

# The Provost's Institutional Effectiveness Excellence Award

Department of Journalism &  
Creative Media Industries

February 2021



TEXAS TECH UNIVERSITY  
College of Media & Communication

Department of Journalism  
& Creative Media Industries

**ATTACHMENT A**  
**Academic Department Nomination**  
**Institutional Effectiveness Excellence Award**

**Department:** Journalism & Creative Media Industries

**Nominated by:** David Perlmutter, Dean, College of Media & Communication

**Date of Submission:** February 23, 2021\_\_\_\_\_

*(Late submissions after February 19, 2021 will not be considered).*

Checklist of enclosed items in order of presentation:

- X Statement of support by college dean.
- X Brief narrative (less than 1000 words) from department chair describing continuous improvement efforts to strengthen student learning in department's degree programs.
- X Relevant documents (i.e., meeting minutes, revised syllabi, revised curricula, conference attendance) that illustrate the department's commitment to academic assessment.
- X **Please scan the entirety of your application packet into a single PDF file. Email this file to Darryl James (darryl.james@ttu.edu), Vice Provost for Institutional Effectiveness, by midnight on February 19, 2021. A confirmation email will be sent to you to verify receipt of your completed application. Winners will be notified on or before February 24, 2021.**

# **The Provost's Institutional Effectiveness Excellence Award**

Department of Journalism &  
Creative Media Industries

*DEAN'S LETTER OF SUPPORT*



TEXAS TECH UNIVERSITY  
College of Media & Communication

Department of Journalism  
& Creative Media Industries



TEXAS TECH UNIVERSITY

## College of Media & Communication

David D. Perlmutter, Ph.D., Professor & Dean | Office of the Dean |  
Box 43082 | Lubbock, Texas 79409-3082 | T 806.834.8582 | [www.mcom.ttu.edu](http://www.mcom.ttu.edu)

February 22, 2021

Darryl James, Ph.D.  
Vice Provost for Institutional Effectiveness  
Texas Tech University

Re: TTU Institutional Effectiveness Excellence Award 2021

Dear Dr. James,

Please accept this letter of support for the Department of Journalism & Creative Media Industries (JCMI) as our college nominee for this year's Institutional Effectiveness Excellence Award at Texas Tech University. The College of Media & Communication is dedicated to improving student learning experiences for all of our degree programs. Our college awards committee unanimously supports the nomination of JCMI for their outstanding contributions to this college-wide strategic goal during the last year.

Since Dr. Rob Peaslee began his appointment as department chair, faculty in JCMI have been focused on assessment as related not only to student learning outcomes in specific courses but also to the core mission of the department. Specifically, the department has used multiple assessment methods, including student and alumni focus groups, faculty course reports, student course evaluations, and peer observations of teaching. In response to the feedback received through student evaluations and student/alumni focus groups in 2014, the department added two new courses: JCMI 2301 and 2302. These courses ensure that JCMI graduates are well prepared for employment in a wide array of jobs that require specialized skills in media production.

As a next step, in 2015 the department re-branded the BA in Electronic Media & Communication, changing this degree and the department name to its current title, "Journalism & Creative Media Industries." Again, this re-branding was completed only after careful consideration of input received from current students and alumni, including members of our college National Advisory Board, as part of the comprehensive programmatic assessment that the department conducts each year. Another important change that was made at the same time was in response to assessment data suggesting that the Grammar, Spelling, and Punctuation test—which had long been a graduate requirement for JCMI majors—was no longer meeting department needs. Thus, the test was dramatically revised and renamed the Basics of Writing exam.

In making these significant changes, Dr. Peaslee not only worked with JCMI assistant chair, Dr. Roger Saathoff, but also did an excellent job engaging department faculty at every step of the way. Although Dr. Saathoff is specifically assigned to oversee the department's assessment efforts, Dr. Peaslee has also appointed a departmental

assessment committee to ensure that the assessment process, and all resulting changes, have been open and transparent, following sound principles of faculty governance.

Overall, the College and University have benefitted from JCMI's excellence in institutional effectiveness. Enrollment in the major has increased steadily over the past few years, posting a new enrollment record in Fall 2020 with 619 students. This represents a 7.27% increase in Fall enrollment (F20 compared to F19) and a 11.94% increase over two years, comparing Fall 2020 to Fall 2018.

Thank you for accepting this nomination. I will be glad to provide further information or answer any questions you may have about this submission.

Best wishes,

A handwritten signature in blue ink, appearing to read 'D. Perlmutter', with a long horizontal stroke extending to the right.

David D. Perlmutter, Ph.D.  
Professor and Dean  
College of Media & Communication

# **The Provost's Institutional Effectiveness Excellence Award**

Department of Journalism &  
Creative Media Industries

*DEPARTMENT NARRATIVE*



TEXAS TECH UNIVERSITY  
College of Media & Communication

Department of Journalism  
& Creative Media Industries

# The Provost's Institutional Effectiveness Excellence Award

## **Department of Journalism & Creative Media Industries**

Robert Moses Peaslee, Associate Professor & Chair

Continuous Improvement Narrative

February 19, 2021

The Department of Journalism & Creative Media Industries oversees Bachelor's degree programs in Journalism (JOUR) and Creative Media Industries (CMI). JCMI has a longstanding history of collecting and utilizing course- and program-level assessments, devoting the majority of the Assistant Chair's administrative time since 2014 to the regular collecting, interpreting, and uploading assessment data.

During this time, regularly collected and/or deployed assessment mechanisms such as faculty course reports, student evaluations, peer teaching observations, and student and alumni focus groups have led to several innovations in departmental curriculum. For example, student evaluations and focus groups in 2014 suggested that new students were eager to be trained in media production and post-production skills and that the scarcity of such opportunities in our lower division coursework was a significant threat to retention. In response, we created JCMI 2301 and 2302, two introductory media production and post-production "toolbox" classes required for both degree programs in our department. Students regularly begin this two-course sequence in their first or second semester at TTU, allowing them to begin producing content and building their portfolio and skillset as early as possible in their TTU career. As an added bonus, these courses provide students with an instant community of JOUR and CMI colleagues, as well as a common baseline of technical capabilities that allows instructors in upper division courses to focus on intermediate and advanced skills.

The following year, student focus groups and course assessment data prompted considerations among JCMI faculty regarding recognition of student work. JCMIFest (formerly JEMFest) was subsequently established in the Spring 2016 to celebrate the work of students in the department over the previous year. This retention and marketing effort has been very popular, particularly once it moved to Alamo Drafthouse Cinema, and we are now preparing for JCMIFest 2021, which will unfold online for the second time due to pandemic restraints in April.

Feedback from current students, program alumni, and industry leaders (such as those who serve on the College of Media & Communication's National Advisory Board) was instrumental in our decision in 2015 to rebrand the BA in Electronic Media & Communication. As "Creative Media Industries," this degree program, through both a change in title and a concurrent and comprehensive change in curriculum that more fully emphasizes portfolio outcomes and commercial sensibilities, better prepares students to enter content production and distribution fields. At the same time, prospective students, parents, and employers have a much clearer understanding of what our CMI program provides.

Assessment reports from JOUR courses led to our faculty scrutinizing the quality and efficacy of the Grammar, Spelling, and Punctuation (GSP) test, coming to the conclusion that the test, the

passing of which was a JOUR graduation requirement, was no longer performing its intended functions. Accordingly, a faculty committee was created to design a new test – the Basics of Writing exam – which was deployed in 2017 after an approximately 18-month development process. In addition, student assessments and focus group responses suggested that JOUR students were interested in developing skill sets beyond journalistic ones (essentially, a “beat”) ; this led the department in 2017 to adopt several interdisciplinary concentrations that provide students with an area of expertise (they must choose one of these concentrations, a minor, or a second major).

In 2020, the Department Chair created four standing department committees: curriculum, hiring, marketing, and, finally, one to focus on assessment. This five-person committee has met virtually to review assessment procedures and make recommendations about improving the assessment process within the department. In the November 2020 faculty meeting, the committee shared its recommendations.

During a November meeting of the department committee chairs and the department chair, an observation from the assessment committee chair generated a discussion about the kind and number of course and program assessments. The department chair suggested the terms “explicit” and “implicit” were apt descriptions of an on-going quandary. Faculty said they felt they accomplished more than one or two Student Learning Outcomes in their courses while the assessment person noted that having multiple SLOs listed in the course assessment created seemingly unnecessary complexity, as well as more opportunity for errors, to be unintentionally introduced into the process. The group agreed there are program SLOs that should be listed in the assessment process (explicit), as well as course SLOs that pertain to several courses in the department and are pursued through a process of productive redundancy (implicit), such as, for example, proper grammar, critical thinking, etc. Both could be included on a course syllabus. This idea was introduced at the December 2020 department faculty meeting and it was noted that the recommendations would be shared with the curriculum committee for review. Interested faculty were invited to request copies of any of the information presented.

The department committee on assessment discussed and suggested that assessments should be available to department faculty. Such information could be helpful for faculty who are assigned a course for the first time in order to see what has been done in the class as taught by other faculty. Issues of confidentiality were discussed, as was software options for such a database.

With the chair’s establishment of department committees, the engagement of a larger number of faculty in administration within the department is leading to more thorough, transparent, and useful discussion of aspects of department previously handled by the chair or one or two other individuals. The results are encouraging and have brought out strategically useful ideas for existing and new processes and programs in the department with regard to using assessment data toward continuous improvement of department curriculum and instruction.



# The Provost's Institutional Effectiveness Excellence Award

Department of Journalism &  
Creative Media Industries

## *APPENDICES: EVIDENCE OF JCFI COMMITMENT TO ACADEMIC ASSESSMENT*

1. *DEPARTMENTAL MEMOS/MATERIALS,  
2015-Present*
2. *DEPARTMENTAL MEETING MINUTES,  
2015-Present*



TEXAS TECH UNIVERSITY  
College of Media & Communication

Department of Journalism  
& Creative Media Industries

**Department of Journalism and Electronic Media**  
**SLO Improvement Narrative**  
Robert Peaslee, Interim Chair  
February 18, 2015

Since 2010, the Department of Journalism (JOUR) and the Department of Electronic Media and Communication (EMC) have made several changes and alterations at both the structural and curricular level aimed at enhancing learning outcomes. In 2012 these departments merged into the Department of Journalism and Electronic Media (JEM), which now oversees distinct JOUR and EMC degree programs, embedded within which are courses in Photography (PHOT).

**DEPARTMENTAL STUDENT LEARNING OUTCOMES (AS OF 2010)**

- **Storytelling.** Demonstrate the ability to specify audience and purpose and make appropriate communication choices with a competence in storytelling.
- **Critical Thinking.** Construct, present and defend critical and aesthetic judgments of works in the media by exhibiting critical thinking skills through written and verbal presentation.
- **Diversity.** Exhibit knowledge and awareness of distinctive issues related to race, gender and ethnicity in domestic and international communication.
- **Technical Competency.** Show understanding of how technology and applied science affects society and the environment, and demonstrate understanding of the relationship of ethics and technology with competence in the areas of multimedia design and production.
- **The Profession.** Demonstrate knowledge about management issues in the industries of journalism and electronic media.

Each of these outcomes is assessed in consistent and rigorous ways, and these assessments have led to a variety of substantive modifications to how the Department functions administratively and pedagogically.

**SLO 1: Storytelling**

Demonstrate the ability to specify audience and purpose and make appropriate communication choices with a competence in storytelling.

*Assessment.* The primary assessment techniques for this SLO include written, visual, audio, and multimedia narrative assignments in a variety of classes (EMC 3308, EMC 3315, EMC 3333, EMC 3335, EMC 3370, EMC 4315, EMC 4370, EMC 4375, JOUR 2310, JOUR 3310, JOUR 3311, JOUR 3312, JOUR 3380, JOUR 4350, JOUR 4370, PHOT 3310). **Focus groups** are also conducted at regular intervals, and **student course evaluations** are carefully reviewed for consistent improvement cues.

*Actions.* Based on assessments, in 2010, the **JOUR degree faculty revised the curriculum** to eliminate redundancy among courses and ensure that students were receiving both a broad and deep training in journalistic storytelling. Courses were modified or redesigned to ensure that students encountered different storytelling techniques in sequence of multi-platform, intensive courses, culminating in a capstone course that required them to tell a major story across multiple platforms at a professional level of quality.

In part, **the merger of the departments** was a response to a growing sense that professional practice in journalism and electronic media relied upon a diversity of storytelling skills. While it was clear in assessments that students were getting solid training in one area, it was often suggested that a more cross-platform approach to journalistic, creative, and strategic communication would benefit students in the workplace.

In addition, focus groups and course evaluations suggested that students were eager to begin the storytelling process earlier in their college careers, so beginning in 2012 several **1-3 credit practicum experiences** open to first- and second-year students were established within the COMC, largely driven by personnel, students, and facilities related to JEM. The Hub@TTU, an online content delivery system, provides students with ample storytelling opportunities across stylistic boundaries. The establishment of Double-T Insider, a student-driven sports news program now broadcasting on Fox Sports Southwest, was directly attributable to the flexibility afforded to students by JEM leadership and the encouragement they received from JEM instructors (among others).

### **SLO 2. Critical Thinking.**

Construct, present and defend critical and aesthetic judgments of works in the media by exhibiting critical thinking skills through written and verbal presentation.

The primary assessment techniques for this SLO include case studies, examinations, group projects, and written, visual, audio, and multimedia analytical assignments in a variety of classes (EMC 3308, EMC 3340, EMC 3345, EMC 3355, EMC 3358, EMC 4320, JOUR 2310, JOUR 3310, JOUR 3311, JOUR 3312, JOUR 3355, JOUR 3380, JOUR 4350, JOUR 4370, PHOT 3310). **Focus groups** are also conducted at regular intervals, and **student course evaluations** are carefully reviewed for consistent improvement cues.

Actions. Based on focus group responses indicating a desire on the part of students to present their coursework to an external audience, the JOUR/EMC/JEM department has hosted several end-of-term “**showcases**” of **student work** produced in department courses. The establishment of The Hub, Double-T Insider, and the Tech Association of Student Electronic Media (in 2010) also unfolded in response to these desires, not only providing opportunities for the display of student work but also for group critiques. Several courses (JOUR 2310, EMC 4370, EMC 4375) include the critique (either by peers or instructors) and revision of student work.

Based on course evaluations, analytical writing assignments and projects were adapted in key courses so as to better showcase critical thinking skills. For example, in EMC 3308: Visual Communication, students were expected to produce a personal logo as a final project. Although this was an excellent assessment of creativity, it wasn't until instructors included a requirement for the students to critique their own work and its capacity to communicate to a particular audience (rather than just themselves) that the assignment was able to adequately assess critical thinking.

### **SLO 3: Diversity.**

Exhibit knowledge and awareness of distinctive issues related to race, gender and ethnicity in domestic and international communication.

*Assessment.* **Demographic analyses of COMC** and departmental student bodies show an increasing level of ethnic and racial diversity since 2010, but the student population remains heavily skewed toward White students. That said, we have a growing population of Latino/a and Hispanic students, and our undergraduate and graduate populations are increasingly international in nature. The primary **course assessment techniques** for this SLO include case studies, examinations, group projects, and written, visual, audio, and multimedia analytical assignments in a variety of classes (EMC 3308, EMC 3340, EMC 3345, EMC 3355, EMC 3358, EMC 4320, JOUR 2310, JOUR 3310, JOUR 3311, JOUR 3312, JOUR 3355, JOUR 3380, JOUR 4350, JOUR 4370, PHOT 3310).

*Actions.* Beginning in 2009, in response to demand from students collected from focus groups and course evaluations, the Department has been home to an international film series. From 2009-2014, the series was titled Global Lens; it has since been rebranded as the TTU International Film Series. Both iterations have programmed between them since 2009 over 50 international and independent films, working with partners in the Thomas Jay Harris Institute for Hispanic and International Communication (directed by a JEM faculty member since 2007), the TTU Cross-Cultural Academic Advancement Center, many departments and student organizations on campus, and community partners. It has been an exceedingly successful educational and outreach program.

In 2011, the JOUR and EMC faculty agreed, along with the other departments in the COMC, to replace the long-held “foreign language” requirement with a more expansive and inclusive “global communication” requirement. This mandate resulted in more students being exposed to global communication and diversity issues beyond simple linguistic competency (although they could certainly still take foreign language class and fulfill the requirement), and it also created greater demand for EMC 3358: International Electronic Media. The Department has met this demand by also offering a JOUR course that meets the global communication requirement – JOUR 4301: The Future of Global Journalism – which will become a part of the permanent course catalog in 2015 after several semesters in existence as a special topics course.

In response to student comments gathered through focus groups and interviews, and in response to demand for courses that meet global communication requirement, the Department has been an active participant in Study Abroad, with six JEM faculty leading successful programs in Spain, the UK, Germany, and New Zealand since 2010 (with each of the last three continuing in 2015).

#### **SLO 4: Technical Competency.**

Show understanding of how technology and applied science affects society and the environment, and demonstrate understanding of the relationship of ethics and technology with competence in the areas of multimedia design and production.

*Assessment.* The primary **course assessment techniques** for this SLO include case studies, examinations, group projects, and written, visual, audio, and multimedia analytical assignments in a variety of classes (EMC 3315, EMC 3333, EMC 3335, EMC 4315, JOUR 3310, JOUR 3311, JOUR 3380, JOUR 4350, PHOT 3310, PHOT 3330). In addition, **focus groups and interviews** with JEM students were conducted at regular intervals (once every 1-2 years) to maintain a close orbit on outcomes and student satisfaction.

*Actions.* Focus group and interview data suggested that students were anxious to begin the development of their technical skills earlier in their college careers. **The establishment of The Hub, Double-T Insider, and the Tech Association of Student Electronic Media** (in 2010) also unfolded in response to these desires, and most of these were made generative of freshman- and sophomore-level course credit, along with experiences at Raidervision (TTU Athletics), MCTV (the COMC's news broadcast), KTTZ-TV Channel 5, and KTXT-FM 88.1, in early 2013. The reintegration of KTXT-FM 88.1 into the COMC (and effectively into JEM) was also spurred in part by student interest and has greatly increased our capacity to offer technical instruction in audio production.

Based on assessments, in 2010, the **JOUR degree faculty revised the curriculum** to eliminate redundancy among courses and ensure that students were receiving both a broad and deep training in the technologies of news presentation (video production, print design, audio production, etc). Courses were modified or redesigned to ensure that students encountered different technologies in sequence, culminating in a capstone course that required them to tell a major story using multiple technologies at a professional level of quality.

Responding to an increased desire – as outlined in focus groups and course evaluations – for training in video games and the gaming industry, EMC faculty began offering EMC 4301: Understanding Video Games in 2010, which will become a part of the permanent course catalog in 2015 after several semesters in existence as a special topics course. Moreover, this course has spawned a new student organization, Heads Up Display, which produces content related to gaming culture and interests.

