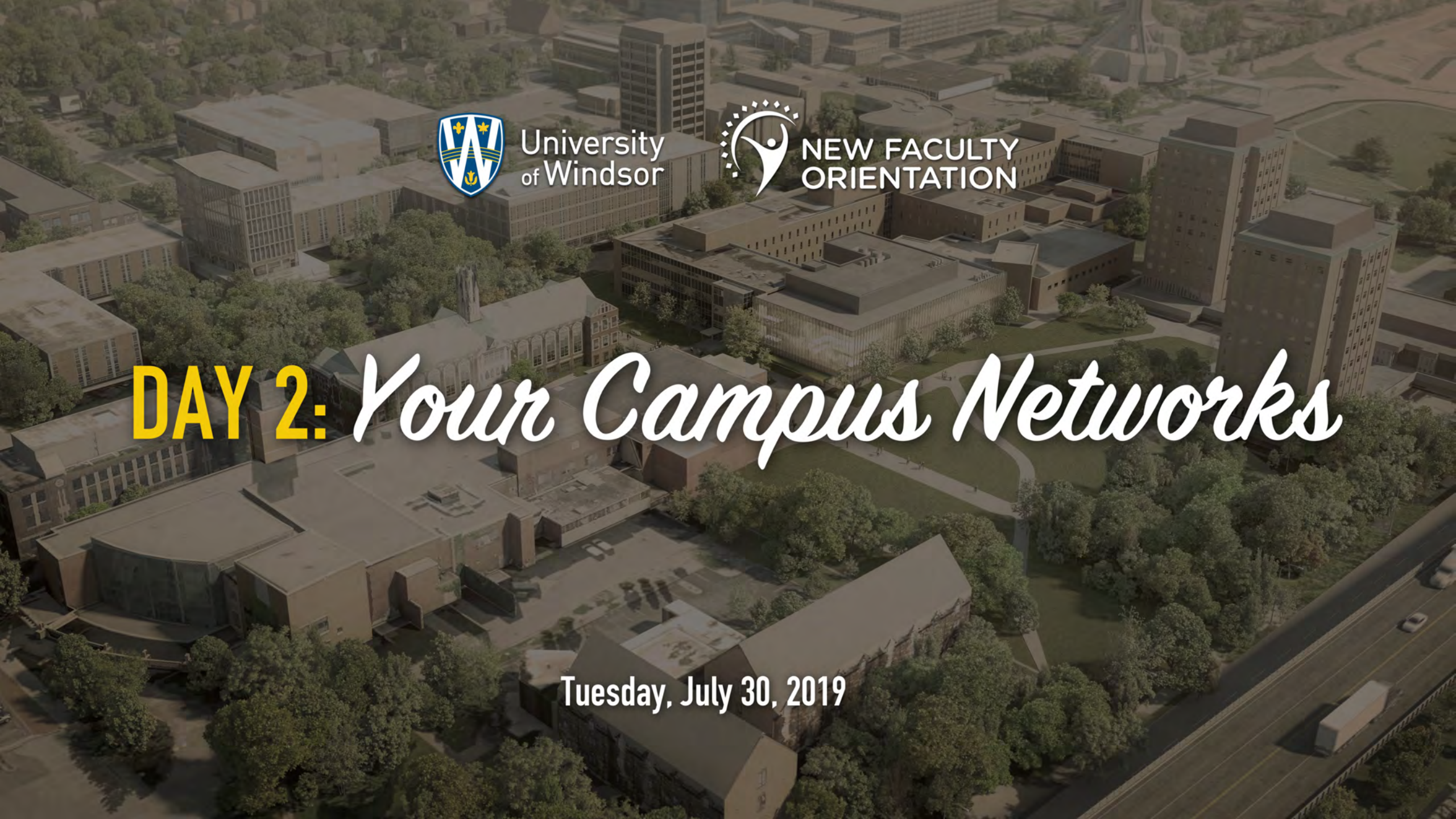
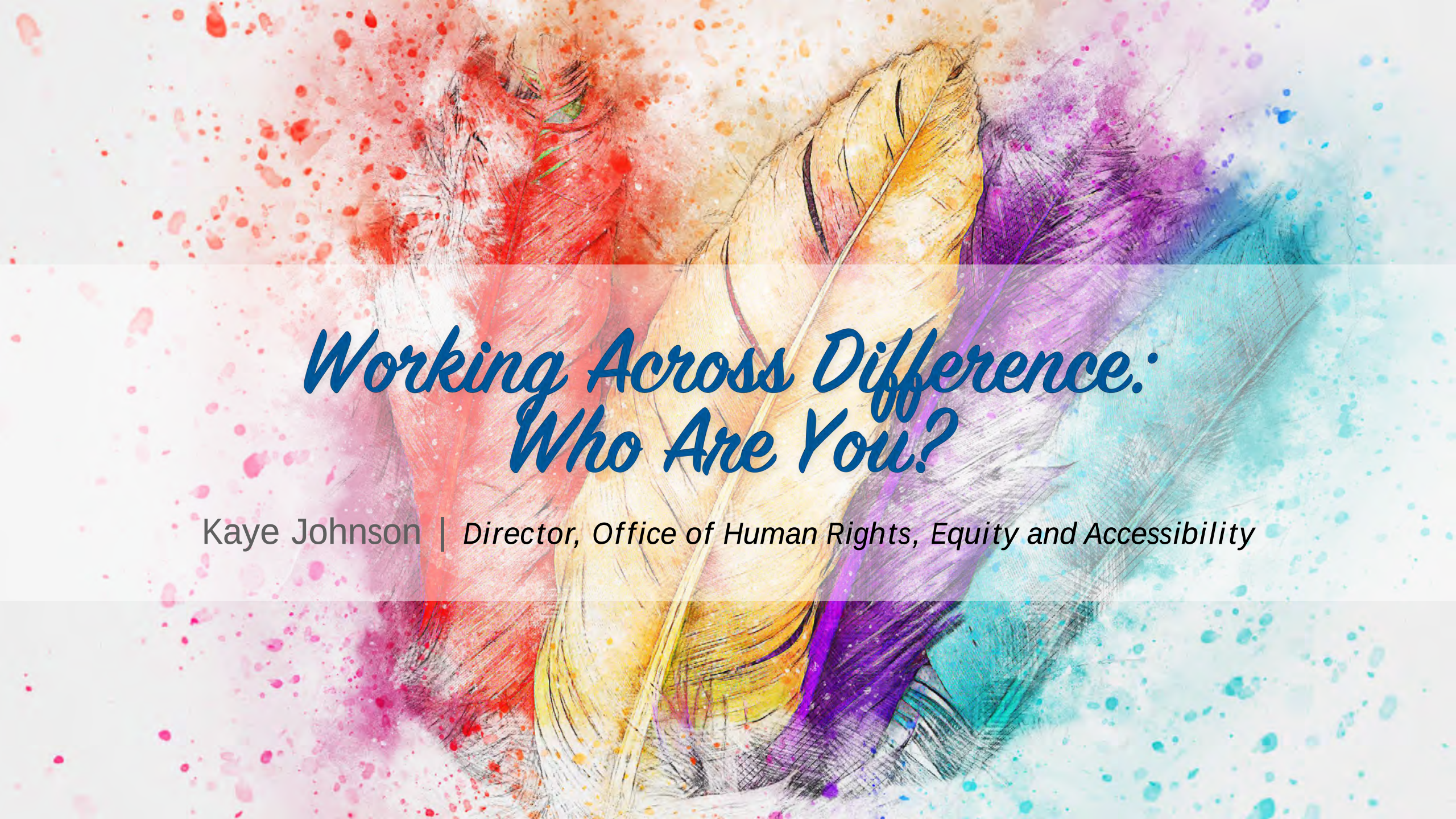

