

spectra

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REALIZING THE PROMISE OF DIVERSITY



ABOUT spectra

Spectra, the magazine of the National Communication Association (NCA), features articles on topics that are relevant to Communication scholars, teachers, and practitioners. *Spectra* is one means through which NCA works toward accomplishing its mission of advancing Communication as the discipline that studies all forms, modes, media, and consequences of communication through humanistic, social scientific, and aesthetic inquiry.

NCA serves its members by enabling and supporting their professional interests. Dedicated to fostering and promoting free and ethical communication, NCA promotes the widespread appreciation of the importance of communication in public and private life, the application of competent communication to improve the quality of human life and relationships, and the use of knowledge about communication to solve human problems.

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An NCA Task Force on Inclusivity
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co-chaired by Brenda J. Allen
and Raymie McKerrow.

Our Shared Responsibility FOR Inklusivity

By Christina S. Beck, Ph.D.

I met my first friend in the second grade. If memory serves, I tended to play by myself at recess during my first few years of school, likely more than a little self-conscious that I didn't really have the "right" clothes or confidence to ask others to swing or jump rope. If my classmates made fun of me, I was blissfully unaware. On one particular occasion, I remember scrunching up in a cement cylinder (a fairly common elementary school playground fixture in northern Indiana in the 1960s) as I waited for yet another recess to come to a merciful close. Suddenly, a girl with pretty hair and a warm smile bent down, looked at me in the middle of the cylinder, and said, "Hi, my name is Brenda. Do you want to be my friend?"

Nearly half a century later, I'm still grateful to Brenda for reaching out and including me in her circle of friends. Her simple, genuine invitation (and subsequent ones for playdates in her home) made such a difference in my seven-year-old world, boosting my courage to interact with others and helping me to believe that I fit in a bit better with my classmates.

This issue of *Spectra* highlights the important issue of inclusivity. In an era when technology enables many (but not all) of us to connect with others around the world by merely clicking a key, loneliness, isolation, exclusion, and marginalization still persist in nearly all types of situations, evading easy remedies. How can we, on personal, relational, and institutional levels, respond to others in ways that express appreciation for varied perspectives and that honor potential contributions? What can we, individually and collectively, do to value what

others bring to the table, and how can we ensure ample seating so that all feel welcome to break bread together... so that all can be treated as fitting in, not shut out.

In his Carroll C. Arnold Distinguished Lecture, delivered at the 101st NCA Annual Convention this past November, Arvind Singhal spoke about positive deviance, an approach that focuses on individuals who positively impact others around them and overcome challenges or problematic situations because of their unique practices. I am incredibly blessed that my life story includes generous people who paused long enough in the frenzy of their own busy lives to enable me to imagine myself as somewhat good at public speaking back in middle school (thanks, Mrs. Harvout!), as the first person in my immediate family to go to college (thanks, Mrs. White!), and as someone who could make valuable contributions to the Communication discipline (thanks, Dr. Ragan!).

In the course of a lifetime (even in the course of a day!), we routinely cross paths with individuals who greet others with scowls instead of smiles, complaints instead of compliments, and insults instead of inspiration. It's no wonder that we treasure those who encourage us with modest, yet powerfully consequential, words or gestures. What stories could you share? Which individuals have prompted you to express an idea, follow a passion, or pay a kindness forward?

Each of us inherently contributes, through what we say and do, to the life narratives of those in our immediate social and professional circles, as well as to broader societal and institutional cultures. Sadly, of course, even our best



individual efforts to alter systemic dynamics, especially at more macro levels, can be hindered by myriad factors, including discrimination, poverty, and negative human attributes (such as greed, jealousy, and meanness). Yet, if we accept a social constructionist perspective, how we talk to (and about) one another in a host of contexts lies at the core of how those impediments get revealed, enacted, and perpetuated. If so, the Communication discipline has a responsibility to take a lead in broader conversations about how we, as co-inhabitants of our world, position ourselves and treat others.

As part of my Presidential Initiative, “Enhancing Opportunities,” I have launched the NCA Anti-Bullying Project. This multi-faceted endeavor has thus far yielded the NCA Anti-Bullying Digital Repository, an online collection of Communication-based research and instructional materials that can be accessed by members of our discipline as well as external parties, and a service-learning partnership with high school and middle school students during the 2015 NCA convention that produced anti-bullying PSAs. Moreover, the newly appointed NCA Anti-Bullying Task Force brings scholars from across the discipline together for scholarly and advocacy partnerships, with the goal of addressing the complex and inherently communicative problem of bullying—a relational dynamic that produces isolation and marginalization instead of connections and inclusion.

Further, the NCA Task Force on Inclusivity, appointed by NCA Past President Kathleen J. Turner, focuses on inclusivity concerns that we face within

As members of the Communication discipline, what else can we do to translate our rich theoretical, empirical, and pedagogical resources into valuable societal tools?

our association. This task force has offered valuable recommendations for ensuring that all members—regardless of race, ethnicity, sexual orientation, viewpoints, backgrounds, or traditions—have opportunities to contribute to NCA and the Communication discipline in meaningful ways. Additionally, given the broad array of scholarly, pedagogical, and applied interests reflected in our membership, coupled with our vast range of institutions, department structures, and funding models, NCA must keep exploring new avenues for promoting participation from across the discipline and enabling members to make connections, express perspectives, and advocate for causes that matter to them in their respective departments, institutions, communities, and scholarly areas as well as our association and discipline.

Association leaders have committed to developing strategies regarding inclusivity and contributing to conversations beyond the academy. However, ever the social constructionist, I keep coming back to the notion that, on its own, a policy or program doesn’t necessarily prompt change—people do. Regular folk. You and me. How do we stop amid the chaos of our fragmented, technologically overwhelming, hyper-scheduled lives to reflect critically on interactions, relationships, opportunities, and potential for all? As members of the Communication discipline, what else can we do to translate our rich theoretical, empirical, and pedagogical resources into valuable societal tools? How do we, in our roles as teacher-scholar-citizen, become positive change agents who can transform not only one person’s life, but also our association and our world? ■

Spotlight

TEACHING AND LEARNING



Campus Engagement with NCA's Learning Outcomes in Communication Project

NCA's Learning Outcomes in Communication (LOC) project is fundamentally about reflecting on educational experience with the goal of improving student learning. This Lumina Foundation-funded, multi-year, faculty-driven project was designed to offer an answer to the question "What should a graduate with a Communication degree know, understand, and be able to do?"

Consulting with an array of stakeholders, faculty participants in the LOC project derived specific, desired learning outcomes for the discipline; these learning outcomes are not prescriptive. Rather, they are a starting point for discussion and are meant to be adapted by individual departments based on particular imperatives and areas of focus. While primarily about improving student learning, the LOCs are also available to advocate for disciplinary support from legislators and accreditors, for the hiring of Communication students by employers, and for students to become Communication majors. They can clarify the discipline for campus administrators who make decisions about the allocation of resources across the college or university and about the role of Communication in general education.

NCA's 101st Annual Convention was a perfect setting for sharing the project with Communication faculty from across the nation. NCA staff members and LOC faculty participants discussed the project in various interest group meetings and at an LOC booth in the NCA Exhibit Hall. In addition, participants in several LOC-focused panels and meetings

discussed various approaches departments might take to engage with the LOCs in ways appropriate to individual campus and program circumstances—from curriculum mapping to assignment development workshops.

LOC faculty leaders met in Las Vegas to determine the best methods for working with Communication departments interested in conversations about teaching and learning and the LOCs. These faculty members are now available to visit campuses and facilitate conversations about the LOCs and adapting them to fit the needs of particular departments.

NCA was also pleased to share the newly-developed printed LOC materials at the convention. The LOC materials include information for faculty on how to support course and curriculum development and teaching enhancement efforts with the LOCs. They also include materials designed for college and university administrators that explain the Communication discipline and the LOCs, as well as materials that can be used in conveying the discipline's value to potential employers.

For more information about the LOC project and to view and download LOC materials, visit <http://www.natcom.org/LOC/>. To request a complete set of materials or to talk about LOC engagement work on your campus, please contact Trevor Parry-Giles at tparrygiles@natcom.org or at 202.534.1116.

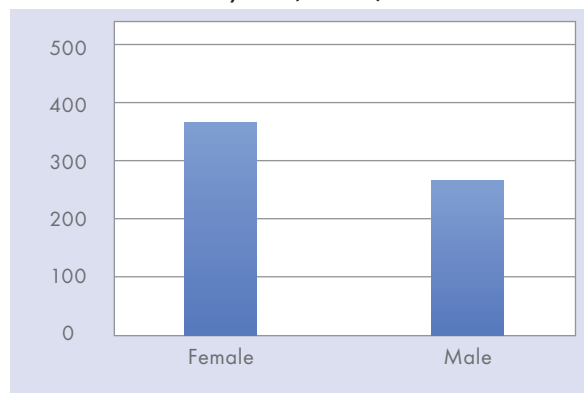
DATA ABOUT THE DISCIPLINE

Demographics of the Communication Discipline

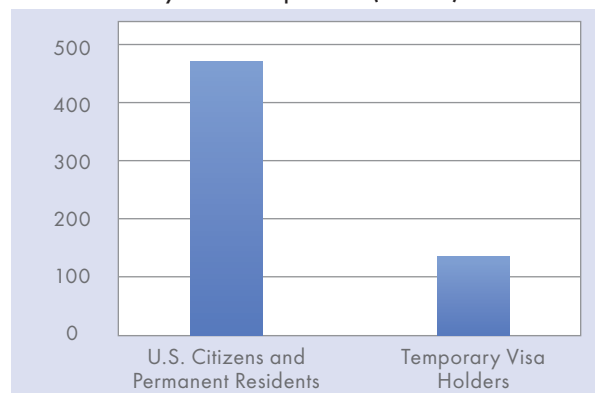
Each year, the *National Science Foundation's Survey of Earned Doctorates (SED)* is given to all of that year's doctoral degree recipients from U.S. colleges and universities. The *SED* provides data about citizenship status, race/ethnicity, and sex of recent earned doctorates, among many other variables. The 2014 data for the Communication discipline follow.