Beginning in 2013, JOUR and EMC faculty began discussing a **2000-level JEM curriculum** that would focus on providing a “tool-box” for storytelling, teaching students a common core of basic hardware and software skills useful in subsequent courses in both degree programs. The reason for this is two-fold: on the one hand, it provides students with early exposure to several technologies and gives them basic skills, freeing up courses at the 3000- and 4000-level to move immediately to intermediate and advanced training; and on the other hand, a common JEM core curriculum eliminates redundancy between courses teaching essentially the same skills in the two degree programs.

In 2014, a **JEM Core Curriculum Sub-Committee** was established and is currently awaiting feedback from the JOUR and EMC degree faculty regarding recommendations for a common core. Moreover, both degree faculties are considering further modifications to their degree plans in the context of a JEM core, and the **EMC** faculty in particular are considering a true **capstone course** that will provide an experience similar to that offered by the capstone course in JOUR.

### **SLO 5: The Profession.**

Demonstrate knowledge about management issues in the industries of journalism and electronic media.

*Assessment.* The primary **course assessment techniques** for this SLO include case studies, examinations, group projects, and written, visual, audio, and multimedia

analytical assignments in a variety of classes (EMC 3340, EMC 3358, EMC 4320, JOUR 3310, JOUR 3311, JOUR 3312, JOUR 3380, JOUR 4350, JOUR 4370). In addition, **focus groups and interviews** with JEM students were conducted at regular intervals (once every 1-2 years) to maintain a close orbit on outcomes and student satisfaction.

*Actions.* In addition to course-level adjustments to syllabi and assignments, the Department established a series of media-production opportunities, beginning in 2010-11: The Hub, Double-T Insider, the Tech Association of Student Electronic Media, Heads Up Display, and Raidervision (TTU Athletics). The Department also revived MCTV (the COMC's news broadcast) and reestablished connections with KTTZ-TV Channel 5 and KTXT-FM 88.1. All of these efforts allow students not only to get practical experience early in their TTU careers, they also have the opportunity to emerge into managers of personnel and responsible editors and producers. While the JOUR degree program has required an internship for some time, the EMC curriculum merely recommends one (a function of the relative lack of media production outlets in Lubbock). These practicum leadership experiences provide internship-like experiences that increase the viability of students' resumes and portfolios as they enter the profession.

## CRC Phase One Transcriptions

**Date:** March 2<sup>nd</sup>, 2015

**Research Participants:**

- a) Scarlett, Public Relations major: Senior
- b) Olivia, Media strategies major: Senior
- c) Dalton, Electronic media major: Junior
- d) –Unknown- Public Relations major: Junior

When looking for information regarding the department/college, participants said:

- When looking for information around campus, twitter is used.
  - Because the timelines are useful for finding events around campus.
- Email and TechAnnounce is used.
- If it's something "simple," googling it is a popular answer amongst participants.
- When it comes to checking the website for course information and registration, it's confusing to navigate the website.
  - Information is outdated.
  - To get accurate information, going through an advisor and email appears to be the best way.
- If the website were more interactive, it would be easier and more motivating to navigate the website.
  - Everything seems to be text heavy.
- Participants feel like quality student work isn't showcased.
  - Student media watch isn't advertised on the website, and it's the only one of two in the university system.
- The Alumni page is really outdated.
  - Would like to see more connections of the alumni and their jobs, to get in contact with them.
- Most of the participants said they don't really use the TV screens for information, and are more likely to use the bulletin boards.
  - But they are considered to be more outdated.

Best way for the college/department to communicate to students on an individual and collective basis (*twenty-seven minute mark*):

- Facebook information
  - However, Twitter and Facebook posts tend to be the same posts.
- If the college would have an instagram, it would be more visually appealing with a caption that can be any length to describe the post.
- The college department could use the student content to advertise.

Navigating college websites and comparing what they remember from researching Texas Tech's as a perspective student (*thirty-seven minute mark*):

- When comparing Tech's to Texas States, the use of colors and text based was more inviting to research. Wasn't "rudimentary."
  - Another student agrees that the website was a good representation of the personality of Tech being more personable, compared to UT and A&M.

College Website Feedback (*forty-four minute mark*)

- When trying to "google" the webpage, for a participant the website is the fifth result on Google.
- Aesthetically speaking, there is too much red, and the layout is too basic. Could be more interactive because there is a lot of blank space at the bottom.
  - Twitter timeline feed of what is posted picture wise, student publication works, and thoughts.
- Student organizations should be listed along with organizations.
  - Outpost should be listed, TECH PR and Tech Advertising.

*Journalism and Electronic Media Web Page (fifty-four minute mark)*

- The page is considered a "good idea," but it's not necessarily a useful tool to learn about the staff by clicking on a picture.
  - Considered boring.
- The news regarding faculty and alumni, isn't up to date.
- There should be a page that explains what the college does, or what they aim to do.
- Incorporating Twitter and its timeline information, would be useful to explain what the college does and focusing on the students.

*EMC Web Page*

- "Check out what some of our students are involved with," The and the "We Are" campaign pictures can have more descriptions to associate names with majors or student organizations.
- The Learning outcomes are too text heavy, and do not associate the "how's" as in real life applicability to the learning missions of the college/department.
- The "We Are" campaign pictures can be associated with organizations, and would be more interactive if you could click on the picture instead of the word.
  - Six seconds – fifteen seconds videos of vine would be great for the "We Are," campaign, but would need to be updated frequently.



**Date:** March 3<sup>rd</sup>, 2015

**Research Participants:**

- a) Ben, Advertising major: Senior
- b) Natalie, Journalism major: Junior
- c) Jena, Electronic media major: Junior
- d) Daily, Electronic media major: Junior
- e) Jacenda, Journalism major, Freshman
- f) Marcy, Advertising major, Senior
- g) Audrey, Electronic media major, Senior

When looking for information regarding the department/college, participants said:

- “Google” the information, because the department website is confusing.
  - Recent search information: parking information during a snow day.
- Course descriptions within course catalogs are confusing.
  - Usually “google” this information.
- Stressful to find out that advising and course descriptions are actually on Raiderlink versus the website.
- TechAnnounce and Raiderlink are usual hotspots for information.
  - However, on TechAnnounce or even website related there is a lot of information to sort through.
- Majority of the students receive information through social media.
- Use the website as a directory if professors don’t put their office hours or room numbers.

*Initial Overall Website Frustrations*

- The search engine on the website is not easy to navigate.
  - Google’s algorithm is better than Tech’s.
- Updated information regarding student organizations.
- The directory is difficult to navigate, and would be helpful if it were more specified to each department.

**Website Observations**

- To get to degree requirements through the various tabs through the website, most would have “googled” information.
  - To look for courses being offered in the spring, undergraduate catalog is a bad link.
- Would like to see a calendar that is updated with event information with student organizations or International Film Series
- “We Are” campaign on the website gives insight to what the college is about.
  - It is representative and familiar experience of what is depicted in the pictures.
- Advising links on the left draw attention according to one participant.

- Visual pictures and representations draw one participant's eye, if they are not looking for anything specific on the website.
- Split consensus on whether or not the social media icons draw attention and are relevant.

*Journalism and Electronic Web Page (thirty-four minute mark)*

- One participant visually does not like the pictures of the professors, as opposed to another participant who likes the visual part of seeing who teaches.
  - It makes the web page more personable.
- Since the web page glitches when you hover over the staff, some of the participants said they will ignore it or go to another page.
- The video in the center of the page would be the first thing to click on.

*EMC Web Page (37:35 minute mark)*

- According to one participant, she would most likely click on "Check out what some of our students are involved in..."
  - However, one participant says this section blends in with the faculty section, and it's easily overlooked.
  - Participant likes the fact that student organizations are named.
- When looking for information about a professor, Google is a popular resource, but initially uses the TTU website for preliminary research.
  - Ratemyprofessor.com is also a resource tool that is used to look up professors.
- The central scrolls of images are considered "pretty," and was the first thing one participant looked at.
  - The pictures are seen as overall appealing and capture aesthetic quality of what you could potentially be involved in.
- (When clicking on the "We Are," phrase of the image), most participants did not know it was interactive.
  - It is considered a nice surprise because MCTV is something they would watch if they knew where to find it.
- It's beneficial for student work to be heavily integrated, because it is a representation of what they can do.
  - However, one participant sees it as an advertisement.
  - Research participants like the pictures because they capture an action that is representative of the major.
- Students would prefer to get regular updates on student publications and work that is heavily video and image oriented.
- Participants would like an updated list of student organizations, meeting times, and places.

**Date:** March 9<sup>th</sup>, 2015

**Research Participants:**

- a) Courtney, Journalism major: Junior
- b) Maurice, Electronic Media major: Senior
- c) Emily, Journalism major: Junior
- d) Ebony, Advertising major: Senior
- e) Taylor, Public Relations major: Junior

When looking for information regarding the department/college, participants said:

- Participant A: Look at the bulletin boards in the COMC building, visit the website, but not often.
  - Also, uses Aleesa Ross's daily emails.
- Participant B: Uses department website.
- Participant C: Doesn't use the website as much, unless looking for something specific. She will "google" something regarding advising appointments, instead of using the department website directly.
  - Also uses Aleesa Ross's daily emails.
- Participant D: Uses TechAnnounce.
- Participant E: Uses Texas Tech twitter, TechAnnounce, and Raiderlink. Rarely searches for information outside those mediums.

Do the participants rely on social media for college news:

- One participant uses social media for tech athletics but not academic information within the college.
- Another participant uses social media for snow day communication.
- Most of the participants do not individually follow the college's twitter or Facebook.
- Mass Communication should have its own TechAnnounce that is similar to Aleesa Ross's emails.

*Initial Website Feedback*

- More current and up to date information regarding course descriptions on the website, as well as advertisements for electives and special topics classes that are being offered for the following semester.
- The current website is boring in terms of aesthetics, when it comes to the pictures and font.

**Website Observations** (*twelve minute mark*):

- The overall font is not attractive.
- Split consensus among the participants if older course fliers should stay on the website.
- Study Abroad should be more prominent.
- The section dedicated to “Ask the Dean,” isn’t useful.
- The background is redundant, and it was suggested that a image as a background would be more attractive.
- The “We Are” campaign pictures seemed to be staged, and it bothers most of the participants.
- More tabs for student organizations for prospective tabs.
- Need more up to date information that highlights alumni and their accomplishments as well as whereabouts.
- Most participants did not know what Alumni Advantage is.
- Calendar needs more information about guest speakers, events in the college, and organization dates.
  - Registration dates / SONA study dates
  - Deadlines for internship and scholarships applications

*Journalism and Electronic Web Page (thirty-two minute mark)*

- Technical glitches aside, the information are intriguing even though it is out of date.

*EMC Web Page (thirty-seven minutes)*

- Easier access to student publication links like MCTV and DTI.
- Longer paragraphs are not attractive.
- Blackboard integration and SONA updates within the mobile app and website.

Social Media Integration with Web Page:

- Would be cool to see faculty and students tweeting back to the college, and have that end up on the website.
- Certain hashtags for the college would be neat to see.
- College/department should have it’s own instagram.

**Date:** March 10<sup>th</sup>, 2015

**Research Participants:**

- a) Lauren, Electronic Media major: Junior
- b) Garrett, Electronic Media major: Senior
- c) Samantha, Public Relations major
- d) Nicole, Public Relations major: Senior
- e) –Unknown-
- f) Dixie, Public Relations major
- g) –Unknown-

When looking for information regarding the department/college, participants said:

- Participant A: Uses University Career Center.
- Participant B: Uses the University Career Center as well as the University Tech Mobile apps.
- Participant C: Uses email and social media for organization updates.
- Participant D: Uses social media.
  - Also uses Aleesa Ross's daily emails.
- Participant E: Uses email and follows social media.

Improvements that could be made within the College to distribute information:

- Monthly college newsletter with detailed events that would be similar to TechAnnounce but specifically geared toward the college.
  - In-Calendar format, via email or on the bulletin boards.
- SONA studies could be sent out in an email format or in a newsletter.
  - Attach the URL link so the SONA website could be found.
  - If SONA could be linked to export to a calendar.
- Emails or updates that provide current information regarding classes being offered.

What information do you expect to find on a college/departmental website?

- Advising and faculty information (office hours and office numbers)
- Student publications
- College event information
- Job availability in terms of what you could apply for based on majors and credentials.
  - General background
  - Career fair
- Availability of labs.
- A list of special topics courses as well as descriptions of the courses for each major. → Due to the course catalog descriptions being very broad and in some cases outdated.

**Website Observations:** (Thirty – One minute mark).

- Social media icons on the right side of the webpage, are nice to be able to click on.
- Course page is outdated.
- Pictures are outdated, and it would be nice if they could be changed every now and then.
  - Make it more “newsworthy”
- Updates in the form of email on professor changes in terms of class changes.
- The calendar “for students,” is blank.
- Converging news could include SONA studies and International Film Series dates.
  - The converging newsletters included dates and information for organizations and events would be more useful to students.
  - Professor bios don’t need to be necessarily included in the newsletter.
- The MCOM student organizations are not all listed on the website.
  - Meeting information does not always meet.
  - Make a hub icon on the initial webpage that would link to student publications.

*Journalism and Electronic Web Page*

- The web page is broken with images and text jumping around.
- Glitches aside, the ability to click on images
  - Majority consensus says that this page isn’t helpful.

*EMC Web Page*

- Move the updates section to the “Check out what some of our students are involved with”
- Making the “Our Students,” more interactive that you could click on and see who got that job, and what their major was.
- The “We Are” pictures are seemed as more of an advertisement.
  - Most did not know how that the words were interactive.

*Additional feedback based on Tech Website:*

- Tabs on the top of the website need to have dropdown menus, when redesigning the website.
- Two students agreed that they liked the social media scroll-down bar.
  - Students would more likely tweet to the college if they thought their tweets could end up on the website.
- The “Who Are you” button is confusing to determining if you’re a current or perspective website.

## **CRC Phase One Transcriptions**

### **Imagery**

- “We Are,” campaign pictures could be more up to date and informative.
  - Being able to click on the pictures instead of text (since most of the participants did not know that the text was interactive).
  - Some of the participants see the pictures as staged, as well as more of an advertisement.
- Ideas of short clips such as vine or Instagram videos that capture more action of what EMC is about.
- Fixing the glitches on the Journalism and Electronic Web Page, to where you can click on the images to learn more about an individual.
- Potential font changes as well as tab layout changes that aren’t as text heavy would be easier to read.
- The color red is used too much according to some participants.

### **Student Publications/Organizations**

- Social media integration to advertise more organizations and student publications would be more incentive for classes to produce more work, that is worthy of being on the website.
- Student publications tab is hidden, and there isn’t a full detailed list of student organization information.
- The overall interactivity of the Journalism and Electronic Web Page was well liked, even though the information is not current.

### **College/Department Academic Information**

- A list of course descriptions for the classes within a department would be useful.
- The course catalogs are not always accurate as well as up to date.
- A calendar in the form of a monthly newsletter/ Aleesa Ross Dates that can be posted on the website and bulletin board would be helpful of dates of:
  - Guest lectures
  - Class registrations
  - College events
  - Organization meetings
  - Study Abroad
  - SONA Dates
- SONA updates on the website with studies would be beneficial to students.
- Easier access links to MCTV and DTI.
- Split consensus on whether the staff bio’s are helpful.
- Making the “Our Students” section more interactive to associate majors with the jobs.

### **Social Media Integration**

- The college having an instagram that captures video and pictures within the college that interacts with the student body.

- Twitter timeline feed of pictures within the college, and their work would be nice to have on the initial EMC webpage.
- More advertisement of the college's app.

### ABOUT ELECTRONIC MEDIA & COMMUNICATIONS

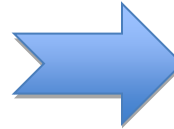
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The Bachelor of Arts degree in Electronic Media and Communications is designed to train innovative, responsible storytellers in convergent media forms who can create, analyze and compete in diverse U.S. and global media marketplaces. The EMC program offers professional courses in electronic media, visual communications, digital media production, photography and writing to provide a broad and thorough liberal arts education.

This is not simply a skills-oriented program. Instead, the program is devoted to preparing students for leadership positions in electronic media industries.

A successful graduate of the Electronic Media & Communications program should be able to do the following:

- Demonstrate the ability to specify audience and purpose and make appropriate communication choices with a competence in storytelling.
- Construct, present and defend critical and aesthetic judgments of works in the creative arts by exhibiting critical thinking skills through written and verbal presentation.
- Exhibit knowledge and awareness of distinctive issues related to race, gender and ethnicity in electronic media and/or international communication.
- Show understanding of how technology and applied science affects society and the environment, and demonstrate understanding of the relationship of ethics and technology with competence in the areas of multimedia design and production.
- Demonstrate knowledge about management issues in the industries of electronic media.



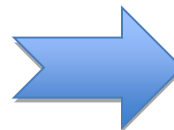
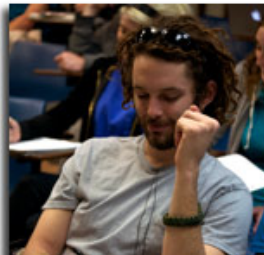
Too text heavy. Learning outcomes do not address the applicability of real life, which was mentioned in the study groups.

### OUR STUDENTS

---

Recent graduates from our EMC program work in a variety of positions in media. Here's a list of what some recent EMC graduates have gone on to do:

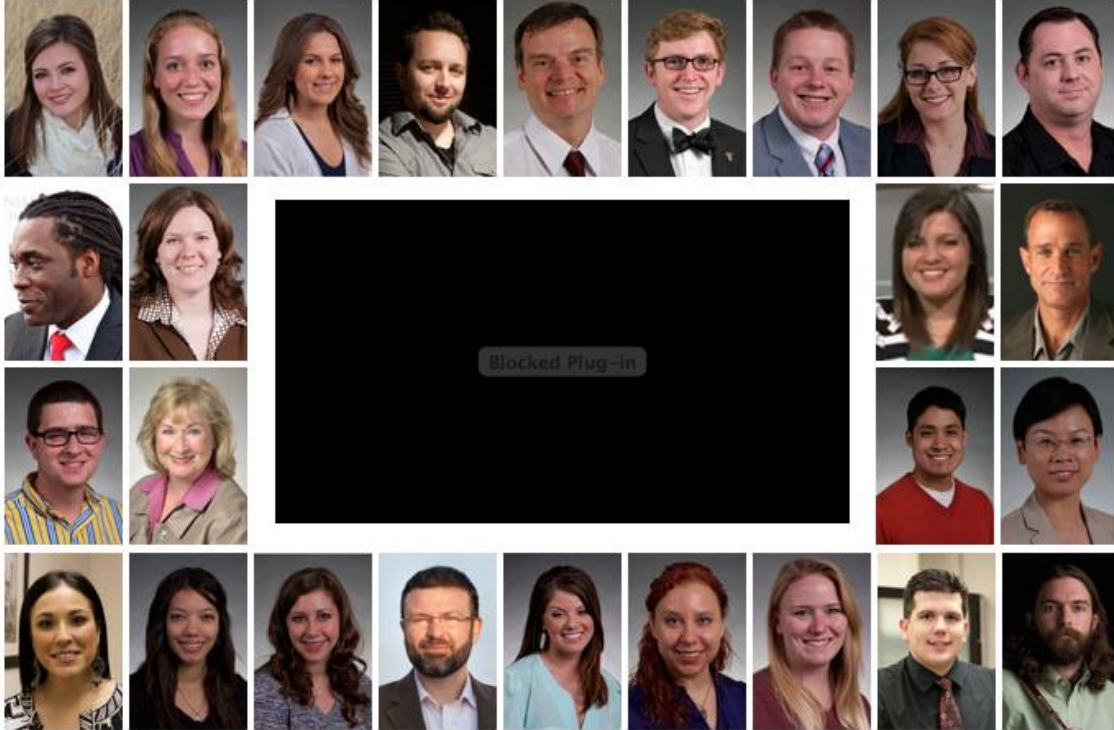
- Platform Services, Blizzard Entertainment
- Stage and Broadcast Manager, The World of Residensea
- Video Editor, RD Thomas Advertising
- Producer at WPBF-TV



More interactivity with major association with jobs.



