Report of ACEJMC Evaluation
Undergraduate program
2022–2023

Name of institution: University of Wisconsin Oshkosh

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

Unit: Department of Journalism

Name and Title of Administrator: Timothy R. Gleason, Acting Chair

Date of 2022-2023 Accrediting Visit: October 16-19, 2022

Date of the previous accrediting visit: October 2015

Recommendation of the previous site visit team: Reaccreditation

Previous decision of the Accrediting Council: Reaccreditation

Recommendation by 2022-2023 Visiting Team: Reaccreditation

Prepared and submitted by:

Team Chair
Name and Title: Ann M. Brill, PhD, Dean
Organization/School: University of Kansas, School of Journalism and Mass Communications
Signature

Team Member
Name and Title: Sonny Albarado, Editor-in-Chief
Organization/School: *Arkansas Advocate*
Signature

Team Member
Name and Title: Thor Wasbotten, Professor
Organization/School: School of Media and Journalism, Kent State University
Signature

PART I: General Information

Name of Institution: University of Wisconsin - Oshkosh
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Name of Unit: Department of Journalism

Year of Visit: 2022

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

_X__ Higher Learning Commission
___ Middle States Commission on Higher Education
___ New England Commission on Higher Education
___ Northwest Commission on Colleges and Universities
___ Southern Association of Colleges and School Commission on Colleges
___ Western Association of Schools and Colleges

If the unit seeking accreditation is located outside the United States, provide the name(s) of the appropriate recognition or accreditation entities:

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

___ Private
_X__ Public
___ Other (specify)

3. Provide assurance that the institution has legal authorization to provide education beyond the secondary level. 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?

_X_ Yes
___ No
If yes, give the date of the last full accrediting visit. If there was a revisit, give the date of the last full visit and the date of the revisit: Full visit October 2015.

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

1978

6. Insert here the unit's mission statement. Statement should give date of adoption and/or last revision.

The department will graduate students who, having received a comprehensive liberal arts education, are intellectually curious; possess skills to compete in the global marketplace; recognize the importance of diversity and inclusivity; and are able to react and adapt to changes in the industry while maintaining the highest ethical standards of fairness, truth and accuracy. Revision approved May 2020.

7. What are the type and length of terms?

Number of weeks in a semester: 14

Number of weeks in a quarter: N/A

Number of weeks in summer sessions: 4

Number of weeks in intersessions: 3

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

_X__ Bachelor's degree
___ Master's degree
___ Ph.D. degree

9. List the specific undergraduate degrees as well as the majors or sequences being reviewed by ACEJMC. *Indicate online degrees.

B.A. in Advertising (includes students in previous Multimedia Journalism Advertising
  emphasis)
B.S. in Advertising (includes students in previous Multimedia Journalism Advertising
  emphasis)
B.A. in Multimedia Journalism
B.S. in Multimedia Journalism
B.A. in Public Relations
B.S. in Public Relations

10. Credit hours required by the university for an undergraduate degree:
(Specify semester-hour or quarter-hour credit.)

120

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

3 semester credit hours

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

Name of Sequence or Specialty   Person in Charge

Advertising   Timothy R. Gleason
Multimedia Journalism   Timothy R. Gleason
Public Relations   Timothy R. Gleason

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

7,236 undergraduate students attend UW Oshkosh's three campuses.

14. Number of undergraduate majors in the accredited unit, by sequence. (If the unit has pre-major students, list them as a single total). Give the semester and academic year represented. Add lines as needed.

Name of Sequence or Specialty	Summer 2022 majors
Advertising (includes former ad emphasis students)	19
Multimedia Journalism (replaced Journalism major)	40
Public Relations	45
Journalism Dept Undecided	05
Pre-majors	N/A
Total	109

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 for the preceding term. Submit two semesters with the self-study and update the list as needed for spring 2023 visits. 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 2022 Onsite

Class number, name, section when more than one	Enrollment
J221 Writing for the Media (A)	15
J221 Writing for the Media (B)	15
J251 Foundations of Multimedia Storytelling (A)	10
J251 Foundations of Multimedia Storytelling (B)	15
J315 Public Relations Techniques	16
J324 Editing (A)	11
J324 Editing (B)	15
J327 Reporting	15
J351 Ad Copy, Layout & Production	14
J424 Strategic Campaigns in Advertising	8
J440 Applications of New and Emerging Media	5
J452 Special Topics: Online Publishing	12
J454 Selected Topics: Science Writing	7
J455 Public Relations Campaigns	15

Spring 2022 Online

Class number, name, section when more than one	Enrollment
J440 Applications of New and Emerging Media	6

Summer 2022 Online

Class number, name, section when more than one	Enrollment
J324 Editing	12

Fall 2022 Onsite (As of August 18 and October 17)

Class number, name, section when more than one	Enrollment	Site visit
J221 Writing for the Media (A)	15	14
J221 Writing for the Media (B)	15	15
J251 Foundations of Multimedia Storytelling	15	15
J315 Public Relations Techniques	15	15
J324 Editing (A)	11	13
J331 Visual Media Design	14	15
J351 Ad Copy, Layout & Production	9	11
J353 Advertising Media	14	13
J429 Special Topics: Blog Writing & Development	13	11
J440 Applications of New and Emerging Media	11	11
J452 Special Topics: Photojournalism	15	13
J472 Research in Strategic Communication	15	13

16. Total expenditures planned by the accredited unit for the 2022–2023 academic year:
Give percentage increase or decrease in three years:
Amount expected to be spent this year on full-time faculty salaries:

The budget for 2022-2023 covering supplies and expenses remains the same as the previous budget year at $9,617, and the student worker allocation also remains the same at $4,500. The vending machine account, also known as the lounge account, grew to $4,200 by the end of the budget year, so the college did not increase it at the start of the 2022-2023 year. The STEP allocation remained the same at $800.

- Supplies and Expenses: $9,617
- Student Workers: $4,500
- Vending Machine: $4,200
- STEP Student Worker: $800

There was zero difference in allocations over three years for all categories except the vending machine account. The data below reflects three years prior to 2022-2023, when a new vending machine allocation was made each year. The percentage increase/decrease of department budget over three years (2019-2020, 2020-2021, 2021-2022):

Supplies and Expenses: 0%
Student Workers: +28.6%
STEP: 0%
Vending Machine Share: 0%
Overall budget allocation change: +6.6%

	2019-2020	2020-2021	2021-2022
Supplies/Expenses	$9,617	$9,617	$9,617
Student Worker	$3,500	$3,500	$4,500
STEP	$800	$800	$800*
Share of vending machines to spend	$1,300	$1,300	$1,300
SUM	$15,217	$15,217	$16,217

*Note: Journalism's allocation was $800, but a partner program donated $600 of its unused STEP funding. STEP provides student jobs in an internship-like mode. The additional $600 is not included because it was not part of the allocated budget.

Sum of Full-time faculty salaries with most recent data: $443,186

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

- Vincent Filak, Ph.D., Professor
- Timothy R. Gleason, Ph.D., Professor
- Sara S. Hansen, Ph.D., Professor
- Kimberly Kelling, Assistant Professor (on personal leave Fall 2022; submitted resignation effective Dec. 31, 2022)
- Shu-Yueh Lee, Professor
- Kristine Nicolini, Associate Professor

18. List names of part-time/adjunct faculty teaching at least one course in fall 2022. Also list names of part-time faculty teaching spring 2022. (If your school has its accreditation visit in spring 2023, also provide the spring 2023 adjunct list in the updated information.)

