




EXCELLENCE *in* ACADEMIC LEADERSHIP

*By the National Center for Principled Leadership & Research Ethics
at the University of Illinois at Urbana-Champaign*

Based on the work of C. K. Gunsalus



photos: Jeremy Thomas design: Aaron Robinson

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Homework

1. Use your Critical Friends to work on difficult feedback situations, whether giving or receiving. (Feedback is a gift.)
2. Reflect on skills learned so far: practice them! Make notes about their usage in journal.
3. What did you see in the Professor Major video?

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Bullyproofing Academic Units

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Low incidence, high severity paradigm



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Educational efforts

Responsible Professional Conduct: Guidelines for Teaching, Research, and Service

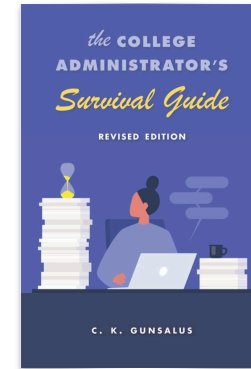
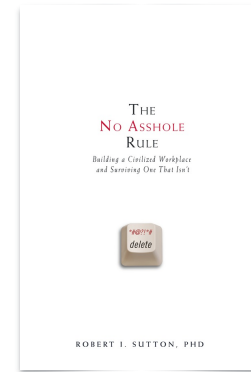
The Faculty Senate has endorsed the following set of guidelines for the campus.

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 individual perceptions and interpretations; but 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.

Respond to problems



Penalties for violations



“Does the “target” feel oppressed, humiliated, de-energized, or belittled? Does the target feel worse about him 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?

What is a bully?

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



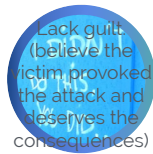
Michele Elliot (Editor)

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

Traits of Bullies



Without a boss or boundaries



Lack of guilt (believe the victim provoked the attack and deserves the consequences)



Aggression



Become effective

Traits of Bullies in Children

- ☀ 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.~~

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

Assertion, not aggression.

Bullyproofing Strategies



Change the environment



Teach and learn intervention approaches



Manage for the good of the whole



Change the environment

Mindset



Non-punitive attitude



Seek success



Calm, clear, and consistent



Change the environment

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

Tactics



Teach ways to speak out



Build a team



Seek professional expertise

Administrative, legal, personnel, psychological, law enforcement...



Manage for the good of the whole

Tactics

Support function over dysfunction

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.

Indicators

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

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



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National Center for Professional and Research Ethics Academic Unit Diagnostic Tool (AUDIT): Edition A Total Score

Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
<ul style="list-style-type: none"> ___ Respectful dealings among colleagues, dealing with differences and disagreements openly, inclusive, welcoming ___ Openness, transparency, effective shared governance ___ Culture of excellence and quality; strength of candidates an expectation for all hires ___ Support, mentoring for faculty, students alike; recognition that different people have different mentoring needs; equitably shared workloads ___ Open discussion of ideas and research, high productivity ___ Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven ___ High quality of communication—willingness to listen, compromise, deal with problems openly ___ Curricular innovations, adaptations to meet changing student, campus, career needs ___ Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community ___ Collective vision of unit goals and priorities, aligned with institutional mission 	<ul style="list-style-type: none"> ___ Complaints disproportionate to other units, campus ___ Email and/or social media wars, harassment, silos, conflict aversion ___ Weak or ineffective hiring, lack of diversity, frequent requests for transfers, departures ___ Weak P&T practices; many terminal associate professors ___ Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree..) ___ Financial disarray ___ Ad hoc practices; irregular or unclear policies; seeking desired answers from different offices; hiding problems ___ Enrollment declines, lack of curricular innovation ___ Conflict, miscommunication, and disrespect between groups generational discord; externalizing problems; bimodal evaluations ___ Limited or shifting sense of unit goals and priorities 	<ul style="list-style-type: none"> ___ Serious misconduct: discrimination; sexual, financial, criminal, research, etc. (arrests, lawsuits..) ___ Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups ___ Repeated inability to hire and/or retain quality faculty; staff; absence of diversity, or even a commitment to it ___ Toxic or unwelcoming atmosphere, especially for Junior faculty, underrepresented groups, students ___ Scholarly standing below university's; uneven within unit ___ Departmental business at a standstill; in gridlock; unproductive or nonexistent unit meetings ___ Lack of transparency, hidden agendas, uneven application of policies; faculty involve students in disputes ___ Curricular stagnation outdated curriculum; lack of student interest in offerings ___ Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit ___ Scattered individual priorities without shared purpose
TOTAL ___	TOTAL ___ (subtract)	TOTAL ___ (subtract)

