Participants:

Trevor Parry-Giles
Christina S. Beck
Stacy Tye-Williams
Garry Bailey

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Introduction:

This is *Communication Matters, The NCA Podcast*. This episode of *Communication Matters* was hosted by Trevor Parry-Giles, Professor of communication at the University of Maryland.

Trevor Parry-Giles:

Hi, listeners. Whether in the schoolyard, in the office or on Facebook, bullying can lead children and adults alike to question their self-worth and to experience health problems, depression or anxiety. To develop and implement solutions, we need to understand this complex and varied phenomenon and that's what today's episode of *Communication Matters, The NCA Podcast* is all about. We're going to address bullying from a communication perspective with some renowned experts in bullying and anti-bullying communication research, Professors Garry Bailey, Christina S. Beck, and Stacy Tye-Williams. Our conversation delves into bullying at school and in the workplace, cyberbullying, the role that gender, race, ethnicity, and culture play in bullying. We're going to try and cover it all. Let me tell you a little bit about today's guests first. Garry Bailey is an Associate Professor of Organizational Development and Conflict Resolution at Abilene Christian University. Dr. Bailey studies intercultural and organizational communication with an emphasis on race, gender, poverty, religion, and bully/target relationships. Bailey has published research on global cultural views on gender roles and how those views affect women's opportunities as well as conservative Christians' views on gender roles. Hi, Garry, and welcome to the podcast.

Garry Bailey:

Hey. Great to be here.

Trevor Parry-Giles:

Christina S. Beck is a Professor in the School of Communication Studies at Ohio University and an NCA past president. When she was NCA Second Vice-President in 2014, she established the NCA Anti-Bullying Project. As part of that initiative, Beck and Richard West co-edited *The Routledge Handbook of Communication and Bullying*, which received the NCA Applied

Communication Division's 2020 Distinguished Edited Book Award. Hi, Christie, congratulations on the award and welcome to the podcast.

Chistina S. Beck:
Thank you so much. It's great to be here.

Trevor Parry-Giles:
Stacy Tye-Williams is an Associate Professor of Communication Studies at Iowa State University. Dr. Tye-Williams researches dark and bright side processes in organizational life ranging from workplace bullying to the power of communication to positive change in organizations. Tye-Williams has published numerous journal articles on these topics and recently participated in a virtual discussion about workplace bullying sponsored by the National Workplace Bullying Coalition. Hi, Stacy, welcome to *Communication Matters*.

Stacy Tye-Williams:
Hi. Thanks for having us.

Trevor Parry-Giles:
Now my good friend Christie Beck when she was NCA president developed and led NCA's Anti-Bullying Initiative. And Christie, you recently co-edited *The Routledge Handbook* as I said earlier of communication and bullying. It's been a well-received book. We know that and it's certainly, as I indicated, won The Applied Communication Divisions Edited Book Award for 2020. It's also been featured by the way, as a side note, on the NCA Bookshelf. Can you give our listeners a little overview of what the project was all about, the NCA Anti-Bullying Project and some of the accomplishments that you think would be useful to know about that came from that initiative?

Chistina S. Beck:
Sure. Thank you. So back in 2014, when I was NCA Second Vice President, we had a difficult situation happen in my local community that really brought bullying to my attention. Of course, it had been on my attention but this really brought it home for me. And so as I was thinking about that, I thought, why don't we do more in the communication discipline to talk about this? And I realized that upon doing more research that we were doing it. And I thought, well, how can we bring more visibility to this? And so I talked to the others on the NCA EC and I said, could I go ahead and get started a little bit earlier than what I would normally get started with my NCA presidential initiative and start this work on bullying and bringing people together? And of course, they agreed and I was so grateful for that. So we established the project with three primary goals. First, I really wanted to encourage collaboration across the discipline and bring various stakeholders from a broad array of different research backgrounds to talk about bullying because it's a very complex problem and a lot of different perspectives would be valuable, interpersonal

communication, organizational communication, of course, Garry's research with peace and conflict, family communication. And the list goes on of course. And so I wanted to bring together a team from across our discipline.

