

## **Editor's Note**

Who would have thought upon restart the *Journal of the Association for Communication Administration* that we would have enough quality manuscripts to produce two issues in the first volume? I certainly didn't think it would be possible, but through the efforts of various ACA members getting the word out about JACA and the panels presented at various conferences in 2012 we were able to gather a number of good manuscripts that focused on issues facing today's communication administrator.

Issue 2 has three distinctly different foci. First, student recruitment is examined from three different perspectives. The article by Eric Meiners and Karen Rudick offers an experimental approach to recruiting messages when attempting to recruit your own undergraduates for graduate study—something that a number of institutions are focusing on. The second article by Elizabeth Hall and Emily Simmons examines new technologies' effect on graduate recruit programs. Andrea Pampaloni and Andrea Tucker's attention is on assessing the impact and image of college open houses. Each has lessons to be learned and strategies to consider when recruiting students in today's academic environment.

The second focus is on assessment. Marcus Paroske and Sarah Rosaen examine how to adapt assessment approaches beyond public speaking arguing that a "meta-assessment" approach is most appropriate for heterogeneous communication departments and programs. Mary Mineo presents a number of evaluation criteria and measures of oral communication competencies. Both articles provide different approaches to a common problem faced in dealing with multiple-identity departments and programs and institutions where oral communication is required across the institution.

The third focus is on faculty evaluation. This "From the perspective" of section outlines three approaches to help young (and older) faculty achieve success based on a panel presented at 2011 National Communication Association conference. In this issue three department chairs address avenues to help ensure faculty success. Sue Pendell first outlines a best practices approach to faculty evaluation. Jon Hess then examines how the chair can help junior faculty to gain tenure and promotion. Finally, Jeff Kerssen-Griep focuses on mentoring colleagues.

Even as this issue goes to press we have received several manuscripts that are under review. Is it possible that Volume 32 will also have two issues? Stay tuned!