2014 Earned Doctorates in Communication

By Sex (n = 661)



By Citizenship Status (n = 611)



J. David Cisneros & Thomas K. Nakayama, “New Media, Old Racisms: Twitter, Miss America, and Cultural Logics of Race,” *Journal of International and Intercultural Communication* 8 (2015) 108-127.

This article examines incidents of racist speech on social media, focusing particularly on the controversy over racist tweets about the first Indian-American Miss America, Nina Davuluri. The authors found that Davuluri’s win revealed that “old school” forms of racist expression still exist, that latent strands of racist expression were facilitated by social media and Twitter specifically, and that the backlash against racist tweets and the celebration of Davuluri as the first Indian-American Miss America served as examples of racial progress. The controversy surrounding Davuluri’s win demonstrates the perseverance of “old” racist discourse and the emergence of “new” racism in a purportedly “post-racial” world. This essay has implications for the study of technology’s role in reinforcing and articulating racism and the connections between media and intercultural communication.

Christopher A. Chávez, “‘News with an Accent’: Hispanic Television and the Re-negotiation of US Latino Speech,” *Communication and Critical/Cultural Studies* 12 (2015): 252-270.

Chávez explores the value of language as both a means of comprehension and a product that has currency in the television marketplace. Focusing on the upstart cable network *Fusion*, which provides content designed to engage Latinos civically and in English, Chávez examines the ways in which television networks use language to create audiences. The author argues that *Fusion*, and similar networks, are attempting to re-constitute Latino audiences, choosing to

more closely align with the dominant population. This shift challenges the legitimacy of the Spanish language, serving the population that is most consumer friendly, but providing only “news with an accent” to those who fall outside the mainstream audience. Thus, *Fusion* caters to the acculturated Latino and further isolates those already most removed from civic discourse.

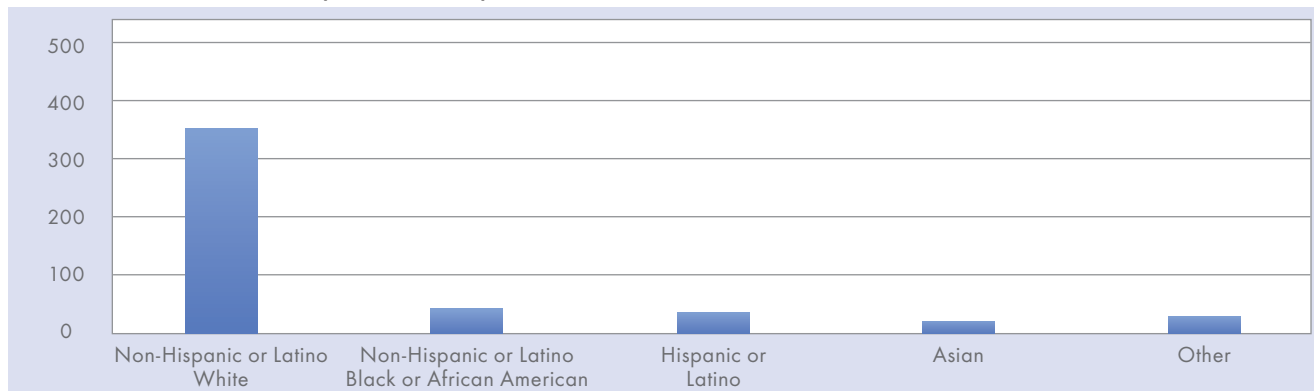
Dustin Bradley Goltz, “Ironic Performativity: Amy Schumer’s Big (White) Balls,” *Text and Performance Quarterly* 35 (2015): 266-285.

Goltz examines Amy Schumer’s performance in the 2011 *Comedy Central Roast of Charlie Sheen*, a performance often referred to as the comedian’s “breakout” appearance. Schumer’s performance is offered as a case study for understanding the complexities and contestations of ironic performativity. While used to exploit the purposefully ambiguous tension created between explicit and intended messages, ironic performativity brings attention to a number of aesthetic factors that must be negotiated when constructing meaning, such as gesturing, affect, identity, and body. This article discusses procedural language (the doing of racism, sexism, etc.) correctives for the audiencing, naming, and sense-making of layered ironic performances. Goltz brings attention to the ways in which Schumer’s performance accentuated the tensions between White females and African American males by conjuring legacies of White innocence, the emasculation of the Black male body for White pleasure, and the overall dehumanization of Blackness. Goltz’s analysis emphasizes the importance of critical self-reflexivity in processing ironic comedy.

Source: 2014 National Science Foundation *Survey of Earned Doctorates*

Note: The SED reports 664 total earned doctorates in Communication in 2014. Bars sum to less than 664 due to non-response.

By Race/Ethnicity for U.S. Citizens and Permanent Residents (n = 474)





NCA 102ND ANNUAL CONVENTION



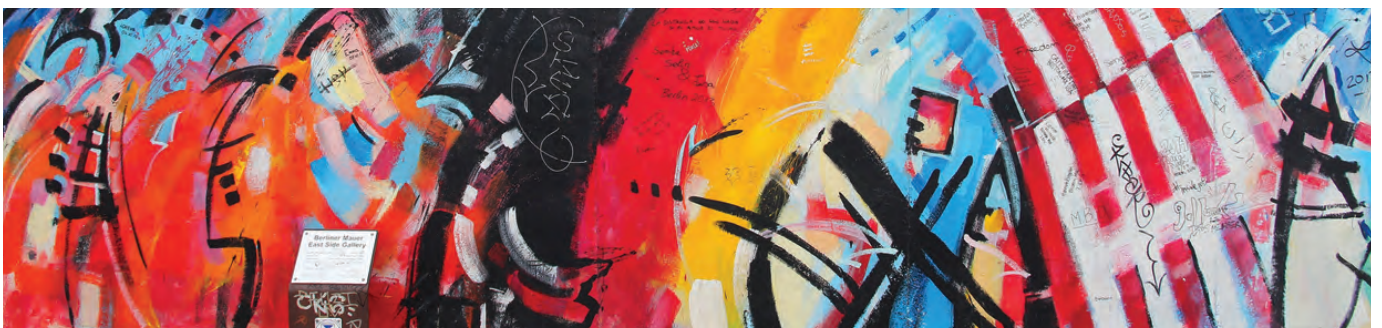
COMMUNICATION'S CIVIC CALLINGS



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REALIZING THE PROMISE OF DIVERSITY

In 1998, the American Council on Education and the Education Commission of the States issued *One-Third of a Nation*, a joint report that chronicled the nation’s progress in underrepresented minority advancement and issued a clarion call to close the persistent education gaps afflicting groups that together would constitute one-third of the nation soon after the turn of the 21st century.

Certainly, some progress has been made since then. Yet, as Brenda J. Allen notes in her opening article to this special issue of *Spectra*, “to build institutional capacity that benefits from the diversity that many colleges and universities claim to value, they must strengthen relationships across difference.” Allen tells us *why* difference matters, and how institutions, communities, and organizations can work separately and collaboratively to realize the promise of diversity.

To build on the progress that has been made, and to effectively meet current and future challenges, it is useful to look back at our personal and collective histories. Juliet García, one of the nation’s longest-serving and most renowned college presidents, traces her own story of making difference matter in the Texas border city of Brownsville, Texas, which lies in a region, García says, “that is 89 percent Hispanic and where one-third of our population lives below the poverty line.” She accomplished a great deal, in part by diversifying the faculty at her institution.

As campuses become more diverse, the need for effective faculty mentoring expands. Ziyu Long and Patrice Buzzanell discuss a variety of mentoring systems that they say “have the potential not only to

facilitate individual career success and well-being, but also to cultivate inclusionary cultures and communities in the classroom, department, and institution.”

Shane Windmeyer reminds us that in spite of the progress campuses have made, “Only 26 percent of campuses nationally prohibit discrimination based on ‘sexual orientation’ and less than 13 percent include ‘gender identity and expression.’” To ensure that campuses are safe and welcoming spaces for *all* students, Windmeyer calls on institutions to develop roadmaps that they can use in their LGBT inclusivity efforts.

Finally, R. Jeep Bryant tells us how important skilled communication and communicators are in ensuring a welcoming and inclusive workforce. Bryant shares his personal account of the power of storytelling in the workplace and the ways companies are working to break down barriers and capitalize on the value of difference.

