# PREVENTION AND REDUCTION OF BULLYING, MOBBING AND MICROAGGRESSIONS

# Objectives

- To develop a common understanding of abusive and bullying behaviors
  - To identify behavior that, while unpleasant, is not associated with abuse or bullying
- To review and confirm the institutional, cultural and structural facilitators of bullying, mobbing and microaggressions in academia
- To identify strategies for dealing with bullying, mobbing and microaggression at an individual level.
- To identify a plan of action to bring back to campuses and put into action

# Expectations: Mine

- Open minds
- Reflective
- Constructive and Candid
- Respectful
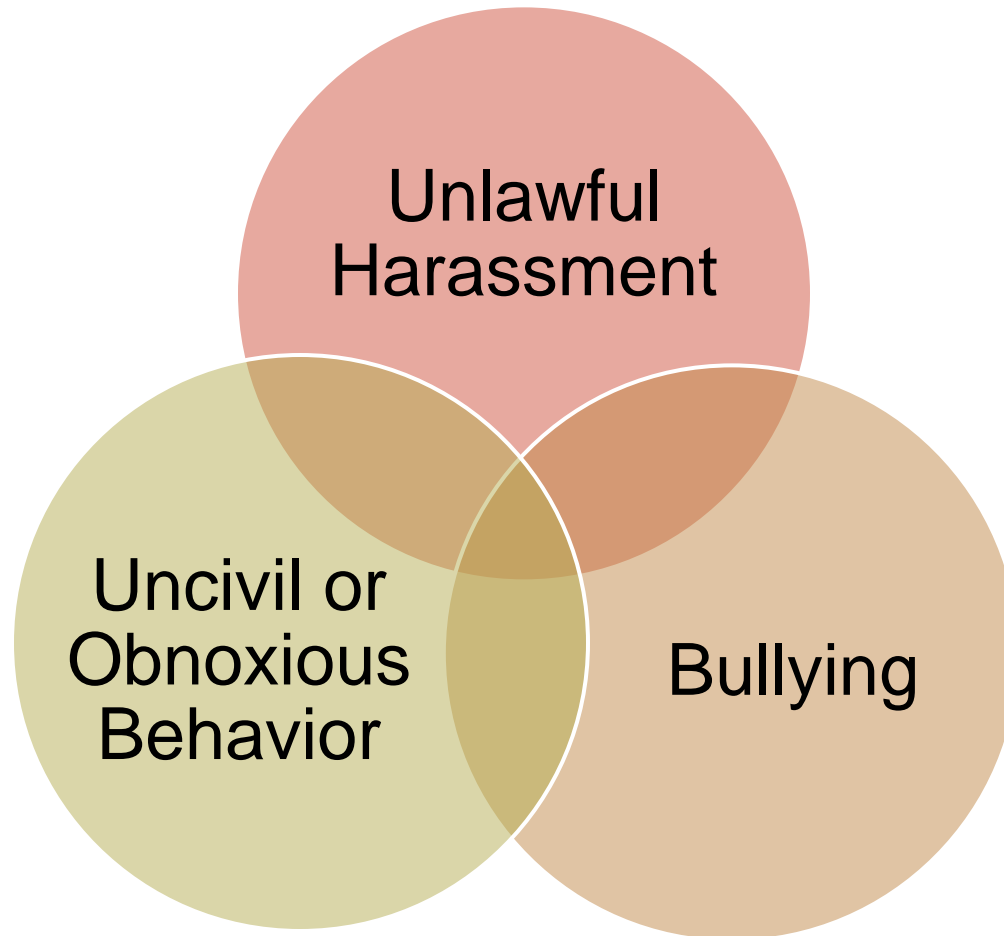- Lean in to Different Perspectives

# Expectations: Yours

- Learning Needs
- Ground Rules
- How We Will Know it Has Been a Successful Experience

# WHAT IS BULLYING AND WHAT CAN WE DO ABOUT IT?

# The Workplace Triad

# Legal Status of Workplace Bullying

- Healthy Workplace Bill –Has been introduced in 32 states. One passage. One veto.

- Prohibits abusive work environment, defined as malicious, abusive conduct causing tangible harm.

# Abusive Conduct

- Acts, omissions or both that a reasonable person would find hostile based on the severity, nature and frequency of the defendant's conduct. Abusive conduct may include but is not limited to: repeated infliction of verbal abuse such as the use of derogatory remarks, insults and epithets; verbal or physical conduct of a threatening, intimidating or humiliating nature; the sabotage or undermining of an employee's work performance; or attempts to exploit an employee's known psychological or physical vulnerability. A single act normally will not constitute abusive conduct, but an especially severe and egregious act may meet this standard.

# Why the US has no legal prohibitions

□ Opponents of specific legislation argue remedies already exist

  ▫ Workers Compensation

  ▫ Common law remedies for negligent or intentional infliction of emotional distress

  ▫ Assault

  ▫ Battery

  ▫ Negligent hiring and supervision

  ▫ State and federal prohibitions against discrimination and harassment

# Recognition of Abusive Conduct

☐ Courts have recognized "rude, overbearing, obnoxious, loud, vulgar and generally unpleasant" conduct directed at both male and female employees can be actionable as employment discrimination under Title VII when a particular protected class is disproportionately harmed by the conduct.

EEOC v National Education Association, 422 F. 3d 840 (9th Cir. 2005)

# Minnesota Case

- *Mitch Absey v. Echosphere LLC, Dish Network Services LLC, and Marshall Hood,*
- *Civil No.*62-CV-10-6691 (Ramsey County District Court)
- Whistleblower Claim
- Punted on appeal for technical reasons

# Minnesota Public Policy

- § 1.5 which provides in relevant part:
- "The State of Minnesota hereby adopts a policy of
- zero tolerance of violence. It is state policy that every
- person in the state has a right to live free from violence.

