is accredited.

- Middle States Association of Colleges and Schools
- New England Association of Schools and Colleges
- North Central Association of Colleges and Schools
- Northwest Association of Schools and Colleges
- Southern Association of Colleges and Schools
- Western Association of Schools and Colleges

2. Indicate the institution's type of control; check more than one if necessary.

- Private
- Public
- Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level in your state. *It is not necessary to include entire authorizing documents.* Public institutions may cite legislative acts; private institutions may cite charters or other authorizing documents.

The University of Wisconsin Oshkosh is part of the UW System authorized under Chapter 36 of the Wisconsin Statutes. More information can be found here:

<http://docs.legis.wisconsin.gov/statutes/statutes/36>

4. Has the journalism/mass communications unit been evaluated previously by the Accrediting Council on Education in Journalism and Mass Communications?

- Yes
- No

If yes, give the date of the last accrediting visit: The department had a regular visit Oct. 11-14, 2009, and a revisit of its provisional standing was held Nov. 6-8, 2011.

5. When was the unit or sequences within the unit first accredited by ACEJMC?

1978

6. Attach a copy of the unit's mission statement. Statement should give date of adoption and/or last revision.

The department approved a change to its mission statement, vision statement and core values on June 5, 2015, as part of a greater update to its strategic plan <http://www.uwosh.edu/journalism/about-us/professionalism>, which had been previously approved in January 2011. Included below is the vision statement, which precedes the mission statement in the strategic plan.

Vision

The University of Wisconsin Oshkosh Department of Journalism will be known as a top-tier mass communication department among midsize, public universities in the Midwest for successfully preparing students seeking media-related careers. We will do this through program innovations, campus collaborations and industry connections.

Mission

The department will graduate students who, having received a comprehensive liberal arts education, are intellectually curious, possess skills to compete in the global marketplace, and are able to react and adapt to changes in the industry while maintaining the highest ethical standards of fairness, truth and accuracy.

7. What are the type and length of terms?

Semesters of 14 weeks

Summer sessions of 4 weeks

Intersessions of 3 weeks

8. Check the programs offered in journalism/mass communications:

Bachelor's degree

Master's degree

Ph.D. degree

9. List the specific degrees being reviewed by ACEJMC. *Indicate online degrees.

B.A. and B.S. in Journalism; B.A. and B.S. in Public Relations

10. Credit hours required by the university for an undergraduate degree:

120; semester-based.

11. Give the number of credit hours students may earn for internship experience. Specify semester-hour or quarter-hour credit.

Students may take 3 credit hours that apply to the required 120 credit hours.

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

Name of Sequence or Specialty	Person in Charge
Journalism--Advertising	Timothy R. Gleason
Journalism--Media Studies	Timothy R. Gleason
Journalism--Visual Journalism	Timothy R. Gleason
Journalism--Writing/Editing	Timothy R. Gleason
Public Relations (major and expiring emphasis)	Timothy R. Gleason

13. Number of full-time students enrolled in the institution:

As of Fall 2014, there were 10,433 full-time undergraduate students, and 517 full-time graduate students. These are unofficial numbers, and an official count will not be released until early 2016.

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

Name of Sequence or Specialty	Undergraduate majors
Journalism--Advertising	48
Journalism--Media Studies	6
Journalism--Visual Journalism	15
Journalism--Writing/Editing	53
Journalism--Undecided	20
Public Relations+Remaining PR emphasis	61
Total	203

15. Number of students in *each section* of all skills courses (newswriting, reporting, editing, photography, advertising copy, broadcast news, public relations writing, etc.). List enrollment by section for the term during which the visit will occur and the preceding term. Attach separate pages if necessary. Include a separate list for *online skills courses*, which also must meet the 20-1 ratio.

(* The Council has ruled that campaigns courses are exempt from the 20-1 ratio.)

Spring Semester 2015

Journalism 221 (A): Writing for the Media	15
Journalism 221 (B): Writing for the Media	15
Journalism 239 (A): Media Photography I	14
Journalism 251 (A): Foundations of Multimedia Production	14
Journalism 315 (A): Public Relations Techniques	6
Journalism 315 (B): Public Relations Techniques	9
Journalism 324 (A): Editing	15
Journalism 324 (B): Editing	11

Journalism 327 (A): Reporting	10
Journalism 331 (A): Visual Media Design	15
Journalism 351 (A): Advertising Copy, Layout & Production	12
Journalism 428 (A): Advanced Reporting	13
Journalism 451 (A): Online Publishing	9

Summer Semester 2015

Journalism 221 (Online): Writing for the Media	18
Journalism 239 (Online): Media Photography I	14
Journalism 324 (Online): Editing	16

Fall Semester 2015

Journalism 221 (A): Writing for the Media	15
Journalism 221 (B): Writing for the Media	15
Journalism 239 (A): Media Photography I	15
Journalism 251 (A): Foundations of Multimedia Production	15
Journalism 315 (A): Public Relations Techniques	15
Journalism 324 (A): Editing	15
Journalism 324 (B): Editing	15
Journalism 325 (A): Magazine Editing & Production	15
Journalism 327 (A): Reporting	13
Journalism 353 (A): Advertising Media	12
Journalism 413 (A): Feature Writing	11
Journalism 430 (A): Media Photography II	15
Journalism 440 (A): App of New & Emerging Media	12

16. Total expenditures planned by the unit for the 2015 – 2016 academic year:

We will not have official budget numbers until September 2015. It is anticipated that all of these amounts should be the same as last year (\$528,531.65), or close to it.

Percentage increase or decrease in three years by using 2012-2013 as a baseline:

2013-14 decrease of -0.1128%

2014-15 decrease of -0.2025%

Amount expected to be spent this year on full-time faculty salaries: (\$444,403.03)

17. List name and rank of all full-time faculty. (Full-time faculty refers to those defined as such by the university.) Identify those not teaching because of leaves, sabbaticals, etc.

- Mike Cowling, Professor
- Dr. Vincent Filak, Associate Professor
- Dr. Timothy R. Gleason, Professor

- Dr. Sara Steffes Hansen, Associate Professor
- Dr. Shu-Yueh Lee, Assistant Professor
- Miles Maguire, Professor

This list represents the current faculty as of Fall 2015. It does not include departed faculty whose activities are included in the six-year review. Julie Henderson and Jin Kyun Lee are mentioned in this report but are no longer departmental members.

