



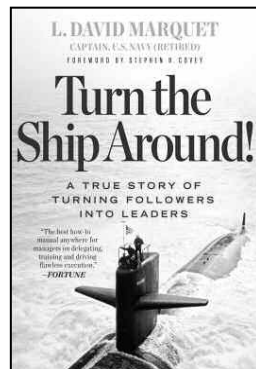
ASJMC

Administrator

The Newsletter of the Association of Schools of Journalism and Mass Communication | November 2014

Winter Workshop: “Charting the Right Course: Building a Leader/Leader Culture That Helps to Navigate Uncertain Waters”

The 2015 ASJMC workshop will be held February 19-21 at The Sheraton Riverwalk Hotel in Tampa. The workshop will feature two tracks of sessions, one for administrators and the other for development officers. The workshop will begin at 8:30 a.m. Friday, February 20, and end at Noon on Saturday, February 21.



Featured speaker for the administrative sessions will be L. David Marquet, author of the highly regarded leadership book *Turn the Ship Around: A True Story of Turning Followers into Leaders*. *Fortune Magazine* called it the “best how-to manual anywhere for managers on delegating, training and driving flawless execution.” Each registered workshop attendee will receive a copy of his book as part of the workshop.

The fee for the workshop is \$200 for either track. The fee includes two breakfasts and one lunch.

You may register via the enclosed workshop form or online at <https://aejmc2.wufoo.com/forms/2015-asjmc-workshop/>

Attendees for the development track can be a development officer from the JMC unit, or from the university’s development office. There are also plans for two joint sessions, which administrators and development officers will attend together.

Hotel rate at The Sheraton Riverwalk Hotel is \$159 single/double per night, plus 12% taxes. Rate does include free internet access in the room. To book a room, call 800-325-3535 and request the “2015 ASJMC” block, or reserve online at <https://www.starwoodmeeting.com/StarGroupsWeb/booking/reservation?id=1409224907&key=31CE037E>

Deadline to book rooms is January 20, 2015, subject to availability. We do expect our room block to fill quickly so we encourage you to book early. Our special rates hold three days before the meeting and three days after, subject to availability. The hotel is located at 200 North Ashley Drive.

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A Note from the President



Like most administrators, I try to stay in touch with everyone. Of course, some days that is easier than others. Staying in touch with students is, as you all know, critical. One of the things we do at

my university is “Doughnuts with the Dean.” Yes, “doughnuts” — we follow AP style on that!

During the most recent Doughnuts with the Dean, a freshman asked me what exactly I do and how do I know that I am doing it well. Great questions, I told him. I replied with the usual things about how I raise money, have a lot of meetings, try to keep everyone engaged and happy, and often have to be a “decider” about situations in the school. I also told him that we are “student centered,” that education is the focus of everything we do. As for doing it well, I told him that I have a formal evaluation every five years and, that on any given day, there are people who stop in my office to critique my performance. I thought about telling him about assessment measures, national awards and accreditation, but could see that he was more interested in having another doughnut.

His question stuck with me, though. In 2014, what IS the role of a journalism administrator?

I have been looking at job descriptions in my role as chair of a search for another professional unit at this university. They are looking for a “role model with a sense of vision and mission.” We spent an entire meeting putting other words around that to try to quantify how we might measure that. Academic credentials? Professional credentials? Experience? How much and in what environment? A Scholar? A “servant leader”? It was interesting to watch another professional school go through that exercise. We also realized that someone with a great job already might be someone we want and then our criteria also has to be able to entice that person to apply and take this job. When I listened to the faculty leaders in this other unit, I also realized that journalism is not alone in trying to navigate the tumultuous waters of higher education these days.

Speaking of that, I want to put in a plug for our winter meeting February 19-21, in Tampa, Florida. Brad Rawlings, ASJMC president-elect, is putting together a great workshop on the theme of “Charting The Right Course: Building a Leader/Leader Culture That Helps to Navigate Uncertain Waters” (see p. 1). We hope to take advantage, too, of the actual water nearby for some social time. We have David Marquet, author of *Turn The Ship Around: A True Story of Turning Followers into Leaders*, as keynote speaker. Everyone will receive a copy of the book. We expect great weather in Tampa for February.

In the meantime, please let me know if you’re interested in more information on some of the goals ASJMC has for this year. For example, one of the ASJMC initiatives we have this year is to look at how we are measuring success in journalism education. For most of us, our colleges and universities require us to assess our curriculum, evaluate faculty and demonstrate our success through student employment and other measures. Beyond universities, boards of trustees/regents and some state legislatures are asking for data. Many of us also have accreditation standards to meet. At the ASJMC meeting last February, we asked what standards we might use for evaluations. We also want to make sure that any outside group, such as Academic Analytics, has journalism research as part of its database and has accurate and complete information about what we consider our important publications and awards.

Another goal for this year is to keep our graduation and employment surveys going. We want to ensure that all the work Lee Becker has done for decades continues to keep us informed as well as work with other groups to see how we can keep the surveys relevant.

