

SECTION 1

IMPACT STATEMENT

Sometimes all it takes is that one class. You know the one. When I learned that #TeamDoug was a thing, it surprised me and showed that what I did mattered. As cliché as it sounds, it's why I do what I do. I want to empower my students to always want to **go that extra mile**.

Within this document, you'll find the elements that took me from an entertainment marketing professional to an entertainment marketing professional focused on **teaching new professionals** skills and tricks of the trade. The more I can do to help students excel, the more successful I am. And for the more than five years in this position, I've done just that – and much more:

- Re-launched PR Publications expanding the course enrollment **150 percent** over three years to engage more than **135 students** with a course that hadn't been taught for years
- Redesigned every course I taught to match industry-standard needs and practices
- **Partnered** with and integrated **20 different** local clients and **4 UCF internal clients** to capstone Campaigns course
- Became the only instructor in the program teaching both advertising and public relations courses
- Created the highly successful Nicholson Clubs and Organizations Open House reaching an average of **250 students** a semester with **more than 20 clubs** represented
- Spearheaded the faculty and staff awards process for yearly NSCM awards
- Developed a new special topics course: "Fundamentals of Entertainment & Sport Public Relations"



Throughout this document, I've highlighted multiple experiences to show my proficiency and excellence for the students, department and university that rise to the level of promotion - along with providing the **rigor and reality** of the advertising and public relations profession.

I push the students to do their best as I ensure they **discover the expectations and skills** of the profession. For some, this comes as a shock and a challenge. Students regularly tell me that it takes some time to adjust to my rigor but the result **prepares them for the workplace**. My favorite quote, which is often repeated after students take my Writing for PR course, is "You told us we had to know AP Style for our internship and when I got to the interview the first thing they had me do was take an AP Style test, and I knew the answers."

Not all of the rigor exudes success. One of the biggest elements within this dossier connects to change and my desire for **continuous improvement**. Some things work, some things don't. I've worked to take the feedback from SPoI, class mid-session and end session surveys, evaluations, and general feedback to help ensure my classes, my focus, and my outcomes align with the goals of the Nicholson School of Communication and Media, the College of Sciences and the University of Central Florida.

I am always working for the best outcomes for the students and community within UCF. Whether it's committing to growing the **partnership** with Adobe and technology changes within one of our labs or creating new recognition systems for the faculty, my commitment focuses on ensuring the success of all those at the University of Central Florida.

“Thank you for everything this semester. You're the best, and our whole class agrees. #TeamDoug.”

*Dalton Tuell
2018 AdPR Graduate*

SECTION 2

CURRICULUM VITAE

Douglas Blemker, M.A.

Instructor

Nicholson School of Communication and Media

doug.blemker@ucf.edu



Academic Background

M.A. Ball State University, Journalism and Public Relations (Dual emphasis), 2008.

B.A. Franklin College of Indiana, Journalism (Public Relations/Advertising), 1998.

Professional Certifications

Certificate in College and University Teaching, 2008, Muncie, Indiana.

WORK EXPERIENCE

Academic

Instructor, Advertising and Public Relations, University of Central Florida (August, 2015 - Present), Orlando, Florida.

Adjunct Instructor, Communications, University of Evansville (Fall 2008), Evansville, Indiana.

Adjunct Instructor of Journalism (GTA), Ball State University Department of Journalism (January, 2006 - May, 2008), Muncie, Indiana.

Non-Academic

Senior Manager, Creative Services, Allied Live Entertainment Marketing (August, 2011 - 2015), Chicago, Illinois.

Press and Public Relations Director, Allied Live Entertainment Marketing (March, 2010 - August, 2011), Chicago, Illinois.

Press Manager and Marketing Associate, Allied Live Entertainment Marketing (March, 2009 - March, 2010), Chicago, Illinois.

Marketing Director, Warrick Public Education Foundation (June, 2005 - July, 2007), Newburgh, Indiana.

Associate Company Manager, Phantom of the Opera, Third National Tour (November, 2004 - June, 2005), New York, New York.

Associate Director of Programs, Congressional Youth Leadership Council (June, 2003 - October, 2004), Washington, D.C., District of Columbia.

Guest Relations Manager, New Amsterdam Theatre, Disney Theatrical Productions (July, 2002 - April, 2003), New York, New York.

Guest Relations/Education Coordinator, Walt Disney World (May, 1998 - July, 2002), Orlando, Florida.

Consulting Experience

2015-2020: Warrick Public Education Foundation: Advised organization on marketing, public relations and advertising tactics as well as providing support for design and writing related to individual programs of the Foundation.

2015-2020: Allied Global Marketing: Advised organization on website updates and changes to align with industry standards and developing a system to update more easily based on the needs of the organization.

2013-2020: Disney Cruise Line: Public relations writing with web focus, brochure design and packaging to include integration of visual communication elements aboard the ships.

SECTION 2, CONTINUED

CURRICULUM VITAE

TEACHING

Courses Taught (University of Central Florida)

- *Ad-PR Campaigns (undergrad)*: Capstone course integrating public relations and advertising campaign creation using local and national businesses. Mode: Face to face
- *Advertising Copywriting (undergrad)*: Course focusing on advertising creation integrating current copy techniques, updated technology focuses and tried and true advertising applications. Mode: Face to face (V mode for fall 2020)
- *Public Relations Publications (undergrad)*: Course focusing on using technology through the Adobe Creative Cloud to create specific types of design-focused elements used within the public relations and advertising industries. Mode: Face to face (V mode for fall 2020)
- *Visual Communication (undergrad)*: Course focusing on theory and practice of communicating visually throughout multiple media. Mode: Fully online
- *Writing for Public Relations (undergrad)*: Course focusing on writing using AP Style within specific categories and types of practitioner-based writing exercises. Mode: Face to face and mixed mode (V mode for fall 2020)

Teaching Activities (University of Central Florida)

Course Existing - Uncompensated Redesign

2020 - PUR4XXX – *Special Topics: Fundamentals of Entertainment and Sport Public Relations* - Created new course focused on entertainment and sport public relations for development of certificate program.

2019 - PUR4110C – *Re-aligned the course based on student feedback to provide opportunities to explore newer technologies facing PR and advertising practitioners.*

2018 - ADV4101 *Revised course to focus on current trends through mass-marketed paperback textbooks and technology charting system within weekly journals.*

2017 - *Public Relations Publications* – Took low-enrollment course (8 students) to full enrollment (20) by redeveloping lessons and peer evaluation adjustments

2016 – *Public Relations Writing* – Completely rewrote the course to focus on intense skill techniques with broad focus on specific tactics and pieces as the course progressed. Created final project integrating all elements.

Program Assessment Projects

2016-2019 - PUR3100 *Assessment Lead: Created system for tracking basic skills related to learning outcomes from Writing for Public Relations to be used throughout all classes.*

Student Assign-Students Advised (UG)

2019 – *Student Advisees*. 48 students. Ad/PR Students, Aug 08, 2019 - May 07, 2020 (Spring,Fall)

2018 - *Student Advisees*. 48 students. Advisees, Aug 21, 2018 - Apr 24, 2019 (Fall, Spring, Summer)

2017 - *Student Advisees*. 48 students. Advisees, Aug 21, 2017 – May 4, 2018 (Fall, Spring, Summer)

2016 - *Student Advisees*. 25 students. (Spring)

Student Assign-Supervised Thesis (UG Seniors)

2017 - *Honors in the Major* - Sarah Schreck. Sarah Schreck, Jan 16, 2017 - May 04, 2018 (Spring) with Dr. Melissa Dodd as committee head.

Other Mentorship Activities

2020 - *Kris King Redesign* – Mentored Kris on my structure of MMC4411 (*Ad/PR Campaigns*) to use a combination of previous curriculum with my new structure.

2019 - *Kris King PUR3100* – Mentored Kris and provided support materials for her updated *Writing for PR* section based on the re-aligned goals of the program.

SECTION 2, CONTINUED

CURRICULUM VITAE

Other Teaching Activities

2019 - *Ad Club Adobe Workshop* – Taught basic Photoshop and InDesign techniques to advertising and public relations students at Ad Club-sponsored workshop.

2018 - *Ad Club Adobe Workshop*.

2017-2019 – Multiple letters of reference for students looking toward grad school and future career opportunities.

Courses Taught (University of Evansville)

- *Basic Reporting (undergrad)*: Basic news gathering, writing, reporting, and editing skills relevant to journalism and mass communication. Examines the news selection process and focuses on the principles of news writing and reporting, construction of the news story to include lead writing, Associated Press style, and ethical and legal issues. Emphasis on interviewing and research skills.
- *Organizational Behavior (grad)*: General overview to the field of organizational behavior and its application in public service organizations. Course focuses on understanding efforts to improve two aspects of human behavior: (1) job performance—the degree to which individuals perform the behaviors needed for the organization to achieve its goals; and (2) organizational commitment—the degree to which employees remain loyal to the organization rather than withdrawing from their work. Explores application of common theories, principles and practices involved in organizing, supervising and leading people.
- *Business Ethics (undergrad)*: Exploration of topics and cases related to ethical decision making both in the workplace and as a leader in the community. Focuses on creating an understanding of ethical and unethical actions through personal experiences and case studies through exploration of similar elements and categories of decision making through ethical choices. Survey of controversial issues, dilemmas and quandaries encountered in contemporary society. Emphasis on fundamental norms of conduct in organization and ethical issues that affect them; including employee-employer relations, consumer advertising and the environment.
- *Principles and Issues of Human Resources (undergrad)*: Wide-ranging overview of the practices of human resource management through industry expert interviews, articles, journal entries and class discussions. Course compares and contrasts the different types of businesses, leadership styles and corporate cultures; including but not limited to employer/employee challenges within the HR realm. Course focuses on analysis of current issues and trends as they relate to the aforementioned items.

Teaching Activities (University of Evansville)

Advising

Fall 2008- *Organizational Leadership Practicum Advisor (undergrad)*

Courses Taught (Ball State University)

- *Introduction to Visual Communication (undergrad)*: Theory, history, and practice of design and organization in visual media. Content focuses on visual perception, typography, design, picture selection and use, and delivery processes.
- *Introduction to Mass Communications (undergrad GTA)*: Study of mass communication processes, mass media, and new media in historical and societal contexts, emphasizing ethics and law, and constitutional issues.
- *Introduction to Information Gathering (undergrad GTA)*: Theory and practice of search strategies for gathering information ethically and legally from libraries, databases, institutions, Internet, polls, and people. Requires use of critical thinking skills to evaluate, select, synthesize, organize, edit, and present information.

SECTION 2, CONTINUED

CURRICULUM VITAE

SERVICE (University of Central Florida)

Service to the Institution

Department Assignments

Curriculum Development:

2019-2020: Assessment for PUR3100 (Writing for Public Relations)

2018-2019: Assessment for PUR3100 (Writing for Public Relations)

2017-2018: PUR3100 Alignment: Discussion among all adjuncts who teach Writing for Public Relations to ensure teaching goals and learning outcomes were aligned with goals of the course and outcomes of the major.

2016-2017: Unpaid course redesign ADV4101 (Advertising Copywriting)

2017-2018: Assessment for PUR3100 (Writing for Public Relations)

2016-2017: Assessment for PUR3100 (Writing for Public Relations)

Chair:

2020-2021: NSCM Awards and Recognition Committee

2019-2020: NSCM Awards and Recognition Committee

2018-2019: NSCM Awards and Recognition Committee

Member:

2020-2021: Dept of Comm Student Success Committee

2019-2020: Dept of Comm Student Success Committee

2016-2017: Honors in the Major - Sarah Schreck

2016-2017: GEP Search Committee

2016-2017: Working group - Marketing

Transfer Orientation:

2019-2020: Ad/PR Transfer Orientation

2018-2019: Ad/PR Transfer Orientation

2017-2018: Ad/PR Transfer Orientation

2016-2017: Ad/PR Transfer Orientation

School Assignments

Other Institutional Service Activities:

2019-2020: Social Media / Facebook Faculty Administrator

2019-2020: Publicis Multicultural Talent Acquisition: Chose students to participate in nationwide multicultural talent event in Atlanta, Georgia, hosted by Publicis.

