

## **HIB Scenario: Faculty Behaving Badly**

*As you read the case, note the following:*

- Concerning behavior and impact
- Individuals and roles of those involved
- Potential responsibility of those involved

Sam, one of the office support staff members in my department came to me to ask for my advice. She works in the front office with three other support staff people, all women, and handles things like class scheduling, filing, and other stuff that I'm not really clear about. She said she was on her last nerve: two weeks ago, a faculty member who's known to have an edge – he's pretty snarky at meetings, isn't especially sociable, and is known for being very demanding in the classroom – came into the office to ask about having his fall teaching schedule changed. Sam said that she couldn't do anything about it right now, and that she'd talk to the associate chair, with whom she works, to see if anything could be done. The faculty member stepped closer to her desk and said, loudly, that he wanted to see the associate chair now, and that if she'd just done her job as she should have, he wouldn't have to bother the associate chair with this. When Sam told him that the associate chair wasn't in, but that she'd leave a message, the faculty screamed "goddammit" and turned around to leave the office. Sam told me that in the three years she's worked in the office, this same faculty member has been consistently rude and short with her – he's raised his voice before, sometimes using what Sam considers foul language ("goddammit," "shit") – and has sent emails to each of the two department chairs she's worked with complaining that she isn't very good at her job. (Each of the chairs has mentioned this to Sam, but both told her not to worry about it.)

As an assistant professor who's pretty new to the department, I've seen this same professor be snarky and rude in department meetings, but he's never raised his voice. He tends to sneer, roll his eyes, and mutter things like "well that's a stupid idea" when matters are brought up he doesn't think much of. He's never lit into me personally, but he has lit into others because I've seen it happen. I keep my head down when I'm around him, and so do my assistant professor colleagues (and frankly, some of my tenured colleagues too). The department chair never says anything, and as just an assistant professor, I don't know how to advise Sam, since I'm not sure he's really a bully, just a cantankerous guy.

### ***Small Group Discussion:***

1. What may or may not make it hostile and intimidating behavior?
2. What resources would you recommend in this situation?
3. What are possible next steps for the target? For the bystander?

## **HIB Scenario: Feuding Colleagues**

*As you read the case, note the following:*

- Concerning behavior and impact
- Individuals and roles of those involved
- Potential responsibility of those involved

During a department meeting, one of the items on the agenda is about whether the unit should participate in an event that is sponsored by a community organization that overlaps with the department's subject area. About twenty minutes into the discussion, Mel, who has been in the department for twenty years, tries to wrap up the agenda item by saying that the department should work with the organization to hold and co-sponsor the event. Fran, who's been in the department about the same amount of time as Mel -- the two of them have never really gotten along, due to some disagreement they had a long time ago that has festered over the years -- disagrees, saying in frustration that partnering with the community organization is a terrible idea, that the community organization has a bad reputation, and thinks Mel's an idiot for thinking it's a good idea to sponsor the event, and that whoever initially proposed the idea in the first place is an embarrassment to the unit and the university.

Not long after this meeting, Mel goes to their chair to complain about Fran's remarks at the meeting, claiming that he was bullied, and that their exchange at the meeting was just the last straw in a long series of overly-aggressive and hostile actions by Fran. Mel wants the chair to report Fran for bullying. When the chair goes to Fran and tells him how bothered Mel is about the meeting, he lets slip that Mel wants to report Fran for bullying, and Fran becomes furious, telling the supervisor that *they're* the one who's been bullied, and says the supervisor should report Mel for being a bully.

The chair is fully aware of the bad history between these two, and they've seen it affect the unit: some faculty and staff members avoid both Fran and Mel, both Fran and Mel have taken their anger out on other members of the unit, they've made chair after chair miserable, and some staff members who've worked with one or the other of them have left the unit rather than put up with it.

Not two days later, another colleague who's seen these blow-ups for years visits with the chair to say that both Fran and Mel are bullies who make it hard for members of the unit to do their work because they're scared of what they'll say on any given day. "I avoid them when I can, but I can't stop coming to meetings. Can't something be done about these two?"

### ***Small Group Discussion:***

1. What may or may not make it hostile and intimidating behavior?
2. What resources would you recommend in this situation?
3. What are possible next steps for the target? For the bystander?