Second of all, I really hope that we would utilize what we had been learning in communication and encourage the continuation of that research but utilize that in communities to really start to make a difference. How can we make a difference with this? How could we really provide resources so that we could do that? And then third, I hope that we would contribute to conversations more broadly beyond our discipline about bullying and really try to give communication a seat at the table in those difficult conversations. And I think that we made progress on those. And let me just highlight for our listeners a few of the major accomplishments of the project. We did outreach projects in Las Vegas where we collaborated with area middle schools to create PSAs that were utilized by the various middle schools. We did a project in Dallas with the Dallas Independent School District and brought in over a hundred teachers and administrators from that school district to provide them with communication based strategies for addressing communication issues in their district. And then third, we did a partnership with Shriners Hospital for Children in Salt Lake City where we took more of an organizational and health perspective and talked to medical professionals and healthcare administrators about bullying related issues. So those were some of our outreach projects.

In addition, we developed the NCA Anti-Bullying Resource which even before NCA made many of its items more accessible to listeners beyond NCA members. We started with that and made that initiative more accessible so that we could get those resources in the hands of others beyond our discipline. We've offered short courses, pre-conferences, the NCA Anti-Bullying Roundtable discussion which was a brainstorming session for people in our discipline and out of that, we had a number of individuals collaborate on grant projects and research projects. And actually sitting around a table in Dallas, we came up with the idea for a book where we would feature the scholarship of individuals in our discipline who have produced outstanding research on bullying and communication. And then partnering with my good friend, Rich West, we developed *The Routledge Handbook of Communication and Bullying*. And I'm so honored and gratified by the response to that project. So that's a little bit about what we have done with the NCA Anti-Bullying Project. I'm grateful to the support of NCA for that initiative and to all of the people who have contributed to it.

Trevor Parry-Giles:
And you talked about the research, the communication research in communication and bullying and I know that Stacy and Garry both have done some of that research. Could you describe maybe, Stacy or Garry or both of you, the state of research and how specifically what Christie's

talking about, how it sort of transcends the discipline and the various silos that we find ourselves in and how different aspects or sub-areas of the discipline are engaged in anti-bullying research?

Stacy Tye-Williams:
Sure. I'm happy to chat about that. I think all too often in our research we get very siloed, right, as you said. And what I love about the Anti-Bullying Initiative that Christie put together is that it really sort of brought us across and to talk in interdisciplinary ways to bring research forward. And so I think that really bullying lends itself really well to in these interdisciplinary conversations. They've already been happening. So I think the state of that research is really strong and I really think these different initiatives separately enhanced that, our ability to strengthen that interdisciplinary work and also really seeing the value and importance of the communication research in that broader conversation that has been happening. And we weren't always I think at the forefront of the table, right? But I really think that over the years, we're really an integral part of that interdisciplinary research and moving forward our understanding of workplace bullying.

Garry Bailey:
One of the things that I see as being a really good development, there's been this survey research that's gone on for a long time that identifies the categories of bullying and helps us see who is it, middle school or whatever workplace kind of context. So we get that survey research that gives you the core pieces of information. But I think lately we've seen more of the collection of narratives. Our good friend Keith Berry has written his book *Bullied*, collecting narratives and providing some analysis that gives more of the in-depth lived experience kind of perspective. And I think that's a great development in our field as what the communication research can offer in interdisciplinary kind of environments too.

Trevor Parry-Giles:
I like that. We're so multi-methodological as a discipline. We come at this from so many different perspectives. So Christie mentioned that one dynamic of the motivation or the source of her initiative about bullying was a school-aged bullying incident that happened in the Athens, Ohio area where she lives. Garry, do you have any insights on what particularly in that context communication research can tell us about dealing with and confronting school-age bullying?