2019: Assist with Senior Salute

2018-2019: NSC Organizations Fair: Organizer and publicist for open house engaging more than 20 Nicholson School of Communications organizations and clubs (Fall and Spring).

2018-2019: Resume Roundtable: Assist advertising and public relations students with resumes for Intern Pursuit (Fall and Spring).

2018-2019: Social Media / Facebook Faculty Administrator

2018-2019: Publicis Multicultural Talent Acquisition: Chose students to participate in nationwide multicultural talent event in Atlanta, Georgia, hosted by Publicis

2018: Assist with Senior Salute

2017-2018: NSC Legacy Scholarship Committee

2017-2018: Eat. Study. Love. Finals event: Developed to as a "give back" from NSC to students within the NSC

SECTION 2, CONTINUED

CURRICULUM VITAE

building providing a quick breakfast food to the students arriving and departing classes for their finals.

2017-2018: Resume Roundtable: Assist advertising and public relations students with resumes for Intern Pursuit (Fall and Spring).

2017-2018: Publicis Multicultural Talent Acquisition: Chose students to participate in nationwide multicultural talent event in Atlanta, Georgia, hosted by Publicis

2017-2018: NSC Organizations Fair: Organizer and publicist for open house engaging more than 20 Nicholson School of Communications organizations and clubs (Fall and Spring).

2017-2018: Social Media / Facebook Faculty Administrator

2017: Attended New Major Orientation for introductions to Ad/PR program with faculty

2017: Assist with Senior Salute / Event photographer and presenter

2016-2017: NSC Legacy Scholarship Committee

2016-2017: Resume Roundtable: Assist advertising and public relations students with resumes for Intern Pursuit (Fall and Spring).

2016-2017: Eat Study Love finals event: Finals event: Developed to as a “give back” from NSC to students within the NSC building providing a quick breakfast food to the students arriving and departing classes for their finals.

2016-2017: Publicis Multicultural Talent Acquisition Panel Event: attended event with students in New York City, NY, hosted by Publicis Media Group.

2016-2017: NSC Organizations Fair: Developed organization fair for more than 20 Nicholson School of Communications organizations and clubs.

2015-2016: NSC Organizations Fair: Developed first ever organization fair for more than 20 Nicholson School of Communications organizations and clubs.

University Assignments

Other Institutional Service Activities:

2016-2017: Adobe Creative Speaker Series – Partnered with Adobe to bring in an expert focused on using Spark to create webpages, social posts and quick videos. More than 100 students and staff attended.

2016-2017: Adobe Higher Education Round Table: Event in Raleigh, North Carolina focused on integrating Adobe products within the classroom.

Service to the Profession

Reviewer: Book / Textbook

2017: Blemker, D., *Evaluated textbook*. Altsteil, Tom and Jean Grow “Advertising Creative” 4th Edition, Sage Publications 2017

Presentations / Industry

2018: Dr. Phillips Center for the Performing Arts Ad Club Tour presentation on press agency and marketing in the performing arts world.

2017: Dr. Phillips Teen Advisors: Making the most of your publicity for your high school shows.

Fall 2008: Presentation: Castle High School journalism classes, Newburgh, Indiana

April 2008: Featured speaker: “Storytelling the Disney Way” Ball State University High School J-Day

April 2008: Featured speaker: “Design Basics: Forget about the Trends” Ball State University High School J-Day

Fall 2007: Judge: Harvey Awards, Indiana High School Press Association

Spring 2007, 2008: Judge: High School J-Day, Ball State University

November 2007: Presentation: “Theme: It’s all about the story” JEA/NSPA Convention, Philadelphia

November 2007: Presentation: “Trends: Let’s think about the basics” JEA/NSPA Convention, Philadelphia

October 2007: Presenter: “Yearbook Design Basics” Indiana High School Press Association

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CURRICULUM VITAE

October 2007: Presentation: "Doing digital: Converting to digital photography" Ball State Junior High J-Day

July 2007: Featured speaker: "Yearbook Design Fundamentals" Friesen's Publishing Company, Altona, MB, Canada,

October 2006: Presenter with Adam Maksl: "Everyone has a Story" Indiana High School Press Association,

Service to the Community

Member of a Committee

2019: Dr Phillips Center for the Performing Arts Applause Awards Adjudication Committee, Served as a local adjudicator/reviewer for the Dr. Phillips Center Applause Awards program. In addition to adjudicating, focused on development of PR/Advertising practices for high school theatrical productions and communicating within the high school theater environment.

2018: Dr Phillips Center for the Performing Arts Applause Awards Adjudication Committee, Served as a local adjudicator/reviewer for the Dr. Phillips Center Applause Awards program. In addition to adjudicating, focused on development of PR/Advertising practices for high school theatrical productions and communicating within the high school theater environment.

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2016: Dr Phillips Center for the Performing Arts Applause Awards Adjudication Committee, Served as a local adjudicator/reviewer for the Dr. Phillips Center Applause Awards program. In addition to adjudicating, focused on development of PR/Advertising practices for high school theatrical productions and communicating within the high school theater environment.

Other Community Service Activities

2015-2020: Warrick Public Education Foundation Marketing Consultant

2019: Dr. Phillips Center for the Performing Arts Applause Award Adjudicator, Adjudicated high school theatrical shows in Orlando and surrounding areas on all elements, including PR and advertising.

2018: Dr. Phillips Center for the Performing Arts Applause Award Adjudicator, Adjudicated high school theatrical shows in Orlando and surrounding areas on all elements, including PR and advertising.

2017: Dr. Phillips Center for the Performing Arts Applause Award Adjudicator, Adjudicated high school theatrical shows in Orlando and surrounding areas on all elements, including PR and advertising.

2016: Dr. Phillips Applause Awards Adjudicator, Adjudicated shows for the Dr. Phillips Performing Arts Center Applause Awards.

Professional Affiliations

- Public Relations Society of America
- American Marketing Association
- Advertising Specialty Institute
- Adobe Educator's Academy
- National Association of Photoshop Professionals
- Broadway League

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CURRICULUM VITAE

Professional Development

Instructional-Related Conference

- 2018: 2018 Summer Faculty Teaching and Learning Development Conference, Orlando, Florida.
- 2017: Adobe Certified Educator Training, Virtual, Virtual.
- 2016: IDL 6543, Online teaching and learning

Other Professional Development

- 2019: Disney University Leadership Development Program, Orlando, Florida.

Professional Seminars / Workshops

- 2017: Photoshop World, Orlando, Florida.
- 2016: Photoshop World, Orlando, Florida.

Technology-Related Training

- 2019: Kognito at-risk for Faculty and Staff training, Orlando, Florida.

Honors/Awards

Award

- 2017: Regional Addy, AAF Daytona from student work in Campaigns course.
- 2008: Kappa Tau Alpha National Journalism Honorary

SECTION 6

ANNUAL EVALUATIONS

Attached are my Annual Evaluations from 2020 to 2015. Like other areas within this dossier, continuous improvement drives my success and promotes change to my teaching and service – as exhibited in these evaluations.

ANNUAL EVALUATIONS SUMMARY*			
			RATING
EVALUATION PERIOD	TEACHING	SERVICE	OVERALL
2019-2020	OUTSTANDING	OUTSTANDING	OUTSTANDING
2018-2019	OUTSTANDING	OUTSTANDING	OUTSTANDING
2017-2018	OUTSTANDING	OUTSTANDING	OUTSTANDING
2016-2017	ABOVE SATISFACTORY	OUTSTANDING	ABOVE SATISFACTORY
2015-2016**	SATISFACTORY	ABOVE SATISFACTORY	SATISFACTORY
*Research removed from chart as it is not part of my job assignment			
** First year of teaching, multiple course revisions/rewrites			

YEAR ONE: Challenges and growth

During my first year, I was assigned a shared course with another instructor, a relatively out-of-date course copied from another instructor as mixed mode (two sections), and a course that hadn't been taught for many years. As I applied a rigor and level of understanding I thought to be necessary for juniors and seniors, I was surprised at the student reaction and frustrated by, what I perceived, the lack of effort. In turn, the student ratings hit me hard – the driving force for the evaluation rating. The spring semester included an additional class, two new courses and the addition of IDL6543 to receive certification to teach online. Once again, the level of rigor and student understanding was not up to my expectations. But learning, adjustment, and improvement was key to future semesters of positive growth.

At the time, I didn't know I had the ability to have a two-way conversation related to my annual evaluation. If I did, I would have disputed the rating from the service section because of my significant service elements within the first year. My desires and goals of working to build a successful community within the Nicholson School of Communication (legacy) was much more successful than the evaluation seems to imply. Here's why.

As documented in the service section, this was the first year for the highly successful Nicholson Club and Organizations Fair, which I created. We had more than 400 attendees the first semester with more than 20 clubs and organizations represented. I did this during both the fall and spring semesters. I also served on the scholarship committee

*First Clubs & Organizations
Fair in the NSC Atrium.*



SECTION 6, CONTINUED

ANNUAL EVALUATIONS

and students success committee. I also helped with the Ad/PR Senior Sendoff Event (to become Senior Salute the following year).

It is also important to note, this is the year AESP was in transition and the structure and categories changed the following year to fit more within the guidelines of instructors and lecturers.

YEAR TWO: Time to change it up and refocus for future success

Because I was on contract for the summer of 2016 teaching a summer course, I used this as an opportunity to reflect and evaluate the challenges presented within the courses and the feedback relayed from the director (based solely on SPoI). Each class needed to be updated and changed. I focused first on PUR3100 Writing for PR. I researched current practices within multiple textbooks as I applied my filter of what was important within the industry. The course has taken multiple forms but has received consistently high marks from students during the past few years.

Year two returned with new great opportunities for growth and advancement. I changed textbooks for PUR3100, ADV4101, PUR4110C and MMC4411 while also becoming more involved within the department. I continued the Nicholson School of Communication Clubs and Organizations Fair, dedicated to helping students understand the opportunities within NSC and to foster camaraderie and collegiality between students of different departments to help avoid siloing within the majors. This internal open house again had more than 20 organizations participate in the fall and spring semesters to build a more familial mindset for NSC students. This program continued for eight semesters until NSC became NSCM and we moved downtown - causing logistical and organizational issues reducing interest from both faculty and students. The program would not have been possible without the support of Deanna Sellnow, Andrea Scott and the NSC staff. We hope to restart it this fall in a virtual format.

During the second year, I also became more actively involved with assessment. This involved researching and aligning the gained knowledge of all students within Writing for PR. I worked with the current adjunct instructors (I am the only full-time instructor teaching this course) to develop a set of standards to evaluate pre- and post-level understanding within the course.

The second year also provided an opportunity for additional school-level service by being a part of the GEP faculty selection committee and the marketing working group. I also worked with Susan Miller and Christine Hanlon and the legacy NSC scholarship committee to provide scholarships to worthy students within the Nicholson School of Communication.



*Ad PR student (now graduate)
Joscelyn Bivins at the Publicis
Multicultural Forum (and ended
up working for them!)*

SECTION 6

ANNUAL EVALUATIONS

Year two also gave me the opportunity to represent UCF nationally at two conferences – Publicis Multicultural Talent Pipeline and Adobe Experience Education Conference. The first, hosted by Publicis Media, took place in NYC where I joined five multicultural students in learning the opportunities available with Publicis Media related to media buying and planning and positioning within the media landscape. The students earned contacts for future career opportunities and submitted resumes for career path guidance. The student pictured on the previous page went on to work for Publicis in NYC for a few years before moving on to another industry leading firm. Each year we have continued to send up to five to students to this opportunity. The second trip, hosted by Adobe, was a higher-education exchange at Duke University. This trip provided an opportunity to continue developing the UCF relationship with Adobe and encourage them to host more activities on the UCF campus, including an Adobe Spark Workshop and an Adobe Jam Contest on campus.

These events during the second year helped set the stage both in service and academic development for my future years with great success.



Students from my campaigns class presenting me with a poster "The Budget Doesn't Matter" as a tongue-in-cheek thank you for forcing them to learn budgeting within the course, although they didn't have a budget to use.

