

USF St. Petersburg campus Department of Journalism and Digital Communication
Faculty Meeting
Friday, Dec. 3, 2021

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Casey Peterson
Mark Walters
Chris Campbell
Skyla Luckey
Edgardo Dangond
Aya Diab
Natacha Yazbeck
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CF: Hello, everyone. Welcome to the final faculty meeting of the semester, and I look forward to seeing you all this afternoon when our grad students share their work. Solitaire, any updates?

SK: We are excited that the other two classes were able to be open. Students are happy and we have orientation today.

CF: Second sections of Social Media and Multimedia Reporting were opened and enrollment is good. On the whole, we are at about 83% of our spring 2021 enrollment, but we want to make sure St. Pete students are enrolling – so encourage your students to do that.

CF: Important upcoming events. Commencement and the SAILEbration (12/8). Final grade submission 12/14. USF shutting down from 12/17 until end of year. Reminder about new process for change of grade – submit those requests via email to registrar.

MW: Re: Science communication searches. We are looking for two positions – one for science communication and another for data analytics. We extended the search to the end of November. We have 19 applicants. The pool is promising. We are meeting on 12/13 to narrow down to semifinalists and will meet with them on 1/10-1/11 and will meet finalists on 1/27-1/28.

CF: Update on the self study. Still waiting on ACEJMC for response re: site visit date and deadline for self study. The team has been meeting regularly and coming up with a game plan to collect all the data. We will be doing this in a highly digitized way, using the website for all data, text, supplements, attachments that feed into the study. All of you will be getting correspondence from this platform by way of email. Keep an eye out for these messages. We will use the website

to create a nice digital product, which is what ACEJMC has indicated they want. Due September/October next year.

CF: Final update: Wanted to touch on the note about student learning / assessment data. I hope over time we can continue to have a concentration of tools where we log in to do a lot of our work, including the self study. Projects.journalismanddesign.com. Learning data collected via assessments tab on the site. This is important for our ALC reports and our assessment standard for ACEJMC. As you finalize your grading, use this tool to show that there is a loop and that the loop gets closed. Focusing on how students are doing, and thinking about how we teach classes in the future. We aren't just measuring; we're using the information from the measuring to inform our teaching methodologies.

CF: Turning to our discussion topics, beginning with advertising our master's program. Mark?

MW: Wanted to bring this up to whole faculty because it will require input from different sources. This came up in a conversation with Dean Michael. I told her I thought we suffered from lack of advertising about our program, based on our initial advertising when the program began. She said she'd try to round up some money for that. Assuming we get a budget, we will need to gear VideoWorks up for another round of testimonials. Casey P, can you round up some figures? I'm sure Bob McKay could help with that.

CC: Would this be a combination of faculty + students like we did before?

MW: I don't know what the best approach is. Instinctively, I'd assume they'd be interested more in students.

CC: I can think of many students in my classes and Skyla's classes that would be very interested in being on camera.

MW: Sure. I don't think they need to be highly polished.

DE: I mentioned to Casey P that we have lost all mention to WUSF. We are giving them a room. The deal with WUSF when we gave them resources was that we would get mentions of our program on the air. I hear mention of the Tampa and Sarasota campuses on the air, but what about us? We could drop in a statement like they have about Polytech...

MW: I will follow up. Third piece of this advertising has to do with the website. Because we are part of the system website, it's very static. Other journalism programs have blogs, breaking news, social media... we are in a conversation about getting dynamic content on the site.

CC: Do we want alumni testimonials too?

MW: I don't know. We will have another meeting to address all these questions.

CF: In terms of thinking about the kind of student we are interested in recruiting. Before, we were focused on local students. Do we now want to reach out nationally or internationally?

MW: We need to go at least nationally. We're part of a bigger system now. Initially, we went international but then focused to Florida. International might cost more, but there's a much higher return on out of state students.

DE: I'd be less inclined to advertise with AEJMC and more so for places like Columbia Journalism Review.

CF: Next year is DJD's 10 year anniversary, so it's a good time to think about recruitment and long term success going forward.

CC: We should consider updating the VideoWorks promo video, too.

MW: The 10-year mark gives credibility to the program, too.

CF: Wanted to loop back to our conversation from two faculty meetings ago re: teaching modality and our experiences this semester and what that means to the flexibility we may or may not want to embrace in terms of hybrid and high-flex modality moving forward. There was enthusiasm for reaching out to our students to see what we should be accounting for going forward. I shared a draft of a survey I suggest we send out to our grad and undergrad students. I welcome any thoughts.

CP: We should gauge whether students are running into full classes.

CC: Would we give this during class?

CF: Distribution is a good question. I was thinking of sending this as an email to our students. We can remind them in class to click through to the link.