18. List names of part-time/adjunct faculty teaching at least one course in fall 2015. Also list names of part-time faculty teaching spring 2015. (If your school has its accreditation visit in spring 2016, please provide the updated list of faculty at time of visit.)

Fall 2015

- Barbara Benish
- Jean Giovanetti

Spring 2015

- Dana Baumgart
- Barbara Benish
- Jean Giovanetti
- Kevin Rau

19. Schools on the semester system:

For each of the last two academic years, please give the number and percentage of graduates who earned 72 or more semester hours outside of journalism and mass communications.

72 or more semester hours
outside of journalism and mass communications

Year	Total Graduates	Number	Percent
2014-2015 academic year	<u>64</u>	<u>64</u>	<u>100%</u>
2013-2014 academic year	<u>47</u>	<u>47</u>	<u>100%</u>

PART II — Standard 1: Mission, Governance and Administration

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

Unit performance with regard to indicators:

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

The University of Wisconsin Oshkosh is one of 13 four-year universities in the Wisconsin system. With 10,433 full-time undergraduate students and 517 graduate students, it is the third largest of the campuses. Oshkosh is one of two UW campuses with accredited journalism programs; the other is Eau Claire. (The journalism program at UW Madison chose not to remain accredited in the 1990s.)

The Department of Journalism at Oshkosh dates to 1966 and it was first accredited in 1978. It is housed in the College of Letters and Sciences, the largest of four colleges within the university. The College of Letters and Sciences comprises 35 majors.

The journalism program's mission is to "graduate students who, having received a comprehensive liberal arts education, are intellectually curious, possess skills to compete in the global marketplace, and are able to react and adapt to changes in the industry while maintaining the highest ethical standards of fairness, truth and accuracy." This statement was rewritten in June 2015, as part of an update of the department's strategic plan initiated by the current chair.

The last strategic plan was adopted in January 2011 and includes nine priorities, with related goals and tactics. The revision in progress states five core values:

- A dynamic and inclusive departmental environment that encourages a quality educational culture and professional achievement.
- Professional ethical principles and behaviors that reflect transparency, fairness, truth, accuracy and diversity.
- A quality classroom experience with hands-on, interpersonal teaching and personal investment in students that will allow our graduates to compete for careers in the global marketplace through an openminded, critical thinking approach.
- Effective communication through multiple media in the written, visual and oral realms using current tools and technology.
- Idealistic and practical endeavors that help influence the lives of people beyond the classroom, serve the broader community and better society through research-based solutions.

The department plans to complete the new strategic plan this academic year.

During the past six years, the department had just one major – journalism– with five emphases. Beginning this fall, public relations became a major of its own. Within journalism, students may now specialize in advertising, media studies, visual journalism or writing/editing. Sixty-one students are studying public relations. The department is also involved in an interdisciplinary Interactive Web Management major.

A separate Radio-TV-Film program was part of the Department of Communication until spring 2015, when it became quasi-independent. The Department of Journalism is in conversation with RTF about collaboration, a direction supported by the dean and the provost.

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

The rights and responsibilities of Wisconsin state employees have been front-page news in recent years and, as a result of changes in state law in summer 2015, campus policies regarding faculty governance are in flux. Faculty are anxious. The self-study states bluntly that “Wisconsin’s governor, legislature and UW Board of Regents have gutted employees’ rights and responsibilities.” The dean and provost portray the changes a bit differently. While the legislature did eliminate shared governance and tenure as part of state law, they say that simply puts UW in line with all other state systems. They also said that the Board of Regents promptly adopted a policy that supports tenure and shared governance. A July statement from the chancellor at UW Oshkosh said, “We are now charged at UW Oshkosh to review, update and modify, as needed, these policies and practices on our campus. Our shared governance leaders are driving forward the effort to ensure our policies reflect state statute while preserving the spirit of shared governance this campus has embraced for many decades.”

Two other legal changes are equally worrisome to faculty: Fewer faculty members will now serve on search committees for new chancellors, and chancellors have been given more power to reorganize academic programs and, if necessary, lay off tenured faculty.

Despite future uncertainties, the Department of Journalism faculty remains responsible for curricular matters; significant changes, such as new courses and majors, must go through a process of additional approvals from the college and university. The department has its own bylaws, which were most recently updated in 2011.

The department faculty usually meets monthly. Committees include Personnel, Alumni, Assessment, Curriculum, Instructional Resources and Technology, and Merit.

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

Department chairs are elected by the department faculty for a three-year term and they may seek re-election. Timothy Gleason, who has taught at Oshkosh since 2000, was elected chair in spring 2014 and is now in his second year. Gleason took over after an unsettled period in the department, characterized by interpersonal tension, which led to an unusual intervention by the dean. In early 2013, the dean appointed a senior faculty member from another department to observe the Department of Journalism and help it address or revise certain procedures and policies. In a March 2014 memo to the department,

the dean made several recommendations to ensure a healthy working environment. During the site-team's visit, the dean said he felt that the department's atmosphere is much better than it had been. Faculty, too, report that morale under the current chair has improved and praise his efforts to increase inclusiveness and transparency about department decisions.

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

Chairs are reviewed by the dean and may also be reviewed by their faculty during their second year of service. Because this is just the second year for the current chair, he has not yet been formally reviewed. At the end of a chair's term, he or she may seek to be re-elected. Chairs must be approved by the dean and, ultimately, the chancellor.

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

UW Oshkosh has detailed procedures for both faculty and students to address concerns and grievances. The self-study states that the department has not received any formal student complaints since the last reaccreditation. Although it has not received any formal grievances from faculty, some department members spoke directly to the dean about concerns in 2012, which led to the dean's intervention, as mentioned above.

COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

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

Unit performance with regard to indicators:

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

The department was in 100 percent compliance with the 72-hour rule in 2013-14 and 2014-15.

The curriculum standard has been a problem in previous visits; however, this site team found a much improved situation, after the department restructured some courses and emphases and added other courses. It has also gained approval for a separate major in Public Relations.