SECTION 7

PHILOSOPHY OF TEACHING

I believe the goal of higher education is to prepare students for their next step. Like many other practitioner-based degrees, public relations and advertising skills, their concepts, and their application within the workplace are less theory and more practice. As an educator, I focus on achieving five goals within the classroom:

1. Rethinking traditional transactional application
2. Transitioning students from academic understanding to professional outcome
3. Critical thinking and seeing “the big picture”
4. Applied skills over theoretical
5. Currency in industry applications

These goals shape my course creation, daily class content, and grading structure. With each assignment, I not only outline why a certain task is being assigned but explain how that task relates to a similar or identical activity within the professional work environment. If a course is not matching this philosophy or fails to engage students, I am never hesitant to adjust, rethink, and re-craft the activities, assignments, and lessons.

Rethinking traditional transactional application

Whether we like it or not, students often see the completion of one assignment as just something to check off a list. Once the assignment is complete, they move on to something different without truly appreciating and applying what they learned from the previous assignment. In fact, we sometimes move on to something different, which only adds to the “I don’t need to remember this” philosophy. This has caused students to look at tasks as transactional – often looking to only complete the assignment for the best grade possible. This ingrained structure has failed to help students build on their learning and apply it to future application. Within my classroom, assignments are structured to build upon each other and ensure consistent, continued learning development. Because this is a variation on the base-line structure most students are used to, this philosophy is discussed in depth multiple times during the semester and specifically before core assignments (those critical to the learning outcomes).

Transitioning from academic to professional

For most students, academic writing and task-based rubrics have been ingrained in them since they started primary school. As this degree is highly skills based, my classroom philosophy focuses on re-adjusting much of that academic thought to professional thought. This includes connecting deadlines to real-world applications, presenting sometimes vague (yet purposeful) assignment direction, and providing critical and timely feedback with the opportunity to adjust for success. Being consistent with this transition is key to ensuring students look toward the future of their success in the industry and not some of the academic challenges they may have had in the past. My students are told on day one that the assignments presented to them throughout the class are similar or even identical to tasks required of me within the profession.

“To be frank, the only good interns we usually get are those that have taken Writing for PR with you... of course!”

*Gabriella Marin
UCF Grad
PR Rep for Visit Orlando*

SECTION 7, CONTINUED

PHILOSOPHY OF TEACHING

Critical thinking skill development

Employers of entry level graduates have consistently said on surveys that they need employees who possess the ability to think critically and see the big picture. I push my students to understand why these skills are so important. I work to develop those critical thinking skills ensuring students understand why assignments are completed and how those assignments directly relate to the field of study – and the big picture. For example, students in my Writing for Public Relations course spend all semester learning about different elements in a press kit. This includes exhibit items such as press releases, backgrounders, fact sheets, photos and similar. Halfway through the semester we spend time looking at online “newsrooms” that companies and organizations have set up to share press kits. Once they see these elements and see how they are presented online, the students are assigned to one of our national parks to create an online press kit for that park. This connects the skills they have learned throughout the course, the application of “real world” elements and the execution of those pieces based on their previous assignments.

To check for consistent understanding of their critical thinking skills related to the degree, I ask them to apply it to different circumstances within the industry and explain how the similarities exist – as well as the differences. In the Advertising Copywriting course, students are required to post advertisements they see “in the wild” and understand why the location, audience and message was chosen. This “in the wild” process (with clear instructions) avoids the all-too-common “Google it” opportunity. The students must see and document actual advertising.

As media changes, students have a more difficult time looking at how information can be communicated across platforms that they may not use themselves. Within this critical thinking development, I ensure students have a greater understanding of how various generations absorb and respond to media in order to apply it to the field of study, specifically within advertising or public relations. In addition, when experiential assignments are created and students work in groups, I push the students to work quickly through brainstorming and timed-exercises, which helps develop creative critical thinking. In my courses, I work hard to provide students the opportunity to move away from the idea that group work is something done in the classroom to the idea that partnerships, group emails, hierarchy and specific roles are part of the structure of any company they will likely work for in the future.



Online Media Kit Sample

SECTION 7, CONTINUED

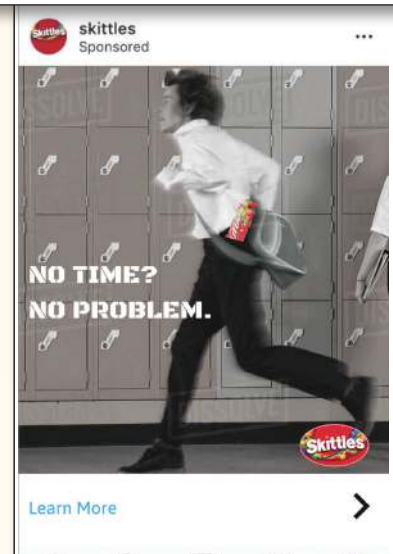
PHILOSOPHY OF TEACHING

Applied over theoretical

I want students to understand that the skills learned directly relates to the jobs they may have in an internship or once graduated. Students have learned basic public relations theories, communication theories and advertising idea development but often don't connect those previous learning outcomes to specific skills and processes within the industry. Without that connection, internships and first jobs in the industry can be more challenging. Students in my courses focus on using the information from their baseline courses and applying those skills to industry-standard practices (press releases, advertising strategy, ad creation). I work to ensure that students take the basic ideas presented within previous communication theory courses and directly connect them to the assignments. For example, one of the skills I want them to understand is how relationship management directly connects to building partnerships in advertising. In campaigns, when students work to develop a nonprofit campaign, they have to reach out and talk to those nonprofits to see how their relationships are created and how that helps with continued success of the organization. When students understand these direct correlations, the previous learning strategies and outcomes can be used as a pedagogical stepping stone to specific applied assignments based on my academic to professional philosophy.

Currency in industry applications

Students cannot be successful after graduation without having the knowledge of current industry technologies and applications. From changing media landscapes to graphic design to information sharing opportunities, my classes focus on students knowing and applying current standards to their study. Within each course, I require students to use technology to do weekly journals discussing multiple areas of interest that their professional colleagues would be encountering. This can be as simple as advertising processes and grammar techniques to as complicated as researching a multi-level campaign success (or failure). Using the technology of Adobe Spark, industry blogs and Twitter accounts, students directly see how the information presented in class connects to their future careers. When possible, I also make sure students are exposed to current technologies used within the field – from analytics tracking to graphic design.



*Student Copywriting Work:
Social Media Candy Clients*

SECTION 8

COURSES TAUGHT

The following page includes the “courses taught” chart in descending order from 2020 to 2015. An important factor to note, I am the only instructor within the program who teaches both advertising and public relations courses. Within that idea, I want to ensure three points are expanded upon within this course list. Further explanations of these items are discussed within other categories.

1. Expanded Public Relations Publications: Public Relations Publications went from not being taught (until I was hired), to being taught with fewer students to now being on a waitlist for both semesters. The course has developed into an advertising and public relations creative design course focused on the Adobe Creative Cloud group of programs – a highly sought-after skill for students in our major. Due to the V designation for this fall, I have expanded the class registration from 20 students to 35 students (and there’s still a wait list).

2. Aligned Writing for PR: I am the sole full-time instructor for Writing for Public Relations. With three to four adjuncts per semester, I work to ensure we are aligned with our goals and learning outcomes, share experiences and assignments, and work together on assessment data. This provides students varied opportunities and additional modalities to experience the course (normally I teach fully face-to-face when the others are mixed mode. This, of course, has changed to V - fully online video synchronous – for fall 2020.)

3. Expanded capstone course focus: Students have choices for the capstone course. Prior to my arrival, the senior capstone course was taught by one instructor with a strong focus on advertising. Because of my experience in both advertising and public relations, my capstone course focuses on ensuring students integrate both elements while keeping the focus on a well-rounded campaign (with similar learning outcomes from both instructors). Because of this change, I teach additional skills related to public relations planning (we don’t have a required course related to this) during the first couple weeks and then do shorter campaigns to allow for additional and varied learning opportunities.

SECTION 9, CONTINUED

STUDENT PERCEPTION OF INSTRUCTION

As you evaluate each section and the scores are applied against the statistics for the department and college, I wanted to make specific notes on each course development over the past six years.

PUR3100 – Writing for Public Relations

The first two semesters of this course was a combination of an inherited mixed-mode course with a few adjustments to try to make it my own. In addition, without having a full understanding of Webcourses and the integration with course content, I often felt behind (as did the students). I worked to change and vary some of the exercises the following semester and found that the changes I wanted didn't connect as well with the students as I had hoped.

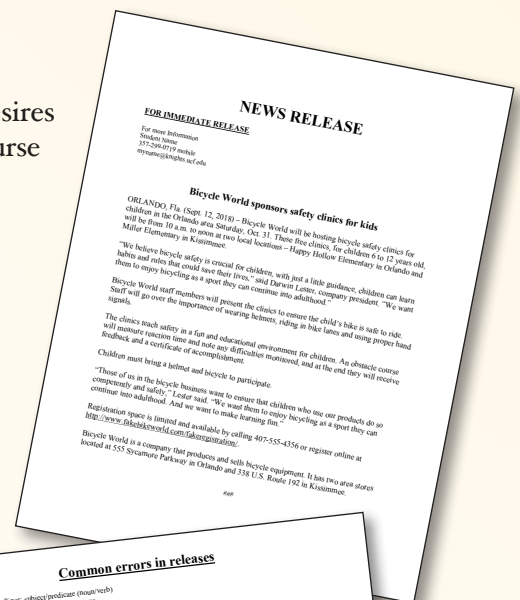
I took the summer to fully overhaul the class and work to develop a set of assignments with the same learning outcomes but more aligned with my desires for the course. During subsequent semesters I have continued to tweak course content, assignments and structure to provide a highly-effective, well-liked course.

Key takeaways and evidence of change based on SPoI:

- Created clear examples with directions related to what is template-based and what is to be created by the student for every assignment.
- Wrote FAQ and checklists for 'core' assignments.
- Developed a grading system to increase student confidence throughout the course, ensuring the initial structural assignments would be the lower-grade assignments and, with more practice, additional assignments would yield higher grades.
- Developed multiple options for improvement including a pre-check ability with the instructor, a redo option for completely challenged assignments and a resubmission day for students to submit any one assignment for a regrade at the end of the semester.
- Added a mass-market paperback called "The World without Whom" written by the BuzzFeed copy editor to give students additional real-world examples of writing style guides and questions related to grammar and spelling not covered in the AP Stylebook.
- Developed an individual-based final project instead of a group-based final project.

Although I don't allow for late assignments, I do understand that some students aren't able to complete assignments or

From Writing for PR: Sample news release, checklist of common errors and final project sample



SECTION 9, CONTINUED

STUDENT PERCEPTION OF INSTRUCTION

rush to complete something (or just simply mess up on an assignment). Because of this, I added a “make-up day” where students are able to redo any one assignment for regrading. They can choose any one assignment (not in-class or group work) and I re-grade it like it is being turned in for the first time. This helps relieve grade stressors, especially during the first six weeks when the assignments are higher stress and higher intensity.

ADV4101 – Advertising Copywriting

This course was also based on another instructor’s course for the first two semesters. After realizing the advertising world has continued to change in ways the course didn’t necessarily cover, I changed textbooks for the next semesters. This again meant a complete redo of the structure of the course and the lectures. The textbook I chose, although well intentioned, had some structural issues that didn’t become clear until I was planning the lessons. However, this did afford me a great opportunity to develop specific modules and lessons preparing them for their final project in a way the other course structure did not. As the final project is group based, I started small class-based group projects every week after week six to prepare the students for the final project. That change provided huge benefits to the students and accolades about group projects on my SPoIs. Two years later, I changed books once again as the textbook was becoming outdated. I again adjusted assignments but kept with the same structure. I’ve kept with those books for quite a few semesters until this spring when I realized one of the books didn’t have an online version and the publisher wasn’t able to provide one in a timely fashion. This fall I am changing back to an updated version of my previous textbook. Advertising just keeps changing.

Key takeaways and evidence of change based on SPoI:

- Developed specific, journal-based ‘advertising exploration’ to allow students to have a clear understanding of the types of advertising consumers encounter in their daily lives. Today’s students are often unaware with media types and options.
- Created opportunities for students to explore both the writing and design aspects of advertising in class (a highly desired skill).
- Streamlined the structure of the course to have a clear path from one piece to another.

