Annual report for
Scott Titsworth, Dean
January, 2015
This report summarizes my activity as Dean of the Scripps of Communication during the 2014 calendar year. Four broad objectives directed my efforts during this reporting period:

1. Enact the college staffing plan;
2. Implement key strategies to improve the college’s financial standing under RCM;
3. Enhance external communication to raise the perceived profile of the college among various stakeholders; and,
4. Maintain strong momentum on fundraising.

Of course, with these objectives there were many ongoing activities that required attention—activities ranging from the ongoing construction project to my own scholarly and teaching activities. This report addresses progress on these and other significant areas related to my professional activity.

1. College Administration

College Staffing
The previous calendar year reflected the functional end of the college-wide staffing plan created nearly three years ago. During the last year, units in the college hired three Group I faculty and three Group II/IV faculty. One additional search for a Group I faculty member closed after the top candidate declined our offer due to personal reasons. I am particularly pleased with the quality of faculty we hired; we were able to successfully recruit faculty away from highly respected departments in the field (e.g., Emerson and the University of Kentucky) and leadership positions in the private sector.

The graph below shows how we have attempted to reinvest in faculty during my time as Dean. Values reported in the graph represent budgeted FTE, as reported in the Ohio University Compendium. The budgeted FTE value is a realistic snapshot of faculty numbers as it takes into consideration all full time faculty as well as early retirees—it does not take into consideration Group III instructors. You will note that the 2014-2015 faculty FTE is at its highest level in 8 years. This represents a significant reinvestment in our academic programs.
College Budgeting Processes and Results

Fiscal year 2015 realized benefits for the Scripps College under the RCM model. Through initiatives we had undertaken to boost revenue, as well as the new formula for state subsidy, our revenue increased by $2.3M. Direct expenses, which includes all salary and operating expenses for the college and schools, increased by $1M. The increase in direct expenses resulted from some new faculty hires, but mostly from salary increases. These positive gains in the college’s RCM model should continue to incrementally increase as we realize additional gains from various initiatives (e.g., the online degree completion program, social media certificate, journalism minors, CIP recoding of certain courses, etc.).

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<thead>
<tr>
<th></th>
<th>FY2014</th>
<th>FY2015</th>
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<tbody>
<tr>
<td>Revenue</td>
<td>$24.8M</td>
<td>$27.1M</td>
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<tr>
<td>Direct Expenses</td>
<td>$14.1M</td>
<td>$15.1M</td>
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We continue to work closely with University Admissions to increase our major headcount to reach the desired target of 2500 on-campus majors in the college. We partnered with Admissions to boost messaging to out-of-state students in the Southeast, and also created an aggressive plan to boost yield activities to move applicants to admitted and confirmed students. The branding initiative discussed elsewhere in this report will allow us to refine and expand those efforts for the 2016 recruiting cycle.

The 2015 fiscal year launched the internal revenue sharing model developed by the college to help schools influence their own operating budgets through revenue generating activities. Under that model, all schools maintained operating budgets
equal to or in excess of their previous year’s operating budgets. As the revenue sharing approach continues over subsequent fiscal years, Directors will be able to model how schools’ academic (i.e., major headcount and weighted student credit hour production) or other activity might boost operating budgets.

With respect to modeling, college staff worked with the Provost’s office and Finance and Administration to make available modeling tools that will allow us to analyze projected revenue and expenses from various activities proposed by schools. These financial modeling tools have allowed us to work with Directors to better understand the financial implications of various types of academic decisions. This work has resulted in more effective and efficient decision-making. Just one example of this is when a Director wants to add a new section and perhaps use a Group III faculty member to teach the class. In previous years that “ask” would involve a negotiation between the Director and Dean to determine if the college office would provide finding for the instructor. Now, because of our modeling, we have been able to tell Directors a priori criteria for adding sections/instructors that, if met, will be automatically approved by the college office. This allows Directors to have more certainty in planning and makes decisions surrounding such situations much more efficient (and fair).

As this year progresses, we are using these modeling tools to help school Directors better understand how academic activity in a school can translate into FTEs, or what you might think of as positions (i.e., new faculty lines, staff lines, etc.). This will be significant because it will promote greater transparency in staffing discussions with schools. In simple terms, schools will have greater agency in developing means through which to justify new positions based on being able to afford the positions.

