

Department of Film and Mass Media Meeting

Meeting Date: 11/22/19

Attendance: M. Ajdinovic, Z. Beckler, J. Bowen, T. Brown, R. Brunson, S. Collins, K. Coronado, Y. DeBlois, D. Doyle, R. Jones, E. Kight, W. Kinnally, J. Kunerth, L. Mills, P. Peters, L. Peterson, S. Rice, T. Ritter, B. Rubenking, B. Sandler, K. Shults, K. Smith, L. Speere, U. Stoeckl, N. Twardus, K. Voss, D. Yonts

Excused: L. Danker, M. Gerstein, L. Ingle, P. Kohl, J. Malala, J. McCully, G. Rhodes

Unexcused: G. Bagley,

What's been going on:

- Another successful **Film Fall Showcase** took place on November 9.
- **Brouhaha Film and Video Showcase** at the Enzian will include UCF Film student films on November 23 and 24. **Helen Morales** (BFA graduate), **Sarah Holland** (current MFA student), **Frank Volk** (current film BA), **Vincent Marcucci** (current film BA), **Anna Defilis** (BFA graduate), **Sarah Tice** ((current MFA student), **Grace Brauer** (current BA student), and **Spencer Shack** (BFA graduate).
- **Kevin Smith** was recognized by National Voices for Equality, Education, and Enlightenment (NVEEE).
- **Bob Jones'** film *Police Story* won an award at the Global Film Awards.
- The Senior Capstone in Journalism class met with *Washington Post* foreign affairs columnist **David Ignatius** for a Q&A luncheon hosted by Global Perspectives and WUCF.
- **Charlie Reyes** (RTV senior) obtained a full-time, paid internship at ESPN as part of the ESPN NEXT program in Bristol, Connecticut, beginning January 2020.
- **Vincent Befi** (alumni) sold his screenplay *SUBJECT* to Continuanance Pictures. It was filmed in Australia, directed by award-winning Australian filmmaker Tristan Barr, and is scheduled for release in summer 2020.
- **Centric** has just been published....get a copy today.

Department Committees Activity

AESP – Steve Collins

Integrating SVAD and legacy Nicholson research policies.

Curriculum – Kevin Smith

Committee did not meet in November.

Policy & Planning – Kevin Smith

The committee had its initial meeting. Kevin volunteered to be chair. Working on resource policies and outside use of facilities.

Promotion/Recruitment – Katie Coronado

All marketing materials are complete and have been forwarded to the Interim Director for approval.

Graduate Program – Phil Peters

- Working on stabilizing the Film department graduate program to about seven to eight best students. Need at least 15-20 students to apply to achieve the quota.
- I went to Nashville, TN for a recruiting trip. Nashville does not have an MFA. Might go to Atlanta, GA.
- Currently, we have 14 new applications in progress.
- I am working with Kelsey Loftus to increase our allocation on Provost assistantships.
- December 6 is the MFA Critiques; 10 am – 5 pm; (see attachment)

Task Force – NSCM Becoming a College – Boyd Lindsley

- The estimate for NSCM to become a college is \$500K accruing funds
- The CAH and COS deans and Dr. Littlefield will meet in January
- Faculty comments submitted via Qualtrics (see attachment)

New Hires (1-year Visiting Lines)

- Film – has two positions to fill
- RTV – has two positions to fill
- Two search committees

Brief Facility UpdatesJon Bowen & Yson DeBlois

- New building access card entry is continuing

Jim McCully and Dylan Yonts

- Cameras are being installed in the hallways

Minutes submitted by Debbie Doyle

MFA in Emerging Media - Feature Film Production Track

Fall 2019 Critique

10:00 am-5:50pm Friday, December 6th, NSCM 145

Lunch will be provided.

