

Addendum: Education and Resource Request for Anti-Bullying Proposal

The Academic Senate's Ad Hoc Anti-Bullying Committee (ABC) believes it is not enough to establish a statement of values that defines and discourages bullying at Wayne State University (WSU). We must also provide support for and means to increase knowledge and understanding of bullying behaviors, discourage bullying behaviors, promote constructive responding by our community, and, more broadly, continue to develop a welcoming campus climate and culture that is antithetical to bullying and other hostile behavior. To this end, the ABC offers three specific recommendations. Under each recommendation, we also raise questions or concerns that the Academic Senate and the WSU administration should consider regarding education and resources.

Budget for Dissemination of Information and Education

Recommendation #1: WSU should provide education and resources on bullying.

Education and resources are particularly important for developing a culture and climate at WSU that discourages bullying specifically and fosters a more inclusive and welcoming climate overall. To increase effectiveness of the anti-bullying initiative, a variety of education efforts should be utilized. These education efforts should occur across three domains: general awareness or consciousness raising; peer or bystander strategies; and leadership support.

First, many people in the University community are uncertain about what bullying is and, thus, its impact on individuals and our campus community. Therefore, education efforts should include raising the University community's general awareness of the phenomenon of bullying and the negative consequences associated with experiencing and even witnessing bullying. This effort will raise the consciousness of our University members (e.g., faculty, academic staff, non-academic staff, students, and administrators).

Second, education should address the potential influence of community members, peers, or bystanders, on bullying intervention and prevention. Such education would likely begin by teaching people how to recognize bullying when it happens to others. Once people can recognize bullying when it happens, they may be able to take action to intervene and discourage its recurrence. Many who witness a peer being bullied are not sure what to do or may feel helpless about intervening. This can occur for a variety of reasons, including lack of knowledge about how to intervene or a power differential between the bully and the bystander based on rank or role. By providing education about what peers can do to discourage and/or intervene when witnessing bullying and how peers can offer support to victims of bullying, WSU can encourage its members to become agents of change.

Third, education should address the impact of administration and others in leadership roles (including instructors with their students) on bullying intervention and prevention. As with peers/bystanders, education for leaders should begin with knowledge about how to recognize bullying. The leadership should also be educated on the negative consequences of bullying, as bullying impacts job performance and turnover. Further, leaders should be educated on ways to

provide advice, guidance, and support on bullying intervention and prevention. Leaders need to be given effective tools to discourage bullying, specifically and build and support an inclusive and welcoming campus climate. Individuals in leadership roles are important agents of change at WSU.

Education might involve (a) web-based tutorials on bullying behavior and prevention, (b) in-person and/or virtual presentations on bullying and its prevention from experts in the field, and (c) workshops on bullying and its prevention. All students, faculty, and staff at WSU would be encouraged to participate in educational initiatives. It is recommended the university incentivize voluntary participation for bullying education and prevention.

WSU has scholars who are experts on bullying education and prevention. WSU should rely on its resident experts to facilitate educational initiatives across campus. WSU should also fund education opportunities from non-resident experts.

Education could include a series of workshops open to all university members. Education could also include web-based initiatives, housed on an anti-bullying website (see below). The University could also support annual speaking engagements by nationally and globally recognized leaders in anti-bullying.

Recommendation #2: WSU should create a website dedicated to providing information regarding the anti-bullying initiative.

One way to increase general awareness of bullying is to establish a publicly available website designated to demonstrating WSU discourages bullying behaviors, promotes inclusivity, and is committed to an inclusive and welcoming campus climate. This website would connect the University community to a variety of resources such as: (a) education on bullying and conflict resolution; (b) literature and research on bullying behavior and prevention; (c) contact information for persons/groups at WSU that can assist with bullying issues; and (d) links to other resources available from four-year universities. The following are examples of content that could be posted on the website.