Like Writing for Public Relations, I have also included a make-up day for assignments in this class. That way, any one late or missed assignment can be made up for a complete redo.



Journal section sample on ad exploration to apply a real-life understanding to coursework.

SECTION 9, CONTINUED

STUDENT PERCEPTION OF INSTRUCTION

PUR4110C – Public Relations Publications

This course hadn't been taught at UCF for many years and I worked to re-establish the course as a key part of our curriculum. Because this course has numerous challenges related to technology that is out of my control, I did my best to manage the student expectations and ensure we could work together to create the best outcomes for the course. Unfortunately, due to technology challenges and cost of the software, student interest became more limited. The course was moved to fall only. Luckily, due to changes in student interest the last few semesters, we will be returning to fall and spring sections. This is very exciting for the course and the interest in adding more of a design aspect to our program. This fall, because of online V formats, I agreed to extend registration from 20 to 35.

Examples of capstone Campaign books with local clients.

Key takeaways and evidence of change based on SPoI:

- Changed the course from two 75-minute class sections to one 150 minute section to allow for additional lab time.
- Created feedback instructions allowing students to send screenshots and captures for feedback and troubleshooting from me as quickly as possible.
- Added a replacement day to allow students who needed to redo assignments to have time to do it.
- Took focus away from print publications and added additional video and social activities related to industry standard needs.

MMC4411 – Advertising and Public Relations Campaigns (capstone)

As the Capstone course for our graduating seniors, the emotions run high in the course and the evaluations are often polarizing. After having this course for one semester, the evaluations were telling and helped ensure continued growth for the following semesters. Although I only teach this in the spring, many students add this to their #TeamDoug set of courses.

Key takeaways and evidence of change based on SPoI:

- Reorganized the course and set aside the first three weeks for workshops related to skills refresh (budget skills, PR planning, evaluation, integrated marketing).
- Developed opportunity for students to have real clients and interact with those clients – both nonprofit and for-profit.
- Provided templates and real-world examples of materials used in campaigns (budgets, timelines, SWOT analysis, evaluations).
- Added an additional “PR only” campaign to develop PR planning skills before jumping into integrated ad/PR campaigns.



SECTION 10

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

When applying for this position, one of my key interview answers focused on the necessity that academia provides up-to-date learning opportunities for students. Between textbook writing to publishing timeline delays, self-learning needs and the rapid pace of the industry, we don't have the opportunity to be at the cusp of innovation for our students. Coming from the professional world (and continuing close contact with that world), I try to make the learning directly connected and much more relatable to the profession.

As the only instructor in the department to teach both advertising and public relations courses, I get the unique ability to be able to have the same students throughout almost all their core classes. Because of this unique position, I work hard to ensure the students' path to graduation includes all the skills necessary to succeed in the workplace. Some students elect to take me for all their classes, which is great (many have posted with #TeamDoug in evaluations), but I work to ensure that every student is able to understand the relationship between doing an activity within Advertising Copywriting and creating a full campaign in the capstone course. I also make it a point within the capstone course to highlight specific skills students developed throughout other courses.

Here are some specific ways I have created innovation in teaching and learning:

Writing for PR

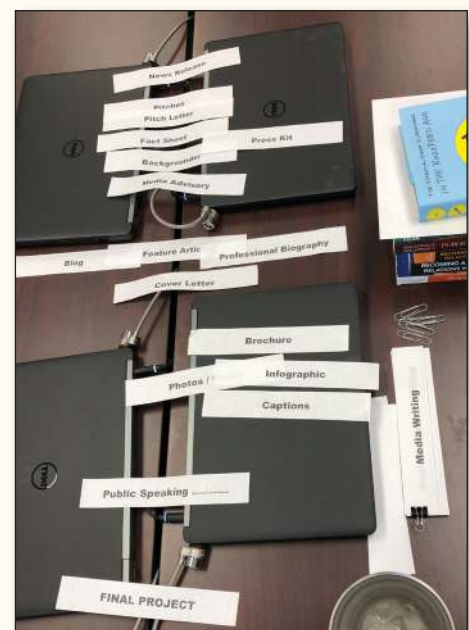
Complete redesign of Writing for PR

After the first semester of teaching, I realized some of the concepts didn't provide a clear skill set path for entry-level roles within Public Relations. I looked at twelve different textbooks, online training services and a list of skills recommended for recent college graduates by the Public Relations Society of America. Although it took me a couple semesters to get it right, the balance of skills and rigor has developed a very strong outcome for my PR students. Although a bit backward for some, my class rigor is front loaded, resulting in initial low grades yet extreme skill learning success. This course design is explained on the first day of class and is outlined in the syllabus. Although the first six weeks is stressful, it allows the back nine weeks to focus on creating public relations documents with more of a "learned behavior" focus instead of a "learning behavior" focus. This behavior change allows the students to become more outcome based and not as much process based, which is the first six weeks. The end result over the past few semesters has been an SPOI result of almost all fives across the board. Students are challenged, understand the challenge, like the course and end up with high learning outcomes achieved.

Adjunct outcome alignment

As I was adjusting my course to ensure I was reaching my goals, I wanted to make sure those teaching the course as adjuncts (everyone else) were aligned with the same learning outcomes for the course. In the spring of 2018, all of the adjuncts, myself, the program coordinator and the original course creator (Lindsay Hudock) convened for a

Sorting and documenting important Writing for PR skills during re-alignment meeting.



SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

meeting focused on aligning our different class structures to ensure the core learning outcomes were met. During this time, I split every variation of assignment and learning outcome into sections. We discussed options and discussed how each of us determined “success” from the assignments. Some assignments were removed and changed, others were added. Without this, the adjunct faculty have little to no communication about teaching the course and keeping it up to date with the goals of the department.

Assessment lead

As assessment needs grew, we needed a way to ensure that all students were evaluated the same way within a course, regardless of instructor. As the outcomes were consistent across classes, I developed a quick 10-point pre- and post-test to measure learning from the beginning of the semester to the end. We have consistently seen a 1-to-2-point increase from each student between the pre- and post-test. This assessment quiz has also averaged 75% or higher in the post test from almost all students.

Connect students with what they know

As the redesign of this course continues, I added a popular press book as part of the required course reading. This book titled “A World Without Whom” by Emmy J. Favilla discusses her role as a copy editor for BuzzFeed, the popular internet news site. Because this site is well known and commonly used by the students, the content in the book gives real-world perspective to using style guides within writing and why the skills the students learn in class is applicable for their careers. Since adopting this book, students understand grammar rules, style differences and writing styles significantly more than before. In addition, many students have expressed how the book helps them understand the purpose of the course and the writing style within public relations. I’ve had quite a few students tweet or email Favilla during the semester to express their thanks to her.

Adding additional outlet for feedback and reflection

After attending the Adobe Higher Education Roundtable at Duke in 2016, I continued to focus on using some of their tools that have been effective in engaging students at high education institutions throughout the country. The Spark web creator is a free, easy-to-use option that loads easily within Webcourses. Within Writing for Public Relations, I ask the students to use a Spark page to create a weekly journal. This journal focuses on four specific parts and allows for free-form exploration from the student.

- **Assignment Reflection:** As this course focuses on things they haven’t done before but are critical to the industry, this gives students an opportunity to ask questions easily to me that I can reply within the Webcourse assignment. I also use this as an opportunity to provide support and feedback throughout the semester.

“
Again, congrats on a great meeting today. I think it was valuable for everyone. The materials and exercises you created were fantastic.”

Joan McCain
on PUR3100 Alignment

“
The book is over? I’m honestly a bit sad. I really enjoyed reading this book and was not expecting it to be over so soon. This book was a wonderful journey for me, and I’m really happy Favilla signed my copy.”

Amy Loveless
2019 Ad/PR Graduate

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

- Reading reflection: As the only book required is the popular press book “A World Without Whom,” I want to make sure students read it. This section gives students an opportunity to talk about what they learned and how they like or dislike the information presented. This often becomes a discussion related to writing vs. talking and the variations BuzzFeed uses that some media outlets may not (how to write curse words and similar).
- Tweet analysis of “Analytical Grammar”: This is a popular grammar-focused Twitter account and Facebook page. I require students to choose one of the recent tweets and discuss their knowledge of the grammar rule presented and whether they were aware of the concept. Because basic grammar and spelling isn’t taught as much in elementary, middle and high schools anymore, this provides a good way to ensure students are re-learning (or learning) basic grammatical concepts in a painless way.
- Course reflection: Every week students are asked to answer this question “How did I feel about the course this week and how do I feel about my personal PR writing knowledge?” This allows a free-form discussion (and often venting moment) of issues, frustrations, successes and growth for students while in the course.

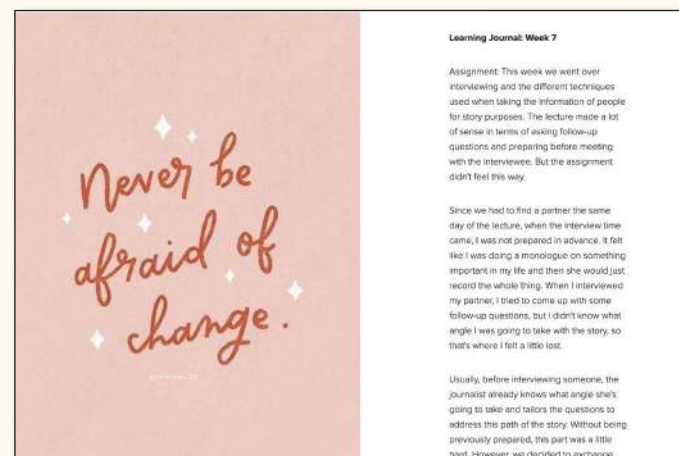


Loveless’ tweet to author Favilla and her response.

I’ve discovered that using these Spark journals allows for increased participation and completion of course readings and basic assignments. Students know that I read these within a day or two of the due date and often give individual comments on each of them. In addition, because this isn’t a discussion board visible to other students, the writing is a bit more candid and free form. I also don’t grade grammar, spelling or AP Style on these pieces because they are more low-stake assignments (that do, however, add up).

Early completion has its benefits – feedback

In order to combat the “11:59ers,” I implemented an assignment feedback and editing option for those finishing assignments more than 24 hours in advance of the due date and time. Because Writing for PR is almost solely based on understanding and being able to follow AP Style (not to be confused with APA style), the errors and scores are based on levels of understanding grammar and style. For some, this is more daunting than others. AP Style in my course is always open book because all journalists, PR practitioners and similar always have the stylebook either on their desk or open on the computer – so my class should be no different. Even with this, some grades for the first few assignments drop into the teens (of out 100). Students who complete an assignment at least 24-hours prior



Student journal sample

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

to its due date and time can send it to me for review. I don't change or edit their work, I highlight items that they should look up – either AP Style issues, grammar, spelling or similar. This provided a great benefit for students who complete their work early and shows a significant increase in learning and grades. I notice that students who take advantage of this gain a greater understanding of what to look for and often have fewer mistakes on their own as the semester progresses.

Scaffolding: Provide incremental, low-stake learning moments with high-stake benefit

To creatively help students learn the AP Stylebook, I have designed weekly quizzes over sections of the book. Although this is common practice within almost all media writing-type courses, I added an additional incentive to help the students truly master portions of the book that are important to PR writers. These weekly quizzes are relatively low stake (5% of the grade) and are small (10 questions). However, if students achieve a 90% or above average on their quizzes by the end of the semester, the students do not need to take the first part of the final (the AP Style exam portion). The responses have been extremely positive and the outcomes are important to realize. Those students with high quiz grades, understand more about AP Style in the end. Therefore, the second half of the final, which is editing, allows them to use that knowledge for a more applied approach for success. Because they don't have the stress of taking two parts during the final exam period, they can achieve greater success on the full applied portion of the exam. Out of 16 students a semester, I rarely have more than 5 people taking both parts of the exam. Usually 80% of the students get a 90 or above on the weekly quizzes.

