

Journalism and Digital Communication Faculty Meeting  
Friday, October 23, 2020

Casey Frechette  
Casey Peterson  
Deni Elliott  
Monica Ancu  
Mark Walters  
Janet Keeler  
Aya Diab  
Chris Campbell  
Edgardo Dangond  
Tony Silvia  
Joan Eldridge  
Solitaire Kelley

DE: I'll only be here until 10:30.

CF: Good to see everyone. Joan and Solitaire have a little time, so we can begin with advising updates.

JE: A couple of reminders. One, students who started in summer or fall of 2020 are unable to access DegreeWorks audit that looks correct. This won't be corrected until February but it could be pushed back again. We are providing students a reference sheet showing requirements for the major. Luckily the new major looks a lot like the old one. DegreeWorks shows some inaccuracies but it looks similar, at least.

JE: We had a couple questions about classes. Last time we discussed transfers coming in with a lot of hours who need electives right off the bat. Janet volunteered her food class, but I wanted to clarify that for the Freelance Writing class, do the students need MMC 2100? Or JOU 2100?

JK: JOU 2100 would be ideal, but MMC 2100 is good.

JE: For Advanced Video Storytelling, we aren't to recommend it unless they've had Photo / Video / a super strong interest or experience with the subject. We are getting some interest there.

JE: Data visualization open to anyone, yes?

CF: It would be ideal if a student had already taken the visual literacy class.

JE: There may be one or two people we have advised into this without it.

CF: Not a huge issue, but ideally there's a progression there.

JE: What about social media?

MA: It would be nice if they had MMC 2100 and some concept of fact vs. opinion. I think the class is open to all majors, though?

JE: No, you're thinking of VIC 3001. I don't know if social media has any prereqs?

SK: No prereqs, and not limited to the major.

MA: OK, I just need the students to have an open mind.

JE: OK, so in a pinch if we have a good transfer student they could take the course.

JE: Janet, did you tell me that your TR class, they'll only meet one day per week?

JK: Yes, after the first week – when we will meet twice.

JE: Law?

CF: That is in person TR, but there's a wrinkle because the largest available room has a COVID cap of 21. We may have it so students come either T or R, and if you come in T, you will watch a live Teams session on Thursday and vice-versa.

JE: And first week, everyone needs to meet?

CF: That was only to get over the 50% threshold to qualify as an in-person class.

SK: Psych is doing the same thing Casey F was just talking about.

JK: Any sense that students want to take JOU 2100 in person?

SK: Not yet. They seem to be more on board with online learning.

JE: I have seen a few people who prefer in-person, but others prefer online. I presume even those that are offered in person we are working with students who may be particularly vulnerable.

CF: My understanding is that in the spring there isn't a university wide mandate to offer online classes for face to face classes, but we are going to try to do that as much as we can at the departmental level for students who can't come to campus.

JE: About NNB. Will it be offered in the summer? I tell students there is absolutely no guarantee. They need to make a plan that revolves around not taking it in the summer.

CF: Exactly the message we need to convey given the enrollment challenges we have had in the past. We need to get the summer schedule together much sooner than we have in the past, so we will firm this up in the next few weeks. I don't foresee NNB being part of the mix; we're going to emphasize our online classes.

JE: Summer study abroad?

JK: No go next year.

CF: One thing to be aware of how we are handling MMC 2100 in the spring. Hoping to offer two sections of the course but putting one on hold until the other fills. The first section will be face to face with probably a meeting once a week. No faculty member listed for the class yet. Once that fills we will open the fully online section. There are many sections completely online offered by Tampa. So we need to let our students know that we have our own sections that are recommended for journalism majors.

JE: Students can go into college scheduler, and if they choose both Tampa and St. Pete, they'll see all sections. But most students come through advising and are told to take our sections. I never tell them about the Tampa sections.

CP: We added the second line to say our sections are offered for Journalism majors.

JK: I have a student who knew he could take it online in Tampa but he said he'd rather take it with me.

JE: Yes, I told him about Tampa because he isn't local – but that was an exception.

JK: I'm going to figure out a way to accommodate him.

JE: Nov. 2 is when registration opens, but Dec. 4 is when transfer students come.

JE and JK: We're worried about electives filling with Tampa students.

CF: Next, I wanted to check in on all things budget / personnel / future of campus and the department. Much has changed since last we met. There was a campus forum earlier this week when Martin Tadlock talked about the state of things. There's a basic lack of clarity about what's happening next. College is operating without a budget for the current academic year. Good news: there's a commitment to funding essential expenses (such as ACEJMC dues and other essential expenses we need to continue operating).

