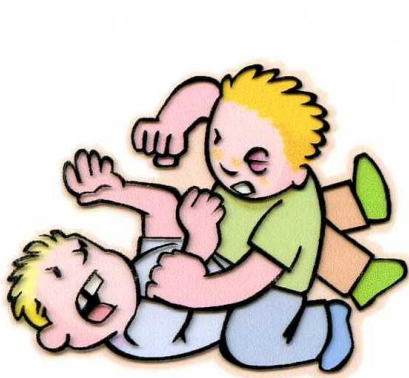


# Facilitating a Collegial Department or College



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**“A campus culture that values collegiality and civility is among the most important contributions a university can make.”**

**(Cipriano, 2011)**

The Biology Department at North Dakota State University supports a positive workplace environment.

Threatening language and/or actions directed at students, staff, or colleagues will not be tolerated and will be handled swiftly and appropriately.

Our goal is to foster individual respect and dignity within a safe and healthy environment.

# Today's Topics

- Collegiality Operationally Defined
- Civility Operationally Defined
- Chairs' Duties – Fuel to the Fire?
- Proactive Measures to Employ

# TODAY'S OBJECTIVES

- Practical, hands-on, useable information
- Sharing with our peers and colleagues
- Sharing of information in an informal and fun environment
- Taking information and ideas back to work in your department
- Developing ready-to-use strategies to implement

# Collegiality

- Facts about collegiality – what collegiality is and what it is not [Productive Dissent].
- Identify strategies to use to develop collegiality within a department.
- Collegiality as the 4<sup>th</sup> criterion for promotion and reappointment.
- Roles and responsibilities of academic leaders in promoting collegiality.

# Collegiality [Continued]

- Intervention strategies academic leaders can employ to foster a collegial and civil campus.
- Proactive strategies academic leaders can use to bring processes that generate and retain candidates that support and maintain a collegial environment within the department.

# MOST IMPORTANT ADVICE

Use Your Resources!

In this workshop, your resources are:

- The presenter.
- The PowerPoint slides.
- The handout materials.
- Your own experience and imagination.
- The 'active' Case Studies.
- Each other: Your wonderful colleagues!



# What . . . And . . . How?

What are the **proactive, proven strategies** that academics can use to bring **processes** that generate and retain candidates that support and maintain a collegial environment within the department and university?

Ever Feel Like...



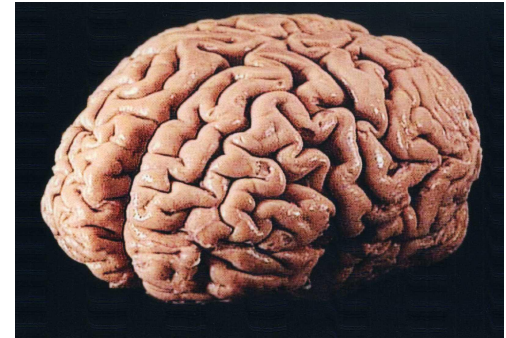
# A Good Leader Needs:



Courage



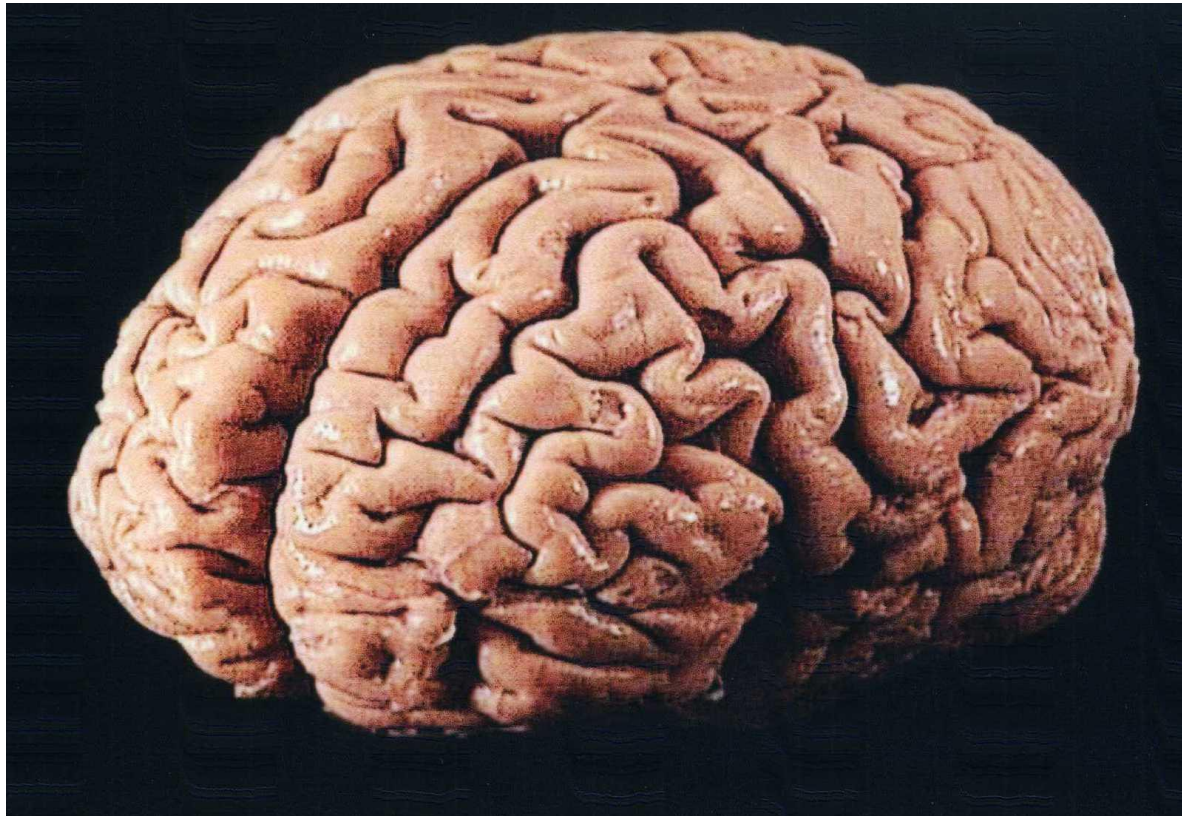
A Heart



A Brain

An Ability to Q. T. I. P.  
**Quit Taking It Personal**

# Your Brain...



FINISHED FILES ARE  
THE RESULTS OF YEARS  
OF SCIENTIFIC STUDY  
COMBINED WITH EXPERIENCE  
OF MANY YEARS

Your Brain on F's...

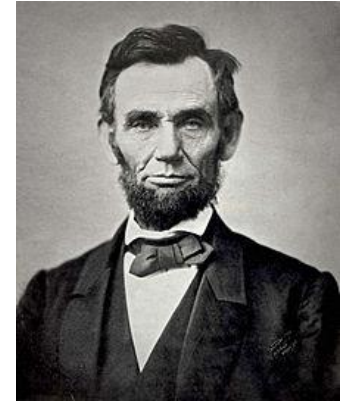


# COLLEGIABILITY . . .

Do you think collegiality should be a criterion for personnel decisions – e.g., tenure, promotion in rank, and reappointment?

\_\_\_\_\_ YES      \_\_\_\_\_ NO      \_\_\_\_\_ Not Sure

A House Divided Against  
Itself Cannot Stand  
(Honest Abe Lincoln)



Agree to Disagree Without  
Being Disagreeable  
(Honest Bob Cipriano)



The beatings will continue  
until morale improves!





# Words to Remember

- Uncivil and nasty behavior often elicits like behavior and like responses toward the person who precipitated the encounter.
- **YOU CAN CHOOSE** to meet others' poor behavior with effective responses that do not take the same approach.  
**[Mark's story: The stuff of urban legends]**
- Emotional Contagion
- Moral Disengagement – spreads like a germ

# Collegiality Operationally Defined

- As a NOUN, **collegiality** means cooperative interaction among colleagues.
- As an ADJECTIVE, **collegial** indicates the way a group of colleagues take collective responsibility for their work together with minimal supervision from above
- To many DETRACTORS, **collegiality** is merely a code word for a person who is overweight, smokes, dresses badly, has a “different way” of seeing things, is outspoken, et al.

Collegiality represents a reciprocal relationship among colleagues with a commitment to sustaining a positive and productive environment as critical for the progress and success of the university community.

Collegiality is a multi-dimensional construct that permeates the successful execution of all parts of the tripartite: scholarship, learning, and service.

Collegiality consists of collaboration and a shared decision-making process that incorporates mutual respect for similarities and for differences in background, expertise, judgments, and points of view, in addition to mutual trust.

# Does Collegiality Count?

While academics, legislators, and Board of Trustee Members debate the relative importance of collegiality in faculty personnel decisions, the United States courts have clearly and consistently spoken:

**THEY WILL NOT PROTECT TRUCULENT PROFESSORS!!**

# An Operational Definition of Civility

**Civility** indicates politeness and courtesy. In higher education, civil behavior is demonstrated by the following:

1. **Collaboration.**
2. Speaking in a **professional and respectful** manner toward others.
3. “Stepping up” when needed and agreeing to serve on committees, helping colleagues in personal crises, et al.

# **An Operational Definition of Civility**

## **[Continued]**

4. Following through on professional tasks and deadlines.
5. Respecting the decision-making processes of the unit. [NOT bringing up the past!]
6. Consistently communicating respectfully.
7. Relationships are constructive, supportive, and professional. [NOT personal]



# **Truisms About Chairs as Academic Leaders**

Department chairs hold the most important position in the university.

Eighty percent of university decisions are made at the department level.

Deans are only as good as their chairs!

The department chair is the most unique management position in America.

The time of amateur administration is over.

- 80,000 chairs in the United States.
- More than 96% have never been educated or trained to serve as chair.
- Chairs serve an average of six (6) years.
- Why become chair?
  1. To make a difference
  2. To shape department's direction
  3. Nobody else will do it!

CHALLENGES You Face as a  
Department Chair?  
**[Mini Discussion]**

# Duties of Chair/Fuel to Ignite Incivility

- Assign courses to faculty members
- Offer summer contracts
- Assign days and times for faculty members to teach
- Assign graduate assistants

**AND SO ON . . .**

**Mini Discussion**

- Assign office space
- Recommend salary increases
- Recommend personnel decisions
- Stipulate use of student workers
- Determine access to computers – home and on campus
- Determine committee assignments
- Intervene in student-generated complaints against faculty.