Hover over each photo to find out more about each person



#### JOURNALISM

8/19/14

- Former doctoral student Dane Kiambi, Ph.D., and Autumn Shafer, Ph.D., received the Ecquid Novi African Journalism Studies Best Paper Award for Journalism Research at the 2014 AEJMC conference in Montreal for their paper titled,

#### ELECTRONIC MEDIA

3/5/15

- "The Joker: A Serious Study of the Clown Prince of Crime" is the first book-length, academic study of the infamous villain, co-edited by Rob Weiner, a librarian at Texas Tech University, and Rob Peaslee, Ph.D., associate professor and the interim chair



- More interactivity of clicking on pictures if you want to learn more, was a popular request in the study groups.
- The text information at the bottom was not necessarily favored, and would have liked to see more video options.



Change the face of advertising. Reach millions from the nightly news. Uncover the real story. Capture the world in photos. Mold public perception. Communications is all about passion.

Here, you can find yours, and be ready for the world of possibilities. We combine state-of-the-art facilities with practical coursework and real-world experiences, ensuring you are well prepared for today's convergent media environment.



**UPCOMING COURSE  
FLIERS**

**LEARN MORE** ▶



**ASK THE  
DEAN**

**LEARN MORE** ▶



**30-HOUR MASTER OF  
ARTS PROGRAM**

**LEARN MORE** ▶



**COMC DEAN'S STUDENT  
COUNCIL**

**LEARN MORE** ▶



- An icon for the hub and the student work that is being done within the college was a request.
- The pictures in the “We Are” campaign should change intermittently.
- There is a lot of red, and aesthetically is boring/underwhelmingly.

**JEM Internship Assessment Guidelines**  
[Proposed Revision, Summer 2015]

1. EMC Intern Assessment

Internship coordinator surveys should ask for numerical ratings between 1-7 on each of the following dimensions of intern performance:

**Storytelling**

- If applicable, please rate this intern's ability to construct narrative in written, visual, or multi-media form.

**Technical Competence**

- If applicable, please rate this intern's demonstration of technical competence in the area of multimedia design and production.

**Critical Thinking**

- Please rate this intern's demonstration of independent, critical thinking abilities.

**Global Communication Competence**

- If applicable, please rate this intern's demonstration of global communication competence (sensitivity to difference, ability to work with diverse groups, intercultural or international communication skills, etc).

**Media Management Competence**

- Please rate this intern's demonstrated understanding of management or business issues in electronic media industries.

**Professionalism**

- Please rate this intern's approach to their time with you in terms of professional conduct.

## 2. JOUR Intern Assessment

Internship coordinator surveys should ask for numerical ratings between 1-7 on each of the following dimensions of intern performance:

### **Core Skills**

- Please rate this intern's demonstration of skills necessary for the responsible reporting, writing and editing of news stories.

### **Professional Standards**

- If applicable, please rate this intern's demonstrated knowledge of ethical journalistic practices and of media law.

### **Production Competence**

- Please rate this intern's demonstrated proficiency producing news packages for print, broadcast, and/or online media.

### **Reporting Technologies**

- If applicable, please rate this intern's demonstrated skills with computer-assisted reporting.

### **Public Affairs**

- If applicable, please rate this intern's demonstrated ability to perform public affairs reporting (covering meetings and local government, for example).

### **Professionalism**

- Please rate this intern's approach to their time with you in terms of professional conduct.

**October 20, 2015**

**To: Journalism and Electronic Media Faculty and Advisors**

**From: JEM Curriculum Sub-committee**

**Subject: Proposal of JEM Core Curriculum**

This proposal put forth by the faculty and advising sub-committee encourages the incorporation of two three-credit JEM-designated courses that serve as both technological and aesthetic foundation for students continuing into either JOUR or EMC major programs/sequences. The two courses below are proposed to fulfill a need both programs have in preparing students for higher-level courses that, with the inclusion of these JEM courses, will have the opportunity to more effectively incorporate academic and practical skills necessary for our students' success in the industry and in academia.

The following two courses are proposed:

**JEM 2301: Introduction to Media Production and Composition**

This course will introduce students in the department to the basic technologies used to create media content, including still photography, video production, and audio production technologies. Furthermore, it will provide students hands-on practice in creating media with said technologies while introducing them to principles of composition necessary for compelling, creative, and responsible storytelling in the journalism and electronic media industries.

Course Learning Objectives for JEM 2301:

1. Demonstrate proficiency in the effective use of a DSLR camera for the purposes of producing compelling still images;
2. Demonstrate proficiency in the effective use of a DSLR camera for the purpose of producing compelling moving images;
3. Demonstrate proficiency in the effective use of sound recording technology for the purpose of producing compelling audio packages;
4. Demonstrate knowledge of basic compositional precepts applicable to the design of still imagery, motion pictures, and sound.

**JEM 2302: Introduction to Digital Post-Production and Workflow**

This course capitalizes on the objectives of JEM 2301 by introducing students in the department to photography, video, audio, and design production and post-production software applications essential to the journalism and electronic media industries. This course will provide students hands-on experience with different industry-standard and Adobe production and post-production software at the same time it illustrates adaptive and professional digital technology workflows students will take into future major coursework, in-college/university practicums, internships, and the industry. Furthermore, this course supplies students with

necessary foundational digital knowledge to remain adaptive to the ever-changing operational landscape of production and post-production technologies and software.

Course Learning Objective for JEM 2302:

1. Demonstrate proficiency using software applications considered necessary to journalism and electronic media, including industry-standard Adobe production and post-production applications;
2. Demonstrate understanding of foundational post-production principles germane to journalism and electronic media, such as non-linear editing, pairing of sound and image, and page design.
3. Effectively establish professionally-oriented digital workflows essential for success in the media production industries.

The current proposal suggests each course will be offered every long-form semester to accommodate potential student demand and to mitigate factors that may make instruction in the courses less effective, such as class population. Students will be required to enroll in the courses sequentially, taking JEM 2301 before JEM 2302 to maximize the effectiveness of the courses. Students will have the option to take both courses concurrently, but JEM 2302 will never be taken before JEM 2301 without explicit permission from the Department Chair.

# JEM Course Assessment Guidelines

## [Revised Summer 2015]

All assessment reports should be sent to Assistant JEM Department Chair Roger Saathoff ([roger.saathoff@ttu.edu](mailto:roger.saathoff@ttu.edu)) no later than a given semester's graduation ceremony.

### 1. General Course Assessment Guidelines

All JEM courses should be assessed by the Instructor of Record (IOR) each semester.

Assessment documents for each course should:

- determine in measurable terms whether the learning objectives of the course (as outlined on the syllabus) were met.
- Provide meaningful actions for improvement the next time the course is taught.

Course Assessments will be collected by the Chair and shared with subsequent course IORs as appropriate.

Several courses are connected directly to Degree Program Learning Outcomes and thus will have assessment reporting burdens in addition to those above. These are outlined in Sections 2 and 3 below.

## 2. EMC Degree Program Learning Outcomes Assessment

### Storytelling

- Instructors in EMC 3370, 4370, and 4375 should report student performance on at least one (preferably summative) writing assignment using a rubric that rates students as “needs work,” “competent,” or “well done” (or a close facsimile). Actions for improvement should be included.

### Technical Competence

- Instructors in EMC 3315 should report student performance on at least one (preferably summative) multimedia production assignment using a rubric that rates students as “needs work,” “competent,” or “well done” (or a close facsimile). Actions for improvement should be included.

### Critical Thinking

- Instructors in EMC 3308 should report student performance on the logo project and writing assignment using a rubric that rates students as “needs work,” “competent,” or “well done” (or a close facsimile). Actions for improvement should be included.

### Global Communication Competence

- Instructors in EMC 3358 should report student performance on the “country report” assignment (or another assignment that “measures student understanding of international relations and the international system, especially as they impact transnational communication and cultural relations among diverse groups”) using a rubric that rates students as “needs work,” “competent,” or “well done” (or a close facsimile). Actions for improvement should be included.
- Instructors in EMC 3358 should report student performance on a pre/post-test measuring understanding of issues related to global communication. Actions for improvement should be included.

### Media Management Competence

- Instructors in EMC 3310 should report student performance on a pre/post-test measuring understanding of issues related to electronic media industry issues. Actions for improvement should be included.
- Instructors in EMC 4320 should report student performance on a summative final project - evaluated on their demonstrated knowledge of management issues and professionalism - using a rubric that rates students as “needs work,” “competent,” or “well done” (or a close facsimile). Actions for improvement should be included.



### 3. JOUR Degree Program Learning Outcomes Assessment

#### Core Skills

- Instructors in JOUR 2300, 2310, 3312, and 3380 should report student performance on at least one (preferably summative) assignment using a rubric that rates students as "needs work," "competent," or "well done" (or a close facsimile). Actions for improvement should be included.

#### Professional Standards

- Instructors in MCOM 3320 and JOUR 2300, 2310, 3312, 3314 and 3355 should report student performance on at least one (preferably summative) assignment focused on professional standards using a rubric that rates students as "needs work," "competent," or "well done" (or a close facsimile). Actions for improvement should be included.

#### Production Competence

- Instructors in JOUR 3310, 3311 and 4350 should report student performance on at least one (preferably summative) production assignment using a rubric that rates students as "needs work," "competent," or "well done" (or a close facsimile). Actions for improvement should be included.

#### Reporting Technologies

- Instructors in JOUR 4370 should report student performance on at least one (preferably summative) major project necessitating the use of computer-assisted reporting using a rubric that rates students as "needs work," "competent," or "well done" (or a close facsimile). Actions for improvement should be included.

#### Public Affairs

- Instructors in JOUR 3312 and 4370 should report student performance on a project related to public affairs coverage using a rubric that rates students as "needs work," "competent," or "well done" (or a close facsimile). Actions for improvement should be included.

**New Addition to the Journalism and EMC Curricula: The JEM Core**  
**November 2015**

**JEM 2301: Introduction to Media Production and Composition**

This course will introduce students in the department to the basic technologies used to create media content, including still photography, video production, and audio production technologies. Furthermore, it will provide students hands-on practice in creating media with said technologies while introducing them to principles of composition necessary for compelling, creative, and responsible storytelling in the journalism and electronic media industries.

**Course Learning Objectives for JEM 2301:**

1. Demonstrate proficiency in the effective use of a DSLR camera for the purposes of producing compelling still images;
2. Demonstrate proficiency in the effective use of a DSLR camera for the purpose of producing compelling moving images;
3. Demonstrate proficiency in the effective use of sound recording technology for the purpose of producing compelling audio packages;
4. Demonstrate knowledge of basic compositional precepts applicable to the design of still imagery, motion pictures, and sound.

**JEM 2302: Foundations of Digital Post-Production and Workflow**

This course capitalizes on the objectives of JEM 2301 by introducing students in the department to photography, video, audio, and design production and post-production software applications essential to the journalism and electronic media industries. This course will provide students hands-on experience with different industry-standard and Adobe production and post-production software at the same time it illustrates adaptive and professional digital technology workflows students will take into future major coursework, in-college/university practicums, internships, and the industry. Furthermore, this course supplies students with necessary foundational digital knowledge to remain adaptive to the ever-changing operational landscape of production and post-production technologies and software.

**Course Learning Objective for JEM 2302:**

1. Demonstrate proficiency using software applications considered necessary to journalism and electronic media, including industry-standard Adobe production and post-production applications;
2. Demonstrate understanding of foundational post-production principles germane to journalism and electronic media, such as non-linear editing, pairing of sound and image, and page design.
3. Effectively establish professionally-oriented digital workflows essential for success in the media production industries.

**Suggested Journalism Cognates**  
Effective 2016-17 Catalog

Students majoring in Journalism are required to complete 58 hours from the following core courses: MCOM 1100 or one-hour EMC practicum; MCOM 1300, 1301, 2350, 3300, 3320; JEM 2301, 2302; JOUR 2300, 2310, 3311, 3312, 3314, 3350, 3355, 3380, 3390, 4350, 4370; PHOT 3310.

Journalism students must also choose either a 15-hour interdisciplinary cognate or an 18-hour minor, in addition to either 9 hours (with a cognate) or 6 hours (with a minor) of electives in ADV, COMS, EMC, JOUR, MDST, or PR.

Below is a list of suggested cognates. Students may propose a cognate not listed below, subject to advisor and Department Chair approval.

SUGGESTED JOURNALISM COGNATES

**Strategic Communication**

Students must choose 2 from:

ADV 3310 [Principles of Advertising]

PR 3310 [Principles of PR]

COMS 3313 [Persuasion]

Students must choose 3 from any 3000-4000 level ADV/PR courses

**Media Economics and Management**

Students must complete:

EMC 3340 [Programming and Promotion]

EMC 4320 [Electronic Media Operations]

Students must choose 3 from:

EMC 4310 [The Blockbuster]

MCOM 3380 [Research Methods]

MCOM 4325 [Media Economics and Entrepreneurship]

PR 3352 [PR Event Management]

PR 4350 [Crisis Communication]

ECO 3333 [International Economics]

POLS 3366 [International Political Economy]

**Visual Communication**

Students must choose 2 from:

MCOM 2301 [Visual Storytelling]

EMC 3308 [Visual Communication]

COMS 3321 [Rhetoric of Film]

JOUR 3317 [Publication Design]

PHOT 3330 [Digital Photography 1]

Students must choose 3 from:

ADV 3361 [Ad Design & Layout]

COMS 3321 [Rhetoric of Film] (if not chosen above)  
JOUR 3317 [Publication Design] (if not chosen above)  
PR 3341 [PR Graphics]  
PHOT 3330 [Digital Photography 1] (if not chosen above)  
PHOT 4300 [Field Photography]  
EMC 3308 [Visual Communication] (if not chosen above)  
EMC 3335 [Video Production and Editing]  
EMC 4380 [Features and Documentaries]  
MCOM 2301 [Visual Storytelling] (if not chosen above)  
ARTV 3365 [Visual Culture]  
CMLL 2306 [World Cinema]  
ENG 2388 [Intro to Film Studies]  
ENG 3388 [Film Genres] – repeatable for up to six credits  
ANY 2000-level or higher ART course  
PHIL 4323 [Aesthetics]

### **International/Intercultural Communication**

Students must choose 2 from:

EMC 3358 [International Electronic Media]  
JOUR 3370 [Global Journalism]  
COMS 3332 [Intercultural Communication]

Students must choose 3 from:

EMC 3358 (if not chosen above)  
JOUR 3370 (if not chosen above)  
COMS 3332 (if not chosen above)  
EMC 4301 [Hispanic Media]  
PR 4351 [International and Multicultural PR]  
ADV 4313 [International Advertising]  
CMLL 2306 [World Cinema]  
GLST (Global Studies) 3300 (repeatable for 6 credits total)  
GEOG 2351 [Regional Geography of the World]  
POLS 3360 [United States Foreign Policy]  
POLS 3371 [Comparative Politics]  
PSY 3398 [Ethnic Minority Psychology]  
PHIL 2350 [World Religions and Philosophy]  
ANTH 2302 [Intro to World Cultures and Ethnology]  
ANTH 2304 [Global Forces and Local Peoples]  
Any 3000-4000 HIST course examining a multicultural or non-US context  
ENG 3337 [Modern and Contemporary World Literature]  
ENG 3338 [Global South Literatures]  
ENG 3390 [Literatures of the Southwest]  
ENG 3392 [African American Literature]  
ENG 3393 [US Latina/o Literature]  
ENG 3394 [Asian American Literature]  
ENG 3395 [Native American Literature]

### **Bilingual Journalism**

Students must complete JOUR 3370 & EMC 3358 and at least nine credits at the 2000-level or higher of one of the following course designations: ARAB, CHIN, FREN, GERM, ITAL, JAPN, PORT, RUSS, SPAN.

### **Education and Social Issues**

Students must choose 2 from:

MCOM 4303 [Sex and Violence in the Media]  
EMC 3355 [Race, Gender and Ethnicity in the Media]  
COMS 3334 [Gender and Communication]  
ADV 3320 [Advertising and Society]

Students must choose 3 from:

MCOM 4303 [Sex and Violence in the Media] (if not chosen above)  
EMC 3355 [Race, Gender and Ethnicity in the Media] (if not chosen above)  
COMS 3334 [Gender and Communication] (if not chosen above)  
ADV 3320 [Advertising and Society] (if not chosen above)  
COMS 3319 [Persuasion and Social Movements]  
COMS 3359 [Interviewing Process and Procedures]  
COMS 3351 [Communication in Instruction and Training]  
GEOG 3350 [Social and Cultural Geography]  
GEOG 3351 [Geography of Urban Places]  
PR 3351 [Non-Profit PR]  
POLS 3326 [Women in Politics]  
SOC 2333 [US Criminal Justice System]  
SOC 3336 [Sociology of Education]  
SOC 3337 [Inequality in America]  
SOC 3394 [Contemporary Sociological Theories]  
ENG 2371 [Language in a Multicultural America]  
ENG 3382 [Women Writers]

### **Communication Studies**

Students must take COMS 1301 [Interpersonal] and then choose any 4 COMS courses 2000-level or higher.