We extend our special thanks to the members of the NCA Inclusivity Taskforce, who provided inspiration for and assistance with this special issue of *Spectra*. ■

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James L. Cherney, Wayne State University
Lisa Flores, University of Colorado, Boulder
Jimmie Manning, Northern Illinois University
Kathleen J. Turner, Davidson College (Emerita)



DIFFERENCE MATTERS

By Brenda J. Allen, Ph.D.

Our lives begin to end the day we become silent about things that matter.—*Martin Luther King, Jr.*

In December 2015, during a campus diversity forum entitled, “Let’s Talk about Race,” one of my co-facilitators asserted, “As a white person, I was raised not to see color.” And, she elaborated, she once thought that being oblivious to race was a good thing. I disclosed that I was raised to be acutely aware of race, starting with being labeled as “colored.” Throughout my childhood, I had received negative messages about my race. These messages were exemplified in a song that my colored friends and I used to sing: “When you’re white, you’re right; when you’re brown, stick around, but if you’re black, ooh baby, get back, get back, get back.” Although my colleague and I received starkly different messages about race when we were growing up, we currently agree that race matters to everyone, regardless of their racial identity. We also feel this way about other identity categories (e.g., gender, class, and sexual orientation, to name a few). As educators who are committed to equity and social justice, we believe that difference matters for achieving the promise of diversity in higher education. Our focus on difference points to how the discipline of Communication can help to enhance diversity and inclusivity on college campuses and beyond.

Three institutions of higher education in Denver, Colorado sponsored the forum, which convened public and private sector leaders to explore how race matters to their organizations and to examine promising practices. Faculty representatives from each campus co-facilitated the forum. After my colleague and I briefly shared how we were socialized about race, we asked participants to

reflect on race across their lives. We wanted them to understand that—similar to us—they had had varying experiences with race, with varying degrees of awareness of race in their daily lives. Because these variations can impact attitudes and behaviors, they matter for how leaders enact their roles, especially their efforts to achieve diversity goals. We also acknowledged that everyone embodies multiple social identities. I asked participants to visualize identity as a gemstone with many facets; although we often focus on one facet, other identities are always present, and they also can matter. The forum exemplified how institutions of higher education can partner with external organizations to share information about how to value diversity.

Diversity has long been a priority for many institutions and organizations. In higher education, diversity often denotes an ethical imperative to provide access to traditionally underrepresented groups, and to be more inclusive. This imperative has become more pressing due to recent demographic developments. In the United States, the most-cited population statistics refer to a “new majority” of persons of color. Other changes include increasing numbers of international students, persons with disabilities, veterans, and immigrants (documented and undocumented) who aspire to attend college. Many students will be the first in their family to seek a college degree. Also, today’s college-aged students are more diverse than any other generation in terms of religious identity. Thus, the pool of prospective students is and will continue to be more diverse than ever. Plus, students are more likely to encounter a variety of diverse peers on college campuses than in any other setting.

Diversity has become crucial for helping institutions of higher education to be competitive globally. U.S. colleges and universities are facing pressure to prepare students to succeed in a global environment, where educated knowledge workers interact effectively in multicultural contexts.

Diversity has become crucial for helping institutions of higher education to be competitive globally. U.S. colleges and universities are facing pressure to prepare students to succeed in a global environment, where educated knowledge workers interact effectively in multicultural contexts. In addition, research reveals that under the right conditions, diversity can improve the bottom line for organizations; working in diverse groups can enhance creativity, productivity, problem solving, innovation, loyalty, and teamwork. Therefore, diversity has become an economic imperative and an economic asset.

Although institutions generally have improved access to undergraduate education for diverse students, they are not making much progress in terms of diversifying their full-time faculty or senior administrators. Especially for women and members of underrepresented racial-ethnic minority groups, institutions need to make these positions more accessible. They also need to be responsive to social, legal, and political issues and incidents such as the Supreme Court's decision regarding race-based admissions policies, presidential candidates' views on immigration, same-sex marriage laws, police shootings of black people, anti-Muslim sentiment, and domestic and international acts of terror.

Fortunately, a growing body of research offers guidance for how institutions can meet the challenges and optimize opportunities. Promising practices include developing and implementing comprehensive, strategic approaches to building institutional capacity for diversity. Proponents of these approaches advocate making diversity an institutional priority and creating inclusive educational and work environments. To accomplish these goals, strategies should aim to transform institutional cultures. As renowned diversity expert Damon Williams details in *Strategic Diversity Leadership: Activating Change and Transformation in Higher Education* (Stylus, 2013), colleges and universities will have to invest a lot of time and resources.

They also will need to examine and revise a wide variety of practices that might impede progress. For example, many campuses expend most of their diversity-related resources toward students, mainly for student services. They also tend to position diversity as a separate endeavor for which only particular programs, disciplines, groups, or individuals are responsible. A common example is that institutions often expect members of underrepresented groups to represent and serve as advocates for "their" groups, with little recognition or reward. There usually are no similar expectations for members of dominant groups.

In addition, any formal commitment to education about diversity is generally limited to the undergraduate curriculum, if it exists at all. Some campuses require students to take a diversity course, which can reinforce the idea that only certain people or disciplines are responsible for diversity. This may lead students to believe that they are culturally competent because they have fulfilled the requirement, while also validating a common assumption that certain disciplines or topics are exempt from addressing diversity.

Strategic approaches involve providing diversity resources (including training and professional development) to *all* faculty and staff (including high-level leaders), and expecting everyone to be responsible for accomplishing the institution's diversity-related goals. Regarding diversity and education, institutions must infuse diversity throughout the curriculum and offer resources and incentives for faculty in all disciplines to engage in more culturally responsive teaching. Strategic approaches also include conducting and valuing research that advances knowledge and practice related to diversity, and partnering with internal and external groups, communities, and organizations who seek to realize the promise of diversity.

To develop and implement strategies for building institutional capacity for diversity, identity is a core concept



for effecting the intended change. Institutions should provide opportunities for students, staff, and faculty from all social identities to learn from and with one another. Although individuals classify themselves into innumerable identity groups, those that are especially crucial for diversity endeavors in higher education include gender, race, social class, sexual orientation, ability, nationality, and religion. The salience of these identities is rooted in historical inequities and injustices. These categories matter because they create hierarchies that place members in dominant or non-dominant positions that can affect their experiences in higher education. Dominant groups tend to have more economic and cultural power than non-dominant groups, and their ways of knowing and being tend to be more valued in organizations and institutions. Institutions of higher education are prime sites of power dynamics that perpetuate dominant belief systems that influence policies, procedures, and practices in ways that privilege some groups and disadvantage others.

These perspectives on social identity and power underpin the premise that difference matters. However, my definition of difference diverges from those that focus on how members of non-dominant groups vary from, or compare with, members of dominant groups. I use

difference as an inclusive term to invite members of all groups to reflect on how difference matters to them. For example, most humans categorize themselves in terms of gender. They have learned how to enact gender based on implicit and explicit messages from a variety of sources that influence their attitudes toward gender (theirs and others'). Although their notions of gender depend on contextual and cultural variables, they likely will be familiar with power dynamics that value masculine more than feminine gender roles. They also will have had similar experiences with other identity categories.

Moreover, their range of social identities probably encompasses dominant and non-dominant classifications. I stress and illustrate this point whenever I facilitate discussions about difference: Because my gender and race fall under non-dominant categories, ways that I have been socialized because of these identities can inform diversity efforts that seek to understand difference. As standpoint theory explains, members of marginalized groups often can offer valuable insights as outsiders within dominant organizations: In order to succeed, they are obligated to understand their roles from dominant group members' perspectives in addition to their own. They also are often more aware of, and wary about, oppression



and discrimination. However, my sexual orientation (heterosexual), socioeconomic class (middle-classed), ability status (able-bodied; mentally capable) and nationality (U.S. citizen) place me in dominant categories that allow me to be oblivious to negative implications of these aspects of identity for members of non-dominant groups.

To build institutional capacity that benefits from the diversity that many colleges and universities claim to value, they must strengthen relationships across difference. Scholars from many disciplines (including Communication) have developed programs to cultivate intergroup relations. Growing numbers of campuses are employing these programs or other resources on intergroup dialogue for groups of students, faculty, staff, and/or community members. Their goals include fostering intergroup relations, multicultural education, improving decision-making processes, managing conflict, and engaging in deliberative democracy. These endeavors correspond with my framework for difference matters by focusing on participants' multiplicity of social identities and exploring issues of inequity and power. They furnish much-needed space and guidelines for people to talk with one another about identity. Research on campus intergroup programs has reported positive results.

Ideally, colleges and universities will support formal programs and initiatives. However, they also can incorporate tenets and processes of intergroup dialogue into various institutional practices to sustain work groups, committees, teams, coalitions, and alliances that appreciate difference. Their goal should be to create healthy, inclusive campus climates that enable and empower all members to thrive and be productive.

The discipline of Communication can play a crucial role in exploring and valuing difference through promoting intergroup relations, and in other ways related to building capacity for diversity. Within our various areas of scholarship, research, teaching, and service, many of us already are applying and advancing a wealth of relevant knowledge, skills, and experience. However, we can do more.

On an individual level, become more committed to acknowledging and valuing difference in all aspects of your job. Work within your spheres of influence to help your institution realize the promise of diversity. Within your department or unit, analyze whether or not the barriers to optimizing diversity I've identified exist. If so, initiate discussions with your colleagues about how to remove them. Request or provide resources to build capacity for diversity, including ways to create more inclusive and respectful

The discipline of Communication can play a crucial role in exploring and valuing difference through promoting intergroup relations, and in other ways related to building capacity for diversity.

workplaces. This aspect of capacity building for diversity is one of the most-neglected yet most-deserving of attention.