The department requires 120 hours for graduation and offers both the Bachelor of Arts and Bachelor of Science degrees in Journalism and Public Relations. From fall 2011 to summer 2015, students were required to take 36 hours for the Journalism major. Within the Journalism major, students may choose from among four emphases.

There are 203 students in the department: 48 students in Advertising, 6 students in Media Studies, 15 students in Visual Journalism, 53 students in Writing/Editing, 61 in Public Relations and 20 who are undecided.

Effective fall 2015, the enhanced curriculum requires 39 credits. Under both degree schemes, the department's students meet the liberal arts and sciences general education requirements and the university's online Student Academic Report (STAR) electronically enforces compliance with the 72-credit minimum outside of journalism and mass communication.

(b) The unit provides a balance between theoretical and conceptual courses and professional skills courses to achieve the range of student competencies listed by the Council. (If the unit has more than one sequence, evaluate each sequence.)

The new 39-credit majors now require a 15-credit core: 1) Introduction to Media: News, Public Relations and Advertising, 2) Writing for the Media, 3) Editing, and 4) Law of Mass Communication. The fifth course is a visual course, either Media Photography I or Foundations of Multimedia Production (a new course). There also are 12 credit hours of non-journalism courses, three of which are required plus one to be chosen from a group of four math/statistics related classes.

All of the courses emphasize ACEJMC's professional values and competencies, which are prominently featured on posters in the department's labs and in course syllabi.

A separate Media Ethics course is offered, but required for only one emphasis, Media Studies. However,

ethics is infused throughout the curriculum and students told the site team ethical issues are discussed often in classes.

Courses in broadcast are offered in a separate Radio-TV-Film department elsewhere in the College of Liberal Arts and Sciences.

ADVERTISING

The advertising emphasis is recommended for students who have career objectives in advertising and related areas involving marketing communications. Courses focus on strategy, research and creative activities. Students in this emphasis are required to take:

1) Principles of Advertising, 2) Advertising Copy, Layout and Production, and 3) Advertising Media. They also choose three from the following: 1) Principles of Public Relations, 2) Media Photography I or Visual Media Design, 3) New and Emerging Media, 4) Strategic Campaigns in Advertising, 5) Application of New and Emerging Media or Media Organization and Management, and 6) Research in Strategic Communication.

This emphasis does not require a research class or a capstone campaigns course. With 48 students, advertising is the second largest emphasis under the journalism major. Because of a failed faculty search, there is not currently a fulltime faculty member whose specialty is advertising. Courses are being taught during 2015-16 by reassignment of other faculty members and an adjunct.

There is a chapter of the American Advertising Federation and students participate in the National Student Advertising Competition and internship opportunities. The department has close ties to industry professionals, many of whom are successful alumni who regularly return to campus to help mentor students.

MEDIA STUDIES

The media studies emphasis is for students interested in attending graduate school. These students are encouraged to select an additional emphasis to have professional skills in addition to the critical thinking courses that compose media studies. Students are required to take 1) Media Ethics, 2) Media & Society and 3) History of Journalism in the United States. They also take three of the following: 1) Media Photography I or Visual Media Design; 2) Public Relations Techniques, 3) Reporting or Advertising Copy, Layout & Production; 3) New and Emerging Media; the Journalist in Literature & Film; International Press/Comparative Mass Communication Systems; Media Organization & Management; or Research in Strategic Communication.

There is a good balance of theoretical and conceptual exploration in the courses in this emphasis. Syllabi show students must learn and apply basic principles to current ethical issues facing the media, and to focus on critical thinking while conducting academic as well as historical research.

VISUAL JOURNALISM

The visual journalism emphasis is recommended for students who have career goals to work as a multimedia content creator or producer, photographer or designer. Students in this emphasis are required to take 1) Media Photography I or Foundations of Multimedia Production (depending on which one they did not take as part of the core), 2) Media Photography II and 3) Online Publishing. They also take three of the following: 1) Reporting or Advertising Copy, Layout & Production or Application of New and Emerging Media; 2) Visual Media Design; 3) New and Emerging Media; or 4) Travel & Documentary

Photography. There is also a good balance of theoretical and conceptual study in the visual journalism emphasis where students learn the techniques of multimedia journalism with a strong component of ethical guidance.

WRITING/EDITING

The writing/editing emphasis is recommended for students who want to write and are seeking a career as a journalist and content producer for newspapers, magazines, online publishers or other mass media. Students in this emphasis take 1) Reporting and two of the following three courses: Feature Writing, Advanced Reporting or Interpretive and Persuasive Writing. They also take three of the following: 1) Media Photography I; 2) Media Ethics or Media & Society or History of Journalism in the United States or Media Organization & Management; 3) Magazine Editing & Production; 4) Visual Media Design; Feature Writing or Advanced Reporting or 5) Interpretive and Persuasive Writing; or 6) Online Publishing.

PUBLIC RELATIONS

The Public Relations major, established in fall 2015, was the result of work by a long-time faculty member in response to student demand, alumni encouragement and faculty engagement. The major is recommended for students who have career objectives in public relations and related areas involving internal and external communications, corporate communications, nonprofit organizations and governmental organizations. It is structured similarly to the Journalism major and shares the same five core courses. Students are also required to take 1) Principles of Public Relations, 2) Public Relations Techniques and 3) Case Studies in Public Relations. They also take three of the following: 1) Media Photography I or Visual Media Design; 2) Principles of Advertising; 3) New & Emerging Media; 4) Application of New & Emerging Media or Media Management & Organization; 5) Public Relations Campaigns; or 6) Research in Strategic Communication.

Students have the opportunity to participate in activities of the Public Relations Student Society of America (and the national Bateman competition) and to attend networking and professional development activities with industry practitioners.

(c) Instruction, whether onsite or online, is demanding and current; and is responsive to professional expectations of digital, technological and multimedia competencies. Achievements in teaching and learning are recognized and valued. (If the unit has more than one sequence, address the quality of instruction by sequence.)

Overall, classroom instruction is excellent. Since the previous site visit, digital content has been added to traditional skills courses in writing, editing and photography, and a new course, Foundations of Multimedia Production, is being offered. While most students feel confident about their level of expertise with digital media, some expressed concern they are not getting enough experience in data visualization or information graphics. Students can graduate without expertise in video, which could limit them in their future work assignments. While courses in broadcast are taught in the Department of Radio-Television-Film, there seems to be some overlap in course content. Since spring 2014 the university has had a licensing agreement with an online tutorial company that provides access to more than 1,400 training videos, many of them related to digital and new media production.