# MN Definition of Disorderly Conduct

- (1) engages in brawling or fighting; or
- (2) disturbs an assembly or meeting, not unlawful
- in its character; or
- (3) engages in offensive, obscene, abusive, boisterous,
- or noisy conduct or in offensive, obscene,
- or abusive language tending reasonably to arouse
- alarm, anger, or resentment in others.

# Defining Bullying

- Repeated , targeted mistreatment of one or more persons (targets) by one or more persons (bullies) that involve one or more of the following elements:
  - Verbal abuse
  - physical intimidation
  - infliction of psychological distress, including humiliation
  - Sabotage of Work
- Which interferes with the target's work product or ability to perform their job

# Analytics in Absence of Law

- Effect on the complainant
- Behavior that Transpired
- Frequency, Intensity, Severity, Targeting, Power Imbalance
- Intention
- History and mutuality

# Preliminary Determination Analytics -- Administrative

- Repeated, persistent or severe.
- Targeted
- Involves one or more:
  - Verbal Abuse
  - Physical threats or intimidation
  - Work Sabotage
  - Humiliation/Emotional Abuse
- Has had a demonstrable affect on ability of complainant to perform the essential functions of the job

# Preliminary Analytics – Administrative

- The alleged behavior is not **apparently**
    - Legitimate efforts to manage, discipline or correct the respondent's own conduct
    - Rigorous advocacy by a designated advocate
    - Mutual conflict between peers
    - Directed at or perceived to be directed at the complainant due to protected class status
    - Outside the context of employment
- The complaint involves people who, by necessity have contact in the workplace.

# Not Bullying

- Expressing differences of opinion
- Making a complaint about a leaders or other professionals conduct, if the complaint is made through appropriate sanctioned methods and in good faith
- Occasional, one-off incidents which would be considered to be minor (losing one's temper, shouting or swearing)
- Comments that are objective and intended to provide constructive feedback to assist a professional with their work
- Unskilled leaders handling difficult conversations badly
- Rigid rules consistently applied that are affecting professional engagement
- Poor communication or disagreements between individuals

# Bullying Framework: Typical Targets

## Differences

- Nonconformance to Stereotypes
- Accented Speech
- Autism Spectrum
- Stature or Attractiveness

## Threat

- Too Skilled
- Too Outspoken
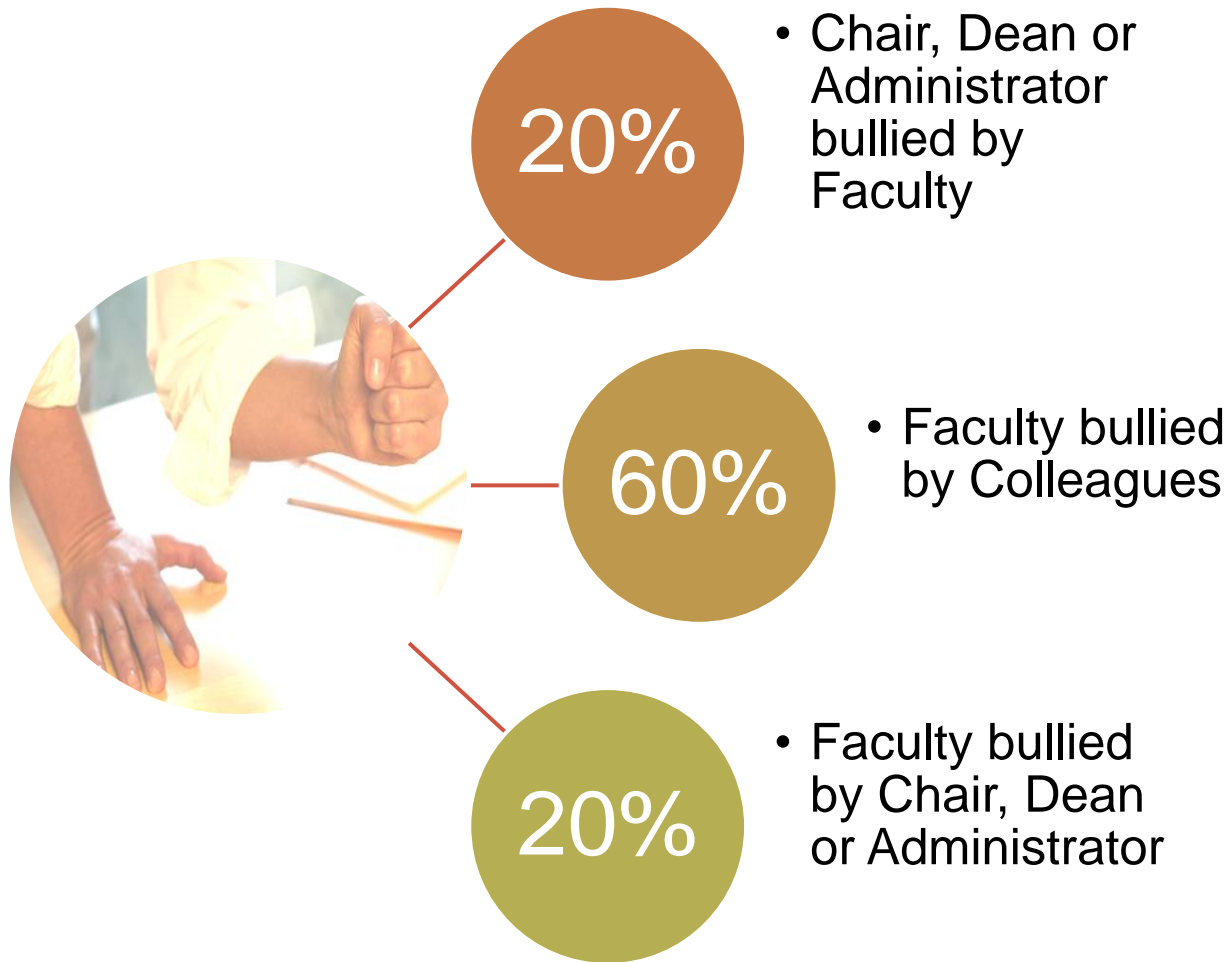- Seen as Competing for Scarce Resources