At the college or university level, develop or strengthen partnerships for diversity-related teaching, research, and service. Bridge the silos of student and academic services, as well as those within departments and between academic disciplines. Engage in transdisciplinary research, teaching, and practice. As you conduct the business of these partnerships and collaborations, explore and implement ways to cultivate intergroup relations.

Efforts to build capacity for diversity should extend to external communities and organizations. The diversity forum on race I mentioned is a good example; it was sponsored by three institutions, co-facilitated by four faculty from various disciplines, and designed for leaders from public and private sectors. The forum also illustrates how to foster intergroup dialogue. According to attendees, we accomplished our goals to provide a safe space to openly discuss race matters, to illuminate how race matters, and to share promising practices. Attendees especially appreciated our brief overview of race as a

social construction, and my colleague's account about how she changed her assumption that not seeing color was a good thing. A scholar of secondary education, she studied race and other aspects of identity in graduate school, where she learned that "not seeing color," however well-intentioned, invalidates non-dominant racial groups' experiences and identities, ignores racial inequities, and seems to imply that being a person of color is a bad thing. Narratives that co-facilitators and attendees shared about race and its intersections with other social identities helped prove the premise that difference matters, while also demonstrating that difference matters differently for different people.

I have outlined some of the challenges and opportunities related to diversity in higher education that seem especially germane to the discipline of Communication. The project of building capacity for diversity is daunting, yet necessary, if we wish to realize higher education's potential to help develop a pluralistic, inclusive, and equitable society. Communication ought to be a principal participant in that project. ■



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STARTING AT THE TOP

ONE COLLEGE PRESIDENT'S PERSONAL JOURNEY
IN MAKING DIFFERENCE MATTER



By Juliet V. García, Ph.D.

It has been an extraordinary gift to be able to spend my life's work in my hometown. During the 28 years of my college presidency in Brownsville, Texas, we graduated more than 40,000 students, first at the community college-level only, and then at the baccalaureate and graduate levels as higher education evolved in our region. We were one of the top producing universities of Hispanic physics graduates in the nation, and became innovators of degrees such as a competency-based biomedical degree and the Bachelor of Applied Technology and Applied Arts and Science, which awarded credit for students' work earned through their associate degrees, and which has now been replicated across the nation. Our chess program was one of the best in the hemisphere, winning a spot in the final four of the prestigious President's Cup tournament three times and named Chess College of the Year by the US Chess Federation. And our student employment initiative won both a state and a national award for promoting Latino/a success. All of this, and more, was accomplished in a region that is 89 percent Hispanic and where one-third of our population lives below the poverty line, making it one of the poorest regions in the United States.

If you look at the yearbooks from when I was a student at our local junior college—before there was a university—you will see a majority of Anglo faces on the student, faculty, and administration pages, which was not representative of the region’s demographics.



But our region did not always run counter-trend to other communities that shared our characteristics. If you look at the yearbooks from when I was a student at our local junior college—before there was a university—you will see a majority of Anglo faces on the student, faculty, and administration pages, which was not representative of the region’s demographics. Reforming hiring practices and matching our mission to our market were essential to establishing a welcoming climate for people of all backgrounds.

HIRING FOR DIVERSITY—IT MUST START AT THE TOP

In 1971, Arnulfo Oliveira was named President of Texas Southmost College, becoming the first Latino President in the college’s 45-year history. He was determined to end what was apparent faculty segregation. At the time, Anglo faculty taught most academic courses, and Latino faculty taught mostly technical and vocational classes.

Oliveira became a one-man recruitment team, personally searching for newly minted Latino master’s or Ph.D. graduates. Upon finding one, he would make a personal call with an offer of a teaching position. His first

wave of new Latino faculty hires came enthusiastically to the college and, in many cases, dedicated their entire careers to opening doors of opportunity to the next generation of local students.

I was one of Oliveira’s first recruits. I recall the day in 1972 when he introduced me to the Chair of the English & Speech Department as the new Speech teacher. Imagine her surprise, as he did not run his new Latino faculty recruits through the usual committee hiring process. He simply introduced them, once hired, to the department chairs. That same year, he hired about eight Latino faculty members. All of them were well-credentialed and had equal or greater preparation than the current faculty teaching at the small college. I was in the first wave, but not the last. Each year thereafter, Oliveira hired more and more Latinos, slowly integrating the faculty.

But hiring Latino faculty was only half of the battle. It was, after all, less than a decade after the passage of the Civil Rights Act, so discrimination was hardly subtle. Early in my tenure, I was interviewed by community leaders whose children I would be teaching to see if my English was unaccented enough to teach courses

I recall one instance in which the Mathematics Department Chair insisted that there “simply were no qualified Latino or women applicants” to be found. I changed the application process to require that all applicants for faculty positions send their applications directly to the Dean’s Office to be logged in before they were forwarded to individual departments. Miraculously, we discovered that there were qualified Latino and women applicants after all.

in Speech Communication, regardless of the fact that I had earned a bachelor’s and master’s degree at the University of Houston in classical rhetoric and public address. I was also humiliated by my Anglo supervisor for charging course materials to the department account at the bookstore, although it was common practice for my colleagues to do the same. Offers for newly minted Latino graduates were plentiful, but not in Texas. However, my husband and I wanted our two babies to grow up close to their grandparents, and we felt that perhaps our destiny was to become a catalyst for change in our community. So I persevered in this sometimes hostile environment, as did many other early Latino faculty recruits in academia.

Emboldened by high aspirations inherited from my parents, I returned to graduate school at The University of Texas at Austin to earn my doctoral degree. Getting into UT Austin was not an easy task in the 1970s, especially for a Latina wanting to study in the College of Communication. At the time, there was only one Latino faculty member in the entire college. After several attempts, I was accepted as a “provisional” student. I had two small children (ages 3 and 4 at the time); my goal was to complete my doctorate and return to our hometown in time for the eldest to begin first grade back there and for me to help care for my widowed father. Family is at the core of our existence in the Latino culture; career decisions are often made with the extended family in mind.

One year after returning home to South Texas and to the community college where I had been a student just a few years earlier, I applied for the presidency of the college. I was 28 years old, but I felt that I needed to signal I could do more. I knew my chances of even getting an interview were slim and was shocked when I was selected as a finalist.

When the new President was selected, he appointed me to head the self-study for the college’s reaffirmation of accreditation. Three years later, after successfully leading

the accreditation effort, I was named Dean of Arts & Sciences by the VP of Academic Affairs, a former army colonel who one day observed, “It’s not so bad...” I thought he was talking about the budget deficit that we were working to resolve. He continued, “It’s not so bad; working with a woman.” He had never worked with a woman of equal rank. We learned together how to work collaboratively.

As Dean of Arts & Sciences, I had the responsibility of hiring all academic faculty members. The college was experiencing large enrollment increases every year (one year, our enrollment grew by 15 percent). So, each year, I was able to hire many new faculty. For several years, I hired 30 faculty at a time, enabling me to greatly impact faculty diversity. I made sure that each new hire was more highly qualified than the current faculty, and that women and minorities had an equal chance to be hired. I recall one instance in which the Mathematics Department Chair insisted that there “simply were no qualified Latino or women applicants” to be found. I changed the application process to require that all applicants for faculty positions send their applications directly to the Dean’s Office to be logged in before they were forwarded to individual departments. Miraculously, we discovered that there were qualified Latino and women applicants after all. In those five years as an academic dean, I was able to forever transform the balance of Anglo to Latino and male to female faculty at the college.

Five years later, two women members of the college’s Board of Trustees recruited me to apply for the presidency. Going into the search process, I knew that I had at least three strikes against me: I was very young (37 at the time, two decades younger than the average college president); I was Latina, when less than 1 percent of the doctoral graduates from U.S. universities were Latina/o; and, of course, I was female, applying for a position usually reserved for men.





We knew that there was nothing wrong with the human capital on the border in Deep South Texas. It was a matter of creating a paradigm shift in our own thinking.

Eventually, those two women trustees convinced the other trustees that I was the best candidate for the presidency. But beyond that, they helped me succeed during those crucial first few years, gifting me the privilege of safe haven for candid discussions and good advice. Together, we passed the first general obligation bond issue that greatly expanded campus facilities, doubled the size of the library, and established an innovative scholarship endowment for students who took more rigorous courses in middle and high school in preparation for college studies.

Five years later, we partnered with The University of Texas System to establish a new university in South Texas, The University of Texas at Brownsville. The following year, I was named President of UT Brownsville, where recruitment of a diverse academic leadership and faculty remained my most important work.

During our 1996 search for a Dean of the College of Science, Mathematics and Technology, we interviewed Jose Martín, a brilliant Cuban-born nuclear engineer, who was a department chair at the University of Massachusetts at Lowell. I asked Martín why he wanted to come to our very young university, which had yet to establish a reputation in the sciences. He replied, “I want to come here because you want the whole of me. You want me because I’m an engineer, but also because I’m a Latino with fluency in two languages.” And we did. We wanted his expertise and experience as an engineer, certainly, but we also wanted his bi-literacy, his immigrant legacy and his Latino heritage. Martín had previously thought it unimportant to even list his Spanish fluency on his resume. When he was named Provost of UT Brownsville in 2000, he became a powerful leader who helped propel us to become nationally recognized for increasing Latino student success in the sciences.

