Annual Report
Scott Titsworth, Dean
January, 2016
This report summarizes my activity as Dean of the Scripps of Communication during the 2015 calendar year. My efforts during this reporting period were guided by four broad objectives:

1. Guide the opening of our new facilities for students, faculty, and staff;
2. Launch the new branding strategy for the College;
3. Promote greater engagement with students, faculty, and staff; and,
4. Continue working to position the College effectively in the RCM budgeting environment.

Meanwhile, numerous perennial activities required my attention including ongoing fundraising and my own scholarly pursuits. This report addresses progress on these and other significant areas related to my professional activity.

1. College Administration

College Staffing
During the last year, units in the College hired two Group I and one Group IV faculty members. We just concluded or are currently in the process of searching for three Group I and one Group II faculty. Recently hired faculty have exceptionally strong qualifications and meaningfully contribute to the diversity of our College faculty.

The graph below shows trends in the number of faculty in each School since 2009.

Notable in the graph is the fact that the College is at its highest number of faculty (N = 94) in the seven-year period. These trends reflect one of the College’s top priorities: investment in our academic programs through the recruitment and retention of outstanding faculty.
Support for Faculty
In addition to maintaining, and in some cases enlarging, the number of faculty, the past year has seen significant commitments to various opportunities for faculty professional development. Faculty participated in professional “externships” funded by the College. Additionally, the College provided multiple grants to support research/creative/professional activity, and made available new funding opportunities for faculty who test and assess new ideas and approaches in their teaching. Support of existing faculty has been a core priority, as reflected in more than $35,000 budgeted for faculty professional development in the areas of teaching, research, creative, and professional activity. In addition, more than $100,000 was available for additional travel money through the Enlight Foundation grant.

I leveraged several strategic relationships to open external opportunities for faculty to advance their professional interests. In the Ohio University Innovation Strategy initiative, I attempted to ensure that the scope of potential areas in which proposals could be targeted would allow for multiple opportunities for Scripps College faculty to participate. In the initial round of submissions, five different proposals were submitted with Scripps College Faculty as primary/lead Principal Investigators; in all, 45 Scripps College faculty were included in various proposals. At the time of writing this report, 9 different Scripps College faculty are investigators on proposals that remain under active consideration, with one of the final 11 proposals having a lead PI from the Scripps College. Fifteen additional faculty were investigators on proposals that received invitations to apply for planning grants to strengthen proposals for the next round of innovation investments. To my knowledge, this is the most successful response by the College to an internal competition of this type.

During the Spring semester of 2015 and this Fall, I worked with the Heritage College of Osteopathic Medicine to facilitate greater collaboration among faculty from the two Colleges. During the Spring Semester, we planned a day-long workshop on the general topic of collaboration led by Dr. Gary Kreps, a highly respected health communication scholar, formerly with the CDC and currently with George Mason University. I have deepened collaborative efforts by facilitating working meetings (1) to organize a co-sponsored on-campus visit from Rick Guidotti (an acclaimed photographer who works with individuals with disabilities), and (2) to connect the HCOM Director of Medical Education with interested faculty from Scripps to discuss projects with HCOM and its partner teaching hospitals. Both the Spring and Fall meetings had many faculty (greater than 10 at both meetings) from across the College in attendance.

At the conclusion of the Fall semester, I worked with the Provost’s Office and the Office of Information Technology to plan a 1.5-day workshop on teaching in an active learning classroom (i.e., Schoonover 450). More than 70 faculty from across the university, with at least 15 Scripps College faculty, participated in the workshop.
The workshop was led by researchers from the University of Minnesota who have been collecting data on active learning classrooms for nearly a decade and will soon publish an academic book on the topic.

An additional element of our faculty is its diversity. Currently, the number of non-white/Caucasian members of our faculty, staff, and administrators is approximately 25%, which is consistent with the broader university. My objective is to work with School directors and faculty in the Schools to envision ways in which future job searches can further our objectives in promoting diversity among our faculty ranks. I also empowered the Diversity Committee, which includes both faculty and students, to develop a plan for utilizing Scripps Endowment money to promote diversity in the College. The committee’s plan, which is being executed now, provides scholarship resources as well as discretionary funds to promote events and other forms of professional development promoting diversity, inclusion, and justice in the College.