Spring 2022

Erin Elliott
Jean Giovanetti

Fall 2022

Erin Elliott
Jean Giovanetti
Paula Lovell

19. For each of the last two academic years, please give the total number of graduates from the unit.

2020-21 academic year: 42

2021-22 academic year: 32

PART II — Standard 1: Mission, Governance and Administration

Framing narrative: The University of Wisconsin Oshkosh is one of 13 four-year universities in the Wisconsin system. With 13,299 full-time students at the time of the site team visit, it is the third largest of the campuses. Oshkosh is one of two UW campuses with accredited journalism programs; the other is The University of Wisconsin - Eau Claire. (The journalism program at UW Madison chose not to remain accredited in the 1990s.) The University of Wisconsin System experienced a 3.5% enrollment decrease this fall; UW-Oshkosh had a 5% decrease since Fall 2021.

The Department of Journalism at UW-Oshkosh dates to 1966 and was first accredited in 1978. It is housed in the College of Letters and Science, the largest of four colleges within the university. The College of Letters and Science comprises 35 majors. The department is housed in the newest building on campus and shares collaboration and space with the College of Business and other departments and programs in the College of Letters and Science.

Budget cuts throughout the UW System since the last site team visit have affected the department, and the department's "significant drop" in enrollment (from 203 to 109 students) led to faculty members teaching additional courses in academic year 2020. At the time of the site team visit, the five current faculty members returned to an 18-hour credit load, unless they have course release for administrative or other service functions.

Unit performance with regard to indicators:

(a) **The unit has a written mission statement and a written strategic long-range plan that provides vision and direction for its future, meaningful short-term measurements, 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 13,299 full-time 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 University of Wisconsin System experienced a 3.5% enrollment decrease this fall; UW-Oshkosh had a 5% decrease since Fall 2021.

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 Science, the largest of four colleges within the university. The College of Letters and Science 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.

The unit posts its mission statement and strategic plan in a prominent, easy-to-find place on its website.

Describe in detail how the mission statement/strategic plan is implemented, plays into the daily life of the unit and its effectiveness in driving progress. Who has responsibility for keeping the plan updated? Is it revised regularly to deal with rapidly changing issues of instruction and technology?

The unit has a written mission statement posted on its website that lists its vision, mission, and core values. The plan is easily found and accessible. The unit's faculty approved and updated its strategic plan in May 2020, a few months into the pandemic. The unit maintains focus and intent on desired outcomes with adjustments year to year to strategies and tactics toward those goals while balancing demands made from higher administrative levels and the external environment. The unit chair says that both the university and the college are engaged in strategic planning, so the unit is waiting to see how its plan aligns with both before making further changes/updates.

The plan lists five priorities and both long and short-term goals and tactics. The plan also lists goals that have been met as well as those ongoing. Priorities include branding, enhancing and growing the program, making technology a core strength, providing students with leadership and critical thinking, providing a current and evolving curriculum, creating an environment that supports faculty development, and engaging with alumni and media professions.

The department prioritizes immediate and long-term strategic plan initiatives and focuses on ensuring the faculty are working toward the desired outcomes. A three-pronged approach helps facilitate this process. First, strategic initiatives are an agenda item for every faculty meeting, based on priorities for the department and the college. Second, the chair regularly reviews the strategic plan, including when creating the department's annual report to the college to discuss outcomes of the past year and set goals for the year ahead. Third, during the faculty annual performance review process, each faculty member submits a statement about their annual performance outcomes and has a goal-setting meeting with the chair to discuss the year ahead. During this meeting, faculty are asked to review the strategic plan as part of that conversation toward aligning their activities with department priorities.

The plan provides vision and direction for initiatives that have been discussed and moved forward with small and large milestones evident during recent years. The plan aided successful progress on initiatives such as:

- Curriculum advances, including evolving the advertising emphasis into a major and engaging work toward interdisciplinary curriculum, leading to collaborations with science departments, Women's and Gender Studies, African-American Studies, Social Justice, and the Radio-TV-Film department.
- Recruitment efforts, including the department's collaboration with the university's extensive Cooperative Academic Partnership Program (CAPP) in the high schools and Admissions through the Northeastern Wisconsin Scholastic Press Association annual conference on campus that featured informational sessions from journalism faculty and other professionals.
- Building relationships with alumni and local community, including department-sponsored professional development events each year to engage students and welcome back alumni to speak and attend.

The dean mentioned the unit's innovation and ideas in discussing why she hired the former chair into an associate dean role. She cited both the high school outreach and concurrent enrollment programs as evidence of the unit's recruitment efforts. She also addressed the parts of the plan calling for "creative collaboration" that led to working with Radio-TV-Film, Communication Studies, Interactive Web Management and others.

(b) 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.

Characterize in depth the leadership of the unit as an agent for progress, advocate for the unit's fields of study within the university and aggressive connector with alumni. What significant achievements can be attributed to the leader? Has the leader-built partnerships within the university? Is the leader seen as a strong advocate on matters of diversity, inclusion and equity? Is faculty and student diversity improving? Do scholars and professionals work collaboratively? Is creativity in curriculum, teaching and research sought and rewarded? Is the leader driving forward the curriculum (while respecting faculty governance and required process) to keep up with a rapidly changing media world?

The unit's current administrator is an acting chair as of August 1, 2022. He previously served as chair of the unit and was asked to resume that role when the previous chair became an associate dean in the college. Given the short time as chair, it is difficult to assess his effectiveness. However, based on his former role in the unit and his leadership at the time of the last site team visit, the unit's faculty and the college dean have confidence in his leadership. As a former leader of the interdisciplinary program in Interactive Web Management, the unit chair is known among other unit leaders. Other unit leaders spoke highly of him, and the dean said she has no concerns about the unit's leadership.

(c) The unit annually updates its data on the ACEJMC searchable database website (https://lookup.acejmc.org).

Yes, the unit's information is current.

(d) The unit gathers, maintains and analyzes enrollment, retention and graduation data and posts them annually in a prominent, easy-to-find place on its websites.

The unit's information on enrollment, retention, and graduation data is current and posted in an accessible and prominent place on its website.

On indicators (e), (f) and (g) the site team should make sure the unit operates within accepted academic norms and need only report in detail on extraordinary situations, cases or variances from policy.

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

Department faculty members are responsible for exercising certain responsibilities, which is done under the terms of the bylaws. These responsibilities include personnel and curricular matters, course initiation, evaluation of teaching, creation and administration of procedures for salary administration (merit), waiver of prerequisite, and other duties as they arise. The chair is the chief administrative officer of the department for such purposes.

The department updated its bylaws since the last reaccreditation visit, in addition to an updated renewal, tenure and promotion policy and post-tenure review policy. However, the college and university processes for approval were in flux, which caused delays in review. Subsequently, the UW System imposed changes to how Student Opinion Surveys were used and the addition of Annual Faculty Performance Reviews separate from the renewal, tenure and post-tenure review cycles. Efforts were put into place to streamline and somewhat standardize the formatting of department bylaws across campus in order to accommodate changes with these requirements as well as HLC accreditation requirements. The process for approval was on track last year, and the department reformatted its bylaws to align with the standardized formatting and expects to have the new bylaws and other updated policies (which require approved bylaws in order to be approved as updated policies) approved this year.

While faculty may initiate courses or other curricular changes, all academic matters (additions, deletions and changes in courses, or additions, deletions or changes in major, minor or certificates) follow a path that may necessitate HLC and UW System requirements. Or, they may follow paths for approval at the university level, evident in Academic Affairs information and forms. The path is presented below for the example of a new course proposal.

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

While the unit has a process for selecting its administrator, the current interim chair was appointed after the previous chair accepted a position as an associate dean in the college. The unit also currently has an associate chair, which is not usual for the unit.

The chair serves a three-year term, and can seek re-election. The names of all tenured faculty members are placed on a ballot, and in balloting conducted by a college committee, the person receiving the most votes is elected as the chair. If a chair does not complete his or her term for whatever reason, an election is conducted with the winner serving as interim chair until the three-year term has expired. The college dean may appoint an interim chair, also known as acting chair, in some situations.