But selecting Martín was only the beginning. What I had not anticipated was how influential he would

become in recruiting others like himself. Within a year, Martín had recruited several other brilliant scientists in physics, engineering, and biomedicine with international experience. One key recruit opened the spigot of opportunity to attract many others.

MATCHING MISSION TO MARKET

But what impact did faculty diversity have on our students? There were the inherent benefits: students now had many mentors and role models with similar backgrounds, and faculty could better guide students through the challenges they faced because of their own past experience as students who were first-generation, minority, and often of low-socioeconomic status. Just as essential, however, was the fact that our campus now had the critical mass of faculty needed to chart a course in matching our mission to our market. In 1991, we became a community university when The University of Texas established UT Brownsville to form a unique partnership with Texas Southmost College. By combining the best of a community college and a university, and pooling their resources during a very tough economic time in the state, students were seamlessly propelled from certificate programs to associate degrees to bachelor’s and master’s degrees, and, eventually, to doctoral degrees.

We knew that there was nothing wrong with the human capital on the border in Deep South Texas. It was a matter of creating a paradigm shift in our own thinking. That shift began not at the university, but in the school district, with one elementary school teacher who taught the “troubled” kids how to play chess. Soon, the entire city was infected with the game, and the children who were learning English as a second language were winning state and national chess tournaments. By the late 1990s, Brownsville had become one of the top five cities in the nation sending the most schoolchildren to national chess championships – and they were winning.

Every faculty member we recruited, every staff member we hired, and every student we admitted was socialized into our new culture—one that owned our geographic advantage at the epicenter of the Americas, celebrated our students' inherent assets, and honored the dignity of the people we served.

The outside world began to see us differently. Once while I was on a trip to Peru, a fellow traveler approached me when she learned I was from Brownsville. She was a bit perturbed when she said, "I'm from New York City with two sons who play competitive chess. Every time they discover that they have to play someone from Brownsville, Texas, they become anxious because your chess teams are so good." We knew that if our kids could excel at chess, they could excel in medicine, law, education, and science and become the educated professionals the region desperately needs. Now the entire nation knew that as well.

We forced another paradigm shift when we created a bilingual certification at the university. With 73 percent of our population speaking Spanish at home, we needed to capitalize on this extraordinary strength. One of our students had learned Spanish from his Cuban father and Russian from his Russian mother. English was his third language. While on our campus, he took classes in Mandarin Chinese. Imagine producing nurses, teachers,

physicists, and business leaders—all certified to practice their professions in two (or more) languages.

But it was an entire community that produced a welcoming climate for diversity on our campus. Every faculty member we recruited, every staff member we hired, and every student we admitted was socialized into our new culture—one that owned our geographic advantage at the epicenter of the Americas, celebrated our students' inherent assets, and honored the dignity of the people we served. Every support program we offered was designed to meet students where they were (educationally and otherwise) and catapult them toward dreams they had hardly dared to imagine for themselves. We knew that we could not afford to be remembered for those that we excluded. Instead, we chose to be remembered for those we included, those who—having inherited their own parents' hopes of achieving the American Dream—are now contributing to not only this region's well-being, but to that of a nation with a revered history of opening doors for others. ■



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Angela K. McCauley contributed to the writing of this article.

Mentoring for Success

AND FOR

INCLUSIONARY INSTITUTIONAL CULTURES

By Ziyu Long, Ph.D. and Patrice M. Buzzanell, Ph.D.

As Communication scholars who research and teach about careers, we have noticed that faculty and students seem unaware of the mentoring that goes on every day, of the roles they play in constituting mentorship experiences, and of the variety of mentoring possibilities that are open to them and others. These mentoring possibilities can both foster career success and also create inclusionary classrooms, departments, and institutional cultures.

Some of the reasons for this lack of awareness can be traced to conventional understandings about mentoring and the attention paid to formal and informal mentoring systems. In this article, we discuss these understandings and systems, then turn our attention to other mentoring perspectives that might better fulfill mentoring needs in academe and cultivate diversity and inclusion in higher education institutions. As we discuss different mentoring systems and perspectives, we draw primarily from our empirical findings based on in-depth interviews and surveys of mentoring experiences of engineering faculty members at a large Midwestern U.S. university, as well as from career research and executive education conducted by Patrice Buzzanell.

CONVENTIONAL UNDERSTANDINGS OF MENTORING

Conventional understandings about mentoring are based on the well-supported finding that, across different types of organizations in business, educational, governmental, and not-for-profit sectors, mentoring is associated with personal and career success. Mentoring correlates with higher pay, advancement, organizational identification, work satisfaction, perceived well-being, and other objective and perceptual outcomes. Studies show that individuals often consider mentoring to align with the prototypical relationship between an older, successful, and presumably wiser individual (mentor) and a relatively “unseasoned” organizational neophyte (protégé, mentee) who shows promise in one desirable dimension or possesses an array of qualities deemed advantageous and worth nurturing. In these cases, mentoring seems like a magical process by which two people find each other and embark on mutually beneficial and sustained interactions that produce outcomes that neither could fully accomplish on his or her own.

This idealized image of mentoring is so firmly engrained in the popular imagination that individuals in executive education and undergraduate classrooms tend to respond on surveys that they have not had mentors,



unless they have experienced this kind of individualized career development and social support arrangement. Higher education leaders who adopt this idealized image of mentoring tend to assume that an established, generic mentoring system can work its own magic and neglect to consider that individuals' mentoring experiences can also be highly ambivalent, tension-filled, unfulfilled, and/or damaging personally and professionally.

In our empirical research on the mentoring experiences of engineering faculty members, study participants report that they feel they have missed out on key experiences and wonder what they might have and could still achieve if they had enjoyed this kind of romanticized mentoring relationship. After discussion, our participants realize that they have, in fact, participated in both formal and relatively short-term informal mentoring arrangements, as both mentor and mentee. We discuss the formal and informal arrangements below.

FORMAL AND INFORMAL MENTORING SYSTEMS

Formal mentoring systems in higher education vary, but typically are established to help faculty and student become socialized to the institution, clarify goals and expectations,

and assess progress and performance. These systems are part of strategic initiatives for recruitment, retention, and promotion to maximize investments in personnel, particularly tenure-track assistant professors. They often are linked to annual review processes for faculty and may be coupled with other programs such as faculty orientations, college networking luncheons, and teaching workshops.

Some of our engineering faculty research participants express appreciation for the attention that their formal mentors provide. These faculty appreciate mentoring about the format and content of their college-specific promotion CVs; management of postdocs and graduate research assistants; contacts for research lab equipment, set up, and expenditures; and the balancing of teaching, service, grant writing, and other day-to-day activities. Other engineering faculty participants have reported that their formal mentoring is geared only toward objective measures of success. They express disappointment about such narrow parameters for formal mentoring and the procedures for mentor and mentee assignment. Moreover, as faculty are promoted and tenured, some feel that they are left on their own to figure out how to advance to full professorship or to weigh other options



By promoting ethics of care, openness, and collaboration, and by encouraging spontaneous forms of mentoring, we can cultivate mentoring systems that are based on the routinization of these small acts of mentoring to help develop inclusionary cultures in higher education.

such as administration. As one of our faculty participants shared, she had to become more proactive in seeking mentoring after she was promoted because she felt that little structured mentoring was available to her:

Once I became an associate professor, I became interested in...the requirements for the next step, and they are...fuzzy, less clear. So, by going to the [college] meetings, I kept asking around...“How did you do this?” or “What do you think I should focus on?” more than in my own department, much more.

Formal mentoring systems are part of higher education social responsibility efforts. They need not be structured like the system geared around annual reviews that we just described. They can be clustered, collaborative, and specialized (e.g., formal mentoring for global and service-learning assignments) experiences, in which contractual arrangements specify the roles, responsibilities, and timeframes for multiple mentorship parties and project or assignment completion. Of importance is that they signal efforts toward equality by attempting to ensure that no

one falls between the cracks. Despite the good intentions to establish equal playing fields and to avoid inadvertently neglecting individuals and members of particular groups who might seem dissimilar from mentors, formal mentoring systems cannot fulfill all mentoring needs for mentors or mentees or guarantee the inclusion and empowerment of faculty and students to achieve their aspirational selves.

Because formal programs and systems are necessary but insufficient, they often are supplemented with informal mentoring relationships that are chosen and designed by the parties involved. Informal mentoring has popular appeal because of its potential for long-term relationships geared to mentoring needs. Our faculty, executive education, and student research participants often ask how they can find these kinds of mentors and what they can do to attract the attention of highly regarded and successful executives or faculty.

Although informal mentoring can take many forms, our participants believe that if they do not develop special one-on-one relationships, they won't accrue the benefits associated with mentoring. Moreover, informal

mentoring has been found to align with similarity. Our research with engineering faculty confirms previous findings regarding gendered mentoring dynamics. Mentees sometimes prefer men as mentors or believe that outcomes will be better with male mentors, who tend to occupy leadership positions in the institution. Thus, informal mentoring relationships may perpetuate traditional mentoring models that are driven by instrumental benefits (e.g., advancement, external recognitions) that contribute to gendered inequities in academic institutions.