College Budgeting Processes and Results
Fiscal year 2016 brought with it challenges to several academic units, including the Scripps College, with respect to bottom lines in the RCM model. Like most other Colleges, we saw our revenues increase, but not at the same pace as expenses. Our College was also negatively impacted by changes in the formula used by the State of Ohio to distribute State Share of Instruction (SSI). Of the issues for which we had most control—our revenues and direct expenses, we continued with positive trends:

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<th>FY2014</th>
<th>FY2015</th>
<th>FY2016</th>
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<tr>
<td>Revenue</td>
<td>$24.8M</td>
<td>$27.1M</td>
<td>$29.8M</td>
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<td>Direct Expenses</td>
<td>$14.1M</td>
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Note: Direct expenses in FY2016 include new expenses associated with depreciation payment for the building project, new positions, additional salary and benefits resulting from the strategic investment commitments made by the University, in addition to other inflationary increases for utilities and supplies.

With respect to our overall “RCM Strategy,” we witnessed incremental improvements along several of our new initiatives. The online Applied Communication degree completion program has started to see meaningful interest from students who attend Ohio community Colleges, after we initiated a new marketing strategy for the program. After review of available marketing opportunities, we led an imitative with University Communications and Marketing, E-Learning, and the Office of Admissions to develop program marketing strategies that meets our unique needs.

Our Social Media Certificate now numbers in the hundreds of students registered, and importantly, has now started to generate significant applicants from other
Colleges. And, as I noted in the late Fall faculty meeting, the number of first-year students entering the College as majors has reached the highest number since 2010. A continuation of this trend will have a significant impact on the College’s headcount of majors in the coming years, which will positively affect our revenue in meaningful ways.

![Number of Incoming First-Year Students](image)

### Completion of Schoonover/RTV/Scripps Construction

During the Spring and Summer of 2015, much attention was required for the completion and opening of Schoonover Center/RTV/Scripps Hall for full use by the College. I know that individual faculty and staff encountered problems and inconveniences during that process. In every situation we attempted to either directly resolve those problems or to act as an advocate on behalf of the faculty member affected to get the problems resolved as quickly as possible. As a College, we have no basis of comparison to understand whether this move was easier or harder than other moves. However, I would say that from the time period of approximately June 15 until the start of Fall semester, we moved more than 75% of the College’s faculty, nearly all of its primary classroom and lab space, as well as graduate students and staff. The scope of physical change in the College was the greatest in its history, and we were able to accomplish that change with no significant disruption to our ability to teach classes at the start of Fall semester. Again, I realize that there were problems—to be expected when moving that many people and that scope of operations—however, those disruptions were relatively small given the scope of what was accomplished.

During Fall semester we worked with the University Finance and Administration office to close the primary construction project. During that process, we negotiated for spending authority over the settlement money that resulted from issues in Phase 1 of the project. That money, along with other resources, is being used to address multiple items that were on a list of unresolved issues stemming from both phases of the project.
The Dean’s Office continues to think proactively about our space and how we use it. For example, we engaged a group of faculty to create the “International Lounge” at the front of the building (by the globe) to demonstrate the College’s commitment to international academic activity. We have successfully identified ways in which various spaces in the building can be used for celebratory events. And, we worked proactively to plan for Tom Daniel’s actual entrance into early retirement by hiring an operations coordinator (Chris Stewart) to manage day-to-day activities in the building, serve as a liaison to facilities, and to manage the student ambassadors who staff the Welcome Center (who also have responsibilities for building support).

Academic Program Support and Development
In addition to the standard work on curriculum review and revision, there were several initiatives and projects that required attention during the last calendar year in the areas of program support and development.

At the request of the Provost, I served as Co-Chair of the Teaching-Learning-Assessment Committee, which, among other things, helped prepare the University for the HLC/AQIP site accreditation visit. The AQIP visit resulted in a highly positive evaluation of the University guided by the results of on-campus interviews and review of documents. Although much of my work in this area was directed toward broader University activity, there was a significant amount of work needed within the College to prepare for the visit. We conducted a workshop for School directors and some associate directors with an accreditation/assessment expert, Dr. Doug Eder, from Southern Illinois University, to help orient Schools to contemporary expectations for effective evidence-based analysis of student-learning (as well as how to act on such analysis). Through the Spring and early Fall semesters, each of the Schools reviewed, and in many cases revised, program learning objectives. Several of the Schools were able to demonstrate some level of evidence collection and analysis, and all developed assessment plans that would guide activity in coming years. All of the available objectives, plans, and summaries of any evidence was published on the College and/or School websites (which is an expectation of HLC). In short, we went from having very little to show with respect to assessment to having defendable evidence that we HAVE done work in this area and have EFFECTIVE plans for moving forward. While we must continue to work at collecting, analyzing, and responding to evidence of learning from our students, I was proud of the case advanced by our College on what we have already done.