PR Publications

Course Relaunch

Before arriving at UCF, the PR Publications course had been on hiatus for a number of years. Students within the program had no opportunity to learn critical design techniques related to the industry without taking on a certificate program at Valencia. I took this opportunity to redevelop the course and focus on the needs of the students within both the public relations and advertising sections of the major (and in turn, industry). Neither the students nor I knew what to expect. The semester was plagued with technology issues and software challenges as I navigated the resources UCF provided for students both in and out of the labs (a consistent challenge).

Technology refresh in the classroom

As one of the consistent instructors in NSC classroom 208, I felt like I was constantly fighting a losing battle when it came to keeping the computers and software up to date. Every day a computer would be broken in some way – hard drive failure, motherboard died, etc. Until one day, we had no replacements. IT was often quick to respond after learning it was an issue with my lab, but it was always a struggle. For years I asked for the software to be upgraded to the version students were required to use – eventually it happened. After all the computers were so far out of warranty, we enlisted a group to look at replacing the computers using the funds available from the AD/PR budget. I worked to organize and provide as much information to IT, our associate director, our

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

finance folks and the technology coordinator about the challenges within the classroom. I always fought for what was best for the students. Every day I recorded the challenges within the classroom and worked to ensure every student had a computer that worked. After months of discussion, we agreed on changing up the classroom to laptops. This served multiple innovative purposes. Students could now see me more easily when I taught, and I could see them. Students also had the opportunity to more easily use their own laptops in class by simply closing the cover of the laptop. Third, I (or anyone in the classroom) could ask the students to close the laptops to have an in-class exercise or discussion without students focused on taking notes. With this upgrade, we also were able to provide more recent Adobe Creative Cloud software upgrades and the likelihood of up time was significantly higher.

Focus of PR Publications on current technologies and needs within both advertising and PR

As our students change and times change, the courses have to change. Having come from many years as a marketing professional working as a press agent and advertising creator, I understand the needs of the students to be well-versed in multiple skill sets. PR Publications had previously focused consistently on creating publications used in public relations. With the extreme growth in social media over the past 10 years and video use online, I knew that making brochures, booklets and annual reports would be doing a disservice to the students. In order to ensure I was doing a service to the students entering the advertising and public relations fields, I do two things at the start of each semester:

- **Connect with professionals:** I talk to my colleagues in the field and ask what skills they look for in recent graduates and PR, advertising and marketing interns. The conversations are open ended and often focus on soft skills as well as hard/technical skills.
- **Survey students:** Students are taking this class for a reason. They are investing almost \$250 in software to participate in this course, so I ask them. I encourage the students to look at the Adobe website to see what is possible with the software and then categorize what they'd like to do in the class. Every semester I change the last 12 weeks of the course depending on the desires of the students. Luckily, the interest has been similar over recent years: social, video and photo editing.



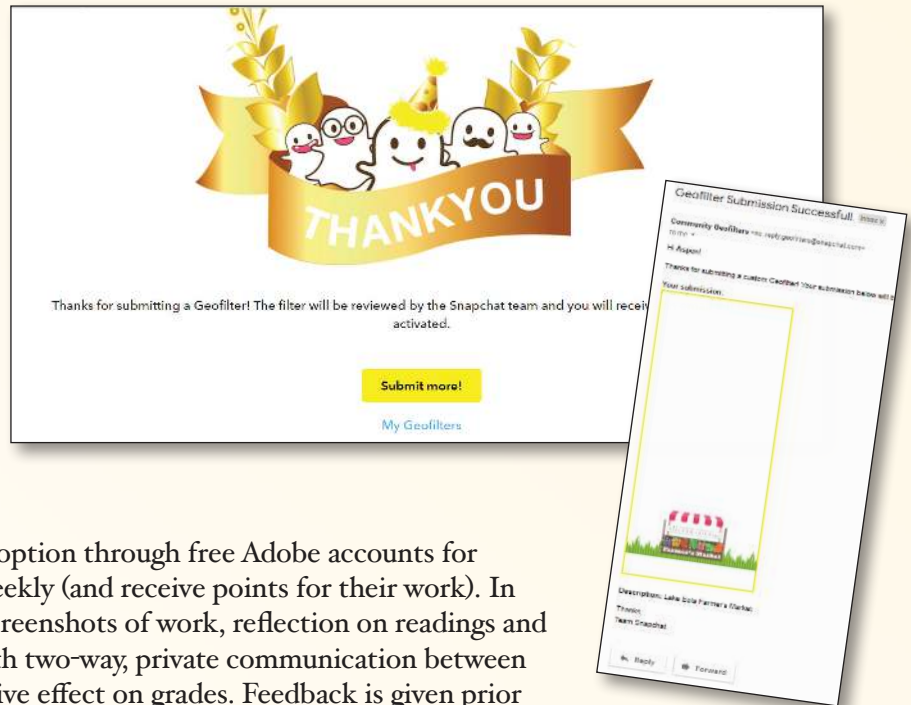
Students created an avatar of themselves and used Adobe Character Animator to create a short video about themselves.

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

Provide real-world experiences

In addition to students doing assignments and projects that I have done in the workplace, the last few semesters students have been able to create, design and upload Snapchat filters to Snapchat for approval. This free opportunity for location-based, non-branded filters allows students to create an actual graphic for approval by Snapchat. The students submit the file and receive approval or disapproval (with feedback) within a couple days. This process and approval provide a great boost in student success within the course.



Snapchat success confirmation and sample geofilter completed by a student in PR Pubs.

Spark Journal

Like other classes, I utilize the Spark page option through free Adobe accounts for students to be able to discuss the course weekly (and receive points for their work). In this course, it involves weekly updates of screenshots of work, reflection on readings and exploring new design trends. This helps with two-way, private communication between the student and me without having a negative effect on grades. Feedback is given prior to when the assignment is due.

Peer feedback and 'draft' evaluation

Because this course falls outside the standard practices most advertising and PR students experience in our classes, the coursework presents unique challenges. In the industry, designers and layout artists rarely get it right on the first try. In the class, students have an initial deadline to create a draft for review before the final project is submitted. This allows fellow students to give feedback followed by the instructor feedback. The initial draft is required to ensure deadlines are met and the feedback is scored to allow additional points for each student.

Advertising Copywriting

Focusing on the problem: advertising knowledge

One of the biggest struggles today for advertising students is advertising itself. With the increase of cable prices and lack of TV watching due to streaming, the increase of streaming music options and increased mobile usage, students are rarely exposed to "traditional advertising." However, in the industry, tradition is still key in many markets. This includes television commercials, radio commercials, billboards, transit and other advertising elements not based in the online world. As each semester went by, I realized basic ideas related to traditional advertising didn't make sense to students. To combat this lack of knowledge, I created a list of more than 25 advertising types that I saw on my commute from home to the UCF campus. Students are now required as part of their

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

weekly Spark journal to do, what I call, advertising exploration. Within their journal, students choose one of the 27 types of advertisements and documents it 'in the wild.' They are able to post videos of commercials, photos of billboards, audio clips from commercials and other items describing the advertisement. Within this exploration, each student describes the effectiveness of the ad, the target market, and any changes they might make to the ad if they were the creator. Since implementing this activity, the baseline knowledge of each student has increased significantly by the time we get to discussing traditional forms of advertising.

Re-focus course on current advertising trends including digital and social

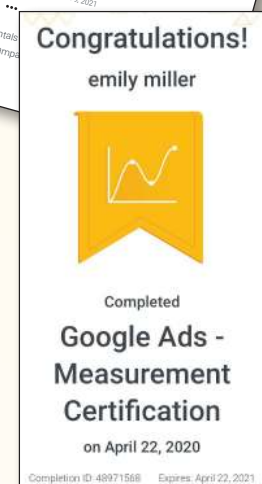
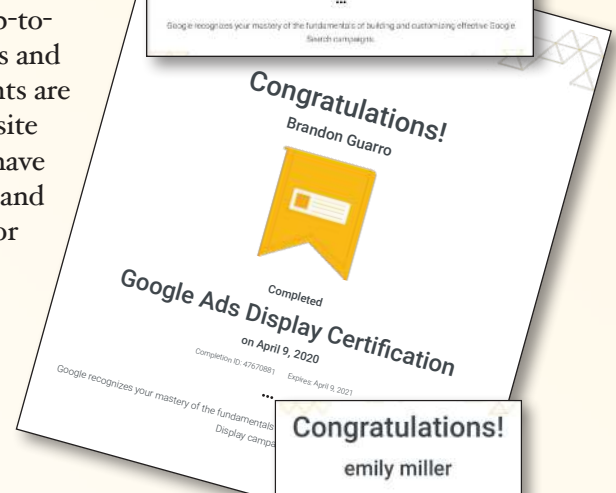
This may seem counter to my previous section, but the need for academia to be as up-to-date as possible is difficult given the processes put in place for textbooks and other research. However, I have worked to ensure (as much as possible) newer forms of advertising are covered within the course. This has required significant upkeep and research using corporate white papers, webinars and blogs to ensure students are given the most up-to-date information and experiences related to online digital purchases and social advertising. In fact, during my social copy assignment, students are required to access Facebook, Instagram and Twitter ad-buying website sections to ensure the assignment aligns with the current rules – I have to visit those as well to make sure I'm grading based on those rules and trends. Every semester Facebook seems to change copy guidelines or header sizes or something similar.

Certifications for online media

Although students get HootSuite certified in the social media course, students rarely have an opportunity to experience the intricacies and nuances of digital media advertising certifications (because they change often). Students are given the opportunity within the class to work toward multiple certificates presented by Google, Facebook, AdWords and other online digital advertising organizations. This gives students a step up in the industry and ensures they understand current trends in a way the traditional classroom cannot provide.

Staying present with updated textbooks

In addition to my social and digital assignment updates, I have changed books multiple times to help students see up-to-date information related to advertising, trends in advertising, and changes within the industry. These textbook changes required complete schedule changes and lecture updates, but it allowed the students to not feel like they were stuck using a textbook that didn't focus on the current state of the industry. I, unfortunately, needed to change books once again for Fall 2020 because my previous book didn't have an online version and the publisher wasn't quick to help create one, which was unusual. In addition, the textbooks chosen were some of the cheapest of the evaluated textbooks providing a financial positive for the students in the course.



SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

Spark Journal

Like my other courses, I implemented the Spark weekly journal with this course. These journals have more parts than the others due to the ad exploration (as discussed above).

