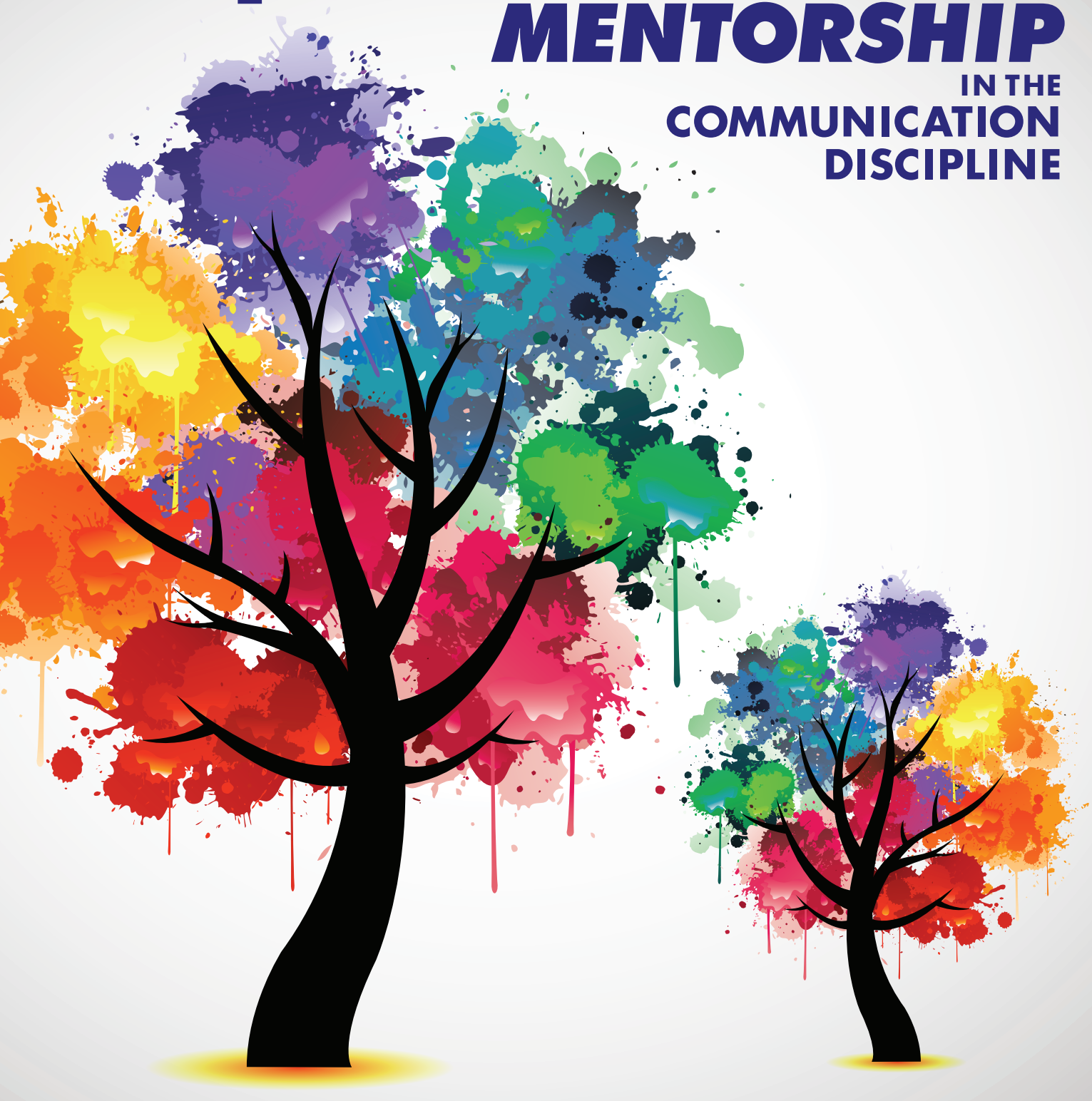
spectra

The Magazine of the National Communication Association

May 2018 | Volume 54, Number 2

MENTORSHIP IN THE COMMUNICATION DISCIPLINE



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.

The views and opinions expressed in *Spectra* articles are those of the authors and do not necessarily reflect those of the National Communication Association.

All NCA members receive a *Spectra* subscription. The magazine also is available via individual print subscription for non-members at the annual cost of $50; to subscribe, send an email to memberservice@natcom.org.

Spectra (ISSN 2157-3751) is published four times a year (March, May, September, and November).

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In this issue

spectra? DID YOU KNOW

A recent study on mental health in graduate education indicates that "strong, supportive and positive mentoring relationships between graduate students and their PI/advisors correlate significantly with less anxiety and depression." The study was published in the March 2018 issue of *Nature Biotechnology.*

Mentoring Advice for Students and Faculty: A Sherpa's Guide

By Ronald L. Jackson II, Ph.D.

I was fortunate enough to have been guided by highly trained mentors who braved an uncertain terrain in order to expand new boundaries.

"If we stand tall it is because we stand on the backs of those who came before us."—*African proverb*

"What we do as a community, as a society, for each other, matters as much as what we do for ourselves."—*from Malcolm Gladwell's book* Outliers: The Story of Success

In February 2018, the NCA officers and members of the Teaching & Learning Council, Publications Council, Research Council, Diversity Council, and Finance Committee convened in Washington, DC, for the annual NCA Leadership Retreat. This is a time when volunteer leaders of the association have an opportunity to meet in their respective councils or committees and liaise with National Office staff who work arduously year-round to keep NCA thriving. At first glance, the two-day set of meetings is about planning and making tough choices regarding how the association will "keep the trains running on time." A more in-depth look reveals an intricate professional network of scholars, many of whom have spent years mentoring some of those who are present. As I stood in that space, I paused for a moment and thought about how fortunate I am to have been invited to, and now to lead my colleagues in, this space.

I did not arrive here alone. I was fortunate enough to have been guided by highly trained mentors who braved an uncertain terrain in order to expand new boundaries. Mentors are irreplaceable resources, often functioning like highly skilled guides. I am reminded of the Sherpa or Sharwa people of Nepal, India, and Tibet, who have a rich heritage. In the 20th century, some Sherpa who live in the Nepalese Himalayas became adept at mountaineering. Some have become revered for this expertise and are considered pathfinders and groundbreakers who serve as guides for those on climbing expeditions. They have the acumen to prepare those who follow them for the weather, altitude, and full journey of trekking toward new peaks in the mountain. Like these Sherpas, my mentors all have had exciting journeys with plenty of lessons to share. And now I have uncovered a few lessons of my own, which I would like to share with students and colleagues, respectively.

FOR GRADUATE STUDENTS INTERESTED IN THE PROFESSORIATE

People mentor in a variety of ways. In my experience, sometimes people around me have simply led by example. They seem to never whisper a mentoring word, yet I still count them as role models who imparted their own kind of wisdom. There is no way I will meet every student who reads this article, but I do have four pieces of advice to offer.

Be a Good Citizen. I learned a long time ago to not be shocked by the misbehavior of those in the workplace. After all, people bring themselves to work. Whoever they are when they are not at work is who they will be when they finally show up to work. If they are the type of person who gossips and insists on telling others' business, it will not be too long before they start telling yours. Don't get caught up with pettiness. Just be a good citizen. Be kind and collegial, and don't become a person who is seemingly always cantankerous or complaining.

Be Focused. There are lots of things that become hugely distracting as you move toward completion of your graduate degree. Your focus is necessary. Become selfish with your time so that you can prioritize those things that will help you complete your goal of graduating. Create "to do" lists if you must. Set deadlines and hold yourself to them.