In summer 2015, the department offered four online courses, including one new Special Topics course: the Journalist in Literature and Film, which was well received. The dean's office in the College of Liberal Arts and Sciences is encouraging online instruction and providing stipends for course

development and additional pay. Syllabi for online courses include the related competencies and rigor, yet students said they often prefer the face-to-face interaction with their faculty.

ADVERTISING

Both course syllabi and class observation confirm that advertising classes are rigorous and timely. Students are developing and conducting campaigns and focusing on marketing communications. Resources being used offer 21st century relevancy. Although there is no current full-time advertising faculty member, students have high regard for the instruction they are receiving.

MEDIA STUDIES

Media Studies is the smallest emphasis in the department with 6 students. No students from this area showed up to speak with the site team. Media Studies courses are also electives for students in other emphases. Course syllabi and class observation indicate courses provide sound grounding in professional ethics, guiding principles and group work.

VISUAL JOURNALISM

Visual Journalism courses provide a broad understanding of digital media with a theoretical background and hands-on approach to learning. Students have the opportunity to add international study to their program, or become adept at visual storytelling locally. Students highly praised their faculty, who “make learning fun” with their classroom presentations and one-on-one advising sessions. They appreciate the dedication shown by faculty, who seem to be available at all hours to help with whatever challenge the student is facing.

WRITING/EDITING

Writing and editing faculty emphasize the changing media landscape, embracing the need for multi-platform skills and social media dexterity. Core principles, including freedom of the press, ethics, history and diversity, are addressed in required and elective courses. In addition, elective courses are offered in ethics, history and new and emerging media subjects. Students, in interviews, reflected an understanding of important core values. They also expressed the view that they are receiving the education they were promised and desire, though some are frustrated that sections of required courses are available less frequently than they need.

Students say their professors are “tough but fair.” Faculty were praised for their accessibility and the willingness to work one-on-one in offering both academic and career advice.

PUBLIC RELATIONS

Students expressed great satisfaction with their public relations classes, particularly the quality of the faculty. They have the benefit of faculty with strong professional backgrounds as well as instructional expertise. They were appreciative of the equipment and software available in their classrooms so that faculty can provide the most current training. Similar to the advertising emphasis, the research and campaigns courses are elective instead of required.

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

All skills classes meet this requirement, with the majority of classes being limited to 15-1. Online courses are capped at 20-1.

(e) The unit advocates and encourages opportunities for internship and other professional experiences outside the classroom and supervises and evaluates them when it awards academic credit. Schools may award academic credit for internships in fields related to journalism and mass communications, but credit should not exceed six semester credits (or nine quarter credit hours).

Students may take up to two semester courses (or their quarter equivalent) at an appropriate professional organization where the unit can show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to three semester courses (or their quarter equivalent) at a professional media outlet owned and operated by the institution where full-time faculty are in charge and where the primary function of the media outlet is to instruct students.

Internships are not required but they are strongly encouraged by the department.

An adjunct professor serves as intern coordinator and teaches a three-hour course for interns, an elective that cannot be counted toward the 39 credits required for the journalism degree. Ten to 15 students usually take the internship course, but many more students avail themselves of one or more internships.

The coordinator also has recently been surveying journalism graduates to ascertain internship participation. Of 54 journalism graduates in spring and summer of 2015, 45 had at least one internship (83.3 percent). Of those, 16 had more than one internship and 17 had three or more. Among 25 fall 2014 graduates, 20 had at least one internship (80 percent). Seven of those had two internships and nine of them three or more.

Students praise the intern coordinator as a solid source of connections and advice and say a number of faculty members also guide them to internships.

COMPLIANCE

PART II — Standard 3: Diversity and Inclusiveness

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

Unit performance with regard to indicators:

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

The department's policy was adopted in spring 2004 and is reviewed annually to ensure it also reflects the Strategic Plan (2011) Policy 7: "Live out and welcome diversity via classroom experience, collaboration with global and university initiatives and innovative opportunities." It was last reviewed in spring 2015. According to the Wisconsin Department of Health, diverse groups are less represented in the 18-county region of northeastern Wisconsin where Oshkosh is located than in the state as a whole (88.22 percent white; 1.83 percent Black/African American, 2.01 percent American Indian/Alaskan native, 2.55 percent Asian and 4.66 percent Hispanic/Latino). This presents a challenge to the university and the department.

Through the department's blog and other social media accounts, as well as the Alumni Newsletter, the department keeps its many publics aware of its diversity efforts.

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

Throughout the curriculum, there is evidence of faculty attention to developing in-class assignments, sponsorship of diverse campus-wide events and support for diversity grants and scholarships. The department's student population is 87.55 percent white, 2.15 percent Black/African American, .86 percent American Indian/Alaskan native, 2.58 percent Asian, 3.86 percent Hispanic/Latino, .00 percent Native Hawaiian or Pacific Islander, 2.58 two or more races, and .43 percent international. These numbers are comparable to the university's. Faculty make special efforts to broaden their students' perspective of diversity by bringing guests to campus and through instructional opportunities. In classes ranging from the first Introduction to Journalism and Mass Communication, to 400-level courses, students are challenged about their understanding of and reaction to issues of gender, race, ethnicity and sexual orientation, as well as the ethical ramifications of their thoughts and actions.

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

In accordance with its diversity and inclusivity plan, the department uses a variety of channels to recruit, once the university's Affirmative Action office has approved the search plan. It has advertised in general and industry publications, participated in academic and industry conferences, and used personal and professional contacts to generate interest in positions. Because of geographic and demographic reasons, the department has had difficulty recruiting minorities (see chart below) and has taken steps to attract a hiring pool that is at least 25 percent minority. While a recent advertising search failed, the hiring pool included 67 percent minority and 67 percent female candidates. Offers were made to two

international candidates and both declined. The university is implementing a new search and screen process in 2015-16 and department members have completed Affirmative Action orientation in preparation for conducting the next search.

(d) The unit demonstrates effective efforts to help recruit and retain a student population reflecting the diversity of the population eligible to enroll in institutions of higher education in the region or population it serves, with special attention to recruiting under-represented groups.