University of Windsor
NEW FACULTY ORIENTATION
DAY 2: Your Campus Networks
Tuesday, July 30, 2019

The Many Voices of Knowledge Communities

With:
Betty Barrett,
Brandon Bonnetplume,
Jeremiah Bowers,
Lacy Carty,
Deb Dayus,
James Gauld,
Debbie Kane,
Jane Ku,
Kaye Johnson,
Jenessa Shaw, and
Yuehua Zhu



Working Across Difference: Who Are You?

Kaye Johnson | *Director, Office of Human Rights, Equity and Accessibility*

The Many Voices of Knowledge Communities

Brandon Bonnetplume
Student, School of Social Work

Yuehua Zhu
Student, Faculty of Education

Jenessa Shaw
Student, Psychology

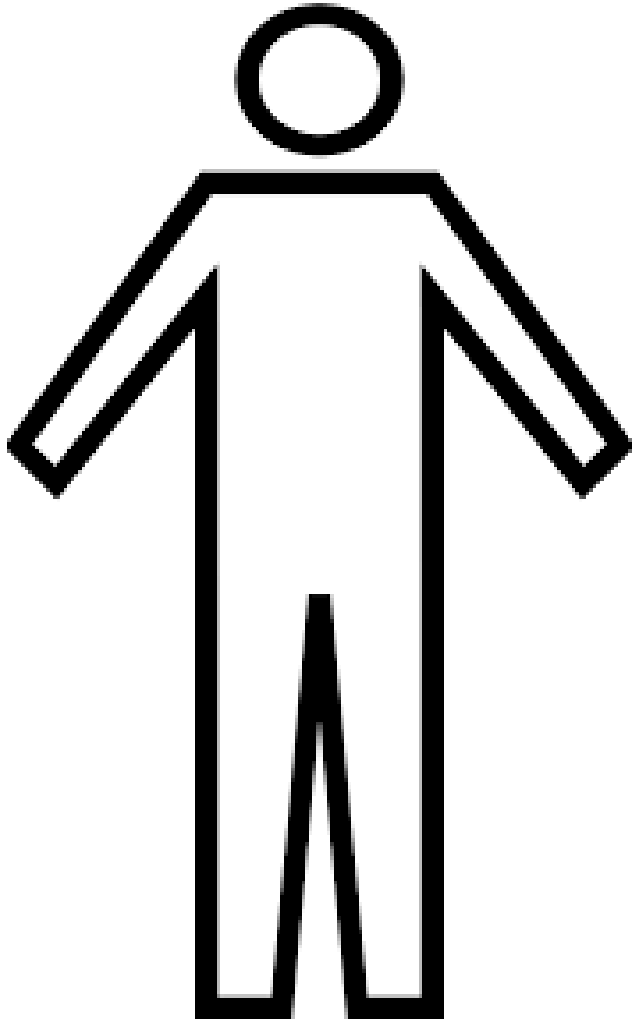
Lacy Carty
Student, Faculty of Law

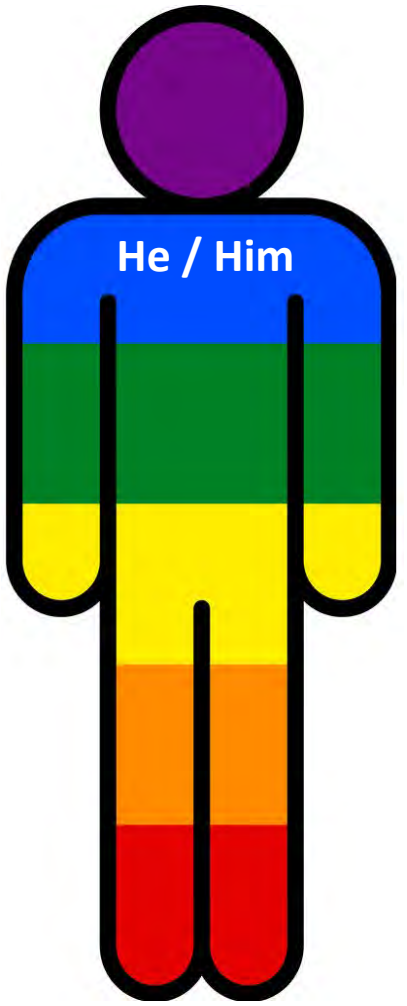
Jeremiah Bowers
President, University of Windsor Students' Alliance (UWSA)

More Than Our Roles

Dr. James Gauld | *Head, Chemistry and Biochemistry*

Perceptions/assumptions versus reality.