## Hostile and Intimidating Behavior (HIB)

Review the following situations. Would you describe each as an instance of Hostile and/or Intimidating (HIB) behavior? What about each situation makes you think it is **or** is not an example of HIB? (**Note:** All of the scenarios are based on actual campus events.)

| Incident                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. My job requires that I work intensively with my supervisor, often on nights and weekends. I was asked by a co-worker about a rumor she said has been circulating for the last three months that I am having an affair with my supervisor and that I am receiving preferential treatment in my job responsibilities because of the relationship rather than the quality of my work. I think this explains why I've heard four different people whisper the word 'slut' under their breaths when we walk past one another. |
| 2. While playing a pick-up basketball game on campus, I was punched by one of the players, a colleague of mine. He yelled at me, saying that women should not be allowed to play basketball. Eight other men (faculty and staff) witnessed this but said and did nothing. This same colleague has elbowed me "accidentally" on more than one occasion in the hallway. It's been happening more frequently since I disagreed with him in public during a staff meeting.                                                      |
| 3. A female staff member came to my office and using foul language, started yelling at me about an error she believes one of my staff colleagues made on an order for her lab. She blocked my exit and stood over me while her voice was raised. After she left I locked the door and called the department chair who told me not to worry about it, since that staff member has a reputation as a yeller.                                                                                                                  |
| 4. As an instructional academic staff member on a renewable contract, I received a highly critical performance review of my work, and now my supervisor – the associate chair of the department – is telling me that if I don't improve, I won't be rehired after next semester.                                                                                                                                                                                                                                            |
| 5. A staff member who is known to be significantly involved in shared governance became concerned about a safety violation and notified our supervisor. Since then, the staff member has been left off of meeting announcements for committees he's been assigned to, and is left off of emails announcing other meetings. The supervisor has also begun making fun of this staff member in public for being overly sensitive about safety.                                                                                 |
| 6. A faculty member is consistently critical of the work of a member of the university staff who works in the main departmental office. The faculty member has been critical of the staff member both in person and by email (though this is done in private), and to the department chair.                                                                                                                                                                                                                                 |



# Bullying

*What is it?*

*What can YOU do?*



# What is Bullying?

# Bullying

- Bullying is the use of force or coercion to abuse or aggressively dominate or intimidate
- Generally involves a power imbalance
- Generally evolves as a pattern

# Short Cases

## Characteristics of Bullying:

- It's unwelcome
- It limits someone from doing their job
- It is generally a repeated pattern of behavior
- It can be a single, severe instance
- Any employee can commit bullying
- It may be done by a person or by a group
- A reasonable person would find it hostile and/or intimidating
- It does not support the University's academic or operational interests



# Examples of Bullying

- Abusive expression
- Unwanted physical contact or threatening gestures
- Professional exclusion or isolation
- Sabotage of another person's work
- Abuse of power

# Supervisory Actions: What is Bullying?

| Reasonable Supervisory Actions                                                                                                                | Potential Bullying Actions                                                                                                                       |
|-----------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Conducting regular performance review/feedback with all employees in a unit or department</li> </ul> | <ul style="list-style-type: none"> <li>• Targeting a single employee for a review</li> <li>• Delivering review in a derogatory manner</li> </ul> |
| <ul style="list-style-type: none"> <li>• Providing timely constructive feedback on work products</li> </ul>                                   | <ul style="list-style-type: none"> <li>• Yelling, name-calling, or using personal insults to deliver performance review</li> </ul>               |
| <ul style="list-style-type: none"> <li>• Restricting access to sensitive information for business reasons</li> </ul>                          | <ul style="list-style-type: none"> <li>• Not providing information an employee needs to do their job</li> </ul>                                  |
| <ul style="list-style-type: none"> <li>• Working with employee to set challenging performance goals</li> </ul>                                | <ul style="list-style-type: none"> <li>• Setting unattainable performance goals well beyond someone's skills or job description</li> </ul>       |
| <ul style="list-style-type: none"> <li>• Asking all employees to put in extra hours during a busy period</li> </ul>                           | <ul style="list-style-type: none"> <li>• Demanding that one employee take lunches at their desk</li> </ul>                                       |
| <ul style="list-style-type: none"> <li>• Setting expectations for attire, personal appearance in a unit/department</li> </ul>                 | <ul style="list-style-type: none"> <li>• Following an employee to their haircut to ensure it is done to supervisor's satisfaction</li> </ul>     |