Be Fearless. I find that many grad students are anxious about the process of getting their work published. They get themselves riled up about rejection rates, peer review, placement of work in top journals, etc. There are many people who have done it before you. They learned how to do it. You can, too. Be fearless. Use that same fearlessness to network and to seek mentorship.

Be Excellent. Someone once told me when I was in grad school, "If you wanna roll with the big dogs, you have to get off the porch!" I immediately understood what he was saying: I had to fearlessly seek excellence. I began to study excellence by gathering the *CV*s of top scholars in my area of specialty, and in the field more broadly. I looked at the classes they taught, as well as when, where, and how often they published. I looked at the awards they'd won and their membership on committees and boards. I created my own roadmap to excellence. Study excellence, and then become excellent!

FOR FACULTY COLLEAGUES

The learning never ends. I have learned significantly more as a faculty member than I did when in graduate school. Although the advice for students above applies to faculty, too, here is my specific advice for faculty.

Find Community. Even when you are productive and working hard to meet the demands of being on tenure track, you still need a community. Find friends and colleagues on and off campus to help avoid feeling isolated or becoming siloed.

Find Time to Invest in Others. Whether you were directly mentored or not, your students need you. Find time to invest in them beyond the classroom. Introduce them to academe. Someone in your class is seeking this kind of mentorship. If someone writes a phenomenal paper, ask them if they have considered grad school. If they are in the M.A. program, ask them whether they have considered a Ph.D. program.

Find Balance. This is more important than everything else listed thus far. It is very unhealthy to let your faculty life become all-consuming. Life is bigger than work. Find balance. Find time to do the things you love to do. Find hobbies and interests you can enjoy by yourself and/or with family and friends. This will allow you to find peace; and, at the risk of sounding clichéd, it will allow you to become the best version of yourself you can be.

These are just a few lessons I have learned and I am happy to impart. I hope they will become nourishment for you as you move through your career. ■

Spotlight

DATA ABOUT THE DISCIPLINE

Employment Outlook for Communication Graduates

The Federal Reserve Bank of New York released *The Labor Market for Recent College Graduates* in January 2018. This report details unemployment rates, underemployment rates, median wages, and shares of graduate degrees by major. Data for this report were obtained from the U.S. Census Bureau's *American Community Survey.*

This report breaks down the areas of Communication study into four distinct categories: Communications, Journalism, Mass Media, and Advertising and Public Relations. The data indicate unemployment rates are lowest for Advertising and Public Relations majors, while underemployment is lowest for Journalism majors. Early career earners fare best in Advertising and Public Relations, and mid-career wages are equal for Journalism and Advertising and Public Relations graduates. Journalism and Communications report the highest share of graduate degrees.

MAJOR	UNEMPLOYMENT RATE	UNDEREMPLOYMENT RATE	MEDIAN WAGE EARLY CAREER	MEDIAN WAGE MID-CAREER	SHARE WITH GRADUATE DEGREE
Communications	3.9%	54.8%	$38,000	$67,000	23.4%
Journalism	4.6%	41.6%	$37,000	$70,000	23.9%
Mass Media	7.4%	56.1%	$35,000	$60,000	19.3%
Advertising/Public Relations	3.4%	45.7%	$40,000	$70,000	18%

When comparing Communication to other humanities and social science disciplines, Communication fares well. Communication graduates earn higher early career and mid-career wages than graduates with Sociology, History, Philosophy, Anthropology, or English degrees. Communication also has the lowest rates of unemployment, while Philosophy majors are least likely to be underemployed. Philosophy reports the highest percentage of graduate degrees, at 56.1 percent.

MAJOR	UNEMPLOYMENT RATE	UNDEREMPLOYMENT RATE	MEDIAN WAGE EARLY CAREER	MEDIAN WAGE MID-CAREER	SHARE WITH GRADUATE DEGREE
Communications	3.9%	54.8%	$38,000	$67,000	23.4%
Sociology	4.8%	52.1%	$35,000	$55,000	36.2%
History	5.5%	51.2%	$36,000	$65,000	49.2%
Political Science	5%	50.6%	$40,000	$75,000	51.5%
Philosophy	6.2%	49.5%	$35,000	$60,000	56.1%
Anthropology	5.7%	60.6%	$30,000	$60,000	48%
English Language	6.4%	49.8%	$35,000	$60,000	45.7%

Notes: The figures in this report represent a 2015–16 average. Unemployment and underemployment rates are for recent college graduates (aged 22 to 27 with a bachelor's degree or higher), and median wages are for full-time workers with a bachelor's degree only. Early career graduates are those aged 22 to 27, and mid-career graduates are those aged 35 to 45. Graduate degree share is based on the adult working-age population (aged 25 to 65) with a bachelor's degree or higher. All figures exclude those currently enrolled in school.

Source: **https://www.newyorkfed.org/research/college-labor-market/index.html**.

These data and many other data reports are publicly available on the NCA website at **WWW.NATCOM.ORG/DATA**.

TEACHING AND LEARNING

Resources Available on the NCA Website

If you haven't ever looked through the myriad teaching and learning resources that are publicly available on NCA's website, or if you haven't reviewed them for a while, check them out at **www.natcom.org/teachingandlearning**. Many of these resources were developed by the NCA Teaching and Learning Council (formerly the Educational Policies Board).

Highlights include:

ASSESSMENT RESOURCES
Reports, guidelines, assessment instruments, and other resources to help answer questions related to the assessment of student learning.

THE BASIC COURSE
A variety of materials that are intended to assist Communication faculty and administrators in fulfilling their duties in developing, teaching, administering, and advocating for the Basic Course.

IN THE CLASSROOM
Course syllabi for 26 Communication courses; effective instructional practices, a series designed to provide advice on enhancing effective classroom communication; and e-tools, a monthly essay series that provides advice on integrating technology in the classroom.

TEACHERS ON TEACHING
Advice to instructors from recipients of NCA, ECA, SSCA, WSCA, and CSCA teaching awards.

IN OUR JOURNALS

Angela N. Gist-Mackey, Marissa L. Wiley and Joseph Erba, "'You're doing great. Keep doing what you're doing': Socially supportive communication during first-generation college students' socialization," ***Communication Education*** **67 (2018): 52-72.**

This study uses the organizational assimilation model to explore first-generation college students' transition to college. The authors analyzed interviews with first-generation college students in their first semester at a four-year university. Results of this study suggest that these students seek out and engage in informational and instructional support prior to entering college and, while these types of support remain important after beginning school, emotional and appraisal support also become important during the early college experience. These results have implications for the roles of support persons such as high school teachers, counselors, university staff and faculty, and advisors.

Amy E. Rustic and Jennifer K. Wood, "Increasing information literacy with a librarian as the class research mentor," ***Communication Teacher,*** **DOI: http://www.tandfonline.com/doi/full/10.1080/17404622.2017.1372613**

To increase information literacy and research skills among students in introductory speech courses, Rustic and Wood suggest a semester-long collaborative relationship between Communication and librarian faculty. Such collaboration requires an "embedded" librarian mentor, who attends classroom sessions that are focused on research and information literacy, attends students' speech presentations, and meets with students and their instructors throughout the semester. According to the authors, library faculty are actively seeking ways to be involved in classes, and the addition of the librarian mentor in the classroom leads students to develop and improve their communication and research skills.

