Annual report for
Scott Titsworth, Dean
Fall 2012-Winter 2013
My official term as dean of the Scripps College began in January of 2013, following one and ½ years as interim. Because I began my official term as dean mid-year, this report addresses activity for the previous academic year and fall of this year. During this reporting period there were four broad objectives that consumed much of my attention:

1. Stabilize the academic leadership of the college
2. Prepare the college for the transition to RCM
3. Enhance external communication to raise the perceived profile of the college among various stakeholders
4. Continue fundraising for the college in support of the Promise Lives Capital Campaign

This report addresses progress on these and other significant areas related to my professional activity.

1. College Administration

College Staffing

The previous 1.5 years could best be characterized with the phrase, “monumental change.” To place some perspective on that statement, when I was appointed dean in January of 2013, both associate deans and two school directors held “interim” titles. Just after my appointment, one additional school director announced his expected retirement and this year another of the school directors ended his three-year term as director. In essence, the entire leadership team in the college was in a state of transition that exceeds any point in the history of the college. Thus, a major necessity of my first months in office was to start stabilizing the academic leadership of the college.

Over the course of the Spring and Summer, I was able to re-envision the associate dean positions and hire two outstanding individuals to assume those roles. Beth Novak was appointed in the spring to be the first Associate Dan for Student Success in the college. That position was new for the college, replacing and expanding the portfolio of the former Assistant Dean position. Beth’s role not only involves supervising the Leon Harris Student Support Center, but also involves overseeing our growing E-learning portfolio and acting as the Chief Diversity Officer of the college. Beth is doing and outstanding job. The online degree completion program will be through the curriculum approval process this semester, the Leon Harris Center staff have created new initiatives to help students (including a very successful pre-graduation check initiative), and by the end of the semester the college will have its first formal diversity plan in place.

I recruited Michelle Ferrier to the Scripps College from Elon University. Michelle brought with her significant experience in innovation and entrepreneurialism in the communication field. Her role as Associate Dean is to oversee all activities related to
innovation, research, and graduate programs. Under her leadership we have expanded the Scripps Innovation Challenge to include a speaker/executive-in-residence component, we have entered into a relationship with PBS Media Shift to create content related to media innovation to help publicize our activities in this area, and she continues to develop plans for a new Center for Communication Innovation and Creativity that will provide a coherent organizing structure for all of our efforts in this area.

Also in the college office we had three employees leave for personal reasons (Vicki Stewart, Jean Marie Cakowski-Campbell, and Tina Stewart). We hired Sandy Rawlins as a Student Support Specialist and Karen Peters as the Internship Coordinator. Sandy assumed her role mid-year, and has already enacted several best practices with respect to advising for students on academic probation. This year, we also hired Jake Hagman as a second, full-time student support specialist. This Spring, Sandy and Jake initiated a program for “drop-in” graduation checks so that seniors who anticipate graduation can have their transcript analyzed for any lingering problems. That initiative led to several students finding out they needed additional hours, or requirements. Karen Peters joined the Dean’s Office last year and has already secured several new “exclusive” internships for students in the college, including three, full year (rotating) internships with the Ohio Department of Public Safety. Finally, we hired Emily Chapman to lend expertise in both financial management of grants and to assist the college in various analytics surrounding the RCM budgeting.

At the school level, I authorized searches for new Directors in Communication Studies, Visual Communication, and Media Arts and Studies. Mike Butterworth was successfully recruited from Bowling Green to become the new director in COMS; the other searches are underway and will reach some resolution by the mid-point of this semester. Phil Campbell announced his plans to step down as director in ITS after extending his term to get through the transition in leadership at the college level; I have already worked with the ITS faculty to select Hans Kruse as the next director in that school starting July 1. Also at the school level, we successfully recruited 25 faculty, 13 of whom were Group 1. Each school in the college benefitted from that hiring initiative.

**Strategic Planning and Budgeting**

As all are aware, Ohio University has made a transition to a Responsibility Centered Budgeting (RCM) model. This move necessitated a shift in the budget planning of all academic units. The activities required for this shift are too granular for this report; however, I do want to overview our strategy for that transition.

First, RCM is enacted on a transparent understanding of the revenue and expenses associated with each academic unit. Last year, we spent a good deal of time dissecting the college’s RCM numbers in terms of all revenue sources, direct
expenses, and indirect expenses. During the Spring semester of last year, I conducted a college-wide faculty meeting to overview the college’s RCM model. Although still in flux at that time, the model showed that the college had a modest structural deficit, meaning that our revenue did not quite cover the combined direct and indirect expenses of the college. I articulated a diversified strategy for addressing that structural deficit that included changing the subsidy codes for courses, creating new programs, recruiting and yielding more students, and developing a new, online, degree completion program for students with associate degrees. Several of those initiatives have already been enacted (e.g., the minor in Journalism, the distance based Masters degree in ITS, and the Social Media Certificate) and others are moving toward completion (e.g., the online degree completion program).

