

JMS Faculty Meeting Minutes

April 24, 2015

In attendance:

- Mark Walters
- Deni Elliott
- Vivian Fueyo (1st part of meeting)
- David Hendry (1st part of meeting)
- Monica Ancu
- David Snyder
- Joan Eldridge (2nd part of meeting)
- Chris Campbell
- Casey Peterson
- Tony Silvia
- Paul Wang
- Casey Frechette

Absent:

- Salem Solomon (Remote this semester)

VF: Faculty and staff campaign is a way to donate to the University in ways that are meaningful to you.

DE: We really want to get the Dardenne scholarship over the \$25k level so we can make it endowed.

We want to convey that any amount matters, even a dollar. It will all add up.

VF: Percent of alumni who donate is a metric that is tracked and leads to various rankings (US News and World Report, for instance).

DH: You can do single or ongoing contributions.

JE: Regarding Ge. Ed., Mark's course (3602 Mass Comm and Society) has been floating through different committees. Under new gen eds, this class was categorized with basic comp 1 and 2. The proposal was to add this class, and the committee was questioning that. It got approved as a communication course.

I was hoping it would be under the old category still. Every student who does this major must do comp 1 and 2. This is the same category, and so now majors would

need to take three courses in a single category, and so it doesn't help to increase the number of gen ed classes completed.

There's even a test where students can test out of comp 1 and 2.

I think this course is a valuable part of gen ed. My concern is that in the category it is put in (communication) won't really benefit majors.

MW: What's the ultimate impact:

JE: We're in the age of excess credit hours. Once you pass 136 – 12 past the requirement – double tuition goes into effect.

Every course counts in this sense. And this course used to be more useful than it now is, since students can't count it as a gen. ed. requirement.

DE: I believe there had been a floating category worth three credits. So that partly resolves the issue. But, if there are more of these floating classes, that's competition for this one.

PW: My impression was that students have 30 credit hours for gen. ed. evenly across five categories. I didn't know anything about floating credits. The state requires one class from each category,. Students must take these. Universities can decide how the other 15 are distributed. The committee decided to distribute them evenly, which may have eliminated the floater.

DE: So we need to go back to gen. ed. and see about moving the course to a new category.

MA: I think we can argue that even if the floating category still exists, the course is safer somewhere else.

JE: We have a student who has come to us upset about outside electives.

She was concerned that she was taking classes like micro and macro economics that cannot both be counted. Because she also had a major in psych, she was going to go over the credit limit. But, she's since dropped that minor.

In the past, there was a lot of flexibility on the outside electives, but this created accreditation issues with SACS.

When I took over, I was told that we can't do any more substitutions.

And now the excess credit hour issue has emerged. Cyndi thinks that it's reasonable to give transfer students more latitude. She has asked (for the purposes of transfer

students only) if there are courses that we would consistently allow as substitutes for outside electives.

American National Gov from SPC is a prime example ... is it equivalent to our state and local government course?

Can intro to anthropology count as substitute for cultural anthropology.

DE: Maybe Monica and Joan can come up with a recommendation that we all can review.

MA: My recommendation would be to allow substitutions for the government class and the

TS: Do any scheduling issues/challenges also feed into this problem?

JE: Some courses, like critical thinking, are not offered for long spells. But while specific courses might not be offered for a while, the overall list is long enough that students always have options.

PW: We have decided to offer positions to seven GAs. We want to make sure the supervisors have enough work for them to make sure they are sufficiently engaged. Casey Peterson and VideoWorks will both have GA assignments, in addition to faculty.

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MW: Having not been in the classroom for a few years (teaching online). I hadn't taught beginning reporting or feature writing in person for two or three years. They really expected a lot more constant interactivity. This seems like a big shift. Some research seems to show that students want to be doing something, especially with technology.

So, I incorporated more interactivity and more technology into the sessions.

MA: In research methods, when I teach this online, (fall 2013), on quizzes in canvas they give statistics and info for each question. I use this feedback to revise questions.

So, I revise the question.

PW: I have the same experience. But I feel that maybe I didn't emphasize that component clearly enough. In Intro to Vis Comm, there was a question about the exchange of unit of measures. That math issue can trip some students up. I had the question in the test, and only a few got it right. In the next semesters, I provided more examples and we spent more time on this topic. We also did exercises on the topic. (More emphasis on numbers)

MW: In multimedia reporting for the DJD course, I had an interesting experience where students wanted constant refreshing, very closely tied to contemporary items on the web. They wanted to see very modern examples.

Streaming of course content.

We would have assignments where students choose story telling platforms to experiment with. At first, they were assigned, and many students raised questions in their responses. About why they couldn't pick their own. Some of this feedback also comes via discussion boards.

DE: One of the things I realized about graduate students is that they have no idea how to write an academic paper. Others may have the same challenges.

I've incorporated teaching how to write an academic paper into the graduate course on ethics. By having deadlines on particular parts of papers throughout the semester, I can help them get specific things like problem statements and research questions right. This way, by the time they get to the end of the course, everything is in pretty good shape.

DS: I found that in DJD Law and Ethics, last fall, students' submissions were in web speak rather than written standard English. I really pushed for more formal, academic writing.