ALTERNATIVE PERSPECTIVES TO MENTORING

While formal and informal mentoring is needed, our scholarship has delved into the added value that episodic, intersectional, and network mentoring perspectives offer in higher education. We note that these systems are used not only for career development and psychosocial support, but also for role modeling and enhancing diversity and inclusion efforts.

Episodic Perspective

Regarding episodic mentoring, our faculty participants note with pleasure the commitment they believe that other faculty in their departments have toward their development when these faculty engage in mentoring moments. Their colleagues stop by their offices or send them quick emails congratulating them on accomplishments, informing them about conferences, providing suggestions for improvement of manuscripts and funding applications, sharing syllabi and course assignments, and directing their attention toward potentially helpful or enjoyable university workshops or local attractions.

These everyday interactions do not require heavy investments in time or energy. They are not contractual. They simply require mindfulness about how much we all appreciate and benefit from such spontaneous mentoring episodes. One of our assistant professor research participants said that she receives mentoring during everyday “natural interactions” with colleagues who are willing and ready to offer advice and assistance. For her, episodic mentoring happens during brief conversations in the hallway, at departmental events, and over lunches where colleagues have provided teaching, institutional, and community insights including information about “classes, even just social/personal things, like... churches in the area... upcoming events.”

Our work suggests that faculty who belong to underrepresented groups in particular institutional contexts

need to be more proactive in seeking mentoring and sustaining meaningful mentoring relationships. Relying on the faculty themselves to be proactive adds an extra burden that we can, in part, lessen by encouraging episodic mentoring. By promoting ethics of care, openness, and collaboration, and by encouraging spontaneous forms of mentoring, we can cultivate mentoring systems that are based on the routinization of these small acts of mentoring to help develop inclusionary cultures in higher education.

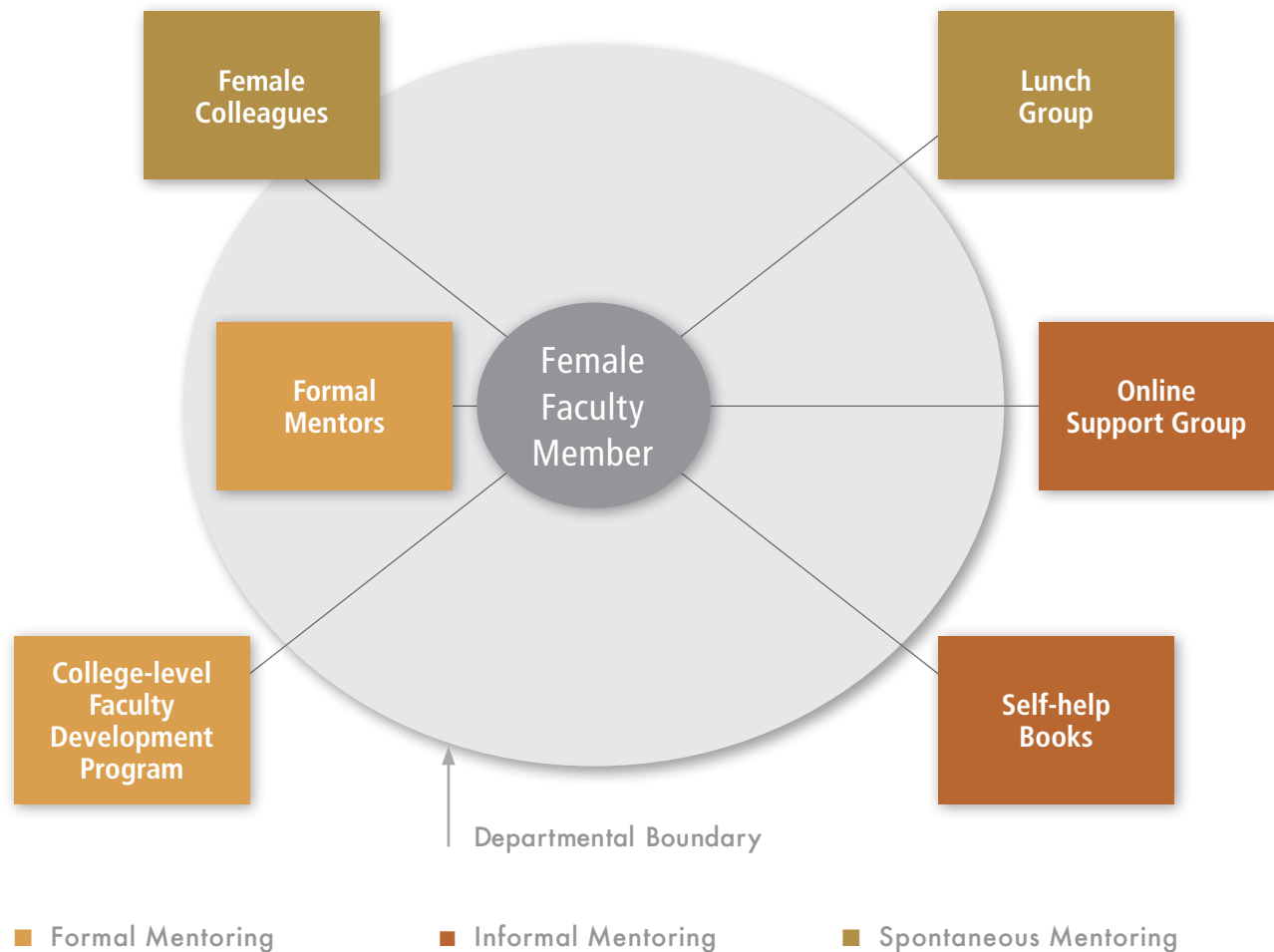
Intersectional Perspective

The transformative potential of everyday mentoring can also be explored from an intersectional mentoring perspective. From this perspective, interactions that capitalize on difference, such as gender, race, ethnicity, sexual orientation, culture, and so on, are taken into consideration as a whole when exploring individuals’ experiences and organizational structures of mentoring. The intersectional perspective draws attention to the politicized nature of mentoring. As a full professor in engineering remarked, individuals who are involved in traditional mentorship obtain continuous, non-visible support that eases their career paths. He added that these individuals fail to recognize both their privileged position in receiving informal and spontaneous mentoring and the extent to which they are groomed for advancement. In his words:

If you *are* close to the standard model in traditional ways, you don’t really think about those ways that you get informal support and advocacy and mentoring, because it’s so obvious and it’s so continuous. It’s kind of like the fish will be the last to study water, because you don’t think about it.

And, in fact, I do remember having a conversation with a colleague—and I really appreciate him as a colleague and a professional friend—and he was [asking about] the difference and... the mentorship or support need. He happened to be Catholic, and so I said, “Imagine going to a university where there is no Catholic church and no other community of Catholics,” and he instantly stopped and said, “There isn’t such a thing.” He couldn’t imagine. And in fact that’s probably true. It would be exceptionally hard to find a campus in any town [of] more than a couple thousand people that had no parish whatsoever. And so that was when he realized how different the experience could be... [and] started to understand the burden and barrier of being *the only one*.

Illustrative Faculty Mentoring Network



The intersectional perspective uncovers the tacit ways by which privilege and marginalization are produced and reproduced through mentoring. Insights gained from this perspective can be utilized in designing empowering mentoring structures that enable individuals to access mentoring and mobilize their agency to satisfy their own mentoring needs.

Network Perspective

Finally, our network perspective on faculty mentoring acknowledges that there are numerous human and non-human mentors and mentees with which individuals interact over the course of their careers. As the diagram above shows, the female faculty member in the middle of the network receives mentoring (formal, informal, and spontaneous) from various sources. These sources include assigned formal mentors within the department, women colleagues within and outside of the department, lunch groups with colleagues from

other disciplines, college faculty development programs, as well as nonhuman mentors such as online support groups and self-help books. The faculty member relies on all for helping her achieve career and life success.

It is important to understanding that networks and mentoring needs change over the course of careers and lifetimes. Our research has suggested patterns of external and internal institutional mentoring based on professorial rank. We observed that engineering faculty mentoring networks shifted from mentee to mentor roles after tenure and/or promotion, and reported mentoring networks seemed to become more focused and smaller as faculty moved on in their careers. Additionally, we found that women engineering faculty had more diverse nodes in their mentoring networks than men did, and tended to strategically expand and diversify their mentoring networks to harness social capital in predominantly male-dominated academic institutions.

CONCLUSION

Mentoring systems and processes have the potential not only to facilitate individual career success and well-being, but also to cultivate inclusionary cultures and communities in the classroom, department, and institution. When the traditional mentoring imagery and power dynamics are disrupted, we recognize the numerous ways in which mentoring is constituted, and where individuals have agency to develop inclusive mentoring systems to meet institutional and personal needs.

The lessons from our research are that faculty and students likely have had multiple mentoring relationships in a variety of different forms, for numerous and specialized functions, for brief episodes or over the course of their lifetimes, and with mentors/mentees whose names they might not even know. Mentoring experiences might be conducted online, in reverse mentoring patterns (with newcomers sharing expertise with distinguished professors), and in hybrid forms of formalized contractual arrangements as well as unanticipated interactions. Proposing episodic, intersectional, and networked perspectives to mentoring, we call for Communication scholars and teachers to embrace various forms of mentoring, create a culture that enables mentoring interactions, and tap into mentoring's empowering and transformational potential. ■

Mentoring systems and processes have the potential not only to facilitate individual career success and well-being, but also to cultivate inclusionary cultures and communities in the classroom, department, and institution.