- 1) Educational materials: The website could contain a section with information and materials that serve to educate our University community about what bullying entails and why it matters. These educational materials could be divided into personal experiences of bullying victimization, bystander witnessing of bullying, and personal experiences of bullying perpetration. These materials could also include information about conflict resolution, health risk factors associated with bullying victimization, and bullying factors associated with employee morale, job performance, and turnover.

The website could include examples of bullying behaviors to educate the University community. The following behaviors may, in certain circumstances, constitute bullying within the context of the university:

- Mocking, berating, ridiculing, intimidating, or demeaning others;
- Name-calling and attacks on one's character, using a person as an object of ridicule, or using nicknames after being warned that the nickname is considered offensive;

- Making offensive remarks regarding a person's physical attributes;
- Persistently interrupting a person or otherwise preventing a person's legitimate attempts to speak;
- Undermining or sabotaging the work or university performance of others;
- Spreading false or inappropriately sharing sensitive information about another;
- Deliberately excluding, isolating, or marginalizing a person from workplace or university activities that affect their ability to do their job;
- Using the Internet, interactive and digital technologies, mobile phones, e-mail, social media, or other electronic sources to spread false rumors, threaten, make offensive remarks, inappropriately share sensitive information, insult, or ridicule others;
- Tampering with a person's personal effects or work equipment; damaging or destroying a person's work product, work area, or personal property, including electronic devices;
- Punishing or imposing negative consequences that foreseeably and unnecessarily lead to shame, exclusion, or negative attention from others;
- Making threats, either explicit or implicit, to the security of a person's job or position, other than as part of a legitimate process;
- Bullying behavior may also include making threats or physical contact (such as pushing, shoving, kicking, poking, tripping, physical assault), and may violate criminal law and is addressed in WSU's Workplace Violence [Administrative Policy 99-3](#).

Any examples of bullying behaviors provided on a WSU website would need to be specific and do not infringe on constitutionally protected rights (e.g., First Amendment).

- 2) Bibliography of literature and research on bullying: The website could contain a compendium of literature and resources on bullying, consequences of bullying, and anti-bullying policies and prevention. This information will need to be consistently updated and maintained on the website.

Topics to Consider:

Who will maintain and update this list (or lists)?

- Could we create an annual project for students in Libraries and Information Science to update these resources? We recommend the University collaborate with experts in the WSU Library System to compile the list of resources and literature.
- 3) Contact information for WSU personnel: We recommend that the University create a platform to centralize contact information and delineate procedures for those seeking assistance with addressing bullying on campus. Oftentimes, as evidenced in the campus climate survey, many faculty, staff, and students are uncertain of where to go for help to alleviate and resolve bullying and other hostile situations. The website could house such contact information and clarify processes and procedures to address bullying.

The University has several existing, but separate, reporting mechanisms. We recommend providing descriptions and links to these various reporting mechanisms on a centralized anti-bullying website. After pooling together these various reporting sites for bullying complaints/comments, we recommend the University determine if it is necessary to create a new bullying complaint/comment platform to make the reporting process more efficient and user-friendly, or simply coordinate the existing reporting platforms.

We recommend that the website contain content similar to the following:

- a) Students are encouraged to contact the Dean of Students Office (DOSO) to report bullying or seek guidance with bullying prevention.
 - DOSO contact information:
 - Main website: <https://doso.wayne.edu/>
 - Contact website: <https://doso.wayne.edu/contact>

- b) University employees are encouraged to contact their supervisor, the Associate Provost for Diversity and Inclusion and Chief Diversity Officer, their College/School Associate Dean of Faculty Affairs, Associate Provost for Faculty Affairs and Associate Vice President of Academic Personnel, or Human Resources to report bullying or seek guidance with bullying prevention.
 - Collective Bargaining/Union contact information:
 - AAUP-AFT: Main Website: <https://www.aaupaft.org/home>
Union contacts website: <https://www.aaupaft.org/contact>
 - GEOC: Main Website: <https://www.geocwsu.com/>
Contacts website: <https://www.geocwsu.com/contact-us>
 - UPTF Main website: <http://www.uptf.org/>
Contacts website: <http://www.uptf.org/contactus.php>
 - Human Resources:
 - Main website: <https://hr.wayne.edu/departments>
 - Office of Equal Opportunity contacts website: <https://oeo.wayne.edu/contact>
 - Associate Provost for Diversity and Inclusion and Chief Diversity Officer:
 - Biography and contacts website: <https://provost.wayne.edu/profile/fx1598>
 - Associate Provost for Faculty Affairs and Associate Vice President of Academic Personnel:
 - Biography and contacts website: <https://provost.wayne.edu/profile/ae8920>

