

Department of Journalism and Digital Communication Faculty meeting  
Friday, January 7, 2022

Casey Frechette  
Casey Peterson  
Mark Walters  
Monica Ancu  
Elliott Wiser  
Chris Campbell  
Joan Eldridge  
Eli Murray  
Natacha Yazbeck  
David Snyder  
Deni Elliott  
Gabrielle Jarmoszko

CF: Welcome, everyone. Lots going on this semester with reaccreditation and searches so want to hit the ground running. Let's start with updates from advising.

JE: We just did an in-person orientation yesterday and two virtual today so we will have some folks trickling in. I've worked with Casey P to get people into courses who are backed into a corner. Thanks for getting folks into over-full classes. Also, others are coming in who are students who didn't register until now. I'm currently finishing graduation certification and will hand that in today. The online electives are a huge hit so I can't stress enough that we need just as many for the fall. Within our office, we have had three people Covid positive and we have a potential situation with another person who has been in contact with everyone in the office, so we don't know how well staffed the office will be in the first week of classes. We will have a virtual presence as well.

JE: We have been doing a search for another adviser for bio and digital communication. We anticipate training that person to join me and Solitaire but they may need to pinch hit for biology for a while due to a pregnancy in the office. We will interview in two weeks and I will bring them into the next meeting to introduce.

NY: If a student asks to get into a full course, is that my call or do I send them to you?

JE: Give the person's U number to me and I can share an email with Casey P and you to see if the class is a need or a want.

CF: Our general approach is to try to make room for students who are interested in classes as a default, but we also recognize there's a point where classes begin to be constrained pedagogically.

JE: Some people can choose to take an outside elective but they just don't want to. But, in classes that are already overloaded they can still wait, especially if they are early in the program.

CF: In terms of the instructor search: we are about to get it launched. Assembling the committee and assembling the job description. We will get it advertised this month with the plan for a fall 2022 hire, alongside the hires that will come from the science communication searches. Any update on that, Mark?

MW: Nothing other than to say we have four good semifinalists for both the data and science communication positions. We meet on Monday and Tuesday to narrow down finalists.

CF: The timing on this is very important given the focus on oceanographic studies coming on the campus. Thanks.

CF: I want to let everyone know that our site visit for ACEJMC will be here from Feb. 5-8, 2023. Please mark your calendars now. That visit will cap off this reaccreditation cycle. Ahead of that, we will deliver to the site team our finalized Self Study document, which is due Nov. 10, 2022. This is good timing because it gives us an opportunity to finalize the document after we make our three hires this year and know our role in oceanographic studies. The goal is that by the end of the spring semester we will have a solid draft. The self study team will be meeting soon to divvy up the work to tackle the document in the electronic system we developed. Be on the lookout for emails from the team and the platform itself as you are asked for documents that will feed into our efforts.

CF: Another update on student equipment. Fortunately, we have replenished our lab fee pool of money to update computers and production equipment. We have enough funding to purchase 20 new backpack reporting production kits. We are experiencing some supply chain issues, so Chris, Casey P and I will work on a plan to go to different vendors. Kits will include new cameras for photo and video, camera bags, batteries, tripod, headphones, microphones, audio recording gear, neutral density filters and memory cards. We are planning to encourage students to purchase their own memory cards but other than that we are striving to give them a complete kit. I want to make sure we are using checkout practices and policies that help students get access to equipment. Historically we have lent equipment out for entire semesters but given our numbers we may want to explore shorter length distribution to spread these components throughout the curriculum.

DE: What on the memory cards is subject to legal discovery? What's department owned or student owned?

DS: I'd say if it's part of the official university business and ownership isn't as important and now subject to FERPA, it'd be subject to a public records request. But if it's personal, it probably wouldn't be subject to a public records request under St. Petersburg Times vs. Clearwater, which indicated that if you use public email for personal use it's not discoverable.

DE: I don't know what to do with that but we should keep it in mind.

