



Recognizing and Responding to Bullying and Abrasive Behavior

Faculty Bag Lunch Session

February 19, 2019

**PRESENTED BY
MIKAEL VILLALOBOS, BINNIE SINGH,
AND LISA BRODKEY**

SCENARIO

Several of your lab members like to joke around. A few of them make jokes about others in the lab, but usually follow the jokes with, "You know I didn't really mean it," or "I'm only kidding around." Your postdoc tells you that a couple of students came forward to say they feel very uncomfortable with the jokes, even though they are directed at others and not specifically at them. You don't say it out loud, but you really wish the students would just tell the jokers to stop it.

OBJECTIVES

- To increase your awareness and understanding of the national data and research on bullying and abusive behavior in the workplace
- To assist you -- as a chair, colleague, PI, teacher – in determining when and how to respond to this conduct
- To familiarize you with the relevant resources (including policies) available at UC Davis
- To debunk the myth that “nothing is ever done” about this conduct
- To support you in creating and maintaining a workplace climate that doesn't condone bullying and abusive behavior.

AGENDA

- Setting the Context
- Understanding Bullying: What Is It?
- Understanding Policy and Law
- Applying Theory to Practice
- Creating Healthy and Inclusive Work Environments
- When and How to Respond

Reflection

Consider the course of your academic career so far, including your time as a graduate student. Think of an example of conduct that you **experienced or witnessed** that you would consider “**bullying**”.

- Describe what specifically happened
- Describe the behavior involved
- Who was involved? Who was the “perpetrator?”
- How frequent? How long did it go on?
- Did it ever end? If so, how?





Setting the Context

NATIONAL CONTEXT: WHO'S DOING WHAT TO WHOM?

- 61% of Americans are aware of abusive conduct in the workplace
- 60.4 million Americans are affected by it
- 19% of American are bullied, another 19% witness it
- 70% of perpetrators are men; 60% of targets are women
- Hispanics are the most frequently bullied race
- 61% of bullies are bosses, and the majority (63%) operate alone

NATIONAL CONTEXT: WHAT'S THE EFFECT?

- 40% of bullied targets are believed to suffer adverse health effects
- 29% of targets remain silent about their experiences
- 71% of employer reactions are harmful to targets
- 60% of coworker reactions are harmful to targets
- To stop it, 65% of targets lose their original jobs
- 46% report worsening of work relationships, post-2016 election

HIGHER EDUCATION CONTEXT: WHAT ARE THE TRENDS?

- Behaviors most frequently cited in academia involve threats to professional status as well as isolating and obstructive behavior. These negative behaviors seem to be linked “to the critical importance placed in academia on one’s accomplishments, intellectual rigor, and reputation.”
- Respondents reported being ordered to do work below their level of competence, being exposed to an unmanageable workload, and having their opinions and views ignored.
- Employees who spent less than 1 year and more than 20 years in their present job more often reported bullying.

HIGHER EDUCATION CONTEXT: WHAT ARE THE TRENDS? (CONT'D)

- The majority of bullying cases were perpetrated by a single person, rather than by two or more persons.
- Faculty members were almost twice as likely as staff to report being the victims of “mobbing” by three or more actors.
- Men are more likely to be identified as perpetrators than women. This has been explained by the fact that men typically hold more powerful positions in organizations than women.
- 71% of students face workplace bullying in higher education, a far higher rate than for staff or faculty

The UC Davis Principles of Community

We affirm the **dignity** inherent in all of us, and we strive to maintain a climate of equity and justice demonstrated by **respect** for one another.

We **affirm** the right of freedom of expression within our community.

We affirm our commitment to non-violent exchange and the highest standards of conduct and **decency** toward all.

We promote open expression of our individuality and our diversity within the bounds of **courtesy, sensitivity** and **respect**.

We recognize that each of us has an **obligation** to the UC Davis **community** of which we have chosen to be a part.

We will strive to build and maintain a culture and climate based on **mutual respect and caring**.



Bullying Defined

WBI SURVEY DEFINITION

- Repeated mistreatment of an employee by one or more employees
- Abusive conduct that is threatening, humiliating, or intimidating
- Work sabotage
- Verbal abuse

UNIVERSITY POLICY DEFINITION

PPM 390-30: DISRUPTIVE BEHAVIOR IN THE WORKPLACE

- Bullying - offensive or malicious behavior through persistent actions typically meant to undermine, intimidate or demean the recipient
- Intimidation – behavior that is intended to frighten, coerce, or induce duress
- Threat – expression of intent to cause physical or mental harm, which may be direct, indirect, conditional or veiled
- Violent behavior – unwanted physical contact such as hitting, kicking, pushing, shoving, throwing objects, or the use of a weapon.