- c) Visitors or other members of the University community are encouraged to contact Human Resources to report bullying behavior.
 - Human Resources:
 - Main website: <https://hr.wayne.edu/departments>
 - Office of Equal Opportunity contacts website: <https://oeo.wayne.edu/contact>

- d) Complaints of bullying may also be made to various web systems available at the University's website. Monitors of these web systems complaint/comment platforms will contact the individual submitting the complaint and offer guidance about procedures available to remedy the issue. These web complaint/comment systems include the following:
- Office of Internal Audit, Tips Form link: <https://internalaudit.wayne.edu/report>
 - Dean of Students Office (DOSO), Student support and intervention webpage and CARE Report link: <https://doso.wayne.edu/conduct/student-support-intervention>
 - DOSO, Welcome webpage, Ask A Question link: <https://doso.wayne.edu/>
 - DOSO, Student Complaints webpage: <https://doso.wayne.edu/complaints>
 - WSU Student Complaint Form:
https://cm.maxient.com/reportingform.php?WayneStateUniv&layout_id=4
- 4) Links to other Universities' resources: The website could also post information such as the following.
- Calendar of events and educational opportunities
 - Announcements
 - Grants/funding opportunities
 - Grants/funding awarded to anti-bullying initiatives or related projects
 - Contact information for committees tasked with diversity, equity, and inclusion efforts that discourage bullying
 - Biographies and contact information for WSU experts/resident scholars on bullying
 - Links to other university/college anti-bullying policies
 - Links to findings from the Campus Climate Survey

Topics to Consider:

- a) Should the website contain a specific reporting platform for complaints of bullying?
- b) Will metrics be tracked and reported regarding how often the website has been accessed and which areas of the website have been accessed the most/least?
- c) Should an annual report of access to the website, participation in education initiatives, and reports of bullying be created and posted?

Recommendation #3: WSU should provide a General Fund budget item to support personnel, website development and hosting, and education on bullying and prevention.

Dedicated financial support is necessary to support campus-wide instruction, information, and service related to bullying education and prevention. Dedicated funding from the General Fund is needed to support the following three areas:

1) Personnel:

Personnel are needed to develop and manage content, design and implement educational materials, and maintain records of activities and content regarding an anti-bullying initiative at WSU. Where possible, WSU should utilize existing personnel. However, job duties for existing personnel will need to be expanded or re-allocated to support this anti-

bullying initiative. Personnel should include existing personnel who are (a) specially trained (or can be trained) to handle conduct matters; (b) working in units/divisions related to this matter, such as the Office of Diversity and Inclusion, Human Resources (HR), the Dean of Students Office (DOSO), Office of the Provost; and/or (c) members of informal groups/committees focused on promoting a constructive and inclusive climate. WSU should consider establishing a cross-sectional steering committee tasked with identifying and collaborating with the aforementioned personnel, units, and groups to facilitate an anti-bullying initiative across all levels of the University community.

Anticipated personnel: One staff member working half-time (20 hours per week) dedicated to organizing and managing this initiative.