Garry Bailey:
Yeah. Athens, Ohio is just not the only place. It's all over. It's so prevalent. I think when we see children engaging in these kinds of problems, it's heartbreaking. And from a communication perspective, we need to understand how these interactions take place. What is the experience? And of course, it goes interdisciplinary. We see psychological effects. We see the sociological dynamics of these communities and schools. And I think we need to see from a communication perspective how authority and power are used because these are situations that are framing

identities. People are receiving these messages as they're being bullied and it is helping them see who they are and their performance in school goes down and there's all kinds of problems that result. And one of the things that we see a lot right now is the online experience, the cyber bullying issue where kids are getting online in social media and that social part of media creates these networks of people who are ganging up on someone. And sometimes the suggestion in a bullying kind of way is that they commit suicide and it happens. So in Texas, we now have David's law and this is a law that is providing resources for schools to help them deal with these situations. And we need more of the kind of training and help that communications scholars can provide to help people understand and authority figures, either the resource police officers or the principals and counselors in the school, to learn how to engage both the bully target and the bully to see what can be done to intervene and sort of disperse these networks of bullying and make them more into friendship networks. And that can happen.

Trevor Parry-Giles:
What about with the kids themselves? I mean I get the authority figure thing and I think that's really important obviously. But what do we do to help the kid who is being bullied in particular deal with that in the moment? What can we as communication scholars do in that case and even in a cyber bullying context too? Because sometimes that cyber bullying is outside of the scope of the authority figure that Garry talked about. So how do we equip our young people to deal with being bullied and being a bully?

Chistina S. Beck:
I think that's one of the reasons why communication based research is so important because that's exactly the issue. If a child knew how to respond to those instances, then the child would go ahead and do it. But developmentally that's not something they're naturally equipped to do. So we need to help educate them with the communication based resources to know how to respond to it, how to ask for help, and even in the case of being a bystander, if Sally sees Johnny being bullied, how can we help equip Sally with the language choices and the communicative resources to be able to speak up and go to help that individual and stand up for her friend and how can we do that. And that's all communication and that's why communication plays such a central role in this topic of bullying because it's providing our young people as well as I know Stacy does the research in the workplace, how do we provide individuals with the communication based resources to handle this. And I know Garry has done work on restorative justice. How can we provide the administrators with the resources to handle the situations in ways that's not just well, stop that? How can we make it better? What words do individuals need to say? How can they approach it? And that's all communication based.

Trevor Parry-Giles:
That's great. I think that's one of the really compelling dynamics to this whole project is its outward focus and its capacity to give people the tools, communicative tools that they need. Now you mentioned Stacy's expertise in the workplace bullying situation and that's obviously different than the school or the elementary/secondary school situation. But I'm just thinking the bullies are everywhere, right? And being bullied doesn't stop when you get that diploma in high school. How do we confront and what do we know about the unique context of workplace bullying and how we can confront that? What are we learning from this project about workplace bullying, Stacy?

Stacy Tye-Williams:
Well, we're learning that there are actually, there are parallels between school bullying and workplace bullying. When I tell people what I research, I oftentimes get a little bit of a funny look, right? Like bullying in the workplace? And so I either get that funny look or people are like, oh yes, I know exactly what that is because it's happening to me, right? So there are these kind of two reactions that I get. But unfortunately, it's a cycle, right? And when we look at bullying research in schools and in the workplace, we can see some parallels in terms of how they happen. And as Christie was saying, kids don't really have that capacity or ability to know how to respond. Well, what we know is that unfortunately grown-ups don't know how to respond either very well. And a big part of that is these power dynamics, right? So a lot of times bullying on the playground is going to be happening between a couple of classmates or a group of classmates, right? There's still a pecking order and a power differential there. But when we're looking in the workplace, a lot of times it's your boss or your supervisor, somebody who has the ability to make direct decisions about your employment or so on and so forth. And so bullying in the workplace is pretty frequent and again, we really need to kind of help develop these communicative tools and strategies to help people respond more effectively. Because we have policies in place in workplaces, we know it, we've named it, we've looked at it. But over 70% of people who experience bullying in the workplace leave either voluntarily or involuntarily. And so that alone tells us that there's a lot to do because the person who ultimately pays the ultimate price is the target in these instances. And so even though they've employed a lot of the common strategies that we have, they're obviously not working unfortunately.

Trevor Parry-Giles:
Well, some of your research goes right at that, right? What advice works and what doesn't work. Maybe you can tell us that. What have you seen have been some effective strategies for dealing with workplace bullying and what are some of the least effective strategies for dealing with workplace bullying?

