

spectra

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CAMPUS CRISES

**PREVENTION, RESPONSE,
RECOVERY, AND COMMUNICATION**



Emergency

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

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

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CAREER OPPORTUNITIES

THE Importance of Good Governance

By Carole Blair, Ph.D.

Stewardship. It may be an old-fashioned word, but it marks a crucial concept for those who are decision makers of a non-profit association such as the National Communication Association (NCA). In the past few years, NCA's Executive Committee (EC), Legislative Assembly (LA), various focus groups, the national office staff, and a Task Force on the Constitution and Bylaws have worked very hard to produce a new governance document proposal to make the stewardship of the organization more dynamic, accountable, and responsive. At the upcoming NCA Annual Convention in November, the Executive Committee of the LA will bring to the LA revised governing documents. The LA will consider whether to send this proposal to the membership in January of 2016 for a vote. I sincerely hope the LA will endorse the proposal and send it forward, so that the membership will have a voice in the decision. The proposed document is available on NCA's website at <http://www.natcom.org/bylawsproposal>.

Our current constitution and bylaws are out of date in many ways, and the proposal addresses those, of course. But the most important issues that prompted the proposal relate to structural problems that could not have been foreseen by those who composed our current constitution and bylaws, in the context then of a smaller and far less complex association. Specifically, they have to do with stewardship of the organization.

Fiduciary responsibility—a set of legal obligations with serious ethical entailments—is currently vested with the LA. This means the LA is the group that must lead,

make decisions in the best interests of NCA, manage its resources prudently, and assume responsibility for decision making that serves the well-being of the organization as a whole. The members of any such group, typically referred to as a Governing Board or Board of Directors, are bound at minimum to:

- study carefully all issues, proposals, and reports;
- participate actively in meetings, discussions, and deliberations;
- monitor and assess the association's services and programming;
- ensure that the organization has the resources necessary to carry out its mission;
- act in the best interests of the organization (as opposed to individual or sub-group interests);
- make sure that all actions of the organization are transacted legally; and
- be accountable for the decisions and activities of the organization.

So, what are the problems? The LA has grown over the years, numbering 188 members at present, and it is very likely to expand further in coming years to accommodate the introduction of new subgroups that then must be represented. The large majority of LA members are officers of divisions, sections, or caucuses; that is, members of the LA typically serve one- or two-year terms representing one of those groups. The LA meets annually at the convention in November, usually for two sessions totaling six hours. The members of LA are responsible, professional people.

But the typical term does not offer them the sense of institutional memory and context for decision making that is necessary to exercise fiduciary duty.

A second problem is that, given such a large group, there are always numerous absences at the LA sessions. Of course, there are good reasons—the cost for an extra day at the convention, a teaching or other work schedule at home, etc. But absent members cannot exercise their fiduciary responsibility.

Moreover, since the LA is exceptionally large, it is nearly impossible to hold meetings in addition to the annual one, severely limiting time for extended discussion and thoughtful reflection. NCA cannot possibly sustain the costs of bringing such a large group together more frequently, nor can most potential LA members. Technology doesn't solve this problem; imagine, if you will, a conference call or scheduled online "chat" with 188 or more participants.

The other problem—and again, all of these problems are failures of the governing structures, not of individuals—is that nearly all of the LA members represent subgroups of the organization. There are at-large members, but they constitute a tiny minority. To the extent that a subgroup's interests are not identical to those of the organization as a whole, this arrangement of subgroup representation thwarts the capacity to exercise a fiduciary role appropriately.

The proposed revision of NCA's governing documents would retain the LA, because it is invaluable to the democratic culture and operations of the association. But it would vest fiduciary responsibility in a 17-member Board



of Directors, which would meet on a more frequent basis. The LA would retain much of its authority. Among other domains of authority, it would bring issues to the Board, upon which the Board would be required to act, and it would advise the Board on any issue it would like to raise. Indeed, the LA would elect nine of the 17 Board members. The remaining eight members of the Board would be elected by the full NCA membership.

There is much that our current governing structure did to democratize the operations of the organization, which has been truly productive for NCA. No one wishes to now disregard the voices of members or subgroups, or to compromise the superb opportunities for members to engage in leadership activities by serving their important representative roles on the LA. After all, almost all of us who have worked so hard on the new proposal "cut our NCA teeth" by serving on the LA at least once or twice before.

The members of the Executive Committee of the LA who have endorsed the revised governing documents are members of the LA now, too, and we have a deep and abiding commitment to the organization's sustenance and well-being. I will no longer be an officer by the time the new governing documents would take effect, but I have high hopes for NCA's future, and I believe strongly that we need to make this change. What I hope we can achieve with the change is to increase the capacity for NCA to act in ways that match or exceed the legal and ethical demands of fiduciary responsibility, in order to ensure a more dynamic, accountable, and responsive stewardship for the future of the association. ■

Spotlight

TEACHING AND LEARNING ::::: Spotlight on NCA's Summer Conferences

UNDERGRADUATE HONORS CONFERENCE

NCA hosted the second Undergraduate Honors Conference May 28-31 on the campus of George Washington University in Washington, DC. The conference pairs undergraduates with academic mentors who assist them with their research and post-graduate plans. This year, NCA welcomed 25 students representing colleges and universities from 13 states. Mentors included NCA Director of Academic and Professional Affairs Trevor Parry-Giles and Assistant Director for Academic and Professional Affairs LaKesha Anderson; Mattea Garcia, Assistant Professor of Communication, Rollins College; and Rachel Tighe, Associate Professor of Communication, the University of Virginia's College at Wise. Patrick Delaney, Director of Communications at the American Soybean Association, served as the keynote speaker. Delaney's experience in multiple media and advocacy environments gave students insights into the communication skills and training needed to succeed in the workplace and the value of an undergraduate Communication degree. During the conference, students presented their research through poster and panel presentations. Presentations were capped off by a trip to the Newseum and a discussion about entering the workforce and preparing for graduate study.



Rachel Tighe (far right) of the University of Virginia's College at Wise with participants at the Undergraduate Honors Conference.



CHAIRS' SUMMER INSTITUTE

Department chairs from around the country participated in NCA's third Chairs' Summer Institute in Washington, DC, June 26-28. The institute's theme was "Assessment and Accountability and the 21st Century Communication Department." In the context of the theme, discussions focused on demonstrating the value of communication research, student learning outcomes in communication, and assessing the role of service in the university. Keynoter Kate McConnell, Director of Assessment at Virginia Tech, highlighted the importance of a culture of "academic hospitality" as the foundation for fruitful discussions about assessment. Now a biennial event, the NCA Chairs' Summer Institute has hosted nearly 100 department chairs since 2012 for discussions regarding successful department and disciplinary leadership.

Department Chairs in Washington, DC, for the 2015 Chairs' Summer Institute.

DOCTORAL HONORS SEMINAR

The annual Doctoral Honors Seminar (DHS) was held July 16-19, 2015, in Columbia, Missouri. The Department of Communication at the University of Missouri hosted the 2015 DHS and selected the theme of "Solving Social Problems through Communication Research." Through collaboration with seminar facilitators, 34 doctoral students from 21 different doctoral programs explored avenues through which their research can foster interdisciplinary connections, achieve wider public dissemination, and be applied in service of the public good. Around this seminar theme, students were placed into one of three groups: Rhetoric, Mass Media, and Communication as a Social Science. Faculty Seminar Leaders for the 2015 DHS included Communication & Social Science facilitators Mohan Dutta (National University of Singapore & Purdue University), Patricia Parker (University of North Carolina at Chapel Hill), and Jordan Soliz (University of Nebraska-Lincoln); Mass Media facilitators Lissa Behm-Morawitz (University of Missouri), Travis Dixon (University of Illinois), and Kristen Harrison (University of Michigan); and Rhetoric facilitators Dan Brouwer (Arizona State University), Sharon Jarvis (University of Texas at Austin), and Robin Jensen (University of Utah).