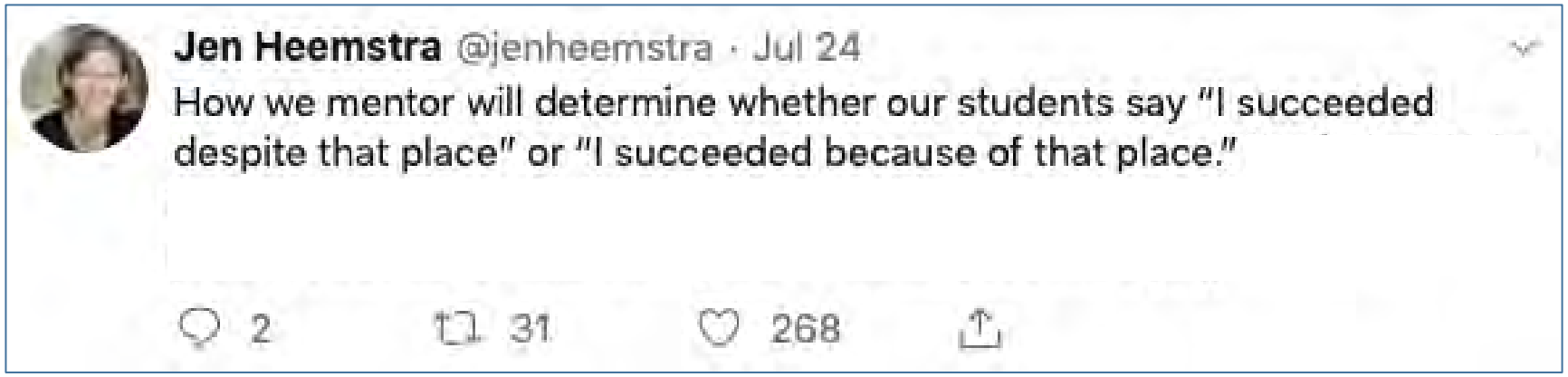




Be the culture to which we aspire: You are a role model

You do not know what others have experienced or are experiencing.

Reminder


Jen Heemstra @jenheemstra · Jul 24
How we mentor will determine whether our students say "I succeeded despite that place" or "I succeeded because of that place."
2
31
268

Challenging Moments in Working Across Difference: Conversations

Facilitated by Betty Barrett and Jane Ku

'Towards A Culture That Values All'

July 30, 2019

Deborah Dayus, RN, PhD

Deborah Kane, RN, PhD

University of Windsor

Objectives

At the end of this presentation, the participant will be able to:

- ***Understand why it is important for all of us in academia to recognize healthy work environments in order to work towards a culture that values teaching, taught by good people***
- ***Understand what an 'unhealthy' work environment looks like and how it presents itself***
- ***Understand the 'unhealthy' work environment and why we choose to avoid addressing it***
- ***Understand that a 'healthy' work environment must begin with each one of us***

A Healthy Work Environment: Civility Defined

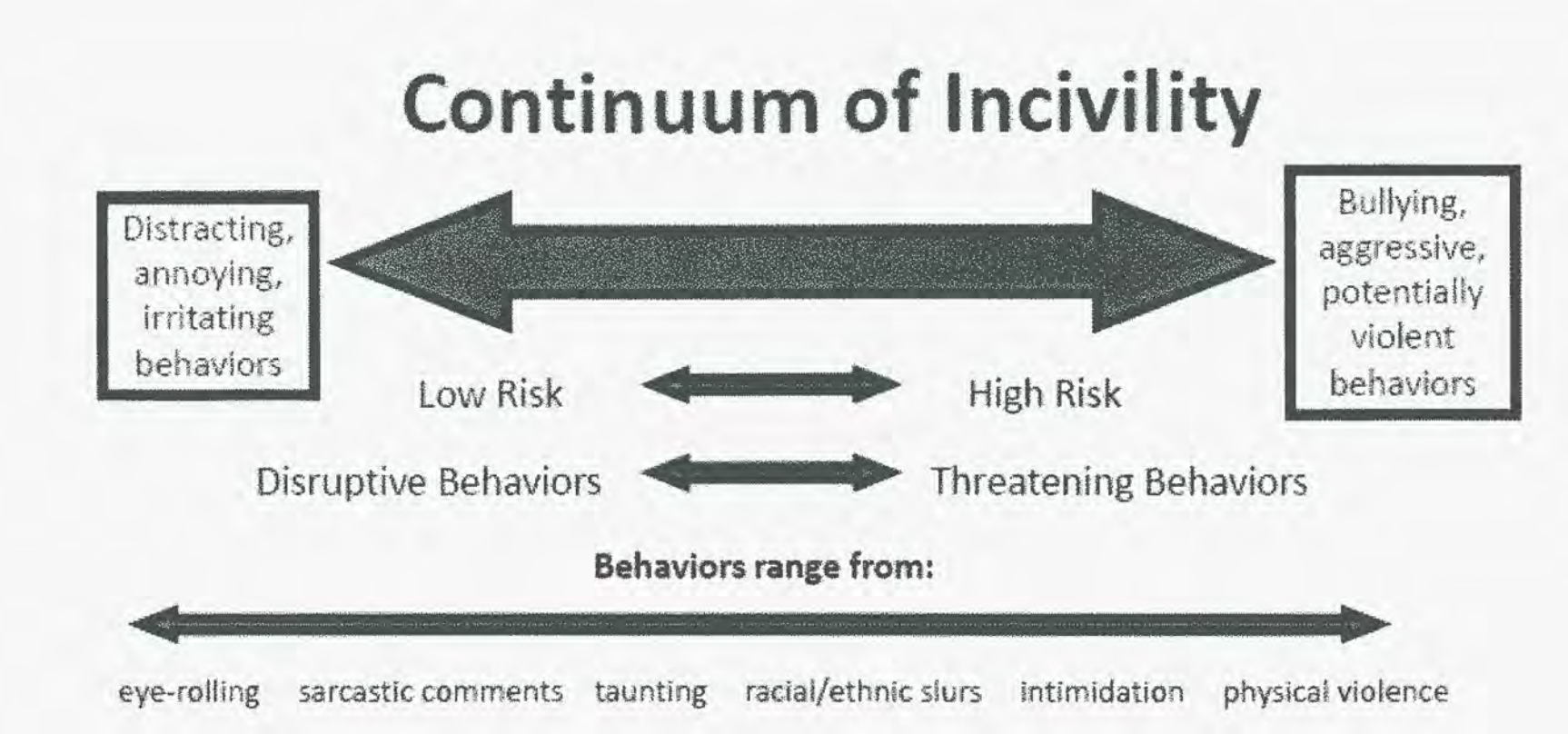
<u>Civility:</u> authentic respect for others that requires time, presence, the will to engage in genuine discourse and intention to seek common ground (Clark, 2010)