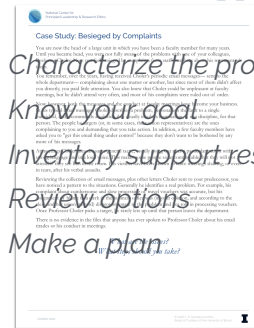
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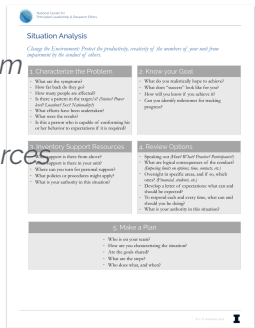
National Center for Professional and Research Ethics Academic Unit Diagnostic Tool (AUDIT): Edition B Total Score

Vibrant Units (0 to 5)	Warning Signs (0 to 3)	Challenged Units (0 to 5)
<ul style="list-style-type: none"> ___ Respectful dealings among colleagues, department, consistently high student feedback, inclusive, welcoming ___ Openness, transparency, shared governance ___ Culture of excellence and quality; strong candidates ___ Support and mentoring for faculty and students alike; recognition that different people have different mentoring needs; equitably shared workloads ___ Open discussion of ideas and research, high productivity, excellent teaching modeled and rewarded ___ Distributed service responsibilities, aligned with faculty strengths with awareness of uneven burdens ___ High level of communication—willingness to listen, compromise, problems addressed, not submerged ___ Curricular innovations, adaptations to meet changing student, campus, needs ___ Leadership has high expectations, uses policies evenhandedly, makes decisions, builds community ___ Collective vision of goals and priorities aligned with institutional mission 	<ul style="list-style-type: none"> ___ Complaints disproportionate to other units, campus ___ Email and/or social media wars, harassment, silos, conflict aversion ___ Weak or ineffective hiring, lack of diversity, requests for transfers, departures ___ Weak P&T practices; many terminal associate professors ___ Declining scholarly indicators (productivity, PhDs, PhD placement, time to degree, few curricular innovations, little sharing of research on learning) ___ Financial disarray ___ Ad hoc practices; forum-shopping; seeking desired answers from different offices; hiding problems ___ Enrollment declines, lack of curricular innovation; cancelled or missing classes regular occurrence ___ Bimodal evaluations, generational discord; externalizing problems, miscommunication, and disrespect between groups ___ Poor student progress to program completion/graduation/degree 	<ul style="list-style-type: none"> ___ Serious misconduct: discrimination; sexual, financial, criminal, etc. (arrests, lawsuits..) ___ Culture that suppresses or hides problems; punishes reporting; faculty schisms, battles, flareups ___ Repeated inability to hire, retain quality faculty, staff; absence of diversity, or even a commitment to it ___ Toxic atmosphere, especially for junior faculty, underrepresented groups, students ___ Scholarly/teaching standing below institution's; uneven in unit ___ Departmental business at a standstill; in gridlock ___ Lack of transparency, hidden agendas, uneven application of policies; faculty involve students in disputes ___ Curricular stagnation, lack of student interest in offerings; outdated curriculum ___ Weak or autocratic leadership; different messages to different audiences; meddling by previous leader of unit ___ Many individual priorities without shared purpose
TOTAL ___	TOTAL ___ (subtract)	TOTAL ___ (subtract)

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Approach





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

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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: use an issue you are facing.

Questions or concerns?

Key takeaways?