

Editor's Note

This issue, the first of volume 35, offers insights across several domains for communication administrators. Anderson, Gardner, Wolvin, Kirby-Straker, Yalcin, and Bederson's article explores the usefulness of learning analytics for basic course administration instruction and assessment. She recommends balancing the dialectic of multi-section course uniformity and instructor autonomy through practices of "collaborative consistency." Waymer, Cannon, and Street investigate the distribution of public relations teaching and club advisement loads across male and female faculty members at different academic levels, identifying patterns that call for further exploration. Agarwal's study provides communication administrators with potential student recruitment strategies based on the scholarship of engagement, capitalizing on one of our field's most attractive features: application of theory to lived human experience, with the potential to make a difference in the lives and well-being of others.

I offer many thanks to our reviewers for their faithful labors, and I extend special appreciation to Matthew Mancino, editorial assistant, upon whose reliable efforts I depend daily.