Participants at the 2015 Doctoral Honors Seminar.

INSTITUTE FOR FACULTY DEVELOPMENT

The annual "Hope Conference" provides undergraduate Communication faculty the opportunity to stay current with theory and research as they guide curricular development in a variety of areas. The 2015 conference was held July 19-25 at Hope College in Holland, Michigan. Speakers and seminar leaders included Tamara Afifi (Interpersonal Communication), Carole Blair (Rhetoric), Barry Brummett (Popular Culture), Stan Deetz (Organizational Communication), Srividya Ramasubramanian (Global Media), and Andrew Wolvin (Listening). Barbara Biesecker was the 2015 Scholar-in-Residence. In all, 51 faculty from around the world attended this year's "Hope Conference."



2015 Institute for Faculty Development ("Hope Conference") participants.

IN OUR JOURNALS

Kate Lockwood Harris and Jenna N. Hanchey, "(De)Stabilizing Sexual Violence Discourse: Masculinization or Victimhood, Organizational Blame, and Labile Imperialism," *Communication and Critical/Cultural Studies* 11 (2014) 322-341.

In this article, Harris and Hanchey analyze sexual violence discourse in the Peace Corps. This piece examines the ways in which sexual violence discourse shifts when a U.S. citizen is assaulted by a foreign perpetrator outside the United States. By analyzing media coverage of Peace Corps volunteers who experienced assault, the authors found that international sexual violence discourse typically develops around three dichotomies: public/private, self/other, and agent/victim. Harris and Hanchey explain that this discourse reinforces

existing power relations and leads to a masculinization of victimhood that shifts organizational blame for such violence to the Peace Corps.

Sally Vogl-Bauer, "When Disgruntled Students Go to Extremes: The Cyberbullying of Instructors," *Communication Education* 63 (2014): 429-448.

Vogl-Bauer's essay examines what is known about cyberbullying of instructors and how cyberbullying affects both instructors and their institutions. While research on student-student bullying is increasingly available, research on student-instructor bullying is sparse. However, current research suggests a disconnect in perceptions about instructors. Cyberbullying of instructors is counterintuitive to what people believe occurs during instructor-student interactions. Also,

while the need for effective teaching is understood, the conditions instructors are expected to tolerate imply a willingness to endure the problematic behaviors occurring both inside and outside the classroom. Further complicating the issue is the fact that society is likely to scrutinize instructor behaviors when students initiate cyberbullying. Vogl-Bauer explains that Instructional Communication scholars are in a position to shed light on the societal perceptions of bullying and how this behavior can impact the instructor-student relationship.

Suzanne Marie Enck, "Planning a Gender Fair as a Semester-Long Final Project," *Communication Teacher* 29 (2015): 108-115.

Enck explains a semester-long project called "The Gender Fair." This assignment helps develop students' understandings of gender in

U.S. discourse on five issues: understanding feminist politics, disciplining and liberating gendered bodies, moving beyond binary sexualities, challenging hegemonic masculinities, and disrupting gendered violence. Students engage in philanthropic outreach, such as fundraising or awareness-raising for local, gender-relevant organizations such as domestic violence shelters and rape crisis centers. Students are also expected to offer a "take-away" item that coordinates with the overall fair theme. Enck states that students often describe the assignment as "enjoyable" and "empowering," and says that the gender fair offers an engaging way to bring serious issues to a public forum while also reducing student anxiety about discussing challenging subject matter.



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NCA's 2014-15

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and we look forward to honoring and thanking our
generous supporters on these pages again next September.

AN INTRODUCTION



CAMPUS CRISES

PREVENTION, RESPONSE,
RECOVERY, AND COMMUNICATION

An idealized notion of U.S. higher education might include a bucolic campus, ivy climbing up lovely brick buildings, faculty and students engaging in peaceful conversation as they traverse quiet campus quads, classrooms filled with young people hanging on every word of the distinguished professor enshrined at the head of the class. In this idyllic vision, the entire campus community strictly adheres to a noble code of conduct that sets academe apart from some of the more distressing aspects of society at large.

Indeed, according to Florida State University Police Chief and Assistant Vice President for Public Safety David Perry, “college campuses are generally safe places with fewer crimes committed than in the general population.” Nevertheless, the articles in this special issue of *Spectra* point to the fact that today’s campuses are, in some ways, microcosms of the larger society, with instances of violence and other misconduct all too often interrupting the teaching and learning experience.

The nation was made startlingly aware of this fact in April of 2007, when tragedy struck the campus of Virginia Tech. In their opening article, Virginia Tech Associate Vice President for University Relations Larry Hincker and Vice Provost for Undergraduate Academic Affairs Rachel Holloway recount the immediate and long-term aftermath of the largest mass shooting on a college

campus in history, and describe the “discourse of renewal” that has allowed the university to move forward.

While campus shootings are rare events, the frequency of sexual assaults on or near the campus has in recent years drawn increasing attention from the press, lawmakers, and college and university communities nationwide. Through her scholarly and administrative work, Yale College Assistant Dean of Student Affairs Melanie Boyd is working to address the campus norms that contribute to sexual assault. Her hope is to find answers to the question “What can we do to build social and sexual cultures in which our students can thrive?”

Closer to home for most *Spectra* readers, we might also ask what can be done to improve faculty members’ workplace cultures so that they, too, can thrive. Wayne State University’s Loreleigh Keashly describes the reasons behind the incidence of faculty-on-faculty bullying, and offers a variety of ways that “communication perspectives can help faculty deliberately and mindfully create and support constructive and vibrant communicative climate.”

In fact, communication is emphasized by all of this issue’s authors as critical to preventing, responding to, and recovering from campus crises. We hope this issue of *Spectra* encourages thought about the expanded role Communication scholars might play in ensuring that our campuses are as safe and nurturing as possible. ■

MOVING FORWARD WITHOUT MOVING ON:

Learning and Renewal Through Crisis

By Larry Hincker and Rachel Holloway, Ph.D.

Early Monday morning, April 16, 2007, a Virginia Tech senior entered a residence hall and killed two fellow students. A short time later, he entered Norris Hall. He chained the exterior doors shut, moved to the second floor classrooms, and in nine minutes of carnage shot 49 people, killing five faculty members and 27 students. In those nine minutes, Virginia Tech became the site of the deadliest school shooting in U.S. history.



The April 16, 2007 shootings on the Virginia Tech campus attracted more than 1,000 journalists and correspondents and an estimated 140 satellite trucks.

Within minutes, breaking news reports alerted the nation to the violence on campus. Families trying to reach their loved ones overwhelmed regional cellular service capacity. Students turned to new and nascent social media to try to reach friends and family. Over the next few days, more than 1,000 media representatives from around the world descended on the southwest Virginia campus. Reporters shared the stories of the victims, interviewed students and faculty for reaction, provided ongoing updates on the investigation, and questioned the university's response. Photographers and videographers shared images of individual and communal grief. The world watched as administrators, faculty, staff, students, and community members struggled to comprehend the tragedy and find a way forward.



The low-key but poignant memorial to the 32 students and faculty killed on April 16, 2007, sits in the geographical and spiritual center of the Virginia Tech campus in front of the iconic main administration building, Burruss Hall.

The potential for a loss of enrollment, loss of alumni support, faculty flight, and administrative turnover was great. Yet, Virginia Tech saw an increase in applications the year following the tragedy. Alumni and community support led to the completion of the most successful fundraising campaign in the university's history. The university's research profile increased in stature, and Virginia Tech climbed in the rankings.