Phase II of Schoonover/RTV/Scripps Construction
The second phase of our construction project started in May of 2014 and continues. During the second phase we have encountered more challenges than we did in the previous phase. Nearly all of those challenges stemmed from two issues. First we had (de)construction occurring in buildings that we occupied. This situation resulted in various problems ranging from noise to potential sexual harassment behaviors. In all situations, we responded immediately to problems by reaching out to appropriate individuals and to inform the community of the problems and how they were being addressed. For example, when potential instances of harassing behaviors were brought to our attention, we contacted both facilities and Institutional Equity to communicate options for students, faculty, and staff. Those actions were effective—we have had no reports of ongoing inappropriate behaviors.

Another example of our problem-solving related to accessibility issues in the Schoonover/RTV complex. At one point during the Fall semester, the Schoonover Elevator was down and construction prevented access to Schoonover from the RTV side. When this was brought to our attention I immediately reached out to facilities to have the situation resolved—the Schoonover elevator was repaired immediately.
In short, I have set an expectation that we will be as responsive as possible in mitigating the inconveniences that accompany major construction in active facilities.

In addition to reacting to problems, I have also required greater communication flow between the contractors and our academic programs to anticipate and prevent potential problems. The weekly construction updates have allowed us to coordinate activities to minimize potential disruption of classes and WOUB operations. Although there were certainly still instances of problematic noise and general clutter, our insistence on such coordination has certainly made the contractor more aware of the need to be as adaptable as possible given the co-location of our students, faculty, and staff in active construction areas.

The building project is progressing very well. The budget for Phase 2 is on target in all areas of the project. We did have one line item, technology, where the original estimates for what was needed failed to address all of our needs in the final program. Part of that gap was because technology needs were expanded somewhat in the final program, and because the types of technology to achieve current standards were simply more expensive. To reconcile this problem we used reasonable criteria to prioritize purchasing technology that would have the greatest impact for the greatest number of students (e.g., prioritizing general classrooms, etc.). In terms of schedule, the project remains on target to get all schools moved into Schoonover well in advance of the start of the next academic year, which is the target that has existed for several years. Importantly, the final building program that was finalized leading into Phase 2 will provide the college with a premiere facility that provides several new and exciting opportunities for our academic programs. Our efforts were instrumental in shaping the final program for Phase 2.

**Academic Policy and Program Development**

Last September, the Scripps College of Communication was the lead partner in a collaborative effort with the Voinovich School, the College of Arts and Sciences, the Russ College of Engineering, and several external media partners to launch the Water Project. As many of you know, that project was initiated to serve as a high-impact opportunity for collaboration among schools and programs in the college. To that end, faculty, staff, and/or students from EACH SCHOOL in the college are active participants in the Water Project, in addition to our multiple external partners. The Water Project illustrates the power of what is possible when we leverage our intellectual and creative resources to address salient issues. The future strength of our college will flow from a commitment to continue this philosophy of collaboration, which will no-doubt be aided by co-location of programs in Schoonover Center.

This Fall marked the launch of our new online degree completion program in Applied Communication. Our initial discussions with community college partners confirms that the program is innovative and will provide a very appealing option for community college students who wish to pursue a valuable 4-year degree but who
cannot re-locate themselves in Athens or near a regional campus. Our initial year 1 targets have been met, and we are now actively planning for our next recruitment cycle. I am particularly pleased that the high standards we set for the courses in this program are being met. The academic and technology staff we have assembled to help guide faculty in creating courses for this program have done an outstanding job of developing innovative approaches that maintain the flexibility of an online offering while at the same time emphasizing high-quality interaction among students about course content. Our commitment to quality will continue to be a defining (and differentiating) aspect of this program.

Last year, the college entered into a partnership with Seelio, a professional portfolio system that provides students and others in the college with a robust way of representing their work. Unlike a resume or LinkedIn, Seelio allows students to display actual work ranging from academic papers and presentations to creative materials like photography, multimedia designs, or blog posts. By offering this platform for students, we invested in a tool that can promote a more integrated and connected learning experience across classes while at the same time offering a platform through which students can show their work to potential employers, family, and collaborators. For works that are made public by students, the college can also “curate” examples of outstanding accomplishments/products to use in our own marketing. And, as faculty in each of the schools develop assessment plans, Seelio may provide an efficient option to analyze and document direct evidence of student learning in relation to outcome objectives established by the school. This investment in our students has multiple potential benefits for our academic programs across the college. We are already seeing benefits from this initiative. In an email to school faculty, one faculty member commented on an interaction about Seelio during a networking visit by stating, “The social media agency in particular explained that a student’s online presence was incredibly important to them; I was happy to see a student refer to her Seelio account and ask about its impression on employers. I’m so glad that we are finding ways to help our students begin to shape their online presence in meaningful ways, and I hope that we all continue to encourage any positive forms of personal branding.”