## Vulnerability

- Underperforming
- Shy or Conflict Averse
- Perceived as Weak

# Prevalence In Higher Education

- Estimates vary depending on nature of sample, operationalization of construct, timeframe for experiences and country where research took place.

- Rates range from 18 percent to 68 percent

- Substantially higher than in general workplace population

# Bullying Framework: Faculty Targets

**20%** • Chair, Dean or Administrator bullied by Faculty

**60%** • Faculty bullied by Colleagues

**20%** • Faculty bullied by Chair, Dean or Administrator

# Reported Experience of Workplace Bullying by Ethnicity (Namie 2010)

40% of Latinos

38.6 of African Americans

13.5% of Asians

9 % of Whites

# Bullying Of LGBTQ on Campus
(Rankin 2010)

## 23 Percent of LGBTQ Respondents harassed

- Those who identify as Queer or Transgender more likely to be harassed than Gay or Lesbian

## 12 Percent of Heterosexual counterparts

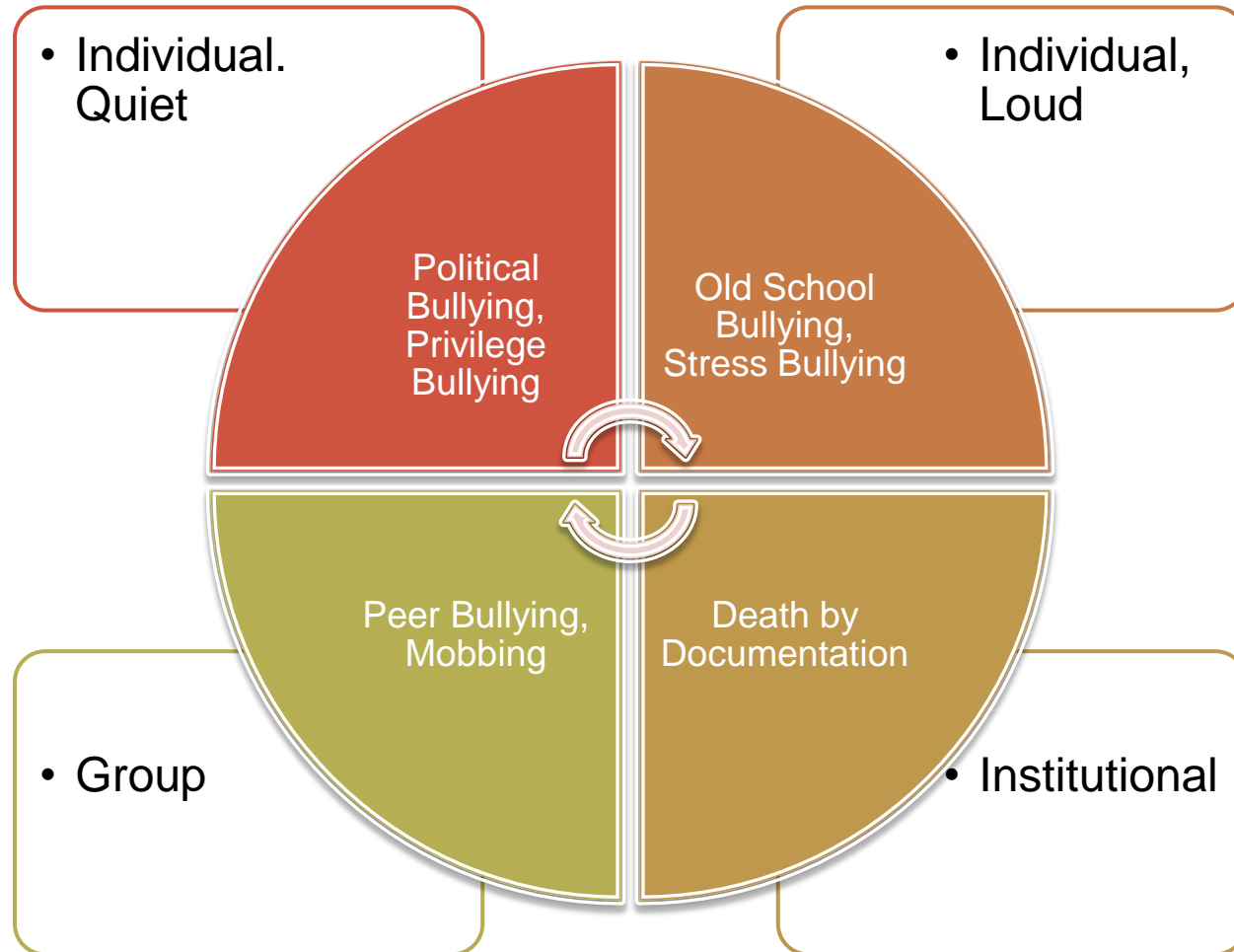- (Note data is inclusive of students.)