The story might have turned out quite differently. As we look back, we recognize the university's crisis response took an instinctive turn to what Ulmer, Sellnow, and Seeger describe in *Effective Crisis Communication: Moving from Crisis to Opportunity* as a discourse of renewal. While significant

media attention turned toward blame and responsibility, the university response focused on caring for those most affected, preventing future violence, and moving forward with its central missions—learning, discovery, and service.

Even as the campus reeled from the horror of what had just happened, a commitment to open communication and transparency guided the response. The university held its first press conference at noon, approximately two hours after the shooting ended, held two more press conferences later the same day, and held a total of 11 news conferences over the next eight days. The university's main webpage was replaced with a streamlined site designed for crisis communication. It served as a central resource for

notices to the campus community, ongoing updates on the investigation, and connection with external stakeholders, including alumni. Even with a stripped-down website, the university had to increase server capacity multiple times to manage the volume of traffic over the first days of the crisis. In *Managing the Unthinkable: Crisis Preparation and Response for Campus Leaders*, edited by Gretchen M. Bataille and Diana I. Cordova, Virginia Tech Associate Vice President for University Relations Larry Hincker highlighted the critical importance of crisis communication planning in the university's ability to share information effectively.

Hincker also noted the important role of University President Charles Steger in Virginia Tech's response. Steger appeared at the initial press conferences and provided interviews to all major broadcast networks on April 16 and 17, setting the tone and direction for the university's response. Steger focused on a commitment to care for those most affected and to find a way forward. For example, on the evening of April 16, when NBC News Anchor Brian Williams asked Steger what he would say to parents about the safety of their children, Steger said, "Well, I can assure them that we are doing everything that we possibly can.

We have significant additional security on the campus this evening. We will do a review of this event, as we do all such events, to see how we can improve in the future. But it is a difficult process. Our hearts go out to the families. But we will heal and we will go forward." In the earliest interviews, as Jim Kuypers detailed in *From Chaos, Community: The Crisis Leadership of Virginia Tech President Charles W. Steger*, Steger responded to questions about the university's actions and the ongoing investigation, but also expressed deep sorrow and concern for the families of those killed and injured and affirmed his belief in the Virginia Tech community's strength and resilience.

The university cancelled classes for the remainder of the week, yet the campus remained open and accessible, with a significant police presence to provide heightened safety and security for the community. Late on the day of the shooting, the student group Hokies United led the university's symbolic response by constructing a memorial on the university's iconic central green space to honor the victims. A Hokie Stone, the locally quarried stone that defines the school's architecture, represented each victim. The memorial grew as individuals brought flowers, notes, and special tokens to remember family,



The impromptu memorial created by students on April 17, 2007, from excess campus construction stones ("Hokie Stones") served as inspiration for the formal memorial pictured on the previous page.

Whether meeting to share their experiences, writing condolence messages, creating maroon and orange ribbons to wear, or simply spending time at the memorial, the community came together, literally and figuratively.

friends, and colleagues. Members of the media moved freely around campus. Many students, including some of the injured, agreed to be interviewed. At the end of the first week, *Meet the Press* host Tim Russert commented on the student response to the tragedy, saying, "Just talking to those students, we've had many correspondents down there, and the reaction overwhelmingly is 'We're Virginia Tech. We're Hokies. We're going to get through this. We're going to stay together as a family.'"

Crisis communication plans often encourage control of information, calling for singular spokespersons and restrictions on who should speak to the media. Virginia Tech's Office of University Relations provided structure for official media interaction and offered guidelines to the university community for engaging the media, starting with a critical piece of advice: "You don't need to conduct an interview if you don't want to." Yet, the university did not attempt to restrict media access to faculty, staff, or students, often arranging for interviews through the media relations office. Any attempt to do so would have run counter to the core values of openness and freedom of speech within a university. As Ulmer, Seeger, and Sellnow note, any attempt to "spin" would only make the crisis worse.

What is far more important, they say, is to focus on strategies to reduce the impact of the crisis on those most affected. That's absolutely critical when violence strikes campus. During the Virginia Tech crisis, leaders across campus were empowered to support the university community. The Dean of Students Office assigned a liaison to each victim's family and to the injured students and their families in an attempt to provide connections to information and resources. The Cook Counseling Center marshaled its resources and those of surrounding communities to provide support for traumatized and grieving students. More than 300 volunteer counselors arrived on campus in the first few days. Residence hall advisors were asked to meet with each student to be sure all knew of available

counseling resources. Human Resources led efforts to provide counseling to faculty, staff, and especially to senior leaders managing the crisis. Resources related to resilience and recovery from trauma were distributed to the university community through email and websites.

Making meaning when violence strikes a community is also critical to resilience. Beyond the many informal ways faculty, students, and staff supported one another, an April 17 university convocation and candlelight vigil brought the campus and broader community together to grieve and to express solidarity. A poem written for the convocation by faculty member Nikki Giovanni called the community to resilience. The poem's final refrain, "We are the Hokies. We will prevail. We will prevail. We will prevail. We are Virginia Tech," began to appear throughout campus and the community, on signage, on office doors, and on T-shirts designed by students. A second essential theme was remembrance of those who lost their lives and a commitment to honor them through building a positive, caring community. Whether meeting to share their experiences, writing condolence messages, creating maroon and orange ribbons to wear, or simply spending time at the memorial, the community came together, literally and figuratively.

Behind the scenes, university leaders made important decisions to move forward. Significant numbers of students remained on campus after the shootings, even though classes had been cancelled. While students needed to grieve, they also needed focus and direction to reduce the uncertainty caused by the crisis. On Thursday, the university provost announced the decision to return to class the following Monday, "in support of the core value of learning and a commitment to the emotional well-being of students." Students were given multiple, flexible options on a course-by-course basis for how they would complete the semester—take the grade earned to date or complete some or all of the remaining

When violence strikes a university, the response must come from a deep commitment to our common cause—building safe and vibrant communities that are committed to learning and discovery.

work in class. Students could withdraw from campus for all or part of the remainder of the semester without penalty. They also could defer decisions until the last day of classes and could change their decisions at any point.

No one knew how many students would return to class the following Monday. As we moved through the day, faculty estimated that about 90 percent of students came to class. Some came only to the first class to let faculty members know their intentions. Others stayed and continued to work. Just four weeks later, the university held commencement ceremonies marked by great sadness as families accepted posthumous degrees for the victims, and triumph as some of the injured walked across the stage to accept diplomas. The willingness to adapt to student needs on an ongoing basis communicated our first priority—take care of the students. It was also characteristic of a discourse of renewal—respond with agility rather than rigidity and empower decision making at the lowest levels possible.

The end of the academic year launched an intense period focused on corrective action. Even before commencement, the university began a review of all aspects of the crisis and identified immediate improvements required for campus safety. VT Alerts, an emergency notification system, was deployed to allow safety officials to send phone, text, email, and computer alerts to all users. Over the next 18 months, the university modified exterior doors, added interior locks to all classroom doors, added electronic notification boards to all classrooms, instituted controlled key card access to all residence halls, and required comprehensive emergency management planning, training, and testing for all university buildings. The university adopted a comprehensive threat management approach, including a threat assessment team, and then explained the new approach to faculty, staff, and students. Virginia Tech's threat assessment initiative later became the model for higher education.

The university also needed to find ways to support victims' families and injured students. The horrible

trauma the families had experienced created a need for consistent, reliable, and two-way communication with the university, tailored to each family's specific needs. A new Office of Recovery and Support was established. The director reported to the president and held comprehensive authority to support the families and injured students. Members of the office served as the primary contacts for the families, hearing their concerns, establishing connections with others in the university community, and facilitating their participation in some of the university's decisions in response to the tragedy. One staff member served as the primary support person for the injured students who returned to campus. The office remained open for five years, until the final injured students graduated. All injured undergraduate students who returned, 20 in all, ultimately graduated. Today, two members of the Office of Recovery and Support serve as liaisons to the families.