Stacy Tye-Williams and Kathleen J. Krone, "Identifying and re-imagining the paradox of workplace bullying advice," ***Journal of Applied Communication Research,*** **45 (2017): 218-235.**

Williams and Krone examine the advice that targets of bullying receive, as well as the perceived usefulness of this advice. The authors analyzed interviews with individuals who reported experiencing workplace bullying. They found that, despite believing the advice they received would be of no help or worsen their situations, targets offered either the same or no advice when asked by others how to cope with workplace bullying. This paradox is created at least partly by the organizational privileging of rationality over emotionality and individual versus systemic solutions. The authors suggest attending better to the emotional nature of bullying to help targets imagine more potent responses to workplace bullying.

MENTORSHIP IN THE COMMUNICATION DISCIPLINE

From the high school guidance counselor to a favorite undergraduate professor, from faculty role models to emulated scholars at conferences, excellent mentors are an integral part of everyone's personal and professional success. Indeed, as Kent Ono writes in the first essay of this special issue of *Spectra*, mentorship is a pivotal part of life. Whether we are mentored by colleagues in the Communication discipline, or serve as mentors ourselves, we profit from the emotional and mental benefits, and perhaps career benefits, of these relationships. Mentors often become our friends, our confidants, and our go-to resources as we navigate our jobs, our passions, our service, and our relationships.

Ono's understanding of mentorship is closely tied to some of his first NCA experiences, particularly while attending the Annual Convention, and his hope is to ensure that all NCA members benefit from those same kinds of experiences. In his article, Ono notes that as the association's current Second Vice President, he will be appointing a Task Force on Mentorship to explore how NCA can develop even more of what he calls "excellent, effective, and inviting mentorship practices" for all members.

In the second essay, Scott A. Myers asserts that the "most important function of my job as a Professor is not to teach students, but to use my organizational, institutional, and professional expertise in a way that facilitates their career development." Myers admits that mentoring graduate students is exhausting—but he writes that the investment of time, emotions, and mental energy is well worth the effort because advisor/advisee relationships can be so mutually beneficial, rewarding, and long-lasting.

Bonnie J. Dow frames mentorship through the lens of a journal author, recalling her first publication in an NCA journal 30 years ago, and how the journal editor's time and investment helped her develop and shape her own reviewer practices. She reminds reviewers that providing positive and constructive criticism on young scholars' manuscripts is an important, concrete way to help these writers "learn how to become the kind of scholars and professionals they have long admired." After all, it is those young scholars who "keep our association thriving" with their energy and interest.

Finally, former NCA President Orlando L. Taylor reflects on "passing the leadership torch" and offers suggestions for how the Communication discipline can create a framework for mentoring a new generation of leaders that parallels its commitment to research and teaching. Taylor believes that "one's leadership competence can be enhanced by mentoring (or coaching) on some of the variables that influence the quality of their leadership."

These experiences and suggestions are just some of the ways that Communication scholars are working to make "mentorship" more fulsome and meaningful within NCA, throughout the discipline, and in the broader academic community. We hope you enjoy this issue of *Spectra*. ■

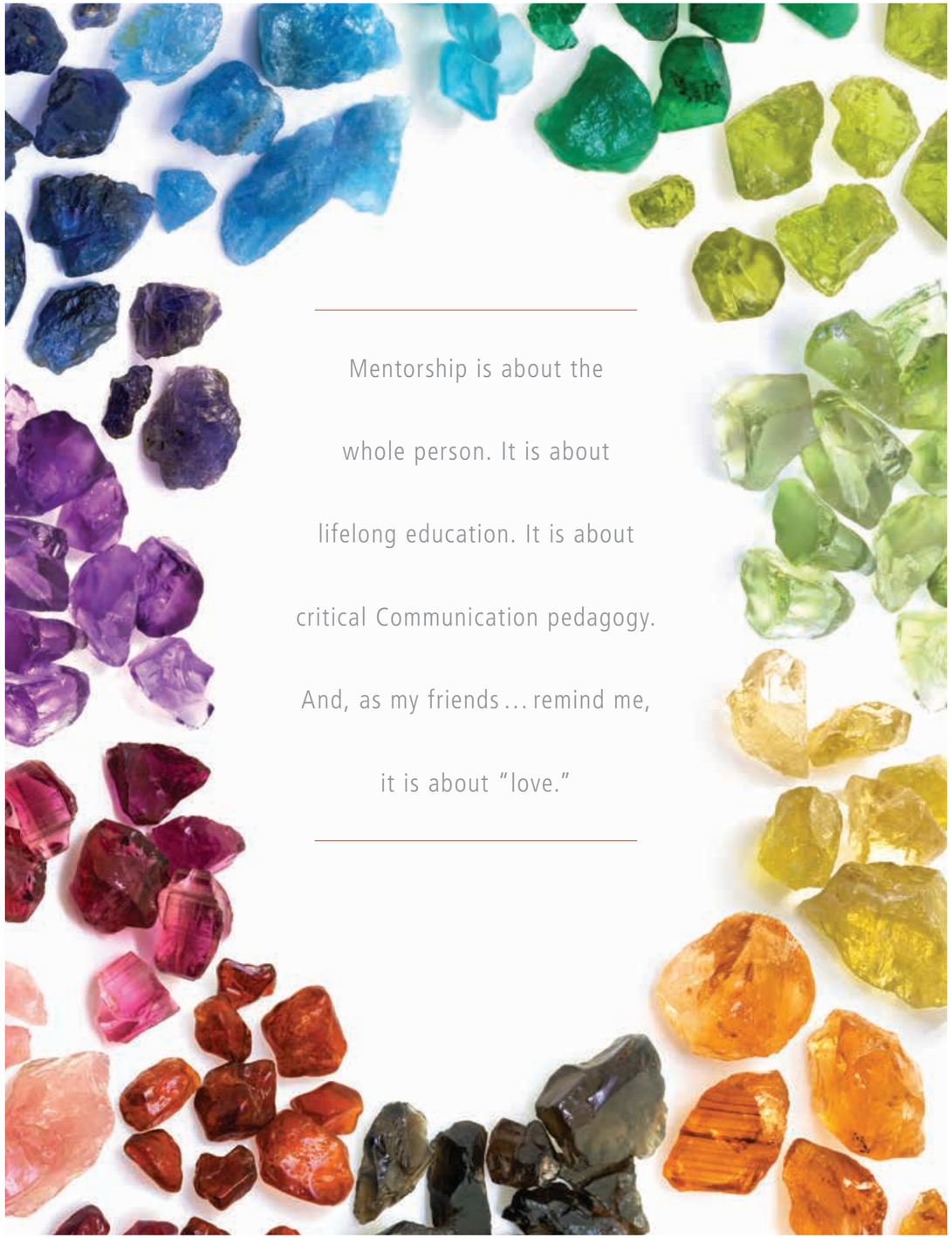
Mentors and Mentorship Gems for Life!

By Kent A. Ono, Ph.D.

Whenever graduate students ask me to be their advisor, I always reply, "Mentorship is for life." That's what I say. That's what Bruce Gronbeck said to me when I asked him to be my advisor at Iowa. When I say that, students rarely understand what I mean. Probably for them, getting my official signature agreeing to advise them is primarily a necessary (but sometimes nervous) step in the degree completion process. But advising is so much more than that. It is not just a step in the overall degree process, although *it is an important one*. Advising is mentorship, and mentorship is about the whole person. It is about lifelong education. It is about critical Communication pedagogy. And, as my friends Bernadette Calafell and Rachel Griffin remind me, it is about "love."