CF: The use of a personal email for university business is also discoverable, yes?

DS: Yes, you can't evade public records law in Florida by using personal email for public business. University counsel would probably disagree with my opinion.

DE: I hope that if the intent of the equipment is for student instruction, I'd argue that is different from "university business."

DS: Yes, then FERPA comes into play. For example, an assignment that is turned in and graded is protected by FERPA since it's an interaction between student and professor as part of the academic process.

CF: This discussion also points to the need for clear language we can provide students around using the equipment, keeping it safe and returning it.

CC: Question. Who is this Eli person in the meeting?

CF: Eli Murray is one of a couple of new adjuncts and will be teaching one of two multimedia reporting sections. He is a data reporter with the Tampa Bay Times. Anything else we should know?

EM: No, I'm excited to start the semester!

CF: Our second new adjunct is Chip Weiner, who will be teaching Sizzling Images. He has lots of freelance photography and instruction experience. Chris Campbell will be making drop-in appearances in the class as well.

CC: Yes, I helped with Janet and Scott Keeler in the past. Met with Chip, who seems really skilled.

CF: With a little luck we will have at least some of this equipment in play this semester.

CF: Let's talk graduate student advising. How can we best support our grad students as they go through the program? I'm thinking of advising for our DJD students as a two-tier process: On one level, some unofficial advising has historically happened and can continue – specifically, how students can be most successful as they go through the program and as we serve on ARP committees. We also have a more official advising process that has been historical but admittedly challenging particularly with the departure of many of our faculty in the last year. We are at a point where recommitting to both informal and formal advising processes will really help our students. Formal advising happens via graduate faculty, who are full-time tenure track faculty. One thing would be helpful would be if each of us involved in that advising had a checklist to ask the students to make sure they're on the right track. Sharing a draft of a potential checklist now.

CF: In terms of assignments, at the beginning of the semester any new incoming grad student gets assigned to a faculty adviser who will then reach out and set up an initial advising appointment. This semester, we will go through all of our current students and match them up

with faculty advisers. Let Casey P know if you are already working with a student / chairing an ARP.

DE: I'm happy to take 2 or 3 if they have an interest in ethics.

CF: Is the student meeting all requirements to be in good standing? Are they thriving? Are they thinking about their culminating project beginning in their first semester?

CF: I recommend scheduling 30 minute advising sessions with advisees at the beginning of the semester moving forward. This way students can make changes if they need to in drop/add without fees. Additional checks and backstops are in place – you can ask Mark as grad program coordinator, Casey P, or me.

CF: The meat and potatoes of advising is a checklist. (See attachment.)

MA: Are we still doing orientations?

MW: I've been doing it on a one-to-one basis, but we need a formal one.

MA: Every single student who has approached me to do an ARP over the last few semesters didn't know what the project requires. It's not even on our website. We used to have the handbook but it's not there anymore. I feel like there has to be more information provided to students every semester.

MW: We were just talking about the handbook a few days ago. All that information has traditionally been printed but we have been talking about getting it online.

MA: One on one advising is extremely important now, especially not having students on campus. We also need to be in contact with them at the beginning and end of the semester. Also give them examples of applied research projects, since our students don't have any place to look.

MW: We need both the online advising and the documentation.

CP: We used to do face to face orientations, but I don't know whether they will be good moving forward since many students are at a distance. Deni made a document comparing ARPs and theses that I give students, but there should be one place to send students.

MA: Please send that to me.

MW: Surely there is somewhere in the university advising tracking – who talked to students, notes on what was said, etc.

CP: Advising uses DegreeWorks.

DE: I think there are FERPA issues. Advising's system is internal and well controlled. As I was listening, I thought it would be great to have a graduate student dashboard. Before everything

was digital, we'd keep paper copies and that was probably in violation of FERPA too. I don't know what we can create as a dashboard to have individual faculty have access to only their interactions with the student.