Two programs, COMS and JOUR, went through program reviews. I met with each of the review teams. Both programs were given suggestions; however, both were described as highly effective academic units with no areas for major concern.

One of the major initiatives enacted by the College over the past several years is the Social Media Certificate, which was intended initially to provide Scripps College majors with a “transcribed” learning experience in an area of communication that is impacting everything from interpersonal communication to mass-mediated communication. Karen Riggs, Director of the Certificate, has reported significant
growth in the program with more than 150 official enrollees. She has planned and enacted an aggressive recruiting effort, particularly for students in other Colleges. Through her efforts, we are now seeing substantial growth in certificate enrollees from University College and the College of Business. Creation of the SMART (Social Media Research Team) Lab, which will occur this Spring, will further add visibility to the certificate as we begin offering curriculum in social media analytics. This is a growth area for the College, and one that is already affecting our credit-hour generation from both majors and non-majors.

During the Spring and Fall, I convened two ad hoc groups, open to any interested faculty, to discuss the “Future of Communication” and “Scripting/Coding.” In many respects, these two groups merged together as the topic of scripting and coding appeared to be a nexus of interest and needed attention. During the Fall, the scripting/coding group worked to assess what resources, both in the College and beyond, would be useful for students across our majors who could benefit from some level of knowledge in this area. We worked to create an “advising sheet” that can be used now, but also identified gaps that were apparent. For example, we see the need for a basic, entry-level class that will prepare students to select from more advanced options. The group is currently working to design such a class, with the hope of sending the class through the curriculum process this semester.

The College office worked closely with MDIA on two initiatives in that School—the summer MDIA workshop and the program in LA. The second year of the summer program was highly successful and preliminary data show that the “yield” rate of students attending that program who go on to become majors is quite high. During the Fall, the College office worked with MDIA to develop a long-term sustainability plan for the workshop. The program in LA has also been very successful. One of our objectives was to re-structure daily management of the program so that a person could be hired in LA to assume those responsibilities, rather than paying an Athens faculty member to travel back-and-forth. Various HR hurdles needed to be negotiated for that to be possible—I was able to do so and we are now in a position to move forward with a much more sustainable and cost-efficient plan.

There are a number of new initiatives that I am working with others to carry forward. The first of those projects is a general education (i.e., “Tier II”) class called “Communicating with Numbers.” The focus of that class will be on the intersection of oral/written/visual communication with numeric literacy. This semester I will convene another ad hoc group, open to anyone interested, to discuss and plan that class. I am also working with the College of Arts and Sciences, the E.W. Scripps Journalism School, and WOUB to explore possibilities for some type of certificate program in broadcast meteorology. That project involves not only the curricular planning, but also grant/fundraising work to purchase a local weather radar for use by the program, WOUB, and the University. In doing market analysis, Ohio University is well positioned with broadcast training resources for such a program, and few such programs exist nationally, despite the ongoing importance of local weather to broadcasters. Finally, I am also working with the College of Arts and
Sciences to explore options for a University-wide program in data analysis. Discussions on that initiative are still early, but our growing expertise in data visualization has poised us to play a prominent role in any such program.

Finally, over the course of the past year there has been a significant amount of work done with the College of Fine Arts. One example of that work is the collaboration between the School of Media Arts & Studies and the Division of Film. That collaboration has already resulted in significant “wins” for both programs, including support by the Provost for transition of a Group II faculty member in film to become a Group I faculty member that is split between the programs. We continue to work with the College of Fine Arts to garner support for our proposed MFA in Communication Media, which will be jointly administered by VisCom and MDIA. This negotiation has not been easy. We have worked very hard to generate support from COFA on this project. At the time of writing this report, there is at least a pathway through which we will achieve support from the remaining opposition in COFA.

**Other Major Initiatives**

In addition to the faculty development/support and program development/support activities, there were several other major initiatives undertaken by the College office under my direction.