# Challenges in Being a Chair

Why do chairs leave? [20% leave per year]

1. Dealing with non collegial faculty member(s).
2. Excessive workload
3. Lack of adequate resources
4. Dealing with bureaucracy
5. Lack of time to devote to individual research

# Skills Needed by Chairs

1. Ability to communicate effectively.
2. Leadership skills
3. Character/Integrity
4. Trustworthiness
5. Interpersonal skills.

# Your INCREDIBLE Right Foot

1. While sitting, lift your right foot off the floor and make CLOCKWISE circles.
2. While doing this, draw the number '6' in the air with your right hand.
3. Oh wow: Did your foot change direction?

Nothing you can do about it.

Your brain, apparently, couldn't handle it!



# Rise of Incivility -- WHY?

Some of the reasons for the rise of incivility are:

- Economic uncertainty
- Mandate to do more with less
- Less prepared students
- Less motivated students



Why so much incivility?

What do you think are some additional reasons for the rise in incivility in higher education?

# Reasons for Incivility . . .

- Shift to online teaching
- Corporate culture influence
- Diverse students & faculty
- Ratcheting up of the workload
- More rigorous standards for tenure & promotion
- E-mail as primary mode of communication
- Faculty workload scrutinized by peers

# COLLEGIALITY . . .

Do you think collegiality should be a criterion for personnel decisions – e.g., tenure, promotion in rank, and reappointment?

\_\_\_\_\_ YES      \_\_\_\_\_ NO      \_\_\_\_\_ Not Sure

# Hire Somebody (ANYBODY)!!

We could lose the position due to budget constraints! (OH NO!)

No guarantee the position will be open next academic year! (NOOOO!)

Even if the choice is the 'best of the worst', he will CHANGE when he is in our collegial department!

“The greatest derangement of the mind is to believe in something because one wishes it to be so.” (Louis Pasteur)

# GROUP WORK

Your dean has indicated you can hire 1 new full-time position at the Assistant or Associate Professor level. You are fearful that if you do not hire 1 of the 2 finalists you will lose this much-needed position.

Following are the candidates' qualifications as indicated by CV's and reaching out to people they have worked with . . . and for. Each person has worked at 2 other universities for a combined total of 9 years.

# Whom do you hire? . . .

## Candidate A

1. Average teacher
2. Great researcher
3. Widely respected in field for cutting edge research
4. Tolerates students
5. Great grants person
6. Terrible colleague

## Candidate B

1. Good teacher
2. Does not publish
3. Known in field and liked by peers
4. Liked by students
5. Never wrote grant
6. Great colleague

# Whom do you hire? . . .

## Candidate A

1. **Very good teacher**
2. Great researcher
3. Widely respected in field for cutting edge research
4. Tolerates students
5. Great grants person
6. Terrible colleague

## Candidate B

1. Good teacher
2. Does not publish
3. Known in field and liked by peers
4. Liked by students
5. Never wrote grant
6. Great colleague

# Whom do you hire? . . .

## Candidate A

1. **Very good teacher**
2. Great researcher
3. Widely respected in field for cutting edge research
4. Tolerates students
5. Great grants person
6. **Great colleague**

## Candidate B

1. Good teacher
2. Does not publish
3. Known in field and liked by peers
4. Liked by students
5. Never wrote grant
6. **Bad colleague**



# Collegiality in Hiring

Arguably, the two most important decisions a university can make are:

Whom to Hire

Whom to Tenure/Reappoint

Overheard at a luncheon meeting to discuss candidates by a member of the search committee:

“I don’t give a damn if he is a Nobel winner: he is a total jerk and I don’t want to spend the rest of my career having coffee with him!”

But he had a great C.V.



Awarding tenure to an uncivil, nasty person just feels like a sucking chest wound – taking the life out of a potentially great and viable department.

**Working with a mean spirited, uncivil,  
selfish, self-serving non collegial  
person is like being pecked to  
death by a duck!**

# Tenure or Not – Mitigating Variables That May Effect Your Decision

## Mini Discussion – Any variables . . . ?

1. Person is a member of underrepresented group (e.g., disability, minority status, et al.)
2. Person bring in grants and contracts.
3. Person is married to a tenured person who brings in major grants and contracts.
4. Person is a terrible colleague.
5. Person has several sexual harassment charges against them.

# Mitigating Variables [Cont.]

6. Person has a major health issue – going blind
7. Person is a wonderful colleague
8. Person is overweight
9. Person dresses inappropriately
10. Person has ‘weird’ political beliefs
11. Person is undergoing major life style changes  
– has to take care of their elderly parents

# Mitigating Variables [Cont.]

12. Person has stated they want to 'work from home,' only teaching online courses
13. University is fearful of a lawsuit brought by this person
14. College is fearful of bad publicity in local and national papers, radio, and television
15. Department is fearful they will lose this tenure track position.



# Collegial or not, YOU make the call

1. Dr. Thunder yells at faculty and students.
2. Dr. Doitt is a pleasant person and a good teacher.
3. Dr. Carp chronically complains . . . about everybody and everything.
4. Dr. Chitchat spends hours gossiping.
5. Dr. Unbendable has developed a reputation for being inflexible.

# You Make the Call

6. Dr. Gracious responds promptly to e-mail and voice messages from students and colleagues.
  7. Dr. Forbearance is tolerant toward opposing opinions and colleagues.
- 1 sentence is not enough. Uniformity – throughout university as a whole – of what constitutes non collegial behavior is a needed step in fostering a civil, collegial university.