GJ: On the point of having multiple bases to touch with a student, as a student the best way to interact with faculty was through Canvas, the courses themselves. Would it be an option to have a Canvas page that every faculty member could copy and paste into their class? Might mitigate the amount of students approaching faculty with no idea of what an ARP is or what they have to do.

DE: This may be old fashioned, but giving students printed copies of the handbook is probably not a bad idea. But we don't have that many students and even if we are sending out 30-40 documents physically to them they will have something in their hands. That might be easier than telling them to go online and find it.

MA: We could set up a Canvas section for all the students in the DJD program.

CP: Paul Wang set up a Blackboard like that when I was a student, and it worked.

MA: I set one up for the undergrads and I would give them updates and news.

NY: Do we have a repository at the library of ARPs?

CP: We used to, but no longer.

NY: That would be useful. I, too, need guidance because I'm afraid of not knowing things/processes.

CF: If they complete a thesis, it goes into our digital archives at the library. ARPs used to be archived, but years ago there became copyright worries so the library became hesitant to archive them. We are working on a way to archive them in our own webspace. We will also make sure that guidelines, handbooks and checklists are at your disposal. We have a lot of good resources, but things are a bit scattered right now.

EW: This is a great discussion because the feedback I get from grad students is they feel like they're on an island. I think doing a digital newsletter (undergrad and grad) gives a chance to communicate new things and link to essential documents. We teach digital communication, and as a department we don't do a great job at it. Other units do it and it works.

NY: I agree about the newsletter. Also, do we have access to Emma? It's software that you use to do emails and newsletters. We used it at the center I was at previously.

CF: I don't know. Please send me a link.

CC: Casey F and I have discussed a departmental podcast for a while. I have two students (Jenna and Autumn) interested in doing that in my class and will incorporate it as an assignment in the course.

CF: The fact of the matter is that any grad program needs to communicate effectively with its students, and we need to practice what we preach.

EW: For clarification, does continuing enrollment include summer?

CP: Yes.

CF: Any other thoughts on graduate advising?

EW: As we advise our graduate students, they need to understand the commitment that is needed. I see a lot of students who get stressed out given their job / home life. They need to understand what the level of commitment is.

CF: Good point. It's a double edged sword of the online format: on one hand, it allows for flexibility, but on the other hand, things can get overwhelming. A reminder of the rigor of the experience would be very helpful.

CC: Second discussion item. Wanted to give everyone a snapshot of a specific incident that came up in the fall. It's a case that will be helpful as a way to talk about our departmental policies around academic dishonesty, plagiarism and attribution. A synopsis of the situation: Had a student who submitted for class credit a news story that had already been submitted to the Crow's Nest and that had gone through an editorial/review process there. A couple thoughts: (1) We want to encourage our students to get published, both in student and professional publications; (2) As I understand our policies, we expect students to submit classwork that is original – their work, created for the assignment they're submitting for. We have an academic integrity blurb on our website about Multiple Submissions. I think this is an important part of our policy, but I want to encourage students to get work published. I have a draft of a possible solution to this that stipulates assignments should be submitted prior to undergoing an outside editorial process.

NY: Self plagiarism is plagiarism. My requirement is that everything you submit here is original material. There's no gray area here.

CF: So is my verbiage appropriate here?

NY: Yes, it's more diplomatic. I make it clear in every class I teach.

DE: I agree that putting in the language of self plagiarism with some examples would be a good addition. I'm hesitant about "prior to submission to an outside editor" because I refer students to the writing center. We want our students to be able to write well and it's too bad that we don't have the English Diagnostic Test we used to have, but I don't know if we want to stop students from learning.

CP: Maybe distinguish between editing for publication vs. academia?

DE: It depends. I'm advising a physics student who I sent to the writing center for their master's thesis.

NY: "Prior to publication or submission elsewhere, including another class."

CF: Highlighting the importance of the double submission piece is a good point.