The evaluation of the unit's administration is performed by the dean, according to the expectation in the performance of administration, leadership and decision-making. Chairs are expected to continue the teaching, scholarship and service responsibilities of their appointments as members of the faculty. Chairs may choose to have the dean review only the 50 percent assigned administrative time and have department merit committees evaluate teaching, professional and scholarly activity, and service. The faculty of each unit may evaluate the chair of the unit during the fall semester of the second year of service, and this evaluation is considered by the dean in determining merit pay for chairs. Chairs are evaluated by department members and the chancellor every three years when the faculty members nominate a chair for appointment and/or reappointment by the chancellor.

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

Anyone with concerns is first directed to the chair. If needed, faculty, staff and students can enter into a formal process to seek resolution.

For faculty, the department has an ad hoc Grievance Committee that is available to hear any grievances. None have been reported to the committee since the last two accreditation cycles.

Faculty and staff may seek resolution to complaints and grievances through a prescribed university process. The university has an established system to address complaints or alleged discrimination based on any protected status such as race, color, sex, religion, national origin, age or disability. It also has policies and procedures for handling grievances related to working conditions, employment, etc.

For students' grievances, the unit follows the Student Grievance Procedures policies to resolve student complaints. Students must first attempt resolution with the instructor and, if unsuccessful, go to the unit chair. Beyond the chair, the student may request a formal review of the matter by the department's Grievance Committee.

The department has not received any formal complaints from students since the last two reaccreditation cycles.

SUMMARY:

The unit is in a state of change in terms of leadership and its relationship to the college and the university. In addition to the chair position, the college dean began her role in January 2022. The university and college are in the midst of writing strategic plans, bylaws revisions, and promotion and tenure policies. Budgets since the last site team visit have declined, as has the unit's enrollment. The unit is ready to move forward on much of its governance revisions, recruitment efforts, and hiring, but at the time of the site team visit, is awaiting approval from the college and university.

Overall evaluation compliance/non-compliance: COMPLIANCE

PART II — Standard 2: Curriculum and Instruction

Unit performance with regard to indicators:

Discussions of indicators b, c and f should describe and evaluate individual academic sequences in the unit.

(a) Students in the unit complete academic requirements for a baccalaureate degree that meet the liberal arts and sciences/general education requirements of the institution. Programs may identify classes within the unit that contribute to a liberal arts and social sciences perspective for graduates from the unit.

The mission of the Department of Journalism is to graduate students who, according to the department, "have 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." The department has three majors: Advertising, Multimedia Journalism, and Public Relations. Until becoming a stand-alone major in Fall 2022, Advertising was offered as an emphasis in the Multimedia Journalism major but maintained the same course requirements as it does now. The department also offers four minors: Advertising, Public Relations, Multimedia Journalism, and Media Studies. The department offers four certificates: Social Media, Multimedia journalism, Public Relations, and Advertising.

The department offers both a Bachelor of Arts and a Bachelor of Science option in each major. Those who select the BA track study a second language in addition to the general education requirements. Those who select the BS option complete more courses in natural science and mathematics.

The department requires the completion of 120 credits to graduate and 39 for each of its majors.

All students at the University of Wisconsin Oshkosh are required to fulfill the University Studies Program requirements (minimum of 38 credits) in addition to college-specific and departmental general electives. For the College of Letters and Science departments, the majority of these requirements are in general education areas such as humanities, social sciences, and physical sciences.

(b) The unit provides a balance between theoretical and conceptual courses, professional skills courses, and courses that integrate theory and skills to achieve the range of student values and competencies listed by the Council.

The department has continued to build upon its commitment to provide a balance of courses so that its students can achieve the range of values and competencies as listed by ACEJMC.

All students complete six department core courses: Introduction to Media: News, Public Relations, and Advertising (J141); Writing for the Media (J221); Foundations of Multimedia Storytelling (J251);

Editing (J324); Law of Mass Communication (J412); and, Culminating Experience (J499). All core courses are three credits except for J499 Culminating Experience, which is required but carries 0 credits.

In addition to the department's core courses, all students must complete specific courses outside of the department: Computer Science 125 – Worldwide Website Development; History 202 – Modern United States History Since 1877; Political Science 105 – American Government and Politics; and one course among Math 189 – Problem Based Inquiry Seminar in Statistics, Math 201 – Applied Statistics, Psychology 203 – Elementary Psychological Statistics, or Sociology 281 – Social Statistics.

Advertising

Students in the Advertising major are required to complete Principles of Advertising (J250), Advertising Copy, Layout, and Production (J351), and Advertising Media (J353). Students choose an additional three courses from the following Advertising electives: Principles of Public Relations (J211), Visual Media Design (J331), or Special Topics in Visual Media (J452); New and Emerging Media (J340); Strategic Campaigns in Advertising (J424); Applications of New and Emerging Media (J440) or Special Topics in Visual Media (J452); or Research in Strategic Communication (J472). Special Topics in Visual Media is listed twice because the content changes each time it is offered and is repeatable. At least one course must be 400-level. Advertising students complete two additional department electives.

Multimedia Journalism

Students in the Multimedia Journalism major are required to complete Reporting (J327); Visual Media Design (J331); Special Topics in Writing/Editing (J429); Special Topics in Visual Media (J452); and one additional J429 or J452 course of a different topic. Multimedia Journalism students complete three additional department electives.

Public Relations

Students in the Public Relations major are required to complete Principles of Public Relations (J211), Public Relations Techniques (J315), and Case Studies in Public Relations (J319). Students choose an additional three courses from the following Public Relations electives: Principles of Advertising (J250) or Reporting (J327); Visual Media Design (J331) or Special Topics in Visual Media (J452); New and Emerging Media (J340); Applications of New and Emerging Media (J440) or Special Topics in Visual Media (J452); Public Relations Campaign (J455); or Research in Strategic Communication (J472). Special Topics in Visual Media is listed twice because the content changes each time it is offered and is repeatable. At least one course must be 400-level. Public Relations students complete two additional department electives.

(c) Instruction, whether on-site or online, synchronous or asynchronous, is demanding and current, and is responsive to professional expectations of digital and technological media competencies.

The faculty in the department place an emphasis on teaching and have made improvements to the curriculum and instruction. The previous site team listed as a weakness "limited incorporation of video

into the curriculum." There has been some progress made as evidenced by increased instruction of video in some courses, but in discussions with students and in reviewing alumni feedback, there remains an unbalanced emphasis on print and photos, even as they are taught in multimedia courses. Students reported that the Radio-TV-Film department taught more video courses, which students are able to take and may reduce the need for video courses in the journalism department. There may be opportunities for collaboration or a more intentional mapping of curriculum to encourage students to take video courses from Radio-TV-Film.

The site team spoke to a highly engaged group of four students. Three transferred from other universities and one transferred from another program within the university. The students reported that the faculty "are not just here to lecture and leave."

Advertising

The only full-time, tenured faculty member who teaches Advertising courses is currently serving as associate dean in the college. Courses are covered by other instructors and adjuncts.

Students have participated in the National Student Advertising Competition through the American Advertising Federation and can participate in Ad Club.

Multimedia Journalism

Students are encouraged to work for student media outlets such as The Advance-Titan (independent student newspaper), Photo Club, and in external media organizations. A member of the department's advisory board who started a weekly newspaper five years ago said she regularly uses interns from the program, hires some, and that many of them go "toe-to-toe" with veteran journalists on her staff.

Public Relations

Students have participated in the Bateman Competition through the Public Relations Student Society of America and the major has earned the Certification in Education for Public Relations.