Stacy Tye-Williams:
The most effective thing that people can do is honestly listen and provide a space for people to sort of imagine different strategies or alternative strategies. Because like Christie said with school bullying, if they were able to have dealt with it on their own, they would have, right? It would be over with. We wouldn't need additional strategizing. And so I think friends, family members, supportive co-workers just listening. I know our knee-jerk reaction when we hear somebody is hurting or in pain is to try to help and give advice. And what I've found is that that isn't necessarily helpful and can also be harmful. So when people are told quit your job or you should stand up to the bully or all of these things, what that advice is missing is the context. So we're not aware of the power dynamics when we give those pieces of advice. We're not aware of the strategies that maybe they've tried to do or they've witnessed other people try these strategies and know the bad fate that they endured. And so I think really what we should do is try to suspend giving advice and just let people communicate through and maybe start to think about okay, what are some alternative ways that you might deal with this and address it beyond well, you should quit or you should punch them in the nose? Well, okay, like thanks for the advice but that's not incredibly helpful because I can't quit. Financially, that's not an option for me. I can't punch them in the nose. I don't want to be arrested, all of these different things.

Trevor Parry-Giles:
I'm not a violent person. Yeah right.

Garry Bailey:
Some of the times we suggest just go to HR and they'll help you out. But a lot of times HR is not going to be very helpful. They're just ill-equipped. And so you go to HR and you find out that you're being the target again and you end up in in deeper problems. But if we are able to give HR and other places throughout an organization workplace tools for even doing mediation, engage in a mediation where somebody, a third neutral party comes in and helps these people talk. A lot of organizations are establishing Ombuds offices and providing a space for that kind of communication. And usually, those Ombuds have some good communication training. But certainly, we could offer some additional kinds of help in good ways to address that kind of bullying.

Trevor Parry-Giles:
Yeah. And Garry, you've written about and talked at our convention about academic workplace bullying and the role that gender in particular has in that particular and unique context. I know most universities are going to have an Ombuds person but sometimes that person is less about bullying and more about like academic policies and things along those lines. Do you have any advice for any of our listeners who might have encountered some academic workplace bullying? And explain to us how the gender dynamic works or doesn't work probably in that context.

Garry Bailey:
Yeah. I think for a long time there's been a focus on gender and bullying in terms of gender discrimination and sexual harassment. And that's been kind of a long-term thing. But it really has expanded to so much more with increases in issues related to gender identity. The bathroom issue. Which bathroom do I use? And those things can create difficult conversation and circumstances. And I think what we see now among the people in the academy, women in the academy, when we have these sessions and they're talking about their stories, it's very classic. They will deal with their bullying. Either they fight through it, they persist and deal with the bullying and are able to continue or they go somewhere else, start over or leave academics altogether and that's really a sad thing. But gender has been an interesting context for bullying and how it's changed over the years. And I think we could see how women have responded. But it's not just women in terms of gender. I think one of the things that has happened over the years is there are many more women leaders in organizations. And one of the academy kind of situations that I heard of that's kind of different is how there are some female-led departments where there's a female chair of the department and a female director of graduate programs. And in one of the narratives that I collected, a male applicant who was known to many of the students who are already in that department was rejected and discovered through further communication that it really must be that he's male. And so when we look at bullying, it goes a lot of different ways. There's a lot of different identity issues and it's not just women that are being bullied but men as well.

Trevor Parry-Giles:
And there's an intersectionality here as well. Because as all of your research indicates that we have race, there's ethnicity issues with regards to bullying. And as we become more globalized and as we become more international I guess or diverse in our workplaces and in our schools, that identity dimension can be really important. I'm wondering can somebody address how that works in particular with regards to bullying and some of the cultural dynamics that might affect both how authority figures deal with bullying and how people are, in fact, bullies and or bullied in these contexts? How does that intersectionality play here?