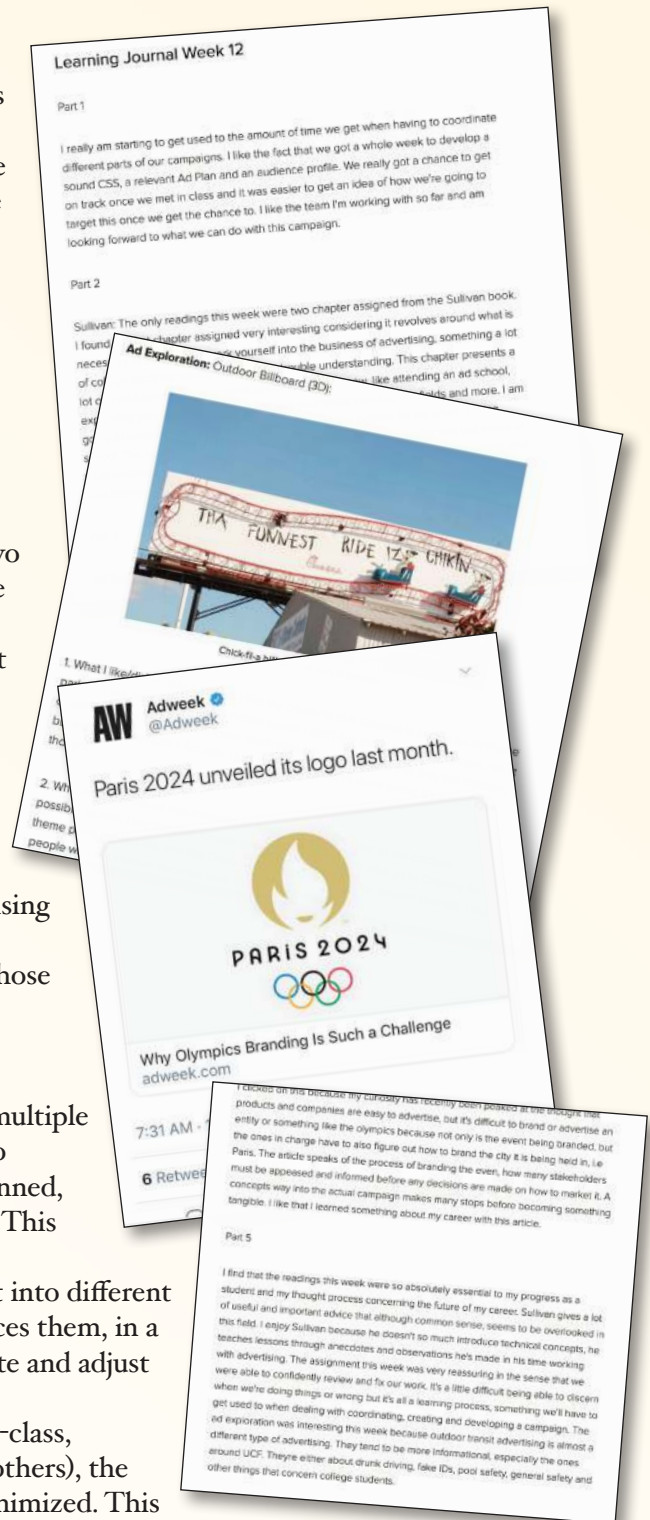
- **Assignment reflection:** Ask questions related to the assignment for the week or discuss the level/degree of difficulty you encountered because of it.
- **Reading reflection:** Discuss this week's reading assignment.
- **Ad exploration:** In addition to the information above, students must answer four questions. This includes: like or dislike, intended audience, USP of the ad, effectiveness of the ad.
- **Ad Week/Ad Age tweet:** Again, to add relevance to the course related to specifics within the industry, students have to choose a tweet from one of the two premiere advertising publications. The students are then asked to put themselves in a position similar to an internship or professional position and reflect on the current ad trend as though they are in that position.
- **Reflection on the week:** "What did I learn this week that I didn't already know?"

This addition has created a significant increase in understanding related to advertising media as well as the advertising industry as a whole. Students often fail to realize how big the advertising and marketing worlds are – and where they fit into those worlds.

Active learning and group participation

The final project in the course is an advertising campaign with multiple group members and a focus on multiple media types. In order to help students prepare for this final project, I implemented a planned, structural weekly group assignment during the in-class sessions. This serves multiple purposes:

- **Decrease group work "dread":** The students are put into different groups each week with different students. This forces them, in a timed and managed setting, to quickly communicate and adjust to varied styles within a low-impact environment.
- **Low Impact:** Because students are doing this for in-class, homework grades (less impact on final grade than others), the stress level related to working with the group is minimized. This preps the students for the high-stake final project.
- **Single-media focus:** These low-stake, in class group sessions focus on the advertising media topic of the week (TV, radio, print, out of home, etc)



Sample of Spark learning journal for ADV4101.

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

without the worry of integrating these media into a larger plan with other media.

- Preparation for the final project: These low-stake group moments are completed within a specific time frame in class. This allows preparation for the final project presentation without the high stake outcome.

Ad and PR Campaigns

Multiple experiences

As a variation to other Campaigns courses, I have worked to develop a multi-prong approach to each of these capstone courses.

- Public Relations: Because of the challenges students have with public relations planning and strategy, my first campaign is based on a nonprofit and almost solely focused on developing a non-paid, public relations focused plan. Portions of the campaign are advertising focused but the idea is to only develop what a local nonprofit is able to spend on paid advertising (often very little).
- Known clients: In order to engage students and help them understand the task, I often allow students to brainstorm clients that may be beneficial to work with (nonprofits, food and beverage, retail, etc.). This connection allows more “buy in” from the students and a clearer focus for the campaign.
- Skill development: Although the course is considered capstone and should encapsulate the skills learned throughout their college experience, I’ve found numerous basic business skills are lacking (budgeting, planning, critical thinking). Throughout the course I add classroom workshops, templates and interactive exercises to help the students create and deliver these items. The most difficult – the budget – is a learning experience that continues through the entire semester. Although most ad/PR students are afraid of Excel and math, those who really take the time to learn budgeting always comment about the great sense of relief and growth they receive.



Campaigns students working on public relations campaigns for NSC-based internal clients.

Local and real-life clients

Students often want to feel a connection and a reality to their work. Being a capstone course, I wanted to create the ability for them to help others, even minimally. Throughout my semesters teaching this course, students have worked on campaigns for the Nicholson School of Communication Study Abroad program with Rebecca Morales, developed a PR campaign for advising, created a plan for increasing scholarship interest and developed a campaign for the Hispanic Media Minor. We have also done larger campaigns for local nonprofit organizations and although the ideas aren’t fully presented to the clients, the students often provide the campaign to clients with varied success. One of my students created a Facebook frame for Give Kids the World that was shared and used multiple times on their social media.

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

Flexibility and change

When everything changed in the spring of 2020 and we had to continue on with our final campaign for the capstone class, I realized this was a perfect learning opportunity to showcase the situations that marketers, advertising and PR folks are facing in this unprecedented climate. Instead of continuing on with national campaigns, I challenged the students to do a larger, team-based project focusing on re-instilling the desires of travelers to go back on cruises and get back on airplanes (without a specific company, carrier or airline in mind). This required students to look not only at consumer sentiment and desire but look toward the future to yet undetermined outcomes. They rose to the challenge and took multiple angles including traveling to see loved ones, taking that “bucket list trip” and realizing it was time to relax. Although initially students were frustrated because many of them only saw the immediate focus of safety, safety, safety, once they moved past that, the creativity blossomed and great results developed.

Wild Florida

One of the biggest successes related to real-life clients involves the animal park Wild Florida. During the semester with this client, one of the students was doing an internship at WFTV. She used some of the resources from the station to create a plan with her group to really increase the exposure of Wild Florida with its limited budget. Not only did the client act on many of the ideas, Wild Florida continued to advertise regularly using the advertising plan suggestions of increasing exposure in key areas – specifically digital buys with Cox Media and WFTV. Examples and more explanation is included on the following page.

“After we finished [Give Kids the World] campaign, I tweaked some grammar and such, and I sent it over to the marketing team to have and to use, if they chose to do so. They’ve discussed it with their team and started promoting pieces we created, which is awesome.”

”

*Dalton Tuell
2018 Ad/PR Graduate*



Facebook filters designed for a capstone project and used by the client.

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING



Wild Florida Success Examples
Sloth Week with Cox Media and WFTV was created because of the student campaign and student internship with WFTV. The students took a campaign project and ran with it under my guidance — developing new relationships, partnerships, advertising buys and PR success stories.

“

This is pretty neat. All of the publicity and advertising that Wild Florida is doing with WFTV Channel 9 is because of our campaign. I can't get over the fact that what started as a school project is going to be airing on broadcast television in the near future. I can't wait to send you the completed spot. Hopefully it will be something to share with future classes. It shows where hard work can lead.

”

Kaylee Schmidt Barr
2017 Ad/PR Graduate

SECTION 10, CONTINUED

EVIDENCE OF INNOVATION IN TEACHING AND LEARNING

NEW COURSE DEVELOPMENT: Fundamentals of Entertainment and Sport PR

The basis

Dr. Littlefield charged our unit with working to create a certificate in sports and entertainment PR to increase SCH numbers within the Department of Communication.

The goal

The goal focuses on developing courses of interest to admitted, current Ad/PR students with scalability options for the certificate and non-major students. This specific topic fulfills that goal, including a general high interest, based on the following:

- Central Florida is home to multiple entertainment and sport entities with large marketing, advertising and PR departments.
- Multiple academic and professional organizations, including the Public Relations Society of America and Florida Public Relations Association, highlight entertainment and sport sub categories as highly sought-after skill sets.
- Students know and desire the “glitz and glamour” of the entertainment and sport industries without knowing the elements related to pursuing successful careers within those industries.
- Multiple professionals in the area are available to speak and provide first-hand knowledge of the industry to interested students.

The next steps

This course has been approved as a special topics course for spring 2021 as a test to gauge interest and accessibility for scaling in continuing to develop the certificate.

The course will have the following learning outcomes:

- Understand the impact the entertainment industry has on the economy and the media through the eyes of the PR practitioner and consumer.
- Understand and evaluate successful ways entertainment has communicated with consumers through well-planned PR campaigns, strategies and tactics.
- Explore the relationships between the press (media), entertainment and consumers shape our daily lives.
- Demonstrate the ability to create effective PR plans focused on specific entertainment industry needs.
- Understand the legal, ethical and contractual needs related to working with entertainment and entertainment talent.

Evaluation

During the spring 2021, I will be looking at registration numbers, interest in course topics and mid-semester and final semester evaluations to determine long-range interest. If interest continues, we will work to offer the class each spring with expandability options for dual semesters or a multi-section course.

SECTION 11

EVIDENCE OF SERVICE

Since arriving at UCF, my service goals have been two-fold:

1. Build a feeling of community within the school.
2. Connect AD/PR students to their profession.
3. Continue activities for the good of the community.

I believe I have and will continue to achieve those goals as outlined below.

Building a community

Student Clubs and Organizations Fair

UCF is spread out, yet often siloed, and we discovered that the Nicholson School itself is no different. The first goal was to figure out a way to help students feel like there were clear opportunities to become involved with life connected directly to their majors. The politics and structure of the Office of Student Involvement and the RSO (Registered Student Organization) process makes that connection somewhat daunting. In response, we (Dr. Andrea Scott, Dr. Deanna Sellnow and I) created the NSC Student Clubs and Organizations Fair.

For eight consecutive semesters (starting in the fall of 2015), we had between 18 and 23 clubs represented and between 200 and 400 students attend. In the fall of 2019 we put the fair on hold due to relocation to UCF Downtown for half our faculty and the marketing coordinator (a huge asset in ensuring we aligned with university guidelines). This event was my baby. I cannot discount the level of work required to create this successful event:

- Reached out to every faculty member and club/organization student representative.
- Created a layout and found tables/rented tables with department permission for each group to share.
- Created a system for tracking student attendance and providing incentives for pizza (visiting six tables).
- Designed the signs and publicity for the event.
- Ensured a university SAFE form was completed.
- Completed the groundskeeper approval form for outside signage.
- Printed all signs and publicity.
- Ordered pizza and arranged NSC logo prized through the department.
- Staffed the event.
- Evaluated and cleaned up.

“Great job, Doug, Deanna and Andrea. It was a well-attended, worthwhile event. You’ve made this a sustainable part of our culture as a school, raising the profile of all of our clubs and organizations. Thanks for your hard work.”

*Rick Brunson
Senior Instructor
Nicholson School
of Communication and Media*



SECTION 11, CONTINUED

EVIDENCE OF SERVICE

Eat. Study. Love.

In addition to the clubs and organizations fair, we took the idea of helping students develop a sense of community to another level. Using the idea of faculty empathy and care by playing on the movie “Eat. Pray. Love.,” I created “Eat. Study. Love.” to provide a quick boost of energy and positive support for students prior to finals. This event, held during Study Day, provided breakfast foods to students moving throughout the Nicholson School of Communication building. Due to budget restrictions, we asked for donations for our second year and received multiple food donations and faculty volunteers – more than we ever expected.

As part of this experience, students were given access to markers and Post-It notes to anonymously write comments on our “thank you wall” for anyone who made a difference and helped them during the semester. At the end of the day, we had hundreds of Post-It notes with comments about our faculty. The change in the university calendar with elimination of Study Day has caused a delay in repeating this program during the past couple semesters. We received multiple accolades from faculty, staff, and students for this experience providing stress relief and community-building.