The Virginia Tech community continued to make meaning of the tragedy through its remembrance activities. On the recommendation of a task force that included representatives from victims' families, a permanent memorial was created in the form and on the site of the one created by students on April 16, 2007. The memorial, located in front of the campus's iconic main administration building, was constructed over the summer and dedicated on the first day of classes in the fall semester of 2007. The memorial is dedicated to the memory of those who lost their lives and to the injured. A website describing the memorial's history and meaning says it now "symbolizes our relentless spirit, our courage to move forward, and our determination never to forget."

Each "first" the following academic year became a moment of remembrance and an affirmation of community values: New student orientation; the first day of class and dedication of the memorial; the first home football game; a concert for the community; the dedication of the Center for Peace Studies and



Violence Prevention within Norris Hall in the exact location of most of the murders, and, of course, each anniversary since then. Contemporary ceremonies reflect memorial moments from 2007, including a candle lighting ceremony and reading of the names of the victims, a wreath laying ceremony, and a moment of silence to mark the time when victims lost their lives. Service projects reflect the victims' values and the university motto, *Ut Prosim*, That I May Serve. A 3.2 mile Run for Remembrance highlights the importance of coming together in community. All remembrance activities inspire us to live, learn, and care "for 32."

Begun on April 16, 2008, the first anniversary of the shootings, and run each year, the "3.2 for 32 run" (3.2 miles) recently attracted approximately 10,000 people.

Crisis response does not end when the media leaves campus. When violence strikes a university, the response must come from a deep commitment to our common cause—building safe and vibrant communities that are committed to learning and discovery. A discourse of renewal requires us to focus not on image or on a controlling message, but on taking care of those most affected, learning from the experience, and leading a community forward. ■



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PLANNING:

The Key to Campus Emergency Prevention and Response

By David L. Perry, M.P.A.

Emergencies can happen at any time on a college or university campus. Those individuals intent on committing violent acts do not give the campus police department any advance warning. Just as when a weather event strikes a campus, there might be as little as 15 minutes in which the administration must decide what to do, such as whether to evacuate or shelter in place. Once administrators make that key decision, they must have a system in place that allows them to communicate clear instructions to the campus community using a variety of communication modes.

That is why a comprehensive, all-hazards approach to emergency management is the key to preventing a mass tragedy and mitigating the impact of violent events and other critical incidents on campus. An all-hazards plan, written in collaboration with other entities that will be involved in responding to a critical incident, should include plans for each potential emergency, whether acts of violence, pandemic outbreaks, or natural disasters. This plan should address the specific needs of students, faculty, and staff. It should also involve the establishment of mutual aid agreements with local and state agencies that may need to respond to a large-scale emergency.

Inherent in the emergency planning process is the need to establish communications protocols, interoperability guidelines, as well as physical infrastructure to ensure that the communications that go out are accurate and convey clear instructions to students, faculty, and staff. Multiple communications channels must be used to ensure that

as many members of the college community as possible receive the message and can take appropriate action.

According to various studies, nearly all higher education institutions with an emergency preparedness plan report that the plan is campus-wide and covers acts of violence and natural disasters. The majority of plans cover other types of disasters, such as chemical spills, mass casualties, medical emergencies, and pandemics. Most institutions disseminate their emergency plans on paper. Nearly half post their plans on the campus website, and some post them on campus intranets for security and immediate access.

The vast majority of institutions use the Incident Command System (ICS) and the National Incident Management System (NIMS), which are the standards for emergency management promoted by the U.S. Department of Homeland Security. The ICS is a management system designed to promote effective and efficient incident management. ICS does this through the integration of a combination of facilities, equipment, personnel, procedures, and communications operating within a common organizational structure. The ICS structure facilitates activities in five major functional areas: command, finance, operations, planning, and logistics. It is a widely used form of incident management that enables incident managers to identify the key concerns associated with the incident, while devoting proper attention to any component of the command system.

According to the Federal Emergency Management Agency, NIMS is “a systematic, proactive approach to



guide departments and agencies at all levels of government, nongovernmental organizations, and the private sector to work together seamlessly and manage incidents involving all threats and hazards—regardless of cause, size, location, or complexity—in order to reduce loss of life, property and harm to the environment.”

The purpose of these federal doctrines is to provide a common approach to incident management. During an emergency, a robust and multi-faceted communications system is vital to achieving the goal of prevention and mitigation of damage. Most colleges and universities have systems in place to notify the campus community of emergencies via multiple modes: website, email, text message, alarms, social media, etc. In fact, studies have confirmed that more than three-quarters of campuses use at least three methods for communicating directly to the campus community during an emergency. There are a limited few that have 20 or more methods. At Florida State University, 37 methods are used. Institutions have also invested in radios and wireless systems to facilitate communications among emergency personnel and responders from other agencies. Many campuses use templates to facilitate the preparation of emergency messages to communicate to the campus community.

While all-hazards planning is important, crime prevention programs and behavioral assessment teams are keys to avoiding the need for putting plans into action. Virtually all colleges and universities have crime prevention programs. A recent U.S. Department of Justice survey

found that most agencies serving campuses of 5,000 or more students have personnel who are specifically designated to provide prevention, education, and assistance programs and services to the campus community. More than two-thirds of the agencies have personnel who are designated to address general crime prevention (91 percent), general rape prevention (86 percent), date rape prevention (84 percent), self-defense training (76 percent), stalking (75 percent), victim assistance (72 percent), and intimate partner violence (69 percent). In addition, about four in five agencies have personnel addressing drug (79 percent) and alcohol education (78 percent).

In some cases, the personnel who address these issues are assigned full time to a specialized unit. At least one in ten agencies have specialized units for general crime prevention (28 percent), community policing (21 percent), general rape prevention (14 percent), date rape prevention (14 percent), victim assistance (12 percent), self-defense training (11 percent), alcohol education (10 percent), drug education (10 percent), and bicycle and pedestrian safety (10 percent), according to the Department of Justice survey.

Most campuses have in place sexual violence prevention programs. A recent report on lessons learned from research, which was prepared for the White House Task Force to Protect Students from Sexual Assault, identified these common elements of an effective prevention strategy:

- “Effective prevention strategies are comprehensive—addressing the multiple levels of influence for sexual violence victimization and perpetration in the

A strong all-hazards emergency plan that includes communications protocol and infrastructure, coupled with thoughtful, evidence-based crime prevention strategies, could go a long way toward mitigating the risks of campus violence and catastrophic events.

social ecology. These levels include characteristics of individuals, their relationships, and their physical, social and cultural environments.

- “Prevention strategies should be based on the best available evidence, with emphasis on rigorous evaluation that measures changes in behavior.
- “Prevention strategies that are consistent with best practices—such as being theory-based and including multiple skill-based sessions—have the greatest potential in reducing rates of sexual violence.”

The report recommends steps that colleges and universities can take, including:

- Using data to better understand sexual violence and student needs;
- Developing comprehensive prevention plans that include campus-wide policy, structural and social norms components;
- Selecting prevention strategies based on best practices and available evidence;
- Evaluating strategies that are implemented; and
- Sharing lessons learned.

Students who exhibit some degree of mental health issues have emerged as a major challenge since the mass shootings at Virginia Tech in 2007. Most institutions have a protocol for addressing the needs of troubled students. Some institutions have a campus hotline for assisting troubled students, faculty, or staff. In recent years, however, a number of higher education institutions have established multi-disciplinary behavioral assessment teams to meet the needs of troubled students. Members of these teams tend to include representatives from campus police, academic affairs, mental health counseling, residence life, and student affairs. A similar approach is to develop threat assessment teams to evaluate threatening situations and develop plans to abate risks and minimize the potential for violence. This approach has attracted increased attention in recent years.