This semester was a little better because I modified my syllabus to include links. These pointed to writing resources and definitions of topics.

I think it's important to set a standard and stick to it.

TS: I've had that same discussion with the undergrad ethics students recently. I tell them that I don't want to see "I think," "I feel," etc. in papers.

DE: One of the things I've found helpful is that I provide a lot more links about writing case studies, doing APA citations. So I can provide links to resources rather than holding hands on things.

MA: In my online courses I have a module at the beginning of a course where I have up to 50 different pages in case of technical troubles with Canvas, library resources, citation resources, etc.

MW: I've gone from two 2500 articles in feature writing to three 1200 word articles. Students were getting their work published but significantly cut by local outlets.

MA: In MMC 4120 Media Convergence. We started with many different assignments – two sound slides, multiple interviews, two photo galleries, with sound. Audio storytelling. Video stories.

After teaching with so much content, students said their was just too much. In fall 2014, I started using Tony's book. I dropped audio storytelling. Three major assignments now. First assignment has small percentage of grade associated with it. More time given to revisions. Draft deadlines now established, with feedback built in. Content wise, the scope is more narrow too.

Three or four audio slideshow assignments were condensed into one – a photo essay with sound. More focus around the same topic. Same approach taken for the video story assignment in the class.

More in class practice given as well.

The stories and the final projects overall were much better in the end.

We're using Tony's book for a lot a lot of the specific skills like scripting, etc.

TS: In race and gender last year, I had Sophie Erber teach a class about media depictions of people with disabilities. Based on feedback, I incorporated that session into the class now going forward, using the same case study.

I also flipped that into the ethics class.

Also, in Media Ethics, I found that Monday and Wednesday blogs worked better when I converted to blogs on Mondays and group case studies on Wednesdays. Each has different case studies, but they must know one anothers'.

In Social Media last semester for DJD, half way into the semester, we started doing exercises on writing for social media. I created a Facebook group and it turned out so successfully that in the class I'm teaching this semester, I also created a Facebook group in another class this semester.

I wanted to created an outlet to craft writing, but it also became a discussion group / communication forum.

DS: I've been using group emails to the class, but it's not as interactive, so id like to look into that as well for ongoing communications.

MA: The group is private and it's only available to the students I've invited. Not a public page. No one knows about it except the ones who receive invitations to join.

PW: In my DJD Web Publishing class, WordPress CMS has become so dominate that I'm included that as a module in addition to HTML and CSS. That added to the workload, but students liked it.

DS: I got class period in senior seminar getting feedback from students who wished they had more earlier in building a web presence and working on the web.

DE: We're doing a bigger deal around major declaration. The part of welcoming them into the major is giving them access to digifolio.me space.

DS: We perhaps out to focus these topics very early. Can also create a visual community.

MA: I've been working with residential life to create the living and learning community. Biology has one (BioLife) and there's another about Leadership. They will be taking courses together, and we can add them to our classes.

They'll have activities throughout the semester. I'll put that together as the coordinator.

We could do some training for them or take them to events, for example.

We can focus on people who plan to come in or go with everyone.

PW: Might be a good tie-in also to ONA to support the local chapter. Integrate with food conference. Could be a good recruiting tool.

MW: I've added a whole module in thinking critically about social media to mass comm. and society. Good collection of articles to think critically about it. I did that because many were writing about Facebook in early assignments and they didn't realize many didn't realize that

One of the three articles in feature writing is the optional for a multimedia story.

In beginning reporting, were talking a lot more about not just hard news, but narrative type stories as well.

MA: Based on a half dozen cases of plagiarism, we've decided to put into place a common policy, a handout on attribution, and a module in MMC 2100.

Last week, MMC 2100 met, and we went over the policy and decided they will create a module to coach the students on what plagiarism is, how it can be avoided, proper attribution and paraphrasing techniques. Will also coach on other problems with academic honesty.

DS: Might there be a small corner in that for copyright?

MA: Definitely.

DS: I have a YouTube video that may be helpful.

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DE: I worked on a diversity plan, but also found we have one from at least 2008. Let's read through them and see if there's a way to combine.

DS: Let's add a line about NNB specifically to the revised plan.

MA: Let's also bring more info about magnet schools into the new report.

MW: Some of the content from Bob's, we can add specifics on how we're recruiting a pool of diverse students.

DE: We've begun actively recruiting for Lakewood. Journeys for Journalism banquet will be here next week on Wednesday. We can distribute flyers to the banquet, visit schools, etc.

DE: Can we ask senior seminar students if they can recount cases where they felt safe to express divergent points of view, experiences, etc.

MA: On the DJD Facebook group, I posted something about a meme that's "You're Secret." People started posting, and said that she had been abused in a previous relationship, showing a feeling of safeness.

DE: We can also note ongoing training that we're doing.

MA: And training on sexual harassment.

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DE: Tampa's pre-proposal went out of committee and USF Provost Ralph Wilcox stopped it. This gives us an opportunity to collaborate in ways that work very well for both sides.

MW: Edgardo is moving forward for a permanent position. PAR had been approved, and that's great progress.

MA: Jennifer Nesslar was awarded outstanding graduating student for the University.