### **Political Journalism**

Students must choose 2 from:

JOUR 4330 [Public Opinion and Propaganda]  
COMS 3315 [Political Campaign Communication]  
COMS 3319 [Persuasion and Social Movements]  
PR 3353 [Political PR]

Students must choose 3 from:

JOUR 4330 [Public Opinion and Propaganda] (if not chosen above)  
COMS 3315 [Political Campaign Communication] (if not chosen above)  
COMS 3319 [Persuasion and Social Movements] (if not chosen above)  
PR 3353 [Political PR] (if not chosen above)  
HIST 3312 [Presidential Politics from Kennedy to Reagan]  
PHIL 3320 [Intro to Political Philosophy]

PHIL 4321 [Political Philosophy]  
POLS 3361 [International Politics]  
POLS 3312 [Game Theory]  
POLS 3319 [Political Behavior]  
POLS 3323 [Legislation]  
POLS 3346 [Public Policy Analysis]

### **Health, Science and Environmental Studies**

Students must take COMS 3365 [Communication in Healthcare]

Students must choose 4 from:

ACOM 2302 [Scientific Communication in Agriculture and Natural Resources]  
BIOL 1305 [Ecology and Environmental Principles]  
GEOG 3310 [Environmental Change]  
GEOG 3353 [Man, Resources and Environment]  
GEOL 3322 [Oceanography]  
GEOL 3323 [Environmental Geology]  
HIST 3327 [Earth, Wind and Fire: Nature and History in America]  
HIST 3329 [Development of Modern Science]  
HIST 3337 [Science in American Society]  
HIST 3343 [Development of Modern Medicine]  
NRM 1300 [Environmental Science as a Social Pursuit]  
NRM 2307 [Diversity of Life]  
NRM 3303, NRM 3304 [Range Management]  
NRM 3306 [Wildlife Management]  
NRM 3307 [Conservation Science]  
NRM 4311 [Wildlife Law]  
NRM 4320 [Natural Resource Policy]  
NRM 4401 [Fisheries Management]  
PHIL 3322 [Biomedical Ethics]  
PHIL 3325 [Environmental Ethics]  
PHIL 3330 [Philosophy of Science]  
PSY 4332 [Health Psychology]  
SOC 4312 [Population and Environment]  
SOC 4381 [Sickness, Health, and Society]  
ENG 3386 [Literature and Science]

### **Digital and Social Media Studies**

Students must choose 3 from:

EMC 3315 [Intro to Web Design]  
EMC 3375 [Digital Gaming Culture]  
EMC 4315 [Advanced Web Production],  
ADV 3340 [Internet and New Media Advertising]  
PR 3315 [Online and Digital PR]  
COMS 3320 [Media, Technology & Society]

Students must choose 2 from:

EMC 3315 [Intro to Web Design] (if not chosen above)  
EMC 3375 [Digital Gaming Culture] (if not chosen above)  
EMC 4315 [Advanced Web Production] (if not chosen above)

ADV 3340 [Internet and New Media Advertising] (if not chosen above)  
PR 3315 [Online and Digital PR] (if not chosen above)  
ISQS 2340 [Intro to Information Systems in Business]  
CS 1300 [Computers and Modern Society]  
CS 1305 [Introduction to Computer Science]  
ENG 2312 [Texts, Discourse, and Technologies]  
ENG 3368 [Web Publishing]  
ENG 3367 [Usability Testing]  
ENG 4369 [Interaction Design]  
PHIL 3340 [Minds, Brains and Computers]



# JEMFEST 2016

FRIDAY, MAY 6 • 5-9PM • Museum of Texas Tech University

From film and photography, to audio and web design,  
JEMFest is an annual showcase of  
Journalism and Electronic Media student work.

Helen DeVitt Jones Sculpture Court & Auditorium • 3301 4<sup>th</sup> St, Lubbock, TX



TEXAS TECH UNIVERSITY  
Department of Journalism  
& Electronic Media

Refreshments Provided, Limited Seating  
***Come meet tomorrow's  
media leaders***





## **Proposal for Rebranding the Department of Journalism and Electronic Media and the Electronic Media and Communications degree**

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### **Rebranding Committee**

Chair: John Velez

Members: Leo Eko

Donald Ellis

Jerod Foster

Marilda Oviedo

Aleesa Ross

Kent Wilkinson

The JEM Rebranding Committee addressed a growing concern that the department and degree titles inaccurately convey students' skillsets and interests to potential employers and thus, may prove detrimental to their success. The committee's objectives was to (a) consolidate alumni, faculty, and students' concerns about the current department and degree titles and (b) elicit stipulations and suggestions for possible title changes. To this end, rebranding efforts were discussed with National Advisory Board members (Spring 2016) and three surveys were sent out to department faculty and prospective and current EMC students (Fall 2016). Results were discussed among committee members and presented to the department's faculty. A vote among department faculty and feedback solicited at the CoMC's Spring 2017 retreat produced two suggestions for renaming the department and degree.

### **Proposed change for department title: Department of Journalism and Creative Media**

The ambiguity surrounding the term Electronic Media was a common concern among alumni, faculty, and students. Specifically, the confusion expressed by potential employers regarding the degree's nature and students' capabilities was a key motivator for rebranding along with perceptions of Electronic Media as outdated language. Faculty also felt the term did not effectively communicate the wide range of talents and professional interests of the students. However, students felt a broad term such as Electronic Media accurately reflects the wide range of career opportunities offered by the department. Given these considerations, the committee and department faculty decided the best suggestion for department rebranding was to replace Electronic Media with Creative Media. The versatility of the term Creative Media allows students to pursue the full range of possible careers offered by the department and emphasizes our students' ability to create media content for those careers.

### **Proposed change for degree title: BA in Creative Media Industries**

In addition to technical and creative media production skills the JEM department strives to teach students the business and managerial aspects of their careers and thus, produce well-rounded professionals capable of succeeding in a variety of industries. The inclusion of



TEXAS TECH UNIVERSITY

College of Media & Communication™

Industries in the degree title reflects our students' adaptability to multiple roles within the current and future media landscape. It also provides a clear pathway for incoming high school students that have earned an endorsement in Business and Industry with an emphasis in media technologies.

# JEM Faculty Meeting Minutes

8/21/15

**Peaslee, Eko, Terrigno, A. Keene, Cummins, Markham, Hellmueller, Sternadori, Reddick, Stoker, Velez, Robinson, Keene, Ellis, Stone, Oviedo, Dean, Saathoff, Chambers, Foster, Luo, Wilkinson, in attendance - 10am start time**

**I. Introduction and Welcome** (Peaslee) – New instructors for the semester: Phil Terrigno, Leo Eko, Erica Taylor, Miglena Sternadori (also will advise for HUB)

**II. Update on the HUB** (A. Keene) – Growth of HUB has been consistent and stable; many awards have been received; trip to NY with Sara Walbrick was successful; encourage students in your courses to submit work to the HUB; class section of HUB is available for credit hours

**III. Welcome Back Party** (Peaslee) – Dr. Reeves’ house on Friday, Sept. 11, 5:30 – 7:30pm, RSVP to Peaslee

**IV. JEM Program-Level SLO Assessments** (Peaslee) – Minor adjustments to SACS over the summer; send class assessments to Saathoff before graduation each semester

- (Foster) ways to garner assessments before too late – “buzz phrasing”, items in exams, essays, can count towards assessments
- (Wilkinson) concepts in exams count in baseline for assessments
- (Chambers) TTU leaves it to the faculty to determine assessments; new regime requires more of department chairs; Peaslee needs more consistent data; needs standardized assessment strategy

## V. Sub-committee reports

- (Foster) JEM curriculum meeting in May: be creative; highlights JOUR/EMC - revolved around the need for digital literacy & content literacy, ad business & theory, production skills, portfolio building, capstone courses, skills/trades competencies cultivation; will meet in the next week or so.
  - Call for committee members; the reinstatement of some sequencing in the EMC curriculum may be necessary; looking towards new “JEM” classification with 2000-level coursework
- (Saathoff) Retention committee has not met yet; committee of Reddick, Dean, Taylor, Sternadori, Saathoff will meet in the next week or two
- (Chambers) workshops with area high schools in the works; needs updated JEM website with recs and content regularity

## **VI. Student Group Advisors**

- (Foster) TASM – TTU story-minded students in video/production; this year’s attendance is lower, possibly due to graduation of higher-quality students
- (Stone) SPJ – rebuilding, will meet once or twice a semester; need space for national news engagement day – Tuesday, Oct. 6
- (Velez) HUD – Head’s Up Display – reviews pop culture/TV/movies/gaming/ produces a comedic hi-quality show, gaining popularity among student body, became student organization last semester; possibly pursue Blizzard for collaborative effort in future engagements/promotion with TESPA
- (Peaslee) The Film Production Project – Film focus production, analysis/critique is to turn IFS into student-driven enterprise; bring IFS back in the fall; series of horror films with Rob Weiner
- (Keene) seeking undergrads for research & cognition lab

**VII. Scholarships** (Peaslee) need a dedicated scholarship liaison; best way to raise scholarship awareness for undergrads; (Stoker) offers person in dean’s office to help with this, as they have a dedicated scholarship person

**VIII. Budget** (Peaslee) deciding where to budget the JEM money; how to spend ADIA funds; ADIA can be spent on guest speakers – raises a need for quality/possibly notable, guest speakers (Wilkinson) has used ADIA for guest speakers in past

## **IX. Discussion of Core Curriculum Proposal**

(Peaslee/Dean/Oviedo/Wilkinson/Keene/Foster/Cummins/Stoker/Chambers/Reddick)

- MCOM 1300 name change (Dean) argues it is not a history course; naming it “history” has caused a decrease in enrollment; argues course content does not need to be reflected as a history course, content should not be altered, therefore change the name; (Keene) suggests “Fundamentals” of Media Practices
- Adding “audiences” into proposed college-level student learning outcomes under the identifying properties of a COMC graduate (under point #2)
- Departmental consideration – should the department continue requiring a theory course; should the department rely on MCOM or modify JEM to require it

End of Semester JEM Faculty Meeting  
December 2, 2016

In attendance: Erica Taylor, Rob Peaslee, Miglena Sternadori, Phil Terrigno, Derrick Holland, Magdalena Saldana, John Velez, Jessica Robinson, Kevin Stoker, Jerod Foster, Roger Saathoff, Randy Reddick, Justin Keene, Steven, Kent Wilkinson, Leo Eko, Cam Stone

### **I. Brief Announcements (Peaslee)**

- Spring Faculty Retreat – Jan. 17, 9am
- Roger has requested end of semester assessment reports before graduation
- Send in textbook orders by Dec. 19

### **2. GSP committee Update (Sternadori)**

- The GSP committee has revamped the GSP test based on the book *Working with Words*
- The newly edited test has 9 sections
- **Concerns about test and suggestions for edits; call for revision by peers**
- “Spelling” section has been replaced with “Usage”
- Part 2 requires hand-grading

Concerns/questions about revised GSP (Wilkinson, Sternadori, Peaslee, Terrigno, Eko, Foster):

- a) Have the questions been vetted or tested? – Not yet
- b) Are there plans for trial testing to seek out errors or problems? – Call for review by peers
- c) Should there be trial testing on students, it should be blocked to JOUR students
- d) Potential for usage by all departments, not just JOUR
- e) Confusing questions have been eliminated; confusion has been alleviated with new test
- f) Possibility of offering 1-hour credit course for students having difficulties passing GSP – some feel this is a bad idea and would “reward” those who cannot pass
- g) Feedback on GSP should be submitted to Miglena no later than graduation day

### **3. Budget (Peaslee)**

- Proposal to hold \$3k in established fund for student productions
- Inaugural T-REF funding for spring 2017
- T-REF allows collaborative proposals among faculty members
- Submit proposals by end of January/spent by July

Concerns/questions about T-REF (Reddick, Wilkinson, Peaslee, Sternadori, Velez):

- a) T-REF to allow possibility to fund more guest speakers throughout the semester
- b) Would the chair be responsible for providing reports to dean’s office and what would the impact be?
- c) Usage reports would need to be compiled
- d) How would receiving the funds impact annual reviews/promotion? Would there be favor among the recipients?
- e) Can anyone in the department apply? – yes.
- f) This is not a one time thing

### **4. EMC Branding Committee Proposal (Velez)**

- **Much discussion was held on the topic of renaming the Department of Journalism and Electronic Media**
- There is still much to be worked out and a consensus has not been reached at the time of the meeting

In attendance: Peaslee, Eko, Arif, Oviedo, Taylor, Stone, Foster, Terrigno, Sternadori, Reddick, Cummins, Saldana, Wilkinson, Stoker, Saathoff, Keene, Robinson, Myatt

**I. Announcements** (Peaslee)

- Introduction of new college grant writer – Tyler Myatt
- Visit Tyler in office 306 for all research needs, ORS liaison, proposal development, and networking needs

**2. Reminders** (Peaslee)

- Workload reporting is due March 10<sup>th</sup>
- JEMFest 2017 is set for May 9<sup>th</sup> at 6m at the Alamo Drafthouse; all students are encouraged to have their submissions in by March 21<sup>st</sup>; please direct questions to Erica Taylor

**3. EMC Rebranding Committee Proposal Vote** (Peaslee)

**A.) Proposal to change program name from “Electronic Media & Communication” (EMC) to “Creative Media Industries”**

- **Open discussion on change:**
  - 1.) concerns about “creative” and “industries” being oxymoronic
  - 2.) issues with the word “industries” – concern with no separation between “creative media” and “industries” thus perceiving this as a program pertaining to industrial work within the creative media realm
  - 3.) Counter-argument: the word “industries” reassures students/parents of the degree they will receive
- **Motion to change program name: Reddick moved the motion; Stone & Wilkinson seconded**
- **Motion passed with unanimous decision**

**B.) Proposal to change program named from “Department of Journalism & Electronic Media” to “Department of Journalism & Creative Media”**

- **Open discussion on change: No discussion**
- **Motion to change program name: Eko moved the motion; Stoker seconded**
- **Motion passed with unanimous decision**

**4. Other Business** (Peaslee)

- How to promote and engage with rebranding
- Possible creation of new Marketing Committee dedicated to rebranding campaign
- Concern with impact on EMC teaching curriculum

## JEM Faculty Meeting Minutes

May 8<sup>th</sup>, 2017

Arif, Robinson, Oviedo, Reddick, Terrigno, Dean, Sternadori, Taylor, Wilkinson, Saathoff, Saldana, Stone, Eko, Peaslee, Foster

### 1. Announcements – Peaslee

- a. Job candidates for Assistant Professor of Practice in Creative Media are in town; last two for this position; attend the presentations if you can
- b. JEM Fest (Taylor) – JEM Fest student work showcase is tomorrow (5-9-17) at the Alamo Drafthouse. Get there by 6pm, program starts at 6:45pm, limited seating. Guest judges: Keith Samples, Joshua Cook, Paul Hunton\
- c. Send assessments to Saathoff
- d. Graduation is May 20<sup>th</sup> at 1:30pm at the United Spirit Arena
- e. Work continues on fall faculty assignments

### 2. EMC/CMI Transition – Peaslee

- a. The change will occur in fall 2018
- b. Sub-committee concerns: how to roll out “CMI”; marketing and recruiting needs; how will the name change affect existing courses – will courses need creating or updating

### 3. New GSP Discussion – Sternadori

- a. Issues with changing the GSP – political: an existing MOU signed by people no longer here needs amending and signatures across campus; would the new GSP be housed in the campus Testing Center
- b. Issues with changing the GSP – technical: who will program the test into Banner; will the test be available in Banner; can the I.T. department program the test; how frequently will the test be accessible
- c. Opportunity to run beta test over the summer in Jo Grant Langston’s PR writing courses
- d. There is no timeframe for new GSP launch

Open discussion: will the new test be completely multiple choice with no written aspect; would the test be comparable to what is already being taught in the classroom and would the test results offer a snapshot of the student entering the classroom; is the difference in the quality of student who takes (and passes) the GSP detectable; can the new GSP be offered in-house and not in the Testing Center; can the new GSP be offered through Black Board; what are the benefits and drawbacks of re-taking control of the test distribution; the test cannot be called “GSP” any longer due to copyright infringement

Decision to leave these concerns up to the committee with continued communications

In attendance: Miglena Sternadori, Sarah Self-Walbrick, Erica Taylor, Mary Ann Edwards, Stephanie Williams, Megan Mendiola, TJ Martinez, Patrick Caster, Valeria Nollan, Larry Lemmons, Leo Eko, Glenn Cummins, John Velez, Roger Saathoff, Bill Dean, Marilda Oviedo, Cam Stone, Rauf Arif, Randy Reddick, Jerod Foster, Justin Keene, Kent Wilkinson, Mark Rogers, Phil Terrigno, Jessica Robinson, Rob Peaslee

### **I. Intro/Welcome (Peaslee)**

- Introduction of new faculty, adjuncts, and GPTI: TJ Martinez, Patrick Caster, Valeria Nollan, Larry Lemmons, Stephanie Williams, Megan Mendiola
- Submit to Digital Measures by the 7<sup>th</sup> class day – September 6th
- Intro of regular faculty members
- SONA (Cummins) – research volunteers are appreciated; students can participate in SONA for extra credit
- Differentiation of “RaiderRooms” to “CoMC-owned” rooms; if there is a “RaiderRooms” sign on the door or podium, call University I.T. for help with room issues at the number provided: 742-5381
- Equipment check-out room is on the 3<sup>rd</sup> floor, room 373
- Technology request forms can be found on the [College intranet](#)
- IFS begins Monday, Aug. 28 at 6pm in English, room 106
- Flatland Film Festival is Oct. 19-21

### **2. BOW (Basics of Writing) Exam Update (Peaslee/Sternadori)**

- The objective of updating the GSP exam was to achieve relevance, ease of use, fee-less testing, and randomized questions of 200, spanning 7 different categories
- Faculty are encouraged/needed to take the BOW exam and provide feedback to Dr. Sternadori
- Key questions:
  - how to pull the exam out of the Testing Center on campus and provide free testing
  - how to staff and administer the exam
  - how to monitor the exam
  - would other majors add Newswriting back into their core curriculum if the exam is successful
  - how to finally adopt the exam in place of the GSP
- The test needs to be implemented, ASAP; possibly looking for faculty to submit a list of common errors found in courses
- Deadline for taking the exam and providing feedback is September 1<sup>st</sup>

### **3. EMC/CMI Transition (Peaslee)**

- The state board has approved the name change from Electronic Media & Communication to Creative Media Industries; waiting for SACS approval
- How to promote the name change
- Would the EMC curriculum need reviewing
- Should there be restructuring of the curriculum to work towards a more-uniform experience/specialization/track
- How to recruit students into CMI for fall 2018

### **4. Student Media Integration (Perlmutter)**

- Student Media is now integrated into CoMC
- Student Media budget comes from student fees across campus
- Exploring options in recruiting STEM students into Student Media
- Exploring integrating TheHUB with The Daily Toreador, and what that would entail
- Dr. Chambers to lead a taskforce to plan next steps in integration



##### **5. Stand-Alone Journalism Department (Peaslee/Perlmutter)**

- Possibility for separating “Journalism” from the EMC department and recreating a stand-alone Department of Journalism
- Is there enough need to merit a stand-alone JOUR dept
- With a decline in JOUR majors, a better way to convey “Journalism” and “journalism jobs” is necessary
- How to lead two departments, effectively

In attendance: Peaslee, Martinez, Dean, Foster, Keene, Stone, Caster, Reddick, Oviedo, Sternadori, Robinson, Eko, Velez, Terrigno, Taylor, Wilkinson, Cummins

1. Intro/Welcome (Peaslee)

- “CMI” prefix has been approved
- Discussion on Curriculum changes to courses
- “Advanced Reporting” (JOUR 4370): is there a need for a course name change and/or course description change?
- (Reddick) Components to course are “data journalism” and “investigative journalism” but with no mention of “investigative reporting” or “data journalism” mentioned in course catalog description
- (Sternadori) possibility of splitting the course into two courses: “Data Journalism” and “Investigative Journalism” to focus on each curriculum, respectively
- Issues with splitting: separation of course will impact what can and cannot be covered extensively per course
- Peaslee to convene small committee in spring to consider JOUR sequence related to reporting courses.
- Motion to change the course description for JOUR 4370 from  
“Teaches the interrelation and writing of news on social, political, and economic topics with emphasis on computer-assisted reporting. (Writing Intensive) (Writing Intensive)”  
To  
“Teaches the interrelation and writing of news on social, political, and economic topics with emphasis on data journalism and investigative reporting.”
- **Vote for JOUR 4370 prerequisites to remain as JOUR 3311 and JOUR 3312 and to change the course description as described above: Vote is unanimously in-favor, 15-0.**

2. Addressing of departmental name-change

- Proposed name of “Journalism & Creative Media”
- Open discussion for other options: Add the word “Entertainment” to the department – wording could impact credibility of degree obtained; not the sum-total of the focus of the department: Modify “Journalism” in the department’s name – “Journalism” is necessary, is a solid identity in the department
- **Vote for adoption of “Journalism & Creative Media” as new department name: Wilkinson motions, vote is unanimously in-favor of name change, 15-0.**

3. Internships for Journalism (JOUR 3390)

- All JOUR students are required to acquire internship: Keep pre-reqs as JOUR 3311 and JOUR 3312; 160 minimum internship hours in a media & communication-centric organization
- Discussion surrounding “media & communication organization” – should this still be the mandatory requirement for obtaining internships? Need for specifying the internship be based in journalism and reporting despite the internship occurring in non-media-related organizations (i.e. Chevron, Southwest Airlines, etc...)
- Discussion regarding off-campus vs. on-campus internships – on-campus internships benefit financially restrained students; options for telecommuting and remote internship (small town newspapers, et al); difficulty of non-paid internships
- Need for scholarships to benefit internship students
- Need for financial support for internship students and Study Abroad students
- Peaslee to convene committee, including Emily Balke, to review/modify departmental policies re: internships, particularly in JOUR.