MA: Can we focus on the timing of when the work is done? I run into this issue with an assignment in VIC 3001, where I ask them to take five photos to illustrate composition rules where they can't submit photos that were taken before the assignment was assigned. Maybe we can include language about the timing of when the work was completed. I could see that being an issue when they are assigned a feature story, for example.

CC: I have had similar issues. I put in the rubric that I don't accept any photos from before the particular assignment. If you're not super specific, they'll assume they can turn anything they want.

CF: The timing piece is important, and it's good that we are thinking about our syllabi and how the policy can be implemented in our individual classes.

CF: Regular updates and ongoing business...

CF: Undergrad program. I didn't get a chance to send our backup teaching plan yet but will send it out this afternoon. This is in light of the pandemic, identifying faculty members who can fill in should one of us be temporarily unavailable to teach. Hopefully we won't have to implement this contingency plan. Take a look at the plan and if you see your name on a class you wouldn't be comfortable subbing in, let me know. You can add your backup to the Canvas section, as well.

CF: Please publish in Canvas and send to Casey P your spring syllabi. We will feed these documents into the Self Study, too.

CF: If you have not yet done so, and are teaching online, please complete the online instructor certification. There are three sections you can apply for – an asynchronous multi-week course. Doesn't require a lot of time but does require weekly check-ins.

MW: Grad program has two admits for fall, five under review. We talked about advertising the grad program and followed up with UCM for a dynamic news page.

MW: We are going to try to compile a database for internships. Casey F, please check with Edgardo on that.

MW: No faculty senate meetings yet.

NY: Next week is my first week with the NNB students. It will have more data, visual and social media-driven modules. As the course rolls around, the students will be doing more social media networking with Midtown folks. TikTok, too.

CP: Self Study team needs to meet.

NY: Research update. Thanks for circulating the CJR report. My co-researchers have been invited to talk to policy folks. I have a Trauma article coming out fall 2022.

CP: Please send me syllabi and let me know if you have grad students you want to claim for advising.

CF: Wanted to highlight the upcoming USFSP VR lab. It's a great opportunity for our teaching.

CF: Thanks, everyone.

## GRADUATE ADVISORS' CHECKLIST

### **BACKGROUND/RATIONALE**

EACH SEMESTER, THE DEPARTMENT OF JOURNALISM & DIGITAL COMMUNICATION ASSIGNS NEW GRADUATE STUDENTS TO AN ACADEMIC ADVISOR FROM THE GRADUATE FACULTY.

ADVISING SERVES SEVERAL FUNCTIONS:

- TO ENSURE STUDENTS ARE MEETING ALL THE BASIC REQUIREMENTS TO REMAIN IN GOOD STANDING WITH THE UNIVERSITY AND GRADUATE ACCORDING TO THEIR INDIVIDUAL TIMETABLE AND GOALS
- TO ENSURE STUDENTS ARE TAKING THE RIGHT ELECTIVES AND ACCESSING THE RIGHT CO-CURRICULAR ACTIVITIES AND RESOURCES TO BEST MEET THEIR NEEDS
- TO PREPARE STUDENTS FOR THEIR CULMINATING WORK, EITHER A THESIS OR APPLIED RESEARCH PROJECT

FROM THE GRADUATE SCHOOL CATALOG:

*“THE ADVISOR NEITHER GIVES THE STUDENT EXCESSIVE GUIDANCE NOR ALLOWS THE STUDENT TO STRUGGLE NEEDLESSLY. THE GOAL OF THIS RELATIONSHIP IS TO FOSTER STUDENT INDEPENDENCE, WHICH RESULTS IN SUCCESSFUL COMPLETION OF THE PROGRAM OF STUDY.”*

### **ADVISING RESPONSIBILITIES/EXPECTATIONS**

ADVISORS SHOULD SCHEDULE A 30-MINUTE ADVISING SESSION WITH THEIR ADVISEES AT THE START OF EACH SEMESTER, IDEALLY BEFORE THE END OF ADD/DROP WEEK.