(d) The unit demonstrates efforts to connect faculty and administrators to the professions they represent, with a specific understanding of the changing skills needed to be successful in the workplace.

Faculty and administrators are active in professional organizations, such as the American Advertising Federation, Public Relations Society of America, and the Society of Professional Journalists. Faculty invite guest speakers to classes to share knowledge and interact with students — faculty are able to benefit from these interactions as well. The Journalism Advisory Board consists of professionals who advise the department on curriculum and industry trends.

They use these connections to remain current in the fields into which their students are preparing to enter.

14

(e) Student-faculty classroom ratios facilitate effective teaching and learning in all courses. Except for campaigns courses, the ratio in skills and laboratory sections, whether on-site on online, should not exceed 20-1.

The department does not exceed a ratio of 20-1 in any skills course. Most are 15-1.

(f) 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. Units 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 hours).

When students take courses for internship credit at appropriate professional organizations, the unit must show ongoing and extensive dual supervision by the unit's faculty and professionals.

Students may take up to nine semester credits (or their equivalent) at professional media outlets 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.

The Professional Internship in Journalism (J427) is not required for any major, but it does count for credit toward the university's 120 hours for graduation. To qualify for university credit, students complete 200 hours of work at an approved internship site, supervised by a media professional and the department's internship coordinator. As a course requirement, students complete an internship experience report and share a presentation in a journalism course on their experience.

Of the 25 students graduating in Spring 2022, 92% had at least one internship or campus media experience prior to graduation, according to the department's assessment report from Spring 2022.

SUMMARY:

The department continues to make strides in building a curriculum that is flexible. With a department so small in both faculty size and student enrollment, there are additional challenges to serving three separate majors. The faculty has structured its courses so that there is enough differentiation within the majors while also allowing the same course to serve as an elective in all three.

As noted in the previous site team report, there remains a lack of original video production in the curriculum although it has increased.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 3: Assessment of Learning Outcomes

The Accrediting Committee and Council seek site-team reports on assessment that are appropriately detailed for a judgment on compliance that is informed, fair and consistent from one team to another.

Unit performance with regard to indicators:

(a) The unit has a written assessment plan that has been implemented, is up to date and addresses contemporary curricular issues, including instruction related to the rapidly changing digital media world.

The department's current assessment plan was implemented in Fall 2021. It is evaluated by the faculty's assessment committee annually and the full faculty every two years. A review of the committee's minutes showed productive conversations that discussed closing the loop through data collected from direct and indirect measures the department has in place.

The unit posts its assessment plan in a prominent, easy-to-find place on its website.

There is no direct reference to the department's assessment plan on its website, although the department's strategic plan does indicate assessment is a priority and that plan is on the website.

(b) The unit defines the goals for learning that students must achieve, including the professional Values and Competencies" of the Council. (See Standard 2: Curriculum and Instruction.)

The department uses the ACEJMC professional values and competencies as its learning objectives in multiple ways. They are listed, either in full or in part, in syllabi. They are indicated as goals in their various assessment reports.

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

The department uses multiple direct and indirect measures to assess student learning.

Direct Measures

Internship Data: Internship data is collected by the department's internship coordinator. Every semester, faculty are provided internship reporting forms to distribute to their classes. Students enter their names, internship location, and employer contact. The coordinator contacts the supervisor to collect data. Some internship survey questions are aligned with the values and competencies while other questions pertain more to job performance. The coordinator completes a report every semester that is disseminated to faculty and reviewed by the assessment committee. The data the committee has reviewed has been used to enhance curriculum to better prepare students for internships.

Culminating Experience: Students declaring a major in the department as of Fall 2017 have to complete a culminating experience. This entails the submission of a portfolio of that student's work that is mapped to the ACEJMC values and competencies, completion of a student survey, and an extensive interview with a faculty member.

Indirect Measures

Alumni Survey: The alumni committee administers an online survey every two years or so. The survey contains questions that align with the values and competencies. It was partially based on the feedback from this survey that the department created a stand-alone Advertising major.

Contests: The department makes an effort to support students in a variety of contests. Students have often performed well in these contests, and the department prides itself on assessing student learning through this measure.

The department also utilizes regular curriculum and syllabi analysis each semester and a comprehensive core curriculum review every six years.

(d) At least one direct and/or indirect measure should include journalism and mass communication professionals engaged in assessment data collection.

Internship reports provide feedback from employers, there is at least one course in both Advertising and Public Relations that work with external organizations where feedback is welcomed, and there are alumni surveys, but there is no systematic effort to include professionals in assessing student work. Students in Multimedia Journalism are encouraged to work for student media outlets and freelance opportunities to receive professional feedback, but the department has had difficulty finding professionals who are willing to do formal reviews.

(e) The unit collects and reports data from its assessment activities and applies the data to improve curriculum and instruction. There is substantial, concrete evidence of "closing the loop," generally and specifically. Multiple examples of "closing the loop" are evident.

The assessment committee is responsible for collecting, analyzing, and reporting data to the department. Committee minutes are documented and shared within the unit. Faculty then determine what changes need to be made in curriculum and instruction.

In addition to the regular minutes from the committee, there is an internship report produced each semester that lists the number of interns, the organizations where the interns worked, and a summary of what each student learned – both through feedback from students and employers.

The Faculty Senate Committee on the Assessment of Student Learning (FSCASL) is a report that had been submitted every two years (2017, 2019), but reporting will now be every three years. The next report will be due in November 2022. This is a comprehensive analysis of program learning outcomes, syllabi, direct measures (embedded at both the course and program levels), indirect measures, and evidence of how the department closed the loop on what it has learned. The site team was provided a substantial draft of the November 2022 report. There is evidence of closing the loop. Two changes to the department are highlighted in the report: 1. The creation of the Advertising major; and, 2. Changes to course prerequisites throughout the department. The third significant change since the last ACEJMC review is the implementation of the Culminating Experience course, which was required for students who started in 2017.

SUMMARY:

The department has a comprehensive assessment plan and evidence of closing the loop in multiple ways. It may be argued that they are doing even more than they need based on the size of the program.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 4: Diversity and Inclusiveness

Unit performance with regard to indicators:

(a) The unit has a written diversity plan that has been implemented and discussed annually, for achieving an inclusive curriculum, a diverse, culturally proficient faculty, staff 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, identify under-represented groups and articulate key performance indicators upon which the unit intends to focus and improve. The unit posts its diversity plan in a prominent, easy-to-find place on its website.

The department has a two-fold diversity plan, but it can be hard to find on its website. The "diversity" link at the top of the department's landing page points to the university's diversity plan, not the unit's.

The unit has a written one-page diversity and inclusivity policy adopted in 2004 and last updated in Spring 2022 that was linked in the self-study but which can't be found on the department web page without a search. The department also has a strategic plan (updated in 2020) that identifies long-term and short-term goals for diversity and inclusivity, as well as tactics for achieving those goals. The plan can be found in the drop-down menu of the "About Us" tab on the unit's web page.

The diversity and inclusivity policy defines diversity using Robert C. Maynard's five fault lines – race, gender, generation, geography and class. The policy lists six diversity goals for faculty, the student population, department administration, student employees, curriculum and campus activities.

Neither the policy nor the strategic plan spell out how progress toward the goals is measured. Faculty noted that they rely on an exit interview with students completing the Culminating Experience (J499) class and on a biennial alumni survey.

The D&I policy includes an implementation section requiring an annual report describing the department's activities in support of the goals.

That annual report allows faculty to review the quantity of diversity activities provided in class, clubs or event experiences and to ask during the May faculty meeting whether those experiences are "training students to demonstrate an awareness and appreciation for diversity and multicultural dynamics," the former dean said. "We ask how we are succeeding and how we could do better."