Second, RCM requires a much more thoughtful strategic plan for the college. As noted in the previous point, academic decisions must be enacted with an understanding of their financial impact. At the same time, the strategic plan for the college must retain a primary objective of maintaining academic quality. Concomitant to our financial analytics, we also began the process of tracking academic quality through a set of “Dashboard Indicators.” Those indicators show that our college continues to set a high standard of excellence in terms of attracting, retaining, and graduating outstanding students. For example, we rank only behind the Honors Tutorial College in terms of quality metrics for incoming students, and our probation rate is lower than any other college besides HTC on campus. As we entered into the FY2014 budget cycle, I articulated the following principles that would guide our academic planning to ensure academic quality within the context of an RCM budget model:

1. **Frame the College around a student-centered perspective** intended to train students as leaders in the field. We must invest in the academic success of our students so that they leave Ohio University well equipped to become innovative and entrepreneurial professionals.

2. **Enhance a liberal arts orientation to the study of communication**, training students to be creative and critical thinkers who employ superior communication skills to become leaders in the communication field. Driven by outstanding faculty, committed to the advancement of the field through outstanding research and creative activity, this priority will equip students to enter a rapidly changing field, and will attract new students to our programs who seek careers in a rapidly growing communication and information-based economy.

3. **Attain distinctive expertise in innovation and entrepreneurialism** emphasizing diverse applications of digital, social, and mobile media. These communication tools drive innovative and entrepreneurial thinking across public, private, and social sectors. Contemporary communication students must think strategically about how to best utilize these tools across all aspects of their personal and professional lives. To achieve this objective, the Scripps College must actively create and critically analyze these technologies.
4. Establish a local and global orientation recognizing that modern communication is not bound to particular cultures or geographic locations. Leadership in the field of communication, both for our College and our students, necessitates recognition that culture and communication are intertwined. Students must be trained to recognize both connected and distinctive dimensions of culture.

Other Major Initiatives

Much of our attention over the last year has been devoted to Schoonover Center. In December of 2013, phase 1 of construction was completed and faculty from two schools and the dean’s office were able to take occupancy. At the same time, final planning and preparation for phase 2 construction was underway. Although we have only been in the building for a little over a month, it has already had a meaningful impact on the college. At the time of this report we have already had two major events in the lobby (an innovation challenge work session and a ceremony for the Guido Stemple award in Journalism) and have hosted 7 different tours for various stakeholders ranging from donors to the Ohio University Board of Trustees.

During the 2012-2013 academic year, we launched the inaugural Scripps Innovation Challenge. That initiative, funded by the Scripps Howard Foundation endowment, brought multiple media organizations into partnership with the college to pose real-world challenges for students to solve. Working in teams, over 50 students competed for $20K in prize money, culminating in the final "pitch competition" held in conjunction with the Ohio University Research and Creative Activity Fair. While we would not claim perfection in our first attempt, the initiative far exceeded what one would reasonably expect for the launch of something so dynamic and innovative. This year we are expanding the competition to have $25K in prize money, with the additional amount being used to promote inclusion of diverse students and/or to solve problems related to diverse consumers.

Also during the 2012-2013 academic year, we started the Media Sales Institute. That initiative began with a conversation between alumnus Perry Sook and I during the previous year. The MSI is affiliated with the National Association of Broadcasters Education Foundation, and involved bringing approximately 15-20 recent graduates to campus for a nearly two-week intensive workshop on media sales. Facilitators for the various sessions were media professionals from around the country. All 12 participants, several of whom were graduates from other universities ranging as far away as Canada, were employed in sales positions within a few months of completing the program. The program requires fundraising, as there is no charge to participants, even for room and board. We were able to secure donations to underwrite this program.

Student organizations are a critical aspect of the learning experience in the college. Starting last year, I wanted to find ways to recognize and support student
organizations so that they could better innovate and excel. Working with the Dean’s Advisory Council, I created the Student Organization of the Year Contest. In the first year of that contest, we were able to award $2K to student organizations, and named the PRSSA chapter as the organization of the year. This year, we expanded that initiative to retain the award competition, but to also create a request for proposals from student organizations for funding in support of special projects and innovations. As with the award, the Dean’s Advisory Council will oversee the selection process for the RFP. This initiative accomplishes the dual goal of supporting student organizations while also giving alumni a very concrete avenue for engagement with students in the college.