The college provided seed/investment money to MDIA to launch their first Summer High School Media Workshop. That workshop was very successful in meeting target enrollment. More importantly, the program helped MDIA address its objective of yielding applicants to the program. This project stemmed from dialogue that we led among directors to try and expand “best practice” approaches across the college. With the addition of MDIA, we now have highly successful summer programs in three of our schools (JOUR, COMS, and MDIA).

Also in MDIA, we launched a new initiative called “Semester in LA.” This domestic study abroad program was initiated through dialogue with alumni in the Hollywood area to build upon our successful Spring Break in LA program. I was able to visit and talk with students last October and can attest to the high impact learning experience afforded through this program. Our students represented Ohio University and The
Scripps College of Communication extremely well! In fact, MDIA is now exploring the possibility of expanding this program so that greater numbers of students can participate. Notably, we are only the SECOND public university to have such a program in the LA market (UT Austin is the other).

Finally, in the area of academic policy development, the college undertook the task of updating the college-wide promotion and tenure document for the first time in approximately 25 years. Working with faculty, I enacted that process during the Spring semester. I worked with the Dean’s Advisory Committee to draft the revised policy. The policy was unanimously ratified by faculty in each of the schools and, in my opinion, exemplified outstanding collaboration and shared governance principles.

**Other Major Initiatives**

Although RCM and the building project have required significant attention, there are several other major projects that have been undertaken to benefit the college. Although I will discuss each in slightly less detail, I believe the scope and importance of these initiatives illustrate that the Dean’s office is aggressively working with schools to advance our academic mission and to elevate the prominence of our college nationally and internationally.

• During the Summer, school and college leadership began the process of enacting a branding initiative that will guide external communication for the college. After engaging Ologie, a Branding Agency that has developed a specialization in higher education, our work is now nearing completion. I worked with Ologie to ensure that the branding initiative reflected a broad set of voices including faculty, staff, students, and alumni. I also worked directly with Ologie during the process to highlight values that represent our approach as a college—for example, collaboration, student success, active creation of knowledge and creative products, and a commitment to advancing responsible and ethical public information and storytelling. I am very excited about how this process has unfolded, and aspects of the branding initiative will start to become visible as the semester progresses. I am particularly pleased about how the strategy underpinning the college Branding will allow us to become bolder in promoting the college while at the same time allowing the schools to retain latitude in advancing their own, unique brands. A core tenet in this process has been that the schools must maintain and continue to build their own brands, and that expectation has been realized in my opinion.

• At the start of the academic year, the Dean’s Office began exploring various ways to support the ongoing professional development of faculty and staff. In addition to the funding that we have committed to support faculty research and teaching, we have also initiated planning for multiple professional development events. In addition to professional development workshops on health communication and data visualization, we are also planning smaller
workshops on topics like using spreadsheets, interacting with the media as an “expert,” and assessment, among other potential topics.

- We continue to refine and enhance the Scripps Innovation Challenge. This year, we took care to develop problems that could appeal to the multiple interests of students across the college. We also expanded the challenge to include an international, multi university competition for the SIC “Innovators Cup.” These changes allowed our competition to potentially include a more diverse group of Ohio University students, and established the college as an international leader for these types of competitions in the field.

2. Fundraising and Stewardship

The Scripps College of Communication continues to excel in fundraising and stewardship. Our public goal for the Promise Lives Campaign is $37.5M; the “stretch” internal goal that I set for us three years ago is $40M. We will reach and exceed that “stretch” goal by the end of this fiscal year. The college raised $2.8M in 2014.

In addition to raising funds, our college also has a deep commitment to stewardship—keeping donors informed of how money is being used in support of the college’s mission. I believe that we excel in this area. In fact, during our Fall stewardship meeting with the Scripps Howard Foundation, the President of the foundation stated that our stewardship report and explanation is the model that all other universities should follow. That foundation interacts with many of the most reputable programs in the country, so to receive that type of praise suggests that we are doing outstanding work in stewarding donors.