CF: Another key piece is the personnel part of the budget. Bahaa and Bernardo have departed, which is challenging. We are down 2 full time faculty lines, which is a huge hit given our small size. I don't see anyone else being plucked off given that. They're still looking for ways to make up for the budget shortfall without getting rid of people. We also benefit by being a department on St. Pete's separate budget, since there is more of a deficit in Tampa.

CF: More recent news is that there's a commitment from BoT to increase FTICs to 650. That shows a commitment to St. Pete on the whole. That's a good sign. The not-so-good piece is that with all the lingering ambiguity, summer is an unknown. College asking us to figure out what we're going to be teaching but not assign any faculty to them just yet. There's a real possibility that full time faculty won't get to teach this summer. College will run adjuncts in all cases except

when we can argue that courses will pay for themselves. Luckily for us, we have already embraced online over the summer, and they tend to have large caps that pay for themselves. I'd suggest for full time faculty, let me know if you are either not inclined to teach over summer or if you really want to.

CF: I'll be at another Tampa CAS meeting this afternoon, but I don't think too much firm information will come from that. Libraries are now looking at a severe cut – 15%. The cut that Arts and Sciences has seen has been one of the more conservative ones among units university-wide.

JK: We had an emergency faculty council meeting with Eisenberg on Friday. Most of his ideas had been shut down by President and Provost. One idea was doing a for profit summer program, but that was shot down. He felt that the desire from the top was to get rid of “bad programs,” but there's no definition of what those are.

CC: If budget hasn't been decided, how does that work?

CF: We are effectively been spending money that hasn't been allocated or guaranteed. The idea is to spend as little money as possible so we don't overspend the budget that is eventually finalized. We're trying to project based on the information we have, hoping we come in close to what the budget ends up being – hopefully a little bit under.

MW: There seems to be an overlap in budget with, say, College of Ed. Since it was cut, does that save us money? Or do the savings benefit Tampa?

CF: I'm not sure, but I would assume the latter. If there is a piece that St. Pete saves on, it will probably be pretty small.

MW: This reinforces the idea that as the only St. Pete department, this affords us some protection.

CC: 75% of my money comes from DL (Innovative Education in Tampa). Have you heard about their situation?

CF: I haven't. I've only seen budget reductions at the college level. Haven't seen them at non-academic levels. Our position is potentially favorable when all is said and done, given that we are no longer considered a “comprehensive campus” where students can come and take whatever area of study they want. Branch campuses need to focus on a small handful of distinctive programs. At the town hall, Tadlock mentioned a few of these types of programs. What's important for us going forward, journalism should be at the center of this mix, emphasizing the connections we have to journalism organizations and nonprofits in St. Pete. We also need to capitalize on the STEM designation we have with the new undergrad program. – fits nicely with our AAU aspirations.

CF: How could we work more closely with other programs of distinction on campus? There are natural tie-ins with graphic arts. Maybe marine sciences, as well. Positioning ourselves as a collaborative partner with these programs will serve us well.

MW: One message when we talk about our program is that we are part of the Tampa Bay media ecosystem. The more we can highlight this message, the better.

TS: The term “program of distinction” is a blast from the past. When I first came to campus, we were one of three Programs of Distinction. Are we officially returning to that nomenclature?

CF: Not officially, as far as I know. That concept is definitely coming back into focus. I think that what will end up happening in the next months and years, St. Pete will be known for, say, five things – if you want to study one of these five things, you come to St. Pete.

TS: With that designation 15 years ago, came special funding. I had a discretionary budget of \$135,000. If this program is officially identified as a program of distinction we might find some funding.

CF: I think we will see the evolution of the “haves” and “have nots” on the St. Pete campus. These marquee programs will be the ones that survive and thrive.

JK: We have to remember that this is not a good time for the “ecosystem” – just look at the College of Education. I get the strong feeling it’s a numbers game. There’s a concern that that will have a ripple effect in CAS because those undergrads took courses within the college.

MW: My point was that being in the media ecosystem brings a level of “clout” to us with big names – TBT, Poynter, etc. I see it as a political strategy more than anything else.

JK: I just wonder how much the landscape has changed with COVID.

MA: When I read about the College of Education, it put a knife in my heart. Are we going to end up part of the Zimmerman school.

CP: Hopefully our accreditation and the requirement that we are a separate unit helps.

CF: One of my questions would be what would the university really save by bringing us under Zimmerman? I’m not sure there are additional costs for keeping us a separate unit at this time. Lots of things could happen as these numbers are addressed.

