1. Use your Critical Friends to work on difficult feedback situations, whether giving or receiving. (Feedback is a gift.)

2. What did you see in the Professor Major video?

Bullyproofing Academic Units

Low incidence, high severity paradigm
Educational efforts

Respond to problems

Penalties for violations

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The Faculty Senate has endorsed the following set of guidelines for all employees.

Members of the University of Illinois at Urbana-Champaign campus community are expected to adhere to the highest standards of professional conduct in carrying out their teaching, research, service, and other professional responsibilities. Such conduct is subject to norms and ethical codes that vary somewhat among disciplines, as well as to differing institutional policies and procedures that define professional behavior, address grievances, and provide for the orderly management of the institution. Certain general ethical guidelines reflecting the commitment of the campus to these standards are applicable to all faculty, staff, and graduate assistants on the Urbana-Champaign campus.

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‘Does the “target” feel oppressed, humiliated, de-energized, or belittled? Does the target feel worse about himself or herself?’

Sutton’s Definition, Test One (page 9)

‘Does the alleged **** aim his or her venom at people who are less powerful rather than more powerful?’

Sutton’s Definition, Test Two (page 9)
What is a bully?

“A bully is someone who is responsible for pre-meditated, continuous, malicious and belittling tyranny.”

Michele Elliot (Editor)  
Bullying: A Practical Guide to Coping for Schools, 1991 (page 6)

Traits of Bullies:
- Entitlement mentality
- Failure to empathize
- Pattern of corner cutting
- No concept of trust (secretive, withholding, lying)
- Blames others (refuses to be held accountable)
- Misinterprets social cues as hostile (oversensitive to criticism)
Traits of Bullies in Academia

- Flourish in microclimates
- Play academic freedom and collegiality cards
- Colleagues are not equipped
- Relatively rare

5-10%?

Types of Bullies

AGGRESSOR BULLIES

Victim Bullies

Myths About Bullies

- Bullies are few and far between.
- It's best to let sleeping dogs lie.
- It's just not worth it.
- There's nothing we can do.

Activate the people of good will.
Shift power from the bully (or bullies) to the silent majority.
Bullyproofing Principles

1. Level playing field
2. The outer boundaries must not be crossed
3. All members of a unit should:
   - Be able to work without fear
   - Not have their creativity or productivity impaired by others
4. The community also has rights

Bullyproofing Strategies

- Change the environment
- Teach and learn intervention approaches
- Manage for the good of the whole

Assertion, not aggression.
EXCELLENCE in ACADEMIC LEADERSHIP

**Mindset**

- Non-punitive attitude
- Seek success
- Calm, clear, and consistent

**Tactics**

- Articulate group expectations and standards of behavior
- Respond immediately when standards are not met
- Respond in firm, calm, no-nonsense style
- Document each instance
- Model and reward positive conduct

**Intervention approaches**

- Teach ways to speak out
- Build a team
- Seek professional expertise (Administrative, legal, personnel, psychological, law enforcement)

**Support function over dysfunction**

- Manage for the good of the whole
Bullyproofing Summary
1. Deal with problems directly
2. Use a matter-of-fact style
3. Remember the victims, direct and indirect
4. Hold bullies accountable for their behavior
5. Be consistent
6. Settle in for the long haul

Curriculum Conclusion
“Bully-victim problems, like other serious problems such as chemical dependency and domestic abuse, tend to perpetuate if left unaddressed and cycle from generation to generation.”

Michele Elliot (Editor)
Bullying: A Practical Guide to Coping for Schools, 1991 (page 6)

Nothing happens in isolation:
Structural, cultural, financial, interpersonal, scholarly, and leadership problems interact.
Quantifiable
- Hiring (quality, yield)
- Retention, transfers
- Enrollment trends
- Demographics
- Scholarly productivity
- Complaints, grievances
- Financial elements
- Serious deviations

Qualitative/Subjective
- Leadership shortcomings
- Silos, internal factions
- Ad hocery
- Random hiring pattern
- Lack of cohesion
- Favoritism, in/out groups
- Conflict, conflict aversion
- Email wars

Indicators

<table>
<thead>
<tr>
<th>VIBRANT UNITS (0 to 5)</th>
<th>WARNING SIGNS (0 to 3)</th>
<th>CHALLENGED UNITS (0 to 5)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Respectful dealings among colleagues, department; consistently high student feedback</td>
<td>Complaints disproportionate to other units, campus</td>
<td>Serious misconduct, discrimination, sexual harassment, financial, criminal, etc. (includes sexual harassment)</td>
</tr>
<tr>
<td>Openness, transparency, shared governance</td>
<td>Email and/or social media wars, harassment, silos, conflict, seclusion</td>
<td>Culture that suppresses or hides problems, politics involving reporting, faculty solidarity, better mentoring, turnover</td>
</tr>
<tr>
<td>Culture of excellence and quality, strong candidates</td>
<td>Weak or ineffective hiring, requests for transfers, departures</td>
<td>Renewed instability to hire, retain quality faculty, staff</td>
</tr>
<tr>
<td>Support and mentoring for faculty and students alike</td>
<td>Weak presidential or faculty perspectives, many terminal associate professors</td>
<td>Improved atmosphere, especially for junior faculty, students</td>
</tr>
<tr>
<td>Open discussion of ideas and research, high productivity, excellent teaching modeled and rewarded</td>
<td>Declining scholarly indicators (productivity, PhDs, PhD placements, time to degree), lack of curricular innovations, efficacy of research (e.g., spending time putting out fires)</td>
<td>Declining scholarly/teaching standing below institution’s standards, uneven in unit</td>
</tr>
<tr>
<td>Distributed service responsibilities, aligned with faculty strengths</td>
<td>Financial diversity</td>
<td>Financial disarray</td>
</tr>
<tr>
<td>High level of communication and congruence to align, comprehensive problems addressed, not submerged</td>
<td>Ad hoc practices; forum-shopping; seeking consent from different offices, rolling problems</td>
<td>Departmental business at a standstill; gridlock</td>
</tr>
<tr>
<td>Curricular innovations; adaptations to meet changing student, campus, needs</td>
<td>Enrollment declines; lack of curricular innovation; cancelled or missed classes; regular occurrence</td>
<td>Lack of transparency, hidden agendas; faculty involve students in disputes</td>
</tr>
<tr>
<td>Leadership has high expectations, uses policies, makes decisions, builds community</td>
<td>Curriculum stagnation; lack of student interest in offerings; outdated curriculum</td>
<td>Toxically atmosphere, especially for junior faculty, students</td>
</tr>
<tr>
<td>Collective vision of goals and priorities.</td>
<td>Poor student progress to program completion/graduation/degree</td>
<td>Poor student progress to program completion/graduation/degree</td>
</tr>
</tbody>
</table>

TOTAL _____ | TOTAL _____ (subtract) | TOTAL _____ (subtract) |

C. K. Gunsalus

SPENDING TIME PUTTING OUT FIRES SIGNALS A NEED FOR THOUGHTFUL ACTION.

1. Characterize the problem
2. Know your goal
3. Inventory support resources
4. Review options
5. Make a plan
Questions or concerns?

Key takeaways?

Homework

1. Review the second version of the Professor Major video posted on the cohort webpage, watching for: what did the department chair learn in this program?

2. Meet in a group to develop a list of skills you’ve acquired through this cohort program that you see being applied in the second version. Report at next session.

3. Meet in a Critical Friends group: either use the case study posted on the cohort webpage, or an issue you are facing.