

Dec. 9 2016 JMS Faculty Meeting

In attendance:

- Deni Elliott
- Mark Walters
- Chris Campbell
- Bahaa Gameel
- Casey Frechette
- Bernardo Motta
- Tony Silvia
- Moncia Ancu
- Casey Peterson

DE: Grades: Please submit them no later than Monday, but sooner if possible.

DE: In terms of strategic planning, we can't do everything, but

We may want to have a conversation with folks in Tampa with regard to TV journalism, and what role we might play in that.

MW: The English department has taken the lead in journalism at USF Tampa. They're going for accreditation. A number of students have asked us if we have any broadcast courses. I've traditionally said no, but this may be something we want to capitalize on going forward.

TS: I see it more as a step back than a step forward. I think there's a reason they're getting out of it. It's a bad business to be in. We're way beyond that with multiplatform journalism.

CF: Are there skills we can pick up in terms of, say, on camera presence?

TS: Sure, but I think we can easily add that to our existing video courses.

MA: We don't have resources, either -- studio space, for example.

MW: I expressed those concerns to Elliott, and he said rather than getting the equipment, the key is to add a few courses that introduce students to the world/industry. I completely agree that we can't invest in an outdated technology.

TS: We have to be careful because some of the students we would capture or interested not so much because they're interested but because they're trying to avoid something else. Let's try to

get some data to figure out students' motivations and whether there really is a critical mass to support this.

DE: How are the skills for broadcast news different?

CF: Whether the journalist/storyteller is on camera or not, voicing a VO, moderating an on-camera discussion, etc.

BM: We can do a lot using software, for example, software switches, instead of investing in a lot of hardware.

TS: Not everyone is going to make the cut for TV, so we have to be sensitive to that, too.

DE: I want to make sure we can wrap all the skills we want students to have around the content we have. We've talked about the technology room before. If we can find out how to do that in a way that it's broadcast friendly, I think that's a great thing.

TS: If I called up any news director at any TV station, every one of them would say: Give me someone who can write. I honestly think students who want to go into TV can do that with what we offer so far. I've taught courses on news producing, and that is a job skillset. This is the piece we don't do.

DE: We talked about revamping News Editing to News Editing/Production at the last faculty meeting. So that's a possibility. But as we move forward, we need some people to work together to come up with the details for the technology room. There's a budget call in the offing right now, but we'd need to get something submitted in the next week or so.

BM: I think we already roughed something out, and Edgardo and Chris can price it out.

DE: Please get that to me with a justification statement.

MW: We have a number of broadcast people coming into the program because they're trying to expand their skillsets. I'm not sure this is about setting up an entire track, but rather offering something that reflects what these students bring.

DE: I think being broadcast-friendly is a good thing, and Elliott is an important resource. If we want to ask for non-recurring money for something dealing with technology/resources, now is the time to do it.

MA: Bernardo, can you circulate the list to everyone in case we have additional suggestions?

DE: Let's get something put out there at least as a placeholder.

BM: All the equipment is going to be movable.

MA: Are we losing 107?

BM: No, we can still use it as a classroom, and still keep the computers there so we can use it as a lab.

MW: I like the term that we want to be 'broadcast friendly.'

TS: No doubt there are some students very excited about this. We don't want to send the message that 'this is the place to do it,' but we can send the message that we have something for them.

BM: I think students that I talk to are concerned that they don't have a place where they can practice and add material to their portfolios.

TS: We can do a 1.5 hour workshop on how to work on camera.

DE: The other thing is that we talked about revamping our skills courses. We also talked about reworking the writing/reporting pieces.

MA: We should make a decision about which direction we want the program to go.

DE: Two things -- Monica, Janet, and Casey F. will meet so we can talk about skills in January and to see how they contact to programs. I'd like to take about 10 minutes per program and then see how we want to fit it all together.

MA: I went to the chairs meeting earlier this week. The dean asked all the departments to put together a list of possible programs that they want to create. Listed under journalism, he had a list of suggestions. He thinks there's a lot of demand for / jobs in social media and suggested a social media management certification possibility.

DE: So, there's the science and sustainability STEM degree, data storytelling, and social media management.

STEM BS Degree

DE: This is a way to tie food writing and photography into something more sustainable.

MW: Has anyone taken a lead on this?