Qualitatively, the annual reports on the policy implementation have led to the development of cross-listed courses with African American Studies, Women and Gender Studies, and Social Justice programs. Also included in diversity initiatives were the nomination of a Hmong student for the outstanding university alumni award (she won) and incorporating an African American-led organization as a client for the campaigns classes.

The department's strategic plan also identifies tactics for achieving its long-term and short-term goals but lists no performance indicators.

Faculty and the former chair noted that they are in a holding pattern regarding development of more

precise measures or key performance indicators because the university is in the middle of updating its own strategic plan with a stronger emphasis on integration of DEI goals. That update is expected to be completed this fall. The College of Letters and Science also is updating its strategic plan.

"If we knew the university's KPIs, that would help us better align ours to the university's and ACEJMC," one professor said.

(b) The unit's curriculum creates culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit's curriculum includes instruction on issues and perspectives relating to mass communications across diverse cultures in a global society.

Syllabi were inconsistent when it came to DEI statements. Only two core courses map to diversity in the values and competencies matrix: Introduction to Media (J141) to domestic and global diversity; Principles of PR (J211) to global diversity. History of Journalism (J371), an elective, maps to domestic diversity.

The unit as a whole promotes awareness of ACEJMC values and competencies; they're posted on the walls of classrooms. Most syllabi included only a single reference to the line from the ACEJMC values and competencies that says students should demonstrate an understanding of professional ethical principles and work ethically in pursuit of truth, accuracy, fairness and diversity. Several had no reference to diversity either in course objectives or expected outcomes.

In conversations with faculty and students and class observations, however, it became apparent that diversity and inclusivity are top of mind and that classes include both general instruction in DEI and specific activities devoted to marginalized groups. For example, students from a public relations techniques class noted that their projects involved developing campaigns aligned with groups representing people with physical disabilities and the visually impaired or months devoted to Black and women's history. Students also cited guest speakers who spoke on such topics as the effects of more women in the workplace and inclusion of under-represented groups.

(c) The unit demonstrates effective efforts to enhance all faculty members' understanding of diversity, equity, inclusion and ability to develop culturally proficient communicators capable of learning with, working on and advancing the value of diverse teams. The unit also demonstrates intentional efforts to recruit and retain faculty and professional staff who are from demographics that are historically, domestically marginalized.

All faculty completed a university Center for Excellence in Teaching and Learning program in 2020 focused on helping them teach more effectively online and in asynchronous settings. The course included an emphasis on advocating for diversity and using equitable and inclusive practices to support the whole student. The course also examined two studies of the university's cultural climate related to inclusion and diversity.

Two faculty are engaged in a Scholarship of Teaching and Learning research project that includes a survey of the department's DEI climate.

The department has not been able to add any new faculty since the last visit and the week before this visit reported the resignations of one professor and one adjunct/staff member.

The self-study notes that the faculty is composed of three white women, one Asian woman and two white men. The adjunct faculty includes one white woman and one Asian-American woman.

(d) In alignment with the institution's mission, the unit demonstrates effective efforts to help recruit, retain and graduate a student population reflecting the diversity of the population the institution aims to serve.

Faculty complained of being unable to recruit students beyond NEWSPA, the scholastic journalism program it co-sponsors, and the Cooperative Academic Partnership Program (CAPP) that allows high school students to concurrently take college-level classes with their high school program. Faculty said the admissions office staff has told them not to independently recruit students. One faculty member expressed frustration that this has prevented him from recruiting in working-class and minority-populated areas.

Overall, the department's Black student population of 3.7% is higher than both the university's and the service area's Black population. The percentage of Hispanic/Latino students in the department is about the same as the service area but higher than that of the university. The percentage of American Indian and Asian students in the department is lower than both that of the university and the service area.

(e) The unit demonstrates that it has an inclusive climate, free of harassment and all forms of 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.

Comments from all quarters – students, faculty, alumni and external observers – indicate that this department is inclusive, engenders an atmosphere of belonging, and is free from harassment.

An early report on the diversity climate within the unit noted that about 80% of students surveyed agreed strongly that the department promotes an appreciation of cultural differences, supports diverse students, promotes learning about multicultural communities, and cares about the health and well-being of students.

Accreditation site visit teams will apply this standard in compliance with applicable federal and state laws and regulations, as well as the laws of the countries in which non-U.S. institutions are located.

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.)

Do not count any individual in more than one group.

Academic year: 2021 – 2022 Full-time faculty

Group	Female	% of total faculty	Male	% of total faculty
Black/African American				
White	3	50%	2	33%
American Indian/Alaskan native				
Asian	1	17%		
Hispanic/Latino (any race)				
Native Hawaiian/other Pacific Islander				
Two or more races				
Other race				
International (any race)				

Academic year: 2021 – 2022 Part-time/adjunct faculty

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

International (any race)

SUMMARY:

The Journalism Department values diversity, equity and inclusion and strives to integrate it as a learning outcome throughout the curriculum. While syllabi overall include references to following the ACEJMC values and competencies related to diversity, those statements could be articulated more strongly. Its methods of evaluating progress toward its goals also could be improved but are contingent on updates to university and college standards and measurements. Students enthusiastically endorsed the welcoming and inclusive environment, as did an Asian member of the faculty.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 5: Faculty

Unit performance with regard to indicators:

(a) Full-time faculty have primary responsibility for curricula, oversight of courses, research/creative activity and service.

At the time of the site team visit, the unit had six full-time faculty members, with one also serving as an associate dean of the college, one serving as the unit chair, a third serving as the associate unit chair, and a fourth on leave. Another faculty member has a reduced teaching load as part of the university's recruitment efforts. Right before the team visited, the faculty member on leave served written notice of resignation, effective December 2022. The unit has one on-going search, and the unit chair says a second hire is possible using university diversity funding. The dean verified the possibility of a second hire for the unit.

The department observes the roles and responsibilities of faculty described in the university's faculty handbook and the unit's Individual Curriculum Modification Plan guidelines that are approved by the college, which also has its policy. The unit has policies in place to adjust teaching, research, and service allocations of effort. Those are also aligned with college, campus and system policies.

Teaching expectations are measured on four components: academic program planning and development, instruction, evaluation, and student academic advisement. Given the administrative and other responsibilities of the tenured faculty, it is not surprising that the percentage of courses being taught by full-time faculty has slightly decreased in recent years and especially in Fall 2022.

Percentage of courses taught by full-time faculty:
Fall 2022 semester: 63 %
2021-22 school year: 79%
2020-21 school year: 91%
2019-20 school year: 92%

Percentage of core and required courses taught by full-time faculty:
Fall 2022 semester: 63%
2021-22 school year: 83%
2020-21 school year: 87%
2019-20 school year: 91%

Research and scholarly activity are expected for full-time faculty. The university has a Carnegie classification of Doctoral/Professional Universities (R3). This carries with it the expectation that while teaching is a primary function of the faculty, research and other scholarship are expected. Faculty members are welcome to pursue interests in any area of research, regardless of their degree or area of emphasis within the discipline. In general, research and scholarly activity should result in off-campus, peer-reviewed scholarly activities or other outcomes that are recognized by others in their areas.

Service expectations vary among faculty members. Service expectations are at the unit, college and university levels, and professional responsibilities to local, state, national or international constituencies.

(b) The unit's faculty (full- and part-time) are highly qualified and keep their expertise current through professional development opportunities and maintain relationships with professional and scholarly associations.

The five full-time faculty members remaining after the recent resignation have earned doctorate degrees and decades of combined professional experience. The four full professors have extensive print, multimedia, and/or broadcast journalism experience, while the associate professor has worked in the fields of marketing and public relations.

All adjunct instructors, i.e., lecturers, have master's degrees and professional experience. One has more than 20 years of professional experience in public relations, has earned her accreditation in public relations (APR) and currently works as an account supervisor on the public relations, social media and content team for an integrated brand development and marketing communications agency. Another has more than 10 years of experience providing marketing and strategic communications solutions.