# Negative Workplace Behavior: What *May Not Be* Bullying?

| Type of Behavior                                                                 | First Point of Contact                                                                    |
|----------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>Unkind and hurtful behavior</li> </ul>    | <ul style="list-style-type: none"> <li>Direct Supervisor</li> </ul>                       |
| <ul style="list-style-type: none"> <li>Employment disputes</li> </ul>            | <ul style="list-style-type: none"> <li>Department/Unit Human Resources Office</li> </ul>  |
| <ul style="list-style-type: none"> <li>Protected-class discrimination</li> </ul> | <ul style="list-style-type: none"> <li>Office of Compliance – EEO Investigator</li> </ul> |
| <ul style="list-style-type: none"> <li>Sexual Harassment</li> </ul>              | <ul style="list-style-type: none"> <li>Office of Compliance - Title IX Officer</li> </ul> |

*Negative workplace behavior may be covered both by definition and other policy areas.*

# Case Study

- Read the case
- Discuss the case
- Answer the question: what would you do?

# A University Context: Bullying at UW-Madison

***What percent of employees at UW-Madison say they have experienced bullying in the past 3 years?***

- 39% of faculty reported experiencing bullying
- 49% of faculty reported witnessing bullying
- 46% of academic staff reported experiencing bullying
- 53% of academic staff reported witnessing bullying
- 25% of cases brought to the UW-Madison Ombuds Office involve bullying

*women, people of color, lesbian, gay, bisexual, and transgender and other members of the LGBTQ+ community, & those with disabilities most frequently report they are targets of bullying*

*WISELI conducted the 2019 faculty survey, and academic staff governance conducted the 2019 academic staff survey. There has not been an equivalent survey of university staff conducted to date. It is likely that university staff experience and witness bullying at least as often as academic staff.*

# Why Address Bullying? What is the Cost?

*When exposed to bullying:*

- 80% of employees lose work time worrying about HIB
- 78% of employees say their commitment to the organization declines
- 66% of employees say their performance declines
- 63% of employees lose work time avoiding the offender
- 48% of employees decrease their work effort
- 47% of employees intentionally decrease the time they spend at work
- 38% of employees intentionally decrease the quality of their work
- 25% of employees admitted taking out their unhappiness on customers
- 12% of employees leave their job

*Porath and Pearson, "The Price of Incivility", Harvard Business Review, 2013, (96).*



# Why Policy Matters





# SIU-E Statement on Civility

“Faculty create and model for their students a climate of civility by speaking and by acting with respect for one another. Civility and respect should characterize faculty interactions with all persons regardless of their role at Southern Illinois University Edwardsville, and regardless of characteristics including but not limited to their physical appearance, ability, race, ethnicity, gender, religion, philosophical beliefs, sexual identity, age, socio-economic status, and academic rank. An institutional culture featuring courtesy, politeness, and consideration for others fosters learning and student success. Although no set of rules or policies can wholly govern human conduct, it is important to cultivate open communication characterized by mutual respect and active listening when parties have disagreements.”

# SIU-E Workplace Violence Policies and Procedures – 2C6 and 3C5

## V. Policy Provisions

### B. SIU-E will not tolerate the following conduct or behavior

1. Threats, direct or implied
2. Physical conduct that results in harm to people or property
3. Possession of weapons...
4. Intimidating conduct or harassment that disrupts the work of educational environment or results in fear for personal safety
5. Other inappropriate behavior including
  - a. unwelcome name-calling, obscene language, and other verbally abusive behavior
  - b. throwing objects...
  - c. physically touching another person in an intimidating...manner
  - d. physically intimidating others, including such acts as obscene gestures, 'getting in your face,' and fist-shaking

# Why This Matters?

*Bullies thrive on a lack of dissent based on fear and a sense that there is nothing anyone in authority can or will do about it.*

# Bullying Defined

## UW-Madison

Unwelcome behavior pervasive or severe enough that a reasonable person would find it hostile and/or intimidating and that does not further the University's academic or operational interests is unacceptable to the extent that it makes the conditions for work inhospitable and impairs another person's ability to carry out his/her responsibilities to the university. A person or a group can perpetrate this behavior. The person need not be more senior than or a supervisor to the target. Unacceptable behavior may include, but is not limited 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 outside 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; Conspicuous exclusion or isolation having the effect of harming another person's reputation in the workplace and hindering another person's work;
- Sabotage of another person's work or impeding another person's capacity for academic expression, be it oral, written, or other;
- Abuse of authority, such as using threats or retaliation in the exercise of authority, supervision, or guidance, or impeding another person from exercising shared governance rights, etc.