Knowing this has led me to make mentorship the number one focus of my stint as a leader of the National Communication Association (NCA). I have so many memories of mentorship during my time in NCA. I want others to experience them. I want them to benefit from the love I have been given. For example, I remember when Tom Nakayama, who I had just met, invited me to the Asian Pacific American Caucus (APAC) Business Meeting at the Annual Convention. Now, I didn't even know what APAC was; nor did I know why a newly minted Ph.D. should go to something called the "APAC Business Meeting," but in part because Tom had taken the time to invite me personally, I went, and I later found out why.

It was in APAC that I grew from an academic larva into a full-blown monarch butterfly. It was there that it became clear to me how few Asians, Asian Americans, and Pacific Islanders were members of NCA. It was there that I learned that, because of their low numbers, senior faculty in the group were dedicated to welcoming new members and that, because of their vast experiences, there were many things they could teach me, that they had my back, that they were looking out for me. I benefited from all of this—these mentorship gems—and they weren't even my official advisors!



It is because I now know that mentorship is inequitably dispersed, that mentorship is a form of "biopower"—meaning some get it and survive in the academy and others do not—that I feel so strongly we need to do as much as we can to provide it.

From the mentoring I received from APAC members, my mentorship experiences grew and multiplied. Since then, I have enjoyed relationships with mentors from virtually every realm of the association, from the Black Caucus to the Caucus on Gay, Lesbian, Bisexual, Transgender, and Queer Concerns; from the Mass Communication Division to leaders in Teaching across the Curriculum. I feel very lucky that mentorship has often been coterminous with NCA as an association.

Over the years, however, I have learned that the warm mentorship I have enjoyed is not experienced by everyone in NCA. Indeed, I have talked with people who did not attend another NCA Annual Convention after their first visit. They told me the convention was overwhelming, it was hard to navigate, it seemed so impersonal, they didn't know anyone, and they prefer smaller conferences. Each time someone tells me the convention is inhospitable, I cringe, feel their pain, and wonder what we can do as an association to make that experience less likely to happen.

It is because I now know that mentorship is inequitably dispersed, that mentorship is a form of "biopower"—meaning some get it and survive in the academy and others do not—that I feel so strongly we need to do as much as we can to provide it. This idea of "giving back" is easy for me. Giving back is in harmony with the Japanese and Japanese-American culture I have experienced: Respect for elders, giving back more than you received, and leaving a place better than how you found it was part of the education I received from my Japanese-American family about what it means to be Japanese.

Luckily, we do not have to start from scratch. NCA already does many, many things to facilitate mentorship. For example, NCA Scholars' Office Hours, first developed by Dawn Braithwaite, allows students and faculty at the convention to meet and have one-on-one discussions with senior leaders in the discipline. *Communication Currents* (online at **www.natcom.org/communication-currents**) published "Supportive Mentoring Communication Helps Students Succeed," a 2012 article that describes the importance of helping first-generation college students find an educational foothold in college. The Latino/a Communication Studies Division and La Raza Caucus host a mentorship panel at the Annual Convention to provide opportunities for networking and professionalization. The Health Communication Division of NCA recognizes great mentors in the field through its Dale Brashers Distinguished Mentor Award. And, NCA Hosts the Doctoral Honors Seminar, the National Institute for Faculty Development (also known as the "Hope Conference"), and the NCA Chairs' Summer Institute. These are just a few noteworthy NCA efforts to facilitate mentorship, leadership, and love.

But, even with these many gems, we can do more. As I tell my graduate students, let's not do more with less. Let's do more with more. Perhaps *all* of our units can model mentorship programs after the one developed by the Latina/o Communication Studies Division. Perhaps *all* of our units can establish mentor awards like the Health Communication Division's. Perhaps we can figure out, as an association, how to match new NCA members to welcoming, senior NCA members who volunteer to mentor newbies through an electronic portal. Perhaps each of us can make a special effort to introduce ourselves to five new people who are standing alone at the convention and who appear not to know where to go next. And, perhaps we can brainstorm and come up with even more ideas for incorporating mentorship into what we do. As NCA's Second Vice President, I am initiating a Task Force on Mentorship to make recommendations to NCA about what we can be doing. But, I don't want that task force to be the only gem maker. Each of us has mentorship gems to share, and the proliferation of those gems has the greatest potential to have a deep and lasting impact.

After all, we represent Communication with a big "C." What better place for us to shine than through excellent, effective, and inviting mentorship practices. Let's take that "C" we know so well and all be mentors for life! ■

NCA Hosts the Doctoral Honors Seminar, the National Institute for Faculty Development (also known as the "Hope Conference"), and the NCA Chairs' Summer Institute. These are just a few noteworthy NCA efforts to facilitate mentorship, leadership, and love.

KENT A. ONO is Professor in the Department of Communication at the University of Utah and Second Vice President of the National Communication Association. His research focuses on rhetoric, media and film studies, and critical race, ethnic, and cultural studies. Ono has made significant contributions to rhetoric and communication theory in three primary areas: critical rhetoric, race and colonialism, and rhetoric and media. His groundbreaking work with John Sloop in the popular area of critical rhetoric has helped change the field of Rhetorical Studies. Ono is the author of *Contemporary Media Culture and the Remnants of a Colonial Past* and past Editor of *Communication and Critical/Cultural Studies* and *Critical Studies in Media Communication* (with Ron Jackson). He is also the founding Editor of the book series at NYU Press, Critical Cultural Communication, which he edited with Sarah Banet-Weiser.

On Becoming the Most Effective Mentor an Academic Advisor Can Be

By Scott A. Myers, Ph.D.

Perhaps the most important function of my job as a professor is not to teach students, but to use my organizational, institutional, and professional expertise in a way that facilitates their career development.

At the end of the work day, I often find myself exhausted. This exhaustion is not due necessarily to the teaching, research, or service demands placed upon me by my department and institution, but more so by the demands I put on myself to be an active and involved mentor to the graduate students enrolled in my department's M.A. and Ph.D. degree programs. As a faculty member who has coordinated graduate programs, served as an advisor to many graduate students, and directed several theses and dissertations, I have come to realize that perhaps the most important function of my job as a professor is not to teach students, but to use my organizational, institutional, and professional expertise in a way that facilitates their career development. For me, mentoring doctoral students becomes more even more important when I am their academic advisor.

Serving as a mentor for doctoral students is exhausting not only because your doctoral advisees expect you to play this role, but also because doing so requires a substantial investment on your part. Aside from the extensive amount of time you spend advising and working with your students, mentoring requires emotional and mental energy, physical stamina, and both the willingness and the ability to display plenty of patience and understanding. It may require you, at times, to also engage in tough love, handle conflict, or assuage hurt feelings. Yet through it all, the academic advisor mentor – doctoral advisee protégé relationship has the potential to be one of the most mutually beneficial, rewarding, and long-lasting relationships in which you will engage as a college professor.

To successfully play the advisor-mentor role, it is imperative that you consider what it takes to maintain productive mentoring relationships with your doctoral advisees. Although mentor-protégé relationships tend to develop because of mutual scholarly interest, this mutual interest may not be enough for the relationship to sustain itself over the course of a doctoral program and beyond.