# What Constitutes Collegiality?

If we can't agree on what collegiality is (consistent and well-defined) we resort to Justice Potter Stewart's definition of pornography:

**“I KNOW IT WHEN I SEE IT.”**



If there was an objective, validated tool that assessed collegial behavior, would you be in favor of having collegiality as a criterion for tenure and promotion?

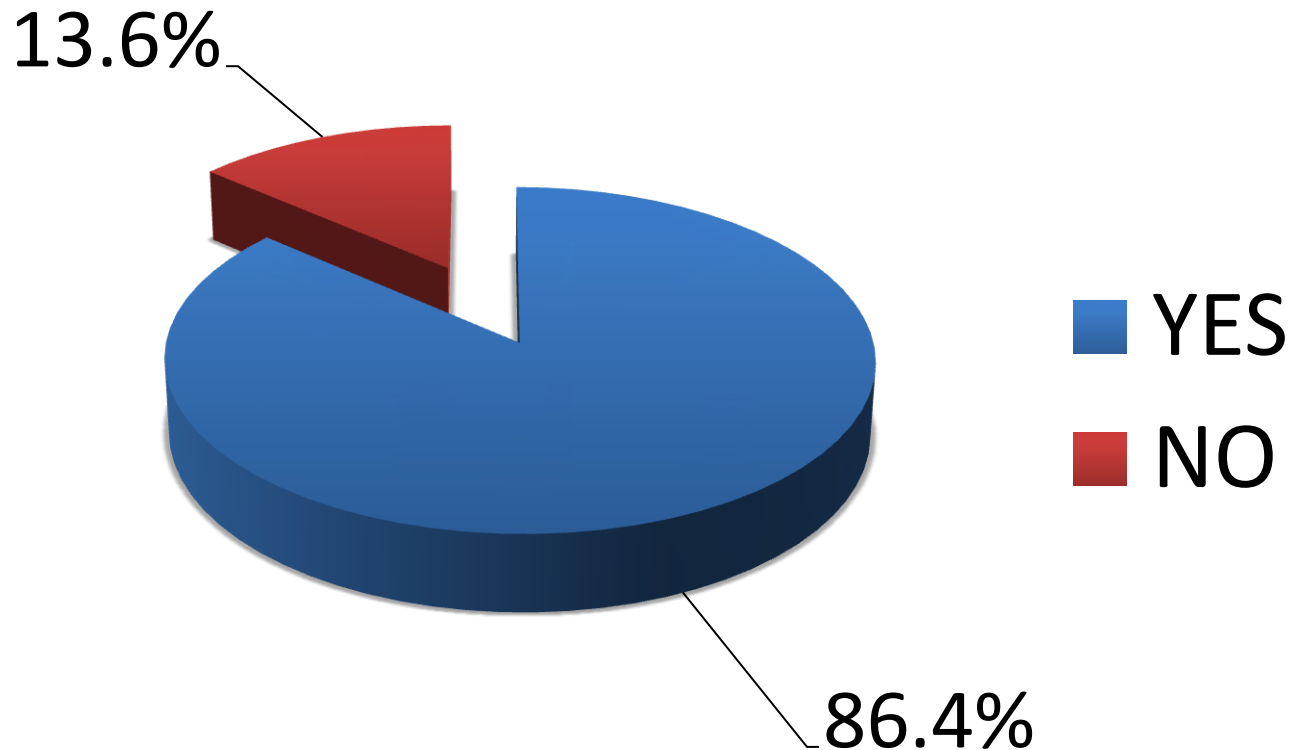
\_\_\_ YES \_\_\_ NO \_\_\_ NOT SURE

# Collegiality as 4<sup>th</sup> Criterion

- 2010 – 104 chairs responded to a survey
- 1 question on the survey asked: “Should collegiality be the fourth criterion, in addition to teaching, scholarship, and service, for tenure decisions?”
  - Seventy-six chairs (73.1%) said YES
  - Twelve chairs (11.5%) said NO
  - Sixteen chairs (15.4%) said NOT SURE