Although these types of reports tend to reduce activity to numbers, I want to briefly illustrate how our strategic planning in fundraising is being aligned with the needs of our academic programs. Here are some examples of the types of gifts that we closed in the last year:

- A commitment of nearly $250K to establish an endowed fund to support work exploring the intersection of communication and international relations/security.
- Multiple new endowed scholarships that are taking advantage of the university’s “matching” program.
- A half-million dollar estate gift that will establish a “talent support fund” in the School of Visual Communication. The fund can be used to support technology and other needs to attract the best talent pool of students to the program as is possible.
- We had several spaces in RTV and Schoonover “named” by donors. Those gifts are placed into a fund that will be used to support the ongoing upkeep and utilization of our facilities.
There are other examples. The point that I want to make is that we work hard to try and align donors’ interests with programmatic and long-term needs of the college and its academic programs.

3. Scholarly Productivity

During the previous year, I was able to continue working as an active scholar in the field. I continue to focus my scholarly work on three interrelated topics: (a) students’ emotional experiences in the classroom and other learning situations, (b) teacher clarity, and (c) ways that social and digital media potentially influence learning. The published article listed below is the second in a two-article series exploring discrete emotions experienced by students in traditional classroom settings. Whereas the first article in the series explored predictors of positive emotions (e.g., hope, joy, and excitement), the second article explored predictors of negative emotions (e.g., anger, shame, and boredom). I have also listed four additional articles that are in progress.

Research Publications for this report:


In Progress Scholarly Submissions


Li, L. & Titsworth, S. (in press). Scale development of Teacher Techniques in online classrooms. American Journal of Distance Education.


As the above projects are essentially complete, my activity over the next year will focus on an invited chapter on teacher clarity for an international yearbook on communication and instruction, and potentially initiating new projects on emotionality in instructional contexts.
4. Teaching

During Spring semester I opted to teach a doctoral graduate seminar in quantitative methods (I should note that this was not an “overload” in terms of salary—I simply added this teaching opportunity to my other activities). The course explored connections between advanced research designs and statistical analyses appropriate for those designs. Topics in the course generally examined advanced research designs/theoretical models and corresponding statistical analyses (regression and ANOVA/MANOVA) used to test the efficacy of those models. Although I have taught similar courses previously, I did prep new units examining techniques for handling missing data (including intentional designs that appropriately plan for missing data), new SPSS macros for analyzing interaction effects with continuous data, and (based on a request from students in the class) inter-coder reliability.

The course resulted in productive outcomes for students. Several used the final project as an opportunity to advance planning for their dissertation projects while others executed article-length studies for presentation. I followed standard procedures used in the School of Communication Studies to obtain teaching/course evaluations from students. A numeric summary of the evaluations is provided in the following table. Open-ended statements generally showed that students gained productive knowledge on advanced design and analysis. Students also recommended that I provide additional examples for how to “write-up” statistical analyses and that I look for textbooks that more directly cover nuances of running and interpreting advanced statistical analyses covered in the class.

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<tr>
<th>Item</th>
<th>Average Rating</th>
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<tr>
<td>1. The instructor demonstrated enthusiasm for teaching.</td>
<td>5</td>
</tr>
<tr>
<td>2. The instructor presented material in a clear manner.</td>
<td>4.6</td>
</tr>
<tr>
<td>3. The instructor’s presentations were well organized.</td>
<td>4.6</td>
</tr>
<tr>
<td>4. The instructor dealt fairly and impartially with students.</td>
<td>5</td>
</tr>
<tr>
<td>5. The instructor stimulated critical thinking.</td>
<td>5</td>
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<tr>
<td>6. The instructor provided timely and useful feedback.</td>
<td>4.8</td>
</tr>
<tr>
<td>7. The instructor was knowledgeable about the subject matter.</td>
<td>5</td>
</tr>
<tr>
<td>8. The instructor explained course goals, policies, procedures, and performance expectations.</td>
<td>4.8</td>
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<tr>
<td>9. The instructor explained the grading criteria.</td>
<td>4.6</td>
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<tr>
<td>10. The instructor encouraged me to think analytically.</td>
<td>5</td>
</tr>
<tr>
<td>11. The organization of the course enabled me to learn.</td>
<td>4.8</td>
</tr>
<tr>
<td>12. The presentation of material enabled me to learn.</td>
<td>4.6</td>
</tr>
<tr>
<td>13. I had the opportunity to participate in class.</td>
<td>4.8</td>
</tr>
</tbody>
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5. External Communication

One of my significant responsibilities as Dean is to represent the Scripps College to external audiences. My engagement with those audiences comes in many forms ranging from face-to-face visits to use of social media. In this section, I characterize my level of activity in three areas: meetings with alumni and friends of the college, formal speaking events where I had significant responsibility, and my use of social media.