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FINDING YOUR CAMPUS ROADMAP FOR LGBT PROGRESS

By Shane Windmeyer, M.S.Ed.



“We don’t have any of those students.”

The privilege and ignorance that comes with this statement is dumbfounding. The notion that any young person—including lesbian, gay, bisexual, and transgender (LGBT) youth—does not exist on a college campus demonstrates enduring prejudice, resistance, and struggle. Even more disturbing is the fact that these words, if not the biased belief that underpins them, are still present in the action (or inaction) of faculty, staff, and administrators on college campuses across the country.

As the Executive Director and founder of Campus Pride, the nation’s leading nonprofit advocating for LGBT students on college and university campuses, I have witnessed firsthand 20 years’ worth of challenges and progress for LGBT inclusion in higher education. I have also seen how this progress has been limited by factors such as political climate, financial resources, bigoted religious teachings, geography, institutional commitment, and, ultimately, campus officials who lack the understanding, awareness, or willingness to recognize LGBT youth as part of the community.

During the early 1990s, when I went to college in Kansas, I knew all about being invisible and how alone and isolating it was to come out as a gay man. It felt like my whole world was going to end, and yet I found a sense of liberation in the fear at the same time. I was lucky that I had friends and fraternity brothers who stood beside me as I grappled with my sexuality in those early days. There were also a few key staff and faculty who recognized that their job should be to support gay students (along with other student populations). As a result of LGBT students

Only 26 percent of campuses nationally prohibit discrimination based on “sexual orientation” and less than 13 percent include “gender identity and expression.”



coming out at my alma mater in the '90s, the institution became among the first in the State of Kansas to have a nondiscrimination statement that included “sexual orientation” as a protected class. The institution also established one of the early “Safe Zone” programs to create safe spaces for LGBT students. Indeed, I was fortunate.

Today, while LGBT progress and momentum continues to build on college campuses, the bulk of the work is still happening mostly on the backs of out LGBT students, faculty, and staff. These individuals often have a lack of resources and are doing the work as an extra part of their job, or as volunteers.

Some institutions are now paying for LGBT support staff, including LGBT concerns in job roles, and broadening campus life diversity efforts. However, there are currently only 229 campuses that have a dedicated office or resource center for LGBT students with a full-time or part-time paid staff member. And, when it comes to LGBT-inclusive nondiscrimination clauses, only 26 percent of campuses nationally prohibit discrimination based on “sexual orientation” and less than 13 percent include “gender identity and expression.” Campus Pride recently published a listing called the Shame List of nearly 40 campuses that have applied to the U.S. Department of Education and received Title IX exemptions to openly discriminate against LGBT youth based on anti-LGBT religious beliefs.

To be clear, the bag is *mixed* for LGBT issues in higher education.

Progress is relative, and the challenges are dependent on the eye of the beholder. Campus Pride’s 2010 national study shows that nearly one-quarter of LGB students,

faculty, and staff faced harassment on campus. Thirty-nine percent of transgender students, faculty, and staff faced harassment, and more than one-third of transgender respondents reported fearing for their physical safety on campus. These percentages were even larger among LGBT people of color.

When an LGBT student arrives at college, there is no guarantee of a safe, welcoming environment in which to learn, live, and grow. The Campus Pride study showed that half of all students, faculty, and staff hid being LGBT to avoid intimidation on campus.

Campus geography and institutional type also play a large role in the LGBT progress achieved and the challenges faced by LGBT students, faculty, and staff. LGBT-inclusive work is often most visible and successful in more LGBT-progressive areas, or where significant financial resources have been provided to assist with the LGBT work. Southern campuses, rural campuses, and two-year colleges have uphill battles and/or lack the support for necessary LGBT changes.

Campus Pride annually recognizes the achievements of LGBT-friendly campuses with a “Top 25 List.” We also have highlighted Southern campuses that are leading the way on LGBT progress. These efforts are informed by the Campus Pride Index, an online benchmarking tool and database of more than 200 campuses that have LGBT-inclusive policies, programs, and practices. The Campus Pride Index measures the LGBT-inclusive benchmarks and prepares a roadmap for each school to improve campus climate. This roadmap is vitally important to recognizing that LGBT students do exist and then taking the necessary actions to create a safer, more welcoming learning environment.

I do believe campus officials and the majority of colleges want to be seen as LGBT-friendly. It is good for business; I believe youth and their families want to support campuses that celebrate difference and human diversity. This is evident in the more than 300 campuses that are openly recruiting LGBT students and annually participating in the Campus Pride LGBT-friendly National College Fair program. This number has grown two-fold in the last three years.

Institutions' success with LGBT students and improving campus climate really depends on the institutional commitment and where the campus finds itself on the roadmap to LGBT progress. The Campus Pride Index includes eight key factors with questions related to policy, program, and practice to determine the progress of your school and how you can help along the journey. Here is a sample of some of the questions to begin the campus journey:

1. LGBT Policy Inclusion

- Does your campus include sexual orientation in the written non-discrimination policy statement?
- Does your campus include sexual orientation in written statements about diversity and multiculturalism?
- Does your campus include gender identity/expression in the written non-discrimination policy statement?
- Does your campus include gender identity/expression in written statements about diversity and multiculturalism?

2. LGBT Support & Institutional Commitment

- Does your campus have a Safe Zone program or Safe Space program (e.g., an ongoing network of visible people on campus who identify openly as allies for LGBT people and concerns)?
- Does your campus have a professional staff person who is employed to increase campus awareness of LGBT concerns/issues as part of his/her job description?
- Does your campus have an LGBT concerns office or an LGBT student resource center (e.g., an institutionally funded space specifically for LGBT education and support services)? If not, does your campus have another office or resource center that deals actively with LGBT issues and concerns (e.g., Women's Center, Multicultural Center)?

- Does your senior administration actively demonstrate inclusive use of the words "lesbian, gay, bisexual, transgender, queer, or questioning" when discussing community, multicultural, and/or diversity issues on campus?

3. LGBT Student Life

- Does your campus sponsor regular, ongoing, campus-wide activities and events to increase awareness of LGBT issues/concerns on campus?
- Does your campus have regular, ongoing social events specifically for LGBT students?
- Does your campus have a college/university-recognized LGBT campus student organization for all LGBT students and allies?
- Does your campus have any student organizations that primarily serve the social and/or recreational needs of LGBT students (e.g., Gay Social Fraternity, Lesbian Volleyball Recreational Club, Gay Co-ed Lacrosse Club, etc.)?
- Does your campus have any student organizations that primarily serve the needs of underrepresented and/or multicultural LGBT populations (e.g., LGBT Latinos/Latinas, International LGBT Students, LGBT Students with Disabilities, etc.)?
- Does your campus have any student organizations that primarily serve the religious/spiritual needs of LGBT students (e.g., Unity Fellowship for Students, Gays for Christ, LGBT Muslims, etc.)?

4. LGBT Academic Life

- Does your campus have out LGBT faculty members?
- Does your campus have an LGBT-specific studies academic degree program? If not, does your campus have LGBT-specific courses offered through various academic programs?
- Does your campus integrate LGBT issues into existing courses when appropriate?
- Does your campus include LGBT issues in new faculty/staff orientation programs and ongoing training opportunities?

- Does your campus have an extensive collection of LGBT-related holdings in the campus library?

5. LGBT Housing

- Does your campus provide LGBT-theme housing options or LGBT-specific living learning communities in campus housing?
- Does your campus allow for gender-inclusive housing options?
- Does your campus provide training sessions for housing employees on LGBT issues and concerns?

6. LGBT Campus Safety

- Do your campus public safety officers do LGBT outreach efforts and meet with LGBT student leaders/organizations?
- Does your campus have a clear procedure for reporting LGBT-related bias incidents and hate crimes?
- Does your campus provide training sessions for public safety officers on LGBT issues and concerns and anti-LGBT violence?

7. LGBT Counseling & Health

- Does your campus have support groups for LGBT individuals who are in the process of coming out, and for other LGBT issues/concerns?
- Does your campus provide training for campus healthcare professionals to increase their sensitivity to the special health needs of LGBT individuals?

- Does your campus have health insurance that is transgender inclusive, with coverage for gender affirmation surgery as well as necessary hormones?

8. LGBT Recruitment & Retention Efforts

- Does your campus participate in an LGBT Admission Fair designed for outreach to incoming LGBT high school students?
- Does your campus have any scholarships specifically targeting LGBT students and heterosexual students who are supportive of LGBT equality?
- Does your campus include LGBT issues in new student orientation programs?
- Does your campus have a Lavender Graduation/Rainbow Graduation (e.g., a special commemoration for LGBT students and allies) upon completion of degree(s)?
- Does your campus have an LGBT Mentoring Program to welcome and assist LGBT students in transitioning to academic life and other involvement on campus?

Finding your campus roadmap for LGBT progress is paramount to improving the campus climate. Asking these questions is a responsibility shared by faculty, administrators, and staff to ensure there is a safe learning environment for all our students.