# Yes/No Responses

- Removing the “Not Sures”... 6.5 to 1 ratio

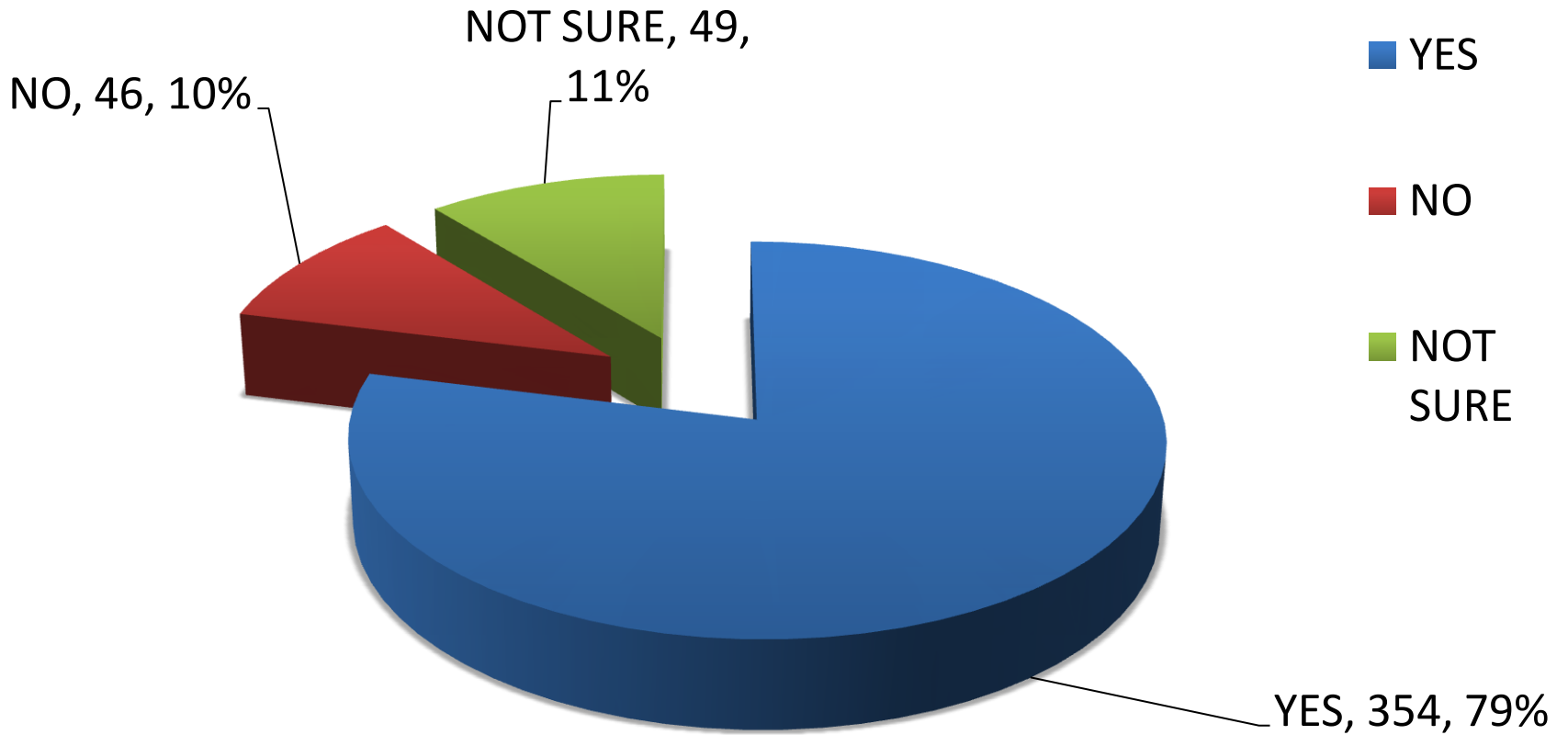


# Collegiality (2011)

The following question was asked of 451 chairs:

If there was an objective, validated tool that assessed collegial behavior, would you be in favor of having collegiality as a criterion for tenure and promotion?

# Collegiality - RESULTS

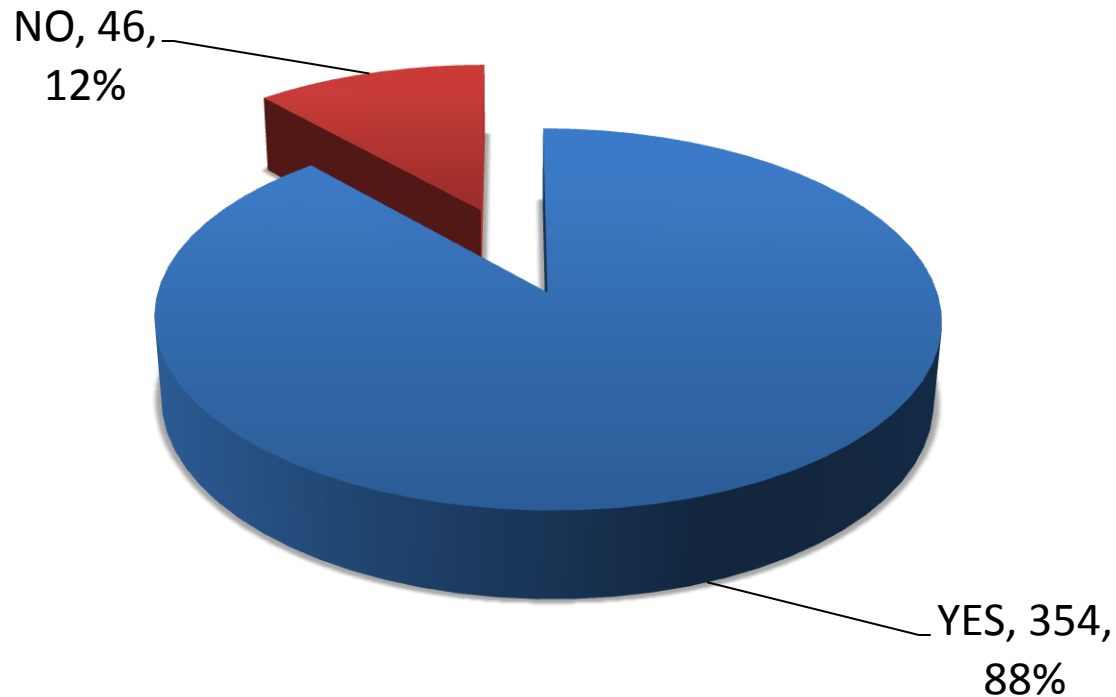




# Collegiality - RESULTS

- Removing the “Not Sure” responses...