- Over the summer we worked to execute tactics for enacting the branding initiative completed last year. The College office revised all printed materials, the website, and other visible aspects of the College brand to reflect the branding style guide. We created a “tool kit” that provides faculty and other staff with resources that enable them to easily enact the brand in public communication. We also worked with School directors to further clarify how the branding guidelines should be used. For example, we created a set of principles explaining when strict adherence to branding is necessary (e.g., when communication is more formal and will be encountered by a wider range of potential audiences), and when Schools have more freedom to vary from the branding (e.g., when communication is focused for internal audiences, or highly specified audiences tied directly to a School). As many will note, we have also worked to make the
brand visible in our new facilities. For example, we are following the column wraps with branded wall clings that highlight values associated with the College (see, for instance, the “Presidents” wall cling on the first-floor of Schoonover). We will continue to execute our brand strategy to draw visibility to the College and our programs, and will do so in a cost-efficient way. Other Colleges, such as the Heritage College, are looking to Scripps as an example of how to effectively execute branding without requiring significant contract work from external vendors.

• During the Spring semester we are launching a leadership development program in the College. Intended for faculty who currently perform or aspire to perform some type of administrative role, the program provides comprehensive instruction on topics ranging from financial and human resource management to leadership during times of organizational change. The program, which is voluntary and open to any faculty member, has 15 people who signed up to participate!

• The Dean’s Office facilitated several projects intended to support innovation in teaching, learning, and research/creative/professional activity during the past year. The Scripps Innovation Challenge expanded to include the “Innovators Cup,” which is an international competition for student innovators. In expanding our challenge, we increased visibility for the Scripps College in this area, and students from Ohio University won the inaugural challenge. Approximately six other universities participated in the Innovators Cup. We also increased our exploration of drones. We have entered into a partnership with OU Facilities whereby they purchased a drone for the College so that we could use it to assist facilities in taking video that is helpful for maintenance issues. We are able to use these opportunities to learn more about using drones for videography. The School of Journalism is also working to explore the use of drones in journalism, and has created a student group to explore this topic further. The College also invested in two software packages that are both innovative and useful for faculty and students. One is SnapStream, which is a cloud-based digital video recorder for broadcast and cable programming. That service is available for faculty to use both in teaching and research. We also invested in social-media monitoring software for use in the social media certificate program and the SMART Lab.

• Members of the Dean’s Office staff (including me) and some Journalism faculty worked with an HTC student (Will Drabold) to create the “Future of Student Media Summit, which will be held April 8-9. Several of us provided feedback to Will as he planned the summit. My specific involvement, besides acting with others as a sounding board for Will, was to work with Robin Stock to secure funding in support of the summit. We generated financial support from three units (the College office, Journalism, and the Division of Student Affairs) to contract with Borrell Associates to do a research study on the state of student media nationally. That study will serve as a focal point for the summit. Will and Robin Stock have used that small “buy in” from the
university to raise funding to support other aspects of the summit. The hope is that there will be strong national representation of student media leaders who will attend the summit, and that Ohio University is then viewed as a key national leader in this area. These efforts attracted a $10,000 grant from the Knight Foundation in support of the summit.

2. Fundraising and Stewardship

The Scripps College of Communication continues to excel in fundraising and stewardship. Our public goal for the Promise Lives Campaign was $37.5M; the “stretch” internal goal that I set for us three years ago was $40M. We surpassed even the “stretch” goal during Spring of last year.

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:

- From our fundraising last year, we generated 12 new endowed scholarships that took advantage of the endowment matching program initiated by the Provost. We are one of three academic Colleges that has generated the most success in leveraging this matching dollar program.
- We started 9 additional endowments that were not part of the University’s matching program because they were intended for specific academic or co-curricular programs. For example, we have more than $250,000 in commitments for the Third Century Speech & Debate endowment and more than $500,000 in estate commitments for various programs.
- A $1 Million endowment plus additional cash for startup was gifted to the College for the creation of the Barbara Geralds Institute for Storytelling and Social Impact.
- We had several non-endowed scholarship funds created, many by current faculty, that total more than $20,000 in additional personal giving to support current students.

In total, we will see approximately $2.6 Million in new endowments created when all come to fruition, with $1.6 Million targeted directly to student aid/scholarships. Under current distribution models, this will result in more than $64,000 in additional aid to students.

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. I have also listed four additional articles that are in progress.

Research Publications:


NOTE: Alan Goodboy and I presented a version of this manuscript at the 2015 National Communication Association Convention in Las Vegas and the manuscript received the TOP PAPER award in the Instructional and Developmental Communication Division.

In Progress Scholarly Submissions:


This February, Tim Vickers (Center for Teaching and Learning) and I will begin co-producing a radio/podcast series on WOUB titled, “Teaching Matters: How We
Address the Needs of Millennial and Post-Millennial Learners.” The series will be part of the “Conversations from Studio B” platform, and will be hosted on WOUB Digital, with the possibility of having some segments on air. I will be the host of the programs, which will include guests from both the University and area K-12 school systems.