Communication researchers Susan Hill, Margaret Bahniuk, and Jean Dobos have contended that mentoring is a communication relationship through which a senior organizational member—such as a doctoral advisor—facilitates and guides a junior organizational member's career development. Thus, one way to maintain a productive relationship is to think proactively about both the developmental functions mentors typically fulfill over the course of the mentoring relationship, and the ways in which you—as an advisor—can fulfill

The key…is to ensure that you not only place your students in situations that allow them to undertake the tasks and duties they will assume as they begin their careers in academia, but also that you evaluate their performance and offer corrective feedback for improvement as they complete these tasks and duties.

these functions. Aside from serving as a *role model* in terms of what it may mean to be a scholar, teacher, or institutional leader, mentors serve two other functions. The first function is *career development*, which centers on mentors drawing on their organizational experience, contacts, and connections to help their protégés develop work and occupational competence.

As an academic advisor, you can fulfill this career development function in many ways. For example, you could suggest to your department chair or undergraduate curriculum coordinator that your student is capable of teaching a particular undergraduate course. You can nominate your students for leadership roles in interest groups of regional Communication associations. You could encourage your students to join a department research team, become part of a Communication research laboratory group, get involved with a graduate student organization, or attend a summer conference. You can have informal chats with your students about departmental policies, norms, and culture, or speak with them about the professional behavior and etiquette that is expected when attending a Communication association convention. You can ask your students to guest lecture in one of your advanced undergraduate courses, or to present a coauthored convention paper. You can protect your students from faculty members who attempt to poach them, or defend them when a colleague is overly harsh or critical when responding to a convention paper.

Other possibilities include inviting students to serve on a departmental committee, or asking students to shadow you on professional duties (e.g., convention planner, manuscript reviewer, department committee member). The key to fulfilling this function is to ensure that you not only place your students in situations that allow them to undertake the tasks and duties they will assume as they begin their careers in academia, but also that you evaluate their performance and offer corrective feedback for improvement as they complete these tasks and duties.

The second function is *personal development*, in which mentors help protégés develop a professional identify,

Mentors act as confidants, which can be accomplished by providing protégés with support and encouragement, encouraging protégés to step outside their comfort zone, alleviating concerns as they arise, and serving as a sounding board when needed, all while communicating with protégés in a friendly manner that invites mutual interaction.

increase their self-efficacy as members of the academy, and enhance their overall workplace communication competence and effectiveness. Within this function, mentors act as confidants, which can be accomplished by providing protégés with support and encouragement, encouraging protégés to step outside their comfort zone, alleviating concerns as they arise, and serving as a sounding board when needed, all while communicating with protégés in a friendly manner that invites mutual interaction.

With your advisees, then, you can fulfill their needs for personal development by reviewing their end-of-semester teaching evaluations, highlighting what they do well and developing action steps for improvement; observing their teaching once or twice during the semester; offering unsolicited advice when you think it is appropriate or even necessary; having an open-door policy when you are in your office; periodically taking your students to lunch or inviting them to your home for dinner; or scheduling impromptu "check-ins" over a cup of coffee. You also might consider allowing students to accompany you to boutique conventions or methodology seminars, making sure to introduce them to your colleagues at these events. As a mentor, assisting your students with this developmental function is perhaps one of the best ways to ensure their personal growth, both as a professional and as a person.

A second way to maintain a productive mentoring relationship is to identify the model of mentoring relationship you want to use with your advisees, in part because the extent to which mentors fulfill role modeling, career development, and psychosocial functions can depend on the chosen model. Communication Professor Cindy Buell identified four models of mentoring that are used in the graduate faculty member-student context: cloning, nurturing, friendship, and apprenticeship.

Advisors who follow the *cloning model* attempt to make their doctoral students into junior versions of themselves and often are considered to be judgmental, intimidating, and inflexible. Advisees are directed to mimic—both explicitly and implicitly—their advisors in many ways, which results in these doctoral students co-opting the same teaching and research interests, methodological expertise, and even career paths as their advisors.

Advisors who adopt the *nurturing model* create a confirming and supportive climate for their advisees, which encourages advisees to become independent and creative thinkers and workers. Nurturing advisors are empathic, respectful, and caring; they recognize that these behaviors are essential for their doctoral students' professional development as they guide and support their students through this development.

In the *friendship model* of mentoring, the relationship resembles a friendship wherein both the advisor and the advisee view each other as peers. The two create an interpersonal bond that is reinforced through reciprocity, accessibility, honesty, trust, and liking. Advisors create an atmosphere that enables their doctoral students to have a "voice," which then allows both advisors and advisees to grow professionally and personally.

Advisors who follow the *apprenticeship model* are not as personally invested in the mentoring relationship as advisors who adhere to either the nurturing or the friendship models, but they also are neither as distant interpersonally nor as controlling as those advisors who follow the cloning model. Rather, apprenticeship advisors focus on mentoring their advisees on the practical, instrumental, or functional tasks their students need to master. Of the four models, the apprenticeship

Although academic advisors' focus often is on ensuring that students complete their coursework, write their dissertations, and graduate in a timely manner, our commitment as mentors extends beyond helping students meet these milestones.

model is regarded as the most detached, because the focus is on immediate professional development instead of a long-term personal or social relationship.

When selecting a mentoring model, advisors should acknowledge that their mentoring relationships are not ones that will be limited solely to the time that students are enrolled in a doctoral program. Although academic advisors' focus often is on ensuring that students complete their coursework, write their dissertations, and graduate in a timely manner, our commitment as mentors extends beyond helping students meet these milestones. In her classic book, *Mentoring at Work*, Kathy E. Kram identified four stages through which the mentor-protégé relationship progresses. She posits that progression through these stages typically occurs over an eight-year time period. While the exact amount of time will depend on the two participants in the relationship, it is important to know that mentoring is not a short-term commitment.

The *initiation stage*, which usually lasts between six months and one year, can begin as early as when students enter a doctoral program, or as late as when they select you as their academic advisor. Once this selection occurs, advisors and students get to know one another and create expectations for how the relationship should progress.

The *cultivation stage* generally lasts the duration of the time students are enrolled in a doctoral program. During this stage, because we work diligently to develop students as future members of the academy, we begin (and continue) to treat them as junior colleagues in training. While the focus of this training may depend on the particular students we are mentoring, we are concerned minimally with mentoring students in ways that guarantee their future success as effective instructors, competent researchers, and conscientious departmental, institutional, and disciplinary citizens.

The *separation stage* begins once students graduate and begin their academic careers at another institution. During this phase, which can last several years, students begin to assert their independence and experience autonomy as working professionals, and they are no longer as reliant on their advisors as they were during graduate school. Instead of thinking of them as junior colleagues in training, we now view them as junior colleagues who may still need or desire our advice, direction, and guidance, but not to the extent that they did during their graduate program.

Once students become assimilated into their roles as instructors, researchers, and citizens of their academic communities, the mentor-protégé relationship enters the *redefinition stage*. During this phase, the relationship redefines itself in that it no longer is regarded as a mentor-protégé relationship *per se*; rather, students are now viewed as colleagues, and—at least on its surface—the relationship becomes one of equal status. While in many cases the relationship evolves into a friendship, in some cases the relationship simply ends because students no longer require, need, or desire mentoring from their former advisors.

One downside to the mentoring relationship is that there may be times when relational problems surface in your interactions with your protégés. Rather than allowing such problems to threaten the equilibrium of the relationship, you should address them quickly and directly so that any positive goodwill, friendship, or respect that you and your students share remains unaffected.

Mentoring expert Lillian T. Eby noted that a problem mentors often encounter is that doctoral students simply lack the knowledge or skills necessary for academic success. While some students may be inadequately prepared for the rigors of a doctoral program, other students may be unfamiliar with the research literature or how to follow a particular research methodology.