# Bullying Framework: Targets

**Females**
- Bullied by other women in 71% of female directed cases

**Males**
- Bullied by other males in 54% of male directed cases

# Bullying Typology

- Individual. Quiet

- Individual, Loud

**Political Bullying, Privilege Bullying**

**Old School Bullying, Stress Bullying**

**Peer Bullying, Mobbing**

**Death by Documentation**

- Group

- Institutional

# What Does Bullying Look Like?

□ Quiet
- Spread misinformation
- Share information inappropriately
- Use nonverbal intimidation
- make veiled threats
- Lie about past statements or move the goal line
- Provide too much or not enough work
- Withhold resources
- Faint Praise

□ Loud
- Yell
- Publicly criticize
- Find fault constantly
- Publicly humiliate
- Physically threaten or intimidate
- Over supervise
- Mock and Demean
- Constant attention to shortcomings

# Mobbing, or Group Bullying

- We are attracted to being a member of an in group
- Affiliation with others is powerful
- Cognitive Dissonance allows justification
- Feelings of power are pleasing when they promote affiliation.

# "Mobbing" in Academia

- Definition:  A group dynamic in which colleagues gang up and engage in ongoing rituals of humiliation, exclusion, unjustified accusations, emotional abuse, and general harassment in their malicious attempt to force a targeted worker out of their workplace.

  - (Source: Davenport NZ, Schwartz RD, Elliot GP. Collins, IA: Civil Society Publishing; 1999. Emotional abuse in the American workplace.)

# Methods of Mobbing

- Attack on target self-expression
  - Nitpicked, silenced
- Threat to Social relations
  - Monitoring, coaching students to undermine
- Attack on Reputation
  - False allegations, character assassinations
- Attack on professional life
  - Achievements minimized, work stolen, overloaded
- Destabilization

# Examples of Mobbing In Academia

- Not speaking to the target.
-  Disparaging work done by the target while praising work done by others.
- Filing complaints based on "lack of collegiality"
- Taking away a course from the target when students complain of too much work instead of supporting the target
- Not approving a major addition to a department's curriculum because it was created by the target
- Not including the target in any departmental planning
- Conveying untrue allegations against the target to others
- Letting untenured faculty as well as academic staff know that they should not interact with the target

# "Death By Documentation"

- Using personnel practices as a tool to intimidate, harass, harangue, shame and motivate employees to quit

- Differs from legitimate documentation in that it is not preceded by attempts to provide tangible targets for performance improvement and assistance in meeting those targets

# Justifications to be Careful of

# Justifications to be Careful of

- Complainant is bully as demonstrated by outburst, instability
- Performance management
- Nobody could work with complainant
- Making everything up

# Instability Justification: Look for the death spiral of bullying

- Lack of clarity
- Lack of support
- Denied tools to do job
- Somatic and Psychological stress

Poor Performance

Loss of confidence

Bullying Behavior

- Harsh feedback
- Criticism
- Fault Finding
- Humiliation
- Threats or Personal Criticism

# Justifications: Performance Management

- Alleged bullying is legitimate performance management
  - Did it have a corrective aspect to it?
  - Is it consistent with the manner in which others were treated?
  - Is person "managing performance" acting on advice of others?

# Justifications: Nobody could work with the complainant

- [ ] What steps were taken to get to the bottom of the problem?

- [ ] What was the specific reason "nobody" could work with complainant?

- [ ] Did alleged bad actor contribute to that perception in any way?

# Justification: Making Everything Up

- Solicit perspective from those who have left
- Evidence of falsehood?
- Motive to lie?

# "They need to get the message…"

- There is no evidence of any kind that rudeness, manipulation, humiliation, cruelty, physical intimidation, dismissiveness, condescension or any other form of abusive behavior or language has ONE SINGLE positive outcome associated with it
- It is only an indication, when it goes unanswered, that the behavior will continue to reap unconstructive or harmful institutional consequences.

# Impact of Workplace Bullying

- Organizational
  - Fear, lack of trust, anxiety
  - High turnover
  - Reputation damage
  - Lack of creativity and risk taking
  - Labor management strife

# The Psychological Impact: Not Just "Feeling Bad"

- Clinical Depression
- Post Traumatic Stress Disorder
- High Rate of Self Harm or Suicide

# INTERSECTIONALITY AND MICROAGGRESSIONS

# Parameters and Clarifications

- Microaggressions or microinequities can affect the work culture, environment and experience

- There is no intention to assert that these issues alone create actionable behavior; in fact the contrary is more likely true. however;

- Microinequities and subtle harassment can lead to repeated internal complaints and claims that are not ultimately found to reach a level of unlawful behavior

# Defining Implicit Bias

- Bias by individuals who are motivated by egalitarian values but also harbor anti-minority or gender-related feelings
- Stereotypes harbored by individuals which influence automatic and unintentional expressions.

# Implicit Bias

- Substantial data collected through the Implicit Association Test (IAT)
  - Forty percent of White Americans and Asian American, a somewhat smaller group of Latinos, and a substantially smaller, but not negligible proportion of African Americans show white preference on the IAT – (Banaji and Greenwald 2013)
  - 80 percent of Americans have implicit bias towards elderly, including the elderly

# IAT

- Seventy six percent of IAT takers associate "males" with "career" and "females" with family
- Seventy percent more readily associate "males" with "science" and "females" with the arts
- Seventy six percent have a preference for able bodied people.

# Most importantly

- Most IAT takers substantially err in predicting their own level of bias.

# We Think in Schemas

- Bundled, efficient impressions and ideas about people, actions, things

# How Do You React?

# Mindbugs and Blindspots

- Our perceptions are profoundly affected by our experiences, beliefs, sensory preferences and assumptions
  - "The suspect staggered away knocking a serving dish to the floor and spilling its contents."
  - "The suspect staggered away knocking a serving dish of tomato soup on to the white carpet."
    - Why is the second suspect far more likely to be judged guilty?

