

# **The Revolution Will Be Live-Tweeted: Students & Social Media in the Era of Campus Protest**

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**Our discussion of this complex topic is rooted in our own narratives, identities, research & experiences, including our privilege & prejudices. Other perspectives are important to hear and understand.**

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# Evolution of Protests



1766 Great Butter Rebellion,  
[Harvard Gazette](#)



Kent State Shooting, [John Paul Filo](#) (fair use)



1963 March on Washington,  
[Library of Congress](#)



Ferguson Protests  
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Concerned Student 1950  
The Demands.Org

Paris Strike 1229  
Bad Butter

Rebellion 1766

Suffrage

Vietnam War

Civil Rights

Kent State

Title IX

Mizzou

Sexual Assault

#blacksoncampus

#blacklivesmatter

#BLKSAPBlackout

#NoDapl

Women's March



# Reactions: IRL & Social Media

## Interactions

- Students-Students
- Students-Professionals
- Among Professionals
- Professional Orgs
- On Social Media
- News & World



Ferguson Protests. © Dr. Doug. Tewksbury



# Social Media Spotlight

## Instantaneous

- Very Visible Issues to Address
- Personal & Public

## Organizing Force

- Call to Action / Events / Petitions
- Hashtags & Movements

## Documentary Force

- Photos & Live Videos





# A Life of Its Own

- Protests are a Time of Passion
- Messages & Demands Can be Misinterpreted
- One Incident can Derail Conversation



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# Social Media & Student Welfare

Protests Involve Serious Issues

Darkside of Social Media

Severing of Social Ties

Personal Toll (Chronicle, 2014)

- Stress / Frustration
- Academic Impact
- Backlash & Threats





# Difficult Responses

## Viral Responses

- Melissa Glick & Janna Basler

## Institutional Action

- Caution = Inaction
- Words vs. Action
- Voice: Dismissal, Suppression

## Difficult to Define Victory? (Berrett & H

- What is a positive outcome?
- Short-term vs long-term solutions



International Understanding © John Sauter



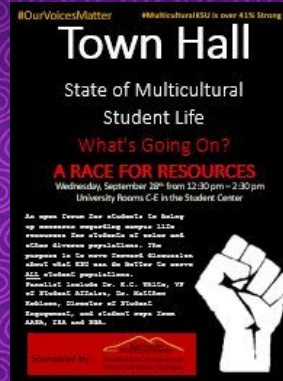
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# Positive Responses

- Dialog
- Advisory Groups
- Education & Academics
- Resources & Staffing
- Visible Support

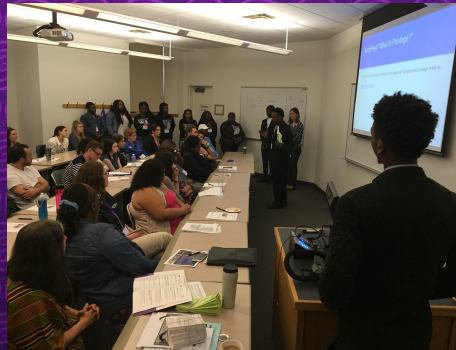
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HS Mentoring Program at Niagara U.  
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Fostering Racial & Social Justice Conference  
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# What Can We Do?





# Balancing the Advisor Role

- Who do you tell or report to?
- Do you go to the protest or keep working?
- How do you support both the students and your institution?
- Do you discuss it on social media?
- What is your public / private role?



# Listen

## #1 thing: listen to your students

- What are they saying?
- What are the implications for your institution?
- How does it intersect with your role?