NSCM Awards and Recognition Committee

To continue to help the school community, I served as the chair of the school-wide NSCM Awards and Recognition Committee. Unlike other awards and promotion opportunities for faculty, the committee (under my leadership) with approval from Dr. Littlefield, created an awards process focused on simplicity and ease of nomination. Much of academia focuses its processes on word-count heavy documentation and evidence that sometimes limits faculty having time to go through the process. I wanted to make sure faculty and staff could be easily recognized by their colleagues without writing a book or having to provide significant evidence. Granted, these awards are local and have limited ability to be used for any type of promotion or academic success. However, these awards are heartwarming and beneficial for faculty and staff to know they have been recognized by their peers. During the last two years, the committee has received almost 20 nominations across the categories and awarded these successfully at the end of each semester.



SECTION 11, CONTINUED

EVIDENCE OF SERVICE

Communication Awards and Recognition Committee

After the transition from NSC to NSCM, the Department of Communications created its own Awards and Recognition Committee. This caused some challenges (especially leading both committees) to not overstep each of the committees' charges. Instead of working toward a recognition system, we focused on putting our scholars up for awards available in their respective categories and academic areas of study. Steve Neal and I worked to ensure nominations of Jihyun Kim for the 2019 Reach for the Stars Award from UCF Faculty Excellence and Adam Parrish for the Pearson & Nelson Outstanding New Teacher Award from the Central States Communication Association.

GEP Search Committee

In 2016, I served on the GEP Search Committee to find a new GEP Speech instructor.

NSCM Launch Party Banner and Frames

In preparation to transition from the Nicholson School of Communication to the Nicholson School of Communication and Media, Dr. Littlefield wanted a way to show that change quickly and easily (albeit temporarily). I worked with Tommiea and Jim McCully to measure the exterior Nicholson School sign and I designed and worked with my vendors to print a new banner to cover the existing sign with the new logo and look. Jim put up the sign that afternoon and it was used for multiple photo ops throughout the day. I also created multiple social media physical frames used in photo opportunities to share "We Are Nicholson" during the event.

Student Success Committee

In 2019, I joined the Department of Communication Student Success Committee. This committee worked to create a plan for student ambassadors within the department, as well as working on retention issues with the advising and alumni groups. In the future, I will likely be adding the Clubs and Organizations event to this committee (although it is an all-school event).

Marketing Working Group

During the year following Dr. Littlefield's appointment as director, we had working groups (temporary committees) and the one I worked on was marketing for the school. This working group helped to create ideas for targeted messages and integrated communication about the school through the marketing coordinator. I wish this still existed for the school – I believe it is sorely needed.

“

I do want to give our leader, Doug, a standing ovation for his amazing leadership, organization and formation of the Committee policies and procedures, and then setting up a review and voting system for selecting the award winners. Doug, kudos for all your dedication and congenial leadership style!

”

*Shari Hodgson
Senior Instructor
Nicholson School
of Communication and Media*



*NSCM Launch Party frames
with Jen Sandoval and
Lindsay Neuberger*

SECTION 11, CONTINUED

EVIDENCE OF SERVICE

Social Media Administrator

Being active within the department (and not being a researcher) meant that I always looked for ways to use my professional skill set for the good of the department. Because of the events I helped to create, plan and execute, I am an administrator for the Nicholson School of Communication Facebook page. This gives the department another voice to be able to post and respond effectively when needed (and when others weren't available).

Connecting AD/PR Students to the Profession

Advising

As one of the four-person, full-time instructor team in the Ad/PR sequence, I share the task of working with roughly 40 students throughout the year to plan their schedule toward graduation. This includes giving suggestions related to their future goals and how specific classes could help them reach their goals – including electives outside our program.

Ad Club Adobe Workshop

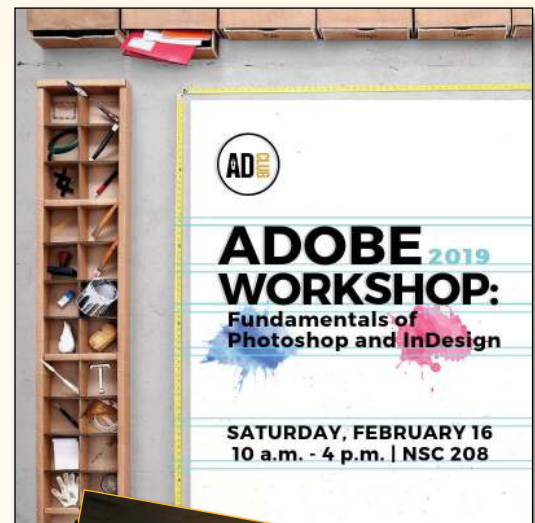
As part of the benefits for students who are members of Ad Club UCF, the club offered a yearly workshop covering basic Adobe skills. This workshop was often used as a preview for students interested in taking PR Pubs or being a part of the graphic design certificate from Valencia. As part of this program, I taught the last few workshops. These all-day workshops provided Ad Club UCF students an opportunity to look at how ads could be created using Adobe Photoshop and Adobe InDesign. I worked to create basic lessons to present to the students that would be different from any they may get in other courses within the program.

Publicis Multicultural Forum

In the fall of 2016, I was invited by Publicis Media to invite five outstanding advertising students and join them in New York City for a multicultural program focused on developing networks for future employment. This three-day event included keynote speeches, networking sessions, receptions and professional development opportunities for the students. I met and spoke with multiple instructors and professors from around the country. Although I no longer chaperone the students, Ad/PR has sent students to the event every year since 2016. I hope it continues after 2020.

Adobe Teaching Leadership Workshop

In the fall of 2016 I was asked to and visited Duke University in Raleigh, North Carolina to attend an Adobe Teaching Leadership Workshop hosted by Adobe and focused on using Adobe products throughout the entire classroom experience. This workshop provided an opportunity to also speak with Adobe representatives assigned to UCF and work with them to help develop stronger relationships for future partnerships. Unfortunately budgetary restrictions limits those partnerships.



Adobe Workshop in NSC 208

SECTION 11, CONTINUED

EVIDENCE OF SERVICE

Adobe Spark Workshop

One of the positive outcomes of the Adobe event was the ability to work with Adobe to host an evening workshop by Ben Forte, one of Adobe's education evangelists, focused on using Spark both as a student and as a faculty member. We had approximately 80 students and faculty attend the evening workshop.

Assessment

Along with the alignment of Writing for PR (PUR3100), I was integral in assisting with the assessment measurements related to the course for the Ad/PR Program. In order to assure all the students were being measured equally, I created a pre- and post-quizz used at the start and end of the Writing for PR course to measure basic skills within the course as well as basic grammar and AP Style. Each of the instructors give their students a link to take this assessment and I use the scores for the final assessment report. We also measure the scores for their News Release assignment within all the courses. We show improvement each semester and continue to have at least a 75% success rate.

Resume Writing Roundtable

Prior to Intern Pursuit each semester, the Ad/PR instructors donate their time, along with industry professionals, to do a round-robin style resumé evaluation session. During that time we rotate through different students and offer advice, thoughts and sometimes complete re-writes of current resumé to prepare them for Intern Pursuit. Intern Pursuit is a collective arrangement of multiple employers held in a Student Center ballroom so students can find an internship all in one place (a one-stop shop, so to speak).

Senior Salute / Senior Salute Photographer

Beginning in 2017 (after a successful senior get-together in 2016), the Ad Club UCF and Quotes, the PR Club, launched Senior Salute. This get together provided a final night of thanks and congratulations for spring, summer and fall graduating seniors. As part of this event, numerous awards are given, an alumni guest speaker presents parting thoughts to the seniors and a light reception is held to congratulate the seniors. Ad/PR instructors choose the winners of these awards and do much of the setup and planning for the event (with the club officers). In addition to assisting with the event, helping choose winners and being actively involved at the event, I was the official event photographer for 2017. Luckily others have taken the helm in subsequent years so I can enjoy the evening. Unfortunately 2020 was canceled due to Covid-19. I hope we can celebrate in 2021.



FREE ADOBE EVENT

Communicate with impact

USING ADOBE SPARK

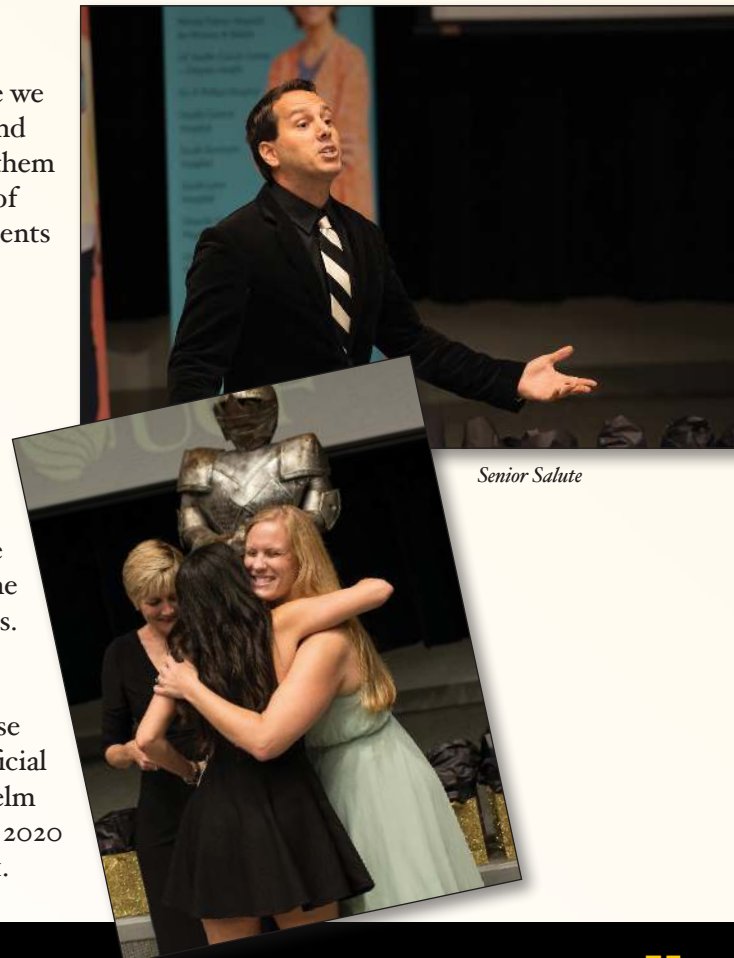
Effortless creation, beautiful results.
Social graphics. Web stories. Animated videos.

FEATURED SPEAKERS:
Join Adobe leaders Ben Forte and Patrick Koster for a hands-on workshop highlighting how Adobe Spark can be used to create portfolios of your work, create new presentation styles and enhance your web/social presence with narrated/animated videos.

Bring a laptop and connect to Adobe Spark through your browser (spark.adobe.com), and/or an iOS device with Adobe Spark (Page, Video, and Post) mobile apps installed.

7 to 8:50 p.m.
November 28 • CB1 121

CREATIVE CAREER SPEAKER SERIES **UCF** Nicholson School of Communication



Senior Salute

SECTION 11, CONTINUED

EVIDENCE OF SERVICE

Transfer Orientations

Multiple times throughout the year, UCF has orientation sessions for incoming potential ad/PR students. Part of this day involves a time where a faculty member talks with students about the opportunities and application process within the ad/PR program. Each year I am part of the faculty team equally splitting up the transfer orientation sessions.

Alum Knights PDFs

In an effort to celebrate successful alumni within the school, the Ad Club created Alum Knight profiles to be used on the website. Unfortunately, the creator/designer wasn't able to complete the task and Joan asked me to finish the documents. I spent part of summer 2018 creating and finishing these profile documents for their website.

AD/PR Tour of Dr. Phillips Center

On Friday, March 31, 2017, I helped host a tour and discussion of the Dr. Phillips Center for Ad Club and Quotes. Because of my industry connections and previous experiences, I worked with the Director of PR and the Director of Marketing for a tour followed by a Q&A. We provided 20 students a look into the entertainment marketing industry from a set of experienced tour and Broadway marketing professionals with more than 40 years of experience between us.

Student Letters of Reference

Throughout the past five years, I've had a number of students go on to grad school and prestigious internships. I have taken great pleasure in writing letters of recommendation and going through the academic recommendation system for them. I push my students to do their best so I am happy to do my best to recommend them for further education or jobs.