Finally, collaboration between the college and other units is critical for continued growth and vibrancy of our academic programming. Over the past year and a half we have developed several strategic partnerships with other units at Ohio University and beyond. With the College of Business, we have collaborated to develop a certificate in entrepreneurship tailored for students in the Scripps College. We have partnered with the Ohio University Innovation Center to support a Digital Media Incubator and Accelerator program to support faculty and students who seek to create startups. With the Voinovich School of Public Affairs and the College of Arts and Sciences, we created a series of “Policy Forums” for alumni and friends in the Washington DC area. Those forums not only provide an avenue for alumni engagement, but also highlight the expertise of our alumni on issues like cybersecurity, privacy, and social media. This Fall we partnered with the Voinovich School and others to create a significant project exploring water quality in Southeast Ohio. That project will also involve a collaboration with Scripps Howard broadcast properties in Cleveland and Cincinnati, to elevate coverage of the issue to a statewide level. We have also continued to create and maintain significant relationships with international partners, including Leipzig University, the African College of Communication, the University of Guyana, and others.

2. Fundraising and Stewardship

Our philosophy in the Scripps College is to approach fundraising through a stewardship lens. By that, I mean that we have a responsibility to show donors that gifts to the college are used in ways that directly benefit students, faculty, and programming, following objectives outlined in gift agreements established between the donor and the university. Through active stewardship, we are better able to establish trust with our donors and present compelling proposals to those who are considering whether or not to contribute to the college.

One of our major initiatives over the last year and a half was to better communicate with donors and alumni so that we can show how the college is attaining the level of excellence expected by our stakeholders. Last year, we launched a new website for
the college that emphasizes news dissemination. That website redesign was critical for the college and illustrated our commitment to innovation. The website was the first on campus to utilize “responsive design,” which is a technology that adapts the user interface for all types of mobile and computing devices, creating an engaging user experience regardless of platform. Our site also made use of a new feature for displaying news and information that creates a more dynamic display of items.

In addition to launching the website, we also rolled out an email-based newsletter for the college, The Scripps Promise. The newsletter is released monthly to all alumni, faculty, staff, and students in the college. We use that publication to highlight key events like Communication week, to announce major gifts to the college, and to emphasize major initiatives like the Scripps Innovation Challenge. Of course, much of stewardship involves face-to-face meetings with alumni and donors. I detail activity in this area in the “External Communication” section.

Through our stewardship-oriented approach, fundraising efforts have been outstanding. At the public announcement of the university’s Promise Lives capital campaign (just after I started as Interim Dean), the Scripps College announced a goal of raising $37.5M to in support of our programs and people. In fiscal year 2013 we raised in excess of $3M for the college, and to-date in FY2014 we have raised $1.2M. With half of the fiscal year remaining (most gifts close in the second half of the FY), we have nearly $2M in gifts that are expected to close, not including our active annual giving gifts (annual giving constitutes gifts of $5K or less). We are projecting that we will reach or exceed our campaign goal of $37.5M by the end of this fiscal year, leaving FY2015 to “over-attain” our public goal.

3. Research

Although research is, at best, a secondary responsibility for the dean, I do feel some conviction to stay abreast of current trends and research practices in my area of specialization. Generally speaking, my research program explores ways in which classroom communication practices influence socio-emotional dynamics in classrooms as well as their impact on learning outcomes for students. My recent projects in this area have focused specifically on how teacher communication behaviors (i.e., teacher clarity, teacher immediacy, and teacher communication competence) influence discrete emotions (e.g., hope, pride, enjoyment) experienced by students, as well as emotional processes (e.g., perceptions of social support and emotion work) that mediate those relationships. Working with three current or former doctoral students, we completed initial work creating a scale assessing how teacher communication behaviors are related to the previously mentioned emotional processes (Titsworth, Quinlan & Mazer, 2010) and have subsequently explored how those teacher behaviors and processes are related to students discrete emotional experiences (Titsworth, McKenna, Mazer & Quinlan, 2013).
Another manuscript, accepted but pending minor revisions, explores these relationships with discrete negative emotions like anger, boredom, etc. Another project related to this line of research was a study exploring how ego-involvement in speech topics is related to preparation activities and subsequent performance in public speaking (Mazer & Titsworth, 2012).

Working with another doctoral student (now graduated), I completed a second project exploring how students’ use of digital media (i.e., texting and engaging social media sites) influence their notetaking behaviors and subsequent performance on learning assessments. The article stemming from this project was published in Communication Education, the leading national journal for instructional communication research, in February of 2013. Despite the fact that the article has only been published for 11 months at the time of writing this report, current statistics from the journal indicate that it is the second-most read article in the 100+ year history of the journal (4,557 article views). To place this in some context, the first and third most viewed articles, both published in February of 2007, have received 12,143 and 3,943 views, respectively. The article has also been reviewed by The teaching Professor, a national outlet reporting on issues related to teaching in higher education. We are currently completing a second manuscript exploring whether the topic of the text or social media activity (i.e., related or unrelated to course topics being covered) influence notetaking or learning outcomes.