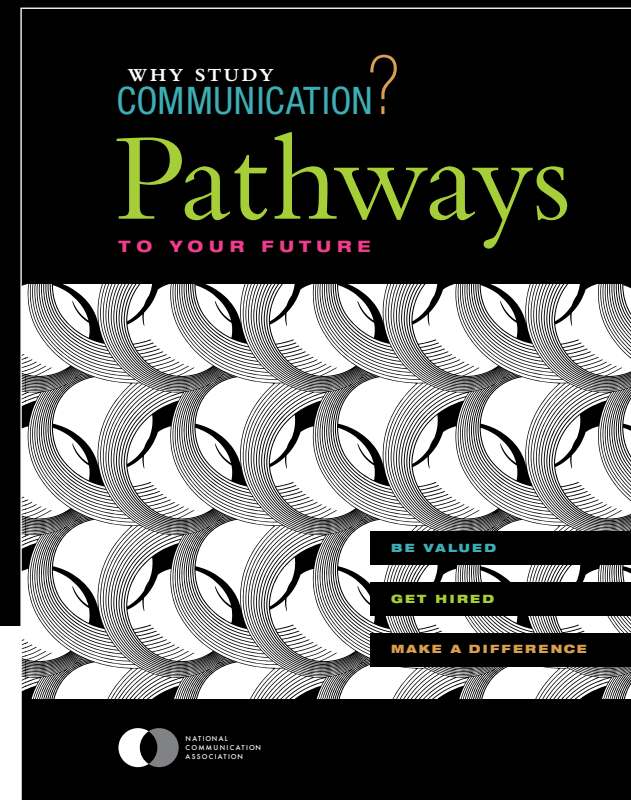
It should be pointed out that college campuses are generally safe places with fewer crimes committed than in the general population. Still, a strong all-hazards emergency plan that includes communications protocol and infrastructure, coupled with thoughtful, evidence-based crime prevention strategies, could go a long way toward mitigating the risks of campus violence and catastrophic events. When tragic events involving violence occur, it is important to learn all that we can to be better prepared. ■



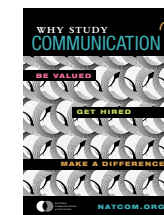
DAVID L. PERRY is Chief of Police for the Florida State University Police Department, Assistant Vice President for Public Safety at Florida State University, and Immediate Past President of the International Association of Campus Law Enforcement Administrators.

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ADDRESSING CAMPUS SEXUAL VIOLENCE

BY FOSTERING POSITIVE CULTURE CHANGE

By Melanie Boyd, Ph.D.

For many years, campus sexual assault was an obscure topic, familiar mostly to feminist activists and college administrators. No more. The topic is now everywhere: in the headlines of student and national newspapers, in politicians' speeches and legislative text, in activist manifestos and administrative decrees. We are hearing tales of egregious violence and inadequate administrative or police response, prompting impassioned calls to action and multiple waves of new regulatory and legislative requirements. At the same time, debates are breaking out over the size and shape of the problem, with more and more public voices denouncing new policies as overreaching and unjust.

It is good, of course, that we are finally talking about campus sexual assault, but the speed, volume, and emotional intensity of the national conversation has too

often led to oversimplifications, misrepresentations, and unnecessary polarization. Effectively addressing campus sexual assault will require more than ethical fervor. Our efforts need to be multifaceted, collaborative, creative, and sustainable; they must be guided by a broad, diverse body of research. We must consider not only assault, but also the wide range of linked behaviors that constitute sexual violence and other forms of sexual misconduct. Ultimately, I believe, we must begin actively transforming our campus norms. Asking "What can we do to end rape on campus?" is good, but we can accomplish much more by asking "What can we do to build social and sexual cultures in which our students can thrive?"

It is with that second question in mind that I consider the changes of recent years, which have mostly taken shape in three areas.



- The primary focus has been on changing administrative response to individual incidents of sexual misconduct. Responding in appropriate, effective ways is indeed critical, and often complex. Sexual misconduct can have grave impact, both psychologically and educationally. Students going through these experiences need access to confidential, supportive advocates

and counselors; to transparent, sensitive, unbiased disciplinary procedures; and to law enforcement if the misconduct also constitutes a crime. They benefit greatly from community support, but only if that support affirms their autonomy. "Survivor" should never be cast as a monolithic identity category; people need individual respect and recognition.

- A second focus has been on conducting “bystander intervention” trainings, in which students are taught to recognize the warning signs of misconduct and given strategies and skills to help them take preemptive action. Victoria Banyard and her team at the University of New Hampshire have led much of the most rigorous evaluation and design research. Her “Bring in the Bystander” program has been found to have real impact on changing bystander behaviors; even better, there are indications that this in turn reduces the rates of completed acts of violence. Other student training programs that have been studied, mostly in personal risk-reduction and self-defense, have had more mixed results. The most effective ones, such as the program developed by Charlene Senn at the University of Windsor, can be quite powerful but require multiple lengthy sessions to give students time to absorb and practice these more challenging skills.
- The final focus has been on ensuring that students and other academic community members are thoroughly informed about relevant rules, regulations, policies, and procedures. These trainings, pitched especially at incoming students, cover not only university policies and resources, but also local and federal ones, and are designed to raise everyone’s awareness about the forms of misconduct, the rights of the victim, and the avenues for pursuing disciplinary or legal action.

In each of these areas, as I have begun to suggest, strategies range in both efficacy and cost—by which I mean not just financial cost, but also other negative impacts on the individuals and communities whom the programming engages. Bystander intervention programs that stress “criminality,” for example, are likely to tap into unconscious biases and reenact histories of racial profiling; similarly, engaging in sexual shaming may produce a short-term reduction in women’s sexual risk-taking, but ultimately exacerbates rather than repairs the harms of living in a sexually violent culture. As universities and other institutions dramatically expand their programming and training, it is critical to evaluate them through the lens of our most ambitious, long-term goals, paying particular attention to the implicit and explicit rhetorics they engage and sustain. It is helpful to draw broadly from research not only on sexual violence, but also on sex and sexuality, culture change, pedagogy, mindset alterations, public health, and other related fields.

Consider, for example, the longstanding practice on many campuses of teaching students how to give and assess consent. Students are typically presented with one or more

ambiguous cases, hypothetical or sometimes real; they watch vivid enactments and hear dramatic “testimony” from the two opposing sides. “Was there consent?” the students are asked. “How can you tell?” This exercise is designed to impress upon students the complexity of consent, the gravity of failing to acquire it, and the importance of exercising great care in gauging your partner’s willingness. The exercise is usually accompanied by instruction in clearer communication strategies and warnings about the dire consequences of ambiguity. It’s a lively lesson plan, but one that easily sends all the wrong messages: The debate that ensues provides ample opportunity for airing rape myths, re-traumatizing survivors, and polarizing students along gender and other lines of social power. In the hands of a skillful facilitator, the conversation can be salvaged, but the “was it rape?” debate is inevitably difficult and unsafe. Students walk away with the vivid narrative of the maybe-assault, memories of the more egregious comments of classmates, and anxiety about their capacity to navigate sexual encounters. Many of these problems could be fixed with better pedagogy: What are the core lessons you want students to take away? How does the lesson support those?

But the standard “let’s learn about consent” curriculum also fails at a much more fundamental level. Implicitly or explicitly, it teaches students that sexual assault is a failure of communication. That is simply not true. Yes, there are communicative challenges in sex; yes, confusion sometimes occurs. But that is not what causes sexual violence. As a large body of research in linguistics, psychology, and communication demonstrates, people are extremely skilled at discerning among baseline agreement, refusal, and ambiguity. We practice these skills many times every day in non-sexual situations, and carry them over into sexual ones. Yes, for a disciplinary board reconstructing the evidence weeks later, consent can be hard to assess. But for students in the moment, in intimate contact with one another? In the midst of a sexual encounter, mutual consent—or the lack thereof—is palpably clear. People lean in or pull away, tense up or relax, adjust the speed and intensity of their touch. They use words, too, especially in moments of ambiguity. Sexual assaults do not occur because people are confused about a potential sexual partner’s willingness. They occur because a small percentage of people are willing to disregard signals of refusal or ambiguity.