Faculty members belong to professional and academic organizations at the local, state and national levels.

(c) The unit requires, supports and rewards faculty research, creative activity and/or professional activity. Expectations for promotion and tenure are clear.

Expectations are for full-time faculty to be engaged in teaching, scholarly and professional growth, and public service in alignment with the department's tenure and renewal policy. The unit has prepared and submitted revised bylaws for promotion and tenure, but those remain under university review during the current academic year.

The unit relies on two important documents for faculty evaluations — a faculty peer review and the Student Opinion Survey. Teaching is weighed more heavily than research or service in decisions of faculty retention, promotion, and tenure. Although there are three areas of concern in faculty evaluations — teaching effectiveness, scholarly and professional growth, and service — teaching effectiveness is a prerequisite for advancement in rank, retention and tenure at the university. Most prominent among the measures of teaching effectiveness is the Student Opinion Survey.

The evaluation of candidates for reappointment, tenure and promotion involves the unit, other areas of the college, and the university. An application for promotion, tenure or renewal is reviewed at several levels before a final decision is made. Although the chancellor makes the decision as to the renewal, promotion and tenure of the faculty member, the department, college committee, the dean and the vice chancellor/provost give recommendations based on their levels of expertise. The state's Board of Regents makes the final approval. Procedures for an appeal are available to any faculty member dissatisfied with the process and its outcome.

Salary is based on merit, as determined by the dean initially. Pay increases are determined in large part by funding approved by the state Legislature. Individual departments have Merit Committees that evaluate the progress of faculty, who must be rated as solid performers to qualify for merit pay. The unit revised its merit policy in 2021. The University of Wisconsin system mandates annual employee reviews. The unit has a merit and annual review procedure that correlates with this requirement.

In addition, the college has a post-tenure review policy that requires tenured faculty to be assessed every four years after receiving tenure. Teaching, scholarly activity, and service are examined.

(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.

See the chart at the end of this section. The college supports travel to conferences for full-time faculty with $1,200 available per person each year. In academic year 2022-2023, that increased to $1,500.

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

Discussions with the dean and other academic leaders showed high regard for faculty service, the quality of the curriculum, the interdisciplinary work, and the scholarly contributions of the unit. In particular, the department of Radio-TV-Film and the program in African-American Studies spoke of wanting more collaboration with classes, outreach, and research.

Scholarship, Research, Creative and Professional Activities	Total from Unit*	Individuals				
		Full Professors (3)- FILAK, GLEASON, HANSEN	Associate Professors (1)- LEE	Assistant Professors (2)- KELLING NICOLINI	Other Faculty** 0	Totals (6)
Awards and Honors	6	6	0	0	0	6
Grants Received Internal	19	6	4	9	0	19
Grants Received External	2	1	0	1	0	2
Scholarly Books, Sole- or Co-authored	0	0	0	0	0	0
Textbooks, Sole- or Co-authored	7	7	0	0	0	7
Books Edited	1	1	0	0	0	1
Book Chapters	10	4	2	4	0	10
Monographs	0	0	0	0	0	0
Articles in Refereed Journals	39	14	6	19	0	39
Refereed Conference Papers	42	13	6	23	0	42
Invited Academic Papers	0	0	0	0	0	0
Encyclopedia Entries	10	7	0	3	0	10
Book Reviews	0	0	0	0	0	0
Articles in Non-refereed Publications	0	0	0	0	0	0
Juried Creative Works	0	0	0	0	0	0
Non-juried Creative Works	9	9	0	0	0	9
Other (please specify)	0	0	0	0	0	0

*Co-authored work should be counted as a single publication in the unit totals. However, if, for example, two members of the faculty are co-authors on the same journal article, it would be reported as a publication for both authors. **Includes all full-time faculty who do not hold listed ranks, such as instructors and others on term appointments. Many faculty in this category may hold teaching appointments without significant scholarship, research or creative requirements.

SUMMARY:

The unit's faculty is small in number and has a high teaching and service load. Among the remaining five full-time faculty after a resignation just before the site visit, four are full professors. At the time of the site team visit, there are no assistant professors among the faculty. The unit has the opportunity to make at least one hire, possibly two, this year at the assistant professor level. The unit has submitted revised promotion and tenure bylaws that are awaiting approval by the college. Students, other faculty, and administrators speak highly of the faculty in the unit. Students were especially effusive in their praise of their professors who serve as mentors and advisers. "Out of three colleges I've attended, I never felt more welcomed than UW-Oshkosh," one student said. "Knowing my first name, even after one class, means a lot."

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 6: Student Services

Unit performance with regard to indicators:

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

The department and the university support students with a variety of services aimed at helping them succeed and graduate in a timely manner. Advising requirements are clearly communicated via email and the department website, blog and social media. Faculty are available to students, and both faculty and students describe the culture as collaborative and "like a family."

(b) Professional advisers, and faculty where appropriate, provide students with academic and career advice.

Faculty serve as advisers to students who have completed 45 or more hours of coursework and have a minimum 2.0 grade-point average. Students with fewer than 45 credits or with a GPA lower than 2.5 are advised through the university advising center, which has an adviser who works with the department. The department chair meets yearly with that adviser. This collaboration has helped streamline the advising process and improved faculty members' ability to focus on students they advise. The discrepancy in GPA has to do with another department in the college lowering its GPA requirement to 2.0 during the self-study process and the unit matching that lower GPA.

In most instances, advisers are matched with advisees based on faculty teaching area and student interest. But students also can choose an adviser. Each faculty member advises 20-30 students.

An early warning system identifies students who are having difficulty and notifies their faculty advisers and the chair. Students so identified are also urged to meet with faculty.

Journalism majors and minors must meet with their adviser each semester to register for courses for the next semester. Meetings are scheduled in 15- to 30-minute increments during one week. Each student is responsible for bringing their complete academic record to their advising session.

Faculty are encouraged to advise students about other campus offices that offer more specialized types of advising, including placement and career counseling, psychological counseling, study-skill classes and financial aid.

All students must apply for graduation one semester prior to their last via a form provided by the Registrar's Office. If a student is missing a graduation requirement, they have one semester to correct the situation.

The department didn't begin formal evaluation of its advising and career counseling services until Fall 2020. Students must complete a culminating experience course in their final semester, which includes a questionnaire giving them the opportunity to elaborate on their undergraduate experience. Students are

asked, among other things, about their specific career path and whether they feel adequately prepared to enter that path.

Most students in Fall 2021 responded favorably when asked if they felt prepared to pursue a career in their chosen field. Five of the 19 graduates expressed mixed feelings, mostly because of a lack of internships or similar professional experience. Only one student did not feel prepared, primarily because their chosen career requires an advanced degree. Faculty use the survey responses and exit interviews with the students to assess the department's advising and career counseling practices.

Students interviewed by the site team said they felt their curriculum and professors took the time to advise and counsel them beyond the mandatory academic advising sessions each semester.

The chair, who has received university awards for advising, shares best practices with faculty and offers an analysis of advising after the advising period ends each semester.

The university's Career and Professional Development office administers a survey that collects data from each graduating class three, six and nine months after graduation. The survey collects data on employment and salaries by college and department. For AY 2018-19 and 2019-20, 87% and 89% of journalism graduates, respectively, reported being employed. In AY 2020-21, the pandemic year, that percentage dropped to 64%.

(c) The unit keeps students informed about its policies, activities and requirements.
The unit uses its website, blog and social media as well as email, in-class announcements and bulletin boards to keep students informed about department policies, activities and requirements.

(d) The unit and institution provide extra-curricular activities and opportunities relevant to the curriculum and that help develop the students' professional and intellectual abilities and interests.