Research Publications for this report:


Research Presentations for this report:


4. 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. Much of my external communication attempts to illustrate how the Scripps College is innovating in response to significant change occurring in the field of communication, as well as the excellence of our students and faculty. 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

Just after I was appointed interim dean, Robin Stock was hired to replace JR Blackburn as the Chief Development Officer for the college. Robin and I have worked well together in devising a personal communication strategy for both stewardship and development. Last year, using resources from University Advancement, Kristen Sweitzer was hired to assist us. The three of us have devised a communication plan to maximize our personal contact with alumni and supporters of the college. Going back to Fall of last year, our team has had over 1000 phone contacts and over 300 personal visits to promote engagement with the college.

Since Fall of 2012 I have led four major alumni events on behalf of the college:

- Scripps Alumni Reception in Charlotte, NC (approximately 15 attendees)
- Celebration Reception for the construction of Schoonover Center (approximately 130 attendees)
- Boston Alumni Event (we met with the chapter leadership, but were forced to return home because of a major snowstorm the day of the event)
- Scripps Alumni Reception in Fort Lauderdale, FL (approximately 20 attendees)
- Scripps College Black Alumni Reunion Reception (approximately 50 attendees)

In addition, I am regular attendee at other Ohio University alumni events at various locations including Sarasota, Cleveland, Charlotte, Washington, and Columbus. I have had approximately 20 stewardship and development visits with primary donors since this time last year.
At the start of the 2013-2014 academic year, I instituted open office hours (3 hours per-week) during which faculty, staff, students, and friends of the college could “drop in” to discuss items of interest. This initiative has been quite successful in promoting direct availability without the hassle of scheduling (though I am still available for appointments outside those open office hours). Although we do not track these drop-in appointments, approximately 10 or more individuals have taken advantage of these opportunities since the start of the academic year.

**Speaking Events**

I regularly give presentations to external groups detailing activity in the college or addressing areas with which I have expertise.

**Presentation (January, 2014).** Digital, Social, and Mobile: New directions for communication pedagogy. Presentation to the Ohio University Emeriti group.

**Presentation (April, 2013).** Strategic directions for the Scripps College of Communication. Presentation to the Ohio University College of Business Executive Advisory Board.

**Presentation (April, 2013).** Communicating in a digital world: How digital, social, and mobile media are changing the way we communicate, organize, and relate. Presentation the Southeastern Ohio Chapter of the International Association of Administrative Professionals.

**Presentation (April, 2013).** Pedagogy 3.0: How digital technology is changing the ways we teach and learn. Presentation delivered as a guest of the Department of Communication Studies at Clemson University.

**Presentation (October 2012).** Pedagogy 3.0: How digital technology is changing the ways we teach and learn—implications for Guyana. Presentation delivered as a guest of the Guyana National Library.

**Presentation (October 2012).** Curriculum revision strategies and approaches: Lessons from Ohio University’s Q2S transition. University of Guyana. Campus wide professional development presentation delivered to approximately 40 faculty representing each of UG’s academic Faculties.

**Presentation (October 2012).** Using Principles of Design to Improve PowerPoint Slides. Academic Technologies and Office of Information Technology, Ohio University. Campus wide professional development presentation delivered to over 50 face to face and regional campus faculty.

**Presentation (September 2012).** Pedagogy 3.0: How digital technology is changing the way we teach and learn. Academic Technologies and Office of Information Technology, Ohio University. Campus wide professional development presentation delivered to over 75 face to face and regional campus faculty.
Use of Social 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 236 followers, I follow 324, and have posted 496 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 connection with followers. I also “like,” “favorite,” and repost materials to enact good “listening” behaviors in social media space.

Assessing the overall impact of social media as a form of external communication is challenging. One approach is to use Klout.com, which employs an algorithm to determine the overall activity and impact of an individual’s social media presence. Klout scores range from 1 to 100, with 100 being the highest. As of January 31, my Klout score was 58.46 (the 90-day low was 50.54). Characterizing what specific Klout scores actually mean is difficult because the metric is relatively new and comparisons are dependent on who has publically signed up for the service. However, to place my score within some context, I recommend skimming Stevenson’s article in Wired, “What your Klout Score Really Means.” In that article, he explains what Klout scores are and provides some analysis of how it is influenced. He also reported the Klout scores of various celebrities, most of whom have scores of 78 or lower. I think the key takeaway is that I am active on social media as a representative of the college.

In closing, I am thankful for the support of Scripps College faculty, staff, and students during the period reported herein. Our success as a college is truly a group effort. I am proud that the various activities reported here have involved the contributions of so many people in support of our standard of excellence as a world-renowned center for excellence in communication pedagogy, research, and creative activity.