I hope to see you in Tampa in a few months! In the meantime, get in touch about your questions or concerns — and let me know if you have suggestions for the next time a student asks me about what journalism administrators do. Email me at abrill@ku.edu

Thank you!

— Ann Brill, University of Kansas

Reimagining Accreditation Report

**By Don Heider, Loyola Chicago, 2013-14
ASJMC president**

For the past year a small committee has held several sessions and gathered data in order to make some strong recommendations in regard to the future of accrediting for journalism and mass communication. The committee was made up of three former ACEJMC council members, and all involved are very experienced in the accrediting process. We all believe that accrediting can be a process that can add value to our field and to individual schools. However, it is our conclusion that a number of steps could be taken to improve the process significantly.

ASJMC does not oversee ACEJMC, so we have no authority to insist upon change. But from our experience and the thoughts and ideas gathered from others over the course of several years, we do feel strongly that the accreditation process could be significantly improved.

What follows is a set of ideas and recommendations for consideration.

- The accrediting body should not reside at an institution which goes through the accrediting process. This arrangement presents the inherent appearance of a conflict of interest. No other accrediting body we could find resides at a university or college. Thus ACEJMC should find office space outside of a university. ACEJMC has available office space in South Carolina; this might provide a logical alternative setting.
- Staff for any accrediting body cannot also be on the payroll of an accredited school or program. Again, this is a fairly obvious conflict of interest.
- The accrediting process should be completely digital. The accrediting body should have a database and software wherein schools can log in and fill out all the information online. This information would be stored in a searchable database, and schools could access the database to get informa-

tion. Schools could do reports based on this data that would help them compare their programs to others around the country — they could do these reports based on geography, size of the program, public or private schools, any criteria that would be helpful. This would bring great added value to the process. This is also data that a provost or president could use.

- If the process were completely digital, one possibility might be for a program to file shorter annual reports rather than a very long self-study every six years. This also raises interesting questions about how often site visits might take place. One model might be to send site teams only when reports indicate they are needed.
- The value of doing the long accrediting reports seems to diminish over time. If self-studies are continued to be asked for every 6 years, the programs could be asked to select a particular topic to emphasize in the report...a topic which would add value to the program by going through this exercise. It would be a topic selected by the program along with the accrediting body that could help move the program forward in a powerful way. Examples: how can the program be global, how can the program be more diverse, etc.
- The accreditation process must be more inclusive, and be more transparent. An accrediting body must maintain a diverse accrediting committee. ACEJMC's committee is made up currently of 15 members (7 male, 8 female). An accrediting body must maintain a diverse accrediting council. ACEJMC's accrediting council currently has 31 members (18 male, 13 female). An accrediting body must have more diverse officers. ACEJMC's current president, vice president and chair are white men. An accrediting body must have more diverse site teams; this would mean increasing the pool of eligible candidates through active recruiting and training. An accrediting body must have more diversity in team leadership. A 2004 to 2014 analysis of diversity among ACE-

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Reimagining Accreditation cont.

JMC team leaders revealed underrepresentation of women (only 35%) and extreme underrepresentation of people of color (only 1%). This has gotten worse since 2010! (See separate table online for details — <http://asjmc.org/publications/index.php> — click on “ACEJMC Site Teams” item.)

- The accrediting body needs to provide more training opportunities. The organization should offer online training modules, face-to-face experiential learning opportunities (shadowing), a competency assessment and certification and recertification for initial and continuing site team members (every five years? ten years?) in addition to the annual accreditation workshop.

- If site teams continue — the questions asked of schools in a report or self study should match exactly the questions asked of site team evaluators.

- The process of selecting site team members should be transparent. Currently there are members of the AEJMC/ASJMC community who have gone through the training and are very qualified, but they have never been asked to be on a team. Other team members go on multiple site visits. It's an arbitrary process that should be democratized and explained thoroughly. There is a feeling that the size and make-up of site teams need to be more consistent across schools.

- If site visits are continued, more external stakeholders should be interviewed as part of the process. The on-campus meetings with other folks

from campus is fairly worthless; they all say nice things. But interviews with more people externally might help provide a more complete picture.

- Administrators said they have little knowledge of their peer schools. A searchable database could help with this.

- ACEJMC needs a better website. More transparency and a better website with clear explanations would help eliminate the fear of the process. There needs to be more transparency at all levels and steps of the process. The ABET website (<http://www.abet.org>) has been held up as an outstanding example of a website where all things are clearly explained (including who evaluators are and how they are selected) and navigation is very easy.

- There needs to be a clear process with clear standards on under what conditions schools are granted a postponement; this decision currently does not go to the council and should. There are no clearly stated guidelines or explanation for when a program may or may not get a postponement.

- An accrediting body must avoid reputation bias. There was the strong impression that currently big programs with a well-established reputation appear to be sacrosanct, or “too important or valuable to be interfered with.” People also felt there is evidence of “flawed” programs passing accreditation review with flying colors.

ASJMC 2014-15 Executive Committee

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