- ***Being fully present***
- ***Respecting one another***
- ***Honouring differences***

An Unhealthy Work Environment: Incivility Defined

- ***Faculty-to-faculty incivility is defined as any speech or action that is impolite, disrespectful, or rude that takes place between or among faculty.***
- ***Andersson and Pearson (1999) characterize workplace incivility as a disregard for others and a deviant form of workplace behavior that disrupts the normal pattern of behavior expected in the workplace.***

The Continuum of Incivility (Clark, 2013)



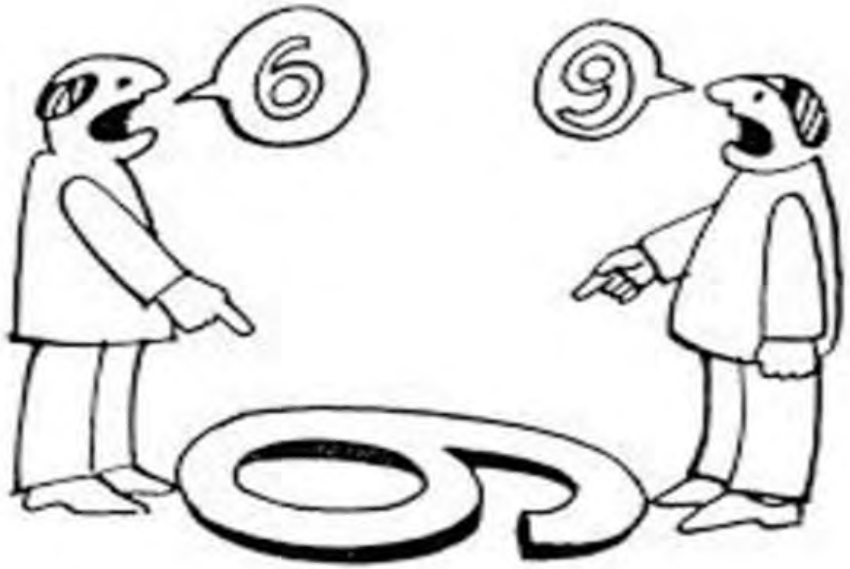
Incivility in Education…what we know

- ***Overlook, dismiss and even hide incidents***
- ***Incivility thrives in stress; faculty incivility thrives in the stressful atmosphere of academia***
- ***Faculty are a susceptible population***
- ***Research has been limited***
- ***Mental health issues with faculty and leadership***
- ***Continuous challenge to deal with uncivil behaviour***
- ***Underprepared and underqualified***

Incivility in Education

- ***There is an envy of excellence; competition vs cooperation (Heinrich, 2007)***
- ***Pits faculty against faculty with an outcome of cognitive dissonance***
- ***'Joy-stealing games' that destroy partnerships and obstruct the search for scholarship and knowledge (Heinrich, 2011)***
- ***'Blaming to Bullying' culture***

Everyone has their own reality…



So what is incivility then?

- ***It is not just simple conflict***
- ***Gradually evolves***
- ***Persistent***
- ***Systematic***

- ***Toxic work environment made up of Victims, Victimizers, and witnesses***

HealthForceOntario

Costs of an Unhealthy Workplace

(Shamian, 2003)

Sources of Work Related Stress

- ***Jealousy amongst colleagues that results in a toxic environment***
- ***Superiority and exclusive behavior of some faculty***
- ***Gossip and lies promoted by cliques within a department – incivility to other faculty members***
- ***Bullying and harassment***

(Dayus, 2015)

Frequently Experienced or Witnessed Uncivil Behaviours

- *To refuse to listen or openly communicate*
- *To be inattentive or cause distractions during meetings*
- *To intentionally exclude or leave someone out*
- *To challenge a coworkers' knowledge or credibility*
- *To consistently fail to perform workload*
- *To consistently interrupt someone*

(Dayus, 2015)

Frequently Experienced or Witnessed Uncivil Behaviours

- *To engage in secretive meetings*
- *To resist or create friction to prevent change*
- *To take credit for others' work*
- *To use gossip or rumors*
- *To use personal technology in a way that disrupts and/or interrupts interactions*
- *To demonstrate an "entitled" or "narcissistic" attitude*
- *To make rude nonverbal behaviours or gestures*

(Dayus, 2015)

Why do we avoid addressing Faculty-to-Faculty Incivility?

- ***Fear of professional retaliation***
- ***Fear of personal retaliation***
- ***Lack of administrator support***
- ***Lack of a clear policy to address faculty incivility***
- ***Prefer to avoid confrontation or conflict***

(Dayus, 2015)

Why do we avoid addressing Faculty-to-Faculty Incivility?

- ***Do not avoid***
- ***Addressing makes matters worse***
- ***Lack of knowledge and skills***
- ***Reluctant to challenge authority or position***
- ***It takes too much time and effort***
- ***Addressing may lead to poor peer evaluations***

(Dayus, 2015)

Contributing Factors to Faculty-to-Faculty Incivility

- ***Stress***
- ***Unclear roles and expectations***
- ***An imbalance of power***
- ***Organizational conditions***
- ***Demanding workloads***
- ***Faculty superiority***

(Dayus, 2015)

Contributing Factors to Faculty-to-Faculty Incivility

- ***Juggling multiple roles***
- ***Lack of knowledge and skills in managing conflict***
- ***Inadequate resources (financial, human, informational, etc.)***
- ***Technology overload/changes***
- ***Balancing teaching acumen with competence***

(Dayus, 2015)

What is the most effective way to address and promote Faculty-to-faculty Civility?

What is the most effective way to address and promote Faculty-to-faculty Civility?

- ***Honesty; talk about it; transparency; communication***
- ***Education***
- ***A culture of regard, appreciation and respect***
- ***Zero tolerance for incivility***
- ***Supportive environment***
- ***Be kind and courteous***
- ***Refuse to participate***
- ***Report such behaviour***

How do we foster civility in the work environment?

A Personal Inventory is a must for all!

Go to

http://www.menti.com/

and input the code

78 79 92

THE RESULTS
ARE IN...

Scoring the Civility Index: Add up the number of 1-5 responses to determine your 'civility' score

90-100	*Very Civil*
80-89	*Civil*
70-79	*Moderately Civil*
60-69	*Minimally Civil*
50-59	*Uncivil*
Less than 50	*Very Uncivil*

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Clark, C.M., Sattler, V., & Barbosa-Leiker, C. (2018). Development and psychometric testing of the Workplace Civility Index: A reliable tool to assess workplace civility, Journal of Continuing Education in Nursing, 49(9), 400-406.