# Implicit Bias Operates "Below the Filter"

- It disguises itself as good will or rationality.
- It affects our leadership and our citizenship without our being able to "catch it."

# Well intentioned but negatively disposed….

- Hiring managers with implicit racial bias will easily turn to the more highly qualified candidate, but when faced with two equally qualified candidates, more likely to choose the white candidate.

- Implicit gender stereotyping predicts the extent of subjective "dislike" of confident, competitive and highly qualified female applicants, and therefore likelihood they would be recommended for hire.

# Implicit Bias in Action

- Applicants with African American sounding names had to send 15 resumes to get a callback, compared to 10 for applicants with white sounding names. White names yielded as many callbacks as an additional eight years of experience yielded for AA names.

- Female postdoc applicants had to be significantly more productive than male applicants to receive the same peer review score. She had to publish 3 more papers in a high ranked journal or 20 in lesser known journals.

# CONFIRMATION BIAS

A mental shortcut – a bias – engaged by the brain that makes one actively seek information, interpretation and memory to only observe and absorb that which affirms established beliefs while missing data that contradicts established beliefs.

# Nextions Experiment

- Contemplated confirmation bias in law partners
- Research memo from 3d year litigation associate on trade secrets in internet
- Inserted 22 errors in a memorandum
- Seven were minor spelling or grammar, six were substantive technical writing errors, five were errors in fact, four were errors in the analysis of facts

- 60 partners from 22 firms participated in "writing analysis study."
- Told writers were white or black
- Reviewers gave memo written by white man 4.1/5
- Reviewers gave memo written by black man 3.2/5

# Thomas Meyer Memo

- An average of 2.9/7.0 spelling grammar errors were found in "Caucasian" Thomas Meyer's memo in comparison to 5.8/7.0 spelling/grammar errors found in "African American" Thomas Meyer's memo.

- An average of 4.1/6.0 technical writing errors were found in "Caucasian" Thomas Meyer's memo in comparison to 4.9/6.0 technical writing errors found in "African American" Thomas Meyer's memo.

- An average of 3.2/5.0 errors in facts were found in "Caucasian" Thomas Meyer's memo in comparison to 3.9/5.0 errors in facts were found in "African American" Thomas Meyer's memo.

# EMPIRICAL INFORMATION TO BE AWARE OF

- Intergroup discrimination less and less likely involves explicit acts of aggression towards the out group and more likely to involve everyday acts of helping the in group.

- The flimsiest of group identities shifts behavior profoundly. Individuals in pretext-based groups still willing to discriminate in allocating resources, giving more to their own group.
  - Even willing to pay a cost in resources in order to maximize the difference between "us" and them (Tajfel, 1970)

# Implicit Bias creates inadvertent behavior

□ Implicit Bias
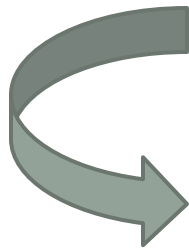
Egalitarian Self- Concept
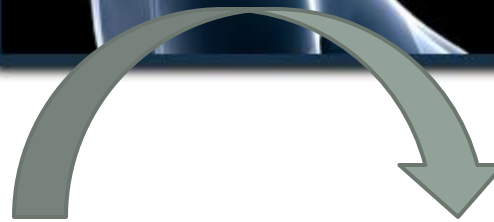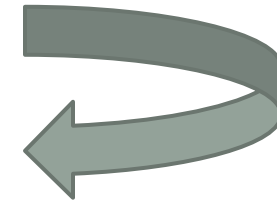
Microinequities

# Microinequities

- Coined by Mary Roe of MIT
- Given substantial clinical boost by writings of clinician Derald Wing, et al
- Combined with work on intrinsic bias at Harvard and University of Virginia, provides compelling case for the potency of implicit bias and subtle discriminatory behaviors.

# Microinequities Defined

- Small, every day inequities through which individuals are treated differently because of their identity or "outsider status."

- Brief and commonplace daily verbal, behavioral or environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory or negative slights and insults.

# How Do Microinequities Manifest?

- Communication or demonstration of lower expectations
- Yielding to stereotypes
- Excluding
- Different judgment for similar conduct
- Less Attention, Less Support
- Paternalism
- Spokesperson questions
- Non verbals
- Baiting questions
- Avoidance
- Color blindness
- Seeing only color
- Pathologizing cultural norms
- Second Class Citizen

# The Challenge of Discussing Microinequities

- The "angry" _____
- The race/gender/religion "card"
- Seems hypersensitive and trivial
- Easily explained away
- Ephemeral and can feel "political"
- "Absence of evidence is not evidence of absence."

# Microinequities do affect

- Overall work climate
- Personal confidence
- Degree of frustration
- Feelings of isolation
- Engagement and Performance

# System 1 vs. System 2 Thinking

- Two cognitive systems:
  - System 1 is rapid, intuitive and error prone
  - System 2 is more deliberative, calculative, slower and often more likely to be error free.
  - System 2 can override system 1

# A ball and bat together cost $1.10

Separately, the Bat costs one dollar more than the ball.  What does the ball cost?

# Blink

- Hypothetical 50 year old male patient who showed up with chest pain
- Photograph of the man randomly varying race
- Although doctors insisted they were not racially biased, they were more likely to prescribe an anti clotting procedure to the white patient and a less aggressive approach to the black patient

# However

- About 1 in 4 Doctors guessed that the study was designed to test racial bias. They stopped and considered how they might be acting differently based on race

- The researches found that this insightful subgroup did not treat patients differently once they paused to consider whether race was an issue.

# The Conscious Pause

# If Micro Inequities Persist

- They become the "silent reality" shared by a class
- The boat rises on a tide of shared reality
- Conversations between individuals with shared reality perpetuates the underlying experience of bias.

