



ASJMC

Administrator

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Winter Workshop to Focus on Generation Z

Who is Generation Z?

This generation was born in or after 1997 – and they are about to enter college. They are resilient, less compelled to conform, resourceful, creative – and unwilling to incur large debts in order to obtain college degrees. They are digital natives, and as such, they learn differently, engage differently, collaborate differently and absorb information differently.

So how will higher ed administrators recruit, retain, teach, prepare and graduate this new generation? What can administrators do now to be ready for Generation Z?

That will be the focus of ASJMC's 2016 Winter Workshop: "From A to Z: Preparing to Recruit, Retain, Prepare and Graduate the Next Generation."

The workshop will be held Feb. 14-16 at the Westin Savannah Harbor Golf Resort & Spa in Savannah, Georgia, and will feature two tracks of sessions, one for administrators (focusing on Generation Z) and the other for development officers. The development tract will address strategic fundraising and will be led by Marlah McDuffie, University of Illinois at Urbana.

The workshop will begin at 8:30 a.m. Monday, Feb. 15, and end at noon on Tuesday, Feb. 16.

Attendees will need to arrive on Sunday, Feb. 14, in order to make the early Monday start time.

The workshop fee will be \$260. The fee will include a light breakfast on Monday, a buffet lunch on Monday and a breakfast buffet on Tuesday.

Room rate for ASJMC's room block is \$189 plus taxes; deadline to book rooms is Jan. 21, or until the room block is gone. Rooms in ASJMC's block may be booked by linking to <http://asjmc.org/meetings/index.php>



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A Note from the President



Is There Life After Administration?

For many of us currently serving in administration, we did not enter the academy with this goal in mind. We

were probably most attracted to the discovery and sharing of information. But along the way, we demonstrated some capacity at getting things done, often through university service, and people thought we would make good administrators. Many of us chose to serve the university in this capacity in order to have a positive impact on our disciplines. The hours are longer, we lose our summer break, but at least the pay is usually better.

In a survey of department chairs conducted by the California State University System, 71% indicated that they became chairs because they wanted to help their departments and 34% said it was because no one else would do it. Only 10% saw it as a way to climb up the administrative ladder. I suspect this is fairly representative of many administrators in journalism and mass communication programs.

There are many reasons why administrators return back to faculty. Some administrators are in positions that have prescribed terms of service, such as three or five years. Some are taking their turn as the department head and hope to quickly return to faculty.

Others never completely buried their academic side while being administrators and desire to return, even after many years in administration, to the role of teacher and researcher, while others may have found that the role of administration isn't as satisfying as it once was.

While I found several articles that give advice to faculty who are transitioning to administration, there is a dearth of information about how to

transition back to being a faculty member. So I asked a few administrators who have made the successful transition to share their experiences and advice.

Charles Self, the founding dean of the Gaylord College at the University of Oklahoma from 2001 to 2005, has successfully returned back to faculty twice in his career. He said that it is important to think about how you will transition to faculty before you make the transition. "Remember what you love about the academy that is not administration. Remember the other things you love to do, such as teaching or your research, or reconnecting with colleagues in a different way. You have to think that through before you step down."

Because administrators are doers, Self recommended having a plan or a project that will fill the need to accomplish meaningful outcomes.

Carol Pardun, director of the School of Journalism and Mass Communication at the University of South Carolina from 2008-2014, echoed Self's recommendation to plan ahead before stepping into the faculty role. "In my last semester as an administrator, I taught a load on par with what I would be doing as a full-time faculty member and I spent more time with research," said Pardun, who recently returned to faculty after taking a one-year sabbatical, which is chronicled on her blog (<http://carolpardun.com>). "When I began my sabbatical (always ask for a sabbatical to help you transition!), I was ready to jump back into research."

Self recommended taking care of your situation before you transition out of administration. Once you are out of administration you'll lose leverage and it will be more difficult to negotiate certain arrangements. So, he recommended addressing the need to negotiate for a sabbatical, office arrangements, graduate assistantships and securing the salary you need for your academic appointment.

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New Membership Category Approved

The ASJMC membership approved creation of a fourth membership category for larger journalism/mass communication programs during ASJMC's business meeting Aug. 8 in San Francisco.

This new Extra-Large category is for units with 40 and more FTEs. Based on the current membership, there are 22 schools in that new category and leaves 30 schools in the Large category (18 to 39 FTEs).

The ASJMC Executive Committee recommended this proposal. The yearly dues for the Extra-Large category will be \$900.

This change will raise an additional \$4,400 a year, which will be used to support the JMC surveys that are now administrated by ASJMC.

Other current membership categories include: Small Programs – fewer than nine FTEs – \$350 – 45 in this category; Medium Programs – nine to 17 FTEs – \$500 – 61 in this category; Large Programs – 18 and more FTEs – \$700.