BM: I've posted quite a bit to Basecamp. I haven't contacted the College of Marine Sciences, but I can do so soon. Outdoor photography, and underwater camera work are some possibilities.

DE: What are the arguments in favor? What are the holes?

BM: In favor: We already have almost everything we need. It doesn't require much new. We're already talking about the new food and culture class. The only brand new one would be Science, Environment and Health communication. All other classes we have. Just need to talk to the right people about getting students access.

MW: We need to make sure we meet all requirements. I think we have to make sure at least half courses are science courses to offer a STEM degree.

BM: We need to be clear on how this is defined.

MW: I created a unique project on Basecamp for this.

JK: Are other schools offering this degree?

BM: There are many...at least a few dozen.

DE: The schools that offer food communication, it's often done in this kind of format.

MA: If we offer a new BS, we need to offer the classes that students need to take every semester. That's going to be a significant number of classes on top of what we're teaching. If we can't hire the people, how are we going to make sure both existing and new programs are covered. We already have about 15 classes we need to offer every semester. We also need to make sure we can allow students to graduate in four years. My other concern is that the focus is on interdisciplinary, but I'm a little worried about an over reliance on other departments to teach our courses. What if they start making changes to these classes down the road?

DE: A couple things. We're reducing the number of required classes. I wonder...

MA: Yes, but this will not affect the overall credit requirements.

BM: Fortunately, we will be able to offer many elective options.

MA: Are they offered every semester though?

DE: If we offer an interdisciplinary degree, it's not up to us to make everything work. I'd be surprised if every degree offered every required course every semester.

MA: But we offer it in a way that students can finish in four years.

MW: Does the MLA offer a model that we could follow for an undergraduate degree?

CP: That's what I'm wondering.

DE: I'll talk with Lisa Starks-Estes. Maybe bring a committee together. The question is: What is the student demand for this?

BM: Anecdotally, just this semester, we have four students interested in environmental journalism. And I know a lot of people in our science programs are interested in media and publication.

Data Storytelling

DE: This is one where I know there's been at least one minute with College of Business people.

BG: We had one meeting with them. They're offering a data viz class this semester. We're going to offer one in winter and one over the summer. We want to make sure that we're doing something complimentary but different.

JK: It would be really nice if one of the classes going into that certificate, if it would be

MA: How many required classes?

BG: Not sure yet.

MA: 12 credits might be a possibility. Doesn't necessarily have to be 15. In terms of creating graphics, we can take some of the classes we already have and put them into the certificate. Social media in the DJD program is a possibility, for instance. We have a Viz. Comm class. At least for the graduate level, I think we have a structure in place. A data storytelling class may be the one that we need.

MW: The COB offers a course called data analysis. They use it for predictive purposes. There's also talk about the idea that in working with data, some intro to statistics might be needed. This seems like something we also need to account for.

BM: A question I have for multiple things is how easy or hard it is to get two people co-teaching one class?

DE: It's easy to do it informally.

MW: There isn't much of an incentive structure to collaborate in this way.

DE: Alternative scheduling is a possibility. We can figure out a way to take two classes and fit them in in a semester. If we move forward, we want to do one or the other first -- undergraduate or graduate. And then bring the other online.

CP: Do undergraduate certificates exist?

DE: They do.

JK: I know a lot of students who would like creative writing certificates?

MA: We could piece something together just based on what we're offering at the graduate level in the coming semesters.

DE: There are a lot of steps to follow to make this happen.

BG: I'll take the lead on this.

MA: And I can work with you.

DE: Janet, do you want to move forward on the food writing undergraduate certificate?

JK: Yes I do.

Social Media Certificate

MA: To have a pure certificate, we run into the same problem -- who's going to teach all the classes? We could do metrics, coding, analytics. I looked at other programs that do this. They have 4-5 classes. It's a lot of content that can be covered very quickly. But there are classes that

need to be created from class. I think there's a way we can combine social media and data storytelling.

DE: I wonder if some of this can be marketing. Marketing ourselves, that is. Maybe we can talk about emphases, or ways to specialize. Some catch phrases that show students how students can accomplish what they want with us. So we don't want to ignore social media, but perhaps we want to integrate it with data storytelling?

BG: I think this can work, and I think we can use "storytelling" as a key part of the marketing.