Repeated acts or a pattern of hostile and/or intimidating behaviors are of particular concern. A single act typically will not be sufficient to warrant discipline or dismissal, but an especially severe or egregious act may warrant either.

**These standards are to be construed within the context of the University's historical and enduring commitment to academic freedom, freedom of expression, and the conception of the University as a place that must encourage and foster the free exchange of ideas, beliefs, and opinions, however unpopular.** In no case shall a sanction be imposed in response to a complaint solely about the contents of a faculty member's beliefs, views, or opinions taken in the abstract. The policy is not intended to constitute a general civility code addressing ordinary stresses of the workplace, such as occasionally insensitive language or behavior. Nor is it intended to constrain commonly accepted workplace management practices. **Nor is it intended to constrain the freedom of faculty to speak out about troubling matters, criticize the administration or university policies, take part in political protest, or to promote and participate in labor unions.** Rather, it is intended to address patterns of hostility or intimidation that impede persons from carrying out their duties to the University, ensuring that all, regardless of rank or status, may pursue their work and speak as they see fit.

# *Creating a Culture without Bullying*

# Cultures of Civility

- Define healthy climate
- Characterize what will not be tolerated
- Build consent
- Reinforce consent with colleagues' actions

# UW-Madison Engineering Professional Development “Building Civility” Workshop

- Define civility
- Discuss characteristics
- Post unit expectations
- Call out breaches of expectations

# *Building an Active Bystander Culture*



# Who is a Bystander?

Anyone in the workplace who sees or hears a potentially harmful situation or interaction but is not directly involved. The bystander faces a choice: do I get involved to attempt to improve the situation, or do I ignore it?

# Effective Bystander Intervention

Bystander intervention is the ability to recognize a potentially harmful situation or interaction and choosing to respond in a way that may positively influence the outcome.

# Bystander Actions – the 4 “D’s”

- Direct
- Distract
- Delegate
- Delay

# What to Do When Bullying Happens

# If you are **EXPERIENCING** Bullying:

- ❖ Seek advice and consultation—consultation is not escalation
  
- ❖ Take notes:
  - What happened
  - When it happened
  - Where it happened
  - Who was present
  - Retain copies of any related correspondence.
  
- ❖ Use any and all available campus resources to address bullying.
  - Ombuds
  - Employee Assistance
  - Human Resources

# If you are **ACCUSED OF Bullying**:

- ❖ Seek early consultation from the Ombuds, Employee Assistance, Office of Human Resources
- ❖ Document what you recall from the alleged interaction(s)
- ❖ Avoid meeting with the accuser (with others or alone) about the alleged bullying behavior to avoid escalation

# If you are a COLLEAGUE OF Someone Experiencing Bullying:

- ❖ Be a resource:
  - Listen sympathetically
  - Refer the target to appropriate campus resources (HR, Ombuds, Employee Assistance, etc.)
  - For non-employees, there are resources:
    - Undergraduate Students – Dean of Students
    - Graduate Students – Graduate School
  - Do not take action in the name of the target without express permission of target

# If you are in a **POSITION OF AUTHORITY**:

## ❖ **You are responsible for climate in your unit**

- Set clear workplace expectations
  - Invite team to collaboratively set workplace expectations and accountability systems
- Model the behavior you hope to see
- If you receive a report of bullying, take it seriously
  - Get support of College/School/Division/Department HR
- Seek guidance and support from your supervisor

## ❖ **You must take reasonable steps to stop HIB when it happens**

- Bullying impacts everyone
- It impacts our individual and organizational wellbeing
- It has emotional, physical and/or financial consequences for the employees
- If you see something, say something



# Questions?

