

***Questions, Concerns, Insight  
CoJMC Retreat Discussion II  
Aug. 21, 2020***



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# *Questions*



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## Questions with answers

- How were the faculty-to-student ratios calculated since there is so much cross-over?
  - A: Based on primary area
- What is the timeline for the strategic plan development?
  - A: Timeline available here: <https://journalism.unl.edu/strategic-plan-0>
- Will the CoJMC strategic plan have to align with the UNL 2025 plan? How will we go about doing that?
  - A: As appropriate. Task force co-chairs will have a copy of the UNL strategic plan and be asked to refer to it in planning meetings.



## Questions with answers

- How will the new budget model create incentives within the college?
  - A: As programs grow, budget will be allocated to support that growth. As a college we will determine when and where to invest in new initiatives.
- How do we come together as a college to move forward with the strategic planning process and implementation?
  - A: Everyone is invited to be a part of the process through monthly meetings and joining a task force. All drafts will also be available online for comment and critique, which will be forwarded back to the task forces.



## Questions with answers

- How will you ensure equity among faculty in teaching, research and service?
  - A: By separating out the AD role from course scheduling to provide more focus on individual faculty development and aligning work effort and apportionment vs. getting courses covered by those willing to take on the work. Professors of practice and tenure track faculty have different apportionments. However, the amount of work for the same percentage of apportionment should be comparable across positions.



## Questions with answers

- Regarding the “Grand Challenge” groups, how will faculty in different colleges but with similar interests get together? Will there be interest groups that faculty can join? How will connections be made?
  - A: Here is the website for the Grand Challenges, which includes FAQs about the process: <https://research.unl.edu/grand-challenges/>. For additional questions contact Nathan Meier, assistant vice chancellor for research





## Question with an indirect answer

- What are the salary to student ratios?
  - Salary to student ratios would be based not just on position type but also longevity at the university. So, I'm answering the question as equity of teaching based on position and rank. The following slides show a breakdown of the fulltime faculty in terms of number of student credit hours (SCH) taught over the last three semesters. If a course was team taught, the SCH were divided. Faculty who are no longer here were removed from the spread sheet.



## Faculty by Student Credit Hours > 500 Student Credit Hours

Faculty Member	Position	Fall 19	Spring 20	Fall 20	Total
Britten, Kelli	Assistant POP	1110	733	498	2341
Creighton, Trina	Associate Professor	816	582	792	2190
Hachtmann, Frauke	Full Professor	126	822	717	1665
Bender, John	Full Professor	387	633	375	1395
Shrader, John	Associate Professor	505	89	543	1137
Krcmarik, Katie	Assistant POP	358	319	329	1006
Waite, Matthew	Full Pop	62	167	696	925
Sheppard, Jennifer	Assistant POP	162	492	224	878
Wagler, Adam	Associate Professor	160	144	530	834
Kebbel, Gary	Full Professor		405	420	825
Yan, Changmin	Associate Professor	300	192	219	711
Kiambi, Dane	Associate Professor	234	159	270	663
Farmer, Monique	Assistant POP	144	213	246	603
Jones, Valerie	Associate Professor	147	168	249	564
Richter, Kaci	Assistant POP	157	217	141	515
Martin, Jill	Assistant POP	106	212	186	504





## Faculty by Student Credit Hours < 500 Student Credit Hours

Faculty Member	Position	Fall 19	Spring 20	Fall 20	Total
Alloway, Richard	Associate Professor	162	189	129	480
Marron, Maria	Professor	168	180	120	468
Wang, Bryan	Associate Professor	189	102	168	459
Griffin, Jemalyn	Assistant POP	134	102	199	435
Eno, Alan	Assistant POP	156	171	90	417
Lee, Laurie Thomas	Professor	167	102	132	401
Starita, Joseph	Professor	348	18	14	380
Pierce, Olga	Assistant POP	168	84	121	373
McCoy, Barney	Professor	141	102	118	361
Peon-Casanova, Luis	Assistant POP	102	135	108	345
Hassler, Michelle	Associate POP	136	39	121	296
Thorson, Bruce	Associate Professor	72	66	142	280
Weber, Joseph	Associate Professor	93		75	168
Graves, Chris	Assistant Professor		39	120	159
Walsh, Jessica R	Assistant Professor		54	60	114



## Question with an indirect answer

- Original Question: What are the salary to student ratios?  
Answered as: SCH by rank and position.
- 16 faculty taught more than 500 student credit hours total the last three semesters:
  - 7 Professors of Practice (6 assistant, 1 full)
  - 9 Tenure Track Faculty (6 associate, 3 full)
- 15 faculty taught less than 500 student credit hours total the last three semesters:
  - 5 Professors of Practice (4 assistant, 1 associate)
  - 10 Tenure Track Faculty (2 assistant, 4 associate, 4 full)



## Questions we must answer as a college

- Do we actually need a PhD program?
- The number of broadcast majors has been declining for years, but do we know why? Is this a national phenomenon or a problem of our curriculum being out of date or improperly labeled?
- How can we be strategic with our focus? What is our niche?
- How can we better serve people at different stages of their lives?





## Questions we must answer as a college

- Can we boost the number of credit-hours students take in our college, an important concern in the budget model? How would this affect accreditation?
- Should we drop accreditation as other programs have done? Is it worth the time and effort to be a part of the Hearst competition? Do students and parents care whether we are accredited?



## Questions that will be answered by time

- How will cancelling sports affect the academic side?
- Will COVID force us to move online?



# *Concerns*



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## Concerns

- Include more individuals in the planning process up front and don't wait until after the plan is written
- Amount of work that is going to be expected - a lot of us are struggling with burn out . Are we asking too much?
- We need to prioritize what needs to be done. Be involved, but don't lose your mind.
- We have work to do in terms of human relationships - supporting each other and being more productive and less fragmented.



## Concerns

- Mental health and support during a time when students are and aren't in person
- We need individual direction and guidance - not just the collective but the individual. We need validation on the individual level.
- Ethical questions about the fall: Are we doing the right thing bringing students back? Are we complicit if more people test COVID positive?



*Insight*



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## Insight

- We might be able to build out the Tech Comm program by requiring some of the courses in our own majors and/or making them available for executive education.
- We may be able to rely on the experience of faculty who have served on other committees.
- Jacht is so successful that it has to turn away clients. Can we find a way for students to pick up those clients and do such things as video production, perhaps through another organization like Jacht or through classes?



## Insight

- We have an opportunity to engage with the Chancellor's Commission on Resilience and Sustainability.
- During this revolution of information and technology students are sometimes missing very fundamental skills. We could help industry and help K-12 development.
- We need to develop more programming to serve people as they move through their careers, often through several jobs.



## Insight

- We could leverage our ongoing relationships with small newspapers.
- We need to be preparing students not just for journalism but other skill sets.
- We should have an outreach committee to focus on community and collaboration with businesses.
- We need to focus on transferability of skills so students can pivot and be flexible.