Stacy Tye-Williams:
Yeah, I think this is an interesting question because in workplace bullying, we initially really didn't look at things like gender, race, ethnicity, etc. because we considered those to be protected, right? And so now we're really kind of looking at that intersectionality and incorporating issues of race, gender, and other marginalized identities so that we understand how they coalesce. Now that said, we haven't necessarily been looking at it intersectionally as much as we should have. But the good news is that we are. But there are a lot of intercultural dynamics that come into play when it comes to bullying. So we know that in some of our highly individualistic cultures, the bullying is just seen as kind of a way of doing things because ultimately it's a means to an end,

right? And that end is success. And so it sort of gets normalized in those really competitive environments. But also we have to think about power dynamics. And so when we have a power distance depending upon if it's high or low or whatever, if you're actually able to call it out to people in power and things like that. So there's so many complex dynamics that that happen. We just got done doing an international handbook of workplace bullying and harassment and it was just a fascinating project to co-edit because it really called people to look at how do these different dynamics happen everywhere. So we were talking about silos earlier or interdisciplinary silos, right? We also have our own kind of cultural silos that we exist in. And this project was really fascinating because we really challenged people to say, okay, what does this look like in Europe, what does this look like in Asia, what does this look like and really look at the international research that's been done on nurses or that has been done on qualitative research, quantitative research. I mean it was a four volume. It was a huge project. But I think we need to be doing more of that so that we have these better understandings of how culture and these different dynamics come to play when we're talking about bullying no matter what the context, no matter if it's academia or workplace or school or whatever. And I think that we need to really examine those dynamics and continue to do so.

Trevor Parry-Giles:
Yeah, I think that can be really important going back to something Garry said earlier about the narratives of bullying. I imagine and I hope your handbook series that you talked about has some of that, some of those international narratives and those cross-cultural narratives of how bullying happens. Because that can be so powerful I think for the person who's bullied to simply tell their story, right? And that speaks I think to an area of research that Garry's been very involved in which is conflict negotiation and peace and conflict and those sorts of issues. We have a lot of listeners who are communication teachers, right? They teach in colleges and universities and high schools all around the country. What are some strategies of conflict and negotiation and conflict management that we might impart to those folks, great ideas for teaching conflict and conflict management in a bullying context for some of those teachers out there?

Garry Bailey:
Well, first of all, I'd recommend going to the resource bank on the NCA website because there's a rich resource there.

Trevor Parry-Giles:
I like to hear that.

Garry Bailey:
Yes, yes. But when I teach about conflict and negotiating through issues like bullying, one of the things that I like to do is to bring in those narratives to give a case study that kind of gives the

lived experience of someone who's bullied and then ask students to discuss. What is going on here? What are the communication elements? What theories does this ring out to you that might apply and help explain what is going on? And likewise, then strategies. When we're talking about conflict, the first thing that has to happen is you've got to stop the fighting. That's kind of a universal thing. You can't resolve a conflict while people continue fighting. So you got to stop the fighting and you're just hopeful that that people want to work through it. And then we can start telling the stories. Why am I in this conflict? When I tell my side and you tell your side, I'm going to learn some things about your experience that I was not aware of and I'm making you just that much more human because before I was seeing you just a villain, not really human at all. And so as we see the humanity in each other, we are willing to be more vulnerable, we're willing to be more open to what the other has to say, and maybe even give in to some of their needs. Because you know that there may be giving in to some of yours and working together, that collaborative. We talk about the styles of conflict and we like to move people towards that kind of conflict where you're collaborating or at least a compromise of the competition that's going on or the accommodation or the avoiding of the conflict. And when people are able to do that and engage together, those are kind of the significant elements. But we talk about peace circles, mediation, conflict coaching, all good things, using a measure of working towards justice that is more restorative than retributive. It's easy to put together a policy and punish the bully. But engaging them with restorative ways to help them integrate into the community, that's the key.

Trevor Parry-Giles:
That's nice. And I think that's very useful for many of us who confront these questions all the time. I'm glad you referenced the Anti-Bullying Resource Bank on the NCA website because one of the nice outgrowths or perhaps unintended consequence is that that resource has become a sort of template for other resource banks that we've included on the NCA website including the online teaching when all of us had to flip our classes in a week during the pandemic and then we have a brand new Anti-Racism Resource Bank. And a lot of the ideas for that came out of the Anti-Bullying Resource Bank. So that's a really positive development. I'm curious as to other future dynamics that can come from this focus on communication and bullying and the relationships between the two. So we've got this cross-cultural thing that Stacy's advancing and pushing forward. Christie, do you have any thoughts on other future potentials for communication and bullying and the research and the teaching and the negotiation that might be coming down the road in another five, ten years?