OTHER DEFINITIONS TO CONSIDER

- Bullying at work means **harassing** or **offending** behavior that socially excludes someone or otherwise negatively affects their work.
- The label of bullying is accurately applied to a particular activity, interaction or process, when it occurs **repeatedly** and **regularly** and **over a period of time**.
- Bullying can be an **escalating process** in the course of which the victim or the victim's work is put down, often making them powerless and a further target of systematic abusive behavior.

PHYSICAL BULLYING AND EMOTIONAL BULLYING

- Physical bullying - Physical assaults
- Emotional bullying
 - Autocratic, over-controlling
 - Sarcasm, belittling, always finding fault
 - Cold-shoulder, exclusion
 - Gossip, rumors, misinformation
 - Sabotage, undermining, or being uncooperative
 - Threats, intimidation, brow-beating

SCENARIO #1

Several of your lab members like to joke around. A few of them make jokes about others in the lab, but usually follow the jokes with, "You know I didn't really mean it," or "I'm only kidding around." Your postdoc tells you that a couple of students came forward to say they feel very uncomfortable with the jokes, even though they are directed at others and not specifically at them. You don't say it out loud, but you really wish the students would just tell the jokers to stop it.

What concerns come up for you?

BEING PROACTIVE = MINIMIZING PROBLEMS

- Set clear expectations clearly
- Normalize speaking up
- Lead by example: demonstrate the behavior you expect, and avoid behavior you don't condone
- Use other's voices – offer training, discuss current events
- Provide resource information before there's a problem
- Other ideas?

SCENARIO #2

You are in the department office one day and notice that one of the administrative staff members has gone home early. When you ask the MSO if that colleague is ok, the MSO confides that the staff member had received this email from a certain faculty member.

*"It's been exactly 14 weeks since I first asked for this piece of equipment. There's no way this should take this long. I know these processes are ridiculously cumbersome, but *&^#@)!!! How hard can it be to do this? If this isn't actually part of your job, please direct me to the right person. Please, I beg you, get me my damn equipment already!!!"*

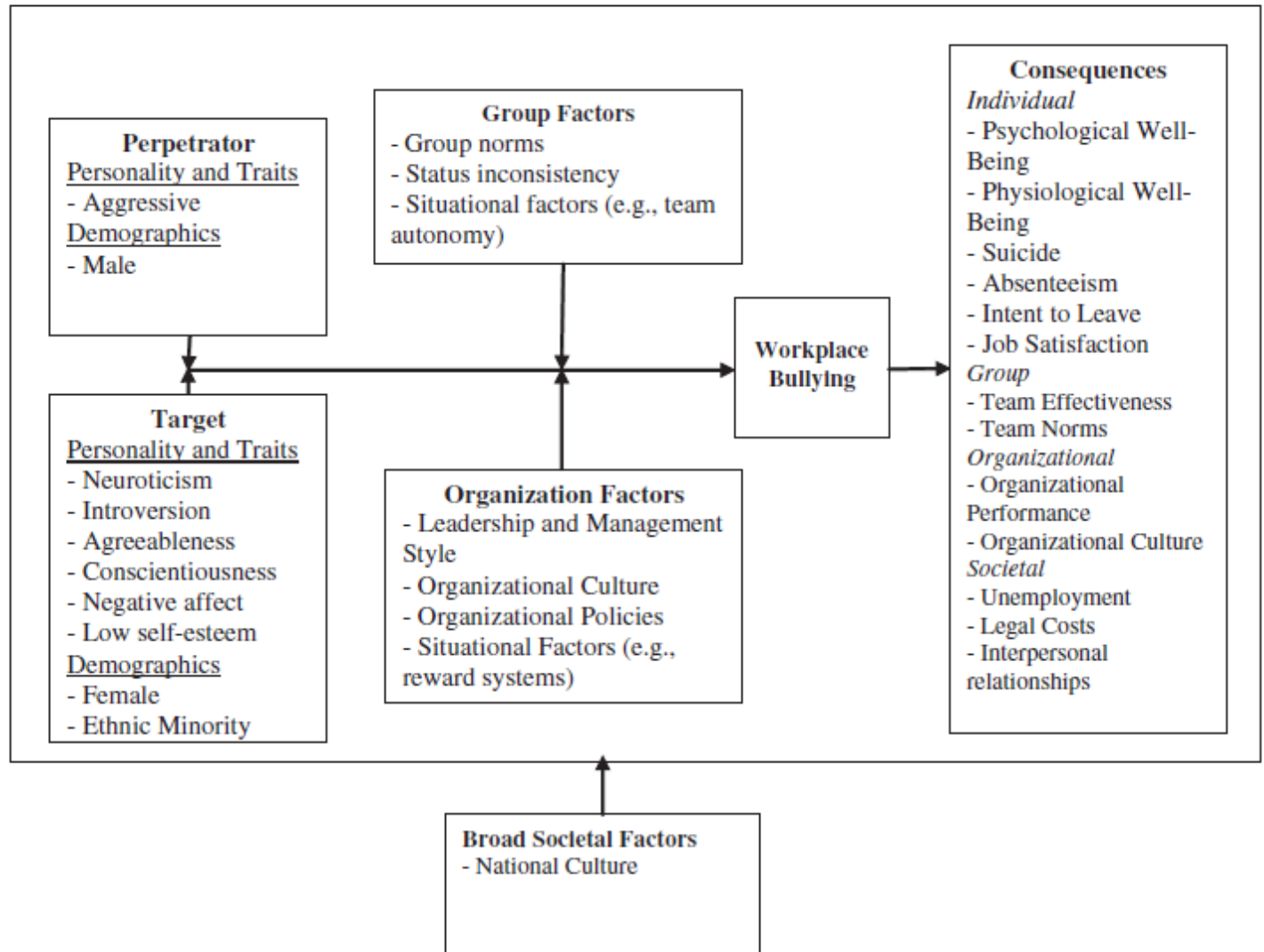
You know this is not the first time that something like this has happened. Staff and faculty alike have complained about this person before, and you don't understand why this person always seems to get away with this.