I am also proud to note that a previous article by Jeff Kuznekoff and I (Kuznekoff & Titsworth, 2013, “The Impact of Mobile Phone Usage on Student Learning”) obtained the honor of being the most-read article in the history of the national journal, Communication Education—a journal that has been in existence since the very beginning of NCA. The follow-up article to that piece (Kuznekoff, Munz, & Titsworth, 2015) has already reached the third most-read article status for the journal, despite being published in May of last year.

4. External and Internal 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.

Communication with Faculty and Students in the College

Since my last report I have conducted three College-wide faculty meetings: one in the late Spring, one at the beginning of this academic year, and one near the end of Fall semester. Acting on feedback from the last review, two of those meetings were done in a “town hall” style format that did not emphasize slide-based information. I used the meetings to discuss budget information for the College, trends in enrollment, new initiatives and opportunities, and resources available for faculty. Through the course of the summer and Fall, I also briefed faculty on various topics through email. 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.

As mentioned previously, I have extended several open invitations to faculty for participation in ad hoc groups discussing potential new initiatives (e.g., the communication futures group, the scripting/coding group, the leadership development group, and the communicating with numbers group). Through these efforts, faculty have opportunities to shape such initiatives early in the planning stages.
I convene the faculty-elected Dean’s Advisory Committee at least once per-semester. I have briefed that group on the College budget and RCM strategies, per the Faculty Senate principles on shared governance under RCM. I have also used that group as a sounding board on potential new initiatives. For example, in the Fall meeting we discussed an article on the importance and growth potential of professionally-oriented Master Degree programs.

In addition to my communication with faculty, I also initiated several strategies to promote interaction with students. I meet with each incoming class of first year students to provide a motivational speech to kick off the academic year. In that presentation I stress basic principles for academic success and expectations for professionalism in the College. This year, we launched the College Ambassador program. Although Chris Stewart has direct supervisory responsibilities for that group, I met with them to discuss our expectations for providing assistance to our patrons and guests. I also discuss with the Ambassadors how they can use the position to enhance their credentials and learn how to utilize their communication skills in a professional setting. This year we also started the Scripps College Student Leadership Council, which is comprised of leaders from student organizations. In meeting with that group I was able to talk with them about how student activities in the College provide essential learning experiences and advances the College’s objective of helping all students cultivate applied experiences that will transfer to future employment situations. In addition to these formal activities, I also worked with others in the Dean’s Office to provide several informal opportunities to promote engagement with our students. For example, we have hosted events like “Cocoa with the Dean,” a hotdog cookout (over 800 hotdogs served!), and free popcorn days—all in the lobby of Schoonover. At the conclusion of Spring semester, we also hosted, for the first time, a reception for students who were named to the Dean’s List during the academic year—an event that will become an annual tradition. I have also engaged the Dean’s Advisory Council (composed of alumni and friends of the College) in meaningful
activities with students. Now in its fourth year, the DAC conducts a funding competition to promote innovation in student organizations. That competition, which is funded by the Dean's Office, provides student organizations an opportunity to apply, through a formal RFP process, for funding to carry out innovative activities that will enhance the organization and promote excellence. Through the RFP process, DAC members act as mentors to help student leaders of organizations put forth the best possible proposal. During our most recent meeting, the DAC undertook a second student-focused project. They are currently analyzing best practices for student professional development and will make recommendations on how we can better emphasize professional development across students' time in the College. I anticipate that the DAC group working on this project will offer suggestions that may affect programming in our learning communities and will also develop plans for a mentoring program involving alumni.

**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
- Lexington, KY
- Washington DC
- Cupertino, CA
- San Francisco, CA
- Las Vegas, NV
- New York, NY
- Charlotte, NC
- Raleigh, NC
- Barranquilla, Colombia

For these travel opportunities, we attempt to be judicious in combining them with other travel requirements. For example, the San Francisco and Cupertino visits were done in conjunction with my attendance at the AEJMC convention, and the Las Vegas visits were done in conjunction with the NCA convention.

**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 665 followers (up from 497 this time last year), I follow 584 accounts (up from 354 last year), and have posted 781 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 46.61 to 44.89, which is generally typical of non-celebrity active individuals.

