Editor’s Note to Volume 8 of the
Journal of Communication Pedagogy

Never Stop Learning

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As I hit publish on my second volume for the Journal of Communication Pedagogy, I cannot help but want to celebrate how much this journal has achieved since the inaugural volume in 2018. We continue to make gains in readership, downloads, and reach of audience. Each year, those numbers for JCP are higher. I am so proud of all the hard work we have put into these volumes. Notably, this year we doubled our submission rate, introduced a new type of submission (i.e., short reports), and were indexed into ProQuest.

Thank you to my wonderful Editorial Board, Consulting Editors, and Editorial Assistant. You all are the reason why this works so well. I would not be able to do any of this without your time, expertise, and willingness to serve. Lastly, I want to thank CSCA for providing communication educators a space to publish and access this work. These works are meaningful and necessary for our discipline and encourages us to continue to push ourselves to learn and grow.

Readers, I am excited to present you all with some thoughtful original research articles, best practice, and reflective essays. For this volume, we have wonderful authors who have called us to think about our students, our teaching, and our field in ways we possibly had not before. For me, my vision for this journal was a space for us to share, teach, and learn from one another. As I reflect, I am reminded of a conversation I had a while back with an undergraduate student in my program. We were talking about the number of readings one does in graduate school and they said something along the lines of—I bet you are happy you are done with all the reading and learning now that you are a professor. I remember I paused and then laughed. I smiled and responded, “No . . . that is not the case. I still read as much as I can, and I learn something new all the time!” I explained to the student that for me reading and learning
is one of the best parts of my job. I am so lucky to be encouraged to never stop learning and to constantly explore new things and read and read some more. I am a lifelong learner. The student was not amused with my response at the time, but for me, it was a moment that highlighted the perk of the job . . . . I get to continue to push the boundaries of what I know (or what I think I know) and challenge those thoughts (Kaufmann & Tatum, 2017). With that, I encourage you all to carve space to read and foster your own love for learning (*I acknowledge that many of us have time constraints and minimal time nowadays, which can make it difficult to carve out this time). May we always be lifelong learners.

Reference