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# Learn & Reflect

## Reflect on Protests & Demands Educate Yourself

- Learn about Issues & Movements
- Explore Identity Development
- Develop Multicultural Competence

## Consider Institutional History



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# Care & Support

## Check In With The Students

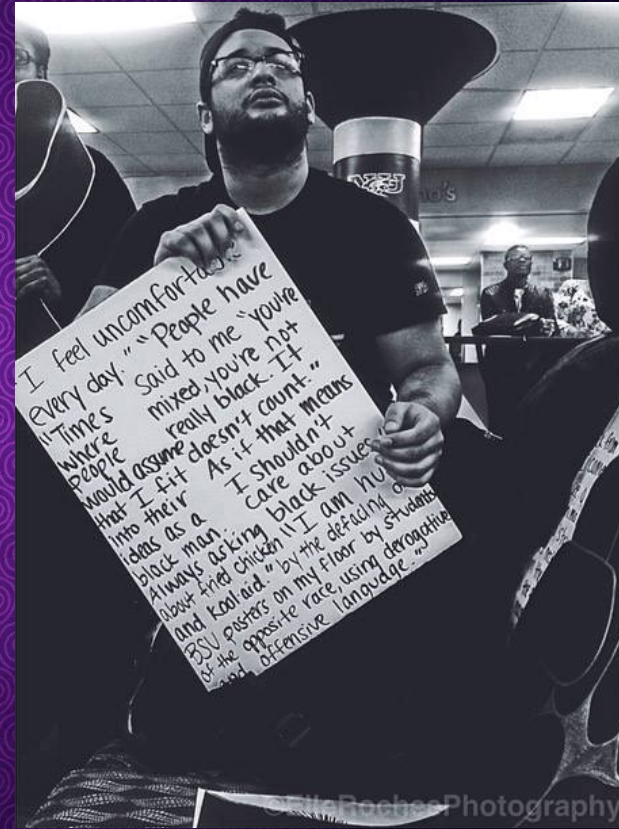
- Emotional Impact
- Academic Effects

## What Support Can You Provide?

- Role, Connections & Social Capital

## Protests Affect More Than Just Students

- Self-Care & Colleagues

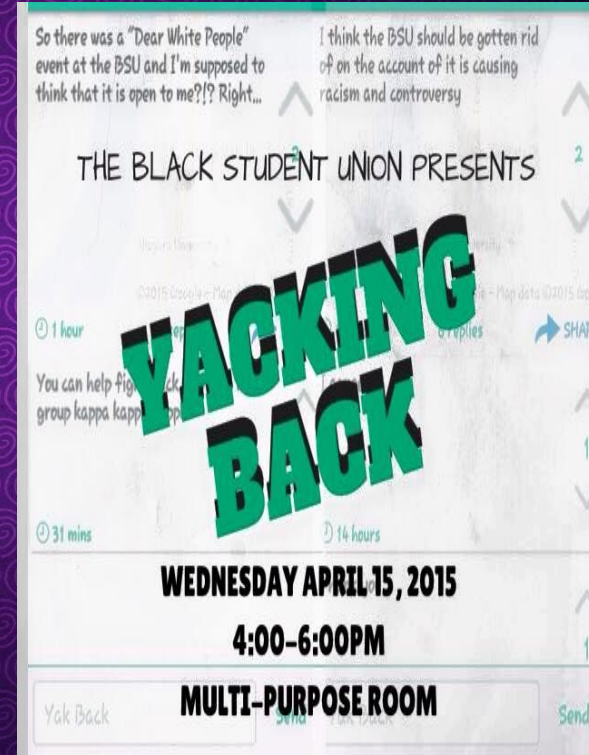


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# Create Dialogue

- Show Up
- Engage with Students
- Assist Students
- Navigate the Institution
- Maintain Dialog & Constructive Action







# Campus Partners

- Where are the allies?
- Build bridges between students & staff / faculty
- What resources can we access / supply?



# Work to Sustain Change

- Develop Student Leadership
- Can Students Impact the Strategic Plan?
- Support But Don't Burden Multicultural Center / Staff
- Maintain Momentum





# Our Role with Social Media

**Fear / Risk vs. Need to Engage**  
**Support Positive Momentum**

- Student Choices, Efforts  
Education & Events
- Report Positive Results

**Follow Movements**  
**Be True to Yourself**





# Student Perspectives

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# Praxis

- **How can you make a difference?**
  - **What can you do?**
- Balancing your Role
  - Listening
  - Learning
  - Care & Support
  - Creating Dialog
  - Sustaining Change
  - Social Media



# Questions & Contact Info

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