7.7 to 1 ratio



# Collegiality [Continued]

- Why did more people (N = 49) select “NOT SURE” in greater numbers (N = 46) than responded “NO”?
  - Ambiguous Term
  - Imprecise
  - Can be used to “Get someone”
  - SUBJECTIVE

# The Facts About Civility . . .

1. Can “lack of collegiality” be used as a basis to terminate a full-time faculty member?

YES  \_\_\_\_\_ NO \_\_\_\_\_ NOT SURE \_\_\_\_\_

2. Are climate, culture & collegiality more important to the satisfaction of early-career faculty than compensation, tenure clarity, workload & policy effectiveness?

YES  \_\_\_\_\_ NO \_\_\_\_\_ NOT SURE \_\_\_\_\_

# Facts About Collegiality [Cont.]

3. Do most institutions of higher education specify collegiality as a distinct criterion for tenure and promotion?

YES \_\_\_\_\_ NO  \_\_\_\_\_ NOT SURE \_\_\_\_\_

4. When considering collegiality in faculty employment decisions, courts of law have consistently upheld its importance.

TRUE  \_\_\_\_\_ FALSE \_\_\_\_\_ NOT SURE \_\_\_\_\_

# Facts About Collegiality [Cont.]

5. Collegial behavior implies mindless conformity or total absence of dissent.

TRUE \_\_\_\_\_ FALSE  NOT SURE \_\_\_\_\_

6. The courts do not perceive collegiality as important to the university to fulfill its mission.

TRUE \_\_\_\_\_ FALSE  NOT SURE \_\_\_\_\_

# Facts About Collegiality [Cont.]

7. Destructive conflict can immobilize departments.

TRUE  FALSE  NOT SURE

# Ideas for Dealing with a Non-Collegial Faculty Member (2012)

- 21 Question Survey
- Survey Themes
  - Do nothing
  - Positive
  - Punitive
  - Proactive

# Data from 2012 Study

- Survey Themes
  - Do nothing: 11.7%
  - Positive
    - Totally support: 13.1%
    - Serving as a mentor: 3.6%
    - Legacy building: 51.9%
    - Ask what you can do to help: 66.7%



# Data from 2012 Study

- Survey Themes: Punitive
  - Place in smaller office: 0.2%
  - Five-day a week teaching schedule: 4.7%
  - More students to advise: 0.4%
  - No summer employment: 15.7%
  - Serve on more committees: 4.5%

# Data from 2012 Study

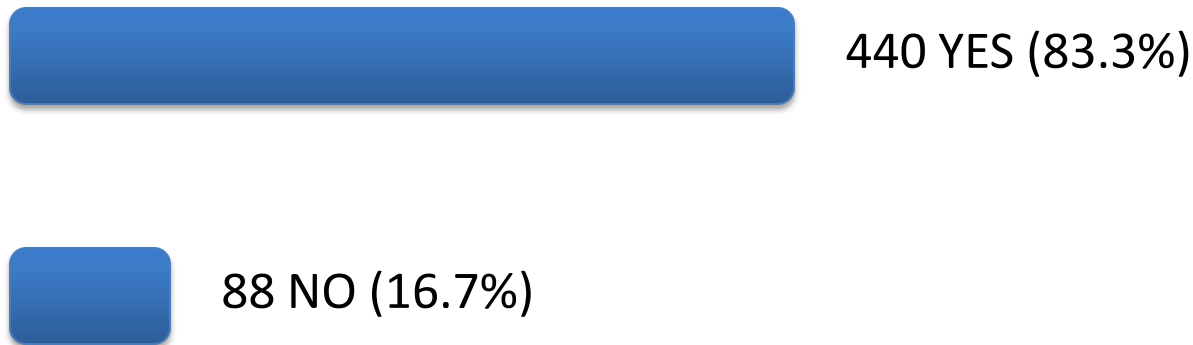
- Survey Themes: Punitive
  - Unpopular courses to teach: 1.1%
  - Late evening classes: 1.9%
  - Early morning classes: 2.3%
  - Do not invite to any department social functions: 2.7%
  - Observe teaching in classroom: 17.8%
  - Scrutinize use of sick/personal days: 9.1%

# Data from 2012 Study

- Survey Themes: Proactive
  - Contact Dean: 80.3%
  - Contact Provost: 21.2%
  - Contact Human Resources: 57.0%
  - Write letter explaining problems: 60.2%
  - Have an open and frank discussion: 92.8%
    - 79.8% would have this meeting on-campus

# Data from 2012 Study

- Survey of 528 department chairs
- In response to the question:
  - Have you ever had an uncivil or non collegial faculty member in your department?



# The CAM & S-AM

Collegiality Assessment Matrix (CAM) used to i.d. observable behaviors most commonly associated with collegiality in the academy.

Self-Assessment Matrix (S-AM) – faculty completes the S-AM [similar to CAM]

Possible to compare a person's rating of his own collegiality with how others (chairs, deans, peers) perceive the same behavior

# The CAM and S-AM [Continued]

- Both instruments were pilot-tested by chairs and faculty.
- Results: both matrices were highly useful, easy to complete, associated with observable behaviors rather than interpretations of someone's personality or attitudes, and valuable for promoting productive discussions of collegiality within departments and throughout campus.