CF: Let’s take this into a discussion about Poynter. Some of you know Wendy Wallace. She’s been reaching out a bit of late. At first, she approached about a collaboration opportunity about digital course packs. I’d love to find a way to do a real partnership rather than merely subscribing to their offerings. Recently, Wendy met with Tadlock to discuss this, as well as possibly going into a grant with the department or university as a whole. If there’s something we can do with them in terms of internships, research collaborations, technological collaborations, whatever we

can. We have contacts over there in many different roles. We should develop a coherent strategy for how we should work with Poynter generally going forward.

CF: I met with some Poynter folks to package some of Lane DeGregory's podcasts for college classes recently. They were picking my brain on what a teacher would want. At one point, I was asked if we have any development money. What development money?

CF: That perfectly captures the dynamic between us.

MW: I'm not sure Tadlock knows the ins and outs of this. It could cost more money. All of the stuff I've seen from them has a print newsroom feel. And, if we were to use Poynter's materials it would negatively affect our distinctive identity.

CF: There are open questions about how helpful the content would be for us. I'm more interested in creating new content and platform/distribution ideas with them collaboratively. They might be open to that, but there may be some discomfort to that kind of arrangement since it's not the type of model they're working on. It would elevate our brand more than the other universities, too.

TS: We have to be careful of "agendas" described as "collaboration." In my career, mutual benefit is an important part of collaboration. Historically, I've had many conversations over the years with people from Poynter about what they call "collaboration" where there was no mutual benefit.

CF: Another wrinkle in this: had a back-and-forth with LaForme this week about possibly setting up internships with Poynter.org. It could be a good opportunity for our students, and it sounds like Poynter could use the help. They're inundated with stories they want to tell. But, the conversation hit a stopping point: they only hire interns they're paying. They'd need to find the money to do that. In this case, maybe there's a way to jointly pursue some kind of grant money or funding that could underwrite a project we could do with them. It feels like in many of these discussions, if we're not bringing cash to the table, things quickly run aground.

CF: Another area we might be able to collaborate with them on is technology. They still run webinars and live events with outdated technology we can help them out with. We've been developing our own webinar program via VideoWorks. We're also sharing it with CAS for open houses. I'd like to bring it to them to gauge Poynter's interest.

CF: So on the specific question of using Poynter content, I'm hearing that we're not interested in incorporating it into our classes.

JK: Not really. I have access to comparable information and content for free.

TS: I've used tons of stuff in classes that is free. Unless Poynter is reinventing journalism, I don't see the benefit.

JK: Yes, and we had such headaches with them on the Language Primer.

All: Agreed.

CF: Do we want to hold our typical end of semester gathering on Dec. 4? We have 6 M.A. students graduating who would have projects to present. We have a tentative timeline for these students. Anyone see a reason not to hold our virtual end of semester gathering?

All: Yes

JK: A few students graduating this semester came to the one in spring to see what to expect.

CF: Chairs can work with the students to put together a short presentation. And, we can more formally archive the presentations with recording. And having virtual events is a good way to have some continuity. I wonder if we can also put together a little virtual event for our students before Thanksgiving – a panel? Alumni? Something to create a sense that we're still here and still gathering.

CF: Again, let me know your hopes and intentions are re: summer teaching. We will get a draft of the schedule in the next week or so and keep everyone posted. Rolling it from summer 2019, no plan to deviate far from that aside from removing NNB.

## REGULAR UPDATES

CF: Undergrad program. I'd like to build up pages over time for each of our courses with detailed notes about what students can expect. We also need to keep developing our web presence on the whole.

MA: How do you get to the page?

CF: OASIS, right now. Currently it's hard to find intentionally. Once we have more pages queued up, we will formally add links to the program website.

MW: DJD program. Enrollment going well. Eight applications under review with more in pipeline. Talking with interested applicants over the phone, healthy interest and solid enrollment.

JK: Faculty council still trying to re-staff the diversity committee, which resigned over the summer. Not much re: certificate program.

MW: Faculty senate. Both president and provost were on last meeting. We wanted reassurance that faculty would be consulted before any big moves. Just a few days later, they made the College of Education decision out of the blue.

AD: NNB going well. Students having some difficulty navigating the course through the online platform because it requires lots of face-to-face attention. Students having difficulty finding people to interview.

CF: Are students working on individual stories? Group stories?

AD: A little of both. Depends on the students and what they chose.

CF: Research updates? Projects? Publications?

TS: I have a couple of new articles in press about Fred Friendly. Also, my book on journalists with dyslexia is in press. I was also interviewed by the BBC last week that aired over the weekend about the founding of CNN.

MW: My latest book on the Florida Scrub Jay has just gone to the printer. Also about 35,000 words into my next book about the pandemic.

CF: Accreditation. We have fallen a little off of late on our data collection for our critical assessments. Early warning that you'll be getting a note from me as we approach the end of the semester.