In attendance: Williams, Self-Walbrick, Mendiola, Peaslee, Ballard, Foster, Saathoff, Stone, Arif, Dean, Reddick, Cummins, Robinson, Martinez, Wilkinson, Sternadori, Velez, Terrigno, Caster, Eko, Richards, Blevins, Foumena

1. Intro/Welcome (Peaslee)
  - GPTI and adjunct introductions
  - Upload to Digital Measure by 7<sup>th</sup> class day
  - Annual Reports are due 1/20/18
  - Email Todd Chambers if you have been requested to provide information on students; do not violate FERPA
  - Refer students to Ashley Gonzalez in the Dream Center for funding/registration issues regarding DACA
  
2. Discussion/Concerns Regarding Faculty Retreat (General Discussion)
  - All the information is overwhelming
  - What happens after COMC Strategic Plan is revised? Where does it go?
  - Too many layers of info and planning with no evidence of change
  - Find what is most important and do-able and implement
  - Need for faculty development/course buyout options
  
3. Discussion and Re-Vote on Department Name
  - Degree name change to “CMI” has been approved
  - Course prefix changes have been submitted to Academic Council
  - Building “concentrations” and submitting to Academic Council
  - Departmental name change to “Department of Journalism and Creative Media” has been table due to the Council’s discomfort with “Creative Media”
    - Options for amending the issue:
      - Adding “Industries” to the name looks better for job hunting students
      - Lays a better path for incoming students
      - Adding “Studies” to the name is not preferable
  
  - What is the impact on students halfway through the “EMC” program
  - What is the process involved for students in this transition
  - Current students under the “EMC” banner will be offered the option to switch to “CMI”
  - Substitutions will be made for changed courses
  - **Vote on adding “Industries” to the name (Department of Journalism and Creative Media Industries)**
    - **Bill Dean moved the motion**
    - **Cam Stone seconded the motion**
    - **Unanimously voted in-favor**
  
4. Other Business
  - **The new BOW Exam is successful; more students passing than failing3**
  - **Benefits: scores improved, no cost, students can retake once per week**
  - **Vote to adjourn meeting**
    - **Bill Dean moved the motion**
    - **Kent Wilkinson seconded the motion**
    - **Unanimously voted in-favor**

End of Spring Semester JEM Meeting  
May 9, 2018

In attendance: Peaslee, Heard, Foster, Robinson, Dean, Martinez, Arif, Ellis, McGaughey, Reddick, Stone, Terrigno, Velez, Saathoff, Caster, Taylor, Sternadori, Eko, Cummins, Keene

### **I. End of semester procedures/reminders**

- Final grades are due for graduating seniors by 12pm on May 16<sup>th</sup>
- Final grades are due for all other students before 5pm on May 21<sup>st</sup>
- Assessments due (Roger) – calling for conclusion of cause and effect of actions taken during semester

### **2. Degree curriculum committees**

- Need for systematizing the method of monitoring and improving curriculum for the two degree programs
- Create standing curriculum committees for Journalism and one for CMI
- Ideally would be for investigating student problems with degree plans, create proposals, create an arena of oversight on the degree program
- CMI committee would lead way on creating new CMI courses; sequencing
- JOUR committee deal with redundancy and student issues

### **3. Admissions standards discussion**

- Need to create a statement by spring retreat

### **4. Departmental Strategic Plan**

- Koerber is working on strategic plan

### **5. Other business**

- Foster and Keene discussion on Adventure Media course
- Video from the Adventure Media course

Fall 2018 Beginning of Semester JCMi Faculty Meeting

August 28, 2018

4:00 p.m.

In attendance: Caster, Rendon, Wilkinson, Eko, Foster, Keene, Condis, Stone, Edwards, Reddick, Chambers, Cummins, Sternadori, Schweizer, Robinson, Peaslee, Martinez, Dean, Heard, Taylor, Arif

### **Beginning of Semester Introduction & Announcements (Peaslee)**

- Introduction of new faculty members: Hector Rendon, Megan Condis, Bobby Schweizer
- New COMC I.T. Support email address: [support@comc.ninja](mailto:support@comc.ninja)
- Departed faculty: Phil Terrigno

### **State of the Department (Peaslee)**

1. Full-time Faculty
  - a. 20 full-time faculty members: 7 in JOUR; 13 in CMI
  - b. Morris Lectureship will transition to the Morris Professorship
2. Enrollment
  - a. College total enrollment: 2055 (see attachment for update)
  - b. (Heard) Surge of new JOUR majors for Fall 2018
  - c. (Heard) Large May 2018 graduating class depleted enrollment with 54 JOUR majors and 66 EMC majors leaving
  - d. Anecdotally, the new Basics of Writing (BOW) exam providing better results among students than the GSP exam; need to revisit with some intensive data analysis.
  - e. SCH in PHOT declining since the inception of JEM 2310 and JEM 2302 and change in requirement for JOUR students (from PHOT 2310 to PHOT 3310 [smaller sections]).
  - f. (Chambers) Consider Dustin McDunn for Lubbock campus online sections of JOUR courses
3. FY19 Budget
  - a. 15% increase for JCMi funds from last year's budget
  - b. 3 TAs were hired for this semester as opposed to 2
  - c. Simon Parmley to create promo work for JCMi department recruitment

### **JOUR/CMI Curriculum Committees**

- Need for a more systematic approach to curriculum review and changes. Drs. Keene and Sternadori to chair CMI and JOUR committees, respectively.
- (Chambers) Field of Study Proposal – allows students from community colleges to transfer up to 12 credits to JCMi degree plan

### **Strategic Planning – Committee & Activities**

1. Admission Standards
  - a. 1<sup>st</sup> meeting of JCMi Strategic Planning Committee will be next week (first week of September)
  - b. Department needs to align with strategic goals of the college
  - c. Quality vs. Quantity of student growth
  - d. COMC GPA average: 2.89; JOUR 2310 GPA requirement: 2.50/BOW exam; CMI GPA requirement: 2.0

### **Graduate Council Representative**

- Need JCMi graduate faculty member (non-admin) appointed to the graduate council

### **Upcoming Events**

- Ice Cream Social – Thursday, August 30<sup>th</sup> from 4p – 6p in Murdough Hall
- Student Welcome – Thursday, September 5<sup>th</sup> from 2p – 4p on the 3<sup>rd</sup> floor of the COMC building
- [National News Engagement Day](#) – Tuesday, October 2<sup>nd</sup> from 2p – 4p in the SUB
- Nick Bowman – first week of October
- [Paul Barnes](#) – Saturday, October 13<sup>th</sup>
- [The Electric Guitar in American Culture](#) – October 12<sup>th</sup> – 14<sup>th</sup>

- [Flatland Film Festival](#) – September 20<sup>th</sup> – 22<sup>nd</sup> at the Louise Hopkins Underwood Center for the Arts

In attendance: Eko, Reddick, Sternadori, Cummins, Wilkinson, Schweizer, Saathoff, Keene, Condis (non-voting), Taylor, Caster, Rendon, Foster, Martinez, Peaslee, Robinson (Dept Chair coordinator, non-voting), Ellis (advisor, non-voting), McGaughey (advisor, non-voting)

### Minutes from August Meeting (Peaslee)

1. Vote to accept minutes from previous meeting
  - Caster - moves
  - Foster – seconded
  - No further discussion
  - In favor – unanimous

### Reminders

1. TREF applications are due 11/1/18; open to all full-time faculty to apply
2. Summer teaching schedule is in the works; finalized soon
3. Dean's Townhall Meeting is 11/16/18 at 8:30am

### JOUR Curriculum Committee update (Sternadori)

- Proposed revisions to JOUR learning outcomes:
  1. **Core skills** – fact-checking: each student will demonstrate an understanding of the branches of government; proposal of Public Affairs test to be taken in conjunction with BOW exam; incorporation of citizenship testing questions to aid in students' understanding of the operations of local/state government
  2. **Professional standards** – should the course focus on normative frameworks, case studies, or both
  3. **News production and dissemination competence** – JOUR grads will demonstrate proficiency producing news packages for print, broadcast, online, and social media
  4. **Reporting technologies** – mastery of data JOUR, public record usage, info gathering, news curation
- Revisions to JOUR internships (JOUR 3390)
  - Restructuring of internship syllabus and course – questionable standard of students paying for 3 credits while paying their own way through and unpaid internship
  - Proposal to mirror 3390s to JOUR 6050s – make use of IORs who are familiar with internship in which student is participating and act as mentor/advisor/resource; IOR will be able to evaluate portfolio and advise revisions
  - Grading – proposal of portfolio to be 70% of grade: dependent on where student is interning; requirements to be modified on case-by-case situation
  - Results – guided internships will result in tangible outcomes for portfolios/etc
- Discussion – proposed test questions – students not learning from PolySci courses, leading to needing basic public affairs knowledge; JOUR 1100 course would be useful for basic public affairs instruction; reworking of 3390 to assign an IOR to each student is not feasible as there are too many students in internships; direct further comments and questions to Rob

### CMI Curriculum Committee update (Keene)

- Need to change "JEM" course prefix to "JCMI" prefix for future semesters
  1. Vote to change prefix to "JCMI"
    - Reddick – moves
    - Sternadori/Foster – seconded
    - No further discussion
    - In favor - unanimous
- Creation of repeat special topics courses to standalone courses
  1. Vote to change Hispanic Media to recommended standalone 3000-level course

- Martinez – moves
- Wilkinson – seconded
- No further discussion
- In favor – unanimous
- 2. Vote to change Adventure Media to recommended standalone 4000-level course
  - Schweizer – moves
  - Martinez – seconded
  - No further discussion
  - In favor – unanimous
- Not much vertical integration in 2000-level courses/circular teaching in these courses; rethink vertical alignment in video, photo, audio, and web design; need for collaboration in “polite restructuring”; look into necessary and unnecessary overlapping of courses; need for clearer learning objectives

### Strategic Planning committee proposal

- Strategic Plan is to be delivered to Koerber by 11/16/18
- Open discussion for changing language of proposed plan:
  - a) recruitment of students and how to utilize more JCMI students and faculty in the recruitment of local high school students – need for a JCMI presence to be visible to undecided graduating high school seniors
  - b) On-site recruitment workshops and strategies for underrepresented communities; **needed** for organized channel within JCMI to reach out to these groups to create student success and retention; more faculty engagement in local school student presentations and competitions; support for
  - c) Question of lack of foreign language courses in curriculum; attracts more SCH to college without foreign language requirement
  - d) Retention of full-time faculty members; incentives
  - e) Full time faculty line additions
  - f) Further discussion and vote on Strategic Plan once revised; to be sent out via email next week
- Vote to adjourn
  - Reddick - moves
  - Wilkinson – seconded
  - No further discussion
  - In favor – unanimous



**Texas Tech University  
Journalism & Creative Media Industries**

**Meeting of May 14, 2019  
3:30pm, COMC 050**

**MINUTES**

**Present:** Rauf Arif, Todd Chambers, Megan Condis, Bill Dean, Leo Eko, Donald Ellis, Jerod Foster, TJ Martinez, Kathleen McGaughey, Marilda Oviedo, Rob Peaslee, Randy Reddick, Hector Rendon, Roger Saathoff, Bobby Schweizer, Miglena Sternadori, Cam Stone, Erica Taylor, Kent Wilkinson

Action Items:

1. Faculty members are asked to provide feedback for curriculum updates before the end of summer. This includes feedback on CMI, Journalism, and the potential Gaming Certificate courses.
2. Games Certificate Committee is asked to have the courses in the system by August, and have a prepared pitch to the college in September with hopes that the certificate can be approved by October.
3. Faculty asked to provide feedback on any questions, comments, or concerns they have related to the Provost's Memo regarding Dean Perlmutter's 5 year review.

Peaslee called the meeting to order and introduced new Administrative Assistant to the department, Korryn McMinn. Faculty then introduced themselves to McMinn.

Peaslee briefly discussed curricular updates on the table and introduced Foster to talk about curriculum updates for Creative Media Industries (CMI) on behalf of Justin Keene. Foster discussed the main focus of the CMI Curriculum Committee is to articulate a clear, linear progression of the courses. Foster encouraged feedback from CMI faculty that teach non-production courses on how they can work to prevent redundancies within the CMI courses.

Sternadori introduced the proposed changes to the Journalism Curriculum with the main focus being to change the title of JOUR 3311 to Digital Journalism Production, eliminate the current capstone course Multiplatform News Delivery, and add a new 3000-level course titled Longform Journalism to replace Multiplatform News Delivery. Chambers suggested having this placed on agenda in the early fall 2019 season to get in catalog for fall 2020. Dean moved to adopt these changes, Reddick seconded. With a unanimous vote, the motion was approved.

Sternadori also proposed adding "American" to the title of JOUR 2300's current Principles of Journalism title. Feedback from faculty is welcomed on this change, which has been tabled until further notice.

Schweizer and Condis introduced an overview of the Games Certificate planning which includes 5 courses meant to be useful to a variety of students and majors. They mentioned that the certificate program is meant to be small enough to add into the schedules of other majors without adding time to their degree plans. Faculty is asked to provide feedback on what they think of the program outline. Concerns brought up included:

- How full have courses previously offered within this program outline been?
- Will oncoming instructor Nick Bowman have enough time in his schedule to assist with instructing these courses?
- Can any of these courses be online?

Chambers encouraged the Games Certificate Planning committee have the courses ready for approval in August and a pitch to the college in September, with hopes that the certificate will be ready in October to be placed on the fall 2020 catalog.

Peaslee opened up discussion about questions, comments, or concerns the faculty has about the Provost's Office memo regarding the Dean's 5-year review. Peaslee mentioned the department chairs within the college are working on a proposal that outlines how they'd like to see the college respond to the memo in terms of the issues related to decentralization and the pushing outward of responsibilities. Immediate changes include annual faculty reviews being done at the department level, budgeting happening within the next fiscal year, and merit and pay being conducted at the department level as well. Peaslee and other department chairs are asking for as much training and staff support as possible. They are hoping that the grad program and relationships with various centers of institutes remain centralized for the time being. Peaslee mentioned feedback invitation was still open to the faculty to email their concerns to him that he can then pass along to the Provost's Office.

Peaslee then provided an update on accolades and farewells to the faculty, including:

- Justin Keene won President's Excellence in Teaching award this year.
- Glenn Cummins was awarded the Barney E. Rushing Jr. Faculty Outstanding Researcher Award.
- Leo Eko was awarded the Raider Ready first year advocate faculty fellowship award in the fall.
- Megan Condis wrote a New York Times op-ed.
- TJ Martinez and Rauf Arif were awarded a NSF grant.
- Jerod Foster and Adventure Media has brought an enormous amount of exposure at the national level.
- Erica Taylor is leaving Texas Tech to attend grad school in Ohio.
- Marilda Oviedo is leaving Texas Tech and headed to teach at a small college in Indianapolis.

In other business:

- Chambers had a quick announcement on commencement this upcoming Saturday, May 18<sup>th</sup> and noted that the banner bearer for the college is Journalism major Caroline Huey, who is currently the top student in the college. Chambers also provided a quick summary on where faculty can park and meet when they arrive to the United Supermarkets Arena for graduation.

Peaslee moved to adjourn the meeting, Schweizer seconded, and meeting was adjourned.

Texas Tech University  
Journalism & Creative Media Industries

Meeting of August 23, 2019  
9:30 am, CoMC 156

MINUTES

**Present:** TJ Martinez, Maggie Matella, Lucinda Holt, Miglena Sternadori, Nick Bowman, Jerod Foster, Justin Keene, Cam Stone, Todd Chambers, Leo Eko, Rauf Arif, Bobby Schweizer, Rob Peaslee, Glenn Cummins, Kent Wilkinson, Randy Reddick, Roger Saathoff

AGENDA

1. Approval of minutes from May meeting
2. Introductions – Dr. Nick Bowman, Lucinda Holt & Maggie Matella, WELCOME!
3. Semester reminders – Digital Measures, syllabi upload and requirements
4. Decentralization – Opportunities and Implications
  - a. Brief outline of decentralization model, timeline
  - b. Discussion of new Chair role, implications for other
5. Review departmental strategic plan
6. Preview of afternoon discussion for T/TT faculty: workload allocation
7. Faculty input on “policy of policies” in CoMC OP
8. NAB breakouts – what could be more useful than the current program?
9. How often do we want to meet?
10. Other business
11. Adjourn

Welcome new faculty members Nick Bowman, Lucinda Holt, and Maggie Matella, as well as Administrative Assistant Elizabeth Young.

Reminders for the beginning of the semester from Todd Chambers are:

- Free ice cream event 9/11/2019.
- Pay attention to the academic calendar when preparing your syllabus, particularly the period of no exams from 11/25-12/5, and the individual study day 12/5 where no official functions are to be scheduled.
- Stacy Elliot is the retention advisor for the college. If there are any issues, do not hesitate to reach out to her. There are university resources at our disposal to assist students, including a food pantry.
- Office of Student Conduct is available to assist with concerns of general conduct, academic integrity, sexual assault, student organization misconduct, or student of

concern. Please reach out to them prior to failing a student for things such as plagiarism to fully investigate the incident(s). [They have forms on their website: <https://www.depts.ttu.edu/studentconduct/>.]