JK: I think we need something that emphasizes marketing/promotion in the descriptions.

Food Writing & Culture Class

JK: We need to create a class and adopt a number (for Intro to Food Studies).

MA: What's the description for the course?

JK: General food studies. Sustainability, foodways, etc. It will be a gen ed class. I've pulled syllabi from around the country. It's very much a humanities-type class.

CP: Online or face-to-face?

DE: I'm inclined to offer it face-to-face, at least first. And it would be great to think about offering it next fall. Not sure if we can get it through as a gen ed class right away.

JK: With the M/W/F structure, there's a push that for math and language, this is the way to go.

Merging Graduate Programs

MW: We submitted the application and got it approved. We need to firm up some things for final approval, including the entrance exam.

DE: And we also need to make sure all core classes are available online. Since we're offering students in both programs more freedom, we need to check into offering students the option for whether they want to follow what's in the old catalog or the new one, once the merged program is available. We may be able to get some development money to create courses as it moves more online.

MW: There's also the issues of what we call it. There's the possibility of moving it under DJD and then keeping the name or changing it.

DE: Let's also look into whether we have the option of not providing credits.

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DE: I would like to have a clear policy at the departmental level that expands on the skills class cap of 20 students. With online masters level classes, are they capped at 20?

CP: For DJD, they are.

DE: We need to talk about conceptual classes and online classes. Sometimes the university talks about online classes as holding as many seats as possible, sometimes as 115% of face to face. I think it puts us in a better position to address this formally up front -- what our caps are, and why.

MW: Does this apply to both graduate and undergraduate?

DE: I'm most worried about undergraduate classes, when enrollments are all over the place. We just need to make sure we're consistent.

MA: For most of the online classes, I'd argue we should keep caps similar to what we do face to face, because we tend to alternate classes.

DE: What's the ideal number for conceptual classes?

TS: I'd say, at least for race and gender, about 25 students -- slightly more than a skills class. Students often cite the interactive, project-based work as a critical component of the class. I always tell students that race and gender and ethics are actually skills classes because it's part of the toolkit.

DE: Just to clarify some terms: Skills (weekly assignments), conceptual (fewer assignments, less tracking of developing), lecture (passive).

BM: I think the problem is that those classes could be taught in a passive system, but it's not ideal. And it's not necessarily what will attract students.

DE: As we put together our new curriculum, maybe it makes sense in those classes to look at them in terms of these three ways of looking at them (skills, concept, lecture).

If we can have even three lower level classes that qualify as lecture-style in which we can justify 75-100 students, it's worth doing. Let's try to have a policy where our online and face-to-face numbers are consistent.

Program Changes/Additions

MA: At the January faculty meeting, I'll come back with a proposal on revamping the undergraduate program.

BM: I can work with you on that.

DE: Adding an undergraduate component to Food Writing. And data storytelling as a new piece.

Department Name

MW: The frontrunner right now seems to be *Department of Journalism & Digital Communication*. *Department of Digital Communication* also seemed to get some support.

TS: I like all parts but prefer Media to Communication.

MW: I see media more as a product and communication more as a process.

BM: My concern when we come up with a name so that we're not misleading on what we're offering. We don't have PR, advertising, etc. classes.

MW: Communication means many different things. I think we want to keep it at a broad level.

BM: I think it's easier to use Communication as a label at the degree or certificate levels.

TS: When I polled my students, few understood what digital communication.

DE: Does anyone object to *Department of Journalism & Digital Communication*?

No one disagrees.

DE: I think we have a motion to proceed.

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JK: We had lots of success with the food writing phone back. Talked to about 40 people, about half should turn over.

MW: We have 11 people coming into the grad programs in the spring.

MA: How does the faculty feel about having a student who's moving for a job to take an advanced capstone class at another institution in place of NNB.

TS: I think it's dangerous to set a blanket rule, if it can be handled by the person running the course.

DE: These issues seem to only come up every once in awhile.

MW: Just a reminder to post all documents, notes, etc. to Basecamp.

TS: Quick internship note: We just yesterday posted internship opportunities at Taylor Media. Paying \$15/hour, and benefits. It'll conform to our hour structure, and they have a history of transferring people from internships to full-time positions. Looking for writing and social media mostly.