The Clark Workplace Civility Index© is copyrighted material and should not be distributed or reproduced in any form without expressed written permission from Dr. Cynthia Clark or the publisher.

The 'Five Rites' for Fostering a Culture of Civility

- ***Raise awareness and expose effects of incivility***
- ***Inspire action and catalyze change***
- ***Take responsibility for creating civility***
- ***Engage and commit to personal and organizational change***
- ***Sustain results and generate more change***

(Clark, 2013)

Questions to consider…

How do faculty role model civil, collegial behavior?

How is a sense of community and collegiality promoted and developed?

What about me? Do I do my part?

The Ultimate Responsibility

"…establishing the right environment isn't part of the job. It is the job."

(Doucette JN. Create a great work culture. *American Nurse Today.* 2009;4(6):13-14)

All members of a campus community deserve a healthy academic work environment where each member is valued, treated with dignity and respect, and encouraged to engage in lively debate, spirited discussion, and meaningful discourse free from discrimination, harassment, and intimidation.

(Clark & Ritter, 2018)

Questions?
Discussion…

Resources

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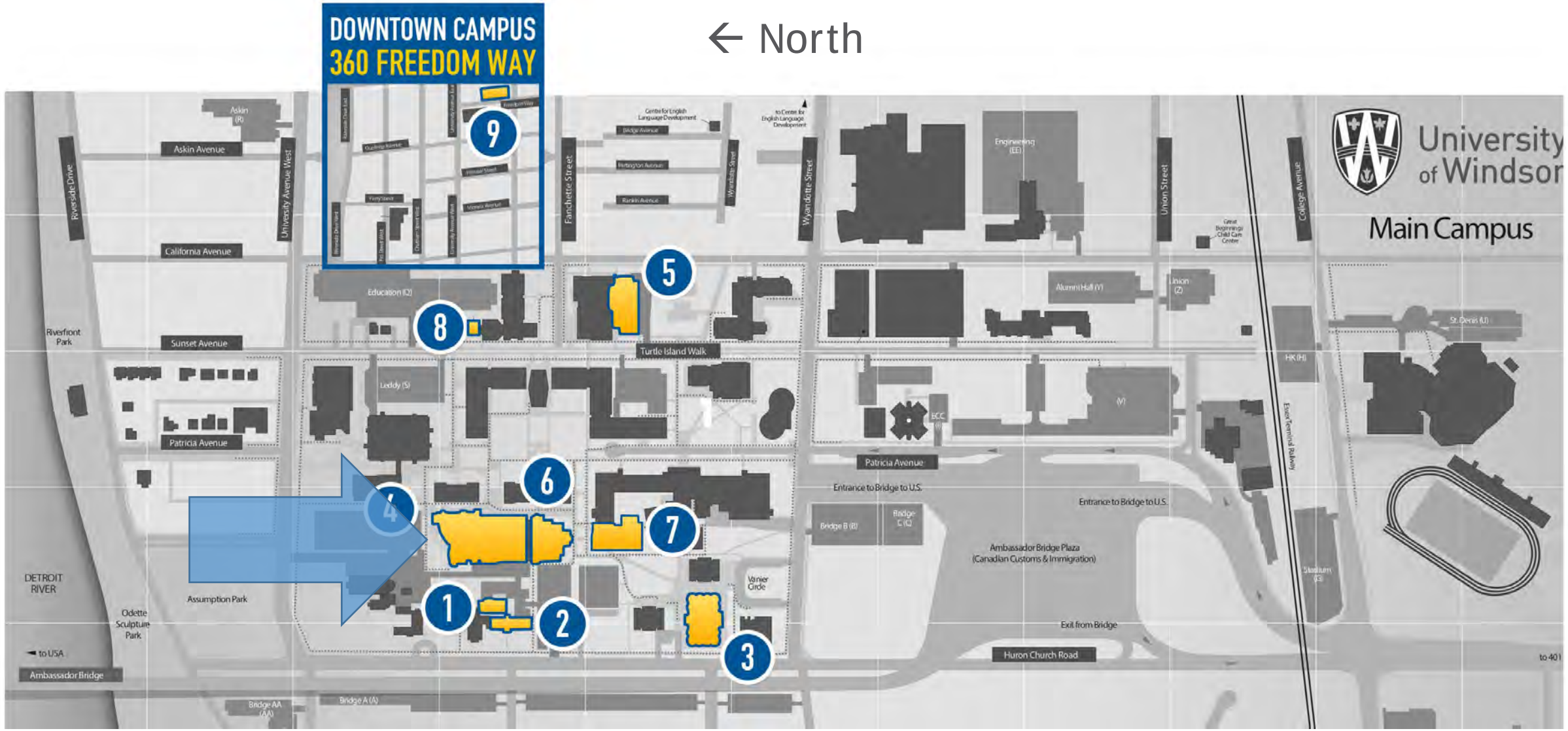
Closing Remarks

Up Next …

- Introduction to Blackboard Learning Management System (Medical Education Building, Room 2128)
- Introduction to UWinsite Student System (Campus Computer Centre, Computer Classroom)
- Provost's Reception (Essex Centre of Research [CoRe])