Our culture, though, holds fast to what sociologist Melanie Beres calls “the myth of miscommunication”—the belief that sexual consent is complicated, confusing, and easy to get wrong; the belief that rape might be just an unfortunate misunderstanding. We see the myth

Feigned confusion is a powerful manipulative strategy, luring potential victims into futile efforts at clarification, each of which tilts the interpersonal power dynamic a bit farther in favor of the sexual aggressor.

of miscommunication reflected in traditional consent trainings, and also in the current debates about affirmative consent. This myth has very real consequences. Not only does it shield sexual aggressors from accountability after an assault, it also actively empowers them in the moment. Feigned confusion is a powerful manipulative strategy, luring potential victims into futile efforts at clarification, each of which tilts the interpersonal power dynamic a bit farther in favor of the sexual aggressor.

To make our students less vulnerable, we need to create consent trainings that debunk, rather than reinforce, the myth of miscommunication by affirming students’ trust in their own communicative competence. I do this by having students run their own small communication experiment by acting out a set of basic invitation–response scenarios and watching the signals unfold. In just a few minutes, they build not only a shared data set, but also a shared recognition of just how highly legible even nuanced signals of agreement and refusal are. They spot the nanosecond pause that cues an unmistakable refusal, even if the response then begins with “Oh, I’d love to...”; they notice that enthusiastic agreement quickly turns into mutually active planning; they are struck by the way the word “no” is rarely used for simple refusal, being reserved instead to mark utterly unacceptable boundary-pushing. This is a conversation that unifies students, sending them confidently into more aspirational discussion of sexual autonomy, articulating and affirming a collective distaste for individual or ambient pressure—a possible danger sign, but also simply uncool. The workshop ends in a motivational interviewing mode, asking students what they want for themselves and their communities, developing sexual mindfulness as they generate strategies for getting there. The ultimate goal of the workshop is to help students become a bit more sexually empowered, which is not only an effective form of protection, but also an important aspect of the stronger, more positive sexual culture we hope to create.

In this new era of many mandatory trainings, it is imperative that we use that time with our students well, that we give them accurate information and empowering skills. Discussions of the complex relationship between alcohol and sexual assault, for example, need to be careful not to reinforce common (and dangerous) connotations of drunkenness, sexuality, and violence; better to challenge these oversimplifications by giving students concrete information about the impact of alcohol on decision making, perception, and impulse control. But even excellent trainings will not, alone, create the cultural transformation we need. In conceptualizing the work we must undertake, I think of the “parable of the river” told by public health practitioners. There are many variants, but the basic narrative is of a village alongside a rapid river, where one day the villagers notice a man being swept along in the current. A strong swimmer rushes out, pulls him to shore, and revives him. A little while later, there are two people being swept downstream who must be saved, and then three. As the numbers of people in the river increase, the villagers are unable to keep up; they rescue people as fast as they can, but some people slip by and drown. It is at this point that a few villagers abandon their rescue posts and start walking away. “Where are you going?” others cry. “We need you here!” “We must go upstream,” they say, “and stop the people from falling into the river.” The metaphor is clear: Crisis response is a moral imperative, but so is prevention.

In the basic version of this story, the upstream problem is a straightforward fix: putting up a railing on a steep path, fixing an unstable bridge. In the context of sexual violence, people sometimes introduce sexual predators, who must be prevented from pushing people into the river through bystander intervention. These are important forms of protective work, but they still require us to live under threat, to expend our energies on vigilance. We must expand our strategies. Teaching people to be strong, creative swimmers (i.e., fostering sexual empowerment) would be

If we want students to become mindful, empowered sexual agents, we need to create a culture in which that is easy, where the paths of least resistance offer opportunities for self-reflection and mutual recognition.

an excellent start, but even the best of swimmers will have periods of weakness, and there will be some community members who never quite get the knack. What we need is a safer river, one where people can work and play without fear. We need to create slower sections, wading pools, and small rivulets; we need the strong current to be a thrill that's easily escaped; we need the activities on shore to be viable alternatives so that no one feels forced to swim. It is time to summon the engineers and begin the terraforming.

Undergraduate sexual culture is, more often than not, the equivalent of the swift, dangerous river. There are normative patterns of disrespect and pressure that do not themselves constitute violence, but that create the conditions in which violence becomes all too easy. In both casual hook-ups and more serious relationships, for example, consensual but unwanted sex is common, as is sexual shaming. If we want students to become mindful, empowered sexual agents, we need to create a culture in which that is easy, where the paths of least resistance offer opportunities for self-reflection and mutual recognition.

This change may seem impossible, but it most assuredly is not. Our campus cultures are, after all, constantly being created and recreated by the patterns, habits, and dynamics of day-to-day student life. And the students turn out to be our most powerful allies. Research in many fields tells us that transformation can be best accomplished through positive vision, which offers both motivation and guidance, and this turns out to be true. Students are inspired by the ambitious goal of creating the best social/sexual/romantic culture they can—indeed, the positive mission attracts a much more diverse set of students, allowing us to work organically across the various campus subcultures. This is very different from traditional peer educator work, in which students are asked to raise awareness of risk. Instead, students focus on the environmental level, identifying times, places, and practices where pressure or disrespect are normalized, and then building alliances to transform those dynamics into ones that instead foster mutuality and respect. This is the work we must take on, at every level, if we want campuses where our students can thrive. ■



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When Debate, Discourse, and Exchange Go Bad: BULLYING IN THE ACADEMIC WORKPLACE

By Loreleigh Keashly, Ph.D.

"When you choose a career in academe, you need to be prepared not only for rough-and-tumble politics, but also for the verbal abuse that goes with it."

—Robert J. Sternberg, Professor of Human Development at Cornell University and former Professor of Psychology and Education and President of the University of Wyoming, *The Chronicle of Higher Education* (June 19, 2015)

Sternberg is not alone in his characterization of academe. *The Chronicle of Higher Education* has published pieces on "Mob Rule" and "Academic Bullying," while Darla Twale and Barbara DeLuca's *Faculty Incivility* and Leah Hollis' *Bully in the Ivory Tower* describe a "bully culture" in academe.

Several popular blogs focus on faculty bullying, e.g., <http://bulliedacademics.blogspot.com>, <http://www.mobbingportal.com/index.html>, <http://www.historiann.com/>, and <http://www.academicladder.com/gblog/2008/02/mean-and-nasty-academics-bullying.htm>.

Over time, those targeted [by bullies] become increasingly unable to respond and defend themselves, becoming worn down and effectively disabled communicatively.

From both inside and outside of the university, faculty are often depicted as socially challenged, mean-spirited, arrogant, petty, competitive, conflict averse, and self-focused. There is even a guide for higher education staff and managers, by retired professor Susan Christy, about dealing effectively with faculty. In essence, often the perspective shared in public discourse is that hostility, mistreatment, and bullying are inherent to the nature of higher education and its institutional structure, as well as the professoriate.

This article is an attempt to better understand this perception. I focus specifically on workplace bullying involving faculty. This is because the voices and experiences of faculty reflect and also influence the tenor and content of institutional learning and working cultures and climates.

WHAT IS WORKPLACE BULLYING?

Many terms are used to capture persistent and enduring forms of aggressive communication that are focused on degrading, demeaning, and devaluing others—bullying, mobbing, social undermining, emotional abuse, generalized workplace harassment, and emotional tyranny, among others. I use the term “bullying” to represent these hostile relationships. Bullying is characterized by negative actions and communications, which:

- Are repeated (occurring frequently);
- Are enduring (prolonged exposure over time);
- Are patterned (variety of behaviors with progression/escalation over time);
- Are focused on the identity and character of another;
- Involve a power imbalance between the parties (pre-existent or developed over time);
- Result in harm;
- Violate standards of appropriate conduct towards others.