5. Other Activity

There were several personal professional development opportunities, above and beyond attendance at AEJMC and NCA, that I engaged in over the past year. Each of these professional development/learning opportunities were to help me engage in work that I felt was important for the College in the short-term.

• Last year I participated in the Senior Leadership Development Program sponsored by the executive leadership of the University. Approximately 25 other leaders from across the University were invited to participate. That program involved various assessments of my leadership attributes as well as monthly sessions designed to improve leadership skills.

• In July I attended a meeting of the Association of Public Land-Grant Universities (APLU) Commission on Innovation, Competitiveness, and Economic Prosperity (CICEP). That meeting was intended to help universities envision public/private partnerships and initiatives that can benefit student learning and local social and economic prosperity simultaneously. This meeting is directly relevant to our strategic initiatives on innovation.

• In October, I participated in a special iteration of the “Summer Institute on Diversity and Inclusion,” led by Dr. Mark Orbe and Ohio University diversity/inclusion volunteers.

• In November I attended a day-long seminar on data visualization led by Edward Tufte. The event as in Columbus and allowed me to accomplish two objectives. First, I was able to gain additional knowledge on approaches to data visualization, which I believe is an essential area of focus for the College moving forward. Second, I was able to assess the potential for training seminars like these in the Central Ohio market. Based on the response to Tufte’s program, I feel that we have great potential for professionally-oriented programming that can be conducted in the Ohio University Dublin facility.

• In February, I will attend a conference on Data Analytics at Stanford University. That conference will focus on how data analytics can be used for social change. I will also attend a special post-conference session focusing on social media and storytelling.

I was invited to serve as an external committee member for a doctoral candidate in the Patton College of Education. That student successfully defended her dissertation in October. My role on the committee was to provide expertise and advice on John Dewey’s perspective on education, as well as approaches to analyzing arguments in
public discourse on education. The focus of the dissertation was on statewide discourse on the topic of experiential credit equivalency initiatives (e.g., awarding College credit for previous work and life experiences).

I served as the external reviewer for one faculty member being considered for promotion and tenure (Penn State) and another faculty member being considered for promotion to Full Professor (Western Michigan University).

I am on the editorial boards for Communication Education and Speech Teacher. I have performed ad-hoc reviews for Health Communication, the Journal of Applied Communication Research, and the Western Journal of Communication in the past year.

5. Initiatives for Next Year

Several ongoing projects will require continued attention from me during the next year. For example, we will need continued marketing of the Applied Communication Degree Completion program, the University community will need to be made aware of capabilities and opportunities with the SMART Lab, and we will need to continue working on implementation of the proposed MFA in Communication Media. In addition to these projects, continued work is needed to promote the successes of the College among various audiences, student/faculty recruitment and retention, and developing opportunities for collaboration, both internally and externally. Based on suggestions from the College Diversity Committee, we also must explore additional ways in which diversity, inclusion, justice, and related topics can play a more prominent role in the experiences of our students. I plan to continue working in support of these and other efforts.

As a new initiative, I want to devote greater attention in the College to our doctoral programs. Recent faculty hires, the creation of the SMART Lab, our growing relationship with the Heritage College, and the progress of our MFA proposal all signal significant advancement of opportunities in our graduate programs generally. We also committed to hosting the National Communication Association’s Doctoral Honors Seminar. That seminar, held in July, will bring several nationally recognized communication scholars and approximately 30 of the most advanced doctoral students from across the country to our campus for advanced seminars on communication topics. Even with these initiatives, I believe that we have not yet capitalized on internal collaborative possibilities afforded by our graduate programs being co-located in a state-of-the-art communication facility. Next year I want to strategically plan for and align resources in support of such collaboration, with the objective of enhancing and celebrating the success of Doctoral graduate education in the College. I intend to launch this initiative in the Fall by inviting faculty to a summit on doctoral education in the College. At the summit we will discuss attributes of our programs and develop specific action items that we can work
toward accomplishing in the coming year to further enhance success in those programs.

In closing, I am grateful to the faculty, staff, and students in the Scripps College of Communication for their professionalism, support, and commitment to excellence. Each success in our College is a group effort. Our strength arises from our conviction to prioritize student learning and professional development, our commitment to advance the field, and the passion with which individuals engage these pursuits. The opening of the Schoonover/RTV complex is the most significant event since the formation of the College in 1968. As current faculty, staff, and students, we have been able to experience something that no other generation of Scripps College of Communication constituents will likely have the opportunity to experience. This is truly an exciting time to be part of the College, and I am honored to play a role in its unfolding story.