IF QUESTIONS OR ISSUES ARISE IN AN ADVISING SESSION THAT THE ADVISOR/ADVISEE CAN'T IMMEDIATELY RESOLVE, THEY SHOULD BE BROUGHT TO THE GRADUATE PROGRAM COORDINATOR.

## **TOPICS TO ADDRESS**

- **IS THE STUDENT ENROLLED FULL- OR PART-TIME?**
  - STUDENTS TAKING A MINIMUM OF NINE (9) HOURS TOWARD THEIR DEGREE IN THE FALL OR SPRING SEMESTER, OR TAKING A MINIMUM OF SIX (6) HOURS IN THE SUMMER SEMESTER, WILL BE CLASSIFIED AS FULL-TIME STUDENTS FOR ACADEMIC PURPOSES.
- **DOES THE STUDENT HAVE A TARGET GRADUATION DATE? ARE THEY ON TRACK TO MEET THEIR GOAL?**
  - STUDENTS NEED 33 CREDITS TO GRADUATE.
  - THE DJD PROGRAM ENTAILS FOUR REQUIRED CLASSES, MOST OF WHICH ARE OFFERED JUST ONCE A YEAR. STUDENTS SHOULD PLAN ACCORDINGLY:
    - FALL — LAW & THEORY
    - SPRING — ETHICS
    - FALL & SPRING — MULTIMEDIA REPORTING
- **HOW IS THE STUDENT PERFORMING? ANY AREAS/CLASSES OF CONCERN?**
  - STUDENTS NEED A 3.0 GPA TO GRADUATE.
  - THERE IS NO GRADE FORGIVENESS AT THE GRADUATE LEVEL. SO A LOW GRADE, ESPECIALLY A “D” OR “F,” CAN DRASTICALLY AFFECT THE OVERALL GPA.
- **IS THE STUDENT FINDING WHAT THEY NEED IN THE DJD CURRICULUM? WHAT’S WORKING WELL FOR THEM IN THIS REGARD? WHAT COULD BE IMPROVED?**
  - THE DEGREE CAN BE COMPLETED ENTIRELY ONLINE, BUT THERE ARE USUALLY AT LEAST SEVERAL IN-PERSON OPTIONS AVAILABLE EACH SEMESTER.

- **WHAT ARE THE STUDENTS' OVERARCHING GOALS AFTER GRADUATION?**
  - SOME STUDENTS PLAN A CAREER CHANGE. OTHERS WANT TO TEACH. SOME ARE COMING STRAIGHT FROM UNDERGRADUATE STUDIES AND WILL BE LAUNCHING A CAREER POST-GRADUATION.
- **WHAT KIND OF FINAL PROJECT (THESIS OR APPLIED RESEARCH PROJECT) DOES THE STUDENT WANT TO TAKE ON?**
  - STUDENTS CAN COMPLETE EITHER A 6 CREDIT THESIS OR A 3 CREDIT ARP (PLUS AN EXTRA ELECTIVE) IN THEIR FINAL SEMESTER. BUT THEY SHOULD START THINKING ABOUT THEIR PROJECT EARLY ON.
- **WHAT THEMES OR AREAS OF INTEREST DOES THE STUDENT WANT TO EXPLORE IN THEIR CULMINATING WORK?**
- **IS THE STUDENT MEETING ALL ENROLLMENT REQUIREMENTS?**
  - ALL GRADUATE DEGREE-SEEKING STUDENTS MUST BE CONTINUOUSLY ENROLLED. CONTINUOUS ENROLLMENT IS DEFINED AS COMPLETING, WITH GRADES ASSIGNED, A MINIMUM OF SIX (6) HOURS OF GRADUATE CREDIT EVERY THREE (3) CONTINUOUS SEMESTERS.
- **WOULD THE STUDENT BENEFIT FROM A PROFESSIONAL PRACTICUM?**