DOWNTOWN CAMPUS
360 FREEDOM WAY
← North
University of Windsor
Main Campus
Askin Avenue
California Avenue
Sunset Avenue
Patricia Avenue
Riverside Drive
University Avenue West
Fanchette Street
Wyandotte Street
Union Street
College Avenue
Riverfront Park
Education (O)
Leddy (S)
Turtle Island Walk
Alumni Hall (Y)
Union (Z)
HK (H)
St. Denis (U)
Engineering (EE)
Entrance to Bridge to U.S.
Bridge B (B)
Bridge C (C)
Ambassador Bridge Plaza
(Canadian Customs & Immigration)
Exit from Bridge
Huron Church Road
Vanier Circle
Assumption Park
Odette Sculpture Park
DETROIT RIVER
to USA
Ambassador Bridge
Bridge AA (AA)
Bridge A (A)
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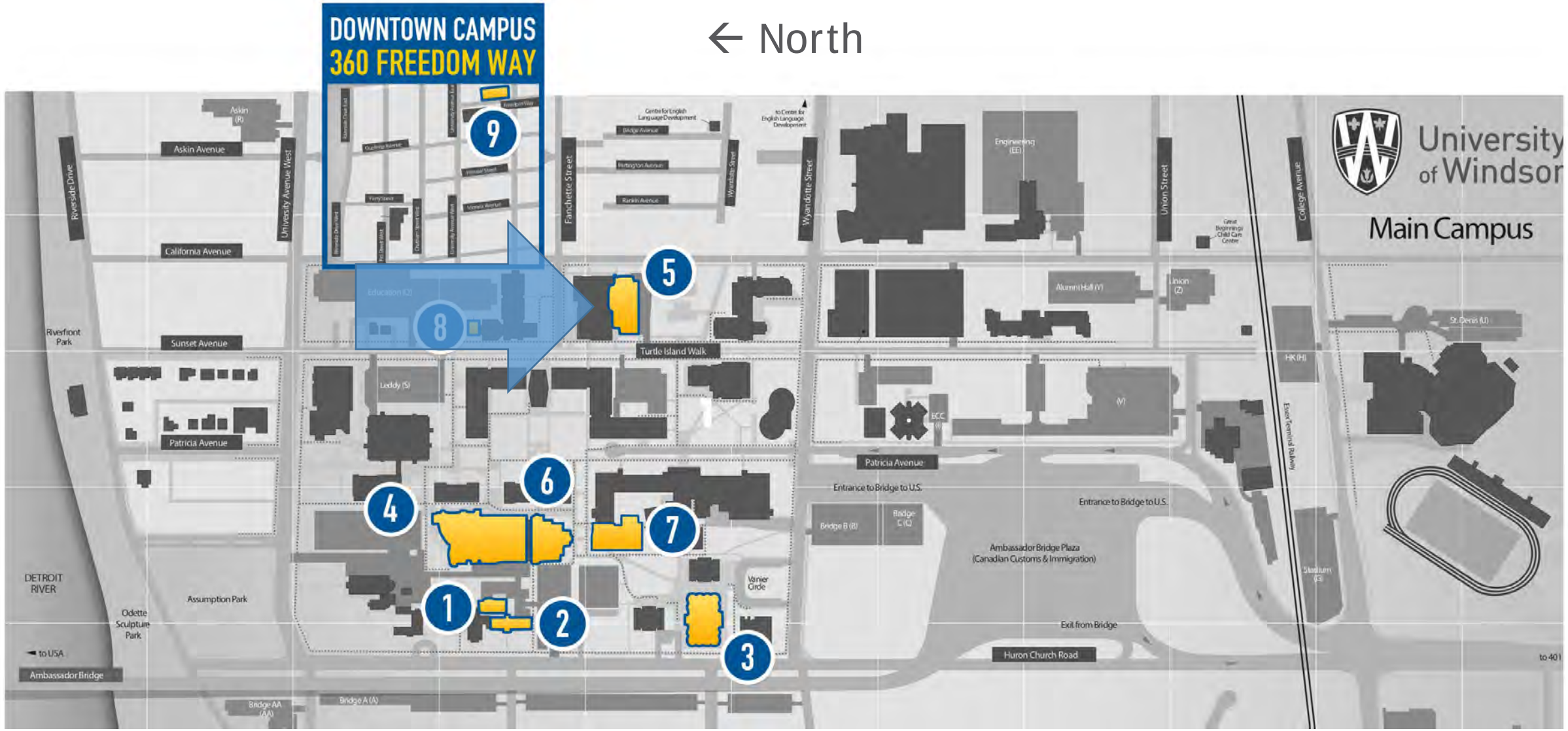
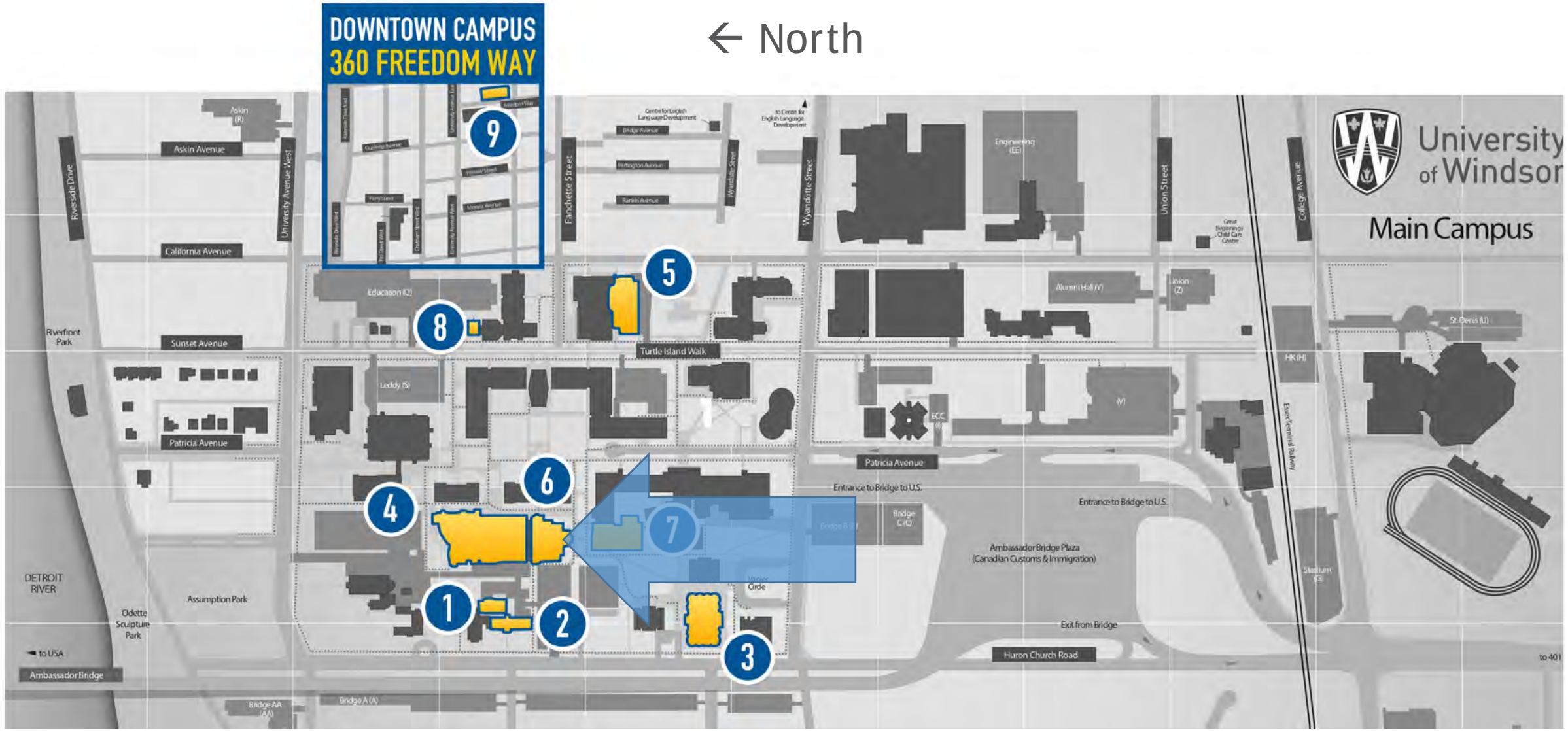
We are here