# Microinequities

- Create a subjective experience of a hostile work environment
  - Without the specific behavior evidence to support it
  - The feelings are as real as those brought about by unlawful behavior but require a greater organizational capacity to respond

# Not actionable, but still real and still must be addressed

- Repeated allegations of bullying, harassment, or discrimination that are sincere but not supportable may be the result of the cumulative impact of more subtle and lawful, but hurtful actions.

- Listen for common laments, "I don't fit in," "I can't be successful."

# Table Discussion

- How can we make a difference in our own manifestations of implicit bias?

- What behaviors or norms could increase the visibility or discussability of microinequities/aggressions?

# CASE STUDIES

# Discussion Questions

- What are the underlying issues and structures that led to this situation?
- Was this foreseeable?  By whom?
- What might have been helpful early on in these situations, and why did those things not happen?
- What, if any intervention might be helpful at this point in the problem?
- How could bystanders or allies have made a difference?
- Could this happen on your campus?  What resources could be called into service or accessed by those involved?

# WHY ACADEMIA BREEDS BULLYING

# Enablers of Bullying in Academia

- Decentralization
- Leadership Turnover
- "Eminence"
- Conflicting Goals
- Subjective Performance Measures
- Administrative Incapacity
- Power, Status, Authority differences
- Academic Freedom as a Shield
- Tenure

# Decentralization

- Pockets of tyranny or autocracy
- Insufficient oversight or "blind eye."
- Usually touted for results

# Leadership Turnover

- Leadership instability strong correlate to bullying
- Higher rate of executive turnover in academia than industry
- Leads to more overt political behavior
- Shifting nature of departmental leadership in higher education creates steady risk through greater uncertainty and higher instability.

# Eminence

- Unearned privilege accorded highly accomplished individuals
- Administration unwilling and unable to hold them accountable.

# Conflicting Goals

- Administration and faculty goals mismatch
- Institutional and individual goals mismatch
- Departmental and individual goals mismatch
- Staff and faculty goals mismatch
- Tenure track and non tenure track mismatch

# Subjective Performance Measures

- Collegiality as an evaluative measure distinct from teaching, scholarship and service
- Can be confused with expectation of deference, harmony or conflict avoidance
- Faculty tenure dossiers may rely on student evaluations that are highly subjective

# Administrative Incapacity

- May be related to competence, structure or lack of support

- Department heads disinclined to admonish other autonomous faculty members

- Lack of leadership development and supervisory training

# Power, Status, Authority

- Institutions are gendered, raced and heteronormative
- Implicit Bias and overt bias creates informal status structures that may not match the formal ones
- Higher education very hierarchical and chain of command driven
- Faculty/staff paradigm involves power imbalance.

# Academic Freedom As A Shield

- Occasional use of academic freedom defense for abusive, demeaning or discriminatory behavior

- Faculty members who engage in civil but opposing discourse can be accused of bullying

# Tenure

- Non tenure track faculty most likely to be bullied
- Tenure is a double edge sword: may embolden, but also be targeted if someone wants them to go away.

# What Strategies Work

- Very few empirical studies regarding the efficacy of bullying interventions.
- "Effective Policies" most often suggested as preferred intervention

# Responses to Bullying (Keashly, L and Neuman, J in Lester, Workplace Bullying in Higher Education 2013)

| Response | %Using Approach | Made Situation Worse | Made Situation Better |
|---|---|---|---|
| Talked to coworkers | 92.1 | 15.5 | **24.4** |
| Talked with family and friends | 88.5 | 2.5 | **36** |
| Stayed calm | 79.8 | 10.6 | **26.1** |
| Avoided the Bully | 76.4 | 11.5 | **30.9** |
| Told supervisor/chair | 57.1 | **26.7** | 23.8 |
| Acted as if I didn't care | 54.8 | 16.5 | **18.6** |
| Asked colleagues for help | 52.5 | 13.7 | **31.6** |
| Ignored it or did nothing | 52.3 | **17.0** | 10.6 |

# Responses to Bullying

| Responses to Bullying | % Using This Approach | Made the Situation Worse | Made the Situation Better |
|---|---|---|---|
| Behaved extra nice (sic) | 38.5 | **21.7** | 14.5 |
| Went along with the behavior | 36.9 | **18.2** | 7.6 |
| Lowered productivity | 35.6 | **29.7** | 9.4 |
| Not take behavior seriously | 33.3 | 11.9 | **20.3** |
| Told union | 30.8 | **23.2** | 16.1 |
| Told HR | 28.6 | **32.7** | 15.4 |
| Had someone speak to bully | 27.9 | **34.0** | 16.0 |
| Made a formal complaint | 16.3 | **37.9** | 24.1 |

# Targets Rarely "Just take it."

- Targets used on average eight different strategies

- Passive and self-oriented actions more helpful than formal actions or turning to authorities

- None of the helpful actions stop the behavior of the bully.

# ALLIES, BYSTANDERS AND COMPETENT SYSTEMS

# Competent Campus Systems

- Shared climate efforts
  - Community endorsed standards
  - Faculty initiated codes of conduct

# Cal Poly Code of Conduct

Home : Statement on Commitment to Community

## Statement on Commitment to Community

The Cal Poly community values a broad and inclusive campus learning experience where its members embrace core values of mutual respect, academic excellence, open inquiry, free expression and respect for diversity. Membership in the Cal Poly community is consistent with the highest principles of shared governance, social and environmental responsibility, engagement and integrity.