# Applying the CAM & S-AM

Both instruments have multiple uses.

- In a department or college, the chair and/or dean completes a CAM for each faculty member, while a faculty member being assessed completes his or her S-AM.

Other peer faculty members in the department completes a CAM on the person being assessed. **[MOST COMMON]**

# Applying the CAM & S-AM [Cont]

- In a one-on-one conversation, supervisor and faculty member being assessed can discuss where their perceptions of the faculty member's level of collegiality agree, where they differ, and what might be done to improve matters for the future.



# Applying CAM & S-AM [Cont.]

- At other times, especially as part of a tenure review where a faculty member's collegiality (or lack thereof) is a matter of ongoing interest, faculty member can complete the S-AM while the chair **and all other members of the department assess the candidate's level of collegiality with the CAM.**

# Applying CAM & S-AM [Cont.]

By calculating medians of the faculty ratings, the review committee will have 3 useful data sets to compare:

- (1) Supervisor's assessment
- (2) Individual's self-assessment
- (3) Aggregated scores of candidate's peers

# Applying CAM & S-AM [Cont.]

- NOTE: Since items left blank or scored as N/A do not enter into the averages, faculty members can feel comfortable rating only those items about which they have direct knowledge and observation.
- Both the CAM & S-AM contain 10 statements. If a person rates all 10 statements and adds the numerical total for all 10 statements, that score is divisible by 10. If he only completes 8 statements, the total is divisible by 8.

# What's Next for CAM & S-AM

- ATLAS is developing a national data base on the aggregate scores for both assessment instruments. Specific variables will be analyzed (e.g., gender, geography, tenure v. non tenure status, rank, et al.) and the results will be shared with colleagues and universities that participate.
- Online version of both CAM and S-AM.

# You May Need to Balance Hi-Tech IF . . .

- You get a nervous tick . . . after not checking your e-mail for more than 3 hours.
- You wake up at 3 a.m. to go to the bathroom and on your way back to bed . . . you check your e-mail.
- You're using PowerPoint . . . to lecture your children.
- Your 1<sup>st</sup> thought after seeing this list is that you'd like to get a copy so you can e-mail it to someone

# 4 Causes of Non Collegial Behavior

1. Self-image is different from perception by others.
2. Poor communication skills.
3. Lack of ownership or investment.
4. Perception that non collegiality is permitted.

How can chairs build on these causes and work to improve collegiality?

# COLLEGIALITY

Chair has department meeting:

1. What is collegiality.
2. The importance of collegiality.
3. Department Code of Conduct.
4. Expectations – what is collegiality, and what collegiality is not.
5. Use of CAM and S-AM
6. Do not want affable Babbits.
7. Productive dissent – Yes.
8. Non collegial behavior can ruin a department.

# University-Wide Strategies for Fostering Collegiality

- Encourage faculty members to take personal responsibility for the quality of their academic community and the professional behavior of their colleagues.
- Include the expectation of civility, respect, and collegiality in the mission statement.
- Conduct campus-wide dialogues on civility and collegiality.



- Clearly state expectations for civil behavior for faculty, staff, students, and the administration in the faculty handbook.
- Gather documented support from the faculty senate, president, provost, deans, chairs, and faculty that non collegial behavior will not be tolerated.
- Make collegiality the fourth criteria for tenure, promotion in rank, and reappointment.

- Develop a university-wide code of ethics that is endorsed by faculty members, staff, students, and administrators.
- Indicate in the collective bargaining agreement, if applicable, that a proper academic climate can be maintained only when faculty members display civility and collegiality.

- Adopt a workplace harassment policy that encompasses more than sexual harassment.
- Educate chairs and deans in conflict management, resolving conflict, and pre- and post-conflict communication techniques.
- Prominently feature the importance of respect and civility in position announcements for new faculty.
- **OTHERS . . . ?**