Moderator/Time Keeper: Phil Peters

Year 3 Students in the final phase of their thesis will make a **10 minute** presentation followed by **10 minutes** of Q&A **ASSESSMENT: On track for graduation Spring 2020**

10:00-10:20	Julian Baner (Year 3)	Narrative
10:30-10:50	Alejandro Watson (Year 3)	Narrative
11:00-11:20	Jim Mitchell (Year 5)	ADACHIGAHARA PROJECT: A 3D ITERATIVE

Year 2 Students in the middle phase of their thesis will make a **10 minute** presentation followed by **10 minutes** of Q&A **ASSESSMENT: Thesis proposal Defense complete, greenlit for summer production**

11:30-11:50	Aaron Hose (Year 2)	Documentary- seeking greenlight (TBD)
12:00-12:20	Charis Porter (Year 2)	Narrative- seeking greenlight
12:30-12:50	DeAllen Glenn (Year 2)	Narrative- seeking greenlight
1:00-1:20	Brandon Wilson (Year 2)	Narrative- seeking greenlight
1:30-1:50	David Bailey (Year 2)	Documentary- seeking greenlight
2:00-2:20	George Lopez (Year 2)	Documentary- seeking greenlight

Year 1 Students in the beginning phase of their thesis will make a **10 minute** presentation followed by up to **10 minutes** of Q&A **ASSESSMENT: Screenplay complete, thesis chair/committee selected**

2:30-2:50	Mark Felbinger (Year 1)
3:00-3:20	Armand Flutie (Year 1)
3:30-3:50	Sarah Holland (Year 1)
4:00-4:20	Austin LeMaster (Year 1)
4:30-4:50	Andrew Myerson (Year 1)
5:00-5:20	Isaiah Nearor (Year 1)
5:30-5:50	Sarah Tice (Year 1)

All Grad Students:

Please inform your Thesis Committee Chair and Committee members of your presentation time. It is very important that they attend your presentation.

Thank you and see you on Dec 6th!
Phil Peters

Film & Mass Media

Responses to Survey regarding NSCM as a College

(13 respondents)

1. PROS

Please describe what you see are benefits or positive effects of NSCM becoming a college.

- It hasn't been explained.
- Better pay and releases for chairs and area coordinators, I believe. Handle our own funds.
- No longer being under CAH
- The Film program has had a lot of time securing the necessary resources in our current college. Any idea of what the Nicholson School's resources might look like are hypothetical at this point, but I do feel more confident that more effort will be made to help the program function at its optimal effectiveness.
- A balanced budget
- Increased autonomy
- I don't know enough about the difference to identify pros.
- Possible better budget.
- Autonomy. We control our own destiny.
- We control the Film grad program and it is not under CAH.
- Need more information

2. CONS

Please describe what you see are the costs or negative effects of NSCM becoming a college.

- It hasn't been explained.
- Classroom space. A bifurcated college, i.e. half downtown and half on the main campus.
- Would prefer to move the whole school to COS than become a college. It seems like it will take a lot of time away from the many other important things we should be doing to improve our teaching and do research.
- Mostly, I'd just worry about the overall state of uncertainty at UCF as a whole with both our standing in the state and a lot of flux in the university leadership, and how that might filter down to a new school just getting its start.
- Lack of control.
- More unknowns.
- I don't know enough about the difference to identify cons.
- Possibly more expenses.
- The effects of the as-yet-unfinished Annual Evaluation process and Promotion and Tenure will be amplified, I fear for the worse. The clash of cultures between those who publish and those who create is for now mitigated by P and T committees at their respective colleges. With a shift to a college, the biases at the Dept and school level will continue at the college level.
- We might not have funding or staff we need.

- None.
- Need more information.
- The history of UCF's College of Arts and Sciences is a good place to look for examples of pros and cons. The principle difficulty is found in the value given to opposing forces: quantitative and qualitative, control and discovery, outcome for others and outcome for self, and sequential, concrete thinking and non-sequential, divergent thinking. In each case, the sciences leans to the former, art to the latter.