- Please be sure to upload your information, such as research, teaching and service, to Digital Measures, and update your information if necessary. All syllabi must be uploaded by the seventh (7<sup>th</sup>) business day of classes and must be in a PDF file format. There is a report generated for non-compliance, and this is only for classes, not independent studies.

Decentralization to go into effect 9/1/2019 with the start of fiscal year 20. This is to reorganize the college and puts more responsibility on each department chair. Roger Saathoff as Assistant Department Chair will provide more assistance than in the past, given the new workload for the department. Budgets and hiring are the key things that will now be under departmental control. Even though things are being decentralized, Peaslee wishes to stay cohesive with the other departments and not become competitive.

The departmental budget is determined by the projected number of student credit hours. May look at tinkering with class sizes to help with that but need to consider the classroom atmosphere with the number of students as well. Peaslee would also like to increase development at the department level. This would coincide with efforts at the college level and consist of a list of alumni and what they wish to contribute.

As a department, we will need to develop a plan for decision making including what needs to be approved, and by whom, and what needs to go up for a vote (i.e. policies and curriculum changes/updates). A budget will also be developed to be approved.

The strategic plan will be used as a road map going forward still. Keene & Cummins are working the route of a potential researcher only faculty position. The position is fully funded externally as is currently being discussed with researcher Tino Meitz from Germany. Consideration should be taken to set up a vetting process and providing scholarly engagement requirements in the form of presenting and publishing research.

Dr. Amy Koerber is chair of a committee reviewing CoMC's "policy on policies" with the new decentralization and to clean up some of the language. Departments will have the opportunity to provide feedback. Eko is on the committee and will serve as a point person between the department and the committee.

Thinking points for next meeting are ways to make NAB meeting more useful and how often do we want to meet, now that we have more decisions that need to be at a departmental level.

Foster made a motion to approve the May minutes, Keene seconded, unanimous approval. Chambers made a motion to adjourn the meeting, Cummins seconded, unanimously adjourned.

Minutes Submitted by: Elizabeth Young

Texas Tech University  
Journalism & Creative Media Industries

Meeting of August 23, 2019  
9:30 am, CoMC 156

MINUTES

**Present:** Rauf Arif, Nick Bowman, Patrick Caster, Megan Condis, Glenn Cummins, Jerod Foster, Lucinda Holt, Justin Keene, TJ Martinez, Maggie Matella, Kathleen McGaughey, Rob Peaslee, Randy Reddick, Roger Saathoff, Bobby Schweizer, Miglena Sternadori, Cam Stone, Kent Wilkinson

AGENDA

1. Approval of minutes from September meeting
2. Update – APC approval of JOUR 3311 name change
3. Reminders – Workload reporting, National Advisory Board and Outstanding Alumni Awards Dinner (10/17, please RSVP)
4. JCMI Dept. Budget – Initial Presentation and Discussion
5. Curriculum – Committee Reports (J. Keene, R. Reddick)
6. Requests for feedback
  - a. NAB Breakouts
  - b. The Hub – future
  - c. One-time JOUR internship with *DT*
  - d. Manchester, UK – possible JOUR study abroad, Maymester/Summer 2021, Manchester Metropolitan University
  - e. COMC laptop initiative – level of support in JCMI?
  - f. Workload – Jan retreat is target for making a decision on this
  - g. Foundation funding for curricular development/personnel
7. Other business
8. Adjourn

Reddick made a motion to accept August's meeting minutes, Stone seconded, unanimously approved.

JOUR 3311 has been changed to Digital Journalism Production.

Enrollment number comparisons:

	Last Year	This Year
JOUR	194	186
CMI	359	391

Reminders to check your workload, RSVP for NAB Lunch & Outstanding Alumni Dinner, & outside employment due today.

Peaslee provided an extensive presentation regarding a proposed budget for the department for this year. This was for the main funding source, Differential Tuition (DT), with handouts provided.

Prior to decentralization, the majority of the budget stayed with the college whereas now, it is being funneled down to us at the department level. Because of this, fiscal year 2017-2019 budgets were about the same, with a jump in fiscal year 2020: the current fiscal year. One point that was mentioned is that the model used to parcel out money to the departments for our college distributes more money to our college departments compared to other departments across campus.

Notes were made that we will be able to roll up to 25% of our overall budget to the next fiscal year and the budget is fluid. If we see that we need more in one area over another, the money may be reallocated.

Looking at the budget, revenue is the funding coming in with expenses falling between committed (already spent) and projected, leaving a projected remaining balance \$110.6K for spending across the following categories with the initial proposed budget in parenthesis:

1. Research & Professional Development (\$28,500)
  - a. TREF
  - b. Program Officer visits
  - c. Onsite workshops @ TTU for FT Faculty
2. Recruiting & Marketing (\$25,000)
  - a. Remote workshops with FT faculty (ATX, DFW, etc.)
  - b. HS, college fair visits
  - c. Swag (T-shirts, etc.)
  - d. JCMF Fest
  - e. UIL Scholarships
3. Sponsorships & Production support (\$7,500)
  - a. Outreach partners
  - b. Student orgs
  - c. Affiliated productions
4. Programming (\$5,000)
  - a. Guest speakers
  - b. Screening/events
  - c. Workshops for current students
5. Student support & retention (\$4,000)
  - a. Competitions & travel awards travel

- b. Scholarships
- 6. Hiring (\$35,000)
  - a. Moving expenses
  - b. Start-up (new hires)
  - c. Search expenses
- 7. Development & Alumni Relations (\$5,000)
- 8. Technology
  - a. Specialized
  - b. Non-start-up
- 9. Salaries
  - a. More Tas, Adjuncts
  - b. Student support staff (non-TA)

Research & Professional Development, Recruiting & Marketing, and Sponsorships & Production support are part of our strategic plan and received most of the budget. Programming (to come out of the Fund for Excellence [FFE] funds) and Student Support were next up. Lastly comes Hiring, which will need a decent budget for years we hire, and Development & Alumni Relations. At least for this year, Technology will largely be handled by IT under the College budget for the big purchases. Our Technology budget is for more specialized, department-specific items and Salaries are already set aside.

With this came the mention that we would still receive support from our internal Marketing Department, IT, Recruiting, and Institutional Advancement. Some of these areas do not have their own funding, so their assistance will be more with service and coordination.

Costs for hiring need to be discussed further to ensure the amount budgeted is accurate. A request was made for the link for FFE funds to be provided, and Empower, a platform for crowdsourcing, was mentioned as an additional way to obtain funds. Large scholarships will also stay at the college level.

The recommendation came up to merge Sponsorship & Production support and Student Support & Retention as they are similar in their scope. After discussion, Bowman made a motion to merge recruiting/marketing/retention, Foster seconded, unanimously passed.

Discussion moved to curriculum matters where Foster/Keene discussed realigning course names. One suggestion was to update International to Global. Considering a rename for CMI 3370: Writing for CMI but this needs to be discussed further. Along those lines, the question was posed would it be easier to morph an existing course or create a new one, and it is easier to morph an existing course.

Course objectives/curriculum need to adjust to ensure the students are learning the content and skills necessary for the students to obtain jobs in their field upon graduation.

Work continues on the Games Studies Certification. In order to have it in the Fall catalogue, it must be presented to the November/December council for approval.



Motion was made to have internships count as Capstone 4320 or Thesis 4312. It was taken to vote and passed. Question was asked would this be brought to Todd, and instead it should be brought to Rob.

Reddick made a plea for additional members on the curriculum committee and Matella to join. Learning objectives & mock syllabus needed for long form.

NAB was discussed about who was coming, being honored, and how the breakout sessions would work as they were set up differently this year.

For the Daily Toreador (DT) internship, it was requested that it might also be scheduled as a practicum for the student to earn credit. It was noted that students cannot hold an internship with DT and external entity at the same time. Bowman motioned that the internship should not be included as a practicum as well, Saathoff seconded, motion passed.

Bowman made a motion to adjourn the meeting, Matella seconded, unanimously adjourned.

Minutes Submitted by: Elizabeth Young

Texas Tech University  
Journalism & Creative Media Industries

Meeting of December 12, 2019  
1:00 PM, CoMC 154

MINUTES

**Present:** Rauf Arif, Nick Bowman, Todd Chambers, Megan Condis, Glenn Cummins, Bill Dean, Leo Eko, Don Ellis, Jerod Foster, Lucinda Holt, Justin Keene, TJ Martinez, Maggie Matella, Kathleen McGaughey, Rob Peaslee, Randy Reddick, Bobby Schweizer, Miglena Sternadori, Kent Wilkinson

**AGENDA:**

1. Approval of minutes from October meeting
2. Update – Research Assistant Professor hire
3. Curriculum – Committee Proposals
  - a. CMI Curriculum Proposals (J. Keene, Committee Chair)
    - i. Change to CMI 3370
    - ii. New course proposals
    - iii. Game Design and Culture Certificate
  - b. JOUR Curriculum Proposals (R. Reddick, Committee Chair)
    - i. JOUR plagiarism policy (syllabus template)
    - ii. BOW exam policy (pre-reqs)
4. Third-Year Review Procedures
5. JCMI Spring FT Faculty Retreat – Monday, Jan 13 (Time and location TBD)
  - a. Workload
  - b. External funding for curricular development/personnel and/or research initiatives
6. Red Raider Roadshows – JCMI representation
  - a. Austin – Sunday, Jan 26
  - b. Houston – Sunday, March 1
  - c. DFW – Sunday, March 29 (3/28 workshop in Rockwall)
  - d. Lubbock – Sunday, April 19
  - e. Also: RGV 3/10, El Paso 4/28
7. Requests for feedback
  - a. Draft Absence Documentation Templates
  - b. Manchester, UK – possible JOUR study abroad, Maymester/Summer 2021, Manchester Metropolitan University
8. Spring 2020 working groups/committees
  - a. The Hub – future
  - b. COMC laptop initiative – level of support in JCMI?
9. Other business
10. Adjourn

Reddick made a motion to accept October's meeting minutes, Foster seconded, unanimously approved.

Dr. Tino Meitz update: An offer has been made and it has been informally accepted. We are working on the hire paperwork and shooting for a March 1, 2020 start date.

There was discussion regarding the Games Design and Culture Certificate, the change to CMI 3370, and two (2) new course proposals. Some overall notes on the certificate were that it will not compete with Computer Science nor Game Art. It is designed to fit a niche that is currently lacking. The certificate does not have a lot of prerequisites, which means it could also be picked up by a student later in their schooling and not be set back too much, if at all.

CMI 3370 has a proposed name change from Writing for Electronic Media to Interactive Media Storytelling and new syllabus to accompany the name change. A question was brought up about if the course will cover ethics as well, and it will be taken into consideration. There may be the potential for a new class entirely, but that will be down the line. Chambers made a motion to approve the name change and syllabus as presented, Martinez seconded, unanimously approved.

The first of the new proposed courses is CMI 3XXX: Introduction to Game Development. It is designed for beginners and will discuss the concepts of programming, "studio" structures, and vocabulary for game development. Expectation is that this class would be kept on the smaller size, around the capacity of our current computer labs at 30ish.

The second one is CMI 3XXX: Designing for Play. It will be more of the culture and sociology of game play, investigating the how and why that drives each player, and designing for social interaction. This could be a bit larger class, around 40-50 students, and may work best with face-to-face instruction; although, online could work as well.

The longer-term goal, four (4)-five (5) years out, would be to consider building the certificate into a full minor. The certificate is a place on which to start and build from there. There would be a potential to add law and ethics class, which is partially covered already.

Foster made a motion to approve the Games Design and Culture Certificate as proposed, Matella seconded, unanimously approved.

Foster made a motion to approve Introduction to Game Development as proposed, Bowman seconded, unanimously approved.

Martinez made a motion to approve Designing for Game Play as proposed, Dean seconded, unanimously approved.

The Journalism Curriculum Committee brought a couple policies to the table for discussion. The first is on plagiarism and lays out steps that the IOR can take for each offense. Issues were brought up about the level of certainty: Can we give the IOR that much authority? Can we give the IOR that much authority? And is it supported to kick someone out for plagiarism? Due to the

integrity required in journalism, it would be beneficial to have being kicked out of the journalism major after repeat offenses.

Since the Office of Student Conduct (OSC) reviews all potential cases of plagiarism, it was recommended to reword the policy to change “offenses” to “findings” as determined by OSC, and instead of giving the IOR the authority to enact the consequences, the IOR will recommend the consequence to OSC. This item was tabled for the next meeting.

When a student transfers in with writing credits, they may or may not be able to write with basic grammar, depending on how the previous writing courses were taught. Instituting the BOW exam with a passing grade as a prerequisite for the following JOUR classes: 3311: Online Journalism Production, 3312: Reporting, 3314: Broadcast Journalism, 3316: Magazine Writing, 3380: Editing, 3390: Internship, and 4370: Advanced Reporting will help to identify and address writing issues before they become a problem in these higher-level classes.

As the BOW exam with a passing grade is already a prerequisite for JOUR 2310, current Tech students that have taken JOUR 2310 will not be affected by this addition. Discussion brought up that instituting this prerequisite cannot hold back transfer students with infrequent offerings of the BOW exam. Arrangements can be made to accommodate students, so this does not happen, even if it is taking it on the first day of classes. Condis made a motion to approve this policy as presented, Sternadori seconded, unanimously approved.

Peaslee had handouts just as an advisory for the third-year review procedures. They were not mandated until 2018 and he wanted to make sure everyone had them, especially those who maybe a mentor or serve on a review committee. It is required that five (5) faculty members within the department serve on this committee, and due to the size of our department, it is amending to three (3) from within our department and two (2) from within the college.

Due to decentralization, the Dean will not be holding a Spring Retreat for all departments, but instead has requested department chairs to hold their own retreats for faculty. Our retreat will be 1/13/2020 which is likely to be held here. Topics of discussion will include workload balance and external funding.

These are the dates for the upcoming Red Raider Roadshows, and if you might be in the area during one of them, it might be nice if you could stop by. It will not be required to take time out of your class schedule to attend if you are not already travelling. CoMC has its own breakout session now, and the representation from our department would be in addition to Todd, Preston, and Emily. They do a great job, but we are closer to the activities going on within the department. Please reach out to Rob if you are interested in going. It is a great way to reach a lot of people.

A request for feedback was put out for a couple topics, the first being clarifying absences that count as excused based on TTU-sanctioned event. These are some wording to ensure that our students are excused from their other classes when out for various activities related to their classes in CMI/JOUR.

The second request for feedback was on a possible JOUR study abroad Maymester/Summer 2021. Coy and Trent have begun a relationship with Manchester Metropolitan University and are doing a pilot of the study abroad with grad students for Summer 1 2020 in Public Relations. Manchester has journalism co-lab space and would like to investigate an undergraduate study abroad for 2021. The program is hands-on, and you go straight to work. They have large tech centers, as well as the BBC, located in Manchester for a great variety. Planning is starting soon, and they are eager and responsive, so contact Rob if you are interested.

We are looking at forming a few working groups/committees for Spring 2020. The future for The Hub needs to be evaluated now that it is under our purview. Need to figure out how it will be funded and staffed. Holt stated that it could be used as a recruitment tool and boost MCTV. Given her intimate knowledge about it, Holt will spearhead this one.

CoMC is looking at a laptop initiative where students would bring in their own laptops as opposed to the college maintaining computer labs. Teaching would be better as the monitors would not be in the way. It would also be less cost to the college as a whole due to not maintaining the labs. Part of the responsibility of the committee will be to compile a minimum specification sheet for laptop requirements due to high computing demands.

Concerns were brought up about if this would be restricting for our students specifically. With the high computing demands often comes a higher price tag. Could that impact whether a student could enroll in our program? Who would maintain the updates to ensure smooth operation? The committee should develop a list of pros and cons so we can objectively evaluate the impact and ramifications of such an initiative. It will be led by Foster.

In other business, Chambers wanted to remind everyone to beware of emails from vendors from systems. They usually make big promises with low performance, and it adds additional costs to our students. They cannot resell these systems, and if the same system is used in multiple classes, it will be an additional fee for each class that uses it. Best to steer clear of these systems

Schweizer made a motion to adjourn the meeting, Foster seconded, unanimously adjourned.

Minutes Submitted by: Elizabeth Young

Texas Tech University  
Journalism & Creative Media Industries

Meeting of December 12, 2019  
2:00 PM, Zoom

MINUTES

**Present:** Rauf Arif, Nick Bowman, Todd Chambers, Megan Condis, Bill Dean, Leo Eko, Don Ellis, Jerod Foster, Lucinda Holt, TJ Martinez, Maggie Matella, Kathleen McGaughey, Rob Peaslee, Hector Rendon, Roger Saathoff, Bobby Schweizer, Cam Stone, Kent Wilkinson

AGENDA:

1. Approval of 12/12/19 meeting minutes (attached)
2. Thanks and concerns related to Spring 20 teaching challenges
3. Spring 2020 wrap-up
  - a. T. Chambers on final grades, CR/NC, etc.
4. Summer and Fall 2020 teaching updates
5. AY20/21 Committee Structure
  - a. Curriculum Committee update: J. Keene
6. Hiring and personnel updates
7. Budget concerns moving forward
8. New business?
9. Adjourn

1. Minutes

Foster made a motion to accept December's meeting minutes, Schweizer seconded, unanimously approved.

2. Thanks and concerns re: Spring 20

Thank you for the hard work regarding Spring 20. No student issues have been brought up thus far. Thanks to Todd and Jerod for their direction. Morale is good for the undergrads. Assessment hopes that faculty will keep up with the same learning objectives. May affect SACS accreditation, as we are in an evaluation year.

3. Spring 20 wrapping up

Please submit final grades as soon as possible. Deadlines remain noon, May 13 for graduating seniors, & Monday by 5pm May 18<sup>th</sup> for everyone else, but the students have the option to change their letter grade from the letter to either CR to just show credit (C- or above), or NC to

just show no credit (D or F). As it does not help or hurt a student's GPA, please avoid "+" or "-" this semester, unless it is already in your syllabus.

Faculty do not need to worry about it; just assign the letter grade as usual. It is the student's choice. The advisors must advise the student and go through a checklist with any student considering changing their letter grade to CR or NC. Given this, it will be a very busy time for our advising staff once grades are posted. Starting Monday [April 27], advisors will issue pre-surveys which will count as the student's advising. Then the advisor will upload to Registrar's Office. Details have been sent out to students with links and will continue to be sent out to students and will continue to be weekly.

#### 4. Summer/Fall 2020 teaching

Think about any alternative methods in which your course(s) could be taught. One example is potentially half online/half in person. This is for any classes you have taught or are scheduled to teach. Another consideration is sharing your created online course with someone else who may be struggling moving that same course to an online platform.

All summer classes are going on as scheduled right now. The University encourages teaching as many classes as possible and they generally underwrite most of that budget. It comes in a couple waves and uncertainty remains. This is also a counting summer where the credit hours are tallied and reviewed for funding and support by the state legislature. In short, more credit hours equal more funding for the department next fiscal year.