CC: I hear them complain a lot about the lack of classes. Student will be happy to voice their opinions.

CF: Any data points we want to capture here that isn't represented in this set of questions?

CC: Any questions about equipment?

NY: Would it be helpful to include a question about syllabi? Or what they got the most out of classes? Might be helpful to get pull quotes for accreditation.

CF: Along the lines of the biggest thing you learned this semester?

NY: Yes, and in what class.

CF: I will distribute early next week and describe responses later in the week.

CF: Switching gears, let's talk about our diversity and inclusion policy and statement. We've had this for some years now and it is a document that is important for what we do. We don't silo off diversity into one corner of our work; we embed it into all aspects of what we do. But we might forget it's there if we aren't discussing it actively. Let's scan through the document now and talk about how it can continue to evolve and expand, and how we can continue to make strides that truly embrace these values.

CF: At the very least, we will definitely need to revise the Diversity as a Student Learning Competency to reflect the revision of ACEJMC's diversity focus, combining individual and global diversity.

DE: Should we put something more explicit about political ideology? There's a nice statement about encouraging diversity of opinion and expression in a state bill re: recording now.

CF: "Intellectual freedom" and "viewpoint diversity" appear in several places.

DE: Exposure to and exploration of a variety of political and ideological perspectives.

CF: So we can capture that in the "dimensions" paragraph?

DE: The statement from the State is providing a reason to promote and respect diversity, but there is an operational level of it that means that the instrumental good is that we don't want to shield students, staff or faculty from any ways of thinking or considering. We do ourselves a disservice if we don't open up the university to hearing potential truths from every angle.

MW: There are two separate things in the bill: an openness to all ideologies, but also an annual review thereof. How it's evaluated might be tipped to one view or the other, depending on the legislature.

DE: The review could be used or misused in any number of ways.

MW: I think we should embrace this diversity with different language that is in the bill.

DE: Policy 10-050 - Academic freedom and responsibility.
<https://usf.app.box.com/v/usfpolicy10-050>

CF: I wonder if we should include language about how students can have conversations about polarized ideologies in the midst of a culture where such conversations often break down.

MW: I like the way you put it in terms of actions rather than just principles.

CF: Any other aspects of the plan we want to discuss? In terms of the five dimensions of diversity in our plan, are they comprehensive? Is there a sixth or seventh dimension we should be mindful of?

CP: Let's reconcile the individual/global diversity dimension.

CF: Pasting in that language from accreditors. The council recently approved a diversity, equity, inclusion and social justice resolution. One thing that strikes me about their approach is their reference to contemporary issues like the pandemic and BLM. Ours is more timeless in that sense – I wonder if that's good or if we want to discuss any of these timely specifics.

MW: My impulse is to keep it timeless. It's more durable. It's principle. It doesn't need to be tied to specifics, in my opinion.

NY: I agree that there is a "faddishness" that would be tied to specifics, but it would give it more of an air of "talking points."

DE: I think we are trying to do two things: outlining what we want to do and determining if we've done it.

NY: I'll put together a few suggestions in writing, would that work?

CF: Yes, and we have time to work on this. There's no deadline to make changes to the document and no reason we can't make periodic updates. Any other thoughts?

CF: Would anyone like to approve the minutes from last meeting?

MW: So moved.

CC: Second.

CF: Regular updates. Undergrad program – The prerequisite concern around MMC 2100 and VIC 3001 has been rectified since the classes will be listed as corequisites going forward. The bigger issue is with regard to potential points of friction when a class is shared between us and Zimmerman School. The overarching strategy would be to move to an independent curriculum by swapping in new classes as it makes sense strategically in terms of our STEM CIP. We have a lot of DIG prefix classes available to us.

MW: I'm still not clear on the STEM issue. Dean Michael was under the impression it hasn't been assigned either a BA or a BS.

CF: My understanding is that STEM designation is tied to the CIP code. Certain CIPs can become either BAs or BSs. We decided to go with the BA under a STEM-designated CIP code. Even though it's not a BS, it's still STEM.

MW: Please share that with Dean Michael. Thanks.

MW: No updates on grad program or certificates or Faculty Senate.

NY: No NNB updates.

CP: Expect self study updates over the next year.

NY: I have been invited to headline at an end of year cultural festival in Philadelphia, presenting journalism and creative work. Chris, I'll need you to help me record. I invite you all to attend virtually.

CC: OK, the week after 12/11.

CP: Final grades due Tuesday after exam week.

CF: Have a restful winter break, and I hope to see you all this afternoon to see our DJD students' work.

DE: Campus-wide faculty meeting is Friday, Jan. 7. It conflicts with this meeting so we will need to reschedule. Also, leadership is hopeful we will be back in our offices at the start of the new academic year. All classes scheduled face-to-face will be taught that way. We will be back in the office.