Despite leaving my office many days feeling exhausted, I often also feel exhilarated, confident that my mentoring efforts, at some point, will facilitate my doctoral advisees' career development.

It also is possible that some students may be unable to meet your expectations, engage in behaviors that are less than desirable (e.g., working slowly, being careless), are unresponsive to your feedback, or consistently submit low-quality work. Eby also noted that some students may be dealing with personal issues (e.g., family, health) outside the workplace, which ultimately surface and place a strain on the mentor-protégé relationship.

Another problem is that some protégés are deficient in terms of their interpersonal communication behaviors and skills, which results in difficulty when interacting with them. While the presence of these problems is not necessarily detrimental to the mentor-protégé relationship, when left unaddressed, mentors are more likely to view the relationship less favorably and to question whether the relationship is worth continuing.

Despite leaving my office many days feeling exhausted, I often also feel exhilarated, confident that my mentoring efforts, at some point, will facilitate my doctoral advisees' career development. According to a popular, old adage, "we make a living by what we get, we make a life by what we give." I hope that by serving as an advisor-mentor, my efforts help enable my advisees to live the professional lives they desire. ■

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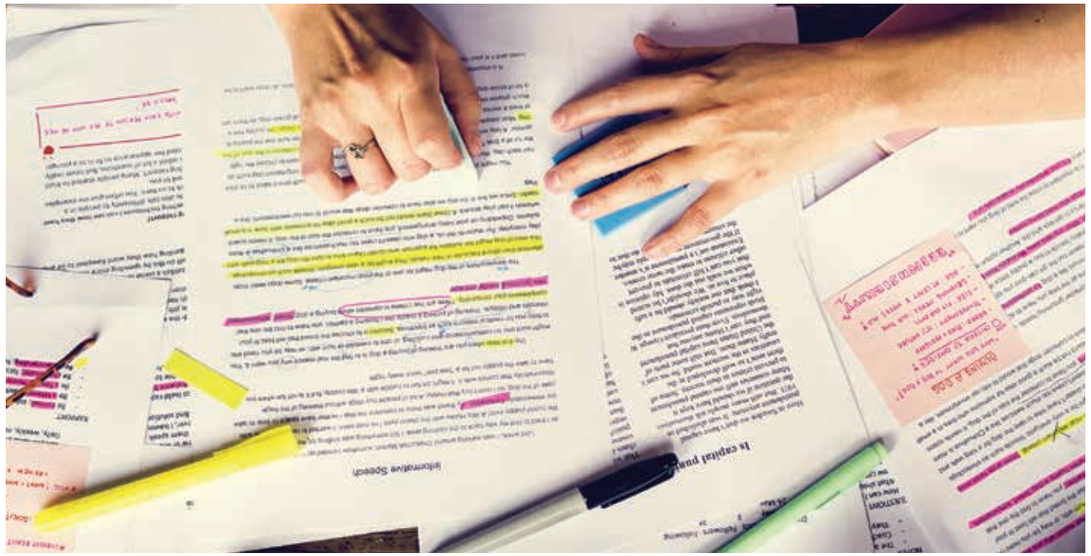
HOW TO BUILD BETTER SCHOLARS:

Reviewing as Mentoring



By Bonnie J. Dow, Ph.D.

My first publication as an assistant professor was in NCA's *Critical Studies in Media Communication*, nearly 30 years ago. I submitted the manuscript while I was still a graduate student, and it took almost two years for it to appear in print, because I revised it four times. Four times.

I did not know at the time that that was an unusual number of revisions, because I also did not know that I had lucked into an extraordinary situation: I was dealing with a journal editor who chose to take the time to help me transform my graduate seminar paper into a respectable journal article. In short, she mentored me, although we never met in person.

That editor helped me understand which reviewers' comments would help me the most, pointed me to a more appropriate theoretical framework for my textual analysis, and, in the end, line-edited parts of the essay to make the writing more efficient. If I knew then what I know now, I would have sent her flowers when it was over.

She read my manuscript four times, but the reviewers read it three times. That was extraordinary, too, and they also deserve credit for their patience and faith that I could make that essay better. They mentored me as well.

Many years later, I went on to edit *Critical Studies in Media Communication* myself, and I hope that I did as well by the authors published during my editorial term as that editor did by me. I know I tried to. But, as an editor, I knew that what really made the process work was having good reviewers—reviewers who could see the kernel of something smart in an otherwise messy manuscript, reviewers who knew how to encourage authors while pointing out weaknesses in an argument, and reviewers who took the time to nurture the scholarship of people they might never meet.

I am in my third year as Director of NCA's Publications Council, formerly the Publications Board. The most important thing the Council does is to choose editors for NCA's 11 journals. But one of the most important things those editors do is to establish an editorial board that can

I want to suggest that the best reviewers see their jobs as larger than justifying a recommendation to an editor. They see their job as building better scholars, which really means that they see reviewing as mentoring.

support the work of the journal through the mentorship process I've described above.

One of NCA's journal editors recently shared with me the letter that she used to invite scholars to serve on her editorial board. It contained this paragraph:

> My expectations of editorial board members are that they will return their reviews promptly and that they will take the educative aspect of reviewing seriously. Our job, as I see it, is to help authors make their work better, even if a given piece is ultimately unpublishable. Even in those cases, I hope that you will do your best to help the author(s) learn from the review experience, rather than merely chastising them for inferior work.

That editor took the mentoring function of reviewing seriously and asked that her reviewers take it seriously as well.

We all have too much to do, and reviewing journal manuscripts is work that we rarely explicitly schedule time for, the way we do for teaching, or meetings, or pursuing our own scholarship. I know that I do most of my manuscript reviews on the weekend, when I might like to be doing something else.

It can be tempting, when you feel that you are stealing time away from other things, to react strongly when you start to read a manuscript that falls far short of your expectations. I know that my first reaction in these cases has perhaps too often been "What a waste of my time." The quick and easy thing to do in such circumstances is to write a short review that points out in no uncertain terms the glaring defects in the manuscript. "Wrong theory!" "Flawed methodology!" "Failure to cite relevant research!"

When we do that, authors will certainly understand why their manuscripts have been rejected, but they may have a much less firm sense of where to go from there. When we simply tick off the defects in the manuscript, we have done our job, in one sense. But I want to suggest that the best reviewers see their jobs as larger than justifying a recommendation to an editor. They see their job as building better scholars, which really means that they see reviewing as mentoring.

Seeing our job as reviewers through that lens—as taking "the educative aspect of reviewing seriously," as that editor put it—can lead us to write that review of the poorly conceived manuscript differently. Doing that will take more time, but the effort will not be wasted if we understand our mentoring role in the broadest sense.

We view our mentoring of our own students as an investment in the future of the discipline, as we should. We want our students to become good scholars, not just because they are some kind of reflection of our own stature, but because we want them to do work that will keep the Communication discipline alive by fostering the growth of knowledge and intellectual richness.

The same could be said of mentoring those whose work we are asked to review. We may not have exactly the same level of investment as we do in our own students, but we are still trying to foster the growth of the discipline.

A young scholar who submits a manuscript that gets savaged by reviewers might decide that the scholarly life is out of reach for them, that they don't have what it takes. Over the years, I have tried to convince so many graduate students that a revise and resubmit is actually *good* news, that it is an invitation for them to continue to work on the project. Those conversations are most challenging when the tone of the reviews is more oriented toward all that is wrong with the manuscript and less oriented toward pointing out its possibilities.