As students, faculty and staff of Cal Poly, we choose to:

- Act with integrity and show respect for ourselves and one another
- Accept responsibility for our individual actions
- Support and promote collaboration in University life
- Practice academic honesty in the spirit of inquiry and discovery
- Contribute to the university community through service and volunteerism
- Demonstrate concern for the well-being of others
- Promote the benefits of diversity by practicing and advocating openness, respect and fairness.

Individual commitment to these actions is essential to Cal Poly's dedication to an enriched learning experience for all its members.

Source: Academic Senate Resolution AS-695-09 (PDF)

## Instructional Materials

The following printable versions can be included in course syllabi, handed out in workshops or club meetings, or distributed in other venues where the statement may be of use.

- Download a PDF version of Cal Poly's Statement on Commitment to Community.
- Download a Word document of Cal Poly's Statement on Commitment to Community.

# Competent Campus Systems

- Policies that are widely understood and universally enforced

# Respectful Workplace Policies = Anti Bullying Policies?

- Require that people behave respectfully
- Provide problem solving mechanisms to resolve issues early
- Focus on communication, remediation and only as a last resort, discipline
- Allow flexibility to deal with unique contextual issues

# Respectful Workplace Policies

- Focus on reporting and compliance
- Impose sanctions
- Often have mandatory reporting provisions
- Protect reporters from retaliation
- Are often rejected for fear of overreach

**UNIVERSITY COMMITTEE RECOMMENDATION TO ADD SECTION II-332**
**TO FACULTY LEGISLATION DEFINING LANGUAGE DESCRIBING HOSTI**
**AND/ OR INTIMIDATING BEHAVIOR**

PART I: Language Describing Hostile and/or Intimidating Behavior

Unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/o
intimidating and that does not further the University's academic or operational interests is unaccepta
he extent that it makes the conditions for work inhospitable and impairs another person's ability to c
but his/her responsibilities to the university. A person or a group can perpetrate this behavior. The pe
need not be more senior than or a supervisor to the target. Unacceptable behavior may include, but is
imited to:

- Abusive expression (including spoken, written, recorded, visual, digital, or nonverbal, etc.)
  directed at another person in the workplace, such as derogatory remarks or epithets that are o
  the range of commonly accepted expressions of disagreement, disapproval, or critique in an
  academic culture and professional setting that respects free expression;

- Unwarranted physical contact or intimidating gestures;

# Competent Campus Systems

- Procedural Justice
  - The option of a fair hearing in front of a neutral arbiter
  - The availability of informal resources such as facilitated discussion, coaching and counseling prior to a fair hearing

# WORKPLACE BULLYING

In accordance with the Principles of Employee Conduct, the following guidance is
employees who believe they have been subjected to bullying in the workplace and fc
who are expected as part of their responsibilities to ensure that any such instances
promptly.  It provides for both informal and formal remedies.  The goal is to prov
prompt determination about whether bullying has occurred and, if so, to take approp
ensure that it is not repeated. In determining whether an alleged incident constit
supervisors will look at the totality of the circumstances, such as the nature of the beh
context in which the alleged incidents occurred.  The final decision regarding a suit
will be made from a finding of fact on a case-by-case basis, from any record of prev
by the alleged bully, and taking into account whether the alleged bully is in a superv
with respect to the complainant.  In all cases in which discipline is imposed, the proc
applicable collective bargaining agreement will be observed.

The Chancellor's Office, in concert with the Vice Chancellors, will see that all supe
Amherst campus receive information and training concerning workplace bullying ar
the responsibilities of supervisors when complaints are received.

# PROCEDURES

## I. Informal Resolution

# Competent Campus Systems

- Engage Administration to make professionalism and the eradication of abusive behavior a priority
  - Vocal and Visible Support
  - Cabinet Level Leadership Imperative

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# Workplace Climate and Bullying

**Chancellor Subbaswamy's statement on workplace bullying:**

May 16, 2013

Shortly after my arrival on campus last year, I learned of the disturbing results of a survey about workplace bullying that had been administered to all faculty and staff members.  While the numbers were consistent with those found at workplaces of all types throughout the country, this is clearly an area in which UMass Amherst aspires to be something much better than average.  Although bullying has received a lot of national attention in recent years, most of that attention has been focused on bullying of schoolchildren.  But the survey results here, and especially the poignant comments that survey respondents submitted, point to the very serious effects that workplace bullying can have as well.  Such behavior is antithetical to the values we espouse as a place where all should be free to take full advantage of the learning and employment opportunities the campus offers.  And it violates Trustee policy, which provides that,

- The conduct of University employees is expected to be characterized by integrity and dignity, and they should expect and encourage such conduct by others.
- University employees are expected to be honest and conduct themselves in ways that accord respect to themselves and others.
- University employees are expected to accept full responsibility for their actions and to strive to serve others and accord fair and just treatment to all.
- University employees are expected to conduct themselves in ways that foster forthright expression of opinion and tolerance for the view of others.

As many of you know, the workplace bullying survey was designed and administered by

# Competent Campus Systems

- Education and Training
  - Bully Specific
  - Diversity and Inclusion
  - Anti-Racism
- Non adversarial dialogue regarding intersectionality

# Training and Education

- Leadership Development for Academic Leaders
- "Conversations with the Chairs" (George Mason)
- Change Agent Training

# Creating a Positive Culture @ UWS

## Engaging staff, increasing resilience, enhancing wellbeing

From September 2013 to February 2014, Western Sydney University launched the Creating a Positive Culture Program. Four groups with over 75 staff from the Office of People and Culture, the School of Education, managers and leaders from the Inspire Leadership Program and senior leaders took part in this exciting initiative.

The Program involves a series of workshops with a blend of learning activities including short lectures, small-group discussion, reading, self-reflection and activities designed to promote a positive culture at work and provide practical strategies and skills for engaging staff and enhancing well-being, resilience and optimal functioning.