The department has been aggressive in seeking to recruit and retain a diverse population, participating each semester in summer Preview Days, sponsoring the Taste of Oshkosh event, redesigning the department's website with images to reflect its diversity, offering diversity in journalism scholarships, sponsoring a high school journalism organization that brings diverse students to campus, and providing conference registration to minority students and minority journalism advisers. It works closely with the Admissions Office and student groups across campus formed specifically for minorities.

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

The department, and to an extent the university, pride themselves on a welcoming atmosphere. In interviews with students, this is clearly evident. Students see the Diversity and Inclusivity Policy on the department's website. They are aware of the Diversity in Journalism Scholarship opportunity. They participate in professional competitions [i.e. Bateman (PRSSA) and National Student Advertising Competition (NSAC)] that require creating plans to reflect elements of diversity. There are extensive student disability services offered through the dean of student services and a nationally-known Project Success program where faculty help provide services to students with print-based learning disabilities.

The department supports the LGBTQ Resource Center and offers classroom projects to facilitate a positive learning environment. Members of the staff and faculty have completed the Center's Students, Staff and Faculty for Equality (SAFE) training, and displays of the SAFE triangle sign hang in many staff and faculty offices and classrooms.

There is a Multicultural Retention Program, a university's Women's Resource Center and Veterans Resource Center that all receive support from faculty, staff and students in the department. Public Relations students are currently working on a competition that will help benefit the Veterans Resource Center.

COMPLIANCE

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

Show numbers of female, male, minority, white and international faculty members and the percentages they represent of the unit's total faculty. (Report international faculty the same way the university reports them.)

Academic year: 2014 – 2015 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	2	29%	4	57%
American Indian/Alaskan native				
Asian	1	14%		
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

Academic year: 2014 – 2015 Part-time/adjunct faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	2	50%	1	25%
American Indian/Alaskan native				
Asian	1	25%		
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

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

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

Unit performance with regard to indicators:

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

The university has an online faculty/academic staff handbook.

<https://www.uwosh.edu/provost/Main%20Highlight/handbooks/faculty-academic-staff>

This handbook details faculty roles and responsibilities, including teaching, scholarly activity and service. It also contains language on how to evaluate performance in all three areas. The department's internal "Curriculum Modification Plan" lists teaching, research and service criteria for evaluating full-time faculty. The unit's job advertisements clearly state teaching criteria for hiring.

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

During the 2014-2015 academic year, the unit had seven full-time faculty and four adjunct instructors. Forty courses (82 percent) were taught by full-time faculty and nine were taught by adjuncts. During the 2013-2014 academic year, full-time faculty taught 90 percent (44) of the classes while adjuncts taught five courses (10 percent). In 2012-2013, full-time faculty taught 42 (84 percent) out of 50 classes. Eight courses were taught by adjuncts.

In addition, during the 2013-2014 and 2014-2015 academic years, full-time faculty taught 100 percent of the 12 core classes. In 2012-2013, full-time faculty taught 10 out of 14 (71 percent) core classes.

Part-time faculty do not have research or creative activity expectations. Typically they do not perform service. One exception is one adjunct instructor who serves as the internship coordinator.

The data above suggest that full-time faculty have primary responsibility for teaching, research/creative activities and service.

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

All full-time faculty have some level of full-time professional experience, ranging from 2 to 22 years, with a total of 74 years. One who has considerable newspaper experience continues to work summers on the copy desks at the *New York Times*. Three others worked as a newspaper reporter or staff photographer. Two periodically participate in creative activities such as entering photography

exhibits and writing for national news publications. All full-time faculty write conference papers, journal articles, book chapters and textbooks. They present research at scholarly and professional associations such as AEJMC and International Public Relations Research Conference. Several are also involved in professional or industry organizations such as Student Press Law Center and Northeastern Wisconsin Scholastic Press Association.

Part-time faculty members are all working professionals in the news or strategic communication industry. Together the full-time and part-time faculty present a balance of professional and scholarly experience and expertise. Interviews with students verified that they are exposed to current knowledge in the profession.

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

The department's internal tenure and promotion guidelines clearly state that "teaching effectiveness is a prerequisite for advancement in rank, retention and tenure to UW Oshkosh." Its post-tenure review document echoes this requirement. At the end of every semester, the department conducts an onsite "Student Opinion Survey of Teaching" to evaluate teaching, and the results are used in tenure, promotion, reappointment and merit pay decisions. They also perform peer observations of classes and write reports, which are used for tenure and promotion applications.

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

Full-time faculty members serve on various college and university committees such as the university faculty senate and the college's tenure and review committee. Telephone and in-person interviews with university staff suggest that the unit is highly regarded on campus. For instance, two representatives from the university's marketing communication department said they are very satisfied with the student interns and graduates they have hired from the department, and stated that the department has a very positive reputation on campus and in the local community. Faculty from the College of Business and Radio-TV-Film department stated that the journalism department has been pleasant to work with. Journalism is one of four departments in two colleges taking part in an interdisciplinary Interactive Web Management program. (The major blends facets of business administration, computer science, information systems, marketing and journalism.) The dean of the college and the provost also made positive comments on the journalism faculty for their accomplishments.

COMPLIANCE

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

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

Unit performance with regard to indicators:

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

According to the university's online faculty handbook, faculty are expected to engage in teaching, service and scholarly activities. The handbook indicates that faculty's scholarly activities "are vital to the university and to its academic program and have an impact on the student as a learner." The department's own merit policy states that faculty members are evaluated "in the areas of teaching, service and scholarship/professional development." Four categories of research or creative activities expectations are defined and explained in the latter document.

The department chair indicated his support and rewards for research and creative activities. For instance, faculty members may receive travel funding from the dean's office to present research at conferences; most also have a one-course reduction per semester to support their research agendas. Faculty members receive merit raises when the budget allows. There is also a faculty development grant available at the college level.

Interviews with faculty members confirmed that they understand research expectations and have received support or rewards for research productivity.