CP: Get certified if you're teaching in the spring online.

CF: Book orders – get them in.

JK: How is everyone feeling about how their students are doing? Lots of students with accommodation for anxiety and depression. I sense a lot of struggling. I have sent a lot of students to SOCAT.

MA: I had some withdrawals due to medical reasons. People are falling behind on assignments. I opened all the modules through the end of the semester. Luckily we can do a lot with Teams via screen sharing. I started to hold live office hours, but nobody shows up.

MW: I ran into the same problem. I learned a new part of Canvas. There's a calendar scheduler where students can sign up. I have the students meet with me for 15 minutes every week and it's really helped – brought a sense of face-to-faceness to the course.

CP: People don't come to class.

JK: I started them off with 30 points, and if they don't come they lose 3 points. I feel for them because if they have 4-5 classes, they have 4-5 professors who are doing things differently.

MA: My classes are asynchronous. Next semester, can I start to require synchronous sessions?

CF: I don't think so, if it's not built into the schedule. We can make them optional, but I don't think we can penalize them for not attending.

CF: If you're interested, we can see if we can keep your class fully online and try to formally introduce synchronous meeting times. Any class in particular?

MA: Social media. They think it's just what they do online with their friend.

JK: We have no promise as we go into spring that students can take courses however they want. A lot of people are working while they're in class. The focus isn't great. We've made allowances this semester... but how long do we keep that up?

CF: In light of what our students are going through, being flexible with your expectations is understandable. As far as setting expectations for spring, it feels like so much can change between now and then. It seems to me that the spring will be in many ways an extension of the fall semester.

MW: I tell them time and time again not to take any risks to get photographs, video, etc. It's a huge challenge in a course where traditionally students are expected to go out in public.

CC: In terms of allowances, I don't want to show favoritism to students but at the same time do you give "good" students opportunities that aren't afforded "bad" students? I want to be fair to everyone. To Mark's point, photojournalism hasn't been photojournalism – it's been photo 101. They're not covering events. And next semester's advanced photo and video class is going to be similarly challenging. And some students never come to class.

CF: Continuing to reach out to students in ways they are responsive to is about as much as we can do in these circumstances. I don't think we will see the attendance and engagement we would in any "normal" semester. I think we are doing the best we can.

JK: On the bright side, virtual classes have allowed us to do things we aren't normally able to do. For example, I'm having panel discussions of alumni from across the country. That's kind of cool. I've had good attendance in MMC 2100 and JOU 2100. Lane DeGregory came to JOU 2100 and in the chat students were asking a barrage of questions.

CC: I notice that, too. When it's just an open chat, they're chatting away.

CF: New business. What we're doing with NNB going forward and what we're doing with faculty hires. We may have an opportunity to make a targeted hire since we are down two faculty, in spite of the official hiring freeze. One name that has surfaced is Roslyn Satchel, who showed interest in joining us when we were hiring Bernardo. She's still interested in working with us. She just got tenure at Pepperdine and is working on a fellowship at Harvard this year researching media portrayals of domestic violence. Talking with her to gauge her interest. There is also a possibility of the college doing a "cluster hire" of 7-8 people with research in diversity and race. This would be for fall 2021.

MA: For the NNB position? Sounds like a good fit. This would be in addition to her position at Pepperdine? Or she'd change jobs? Tenured position? Do we need to do a search?

CF: She'd change jobs. For this to be workable for her, she wants to keep tenure. We would try to do a direct hire without a search. Whether we can do that and guarantee tenure, that's the challenge.

MA: If we can't make a deal, do we lose the opportunity to make a different hire?

CF: We wouldn't be taking other options off the table if this didn't work out. The real constraint would be timing. If we can't make a deal with her, we need to know ASAP.

MA: Could we have a Teams meeting with her?

CF: Yes, that would be important.

TS: I have met her and have thoughts on her. I would support Monica's idea to meet with her. I'm not a fan of targeted hires. In my experience they rarely work out well. She did teach for us once in the summer, online. We should look at the outcome of that experience.

MA: This isn't what we talked about when we discussed the NNB hire – dedicated to NNB, a professor of practice. If that doesn't happen and we have the opportunity to hire a tenure track position, we need to look at the needs of the department: law, NNB, digital skills. If it's tenure track, I suggest we do a real search. She might be the best – I don't know anything about her. But I would like to see her background and some other applications.

CF: Your concerns are well taken. We need to make sure we're making the right choice for our teaching needs going forward. We need to keep any actions on this front transparent and collaborative. I will share a copy of her updated CV and we will make a decision

CC: Motion to approve last meeting minutes.

MA: Second

All: Yea