What concerns come up for you?

What would you do if you were...

- the new department chair?
- a junior faculty member?
- a senior faculty member?

Dimensions of Workplace Bullying (Keashley Model)



Understanding the Law and University Policy



P O L I C I E S

STATE LAW – AB 2053

- Beginning January 2015, this law requires that employers in California with 50 or more workers include education on abusive behavior and bullying when carrying out state-mandated sexual harassment training for supervisors every two years.
- The goal is to encourage those in leadership roles to step back and recognize if the way they are managing employees is harmful and assess whether employees they supervise may be treating each other abusively.
- AB2053 does not outlaw bullying.

UNIVERSITY POLICIES AND GUIDANCE

(See Handout)

- [Guidance from the President Regarding Staff Abusive Conduct and Bullying \(July 26, 2016\)](#)
- [APM 015: Faculty Code of Conduct](#)
- [APM 245, Appendix A: Duties of Department Chairs](#)
- [PPM 390-30: Disruptive Behavior in the Workplace](#)
- [UCDHS \(Hospital Policies and Procedures, Policy ID: 1616\)](#)
- [UCDHS \(Hospital Policies and Procedures, Policy ID: 1649\)](#)
- [Policies Applying to Campus Activities, Organizations and Students \(PACAOS\)](#)

HOW TARGETS COMMONLY DEAL WITH BULLYING

- 50% use avoidance
- 10% use 'attack' strategies, e.g. repay the bully in-kind; lose their temper, or deliver the same back to the bully
- 30% use dialogue skills

INACTION

ACTION

**How and
When to
Respond**

CHOICES: HOW AND WHEN TO RESPOND

(see handout of case examples)

← Involvement →	Low Immediacy – High Involvement	High Immediacy – High Involvement
	Low Immediacy – Low Involvement	High Immediacy – Low Involvement
	← Immediacy →	

SCENARIO #3

Professor X joined your department as a new assistant professor last year. She's had some challenges: her teaching evaluations have been fairly negative, and she has had a lot of difficulty getting her research going. You've heard other colleagues in the department make comments like, "I still don't get why we hired her. She'd better get it together or she'll never make it. I wish we'd hired that other candidate who visited, remember him?"


What concerns come up for you?

What would you do if you were...

- the department chair?
- a junior faculty member?
- a senior faculty member?

Creating Healthy, Inclusive and Supportive Work Environments





What can you do as **leaders** to create healthy and supportive work environments?

What can you do as **colleagues** to create healthy and supportive work environments?

THE FOUR PILLARS OF ACCOUNTABILITY

- **Personal accountability** - you speak up - be direct, honest and frank
- **Peer accountability** - step up and intervene
- **Supervisory accountability** - speak up and take action...you have the lead responsibility in managing the work environment
- **Systemic accountability** - policies, processes in HR - go to them to step up and handle the problem

IT'S YOUR TURN



QUESTIONS?



SCENARIOS?



WHAT IF....?



WHO CAN
HELP WITH....?

Resources

- Academic & Staff Assistance Program (ASAP)
- Academic Affairs - Office of the Vice Provost
- Employee and Labor Relations, Human Resources
- Harassment & Discrimination Assistance and Prevention Program (HDAPP)
- Office of Campus Community Relations (OCCR)
- Office of the Ombuds
- Office of Student Support and Judicial Affairs (OSSJA)
- Student Health & Counseling Services (SHCS)
- Student Life Centers
 - Women's Resources and Research Center
 - LGBTQIA Resource Center
 - Cross Cultural Center
 - Student Recruitment and Retention Center
 - AB540 and Undocumented Student Center
- UCDHS Office for Equity, Diversity and Inclusion



THANK YOU!

**Mikael Villalobos, Associate Chief Diversity Officer, Office
of Campus Community Relations**

Binnie Singh, Assistant Vice Provost, Academic Affairs

**Lisa Brodkey, Director, Faculty Relations and
Development, Academic Affairs**