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

The university's faculty handbook specifies promotion criteria for journalism faculty as follows: "Procedures for promotion of journalism faculty will recognize the value of past and continuing professional experience in the field of journalism. Journalistic endeavors which would be considered in evaluating a faculty member's performance would include contributions such as publishing in newspapers and magazines, consulting, receiving awards in recognition of professional service or published work, with a highly respected individual or institution in the field, making recognized contributions to knowledge in the field through non-academic publication and participating in conferences and institutes."

The department's announcements for available positions include expectations for research or creative activities. For instance, in a job ad posted in August 2015, the new hire's responsibilities include "teaching, scholarship/professional activity and development, and service for the new public relations major." A 2014 job announcement required applicants to submit a "research/professional development agenda" in addition to CV and other materials.

The department's merit policy specifies expectations for research, creative activity and/or professional activity. The policy lists four levels of "research/professional development" and explains acceptable evidence. Examples include "copies of proposals for grants or research projects," "major revision of research book or textbook chapter," and "nontraditional media that

meet rigorous standards of review....” Such expectations cover both traditional academic research and creative or professional activities. In addition, the department has a post-tenure review policy approved by the journalism faculty and later by the college in spring 2015. However, the department’s merit policy is not dated and does not specify research expectations at each rank.

The department’s tenure/promotion guidelines, titled “Criteria for Appointment, Renewal, Tenure and Promotion,” were adopted in October 1992 and amended in February 1993. The guidelines are supplemented by a document titled “Statement of Tenure and Promotion for Programs in Journalism and Mass Communication.” It does not indicate an author or a date. The guidelines and the statement do not specify research expectations at each rank.

Interviews with both pre-tenure and tenured faculty members show that they are aware of the expectations for tenure and promotion. Although the expectations are not clearly defined in writing, they are communicated regularly through feedback from formal mentors and the department personnel committee. In the past six years, two associate professors were promoted to full professors, and two assistant professors were promoted to associate professors with tenure, indicating that the unit’s expectations are in alignment with the university’s expectations.

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

The university’s and department’s tenure/promotion and merit policies recognize both traditional research and creative or professional activities. Examples include publishing in newspaper and magazines, a research book, “books reviews published for scholarly or professional audience,” and “creative works, such as photography exhibits and videos presented at respected juried competitions, and/or other media publications.”

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

Full-time faculty in this unit present and publish research in various areas of journalism and communication, including social network games, scholastic journalism, magazines, advertising and photography. Research and/or creative activities are required for tenure and promotion. There are other incentives, including travel funds to attend conferences, and merit raises.

According to the data reported by the department, as reflected in faculty vitae, in the six years prior to the site-team visit, faculty members received six internal grants and one external grant, produced three textbooks, 10 book chapters, 28 refereed journal articles, 34 refereed conference papers, eight encyclopedia entries, six book reviews, six articles in non-referred publications and 27 non-juried creative works. After the self-study was written, one faculty member published an additional textbook.

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

Interviews with the faculty confirm that the department provides a positive environment for research and creative activities. Faculty members collaborate on research projects. In addition, a formal system

requires senior faculty to mentor junior faculty on research, teaching and service. Interviews with pre-tenure and recently tenured faculty confirm the existence of this mentoring system. In addition, a review of faculty vitae shows that this faculty has co-authored a significant number of publications and conference papers. Interviews with faculty members confirmed that they felt comfortable expressing different points of view.

The department's primary goal is to teach professional values and skills. Considering the mission of the university and department, the site-team considers the types and level of productivity of the full-time faculty appropriate.

COMPLIANCE

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				Total s (8)
		Full Professors (4)	Associate Professors (1)	Assistant Professors (3)	Other Faculty ** (0)	
Awards and Honors	4	2	2	0	0	4
Grants Received Internal	6	5	1	0	0	6
Grants Received External	1	1	0	0	0	1
Scholarly Books, Sole- or Co-authored	0	0	0	0	0	0
Textbooks, Sole- or Co-authored	3	1	2	0	0	3
Books Edited	0	0	0	0	0	0
Book Chapters	10	6	2	4	0	12
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	28	4	12	16	0	32
Refereed Conference Papers	34	18	11	21	0	40
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	8	4	4	0	0	8
Book Reviews	6	2	4	0	0	6
Articles in Non-refereed Publications	6	6	0	0	0	6
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	27	27	0	0	0	27
Other (specified)	4	0	2	2	0	4

PART II — Standard 6: Student Services

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

Unit performance with regard to indicators:

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

The student advising process is clearly defined and effectively carried out. All students who have completed 45 or more hours in the university and who have the requisite 2.5 grade-point average are assigned faculty advisors. In most cases, assigned faculty teaching areas are matched to student interest. However, students may also choose an advisor.

Faculty members generally are each responsible for 20-30 advisees. Timed to the university's registration schedule, the department notifies students of the need to schedule time with faculty advisors via email, class announcements and other methods. Each student is responsible to bring his or her complete printed academic record to the advising sessions. The department maintains advising records, including sheets completed by advisors and students. The department administrative assistant closes the loop and follows through with students as classes are scheduled.

Students are generally pleased with the quality of advising, though sometimes frustrated with congestion in faculty offices during the advising window. One student likened getting an appointment with her advisor to the "Hunger Games."

Students with fewer than 45 credits are advised through the university's undergraduate advising program. With the exception of three introductory courses available to all UW Oshkosh students, to be admitted to other journalism courses students must have a 2.5 average.

The unit has an early warning system and offers counseling and advice to students who are struggling with classwork at the 100 and 200 course levels.

Career advising is a less formal process but is addressed in a number of ways. Each semester, the unit connects students with professionals for mock interviews and resume review sessions. Speakers in the professional organizations sponsored by the unit often discuss career options and advice. Students who participate in internships meet with classes to discuss their experiences. Faculty members also share their career advice and often assist in directing students toward job openings. Known job openings are posted on boards near the main office and on the department's website.

There is no formal measurement of the advising or career counseling efforts by the unit or the university. Students are complimentary of the career discussions and advice they receive from faculty members.

(b) Faculty are available and accessible to students.

Faculty are required to establish regular office hours for at least six hours each week and are encouraged to maintain an open-door policy to accommodate drop-in visits. Faculty include contact information on syllabi, including phone numbers and email. Students are encouraged to use email as the most efficient way to reach faculty with questions or concerns. Students believe availability of their professors is a strength; they don't always find the same open attitude from faculty outside of the department.