# A Special Assessment . . .

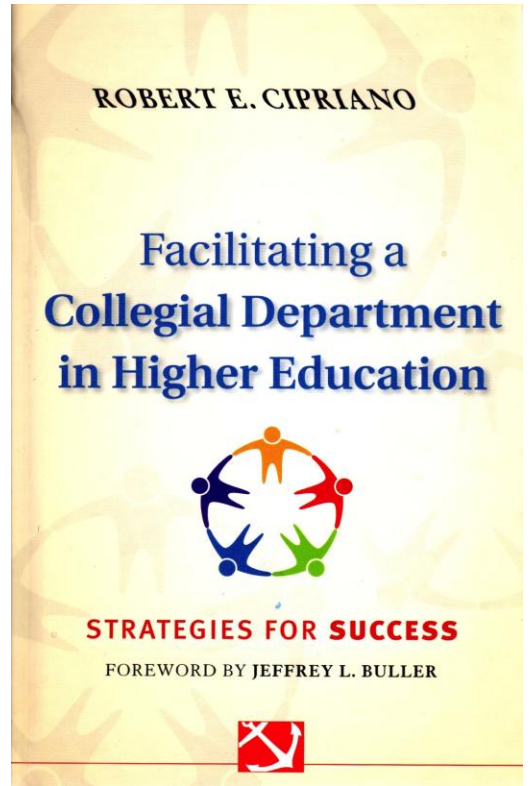
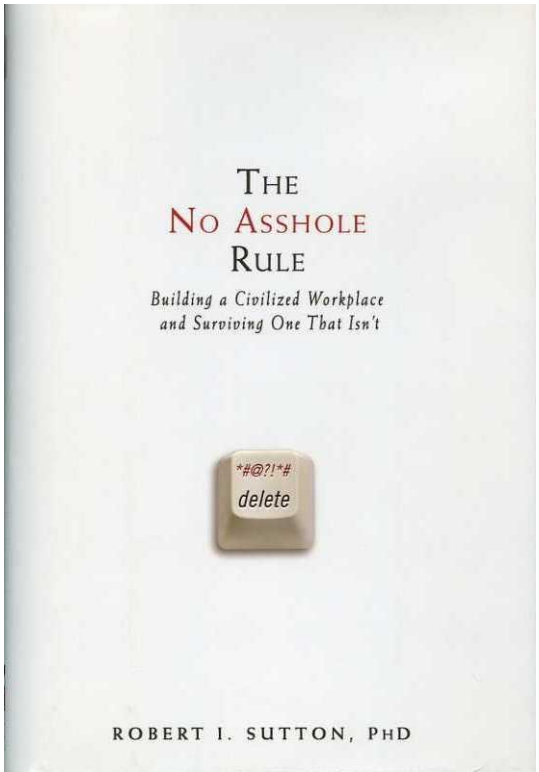
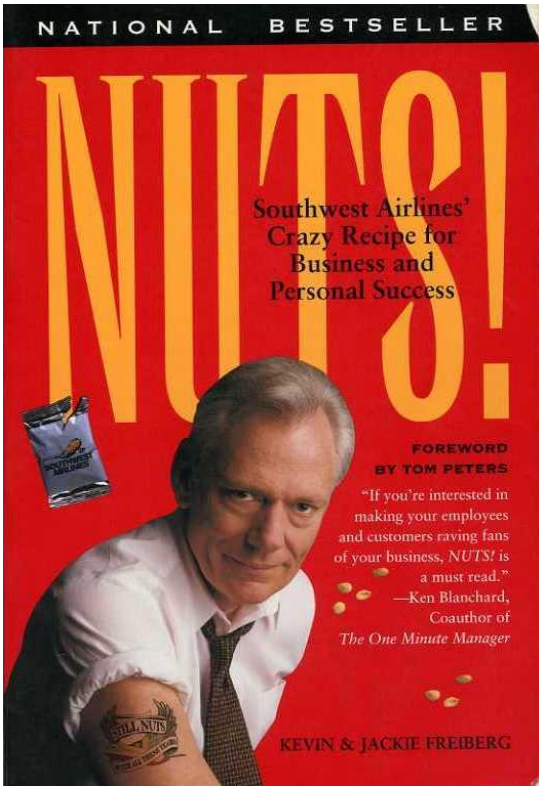
- Strictly adhere to specific protocols and safeguards.
- Academic freedom and shared governance!
- I.D. problem(s) with faculty member and, if needed, develop a plan of improvement.
- Have dean and chair design appropriate evaluations and assessments of faculty member [CAM & S-AM can be helpful].

- Draw from list of faculty approved evaluators.
- Assign trained evaluator(s) to work with faculty member.
- Have evaluator(s) develop specific intervention strategies to help faculty member
- Have evaluator(s) submit written report to the dean, chair, and affected faculty member with recommended actions.
- Implement and evaluate specific plan with a detailed schedule of compliance.

- Faculty input essential when formulating principles and policies.
- Full, thoughtful, and transparent deliberations will serve, at the least, to bring importance of collegiality to the forefront of a variety of constituencies throughout the university community.

Institutions of higher education go about the business of education with the efficiency of the Department of Motor Vehicles and the compassion of the Internal Revenue Service.

# Resources





# Dilemmas Have Two Options

1. One PRACTICAL
2. One MIRACULOUS

Practical Option: Our duly-elected Democratic and Republican members of Congress will work together collaboratively in a non-partisan manner to help solve our country's problems.

Miraculous Option: A non collegial, uncivil and toxic faculty member will transform himself and turn into a civil, supportive, and collegial faculty member!

This financial crisis is forcing universities to make tough decisions:

There is a risk that we might need to lay off Andre...



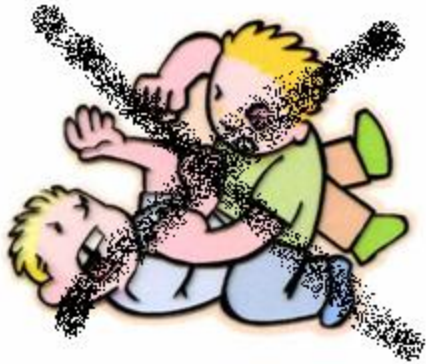
# 8 Thoughts to Ponder Over Dinner

1. What would be a good name for a MALE ladybug?
2. Why does SOUR cream have an expiration date?
3. What disease did CURED ham actually have?
4. Why do we PARK on DRIVEways and DRIVE on PARKways?

# Still Pondering . . .

5. If Jimmy cracks corn and no one cares, why is there a stupid song about him?
6. Why do we sing “Take Me Out to the Ballgame” when we’re already there?
7. What IF the Hokey Pokey is really what’s it all about?
8. What if there was no tenure . . . ?

# Creating a More Collegial and Harmonious Department



**Questions?**

**THANK YOU!!**

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