Honors in the Major

During the spring of 2018, I had the pleasure of working with student Sarah Schreck and Dr. Melissa Dodd to oversee Schreck's Honors in the Major thesis "Filling the House: Engaging A Millennial Performing Arts Audience." Using my performing arts marketing experience and relationship management focus and Dr. Dodd's social and research expertise, Schreck successfully completed her Honors in the Major program thesis.



Parking for Ad/PR tour of the Dr. Phillips Center marketing and press departments.

SECTION 11, CONTINUED

EVIDENCE OF SERVICE

For the good of the community

Dr. Phillips Applause Awards

Since its opening in 2014, I served on the high school-based Applause Awards Committee as an adjudicator until the spring of 2019. This program celebrates all levels of high school theatre and presents awards for the students at the end of their academic year. Part of this position required seeing multiple high school productions and evaluating them on the production quality as well as marketing, front of house, student leadership and, of course, performance. Throughout this process I also hosted numerous workshops for members of the Teen Volunteers about how to effectively market and communicate their high school shows. Because of my experience and connections within my previous position, I was also able to bring the Tony Award won by “A Gentleman’s Guide to Love and Murder” to students at Dr. Phillips High School and at an event the Dr. Phillips Center. Seeing the joy on the students’ faces to hold and pose with an actual Tony Award was amazing. I also invited some of my Campaigns students (who were working on a Dr. Phillips Center campaign) to visit the season event and get a picture with the Tony Award as well.



Ad/PR Campaigns students with the Tony Award from “A Gentleman’s Guide to Love and Murder.”

Reviewer: Altsteil Advertising Creative

As one of the instructors of record for Advertising Copywriting using the “Advertising Creative” textbook by Altsteil, I was asked by Sage to review and recommend changes to the textbook for the next reprint. For a small stipend, I went through each chapter and gave feedback and updates related to what I saw as issues within the textbook relating to the needs of the course. This was a great opportunity to give feedback to the community using this textbook and expand on ways people can teach the course using some of my ideas.

Microsoft Teams / Sharepoint for communication faculty lead

To help develop more streamlined communication and file sharing (and avoid email bombing), I worked with UCF IT to set up Microsoft Teams for the ad/PR instructors as well as for the Communication department. Although Teams never really caught on, we do have another internal option for ease of communication if we decide to take that step. The rise of virtual learning and off-campus based communication due to Covid-19 could help this grow as a preferred method.

Scholarship Committee

For three years I served on the Nicholson School of Communication scholarship selection committee with Susan Morris. This helped to inspire my Campaigns assignment of looking at ways to increase scholarship interest. We worked on developing communication focused on letting students know that scholarships were available and relatively easy to get, especially the students need to write something (other than simply submitting a resumé).

SECTION 12

EVIDENCE OF PROFESSIONAL DEVELOPMENT

Writing Across the Curriculum Summer Workshop

In 2018, I joined Andrea Scott and Adam Parrish to participate in the CDL Summer Workshop with a focus on Writing Across the Curriculum. Throughout the three-day workshop, we focused on increasing a consistency of writing and curricular writing styles throughout our disciplines. As the only consistent non-academic writer of the group, I created the “hamburger” model to show that knowing the audience and the desired goal is always the same in writing, but the meat and added ingredients vary depending on what someone is writing. I present the hamburger model on the first day of Writing for PR to show the differences moving from academic writing to professional and journalism-based writing.

Adobe Certifications

Our program is very limited in terms of design and technology. Since I teach the only design course in the curriculum, I regularly work to train students on how to use design software, mostly made by Adobe. Over the last few years I have actively worked on improving my ability to teach and train Adobe software. I have completed the following certifications:

- Adobe Certified Educator
- Adobe Train the Trainer
- Adobe Creative Educator
- Adobe Certified Associate (InDesign)

Additional training

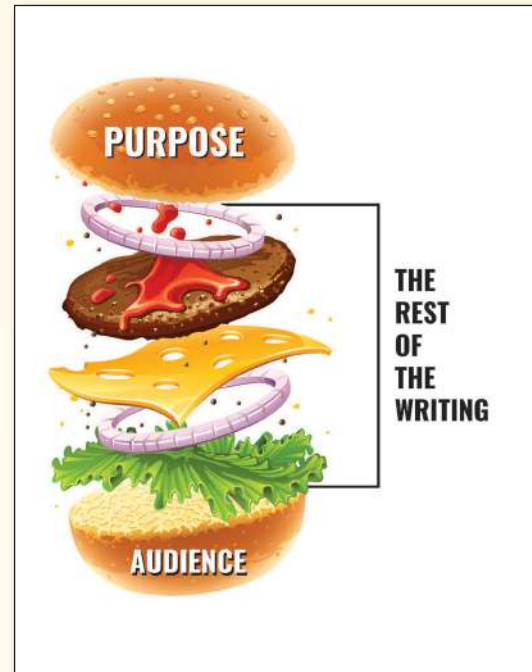
On top of the Adobe-specific training, I have attended multiple Photoshop World conferences and been a part of the National Association of Photoshop Professionals for many years (now KelbyOne).

Membership/Professional Organizations:

- American Marketing Association
- Public Relations Society of America
- National Association of Photoshop Professionals (KelbyOne)

Additional coursework:

- ADL5000
- IDL6543
- Kognito At Risk Training
- Panopto Essentials
- Zoom Essentials
- PER 231 Returning to Campus

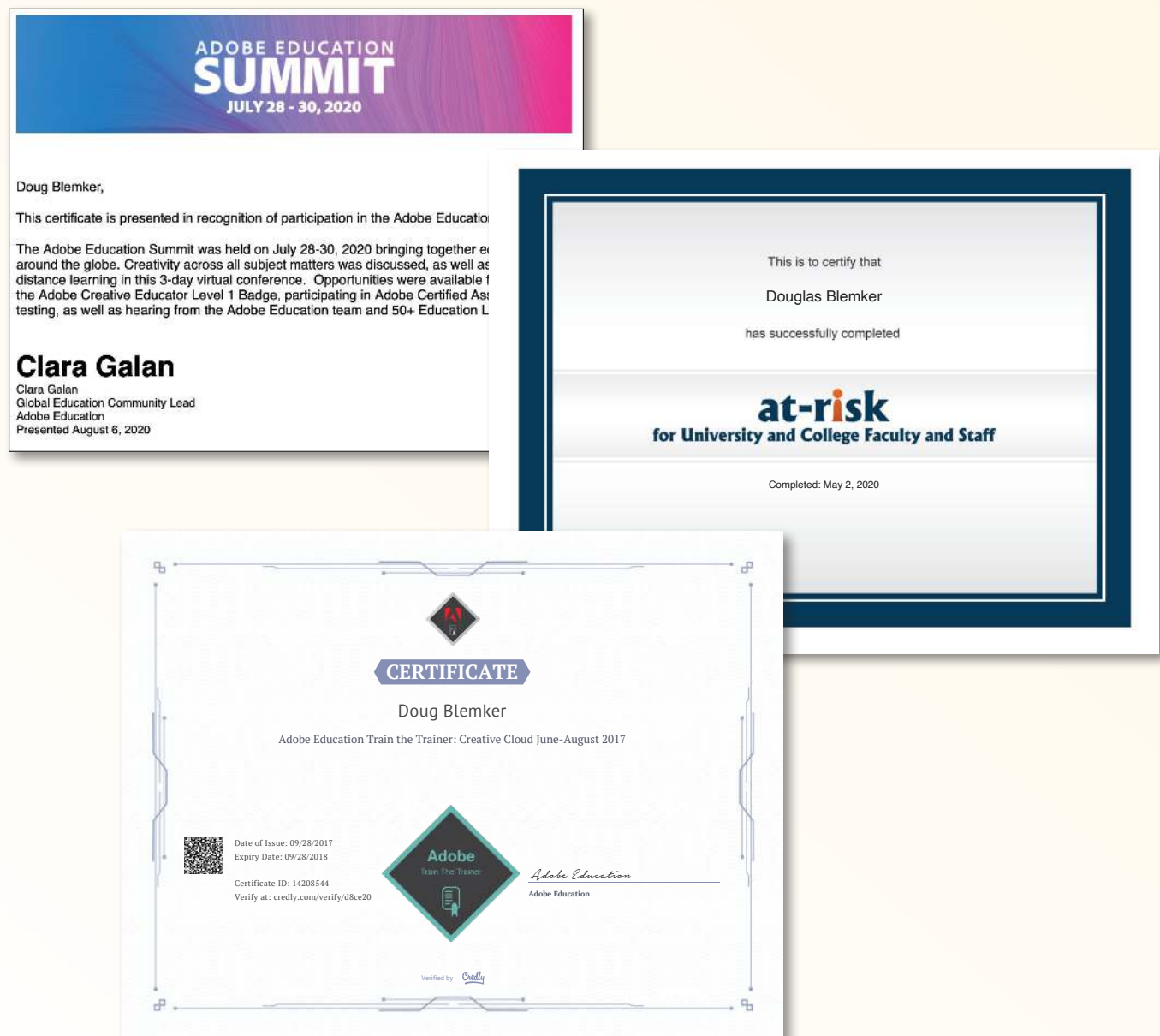


SECTION 12, CONTINUED

EVIDENCE OF PROFESSIONAL DEVELOPMENT

Professional Development through Industry Connections

Because of my professional experience, I strive to ensure students have the knowledge and up-to-date information based on current industry trends, software and research. As part of this development, I also do consulting for businesses. This involves design work, marketing recommendations, website designs and updates, press agency, and PR consultation as well as leadership development. I also do a significant amount of website writing for Disney Cruise Line. To continue my professional acumen, I participate in discussions online with colleagues related to current business trends and practices in many interest group sections related to the profession.



SECTION 16

SUMMARY STATEMENT OF ADVISING AND MENTORING

Advising

As part of the four full-time instructor team in the Ad/PR sequence, I share the task of working with roughly 40 students throughout the year to plan their schedule toward graduation. This includes giving suggestions related to their future goals and how specific classes could help them reach their goals – including electives outside our program.

As of this summer, I am assigned 41 students within the program to plan their schedule, ensure they complete all requirements and make sure they are ready for graduation. This often involves mentoring related to post-graduation jobs, internships and other experiences outside UCF courses.

Honors in the Major

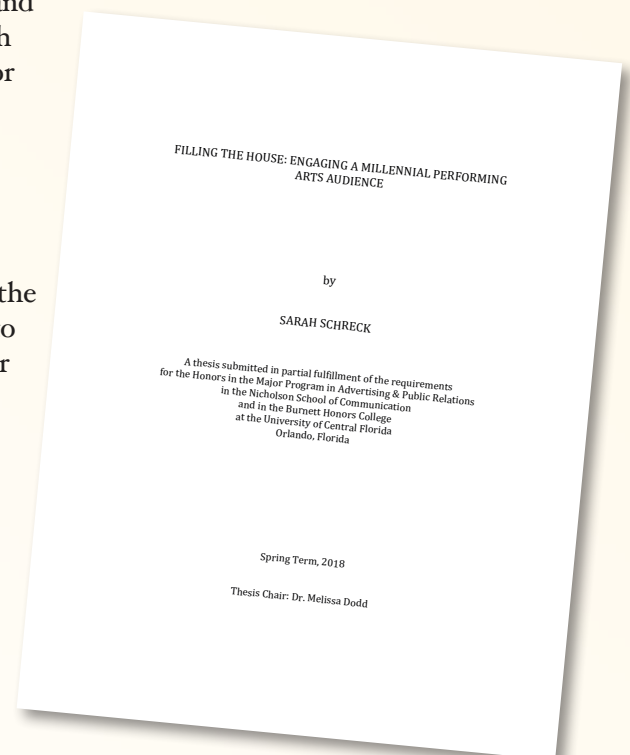
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Student Letters of Reference

Throughout the past five years, I've had a number of students go on to grad school and prestigious internships. I have taken great pleasure in writing letters of recommendation and going through the academic recommendation system for them. I push my students to do their best so I am happy to do my best to recommend them for further education or jobs.

“Many thanks to committee member Mr. Doug Blemker for his continued support.”

Sarah Schreck
2018 Ad/PR Graduate



SECTION 17
OTHER

SAMPLE OF THANK YOU CARDS FROM STUDENTS AND CLASSES