Many specific behaviors may seem minor (e.g., micro-aggressions) and open to multiple interpretations; hence, focusing only on those specific behaviors does

not do justice to the experience of bullying. It is the ongoing, patterned, and escalatory process of aggressive communication—*persistence*—that is responsible for the traumatic impact of bullying on targets and those around them. Over time, those targeted become increasingly unable to respond and defend themselves, becoming worn down and effectively disabled communicatively. They show signs of emotional, psychological, and physical trauma and their job performance often deteriorates. Further, those targeted often become stigmatized in their places of work. Depending on their responses to bullying, they can be viewed as difficult and problematic workers, often losing the support of others. The long-standing and evolving process of bullying often draws in others, who may feel compelled to “choose sides” (often for their own survival), fueling cascading aggressive interactions that, if left unaddressed, result in hostile and toxic work environments.

FACULTY EXPERIENCES OF BULLYING

In our review of extant research, Joel Neuman and I found that 25–35 percent of faculty have been targets of workplace bullying, with 40–50 percent reporting they have witnessed someone else being bullied. The communications used include threats to professional standing (e.g., rumors, gossip, dismissing ideas), isolation/exclusion (e.g., ignoring, interrupting, turning others against them), and obstructionism (e.g., failing to provide needed resources and information, interfering in work activities). Women faculty and faculty of color appear to be at greater risk for bullying. Bullying among faculty is most often peer-to-peer, yet frequently the bullies are of senior status. Of particular note is that in approximately one-third of cases, more than one actor is involved, what Ken Westhues calls “academic mobbing.” These relationships are enduring; our research shows that almost half of them last more than three years. Targets and witnesses show signs of mental, emotional, psychological and physical strain, decreased productivity, reduced job satisfaction, and organizational



commitment, with increased intention to leave the job. These findings demonstrate the powerful impact of faculty relationships on shaping people’s experiences of their work. Ken Westhues’ writings on academic mobbing and a recent issue of *Workplace: A Journal for Academic Labor* provide detailed cases of faculty experience.

The character of faculty bullying is different from what is documented in the general working population. In the United States, the rate of workplace bullying is 10–14 percent (much lower than that for faculty); such bullying is most likely to be associated with higher-status actors as the bullies, with coworkers running a close second. General workplace bullying is also more likely to be perpetrated by single actors mistreating one or more individuals than to be instances of mobbing. Given that faculty do not work in the typical office hierarchy characterized by supervisory relationships and the like, it is perhaps unsurprising that even within the same institution of higher education, faculty and staff experiences are different. Faculty report higher rates of bullying and are more likely to report multiple actors (often their colleagues), while staff are more likely to report being bullied by single actors who are typically their supervisors.

WHAT PROMOTES AND PERMITS BULLYING?

While communicatively enacted at the interpersonal and dyadic level, workplace bullying is contextualized and constructed in an organizational cauldron as exemplified in climate and culture and reflected in policies and practices. Faculty bullying cannot be fully addressed without an understanding of the context within which it is born and bred.

Academe’s principles and rules of engagement. Academic freedom sets the university and the faculty apart from other workplaces and workers. Academic institutions are grounded in the exploration and broadening of knowledge and experiences, which requires that all voices be drawn out, heard, and debated. In order to do this, faculty members in their capacities as scholars, creative artists, and teachers are granted unrestricted academic freedom, including freedom in their research, publication, production, and teaching. Tenure provides protection from retaliation for controversial or unpopular stances. Shared governance ensures that faculty perspectives and knowledge are central in the development and nurturance of the institution and its programs and practices.

Disagreement, dissent, debate, and critique are at the core of faculty communicative being and critical to ensuring knowledge exploration.

These principles create an environment where ideas and concepts are subjected to rigorous (some would say perpetual) criticism. Disagreement, dissent, and argumentation are expected and embraced, and are enacted through debate, discourse, and exchange. So Sternberg's description of academe as "rough-and-tumble" politics may not be far off the mark! This has relevance for faculty bullying, as these rules of engagement permit and promote critique of ideas and challenges to expertise and authority that in other work environments would be seen as inappropriate or even abusive. Indeed, this framing of the purposes and principles of academe may help others such as staff, administrators, students, board members, and the public understand that disagreement, dissent, debate, and critique are at the core of faculty communicative being and critical to ensuring knowledge exploration.

However, this framing can also be subverted and used by faculty as a way to camouflage alternative, sometimes destructive motives such as removing or silencing opposing voices or undermining others to gain access to desired positions and resources. By framing their actions as expected academic debate and discourse (i.e., appropriate conduct), bullying faculty members normalize their behaviors, thus fending off criticism and sanction and implicating the target and others as undermining academic freedom. Indeed, Sternberg's admonition to be prepared for verbal abuse suggests that such normalization has occurred.

The university as an organization. Workplace bullying has been described as systemic in nature; stimulated and supported (and perhaps ultimately challenged) by organizational structure and environment. Denise Salin's discussion of enabling, motivating, and precipitating organizational practices and policies provides a useful framework for examining how the academic environment can "set the stage" for faculty bullying. These features are briefly described below; for a detailed discussion, see Twale and DeLuca's book, *Faculty Incivility*.

- Enabling features affect whether bullying is even possible.
Rigid hierarchy, low perceived costs/risks; lack of enforceable policies; qualities of work environment such as perceived injustice and role state stressors; negative conflict climate.
- Motivating features frame bullying as a rational response to those viewed as threats or burdens.
Internally competitive environment; perceived norm violation.
- Precipitating features trigger bullying, assuming enabling and motivating features are in place.
Organizational change in the form of budget cuts, restructuring, or changing or unstable leadership.

The current higher education environment and institutions, in particular, manifest many of these features. In terms of enabling factors, despite the egalitarian philosophy inherent in the notion of academic freedom, there is a hierarchy of rank among faculty, with associated privilege and voice. Tenure protection contributes to the perception that there is little risk in engaging in negative behaviors. Subjective performance processes such as tenure, promotion, and merit decisions lay the groundwork for undue influence. The increased emphasis on scholarly and creative productivity and changes in funding priorities privileges certain faculty over others, and challenges faculty with different career trajectories. Shrinking budgets force interdepartmental competition. Changes in leadership and increased influence of administration and boards in the management of the institution pose threats to faculty voice and shared governance. This is an environment rich with status and face threat opportunities. In such a context, bullying becomes a strategy for survival, as faculty attempt to maintain credible and positive identities. Bullying can also be a strategy for maintaining or gaining power and influence at the expense of others. In essence, this is an environment that can pit faculty against one another.

Educating faculty, indeed, *all* institutional members, in the skills of effective argumentation, affirming communication, and conflict management would promote a communicative climate that supports vibrant debate, making room for many voices.

OPPORTUNITIES FOR ACTION: WHAT COMMUNICATION HAS TO OFFER

This depiction of bullying can be discouraging. Yet, understanding can fuel relevant action. There are many ways in which communication perspectives can help faculty deliberately and mindfully create and support constructive and vibrant communicative climate.

A communicative environment that is grounded in academic freedom necessitates skill in disagreement, dissent, and critique, with simultaneous attention to others' ideas and perspectives. Thus, communicative competency among faculty is important. Dominic Infante and his colleagues' theories on traits of argumentativeness and verbal aggression and the influence of communication style speak directly to destructive and constructive faculty communication. These traits are concerned with presenting and defending positions on controversial issues but differ in the focus of attack. Argumentativeness focuses on the *positions* others take on issues, while verbal aggressiveness focuses on the *self-concept* of the other (a characteristic of bullying communication). While argumentativeness could be experienced negatively, an affirming communicative style can enhance the chances that critique is received constructively. Complementary skills of conflict management, particularly perspective-taking and de-escalation strategies, can facilitate ongoing dialogue in the face of controversy. Educating faculty, indeed, *all* institutional members, in the skills of effective argumentation, affirming communication, and conflict management would promote a communicative climate that supports vibrant debate, making room for many voices.