Personal Meetings with Alumni and Friends of the College

As part of our stewardship and outreach to alumni, I work with our Senior Director of Development to plan various trips to meet with and engage Alumni and friends of the college. During the last year, I met with alumni, collaborators, and friends of the college in the following locations:

- Columbus, OH (multiple trips)
- Cincinnati, OH
- Washington DC (multiple trips)
- Montreal, Canada
- Various cities on the west coast of Florida
- LA/Hollywood, CA
- New York, NY (multiple trips)
- Kansas City, MO

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• Raleigh, NC
• Leipzig, Germany

For these travel opportunities, we attempt to be judicious in combining them with other travel requirements. For example, one of the New York trips was combined with the Ohio University Foundation Board meeting, and the LA/Hollywood trip was planned in coordination with a visit to the MDIA Semester in LA program and the Fall Dean’s Advisory Council Meeting. That trip also allowed us to tour and network with several production companies in Hollywood (e.g., Dreamworks and the Kodak Theatre).

This year I continued the practice of holding open office hours (3 hours per-week) during which faculty, staff, and students can “drop in” to discuss items of interest. This approach has allowed multiple individuals to meet with me to discuss topics without needing to work through the process of comparing schedules.

Use of Social and Digital Media

I maintain an active social media presence through Twitter (@scott_titsworth), Facebook (B.Scott.Titsworth) and Linkedin (stitsworth). On Twitter, for example, I have 497 followers, I follow 354, and have posted 640 tweets. In following best practices for social media, I try to balance my activity across various types of topic material. For instance, some posts are purely informational items about the college, others are about areas where I have specific expertise (e.g., pedagogy and research), and others are about more personal items to develop connections with followers. I also “like,” “favorite,” and repost materials to enact good “listening” behaviors in social media space. My 60-day Klout score ranged from 46.77 to 60.29, which is generally typical of non-celebrity active individuals.

At the start of this academic year I set of personal goal of learning to use the Wordpress CMS to create a personal website. Generally speaking, I wanted to maintain some technology skills in digital media production and development. I have successfully learned the CMS, and now hope to finalize my plans for how to best use the site as a tool for engaging in public advocacy about communication related topics. That is one of my personal goals for growth in the coming year.

Other Notable Engagements

Last August I was invited by faculty from the University of Cincinnati to serve as a co-facilitator with deans from the University of Illinois and Temple University at faculty development workshop intended to promote collaboration among various UC programs that focus on communication. The UC communication departments are spread over three separate colleges. Although I participated in the entirety of the workshop, my particular role was to illustrate examples of and lead discussion over
the importance of demonstrating collaboration to external audiences (e.g., foundations, funding agencies, and other external stakeholders). Although unplanned, I also led significant discussion over RCM, as each of the other institutions (UC, Illinois, and Temple) are undergoing transitions to RCM budgeting models.

In September, I was invited to present at the InnovateEDU conference on our vision for using the Seelio portfolio system to promote student development and success. That session, which was attended by approximately 100 administrators from other universities, highlighted our philosophy of helping students develop professional digital identities illustrating skills that they acquire through our courses and co-curricular experiences.

Also in September, my Alma Mater, Emporia State University, selected me to deliver the George R. R. Phlaum Lecture. That lecture happens yearly, but alternates between Theater and Communication. My lecture addressed ways in which new communication technology is changing approaches to communication in personal and professional settings, and how communication pedagogy could potentially be adapted as a result of those changes.

In closing, I am thankful for the support of Scripps college faculty, staff, and students during the past year. Our success as a college is truly a group effort, and I fully recognize that the activities reported here manifested from the work of many. Our strength results from a strong standard of excellence and a commitment to collaboration. I am honored by the opportunity to galvanize some of those efforts.