We have a little over half of the summer budget. Currently have a little over half at \$51K but require about \$98K to pay everyone who is teaching this summer including adjuncts, GPTIs, etc. Leaves about \$47K outstanding. The outstanding amount usually comes from the University in what is called above base funding. It has not been granted yet, but the hope is that it is still forthcoming.

If we don't get the money, we will have to decide if the department will underwrite those classes. The department does have enough to cover these costs. [May result in less to roll to next year or less to spend at the end of the fiscal year.] Inclination is to fund anything necessary at the departmental level. Consideration must be made for students that require specific classes to graduate, adjuncts that are relying on the income, and generating credit hours for the counting summer.

At present, only Maymester, Summer I & Summer III are online. Please prepare for the possibility of Summer II going online as well.

Rob has reached out to most faculty for Fall 2020 teaching assignments, and for the most part, everyone knows what they will be teaching. If you have not heard from him, please reach out. There are some complexities for this fall, and going forward, most of which are related to budget, but also possible transitions to online and a shrinking adjunct budget. Rob is working to bring that budget down, but we are very reliant on adjuncts, especially for some of our hands-on, real-world experience classes.

## 5. AY20-21 Committees in JCMI

The two curriculum committees, Journalism and Creative Media, have combined to form one curriculum committee for the overall department. Also looking at forming three new committees to create more organization within the department since the decentralization: hiring, assessment, and outreach. As it stands right now with the combination of the two formerly separate curriculum committees, the new curriculum committee is quite large. With the goal of any one person a member of only one committee within the department as to not overload full-time faculty, please consider which committee you are most passionate about and where you feel you could make the biggest impact and reach out to the individual chair to join the respective committee.

Justin will continue as chair of the curriculum committee, and would like to maintain a mix of professors, POPs, & instructors on committee. Nick has volunteered to chair a hiring committee to be proactive about requesting new faculty tenure lines, and to help keep on top of the department's teaching needs as it pertains to possibly hiring new faculty members. The second committee for assessment will be formed around Roger who has already overseen assessment in years past. The third and final committee to be created is the outreach committee, focusing on recruiting and marketing. Please let Rob know if you wish to chair the outreach committee as no one has stepped up yet. The chair of each committee will meet once a month with Rob as an advisory.

### 5a. Curriculum Committee report

The major discussion in the curriculum committee currently is changing Multi-Platform News Delivery to Long-Form Journalism and reviewing pairing it with Advanced Reporting. This encompasses changing course description, course content and related items. Long term goal is to mirror Ag Comm where the seniors in that major take four classes at the same time the spring of their senior year. It would not necessarily be four classes at one time for our department as Long-Form Journalism and Advanced Reporting are the only ones currently slated to become co-requisites. Looking at potential other blocks earlier in curriculum later down the line.

The purpose of this blocking is to help prevent students from being under- or over-prepared when taking certain classes, as there are some students that are taking classes they have no business being in. It is also to make sure we are preparing our students as best we can to be successful when they graduate by pairing classes that have overlapping curriculum.

The HUB and Daily Toreador would then be driven out of these classes but would not preclude other relationships with other media such as MCTV. It gives the students a client-level output to work in to develop the skills beyond the classroom. The proposed catalog block is in the works with positive wording to pitch to students that they “get to do” all of this their senior year, rather than “must do” and create a feeling of dread instead.

For CMI, discussion revolves around multiple tracks within the major and that would give them a certain set of courses to help guide their coursework. The class list for various tracks is being developed. Part of this is stemming from the Capstone class, which continues to be refined. The



biggest issue is that there are many different ideas and concentrations in CMI major that do not necessarily combine well to do collaboration once it comes to the Capstone. Capstone class may then be a specified higher-level class within the track.

It was also requested that the committee review JCMI 2301 & 2302. The goal of this would be to possibly combine both classes into a 2601 for 6 credits. This helps with student fees and could assist with the need for adjuncts.

## 6. Hiring and Personnel

Dr. Tino Meitz' hiring process was ongoing prior to the virus hitting hard. His appointment was dependent on him securing outside funding, which was delayed, and then everything began happening with travel bans and labs closing, so his hire is on hold. The money the Provost Office had given for Tino to help him get started has been given back as there is no guarantee they will have it next fiscal year.

Nick and Justin are still maintaining a relationship with him, collaborating on research and external funding sources. Tino is also still very interested in having a relationship with Tech. Research is ongoing into titles that could foster this relationship in the short-term that do not involve hiring now, and then revisiting the hire when the environment is more conducive.

Dr. Hector Rendon will be leaving us as of the end of the academic year. He will be greatly missed, and we thank him for his service in our college and department. Another aspect of this would be to fill the new vacancy. It is not advisable to rush hiring a new tenure-track professor, who also be an assistant for Kent, so this will be pursued Fall 2021. The request for a more temporary instructor in the meantime was denied.

## 7. Budget concerns moving forward

We will likely be looking at budget cuts in the coming year due to various factors. We do not know the extent of the potential cuts, but the Dean has asked department chairs to prepare a spreadsheet with potential cut percentages. Please think about ways to do more with less, be innovative.

If the cuts happen, it will be a cut on the overall budget (~\$2M) that includes salaries as well as the fun part of the budget, which amounts to approximately \$300K. It is a larger concern with the potential cuts happening on the overall budget as the cut amount is then larger. Some of the sponsorships and promotional items would be the first to cut.

Teaching and research are mission critical so they need to be preserved but could look at cutting TAs as that would be about \$45K. The adjunct budget would also take a significant hit, requiring a cut of around two-thirds of that budget. Research funding could also take a hit. As a reminder, these are only numbers that are being thrown around and are not fact yet.

Currently earmarked is \$2K for everyone that is not on start-up for professional development, and many have applied for and been approved for TREF funding. Rob will send emails to make

sure those funds will still be used. Think about if you still want to use the funds set aside for you, repurpose it, or will not be using it this year. If you will not be using it, they will be put back in for general use.

#### 8. New business

Announcement for Nick and Jamie (Advertising) is that they have been approved for a Pop Culture class in Tokyo next Spring. Also looking into a study abroad in Germany.

#### 9. Adjourn

Eko made a motion to adjourn the meeting, Keene seconded, unanimously adjourned.

Minutes Submitted by: Elizabeth Young

Texas Tech University  
Journalism & Creative Media Industries

Meeting of May 19, 2020  
1:00 PM, Zoom

MINUTES

**Present:** Rauf Arif, Nick Bowman, Todd Chambers, Megan Condis, Glenn Cummins, Bill Dean, Leo Eko, Jerod Foster, Lucinda Holt, TJ Martinez, Maggie Matella, Kathleen McGaughey, Rob Peaslee, Randy Reddick, Hector Rendon, Roger Saathoff, Bobby Schweizer, Miglena Sternadori, Cam Stone, Kent Wilkinson

AGENDA:

1. Approval of April 24 meeting minutes
2. Thanks and congratulations
3. Looking ahead – Rob/Todd/Jerod
  - a. Summer teaching
  - b. Fall teaching
4. Curriculum Committee report – Justin
5. Budget updates - Rob
6. Research updates - Glenn
7. Graduate Council updates and representation – Rob
8. AY20-21 JCMi Committees
9. New business
10. Adjourn

1. Minutes

Note was made to update date. With that corrections, Chambers made a motion to accept April's meeting minutes, Condis seconded, unanimously approved.

2. Thanks and congratulations

Good job with the transition to online and then completing the semester online. There were no real issues that came up.

3. Looking ahead

- a. Summer teaching

Still waiting on word from the university regarding above base funding to assist with paying faculty and adjuncts for Summer. We are short about \$32K and that could be covered in our departmental differential tuition if necessary.

There are a couple attachments provided to consider for the Summer, and potentially beyond. The first one, Home Video Production Equipment, was provided by Ian and contains a list of various audio and video equipment that could assist with the continued online teaching. Dr. Wilkinson mentioned that IHIC could assist with expenses for classes relating to the Center's purpose.

The second one is geared more towards the students titled "CoMC Recommended Student Computers." This provides students with a baseline platform for both Windows and Apple that could be utilized across the College. This information could be provided as a handout or part of the syllabus. The only issue is some students will likely not be able to afford.

May graduation will now be virtual with the opportunity, as it stands now, for May graduates to come back and walk in August. There are two opportunities for you to interact with or provide your encouragement and congratulations to our grads virtually. The first is you may record a video of yourself providing encouragement and congratulations to our grads and upload it to the CoMC Facebook group. It is greatly encouraged to post a video as a great showing is desired.

If you would still like to interact with the students, there will be a Zoom virtual graduation celebration this Friday, May 22<sup>nd</sup>, 2-3pm. It will be informal and include breakout rooms, most likely by department. The breakout rooms will allow for smaller groups to be able to converse with less waiting for others to finish. If you can't do one, do the other. Or even better, both and show our graduates how much they mean to us!

#### b. Fall Teaching

Most Fall courses have moved to an online or hybrid modality and we should have an official announcement by May 28<sup>th</sup>. The Provost is considering ending classes at Thanksgiving and anything that goes after that would move completely online. He is looking for feedback on this. If classes do end just before Thanksgiving break, large projects and finals would be affected. Would need to find out how this affects the Period of No Exams which is November 24 - December 2.

With the need for social distancing, it was also asked if classes could be held outside. Classes could be grad classes, which tend to be smaller, plus smaller undergrad classes. Rob stated that he has been assured everything is in bounds in relation to where classes will be held to include the Allen Theater, Tech Club, SUB, etc.

Elizabeth reminded everyone to get their book orders in to help the bookstore out. Due to COVID-19, shipping is taking longer for everything, including their books, and to ensure they will be ready by the start of Fall semester, they are pushing to have as much as they can as early as they can.

#### 4. Curriculum Committee report

There are four (4) different modality options for Fall and there has been discussion particularly where there are multiple sections with different instructors such as JCM1 2301/2302. If changed to hybrid modality, the idea is that instructors can work together to pool resources and divide up tasks and/or lectures, particularly for the online portion. By working together, this would allow the classes to be more regimented and stay at a similar pace, which is particularly helpful in the event a sub must come in due to an illness. There are kinks to be worked out such as how to regulate and who will be in the classroom when due to social distancing. These classes require labs and the computers cannot just be moved so it might be ½ the class on one day, the other ½ the next day to accommodate.

Another issue comes up with News Writing and how to instruct the students to go out and obtain their content. Some of it is obvious like standing six (6) feet apart, but it will be something to take into consideration for some of these classes where they do have to go out and interact with the public. Instruct to be safe and smart about it. Justin is also willing to assist with planning for course modality changes and how to adapt.

Goal is to have the documents written up by the end of June for the block for Journalism. This is referring to putting 4350 (Multiplatform News Delivery) and 4370 (Advanced Reporting) into a block with a lab. There are many steps to the process of approval, some of which are in our hands, but many are not. Ag Comm advised that when they did this with their class, it took about three (3) years from the start of the idea to making it a mandated requirement. Some of the delay will be with the approval, but another part of it is making it known to students that you take these two courses together and here's why.

Part of the push for this is to avoid teaching both classes every semester. It will require working with the advisors to get word out to students, and even after the block goes live, it will still take a few years for things to work out to where it is just the block. AY 2021/2022 is probably the earliest it could be available with a guess of AY 2024/2025 as the first year students run through it the way it was intended.

Goal is also to have CMI tracks under discussion in the fall.

#### 5. Budget updates

Biggest thing is that we need to know what is going on in terms of above base for the Summer and subsequently, the information on fall budget. Still a lot of unknowns surrounding this including the potential to roll money and how much that will be. There is currently some optimism that the cuts might not be as bad as initially thought.

#### 6. Research updates

First and foremost, research never stopped. Online studies were and continue to be ok. Face-to-face (F2F) research is where things become tricky. Fall may be the earliest this will restart but could happen sooner. There is an application to restart F2F research which must be fully approved prior to restarting the research. There is a section where you must describe protocols for social distancing, so Glenn is working on uniform guidelines for that and personal protective equipment (PPE) for the CCR. It is important to note that once the faculty member leading the research has the approval, any other faculty member or grad student working with him/her does not require a separate approval. It is not too early to submit the application and begin working out social distancing and PPE requirements.

The main research that critical in being restarted at this time would be the federally funded grant research such as USDA research where crops are already in the ground or need to be planted for a specific planting cycle. This will be the focus for the approval committee but there are implications for us. Lot's to take into consideration and most is speculation right now.

#### 8. AY20-21 JCMi Committees

Assignments were sent out as an attachment for this meeting. Please reach out if you are not happy with your placement. The chair of each committee will decide whether to meet over the summer. A good idea to keep in touch over the summer. The goal is for Rob and the committee chairs to meet early in Fall semester and then with some sort of regularity, so everyone has an idea about what's going on.

#### 7. Graduate Council updates and representation

Those appointed to the Graduate Council represent the College at the University level and report back to advise those in our College working with the grad program (Coy Callison, Eric Rasmussen, Mark Gring). Graduate Council is made up of two different types of members: those elected at large via Qualtrics and a member appointed by the department. Any graduate professor may serve. If only one person emails Rob with wishes to be appointed, they will be it. Should there be more than one, Qualtrics will be used to select the new appointed member. If no one volunteers, Rob will have to request someone to be appointed.

For the workload, it's not something that will be a beast to deal with, but it also won't be super easy either. They meet regularly, about once every couple of weeks, with substantial discussions about the direction of the graduate program and to review doctoral applicants. There are also subcommittees to address some larger topics such as academic honesty and policy development.

#### 9. New business

JCMifest went virtual as most everything else did. There are now seven or eight finalists and people are needed to take part in audience voting through the link shared in the meeting information. The outcome from this virtual event may allow us to be more adaptable and could use the media from this to create more buzz around the program.

Please process assessments in the next week or two.

Reach out to Rob, Elizabeth, Todd, or anyone else that you feel may be able to assist you. We want to make sure the Summer goes smoothly. And if you have any ideas for the Fall, please let us know. There is no such thing as too many ideas.

10. Adjourn

No motions were made to end the meeting.

Minutes Submitted by: Elizabeth Young

Texas Tech University  
Journalism & Creative Media Industries

Meeting of September 14, 2020  
3:30 PM, Zoom

MINUTES

**Present:** Rauf Arif, Nick Bowman, Todd Chambers, Megan Condis, Glenn Cummins, Bill Dean, Leo Eko, Jerod Foster, Justin Keene, Maggie Matella, Kathleen McGaughey, Rob Peaslee, Roger Saathoff, Bobby Schweizer, Cam Stone, Kent Wilkinson

AGENDA:

1. Approval of May 19 meeting minutes
2. General reminders/housekeeping – Rob, Elizabeth
  - a. Purchase requests
  - b. Equipment at home
  - c. PPE
  - d. “Chip,” JCMi’s new shredder in COMC 515
  - e. [Faculty development leave](#) applications due to Amy K. this Fri (9/18)
3. COVID-19-related teaching issues/questions – Todd, Jerod, Rob
4. Spring 2021 course scheduling – Rob
5. JCMi/COMC Marketing updates – Rob, Roger, Jerod
6. Curriculum Committee updates – Justin
7. Budget updates - Rob
8. Research updates - Glenn
9. Graduate Council updates – Rob & Nick
10. AY20-21 JCMi FT faculty meeting schedule
11. New business
12. Adjourn

1. Minutes

Schweizer made a motion to accept May’s meeting minutes, Bowman seconded, unanimously approved.

2. General reminders/housekeeping

When sending purchase requests to Elizabeth, please CC Rob. This eliminates her having to forward the request to Rob and instead, he can just reply with approval.



With all the purchases made over the summer, please notify Rob and Elizabeth if you have an item that still requires tagging. It is important that we keep track of University equipment.

If you have not done so already, please pick up your personal protective equipment (PPE) from Elizabeth. As we go through the semester if you find something that would be helpful, or require restocking, please reach out to Rob and Elizabeth.

We would like to introduce “Chip” the departmental shredder. It is in Elizabeth’s office, 515, and is open for use by departmental faculty. Please be sure to follow current policies and wear a mask when coming to the office to shred.

A reminder that faculty development leave requests are due by the end of the week, 9/18, for the college, and by 10/5 to the Provost, for Academic Year 21/22.

### 3. COVID-19-related teaching issues/questions

Rob is impressed with the flexibility and collegiality shown by those teaching this semester. We are making it work and some are even having good experiences.

As has happened throughout the course of COVID, some information could be clearer in the current policies. Policies have been issued and questions asked by those entrusted with upholding those policies have allowed for their refinement over time. Keep asking questions and sending them to Rob and he, along with Jerod and Todd, will send them up the chain for answers.

An example that came up was if a student is in quarantine, is a letter or negative [COVID] test required to return to class and the short answer is it cannot be required. There are no magic numbers about when they may return or notes to say that they are good.

It came up that one person was having them bring a note and it was questioned whether this would be a HIPPA/FERPA violation to require some sort of note. Discussion included that this would be no different from if a student had strep and brought a doctor’s note to return to class. If requesting a note from the student, it may be best to frame it as needed to mark the student’s absence as excused. This allows the procurement of the note to be voluntary from the student. We cannot require one to allow the student back into the class for which they are paying.

### 4. Spring 2021 course scheduling

We have been asked to begin thinking about Spring 2021 course modalities. In the initial request, the Provost set a limit of no more than 30% of any one department’s classes to be held online; however, after some pushback from various departments, that was eased. A focus on face-to-face (F2F) or hybrid is strongly encouraged.

Our goal is to have most of our classes under a hybrid modality. This allows for flexibility in scheduling, such as room selection, and adjusting enrollment numbers. This will also mean more online classes than we would typically see in a Spring Semester while having fewer F2F classes.

The Provost's Office as offered some funding to help accommodate additional sections of classes during off-peak class times to include Saturday. The requirement is that they would have to be F2F or hybrid modality. The off-peak request comes as the Space Planning & Inventory department is working to draw up plans to on the most effective use of each classroom with the six (6) foot social distancing radius guidelines, as opposed to the flat 50% capacity we have now. While they are working to maximize each space, classroom sizes will drop dramatically from even the 50%. The Provost's or Registrar's Office may have final say where the classes end up, including having them in other buildings across campus.

Nick brought up that at the beginning of this semester he gave his students the option to log in and live stream class remotely or attend class in person. He was surprised by the stability in numbers of those who logged in versus those who came to class which was 60-80 live stream and 20-40 in person. He was pleasantly surprised by the interaction of those accessing through live stream as well.

In response to this, Jerod brought up that he heard of several instances where students were looking specifically for either F2F or online modality for specific classes or sections. Nick's method of live streaming on Zoom concurrently with teaching those in person allows for interaction of all parties while keeping those that need/want online at a safe distance. It was posed if there was a way to schedule like this right now: no.

Another factor under consideration is that lower enrollment to possibly fit in a certain room with the new six (6) foot social distancing radius guidelines would negatively impact credit hours, off which our departmental budget is based. A solution to that could be create another section but that could bring instructor course load into question as we could end up with more classes than instructors to teach them.