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

The department's website is updated regularly and shares news of interest to students in the program. Changes in policy, information concerning registration and opportunities to hear speakers or pursue job openings are regularly posted on the site. In addition, news is shared via classroom announcements, email or posts on the department's blog, Facebook page and Twitter.

(d) The unit and the institution provide students with extra-curricular activities and opportunities that are relevant to the curriculum and develop their professional as well as intellectual abilities and interests.

Active chapters of student professional organizations are a strength of the department. There are meaningful connections to professionals in the Ad Club, The Public Relations Student Society of America (PRSSA) and The Society of Professional Journalists (SPJ). The groups are active participants in competitions sponsored by national and regional organizations. The Ad Club supports a student ad agency that develops campaigns for local businesses and non-profits. PRSSA participates in national competitions and has won 11 chapter awards and five individual awards in the past six years. The department's Photo Club is seeing low participation and its future is being re-examined.

The department recognizes student achievement through its support of a Kappa Tau Alpha chapter and a recognition luncheon and program. Faculty also encourage students to undertake challenging independent study projects and/or conduct Honor Thesis research.

Though the weekly student newspaper, the Advance-Titan, is not within the unit's purview, a member of the department's faculty serves as advisor and journalism students are encouraged to participate. The paper circulates about 4,000 copies and has a web presence. Students and faculty are concerned about the newspaper's future, though, because it has been operating at a deficit for several years and student government is demanding payment toward the debt. The provost, who provides the stipend for the faculty advisor, is aware of the issue, as well as concerns that some university leaders have about news coverage. A Feb. 1 deadline for a \$5,000 payment toward the debt threatens the newspaper's continuation.

The closing of the Advance-Titan would be a blow for the department, whose students are often leaders of the publication. Students believe the learning experience at the Advance-Titan is an essential element of their education and they are exploring ways to raise funds to ensure its existence.

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

Retention and graduation rates are measured and reported on the unit website. The cohort is distorted somewhat because the measurement includes only students entering as freshmen and does not include a significant number of students who enter in later years. Thus, in the fall term of 2009, there were 25 enrollees who had a four-year graduation rate of 28 percent and a six-year rate of 68 percent. Yet, there were 37 graduates. In varying degrees, the same trend follows year after year. The ACEJMC requirement is technically met. A different methodology might yield more meaningful results.

COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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

Unit performance with regard to indicators:

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

The department has limited say over the size of its budget, which is determined by the dean of the College of Letters and Sciences. There are two sources of money: (1) General purpose revenue and (2) revenue from vending machines. Only vending machine revenue can be rolled over from year to year, so the department taps that for larger or unexpected purchases.

The department is also beginning to generate revenue from hosting workshops, which it can use for computer replacement and other technology needs. The college has only one development person, but departments are free to engage in fundraising on their own. The department plans a fundraising campaign to commemorate its upcoming 50th anniversary and has not yet decided how the funds will be spent.

The department's budget totaled \$528,531 in its self-study year, just \$475 less than the previous year. Because of uncertainty at the state level, the department had not officially received its 2015-16 budget at the time of the site team's visit in October. The dean, however, told the site team that the department's budget this year would be essentially the same as the year before—and that money for supplies and equipment would even increase. The university as a whole must cut its budget by \$10 million over the next three years, as its share of a \$250 million system-wide reduction mandated by the state legislature in summer 2015.

Teaching and clerical salaries represent 98 percent of the department's budget. Only \$328 is listed for travel. However, faculty may request money from the dean to travel to conferences. The amount available per faculty member was increased in October from \$1200 to \$1500.

Money for computers and lab upgrades is also not part of the department's budget. Departments may request such expenditures from the university.

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

The self-study states that the Journalism Department's resources compare favorably to allocations for similar units on campus. The dean concurs. Although the department was down two full-time faculty members when the site team visited—and will be down one more in the spring, after a retirement—the dean anticipates the program will be back up to eight faculty members in two years. One search is underway and he expects the other two lines to be filled as well. As an interim measure, the dean has authorized some current faculty to be paid extra to teach overloads in spring 2015.

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

In 2011, the department moved to the third floor of Sage Hall, the newest academic building on campus. The attractive, LEED-certified building is home to the College of Business and houses several other academic departments as well. The department operates three laboratory classrooms equipped with computers and appropriate software as well as workstations for instructors that include ceiling mounted projectors and projection screens. Each classroom is built to accommodate 15 students. In addition, the department has modern and functional administrative and support space. All full-time and part-time faculty have individual offices. There is also a reading room/library, scanning/printing lab, photo studio, conference room, workroom for student assistants and a main office. The department controls all of this space. Larger lecture courses are scheduled in other available classroom space.

Sage Hall is conveniently located on campus, close to downtown Oshkosh, city hall and the county building.

Physical needs for effective teaching and learning are well met.

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

The department meets the technology needs of its students and instructional staff. Computer and software purchases are centralized and technology support is managed by the university's IT group. The department makes annual requests for computers, software upgrades and related needs. These requests have generally been met, though the overall university system's financial issues froze this activity in 2014-15. During the summer of 2015 one of the unit's laboratory classrooms was updated with new computers. Faculty hardware is updated on a 5-year schedule; software requests are generally fulfilled.

Students said computer and software availability in the department met their needs.

The department's photo studio is equipped for still and video imaging. Journalism students may sign out equipment needed for assignments. The unit owns 14 still cameras and two mobile journalism kits that include video and sound capability. Students noted there are sometimes not a sufficient number of cameras and that more modern, up-to-date video equipment is desired.

(e) The institution and the unit provide sufficient library and information resources to support faculty and student research and professional development.

Daily and weekly newspapers and a number of journal collections are available in the library/reading room. The campus' main library, Polk, is a short walk away. Though the overall number of printed journals has declined in recent years, the availability of journals and other research materials has increased exponentially and all are more accessible via Ethernet connections and/or wirelessly. Hard copies of research materials not present on the Oshkosh campus can be ordered and delivered from University of Wisconsin's larger libraries in Madison and elsewhere.

COMPLIANCE

PART II — Standard 8: Professional and Public Service

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

Unit performance with regard to indicators:

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

The department chair takes the lead in communicating with alumni; individual faculty members maintain and cultivate relationships with graduates in their particular areas of study.