Take Advantage of ASJMC Benefits, Resources

Founded in 1917, ASJMC is a nonprofit association that provides resources and a network for administrators of journalism and communication programs. Membership provides connections to more than 160 universities across the United States.

ASJMC now oversees the various nationwide journalism and communication surveys, which track program enrollments and faculty salary levels. ASJMC holds four seats on the Accrediting Council, and reports at least twice a year to members on accrediting issues and standards.

ASJMC membership benefits include:

- special publications that discuss current JMC issues from an administrative standpoint;
- an administrative workshop in February each year that includes a development track;
- long listing in the online JMC directory;
- discounts on AEJMC Conference program advertising and exhibit booths; and
- special email notices about faculty programs and awards

More resources can be found at ASJMC.org



Clark Bell (center), Journalism Program director for the Robert R. McCormick Foundation, receives the 2015 Gerald Sass Award for Distinguished Service to Journalism and Mass Communication Aug. 8 during AEJMC's San Francisco Conference. The award pays tribute to outstanding achievement and service to the field of journalism and mass communication and is named for Gerald Sass (left); also pictured is ASJMC President Brad Rawlins (right).

From the President cont.

It's also important to prepare faculty in the unit for the change, said Beth Barnes, director of the School of Journalism and Telecommunications at the University of Kentucky. Barnes is moving back to a faculty role after 13 years as the director. "The longer you've been in your administrative position, the more difficult it is for people to accept the coming change, and to start to see you in a different, non-admin, light. So, the more lead time there is for that, the better."

Barnes has had several faculty members come to her saying that they wish she would stay as the director and her response has been that it is time for the school to have some new leadership and for her to go in another direction. "Once you make the decision, stick to it and don't second-guess yourself, or allow others to," she advised.

"When you transition to faculty, then REALLY transition," Self also recommended. Don't make it difficult and awkward for the person taking your place and don't get caught up in politics where other faculty may try to recruit your influence. Be the kind of faculty member that you wished for when you were an administrator. Pardun said that this can be difficult when moving back to faculty. "At faculty meetings, it's a challenge to figure out how much to say when you know the back story (as an administrator), but you really should only be contributing as a faculty member," she explained.

Finally, Self suggested that while embracing your new role, continue to be optimistic and keep yourself open to new opportunities. Something might come up in the future that requires a blend of your academic and administrative skills.

So, it appears that there is life after administration for those who choose to go that route. But, it is best to plan in advance for the transition for you and for your colleagues.

— Brad Rawlins, Arkansas State University

Accreditation Report

by Paul Parsons, chair of ASJMC's representatives to the Accrediting Council (ACEJMC), August 2015

ASJMC REPRESENTATIVES

The ASJMC membership elects four representatives to ACEJMC in staggered three-year terms. Representatives are Raul Reis (Florida International; term expires 2016), Dorothy Bland (North Texas; 2017), Paul Parsons (Elon; 2017), and Judy Oskam (Texas State; 2018).

MEMBERSHIP

The Accrediting Council accredited five new schools this year: Stony Brook and North Alabama in the United States, two programs in UAE and one in Mexico. Two schools let their accreditation lapse: Southern Indiana and Jackson State. ACEJMC now accredits 119 U.S. schools, 10 more than three years ago, an all-time high. Over the next two years, six more programs have applied for accreditation for the first time.

SEARCHABLE DATABASE

All accredited programs are required to annually update their retention and graduation data on their websites. Now, the Accrediting Council's Task Force on Data Collection plans to create a standardized and searchable database of all accredited programs. The goal is to provide objective data for prospective students and families, professionals seeking to hire for internships and entry-level positions, and those seeking to improve JMC education. Such a database would give users the ability to compare and contrast schools, help academic leaders identify areas to improve, and give them fact-based arguments to leverage additional resources.

STRATEGIC PLANNING

This fall, the Accrediting Council is starting to develop a five-year strategic plan for ACEJMC. The process will include seeking input from each of the stakeholder groups – students, parents, faculty, administrators, alumni, employers, funders – in exploring how to make the process of accreditation better.

ASJMC 2015-16 Executive Committee

President, Brad Rawlins, Arkansas State University • **President-elect**, Jan Slater, University of Illinois • **Vice President**, Maryanne Reed, West Virginia University • **Past President**, Ann Brill, University of Kansas • **Executive Committee Representatives**, Mary Jean Land, Georgia

College & State University; Cheryl Bacon, Abilene Christian University; Birgit Wassmuth, Kansas State University • **ACEJMC Representatives Chair**, Dorothy Bland, University of North Texas • **AEJMC President**, Lori Bergen, University of Colorado-Boulder • **BCCA Representative**, Gracie Lawson-Borders, Howard University • **Executive Director**, Jennifer McGill, AEJMC/ASJMC