The department sponsors the following student organizations: the Advertising Club, Public Relations Student Society of America, the Photo Club, and a Society of Professional Journalists student chapter. It also recognizes exceptional students through the Kappa Tau Alpha honorary journalism society.

The department also maintains a relationship with the campus newspaper, where many of its students work. The Advance-Titan is a university student organization funded by student fees. An adjunct faculty member advises the newspaper. The paper prints 1,500 copies a week, down significantly from the 4,000 noted in the previous site-team report, and maintains a robust online and social media presence, including a weekly newsletter.

The department also encourages students to participate in the annual Hearst Journalism Awards program, and some classes schedule assignments to align with the competition's deadlines.

(e) The unit uses retention and graduation data to improve student services, such as advising, and to reduce barriers to student success.
The unit posts retention and graduation data on its website. The department's retention rate and four-year graduation rate tend to be much higher than the university's, but that is not a direct or fair comparison. The university bases retention and graduation rates on new freshmen enrolling in the fall

semester and returning the following fall. For example, the university retention rate for entering freshmen in 2020 was 68.9%; its graduation rate for freshmen who entered in 2017 was 28%. The department measures retention and graduation by tracking students from enrollment in an initial journalism course to determine what percentage continues to graduation. The four-year graduation rate for the 2017 journalism cohort was 81%; the retention rate was 85.7%. The retention rate for the Fall 2020 cohort was 95.8%.

The self-study makes clear that department faculty consider the data the unit reports to be problematic. The data doesn't reflect part-time students or students who take time off for personal reasons, nor does it accurately reflect students who may start in the program late and need more time to graduate or students who are also part-time military.

The self-study does not indicate a formal process for using graduation and retention data to improve advising or other student services or removing barriers to success. The interim chair noted that graduation and retention is a chair initiative at the college level. At a meeting in September, the Journalism Department was not identified as one of the programs with a first-year retention level problem. The previous chair initiated two sections of the entry course in different formats to experiment with the student experience. The university advising office is responsible for asking students why they leave the university.

SUMMARY:

The unit provides strong support to assure student learning and timely completion of graduation requirements. Even though internships are not required, many students complete more than one. Faculty serve as advisers, and students are highly complimentary of the attention they get, even beyond the required advising sessions each semester. The department provides ample extra-curricular activities geared toward student interests.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART II — Standard 7: Resources, Facilities and Equipment

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 unit has limited budgetary discretion as a unit in the college. Over the past three years, the unit has seen a 7.7 percent reduction to its funds. The college, university and UW System have seen similar and deeper cuts during this time.

The operating budget covers the costs of office supplies, the pay of student assistants, copying costs and other similar purchases. The dean provides the department with an operating budget each year that is divided into two categories: general-purpose revenue (GPR) and vending-machine revenue. In addition to the general-purpose funds, each department receives a portion of the revenue derived from university vending machines. The department uses most of this funding for regular operating expenses, such as office supplies, copying costs, student assistants and postage. Other items that rely on this funding include publication purchases, professional memberships and class field trip funding. In past years, if there was money available, some of the funds have been used for faculty travel. The vending machine revenue can be carried from one fiscal year to the next, which allows the department to save ahead for a larger purchase or to maintain a balance to meet contingencies.

The chair informs faculty of the budget status, and for significant expenditures the chair seeks input from the faculty. For example, the chair will share with the faculty those funding requests from other programs for guest speakers. The faculty members make recommendations on such matters.

The department can apply for university funds to purchase equipment or improve the facilities. One source of funds is money the university designates for lab modernization. Faculty on the department's Instructional Resources and Technology Committee prepare an application for the funds, in consultation with the full faculty and the chair. After all applications are given a priority by the colleges within the university, the funds are distributed by the university's director of information technology. The most recent lab modernization was completed in one lab with new computers during the summer of 2022.

For equipment purchases, the unit received support through getting permanent property money from the college. Although funds were limited in recent years, the unit did receive funds for lab modernizations or permanent property funds to update the facility.

The college is considering imposing technology fees to support the update/upgrade of equipment. The unit has been working with the provost to emphasize the importance of lab updates, both in terms of hardware and software, to support student learning outcomes. The unit

also sends out alumni letters regularly and works with the Journalism Advisory Board to look for more support and funding opportunities.

The unit uses funds from entering the Hearst Intercollegiate Writing Competition to pay for its annual ACEJMC dues. The unit chair said the department also is responsible for coming up with additional funding to pay for the re-accreditation process.

(b) Resources provided by the institution are adequate to achieve the unit's mission and are fair in relation to those provided to other units.

The resources provided by the institution to the unit compare favorably with the allocations to similar units on campus. For 2021-22, the department received $9,617 for the allocation of supply and expense, compared to $9,180 for the Department of Communication, $9,321 for Radio/TV/Film and $3,860 for Theater. In addition, the department received favorable funding for student workers compared to similar and even larger units within the college.

(c) The unit's facilities and information resources enable and promote effective scholarship, teaching and learning.

The department offices and classrooms are located on the third floor of Sage Hall, the newest academic building on campus. Within this location are three laboratory classrooms equipped with newer Macintosh computers and a scanning lab that has additional computers and a color printer. The department also has a photography studio for still and video production, a reading room/library for collaborative projects as well as study sessions, and a workroom for student assistants. The university has allocated eight offices for full-time faculty and two offices for part-time faculty. The department also has a storage room, a conference room and a main office where the academic department associate oversees daily operations.

The three computer labs are controlled by the unit and mostly only journalism classes are taught in these labs. All are accessible from the hallway and students are able to use the labs when classes are not in session. The department is fortunate to be housed in a prime university location, and faculty offices are adjacent to the computer labs.

With a few exceptions, the equipment and facilities meet the department's needs. The unit has been fortunate in recent years to keep computers upgraded with the latest software. The most recent new computers installed in one of the labs was completed in 2022. Labs are across the hall from a series of faculty offices and students report that works well when they are working independently in the labs and need faculty help.

All offices and classrooms are equipped with Macintosh computers and maintained by the university. The newest computers, installed in Summer 2022, are in the classroom/lab which is used as a visual journalism lab and for upper-level public relations and advertising classes. Typically, the computers replaced in one lab are then moved on to the next oldest lab where the software being used may be less demanding, i.e. primarily used for word processing, creating

spreadsheets and accessing the Internet. All of the labs have 15 computers for student use, ceiling-mounted projectors and projection screens, workstations for the instructors, and conference tables for group work or special projects.

The computer labs are open for journalism students to use when classes are not in session.

The photography studio is equipped for still and video imaging. It contains a still life shooting table, background paper, seven monolights, two video lights, lighting accessories and Nikon DSLR equipment. It contains two storage lockers, one for the DSLR equipment and one for equipment to be loaned to students. A Macintosh computer remains in the studio for file transfers and for examining images at a larger size. There are 14 working cameras for checkout, in addition to four mobile journalism kits. Two kits include a Nikon 1 V2 camera with standard lens, spare battery and charger, small shotgun-style microphone, instruction manual and backpack. The other two kits include a Sony a6000 camera and accessories. Besides, the department has accessories for smartphone filming including lens, shotgun microphones, lavalier microphones, gorillapods, tripod adaptors, and selfie sticks for smartphones.

The Journalism Reading Room, also known as the Library, provides students with access to daily and weekly newspapers and other appropriate publications. It is used for student study space, faculty meetings, department clubs and organizations, and special events. It also has shelves where trophies and awards won by student competition teams are displayed. Pictures of journalism alumni who were nominated by the department and selected by the university's Alumni Association as Distinguished or Outstanding Young Alumni are featured on a wall in this room. Students are familiar with this display and even hope to be among them someday.