Last year at the NCA Annual Convention, I participated in a panel titled "Manuscript Rejection Letters: A Readers' Theatre." The premise was simple: the members of the panel would read aloud from especially blistering rejection letters they had received. Last year's was the second iteration of this panel; the one held 10 years before had been such a rollicking success that the concept was revived. The room was filled to overflowing, and the audience was ready to laugh at the absurdity of the over-the-top letters, most of which were shocking in their detailed denunciations of the work under review, and some of which went on to cast highly personal aspersions on the authors who had produced it.

My own role on the panel was to follow the reading of the letters by leading a discussion of best practices in reviewing. I came armed with a copy of a document titled "Effective peer review: A best practice guide for peer reviewers," which is available on the website of Taylor & Francis, NCA's publishing partner (**https://editorresources.taylorandfrancisgroup.com/effective-efficient-peer-review-management/**).

The panel was hilarious, and I enjoyed it—I found myself caught up in the spirit, and I shared a story of my own about a particularly scathing review that I received 20 years previously, one that was so discouraging that I have never forgotten it. When it came time to talk about the guidelines for effective peer reviewing, the one that, predictably, drew the most guffaws was this: "Provide positive and constructive criticism." "Sleep on it, and revise before you submit" got a pretty big laugh as well.

Looking back, I know that the panel's most tangible outcome was pure catharsis—it created a sense of solidarity among everyone there who had ever been devastated by an unkind reaction to a manuscript. But it was not lost on me that just about everyone in the front of the room reading letters was an accomplished and well-published scholar—that is, they were people whose careers had not been derailed by vicious reviews. And I am hopeful that the young scholars in the audience, of whom there were many, noted that and will use it as a source of solace when they are treated badly by a reviewer.

> [Mentoring is] work that we do because we understand that it pays dividends by helping to create the kinds of colleagues that we want to have and the kind of scholarship that makes us proud of our discipline.

Lest we forget, it is the young scholars who are most likely to read our journals cover to cover, who crowd into rooms at our conferences to hear about cutting-edge scholarship, and who keep our association thriving by bringing their energy to it and by volunteering for the work many senior scholars are too busy to do.

They do all of those things because they are trying to learn how to become the kind of scholars and professionals they have long admired, and they are generally happy, in my experience, to take advice toward that goal wherever they can find it. Providing "positive and constructive criticism" on their manuscripts, even the truly challenging ones, is one way that we offer them that advice.

None of us enters academic life with all the knowledge we need about how to be successful. We gather it in bits and pieces—from our peers, from our graduate advisors and other faculty in our graduate programs, from our respondents at conferences, and from the editors and reviewers we work with as we learn how to publish. All of these people serve as mentors to new academics, even if they are not given the label.

Mentoring is a powerful buzzword these days, and it sometimes seems like an overused abstraction, invoked as the cure to anything that ails us. But mentoring is also concrete and often difficult work, work that we do because we understand that it pays dividends by helping to create the kinds of colleagues that we want to have and the kind of scholarship that makes us proud of our discipline. Keeping those dividends in mind when we read the work of our colleagues, and deciding to do our best to make that work better, is no less than an investment in our own future. ■

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Passing the Leadership Torch:

The Role of Mentoring

By Orlando L. Taylor, Ph.D.

Observing the changing face of NCA leadership over the years, it is tempting to characterize the leadership pedigree of a new leader as a protégé of someone, or someone who learned their leadership skills at a specific institution. In my career, I have watched with great pride as former students ascended to important leadership positions. For example, I was enormously proud when Ron Jackson was elected president of NCA, especially as we are the only two African Americans to have served in this capacity—both boasting a Howard University connection.

When I was elected NCA president, I thought of the influence of Lionel Crocker, my professor at Denison University; J. Jeffrey Auer, my department chair at Indiana University; and Robert Jeffrey, my role model and dean of the College of Communication at the University of Texas at Austin. In a certain sense, one might say that I am a descendent of these giants. But, in fact, none of these individuals mentored me explicitly for leadership, any more than I can claim to have mentored Ron Jackson. To be sure, each demonstrated qualities of leadership that I admired and attempted to emulate. But the point is that no *formal* mentoring or coaching for leadership was directly provided to me.

Yet there is good evidence that strong organizations both inside and outside academia are intentional, and often formal, about preparing future leaders. To my knowledge, that has not generally been the pattern in the Communication discipline. To the contrary, one might say that Communication leaders have probably emerged *despite* the absence of formal leadership mentoring or preparation. Mentoring and coaching for leadership have probably been largely ad hoc for most in the Communication discipline. Moreover, I suspect that relatively few Communication leaders specifically attribute their acquisition of leadership competence to mentoring on leadership theory and research.

The Bolman and Gallos model also provides a framework for mentoring emerging leaders so that they understand: a) how leadership influences effectiveness at various types of institutions, and b) the heterogeneity of leadership strategies and styles that exist at different organizational or institutional levels.

Not taking sides in the debate as to whether leaders are "born" or "developed," I would argue that leaders' success, no matter the genesis or level within an organization, can be enhanced by knowledge of the factors that can influence the quality of leadership. This knowledge is valuable, regardless of organization or leadership theory.

Every discipline is in constant need of new leaders both inside and outside of academia. Intentional and formal mentoring and coaching efforts that are grounded in theory, research, and a culture-centered and intersectional perspective can enhance this process. Rather than leaving leadership preparation to chance, leadership qualities can best be promoted and enhanced by professional development opportunities in the art, science, research, and best practices of the field. NCA has advanced efforts in teaching and research, and now is the time to consider a parallel initiative on leadership mentoring and coaching.

MENTORING AND COACHING FOR LEADERSHIP

Historically, the work of the academician has been defined by a framework of promoting one's own career —not advancing the career of someone else. That has meant attending to teaching, research, and service toward promotion and tenure. Of course, that's not to dismiss the mentoring that has occurred through the process of role modeling or advising, especially for students. But most of this mentoring (and coaching) has not focused on mentoring for leadership, per se.

In recent years, however, the topics of mentoring and coaching have increasingly become recognized as important dimensions of academic and professional work. Parallel with the growth of mentoring and coaching in the academic and professional worlds has been the rise of the field of Leadership Studies. This field has depended heavily upon a variety of topics in the behavioral and social sciences, including organizational communication.

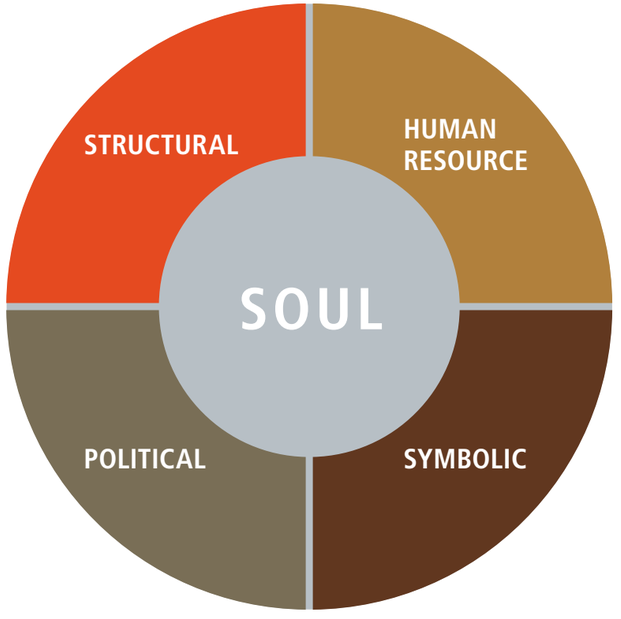
An important theme in Leadership Studies is the notion that leaders may come in many forms and may come from all organizational levels. For example, in the academic setting, the leadership may comprise individuals who may or may not have position titles (e.g., president, provost, dean, or chair). The leader may be a highly respected faculty member, an alumnus, or even a student. No matter from whence leaders or leadership come, the bottom line is that *leaders matter*! Among other things, they set the organizational tone, articulate the vision, and motivate others. In academia, strong departments, institutions, and, indeed, disciplines are typically characterized by strong leaders—that is, intellectual icons, visionaries, effective communicators, and astute administrators.