The Program aligns with developing a culture of adaptability and flexibility (Securing Success Goal 6), recognising and valuing staff (Our People Staff Plan) and responding to the MyVoice results to increase staff engagement, promote a positive workplace culture and improve cross unit collaboration and communication.

Dr Suzy Green, Director of the Positivity Institute, is facilitating the Program. The Program will focus on three streams: Positivity@Work, Strengths@Work and Resilience@Work.

The Program introduces the core concepts of Positive Psychology using an evidence-based approach. Positive Psychology is based on five pillars:

- Positive Emotion and the experience of happiness and work-life satisfaction

- Engagement and the experience of 'flow' and mindfulness at work

- Positive Relationships in the workplace

- Meaning and purpose at work and in life, and

- Accomplishment through goal setting and goal striving.

# Competent Campus Systems

- EEO and Diversity Efforts integrated with Anti Bullying Initiatives
  - Title IX Covers faculty too!
  - Cluster hiring
  - Recognize and name microaggressions embedded in campus norms

# Competent Campus Systems

- Advocacy and Support, Including Bystander and Ally Structures and Education
  - Safe places
  - Smart places
  - Peer competence

# Bystanders and Allies

- Name or acknowledge unfair or unkind treatment
- Interrupt bullying behavior
- Publicly support those affected
- Privately support those affected
- Privately confront those involved
- Use body language to provide feedback in the moment
- Report to someone who can do something about it.

# How Do Witnesses Respond to Bullying

| Response to Bullying | % Using Approach | Made Situation Worse | Made Situation Better |
|---|---|---|---|
| Talked to coworkers or others | 87 | 15 | **18.2** |
| Talked to target about what I saw happening | 77 | 5.3 | **28.7** |
| Talked to family or friends | 74 | 4.5 | **21.0** |
| Did not know what to do | 57 | **11.5** | 1.5 |
| Advised the target to report the incident | 55 | **17.0** | 13.2 |
| Did nothing (ignored) | 53 | **22.5** | 6.9 |

| Response to Bullying | % Using Approach | Made Situation Worse | Made Situation Better |
|---|---|---|---|
| Reported incident to higher ups | 53 | **27.5** | 15.0 |
| Advised the target to avoid the bully | 39 | 7.4 | **23.6** |
| Got other people to denounce the conduct | 32 | 14.9 | **22.3** |
| Tried to keep the bully away from the victim | 28 | 16.8 | **23.4** |
| Told the bully to stop the behavior | 25 | **35.8** | 24.2 |
| Helped the bully and target to talk to each other | 12 | 25.0 | **31.3** |

# What we Know

- Colleagues can be significant in terms of legitimizing and validating the experience of others
- Buffering and low-involvement strategies appear most successful
- Building faith that the "system" will handle these matters well is essential to effective responses
  - Education of those who handle claims
    - Skill building in conflict management
    - Substantive understanding of the dynamics of bullying
    - High capabilities in management of these issues
    - Support at the top of the institution for implementing proper approaches

# Competent Campus Systems

- Remedial Resources Capable of Addressing Bullying Behavior
  - Coaching and Accountability

# Organizational Response to Bullies

- In order to effectively prevent or address bullying, it must be perceived as a "high cost" set of behaviors
  - Tangible Employment Threats
  - Direct and Specific Remediation
  - Measurable Behavior Plans and Accountability

# Bullying is Abuse

- It's consequences are as grave as those of domestic abuse or assault
- If we would not stand and watch these things, we owe it to ourselves to find a way to help or support those experiencing it

# IDENTIFYING RISK ON OUR CAMPUSES

# OBJECTIVE OF REMAINDER OF SESSION

- An action plan to prevent or combat bullying on your campus
- Meet as a campus to define the situation as it currently stands: WHERE ARE WE TODAY? WHERE WOULD WE LIKE TO BE?
- To make a difference, where are areas of opportunity (receptive allies, existing services, groups with similar agendas)?
- What are the barriers we are likely to face and how can we tackle them)?
- Do we agree on any specific targets or "hot spots" that should be our priority?

# Preparing for Action On Campus

| **Where we are** | **Where we want to be** | **How we will do it** | **How are we doing** |
|---|---|---|---|

| **A**ssessment | **B**aseline | **C**omponents | **D**own to Specifics | **E**valuate |
|---|---|---|---|---|

| | | | | |
|---|---|---|---|---|
| • *Environmental Scan* | • *Situation – Past, Present and Future* | • *Mission & Vision* | • *Performance Measurement* | • *Performance Management* |
| • *Background Information* | • *Significant Issues* | • *Values / Guiding Principles* | • *Targets / Standards of Performance* | • *Review Progress – Balanced Scorecard* |
| • *Situational Analysis* | • *Align / Fit with Capabilities* | • *Key Objectives* | • *Initiatives and Projects* | • *Take Corrective Actions* |
| • *SWOT – Strength's, Weaknesses, Opportunities, Threats* | • *Gaps* | | • *Action Plans* | • *Feedback upstream – revise plans* |

# FOR YOUR PRELIMINARY CAMPUS MEETING

- We are not (yet) drilling down to specific programs or initiatives so much as desired outcomes.  You may want to begin by answering the question…"If we are successful, what will it look like?  What will change? What will get stronger?  What will disappear?  What will be happening?

# Topical Groups

- Effecting Policies and Procedures
- Campus Culture and Climate Change
- Interface and Engaging with Administration
- Bullying Prevention and Education
- Support and Advocacy for targets of bullying
- Intersectionality: Overlap between unlawful harassment and bullying and microinequities
- Building a Community of Active Bystanders and Allies