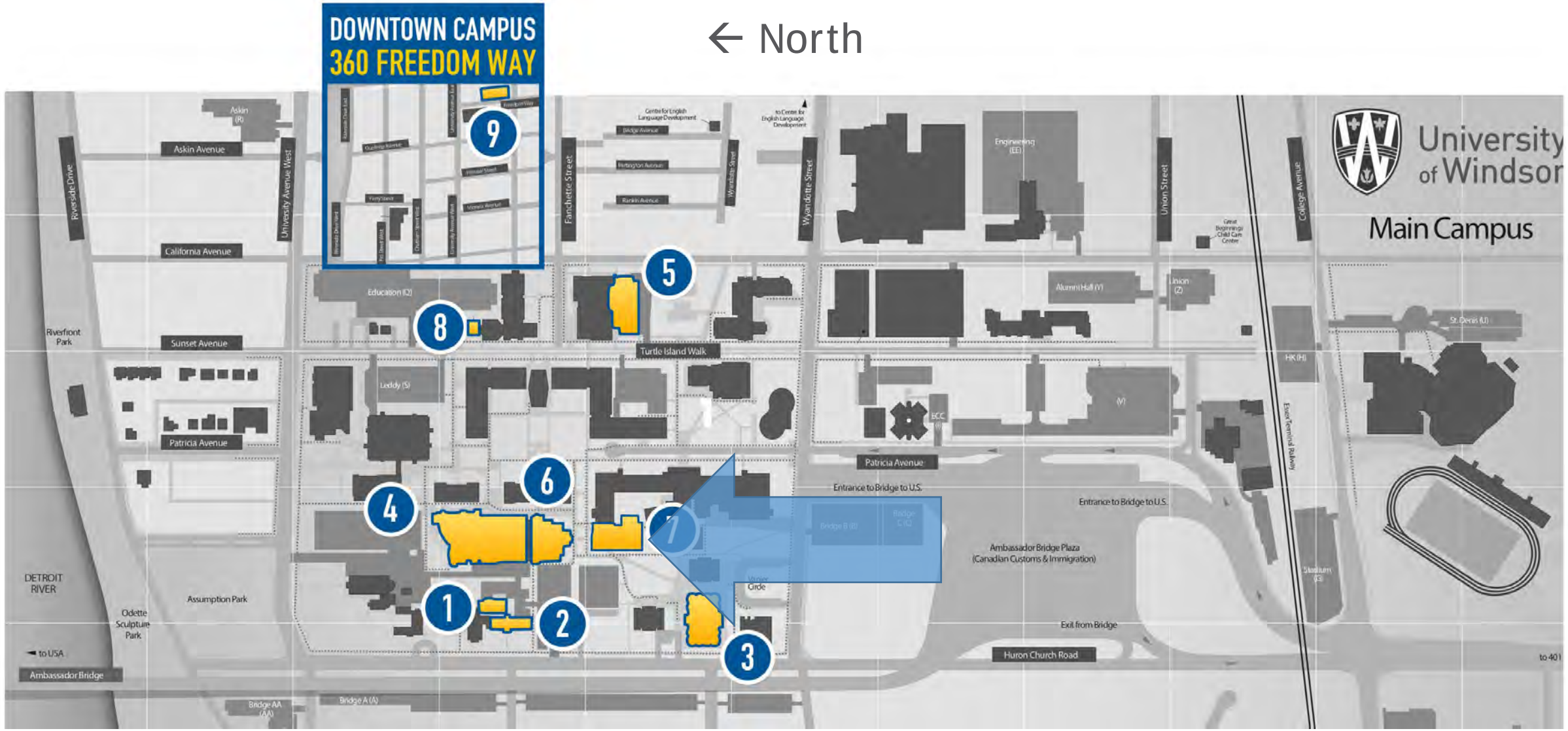
Introduction to Blackboard Learning Management System

(Medical Education Building, Room 2128)