Bottom line is that Spring scheduling will be challenging with all the different variables at play. Rob will reach out soon to discuss course assignments, possibly by the end of September or beginning of October.

## 5. JCMI/COMC Marketing updates

Roger will shift from more of an assistant department chair role with scheduling responsibilities to one where he oversees assessment and adds departmental marketing. Due to the division of scheduling responsibilities, it was not working out as previously hoped. This is stuff that he has already been doing, for the most part.

With the loss of Clara and Jerod assuming oversight of marketing at the college level, Roger will work closely with him to produce marketing items. Both Jerod and Roger are looking for feel good stories relating to people and experiences (less building-based due to the recent changes) at a College & Departmental level for this. Departmental outreach interns have been hired this semester to assist departmentally, and some with the College. The desire is to get students and young alum in these videos talking about what they liked and what really made an impact.

Jerod is assuming oversight at the college level, as previously mentioned, since the approval has not come through to complete the hiring process for a new department head of marketing. It has

been approved to hire a graphic designer, a position that was vacated about a year ago now. With Jerod's new oversight, he plans to make the workflow more transparent – how to move ideas – so one person is not bouncing around trying to figure out who to talk to and where to go.

## 6. Curriculum Committee updates

Justin will be sending out an email shortly to ensure that everyone wishes to remain on the newly combined curriculum committee. Anyone who wishes to leave may, and anyone wishing to join should email him.

There are several agenda items including transitioning a current class that has not been offered in some time to more of an entertainment-based class. Another item for CMI is to investigate concentrations within the degree, such as photography. The committee will review what courses should be selected for each concentration, what is required to accomplish that, and how best to market them to the students.

In Journalism, a key talking point remains the senior block modeled after Ag Ed's block. Ours would not be as large as theirs, four (4) classes in their block to our proposed mini block of two (2). This would pair up 4350 & 4370, and add a one (1) hour, no-credit lab, to allow for the reformulation of the curriculum between them & build a portfolio for the students graduating to work in the journalism field. The block would also serve our digital media platforms, such as The HUB. Some recent graduates were asked about their thoughts of the proposed block and they saw it as "cool."

One benefit that has come out of COVID and the hybrid model is the standardization of JCM1 2301 online content across the sections being taught simultaneously. This has allowed for each instructor to process ¼ of the class content to be shown across all classes. It has the added benefit of exposing the students to more faculty early on.

## 7. Budget updates

Last time we met, there were a lot of uncertainties in the amount we would be transitioning from FY20 to FY21. The maximum amount was 25% of the overall budget could be rolled to the new FY. There were several categories where money was not spent, or was not spent as much as expected such as faculty/student travel, hiring and start-up costs for Dr. Tino Meitz, and events and associated travel.

The surplus from that meant we had enough to Summer 2 classes, should it be necessary, while starting to look forward towards the COMC 167 (Esports/Streaming Lab) renovation where \$50K has been committed. Subsequently, Summer 2 was funded by the University, and once we found out final numbers for tuition, we were over the maximum amount that could be rolled.

Some spending was done where we got some technology including updating Rob's printer and the shredder for the department which resides in Elizabeth's office. It also covered the vests which were a morale-booster and thank you for your hard work, in addition to being a marketing tool. Due to all the various factors, some money was not utilized by our department and returned to the University.

The departmental budget roll is projected at approximately \$105K. The projections for the overall FY21 budget are expected late October or early November. Uncertainties remain on the larger FY21 budget picture at the University & State levels and their rulings can, and usually are, retroactive. This means that the projected roll amount of \$105K could still disappear, in part or wholly. There have been no indications of significant budget cuts thus far, thankfully.

It was discussed that this money could be put towards adjunct instructor budgets but is more unlikely for a full-time instructor as that position would be renewed yearly and have to go through the hiring committee for approval. We also have a larger adjunct budget than other departments in the college due to the specialization of certain areas within our department.

Also, be thinking about potential software or hardware that could make hybrid or online teaching easier. It was brought up that there were students complaining on Reddit about paying \$10 for an app for this class, then \$12 for another, and it added up. If we could get licenses, it could be pennies for us and help to save our students that expense.

#### 8. Research updates

There has been some interest in face-to-face research. It must have special permission and approval in place prior to starting. If you wish to do this, contact Glenn for details and assistance. Online research and surveys remain fine to conduct.

#### 9. Graduate Council updates

No major updates to note; Rob and Nick are the departmental reps. Expect additional updates coming as we proceed further into the semester. Nick noted that he keeps notes and would be happy to share.

#### 11. New Business

Megan mentioned that Esports won the national championship for Hearthstone, which took place in late August. She would like to see a way to disseminate information about tournament streaming times and when to join.

#### 10. AY20-21 JCMi FT faculty meeting schedule

Expect a handful of meetings, maybe once every couple of weeks, with variable day and time to accommodate all schedules.

#### 12. Adjourn

Foster made a motion to adjourn, Bowman seconded, unanimously approved.

Minutes Submitted by: Elizabeth Young

Texas Tech University  
Journalism & Creative Media Industries

Meeting of October 16, 2020  
12:30 PM, Zoom

MINUTES

**Present:** Rauf Arif, Nick Bowman, Patrick Caster, Todd Chambers, Megan Condis, Bill Dean, Leo Eko, Jerod Foster, Lucinda Holt, Justin Keene, TJ Martinez, Maggie Matella, Kathleen McGaughey, Rob Peaslee, Randy Reddick, Roger Saathoff, Bobby Schweizer, Miglena Sternadori, Cam Stone, Kent Wilkinson

AGENDA:

1. Approval of 9/14 minutes
2. JCMi Enrollment and Annual Report (Rob, attached)
3. FY21 JCMi Budget (Rob)
4. Undergraduate Affairs
  - a. Student Engagement and Retention (Todd/Jerod)
  - b. Post-Thanksgiving (Todd)
5. Committee Updates
  - a. Curriculum (Justin)
  - b. Hiring (Nick)
  - c. Assessment (Roger)
  - d. Marketing (Rob/Roger/Jerod)
6. Graduate Council update (Nick & Rob)
7. Spring/Summer 2021 Scheduling and Teaching Assignment Update (Elizabeth/Rob)
8. Other business
9. Adjourn

1. Minutes

Saathoff made a motion to accept September's meeting minutes, Arif seconded, unanimously approved.

2. JCMi Enrollment and Annual Report (attached)

Just wanted to call your attention to our enrollment and student credit hours. For Fall 2020, the department recorded its largest increase in enrollment. From Fall 2018 to 2019, there was an increase, the 2019 to 2020 period saw a slight decrease – possibly due to reworking classes – which impacts the budget.

There are some faculty milestones of note. The disaggregation of Tech eSports and Tech Gaming Club will allow for eSports to be more competitive while allowing Gaming Club to remain more casual. The Game Studies Certification is now active and with that, the new lab in COMC 167 to help with that program.

### 3. FY21 JCMi Budget

The Dean's Suite provided the budget to us in shorter time frame than was initially expected. It is important to note that it is still tentative pending decisions from the University and State; could be called back at any time and it is unknown if/when/how much that would be.

Differential Tuition (DT) is the department's main funding source. These are based off funds collected from the students, then the University takes their cut for Central Funding, followed by the cut for the overall College, and what remains is ours. There are also some funds in an alternate funding source to be used towards salaries. This funding is a result of various buybacks at the College & University level.

In the "JCMi Budget FY21" handout, it shows the current DT allocation with the Teaching Accommodations (the buybacks), plus the amount rolled from the previous fiscal year. Also noted is the current projected budget roll amount. The "Total FY21 Expenditures/Encumbrances" includes all salaries and Fall 2020 adjuncts while estimating numbers for Spring & Summer 2021. The remaining budget is what we have to use as a department and is based on the FY20 model and categories of funding.

Looking at page 3 of the handout shows the JCMi Budget Proposal based off the projected remaining budget. Hiring will be kept in the event it may take place later in the fiscal year, but it is unsure that will happen. Research and Professional Development already includes \$2K set aside for each full-time faculty and instructor not receiving start-up funds.

Development & Alumni Relations is scaled back due to the lack of travel and events amid the current pandemic. There are some funds set aside for technology purchases, specifically to assist with hybrid/online teaching and potentially for the new eSports/Streaming lab (COMC 167). Additional salaries for a couple more TAs in Spring 2021 are also budgeted.

The biggest area to focus on is retention of our current students. A lot of activities have been scaled back or outright canceled due to COVID, and in some cases, the student orgs are scared to meet. An event is in the works at the drive-in, and particular interest will be paid to individual student and student org support, including a student org "nest egg."

The "nest egg" will allow the student orgs to receive money and use it how they see fit. Student Government Association (SGA) provides some funding to the student orgs, so the thought is to match or come close to what SGA provides. They are not us and have their own ideas of what to do so no major restrictions will be placed on the funds but there is also no real spark to really do something with all the restrictions imposed. The main "restriction" would be to do what they do but for an external audience. The goal is to give hope to the students through a focal project.

With the Marketing Committee working on a mechanism to develop a call for funding, we need to look at the number of students who go abroad or participate in extracurriculars. It is the student's money, so the need is there to ensure we are covering as many students as possible. With endowments already in place, perhaps we can look towards creating experiential endowments.

A website has been set up where people can donate directly to the [Adventure Media Fund](#), so it was discussed if one could be set up for the department. The funding source is already established, and it is our Funds for Excellence account. This is where donations directed to JCMI specifically are deposited for use and they have no restrictions. Rob will also research spending with our DT funds.

A desire to teach outside with the expansion of the outdoor wi-fi network [[Expanded Outdoor Wi-Fi on TTU Campus](#)] was mentioned. Rob already had some ideas on how to attempt. The technology would be approved if we could make it work.

#### 4.a. Undergraduate Affairs: Student Engagement and Retention

Students are feeling isolated, wanting hands-on experience. There is an inability to experience the true campus experience right now, so we must think of alternate ways to engage in class and out of class with the faculty. One idea was to host a virtual sit down/coffee break type thing where the students can “drop by” and do not necessarily have to talk classwork. Partnering with our other medias, such as KTXT and Daily Toreador, could provide opportunities to engage as well. And be sure to collaborate and share your ideas. We can take them to build them into something the students will enjoy.

#### 4.b. Undergraduate Affairs: Post-Thanksgiving

The University announced that students would not be required to return to campus in an effort to keep families and the Tech Community safer and limit the spread of COVID. Prepare your exam to be administered remotely. If you will be using a proctoring service, ensure it is listed in your syllabus, but the use of one is not required. It is likely that there will be some students that remain on campus over Thanksgiving break, such as international students, and they may take the final in person, if they so choose. As a reminder, all equipment must be returned to equipment checkout before 5pm on November 23<sup>rd</sup> for Thanksgiving break. Checkouts will resume Monday, November 30<sup>th</sup>, and continue through 5pm Wednesday, December 2<sup>nd</sup>.

#### 5.a. Committee Updates: Curriculum

Not much to mention and no items to be brought to a vote today. The committee is voting on a name change, some concentrations, and the proposed JOUR block.

#### 5.b. Committee Updates: Hiring

The Hiring Committee held their first meeting and discussed what they are tasked to do. The desire is to be proactive in hiring and identifying future needs. As such, they are working through hiring needs for the near future and will be sending out a short survey.

### 5.c. Committee Updates: Assessment

The goal of the Assessment Committee is to make the assessment results more accessible. As a note, there is no expectation of following the assessment or syllabus from another faculty member across different semesters.

### 5.d. Committee Updates: Marketing

The committee is working with the interns, whose time is split 50/50 between the department and the College. Jerod is working on hiring as well. Focus is on the financing for the student orgs and collecting achievements, accolades, etc. Remember to keep sending them in!

### 6. Graduate Council update

Due to the issues with students arranging to take it, the Graduate Council is deprioritizing the GRE for the time being. Students who have already taken it may still submit their score.

Discussions are on-going regarding shifting the Ph.D. program to four years as opposed to three. More competitive programs across the country are now four years and the three-year programs are losing favor among doctoral students.

Some class changes potentially in the works are changing the focus of individual study to more of a scholarship-based study course. Historically, the individual study has been anything the student wants to study under the supervision of a professor; however, there is now a need to require a class that is more towards research which clarifies some ambiguity surrounding it. Independent study will likely be assigned a new course number.

### 7. Spring/Summer 2021 Scheduling and Teaching Assignment Update

Spring assignments are out, and Elizabeth is processing through the system. Things are coming into focus more for Spring but are still in flux as we work to fit each class into an appropriately sized space. Based on an email received siting issues found in the system, Elizabeth is going over all aspects of each course to verify it is when and where we expect it and being taught by whom we expect.

Please send in your book requests. Due to the above issues, Elizabeth has not had the time to send out emails. She requests that if you assign the book(s) yourself to shoot her a quick note saying that you have done so. Also, remember that even if you do not need any course materials, a book request must be submitted.

### 12. Adjourn

Bowman made a motion to adjourn, Chambers seconded, unanimously approved.

Minutes Submitted by: Elizabeth Young



Texas Tech University  
Journalism & Creative Media Industries

Meeting of November 12, 2020  
2:30 PM, Zoom

MINUTES

**Present:** Rauf Arif, Nick Bowman, Patrick Caster, Todd Chambers, Megan Condis, Bill Dean, Don Ellis, Jerod Foster, Justin Keene, TJ Martinez, Maggie Matella, Kathleen McGaughey, Rob Peaslee, Randy Reddick, Roger Saathoff, Bobby Schweizer, Miglena Sternadori, Cam Stone, Kent Wilkinson

AGENDA:

1. Approval of 10/16 minutes
2. Roger Saathoff retirement
3. Undergraduate Affairs update (Todd/Jerod)
4. Budget proposal feedback
5. Journalism Internships in the context of COVID/merger (Rob, Todd, Kathleen)
6. Committee Updates
  - a. Curriculum (Justin)
  - b. Hiring (Nick)
    - i. Morris Professorship in Journalism job call (proposal)
  - c. Assessment (Roger)
  - d. Marketing, Recruitment, & Retention (Rob, Jerod, Roger)
    - i. JCMI Student Engagement Accelerator (SEA) Grants (proposal)
    - ii. JCMI Peer Mentor Association (proposal)
7. Graduate Council update (Nick)
8. Other business
9. Adjourn

1. Minutes

Foster made a motion to accept October's meeting minutes, Martinez seconded, unanimously approved.

2. Roger Saathoff retirement

Roger Saathoff has submitted his retirement paperwork and will be retiring as of August 31, 2021. Thank you goes out to him for everything he has done for the College and the Department. As we approach his retirement date, we will give him a proper send-off.

### 3. Undergraduate Affairs update

Be sure to reach out to your students, see where you can help or if they are struggling, whether it be in the classroom or out. Tech has resources to help students with their needs, but they cannot help someone they do not know needs help. In these uncertain times, we want to focus on retention and ensuring we are giving the best experience we can despite the limitations. Even still, we are having a lot of interest from students interested in attending Tech within our department.

With all the changes that have been made to the schedule, it is important to remember and adhere to the period of no exams. This is also a good time to be helping those students who are struggling and might need an extra boost.

Looking ahead to Summer, registration that normally happens concurrently with Spring, has been delayed ensuring everything is set appropriately prior to the students registering.

### 4. Budget proposal feedback

Rob has presented the tentative budget with a request for discussion. Hearing none, the budget will proceed as laid out. Please reach out with any questions that arise.

### 5. Journalism Internships in the context of COVID/merger

There have been many issues with our Journalism students obtaining the appropriate internship hours required for the major due to COVID. There is a shortage of availability in both positions and number of hours accrued, which is also compounded by a potential merger between KCBD and Fox 34. It is unknown how the merger will affect future years as KCBD has been a key place for internships in the past. The FCC is currently reviewing any potential implications.

For the time being, virtual internships are allowed, and this could stay after restrictions are lifted from COVID. Other options that were brought up include providing leniency for a catalog year and provide more practicum experience in the form of podcasts or content for our various media within the College. The biggest thing is to ensure there is supervision over any alternative, and if the alternative is internal, there is the potential for it to still feel like a teaching experience as opposed to job experience.

In the future, there is an expectation of more virtual internships than in years past, and that they will continue even after COVID. Those must have a way of being vetted. Concern remains over broadcast internship positions due to the merger. There is an openness for flexibility right now; however, discussions during this time did not yield anything fruitful. There is the potential to investigate the larger discussions occurring through organizations such as BEA & AEJMC.

#### 6.a. Committee Updates: Curriculum

Setting up voting on some course name changes is the main thing they are working on now. The changing of JOUR 4350's title to "Longform Journalism" has been approved up to the University level. There will be more by the December meeting.

#### 6.b.1. Committee Updates: Hiring: Morris Professorship in Journalism job call (proposal)

The Hiring Committee brought forward a proposed job call for the Morris Professorship in Journalism. It is set up as an open rank Professor of Practice position that would rotate out every three (3) years. By setting it up like this, recruitment can focus on someone with industry or field experience. While it is designed to be a rotating position, the incumbent has the option of applying after their three (3) years is completed and could allow the department to keep an amazing candidate. Saathoff made a motion to accept the job call as written, Reddick seconded, passed unanimously.

#### 6.c. Committee Updates: Assessment

Four (4) things were brought to everyone's attention in terms of assessment. The first was in regard to internships and the need to get them in the system as opposed to being handed a stack of papers. Secondly, the question was posed as to whether focus groups are good or not. It was determined that they are useful, just had fallen off the radar recently. The third point was to see if having a database of all the assessments would be helpful when someone teaches a new class they are not familiar with. Lastly, they are looking into meeting with other departments in the College to compare notes on how they do their assessment. Dr. Dean spoke up and said that PR's assessment process looked quite similar.

#### 6.d.1. Committee Updates: Marketing: JCMI Student Engagement Accelerator (SEA) Grants (proposal)

The committee brought forward a proposal for discussion to bring awareness to the money for which student organizations may apply. After some questions were raised regarding some of the wording, it was clear that there were existing ambiguities in the current phrasing. The intent is for this to be mirrored off of the TREF funding that is provided for JCMI & College faculty and the wording did not effectively reflect that. Rob will rework to add more specific language and will recirculate at a later time.

#### 6.d.2. Committee Updates: Marketing: JCMI Peer Mentor Association (proposal)

As time was running short, the second proposal was brought up with the explanation that new JCMI students would be paired with another JCMI student to provide meaningful peer engagement. This would be loosely modeled after the DSA program for the College. Feedback is welcomed after the meeting.

#### 8. Other business

COMC book presentation tonight, 11/12, 5-6:30pm on Zoom.

Encourage your students to submit photos for the COMC smartphone contest. The winning photographer will receive a scholarship towards a COMC class. Only COMC students can win and is open to both undergraduate and graduate students.

Lucinda Holt's Reporting class & the HUB had a neat collaboration with Manchester Metro University as Manchester wanted to learn more about the election coverage from a Texas perspective.

## 9. Adjourn

Foster made a motion to adjourn, Stone seconded, unanimously approved.

Minutes Submitted by: Elizabeth Young