Chistina S. Beck:
Sure. So I think something that we had talked about that would be really cool if we could accomplish would be collaborating with scholars in our discipline to create kind of a toolbox if you will so that we could then get these resources in the hands of those who need them. Yes, we did the outreach project in Las Vegas and yes, we did it in Dallas and Salt Lake City. But those are

three cities and small audiences at best. It would be fantastic if we could collaborate with scholars in our discipline to come up with a communication based resource that we could send to school districts. It would be fantastic if we could come up with another type of toolbox that we could get into the hands of individuals who are in human resources, right? And not just people who are in human resources but also individuals who are employees who are wondering, what do I do with this? My livelihood is on the line. What do I do? And I feel like that would really make our communication based research that we've been doing even more consequential and matter even more. That's something that's been a long time goal of our project and we haven't got there yet. But I'm still hopeful for that. And then I guess another thing that I would really like us to be able to do in the future is to find ways of getting ourselves more visible in terms of the mainstream media when there's something that happens with regard to bullying. Why is an NCA, why aren't scholars affiliated with NCA the first ones they call? Why aren't we on their list? And I think this could be said for a wide number of different social issue topics but I feel that with bullying this is something that definitely should be because we are the experts in this area. There are all kinds of different scholars who contribute to this certainly but I feel like we as communication scholars should be at the forefront. And so how do we get ourselves that seat at the table in terms of the mainstream media, in terms of any broader collaborations? I know that bullying isn't exactly a big topic that is being talked about nationwide at the moment. But when it is, why are we not there? And I think those are things that we should be aspiring toward.

Trevor Parry-Giles:
As you say that though, I'm struck with the notion that there's a lot of bullying at the basis of much of what's going on in the national consciousness. So just today, and we're recording this in late May, but just today there is another workplace shooting, a mass shooting out in California. There was a similar sort and that's sort of the violent consequence of bullying at the basis of that. You could argue that there's a bullying dimension to all of the police issues that we've been dealing with over the past year since the murder of George Floyd. So I think there's something here.

Chistina S. Beck:
I agree, I agree. And I think the relevancy of that needs to be made more clear. How can we do that? And so those are definitely aspirational goals as we continue our work and I'd like to ask your listeners, if anyone's interested in participating and joining the project, we welcome individuals to participate in our project, sending either me or Stacy or Garry an email letting us know of your interest. If anyone has had any exercises or class projects that have worked for you, please send them to the NCA Anti-Bullying Resource Bank because we want to continue to grow that and continue its relevancy. So the more that we can reach out and draw others into this project, I feel like the more meaningful it's going to be to get those diverse perspectives.

Trevor Parry-Giles:

I agree. I think that's right. Stacy and Garry, do you have any other thoughts about how maybe, here's the final question we always ask, right? How does communication matter here? Because after all, that's the name of the podcast, right? Communication matters. Beyond what Christie said, and I think this community outreach notion is really fundamental, but how else might we argue that communication matters when it comes to bullying and the future and where we're going?

Garry Bailey:

I like what Christie was saying about our future gatherings. When we have a conference, we always try to get together and discuss some of the things that we're working on and what can we do next. And I would love for us to work on some training modules that can be made available and in those modules, I think communication has got to be center to how we address bullying. I would love to help people see the importance of not holding the power and being competitive but to engage in a dialogue with the other party that really seeks to understand where they are and why they're feeling the way they are about the situation. And that's for both the victim, the target of bullying and the bully so that they can come together. And I think there's so much more, you can apply that in race dynamics and gender, all kinds of cultural issues in the workplace and outside of the workplace too.

Trevor Parry-Giles:

That's great. And the COVID-19 pandemic has taught us all the power of technology in filming. I can imagine that modules like you're speaking about would be pretty easy to produce and create. So that's a great idea. Stacy, any thoughts on how communication matters here?