Introduction to UWinsite Student System

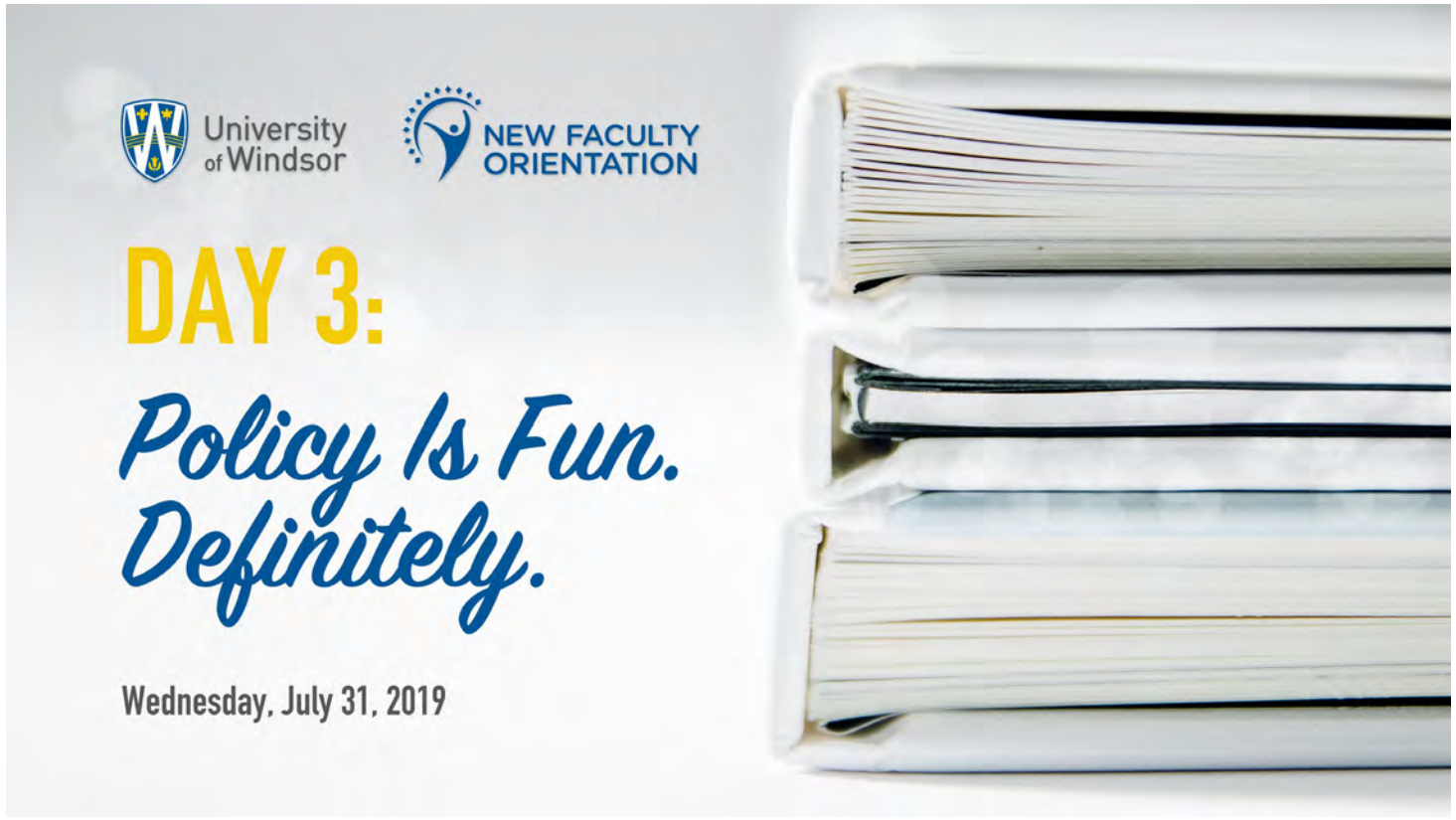
(Campus Computer Centre, Computer Classroom)

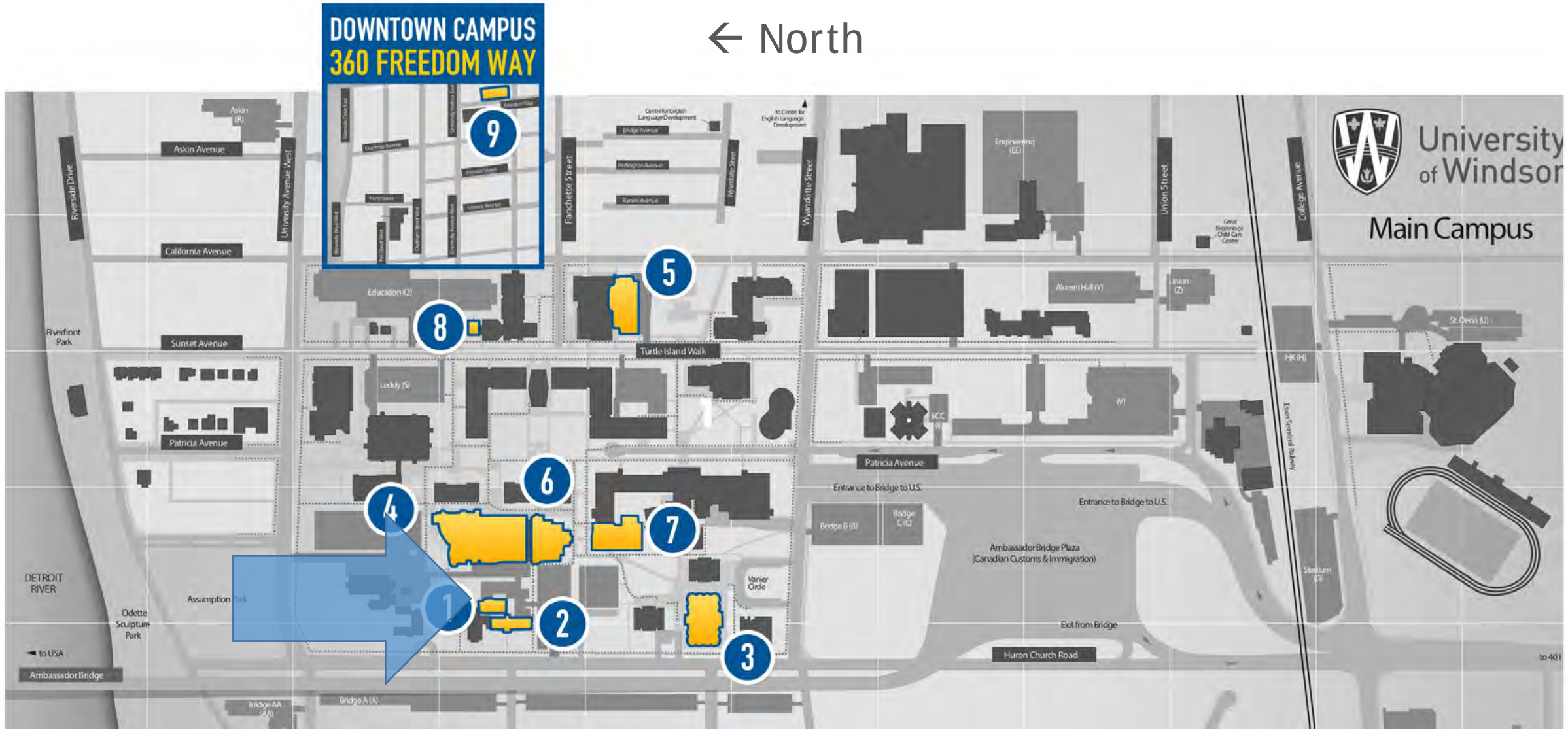


Provost's Reception

(Essex Centre of Research [CoRe])

Tomorrow


University of Windsor
NEW FACULTY ORIENTATION
DAY 3:
Policy Is Fun. Definitely.
Wednesday, July 31, 2019



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