

**College of Journalism and Communications**  
**Faculty Meeting**  
**September 28, 2011**  
**Minutes**

**College Diversity Statement**

**Hon** presented the draft Diversity Statement and explained that the Faculty Senate and Faculty Welfare and Development Committee had been working on it under the leadership of **Harris**. **Harris** explained that the statement is consistent with the university-wide Diversity Action Plan and added that some of the language is derived from university documents. **Leslie** suggested adding the word “committed” so that the language would read: “*The College understands the importance of embracing diversity as a shared responsibility among faculty, staff, and students and is committed to the overall goal of creating a welcoming environment for individuals of all races, genders, nationalities, religions, sexual orientation, sexual identity and expression, viewpoints, ethnicities, and for those with disabilities.*” **Wright** motioned the change to the amendment and it was accepted.

**Tenure and Promotion Criteria**

**Hon** presented the current draft created by the faculty and Tenure and Promotion Committee. **Kelly** said that the changes in the draft consisted of four parts including; peer teaching observations, approval from the Dean and Provost upon appointment for faculty hired with the primary areas of teaching and service, metrics for the evaluation of service, and the wording changes in red. **Ostroff** asked about two faculty members who were coming up on their 5<sup>th</sup> year and **Kelly** explained that they should proceed to do their peer teaching observations the spring before their packet is due. **Hon** noted that the revised guidelines do not preclude anyone from having peer evaluations done in their 1<sup>st</sup> or 3<sup>rd</sup> year in order to get feedback; evaluations done as part of the mid-term review just would not be included in the T&P packet. **Rodgers** pointed out that the language about student teacher evaluations should be changed to administered *for every class* rather than administered *in every class*, since the evaluations are now being done online. **Lewis** commented that the lack of responses on these evaluations could be detrimental to untenured faculty. **Walsh-Childers** agreed and asked if this could be added to the agenda for an upcoming Tenure and Promotion Committee meeting in order to resolve the issue. **Chance** agreed and suggested that the committee also make sure the College’s criteria match the University’s. **Hon** motioned approval of the current revisions in the criteria language with the suggestion that the issue of student teaching evaluations be added to a future T&P agenda. The motion was accepted.

**College Budget and RCM**

**Dean Wright** handed out current budget information and explained that the data are presented differently than the previous year and are far more in-depth. He said that this new process would be explained more thoroughly and that everyone would ultimately have a say in the changes that would occur in the future. He brought up the College’s \$90,000 loss from the previous year, due to plummeting SCH productivity and pointed out the immense gains that had already taken place this year, as a reminder of how quickly things can turn around. He said that these gains would come from increased enrollment in the Media and Society track and online master’s programs. He also discussed the Media Properties’ inflated overhead and said that a reduction was being negotiated. He then summarized the budget losses and but expressed optimism, provided the College continues to be proactive about growing SCH. He made a point that, despite the budget downturns, the College has remained committed to ensuring faculty have funding for computers, travel, and research in order to avoid compromising their teaching and research needs. He acknowledged there are fewer colleagues and more work, but he said that the future outlook for more hires was optimistic if the College continues to grow SCH and develop entrepreneurial activities.

Respectfully submitted,  
Amy Belanger