Remember, it doesn't just get better. We have to *do* better. ■



SHANE WINDMEYER is a best-selling author, a well-known public speaker, and the founder and Executive Director of Campus Pride, the leading national educational organization for LGBTQ and ally college students and campus groups. The organization provides resources and services to thousands of college students and nearly 1,400 campuses annually. Follow on Twitter @CampusPride or @ShaneWindmeyer. Learn more about Campus Pride at www.campuspride.org.

CREATING A CULTURE OF INCLUSION

The Power of Storytelling

By R. Jeep Bryant

I still remember what the carpet looked like in the training room. The diversity workshop was 20 years ago, but I will never forget staring at the carpet's green and blue squares, because the facilitator's instructions had taken my breath away.

"If you identify as gay or lesbian, please stand over here. If you identify as straight, please move to that side of the room."

During the prior 10 minutes, we had divided the room based on gender, and then by race. Each time, the facilitator asked us to quietly assess how it felt to be in one group versus the other, to be dominant or to be in the minority, and to think about the assumptions we were making about each other as we looked across the room at colleagues who were different in some way.

Now I was facing a critical decision. With only one openly gay member of my group of fellow managers—and with my feet firmly in the closet at work—where would I stand?

My mind raced between the options. I could stand with the majority in an effort to remain comfortable. Or, for the first time in front of people I barely knew, I could declare my sexual orientation. I asked myself, "What is the safe thing to do? What is the right thing to do?"

Much has changed in corporate America over the past 20 years, but many employees still face similar

questions in our workplaces today. "Will I fit in? Will I belong? Will I be treated fairly?"

I will share the rest of my story. But first, let's start with some background and perspective on the role of communication in advancing diversity and powering business success.

A CULTURE OF INCLUSION

Over the years, it has been encouraging to see companies spending less time debating diversity and more time acting on it. Research has shown the clear link between a diverse workforce and customer engagement and shareholder value, but the path to success can be murky.

Communication professionals play a critical role in lighting that path.

Communicators can help create a culture of inclusion in three ways. First, the communication team can explain how expectations around diversity and inclusion are hard-wired into the organization. This requires a close partnership with human resources and strong support from senior management. Second, communicators can illuminate their company's successes, creating much-needed momentum for progress across multiple dimensions of diversity. And finally, communicators can be compelling story tellers. People's stories are a powerful tool in advancing a common culture. Great communicators make sure those stories resonate and reverberate.



HARD-WIRING FOR DIVERSITY

Several years ago, when revamping our company's performance management program, our communication team worked with the human resources team on a clear articulation of the company's objectives. At the time, and across the financial services industry as a whole, risk management was moving to center stage as part of every employee's responsibilities. But we also made sure that diversity was given equal prominence. For the average employee, that meant contributing to an environment of mutual respect and support. For managers, the expectations went deeper, requiring that they consider a diverse slate of candidates for job openings and make meaningful progress in strengthening the diversity of their leadership teams.

Many companies are also hard-wiring diversity into the organization by creating resource groups for employees who have traditionally been under-represented in the executive suite. These resource groups for women, people of color, LGBT employees, veterans, and people with disabilities can accelerate a company's progress in recruiting new employees, creating opportunities for career advancement, entering new markets, and attracting new customers. Communication professionals can help by showcasing how the employee resource groups are advancing the business of the firm.

ILLUMINATING SUCCESS

Employees learn a lot about an organization by observing what gets rewarded. Keenly aware of this, our communication team worked with human resources to create a program we called "Diversity & Inclusion Champions." Several times a year, we invited nominations for the award from across our global company of 50,000 employees. The response was tremendous.

We found managers who were creating breakthroughs by building diverse teams and then tapping into the unique perspectives of the members of those teams. We discovered employees who were expanding the impact of our employee resource groups for people of color and other minorities. We recognized those who were increasing awareness of different cultures and traditions in their local markets. And we celebrated those who were finding new ways for the company to reach minority populations and serve diverse communities. We highlighted these successes on our global intranet and featured our champions on posters in elevators and offices around the world.

The selection committee for the Diversity & Inclusion Champion Awards was a cross-section of senior managers from various business lines, working with human resources to evaluate potential winners. Over the years, the committee recommended several members of the

Communicators who want to strengthen their companies' commitment to diversity and inclusion can make great strides through storytelling.

communication team as Diversity & Inclusion Champions for their personal roles in advancing the culture of diversity in the firm—a clear recognition of the powerful role communicators can play in moving an organization forward.

STORY TELLING

In an era of information overload, there is much that washes over us. But if we hear a story that is well told, we remember. If it inspires us, we might also take action. Communicators who want to strengthen their companies' commitment to diversity and inclusion can make great strides through storytelling. The right stories, told in a memorable way, can be the most effective tools for breaking through barriers to understanding.

From my experience, I remember several stories that illuminate the role of communication in embracing diversity and difference. Those stories are about a priest, a general, and a guy named Joe.

First, the priest. Many years ago, my company was launching its first-ever resource group for lesbian, gay, bisexual, and transgender employees. We knew it would be important for the organization to hear a clear message from the CEO that would put to rest any doubt about the company's commitment to diversity and inclusion. It has been a long time since that launch, but all of us who were there that day still remember the story.

The CEO talked about a beloved Episcopal priest whom his family had long admired. The priest had guided his congregation through tragedies and triumphs—all of the ups and downs that come from ministering to a large congregation. Then, one day, the priest shared with the congregation a secret he could no longer hide. He told them he was gay.

The CEO told this story on a global webcast and with a rapt audience seated before him at the company's headquarters. He explained how the priest's disclosure rippled through the congregation. Within days, the congregation was torn in two, divided over how to respond to the revelation.

The CEO talked about how he and his wife reached out to their priest, met with him, and explained that for them, nothing had changed. The CEO told his audience about how grateful he was to have this full

understanding of the priest, how he and his wife now felt that they knew the complete person, and how their admiration and respect for him had grown.

Many who watched the CEO tell that story did so through tears. If there had been any doubt that the company was ready to embrace all of its people, those doubts were lifted. A lesbian colleague volunteered to co-lead the new LGBT group, explaining, "I've been at this company for more than 20 years, and this is the first time I haven't felt lonely."

THE GENERAL

We later launched an employee resource group for returning military personnel. As we developed the communication plan for that launch, we knew from experience that it would be important to find a good story teller.

With help from a veteran's organization we had supported over the years, we found our headliner—a five-star general with a reputation as a good speaker. We expected there would be a memorable story. We were surprised that he shared not only one, but four.

The general began his remarks by introducing four of his lieutenants who had accompanied him. Without referring to notes, he introduced each of them with a story. He told of one who grew up in poverty in Puerto Rico and rose through the ranks through acts of bravery and sacrifice. He introduced another and spoke of how she mentored new recruits. For another, he described the long deployments in Iraq where the soldier celebrated so many of his children's birthdays via Skype.

In telling these stories, the general described the leadership, commitment, and impact of these valuable members of his team. He devoted his 15 minutes at the podium to their stories, not his own. He ended with summary statements that reminded us of each of their accomplishments. "Ladies and gentlemen, these are the people who serve your country. These are the people who serve you."

There could be no more powerful way to communicate to our company that the military creates great leaders. His remarks clearly demonstrated how our veterans could bring exceptional training and valuable experience to the corporate setting. The launch event

The right stories, told in a memorable way, can be the most effective tools for breaking through barriers to understanding.

illuminated why an employee resource group could be valuable in expanding our success in attracting returning military personnel to our firm.

The general's speech highlighted the value of these potential employees. It also served as a reminder of what great leaders do. The general knew his lieutenants so well that he could tell their stories as well as he might tell his own.

A GUY NAMED JOE

Over the years, I've shared the story of why I was frozen in place, staring at the carpet during the diversity workshop that I mentioned earlier. Like so many other employees whose backgrounds, beliefs, or identities make them feel different, I was worried about what might happen after the workshop concluded. Put bluntly, would my career advance or stall?

One of the company's most senior executives, Joe, was participating in that workshop. His presence weighed heavily when the facilitator asked us to move to opposite sides of the room based on sexual orientation. If I moved with my openly gay friend, what would Joe think? If I fell into place with Joe and the other straight managers, how could I dare look across the room at my gay friend who would be standing alone?

As everyone began to move, I couldn't bear the thought of seeing my friend as the only one standing

up with honesty and dignity. I walked over to stand beside him. I was surprised when a woman in the group joined us. The three of us looked across the room at the rest of the workshop participants, a group of straight colleagues that suddenly looked enormous, and silently reflected on the facilitator's questions. "What do you see? What do you think they see? What are you thinking? What are they thinking?"

Earlier, when the group was divided along gender and race, these questions had made me consider my own thoughts about women and African Americans. Now, as someone standing in the minority under the gaze of Joe and others, the exercise felt very different. The anxiety was a physical weight and nearly unbearable.

The facilitator finally broke the silence and explained what would happen next. "Pair up, choosing someone who is different, and we're going to debrief this and talk about what we've learned through this experience."

At first, I didn't move. I looked down again, regaining my breath and my confidence. I saw a pair of shoes in front of me. I looked up. It was Joe.

"Jeep, will you be my partner for this exercise?" he asked with a huge smile. With a single question, he communicated so much. In that moment, I saw the company as a warm and welcoming place, an organization where differences were valued, a place where I could belong. A place that was safe. ■



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