Faculty requests for new computers and printers in the past were granted almost automatically when their equipment was more than three years old. However, due to the state's budget crisis during that time period, a computer is now replaced when not functioning at the level required by the user. UW Oshkosh is reluctant to replace faculty printers as the technology office is encouraging departments to use centralized printing. Faculty have expressed a concern over protecting the privacy of printed documents.

The unit's building features several specialty rooms designed for focus group sessions. The facility includes one Sanyo projector, a Star Board, 2 in-wall speakers, Wifi, rolling chairs at a fixed conference table with a capacity of 18, and a one-way mirror for observation. Journalism students and faculty members use those rooms in Research in Strategic Communications and advanced courses to conduct focus group interviews for their research projects.

(d) The institution and the unit provide faculty and students with equipment, or access to equipment, and technical assistance needed to support student learning, curriculum and the research, creative and professional activities of the faculty

Information Technology (IT) provides support and maintenance for all unit computers and software. IT upgrades the software in lab classrooms regularly, including Adobe Creative Suite,

to ensure the performance and functionality of lab computers. Further, IT offers equipment for checkout, including cameras, iPods, projectors, audio equipment, microphones, and more. There is no fee for faculty, staff, and students to check out the equipment.

SUMMARY:

The unit is housed in the newest buildings on campus. Sage Hall was built in 2011 and the unit moved into it that same year. The unit shares space with the College of Business, which has the first two floors of the four-floor structure. The unit shares the third floor with programs in African American Studies, Women and Gender Studies, and other departments in the College of Letters and Science. Faculty offices all have windows, labs are spacious and well equipped, and there are areas for meetings, student gathering spaces, focus research rooms, and lounges. This facility would be the envy of many programs dealing with old facilities, inadequate space, and those without continual space for faculty offices and classrooms. Student lounges encourage students to spend time in the building.

Overall evaluation compliance/non-compliance: COMPLIANCE

PART II — Standard 8: Professional and Public Service

Unit performance with regard to indicators:

(a) The unit consults and communicates regularly with its alumni, and actively engages with them, other professionals and professional associations to keep curriculum and teaching current and to promote the exchange of ideas.

The department chair and individual faculty maintain formal and informal communication channels with alumni through newsletters and speaking engagements with classes and at events.

Twice a year, the chair sends newsletters to alumni. One links to the department's required annual report to the dean, which is posted to the department website. Both newsletters link to departmental updates on the blog and social media.

Every other year, the department conducts a survey of alumni. About 200 alumni responded to the most recent survey in 2021.

The department also drew about 250 alumni, community members and media to its 50th anniversary celebration in 2018 for a day of professional development activities and speakers. The event not only engaged alumni but opened the university to the broader community and groups with which the department partners.

Annual professional development seminars also engage alumni and allow student interaction. Alumni also participate in mock interviews with students and offer feedback and career advice.

Faculty engage with professionals and alumni through the departmental blog, by attending events and networking with professional organizations (a source of guest speakers and discussions about the field), and through events sponsored by student organizations. A university-sponsored Center for Civic and Community Engagement connected with four journalism instructors active in that area.

Several journalism alumni, including Alicia Ly of TikTok, won university alumni awards during the review period. Faculty regularly nominate alumni for the awards. Winners speak to students in classes and at events.

The department recently hired the former president of the Northeastern Wisconsin Public Relations Society of America chapter as an adjunct instructor after working with her on class projects for a few years.

The Journalism Advisory Board — six of its eight members are alumni — meets every semester and provides feedback on curriculum and instruction, as well as alumni matters. The chair occasionally consults the board on other department-related matters.

(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 demonstrate the unit's commitment to the profession by participating in a wide variety of public service activities. In addition to a range of speaking engagements at professional conferences and community events, faculty review manuscripts, serve on editorial advisory boards, as contributors to community news outlets, serve on the boards of professional organizations, and participate with students in community service projects for nonprofits.

(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.

Chief among the department's contributions to its communities is its sponsorship of the Northeastern Wisconsin Scholastic Press Association (NEWSPA). All faculty participate in NEWSPA's annual conference as speakers and judges.

Members of the unit-sponsored Public Relations Student Society of America work on an annual campaign that provides service to campus or local organizations. Students also participate in competitions such as the National Organ Donor Awareness Campaign that help them learn to communicate with a multicultural audience. Every year, members of the Public Relations Student Society of America work on a project that provides valuable service to campus or local constituencies.

A member of the Journalism Advisory Board began a fundraising initiative for the department at the 50th anniversary celebration.

(e) The unit supports scholastic journalism.

The unit supports scholastic journalism in two ways – through a partnership with the Northeastern Wisconsin Scholastic Press Association (NEWSPA) and through faculty involvement with the Cooperative Academic Partnership Program (CAPP), a university program that allows high school students to earn concurrent high school and college credit.

The department has supported NEWSPA since 1969. The department and the association jointly fund NEWSPA's executive secretary position. The week before this site visit, the executive secretary, who is also an adjunct instructor in the department, resigned. The department chair and two other faculty assumed joint management of the program until a new executive secretary can be hired.

About 400 students and advisers from high schools all over Wisconsin participate in the NEWSPA conference. Department faculty serve as judges in the writing competition and as award presenters. The department's website also hosts a NEWSPA web page, where high school faculty advisers and students can learn about educational and other opportunities.

The department offers an introduction to media course and a writing course through the university's CAPP program. High school instructors teach CAPP courses in collaboration with a university professor. Currently, three journalism faculty support six high school teachers in instructing students. One of the faculty members also serves as a CAPP ambassador, working with prospective students and their families to show how their experience in CAPP can help them succeed when they become college students.

The dean of the college noted CAPP draws about 5,000 high school students and generates about $5 million a year in revenue.

Department faculty also visit high school classrooms and career days to talk about topics related to journalism, multimedia, advertising and public relations.

SUMMARY:

The unit and its faculty demonstrate a robust commitment to alumni, public service and scholastic journalism.

Overall evaluation, compliance/non-compliance: COMPLIANCE

PART III: Summary by site visit team

1) Summarize the strengths and weaknesses of the unit.

Strengths:

- The unit is highly regarded on campus, with the dean saying it's an "easy" unit to work with and govern.
- Students are engaged, get competitive internships, and are happy with the education they are receiving from the unit.
- Faculty serve as mentors and advisers in addition to their classroom instruction. Students speak very highly of how engaged the faculty are with them.
- The unit is housed in the newest facility on campus and takes advantage of both a high-quality work environment and resources within the facility.

Weaknesses:

- The small number of faculty members places a strain on the unit for teaching courses. With the former chair now only at a .20 in the unit, that exacerbates the situation. There is a search ongoing and the hopes are the unit can hire 1 or 2 new assistant professors.
- Enrollment has declined almost 50% since the last site team visit. The unit says it would like to be more involved in recruitment but has had limited involvement in recent years.
- Uneven approach to diversity and inclusion within curriculum mapping.
- External review process needs more input from advisory board and professionals.
- The unit's major in Multimedia Journalism has minimal opportunities to learn about video. Students say they are encouraged to take courses in another department, Radio-TV-Film, for more work in video.

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

NA

3) In the case of a recommendation for accreditation or reaccreditation, with standard(s) not in compliance, list the deficiencies that need to be addressed before the next site team evaluation.

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

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

NA

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

At the time of the last site visit in 2015, the team noted no deficiencies.

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 team found the self-study was coherent, well-written, and provided clarity on the standards and each point of evidence. It also was clear to the team that the writing of the self-study was a collegial process and faculty were well informed about each standard and expectations. The chair and others responded quickly to questions from the site team.

The site visit itself was well organized with a secure and well-stocked workroom. The faculty and staff were very welcoming of the team and made working with the two members on campus and the virtual member an easy practice.