More likely than not, because Communication and Media co-exists with the world of technology (which fits neatly into the sciences), Communication and Media will serve the sciences path and the art will die. Money may be plentiful, but truthful, genuinely useful discovery will be squelched. The art of both Communication and Media must be preserved, nurtured, and heavily supported for greatness to happen in a combined college of sciences and arts. However, the history of CAS stands as proof that such a culture is highly unlikely at UCF. The Art of Communication and Media are chronically undervalued and misunderstood. Communication Art does not even exist at the University except within Experimental Film (Communication is currently defined as a science). The Arts side of Communication and Media must be valued and allowed to explore the opposite of what is commonly understood. (For example, instead of requiring that a film be about direct communication from author to audience, a film could be allowed to be about the indirect communication of experience, such as the amount and quality of attention and tolerance found within the mind of each audience member.)

Limited to output that is only measured by professional, commercial standards, the Communication and Media Arts will wither, and NSCM will be forced to use only technological innovation as it's main source of individuality. The arena of competition for funding and innovation is filled with institutions that have already found a cultural balance between art and science. These competitors have cultivated true artistic experimentation that begs experiential questions of perspective. Ultimately, they will win. We will lose. Only in a balanced environment of art and science could NSCM succeed.

There are too many systemic roadblocks for the faculty to be given enough support and time to invest and collaborate with each other. Buildings are not built to promote integration and cross-pollination. The structure of courses and FTEs do not allow co-teaching. Results-oriented competition for grants and programs create a culture of climbing over one another rather than supporting and lifting one another. There is no support for the quiet space of the kind of discovery that cannot and should not first proclaim itself in words to those who will pre-judge whether it is a valid endeavor. True answers, and therefore better questions, do not come with pre-approved outcomes. Answers and questions come when the mind is allowed, unfettered, to play with possibility.

Given the historical trajectory of UCF, the question of whether to become a college doesn't really matter. The college will not be given the right to fundamentally change the road blocks to a fifty/fifty balance between the arts and sciences, and even if it did, the college

most certainly will not be allowed the necessary time to grow into success. In the short nineteen years that I have been part of UCF, every innovative attempt to succeed has been undermined by either disruptive upheavals or systemic cultural attitudes of separation and competition, from staff to faculty to administration.

The questions of pros/cons must be asked at a much larger level than faculty because the University has been in a high speed growth model at the expense of faculty and programs for decades. With a medical and sports arm under it's belt now, is the University finally ready to commit the resource and time to real growth, not just SCH growth, which would allow for a true marriage of arts and sciences? Communication and Media may be close enough in content and intent to do it. But without genuine structural change and support from the University, it won't still happen.

If we were to receive that kind of change, administrators, staff, faculty, and students would then be given the freedom to experience and see that communication and media are both a science and an art, and that both matter equally, if the institution is to ultimately succeed on an international scale.

3. MORE INFORMATION NEEDED

Please identify topics that are important to your work life but you currently don't have enough information to know how they might be influenced by NSCM becoming a college.

- All - It hasn't been explained.
- Admin chain of command.
- On a macro-level, do we know if becoming a College at all impacts our ability/ inability to be split across two campuses. On a day-to-day level, how will resources we need to do our job be effected? I don't feel that anyone has presented concrete information about any of the things most salient to us. Where does funding for research awards, TIPS, RIHAs, sabbaticals come from? How do rooms and scheduling work? How does the T&P process change? TA support changes? Annual evaluations? Will there be more or less money for travel? For new hires - Will there be a College strategy in terms of TT or non TT hires? How does being a College influence STUDENTS? I have not heard one discussion about this. Seems kind of important.
- Not sure.
- Staff positions and a operating budget to grow and not just survive.
- Can we retain the small size for skills classes?
- I would like to see us all together on the Downtown UCF campus.
- Curriculum, committees, bureaucratic structure, class size, additional faculty, parking...
- 1) Can, how, and will buildings be built or remodeled to promote integration and cross-pollination of faculty, students, and ideas in an organic manner?
2) Can, how, and will the structure of courses and FTEs allow co-teaching and co-subject sharing?

3) Can, how, and will results-oriented competition for college grants and program-creation be made more egalitarian with the promotion of discovery and the arts?

4) Can, how, and will the Arts be valued equal to Science at every level and in every way?

5) Can, how, and will the competition and meritocracy culture change to promote less climbing over one another for funds and more inclusivity that promotes more support of one another?