Stacy Tye-Williams:

I always say that bullying by its very nature is a communication phenomenon, right? It happens through gossiping, through yelling, through belittling, through ostracism, silencing. But the positive note since we're getting to the end of our time together is that communication is also the tool that that can help people resist it, that can help organizations work through these different issues in schools and kids. And kind of the thing that Garry has been talking about is how do we come together? And communication is the tool that we have to fix bullying, to address it. I don't think that we'll ever be in a bully-free world, right? But we can I think use communication to help people better navigate these really difficult situations. And then as communication scholars, we're I think uniquely poised to give people these tools, right? And so I think in the future, we'll really hopefully continue as a group to make these tools available. Because when we've done these different workshops and things, it's really been eye-opening to learn about how these things are happening in schools, hospitals, middle schools. And I really think that if we can get that information out more broadly, then we'll really be able to make additional strides. But really communication is at the

heart of that and as communication scholars, we have important contributions to make in that broader interdisciplinary conversation. But also beyond research, just to help people live better lives in whatever context they're experiencing it in.

Trevor Parry-Giles:
That's a great hopeful note to put an end to our very enlightening and very interesting conversation about the relationships between communication and bullying. So thank you all for joining us today on *Communication Matters*. This was a really useful discussion I think for a lot of people out there. So thank you very much.

Garry Bailey:
Thanks for having us.

Stacy Tye-Williams:
Thank you.

Trevor Parry-Giles:
And listeners, if you want to learn more about communication and bullying, you can reference the much-mentioned NCA Anti-Bullying Resource Bank at natcom.org/anti-bullying-resource-bank. That's natcom.org/anti-bullying-resource-bank. Thanks again as always for listening to *Communication Matters, The NCA Podcast*. And please don't forget, subscribe to *Communication Matters* wherever you listen to your podcasts.

NCA News:
NCA's Anti-Bullying Resource Bank includes academic journal articles about the nature of school bullying, addressing bullying in the workplace, how bystanders can intervene in bullying, and more. The resource bank also includes past NCA Annual Convention presentations and links to websites that offer resources for responding to bullying on your campus or in your community. Communication instructors may find the resources useful in incorporating information about bullying in their courses or in developing a new course entirely focused on bullying.

In NCA News, there's still time to register for the NCA Institute for Faculty Development, also known as the "Hope Conference," to be held virtually July 19–23, 2021. The conference is designed for undergraduate communication faculty who want to build collaborative research and pedagogical relationships, learn about new directions in theory and pedagogy, and develop new course area expertise. Learn more about this year's conference and seminar leaders, and register by July 5 at natcom.org/2021-hope-conference.

Finally, listeners, I hope you'll tune in for the next episode of *Communication Matters* on July 1, which will focus on the Fourth of July holiday. Communication Professors Carlnita P. Greene, Amber E. Kinser, Ascan F. Koerner, and Audra K. Nuru will address topics related to both family communication and communication and food, including the relationship between food and nationality, the burdens that family meals can place on women, family communication related to celebrations, and the changes in family gatherings that have taken place because of the COVID-19 pandemic. Tune into this exciting episode to learn more about what communication research can teach us about holiday gatherings!

Conclusion:
Be sure to engage with us on social media by liking us on Facebook, following NCA on Twitter and Instagram and watching us on YouTube. And before you go, hit subscribe wherever you get your podcasts to listen in as we discuss emerging scholarship, establish theory and new applications, all exploring just how much communication matters in our classrooms, in our communities and in our world.

The National Communication Association is the preeminent scholarly association devoted to the study and teaching of communication. Founded in 1914, NCA is a thriving group of thousands from across the nation and around the world who are committed to a collective mission to advance communication as an academic discipline. In keeping with NCA's mission to advance the discipline of communication, NCA has developed this podcast series to expand the reach of our member scholars' work and perspectives.

Communication Matters, organized at the national office in downtown Washington DC, is produced by Assistant Director of External Affairs and Publications Chelsea Bowes with writing support from Director of External Affairs and Publications Wendy Fernando and Content Development Specialist Grace Hébert. Thank you for listening.

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