FRAMEWORK FOR MENTORING A NEW GENERATION OF LEADERS

In the academic space, Lee Bolman and Judy Gallos (2011) advanced a model for framing academic leadership that captures many of my beliefs. In their book, *Reframing Academic Leadership*, they propose four important frames that leaders can use to understand and perhaps hone their competence. The Bolman and Gallos framework both captures specific leadership behavior domains and also offers a unique way of classifying key variables that dictate successful leadership behavior in academia and other types of organizations. Moreover, it provides a unifying scaffold for driving empirical research and offers an interpretive lens for generating, analyzing, and interpreting new leadership research questions, as well as determining which questions should be posed, and why.

The Bolman and Gallos model also provides a framework for mentoring emerging leaders so that they understand: a) how leadership influences effectiveness at various types of institutions, and b) the heterogeneity of leadership strategies and styles that exist at different organizational or institutional levels. Finally, it affords opportunities for mentees to conduct exploration and documentation of the specific ways that leaders of various types, cultural backgrounds, and organizational levels function and thrive. For example, it provides a framework for understanding the symbols of leadership, which compare perceived and actual power strategies for leading organizational change, as well as the ways that different leaders access and employ power and influence.

Figure1. The Soul of Leadership based on Bolman and Gallo



The four Bolman and Gallos frames of academic leadership include:

Structural Frame: The leader focuses on campus or organizational arrangements, structures, and reporting relationships, emphasizing policies, roles, lines of authority, and internal and external alignments.

Political Frame: The leader is a respectful and compassionate politician who functions as an advocate, negotiator, power broker, and strategist who is engaged in agenda setting, bargaining, building coalitions, managing conflict, and making resource allocation decisions.

Human Resource Frame: The leader seeks to create a caring and productive campus environment, serving as a catalyst and coach who supports and challenges teams, makes key hiring decisions, supports professional development, fosters fairness, empowers others, and fosters the best fit between individual and organizational needs.

Symbolic Frame: The leader is a prophet and artist who focuses on organizational culture and shared meaning; creates vision; promotes common purposes and values; draws on and creates institutional symbols, rituals, and stories; and inspires hope and promise.

THE *SOUL* OF LEADERSHIP

Together with my colleagues at the Center for the Advancement of STEM Leadership (CASL), I have embellished the Bolman and Gallos model to include the dimension of "soul." (Bolman, in another publication, has also referenced the soul dimensions of leadership; however, he focuses more on the spiritual domain). CASL has expanded the soul notion to refer to the leader's inner spirit, which in many ways provides the *passion* that defines their lives and their leadership style. The *Soul of Leadership* provides an authentic "self" to a leader, one which drives their technical knowledge, political acumen, communication skills, and other qualities. In a very real sense, a leader without "soul" is an automaton—and probably ineffective.

I have always—and now more assertively than ever—urged leaders and emerging leaders to lead from the vantage point of their authentic selves; i.e., from the "fire in their belly" that defines who they are as individuals and leaders.

Together with my colleagues at the Center for the Advancement of STEM Leadership (CASL), I have embellished the Bolman and Gallos model to include the dimension of "soul."

Administrators at [Historically Black Colleges and Universities] have historically reflected a "soul," or passionate inner spirit that was characterized by the expectation—indeed the responsibility—to reach back to "bring someone else along."

My personal leadership style reflects a *soul* that was derived from the Historically Black Colleges and Universities (HBCUs) with which I had the privilege of affiliating for more than 35 years. Administrators at these schools have historically reflected a "soul," or passionate inner spirit that was characterized by the expectation—indeed the responsibility—to reach back to "bring someone else along."

This belief is often held by many African-American professionals, regardless of discipline or affiliation. It is typically accompanied by the belief that those who have "arrived" have done so through "standing on the shoulders" of others. The "others" are elders who sacrificed much or paid great dues in order for the current generation to advance. The unspoken expectation is that members of the current generation must do likewise for the next generation. Individuals from other cultural groups or types of institutions are likely to hold similar passionate beliefs that reflect their souls and that drive their professional lives.

A modified version of the Bolman and Gallos model for a culture-centric framework for advancing the mentoring and coaching of the next generation of Communication leaders is presented in Figure 1 (see previous page).

IMPLICATIONS FOR NCA

What are the possibilities for NCA and its current leaders to advance mentoring and coaching for the next generation of leaders? Several good examples from other disciplines, institutions, and professional societies might serve as a guide for launching a leadership development initiative that focuses specifically on leadership in the Communication discipline, and that considers a culturally based soul dimension of leadership.

For example, NCA might consider publishing a *Guide to Leadership Coaching and Mentoring* or dedicating periodic special issues of one of its appropriate journals to research on mentoring and coaching Communication leaders.

NCA might also consider establishing a new Annual Award for Outstanding Mentoring and Coaching in Leadership. The award would communicate the importance of developing leaders, while recognizing the accomplishments of individuals who have been exemplars.

Finally, NCA might consider offering short- or long-term leadership professional development opportunities for aspiring Communication leaders *and* for current leaders who wish to hone their leadership mentoring and coaching competencies. Several good models from other disciplines and organizations exist that might guide the development of such an effort. For example, the American Council on Education offers several opportunities for academic leadership development. Bryn Mawr College, the University of Denver, and Wellesley College all offer a year-long program (HERS) that seeks to prepare women for leadership roles in higher education. Drexel University offers a year-long, full-time professional development program (ELATE) for women faculty in the STEM disciplines who wish to advance to leadership roles at their institutions. While generally well-respected, most of these programs fail to sufficiently consider cultural and intersectional variations in leadership styles and strategies, or the specific leadership demands at minority-serving institutions.

The STEM Society for Women of Color offers an intensive (10-hour) annual thematic NSF-supported Leadership Academy for women of color who wish to assume leadership positions in STEM. Also, the NSF-funded CASL conducts research and offers professional development from a "soul of leadership" perspective for mentors/coaches, as well as for emerging leaders from HBCUs and ultimately from all types of institutions wishing to prepare leaders to increase diversity and inclusion in STEM (**www.advancingstemleadership.net**).

Regardless of one's theoretical perspective on the genesis of leadership, or the level at which one resides within an organization, it seems reasonable to assert that one's leadership competence can be enhanced by mentoring (or coaching) on some of the variables that influence the quality of their leadership.

A CONCLUDING THOUGHT

There are many views on the genesis of leaders. Some believe that leaders are born, and not made. Others believe that leaders are "trained" for leadership as reflected in the many leadership development programs that are designed to prepare leaders and to advance leadership competence. Still others believe that leaders emerge from trials and errors, and perhaps through cloning the behaviors of other leaders. Regardless of one's theoretical perspective on the genesis of leadership, or the level at which one resides within an organization, it seems reasonable to assert that one's leadership competence can be enhanced by mentoring (or coaching) on some of the variables that influence the quality of their leadership. This knowledge is likely to be valuable, regardless of one's organization or adherence to a particular leadership theory. ■

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