Building a constructive communication climate also requires an explicit discussion of how faculty communicatively creates and co-creates the working and learning environment. Surfacing and talking about how faculty talk and engage would allow faculty to examine the various discourses of power at play, the tensions and challenges they create, the voices that

are heard and those that are muted, and how faculty behaviors reflect and resist these narratives. These conversations and analyses can facilitate the development of shared narratives. This lays the groundwork for the development of norms of relating that facilitate vibrant and constructive communicative cultures, where persistent aggressive communication would be inappropriate.

As diverse as faculty are, there is evidence that consensus on normative behaviors is possible. John Braxton and Alan Bayer's identification of "inviolable" norms for faculty behavior, the violation of which (e.g., condescending negativism, uncooperative cynicism) would warrant serious sanction, is evidence of this. A specific model for dialogue and consensus building around controversy is the department communication protocol developed by Larry Hoover, former Director of Mediation Services at the University of California-Davis.

These actions are future-oriented and preventive in nature. Yet bullying is very real in many faculty members' current lives. So what is it that Communication scholars can offer? Most broadly, we can share our research and understanding of the dynamics and systemic nature of bullying. This information can provide targets and witnesses with a way to make sense of their experiences—that bullying is not their fault, and that they are not alone. Our understanding of narrative structure and the dynamics of power can be invaluable in helping targets tell their story in a way that will increase their chances of being heard. A great example of this is Sarah Tracy, Jess Alberts, and Kendra Rivera's *How to bust the office bully: Eight tactics for explaining workplace abuse to decision-makers*.

We can also build capacity among faculty to respond to the relational transgressions of bullying. We know that bullying occurs in the presence of others, and sometimes with their participation. Pamela Lutgen-Sandvik and Gary and Ruth Namie of the Workplace Bullying Institute have examined how coworkers and other bystanders act as active and passive bullying accomplices. Other research has shown

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Communication scholars have much to offer
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how coworkers can provide support, help targets make sense of and label their experiences, and protect them. In the context of academe, faculty responses (or lack thereof) to others' behaviors communicate what is appropriate and what is unacceptable. Thus, there is great "power of the peer." Given the importance of faculty peers in academic life, developing peer efficacy and responsibility to take ameliorative action in bullying situations is vital.

In our research on faculty bullying, Joel Neuman and I have learned that faculty are often unsure of what to do and, perhaps even more importantly, whether they have the legitimacy or responsibility to take action regarding a colleague's behavior. Utilizing the bystander intervention model of social psychologists John Darley and Bibb Latané, I have developed intervention training for faculty that is anchored in research on workplace bullying and organizational communication. Initially, faculty members learn about the nature and dynamics of bullying and why action is needed. I focus on helping faculty recognize

their professional and personal responsibility for the community and the resultant commitment to take action. Once participants understand and (hopefully) embrace this responsibility, we discuss different goals for action and identify and practice actions to achieve each goal. Participants have expressed heightened confidence that they can take action in harmful situations that will be effective.

IN SUMMARY

Bullying is an all-too-familiar and destructive experience for many faculty. Left unaddressed, bullying results in profound loss...of faculty, staff, and students; threatens to undermine academic freedom; and degrades the purposes and nature of higher education. Given that bullying is constituted and enacted communicatively, Communication scholars have much to offer to the understanding and amelioration of bullying. And we have the responsibility to offer our expertise. I have identified a few actions. There are many more to be explored. ■



LORALEIGH KEASHLY is Associate Dean of Student Affairs for the College of Fine, Performing and Communication Arts and an Associate Professor in the Department of Communication at Wayne State University. Her research and consulting focus on conflict and conflict resolution at the interpersonal, group, and inter-group levels. Her current research focuses on the nature, effects, and amelioration of bullying behaviors in the workplace, with a particular emphasis on the role of organizational structure and culture in facilitation or prevention and management. She has focused her recent attention on the academic environment and works with universities on these issues.

California State Polytechnic University, Pomona
ORGANIZATIONAL COMMUNICATION Assistant Professor of Communication

The Communication Department invites applications for the position of Assistant Professor of Communication.

Duties and Responsibilities: Teach undergraduate courses in Organizational Communication, Training and Development, and Persuasion; and some combination of the following courses: Professional Writing and Speaking, Negotiation and Conflict Resolution, Global Communication, and Research Methods.

Position requires excellence in teaching and advising, research and publication, and service to the Department, the College, and the University.

Required Qualifications: Ph.D. in Communication Studies or a Communication-related field (completed no later than September 1, 2016). Previous teaching experience. Demonstrated potential for continued scholarly research and publication. Demonstrated ability to be responsive to the educational equity goals of the University and its increasing ethnic diversity and international character.

Date of Appointment: Fall 2016.

First consideration will be given to completed applications received no later than January 8, 2016, and will continue until the position is filled. An online application process will be used. To apply, please go directly to <http://www.cpp.edu/~class/open-positions/applications/com-organizational.shtml>. For any additional inquiries or assistance, e-mail vmkey@cpp.edu.

EOE/Minorities/Females/Vet/Disability. This institution offers benefits to same-sex and different sex domestic partners.

California State Polytechnic University, Pomona
3801 West Temple Avenue
Pomona, CA 91768

San José State University
Assistant Professor of Communication in Performance Studies

The Department of Communication Studies invites applications for a tenure-track position in Performance Studies, starting August 2016. Applicants must have completed a Ph.D. before start date.

We seek someone who can contribute to an existing program in performance studies by teaching performance courses in one or more of the following areas: New Media, Pedagogy, Devised Performance, Ethnography, Oral History, Political Activism, Personal Narrative, and/or the performativity of race, class, culture, gender, sexuality, disability, and social change. Ideally, a candidate will be able to teach other courses in the Communication Studies Department, such as New Media, Health Communication, Critical Cultural Studies, Qualitative Research Methods, Non-verbal Communication, Communication Pedagogy, Introduction to Communication Studies, or other areas of specialization that fit the department's curriculum.

Full position description and application instructions may be found at: apply.interfolio.com/30278

Close date for applications is October 16, 2015.

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Santa Clara University
Assistant Professor Position in Strategic Communication (tenure-track)

The Department of Communication at Santa Clara University, a Jesuit, Catholic university, invites applications for a tenure-track Assistant Professor position in Strategic Communication to begin in fall 2016. We particularly value candidates whose research and teaching address strategic communication in non-profit, government, or NGO (non-governmental organization) sectors in U.S. or global contexts, and who have expertise in environmental, health, social justice, or science and technology issues. Consistent with the department and university's mission, we wish to emphasize the study and practice of Strategic Communication informed by attention to ethics and cultural sensitivity, and that contributes to building a more sustainable, just, and humane world.

Duties include teaching six courses per year on the quarter system (two courses per quarter); maintaining an active program of scholarly research; academic advising and mentoring of undergraduate students; and providing service to the department, university, profession, and/or community.

Ph.D. in Communication (or closely-related discipline) required by time of appointment. Start date 9-1-2016

Applications due 10-1-2015 online:
<https://jobs.scu.edu/postings/3206>

Contact: Dr. Justin Boren at jboren@scu.edu

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University of Wisconsin-Stevens Point
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<http://www.uwsp.edu/hr/jobs/Pages/default.aspx>.

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AA/EO/V/D Employer

Ph.D. in Communication (or related area) required for tenure; ABD considered for initial appointment.

This institution offers benefits to same-sex and different sex domestic partners.

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