Twice annually, the chair emails a newsletter to the alumni using a list built with the assistance of the university's alumni office. In addition, the chair posts on a blog the department's required annual report to the dean.

The department's alumni committee, consisting of two faculty members, conducts a biennial survey of alumni; 186 alumni responded to the 2014 survey. The department's maintenance of Facebook, Twitter and LinkedIn pages also touch interested alumni. Individual faculty members recommend alumni to the internship coordinator to participate in mock interviews. Also, some alumni speak in classes and to the student professional organizations.

Contact with professionals, some of whom are alumni, is also maintained through the Journalism Advisory Board, which generally meets each semester and provides feedback on curriculum and alumni matters, including potential fund-raising. Members of the board also do mock interviews with students and offer feedback and career advice.

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

Faculty are active in a wide range of public service activities that demonstrate the department's commitment to the profession. Participation is substantial in workshops, on panels, contest and professional paper judging, manuscript reviews, board memberships and committee service. The issues dealt with in these activities address current and important civic and professional issues.

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

Faculty serve a number of professional organizations, including the Wisconsin Newspaper Association, Associated Collegiate Press, National Scholastic Press Association, Society of Professional Journalists, AEJMC, Public Relations Society of America and others. The university funds conference travel at up to \$1,500 per person per year based on participation (making a presentation, serving on a panel, chairing a

session). During the six-year period, seven faculty members have been recipients of university travel funds.

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

Direct civic engagement has been sparse during the review period. The self-study reports that external service is eschewed in favor of internal service during times of faculty vacancies. That has been the case, though there are some student service-learning projects that touch external issues, such as PRSSA's participation in the National Organ Donor Awareness Campaign Competition, and Ad Club work on campaigns for non-profit organizations.

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

Support of scholastic journalism is robust. The fulcrum of involvement is the unit's leadership and management of the Northeast Wisconsin Scholastic Press Association's annual conference and writing competition. A department adjunct professor serves as executive director of NEWSPA. Alumni, faculty and other professionals teach workshops and judge contests. Sessions are also taught on public relations, advertising, new media and visual arts. More than 400 students usually participate.

The department offers a cooperative course taught by a high school teacher and a university journalism professor that yields concurrent high school and college credit. Most recently, that has been Journalism 141, Introduction to Journalism and Mass Communication.

The department has also been active in supporting press freedom for scholastic publications. Recently, one faculty member has been a leader in a dispute over censorship in Fond du Lac over an article concerning rape culture. This has also led to work by the faculty member and a group of high school journalism teachers on developing state legislation to clarify student press rights.

COMPLIANCE

PART II — Standard 9: Assessment of Learning Outcomes

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

Unit performance with regard to indicators:

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

The department has had an assessment plan since 2002-2003 and first administered it in 2003-2004. The plan was revised in fall 2014 and two capstone experiences, a new requirement by the university, are being piloted in fall 2015. These could include portfolio reviews conducted by members of the department’s advisory board.

The department uses ACEJMC’s 12 values and competencies as its learnings objectives.

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

The assessment plan uses two primary direct measures: Evaluations by internship supervisors and pre- and post-tests (called “value added” tests). Indirect measures include an alumni survey, conducted every two years, and contest results.

The department previously used mock interviews of students as a direct measure but eliminated them from the assessment plan recently after determining that they were not generating useful data. (The interviews will continue, but for other purposes.)

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

The department’s three-person assessment committee is charged with reporting to the full faculty at least once a year and typically does so each semester. The committee recommends curricular changes based on its findings. Changes within classes are up to each professor. Curricular or programmatic changes are the decision of the full faculty.

The self-study lists several curricular or programmatic changes that grew out of assessment. For example, the department created a new Foundations of Multimedia Production class after assessment data indicated weaknesses in students’ visual literacy; students in all emphases must now take either that course or Media Photography I as one of their five core classes. The department also changed public relations from an emphasis to a major in response to assessment feedback. And, after evidence that students’ numerical skills needed strengthening, the department modified its math/statistics requirement to include statistics.

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

The department has an advisory board with 10 to 12 members, several of whom are alumni. The board meets twice a year and offers guidance on curricular and other matters. The department also conducts a

survey of all alumni every two years. The most recent survey tailored questions to the respondents depending on their graduation years. The department is planning a significant alumni event in 2018 to mark the department's 50th anniversary.

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

Evaluations by internship supervisors are an important part of the department's assessment plan. Supervisors complete surveys assessing the work of the journalism students; some of the questions align with the 12 values and competences and some are more about workplace readiness. Although students are not required to hold internships, about 80 percent of recent graduates have had at least one. (Some complete more than one.) The internship coordinator, a longstanding adjunct, compiles and analyzes supervisors' responses and shares her findings with the faculty.

In previous years, mock interviews also fulfilled this requirement for including professionals in assessment. It is possible that professionals will be used to review the new capstone projects, which are expected to begin this year.

COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- Location in an attractive new building, with well designed classrooms, labs and offices
- A new public relations major, which gives the program a distinction within Wisconsin
- A consistent outreach to high school journalists
- Loyal alumni, who often visit classes and mentor students
- Strong student-faculty relationships

Weaknesses:

- Two vacant teaching lines, leaving only six full-time faculty at the time of the site visit
- Continuing challenges in attracting a diverse student body and faculty
- Limited incorporation of video into the curriculum
- Dated departmental tenure and promotion guidelines, which have not been updated since 1993

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

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

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

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

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

During the 2009 site-visit, the department was found out of compliance on Standard 2, Curriculum, and because this was the third consecutive non-compliance on this standard, the team recommended provisional re-accreditation. The council approved. Two years later, the revisit team found the curriculum much improved, with more direction and depth. That team recommended re-accreditation and the council approved.

The 2009 site-team report also found weaknesses in strategic direction, faculty diversity, and assessment. In response, the department developed a detailed strategic plan in 2011 and is now in the process of revising it. The department made several offers to international candidates in the past six years – some successful and some not. The current six-person faculty contains one international faculty member; the adjunct faculty members are diverse. The department also shows consistent effort to improve its assessment plan and to respond to data generated by it.

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

The self-study was succinct and well written. In a few instances, the team would have preferred hard copies of key department documents rather than links to them.