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?
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.

**Educational efforts**

- Respond to problems
- Penalties for violations

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*Sutton’s Definition, Test One (page 9)*

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

*Sutton’s Definition, Test Two (page 9)*

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

Myths About Bullies

- Bullies are few and far between.
- It’s better 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 silent majority.

Activate the people of good will.
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

Support function over dysfunction

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

Tactics
- 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.

Indicators

<table>
<thead>
<tr>
<th>Quantifiable</th>
<th>Qualitative/Subjective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hiring (quality, yield)</td>
<td>Leadership shortcomings</td>
</tr>
<tr>
<td>Retention, transfers</td>
<td>Silos, internal factions</td>
</tr>
<tr>
<td>Enrollment trends</td>
<td>Ad hocery</td>
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<tr>
<td>Demographics</td>
<td>Random hiring pattern</td>
</tr>
<tr>
<td>Scholarly productivity</td>
<td>Lack of cohesion</td>
</tr>
<tr>
<td>Complaints, grievances</td>
<td>Favoritism, in/out groups</td>
</tr>
<tr>
<td>Financial elements</td>
<td>Conflict, conflict aversion</td>
</tr>
<tr>
<td>Serious deviations</td>
<td>Email wars</td>
</tr>
</tbody>
</table>

EXCELLENCE in ACADEMIC LEADERSHIP
**SPENDING TIME PUTTING OUT FIRES SIGNALS A NEED FOR THOUGHTFUL ACTION.**

### Vibrant Units (0 to 5)
- Leadership has high expectations, uses policies changing student, campus, career needs.
- Open discussion of ideas and research, high productivity.
- Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven high level of communication—willingness to listen, compromise, deal with problems openly.
- Curricular innovations, adaptations to meet changing student, campus, career needs.
- Collective vision of unit goals and priorities, aligned with institutional mission.

### Warning Signs (0 to 3)
- Requested placements, promotions, etc., without consideration of other units, campus.
- Complaints disproportionate to other units, campus.
- Email and/or social media war, harassment, tension, conflict aversion.
- Weak or ineffective hiring, lack of diversity.
- 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 clarified answers from different offices, finding problems.
- Enrollment declines, lack of curricular innovation.
- Conflict, miscommunication, and disregard between groups; generation and distinct reiterating problems; terminus evaluations.
- Limited or shifting sense of unit goals and priorities.

### Challenged Units (0 to 5)
- Serious misconduct; discrimination, sexual, financial, criminal, etc.; terminations, lawsuits.
- Culture that suppresses or hides problems, generates reporting, faculty suicides, bitter, tumultuous.
- Inability to hire, retain quality faculty.
- Absence of diversity, or even a commitment to it.
- Toxic atmosphere, especially for junior faculty, undermined groups, students.
- Scholarly/teaching/standing/identity below institution, unit.
- Departmental business as usual, a standstill in productivity, and complacency.
- Lack of transparency, hidden agendas, uneven application of policies, faculty ignore students in disputes.
- Curricular stagnation, outdated curriculum, lack of student interest in offerings.
- Weak or authoritarian leadership; different messages to different audiences, mediating by previous leader of unit.
- Scattered individual priorities without shared purpose.

### Total Score:
TOTAL (subtract)

---

**Vibrant Units (0 to 5)**

| Leadership has high expectations, uses policies changing student, campus, career needs. | 5 |
| Open discussion of ideas and research, high productivity. | 5 |
| Distributed service responsibilities, aligned with faculty strengths, with awareness of uneven high level of communication—willingness to listen, compromise, deal with problems openly. | 5 |
| Curricular innovations, adaptations to meet changing student, campus, career needs. | 5 |
| Collective vision of unit goals and priorities, aligned with institutional mission. | 5 |

**Warning Signs (0 to 3)**

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| Weak or authoritarian leadership; different messages to different audiences, mediating by previous leader of unit. | 5 |
| Scattered individual priorities without shared purpose. | 5 |

**Total Score:**
TOTAL (subtract)
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?