Anticipated initial cost: \$40,000 (estimated cost of 50% effort for one staff member to manage/organize general initiative plus part-time effort from other personnel necessary from various units)

Anticipated annual cost: \$20,000 (estimated cost of 50% effort for one staff member)

Topics to Consider:

- a) Who will oversee the anti-bullying initiative? This effort will involve collaboration across a variety of offices/units, such as HR, DOSO, the Ombuds Office, the Associate Provost for Diversity and Inclusion and Chief Diversity Officer, the Associate Provost for Faculty Affairs and Associate Vice President of Academic Personnel, collective bargaining/union offices, Student Senate, and Academic Senate. An individual, unit, or committee within the university should be identified (or created) as the supervising authority for managing anti-bullying educational resources.
- b) Who should be responsible for sharing information? As mentioned below, a variety of information on bullying should be disseminated to the university community. Someone will need to organize and manage this effort.
- c) Who should be responsible for educational efforts? As mentioned below, a variety of educational initiatives on bullying should be developed and implemented across the university. Someone will need to organize and manage this effort.
- d) Who will track and record efforts being made by WSU regarding this anti-bullying initiative? This initiative will require support staff who can record information about the efforts being made and serve in an administrative assistant role to manage day-to-day operations.
- e) Can we expand capacity beyond designated personnel? For example, there are several models across the University that could be adopted to provide a learning opportunity for our students while also alleviating some of the cost associated with this effort. There are a few models of competitive fellowships that could be used to recruit support from competent faculty/staff who are either already experts on the topic or have an interest in developing such expertise, so as to reduce the cost to the university. There are also examples of models to engage support from staff.

2) Website development and hosting:

A website should be developed to facilitate sharing of educational materials and information, contact information, and other resources regarding an anti-bullying initiative at WSU. C&IT can assist with the initial development of such a website. Personnel involved with this anti-bullying initiative can be trained to manage and update this website.

Anticipated initial cost: \$735 for initial webpage development (personal email communication with Nickolas DeNardis, Senior Director of Digital Communication, on April 21, 2021)

Anticipated annual cost: \$500 or less. There is an hourly rate for modifications to the webpage (per communication with Nickolas DeNardis on April 2, 2021).

Topics to Consider:

- a) Who will be tasked with maintaining the website?
- b) What body will review and approve materials to be posted to the website?

3) Hands-on learning:

Hands-on learning opportunities, such as workshops, seminars, and role playing, will be necessary to educate:

- the University community about what bullying is and why it matters;
- the community about our collective responsibilities to discourage bullying, bystander or peer-initiated efforts; and
- leadership about bullying and ways to address it.

Anticipated initial cost: \$50,000 (supplies and materials to advertise the initiative, incentives to encourage participation, space fees for workshops and educational experiences, honorariums for external experts)

Anticipated annual cost: \$10,000 (supplies and materials to advertise the initiative, small incentives to encourage participation, space fees for workshops and educational experiences)

Topics to Consider:

- a) Who will provide internal experiential learning and organize external learning efforts? There are a number of groups currently developing internal, self-sustained workshops/events at WSU that can provide guidance on the cost and effort required for such an undertaking. These include the Office of Teaching and Learning (OTL), OMSE, and the National Science Foundation (NFS) Gender Equity Advances Retention (GEARS) in STEM grant team.

There are also examples of educational initiatives conducted at other U.S. universities that have implemented anti-bullying policies. For example, Oregon State University provides education on bullying through its Ombuds office (see <https://ombuds.oregonstate.edu/interested-training-opportunities-your-group>). The University of Wisconsin-Madison offers robust education on anti-bullying, including bystander action. The University of California-Davis offers anti-bullying training through their Diversity Office in partnership with HR, including workshops and brown bag presentations. Virginia Polytechnic Institute and State University's (Virginia Tech) Graduate School has created and posted videos on ways to disrupt academic bullying (see https://www.youtube.com/results?app=desktop&search_query=disrupting+academic+bullying). Finally, The University of Massachusetts-Amherst also offers anti-bullying workshops (see https://www.umass.edu/humres/intro-anti-bullying?order=field_workshop_date&sort=desc).

- b) How much experiential learning should be offered and how often?
- c) What form will education take? Workshops, seminars, focus groups, lectures/speaker engagements, etc.
- d) How do we promote and encourage participation in the learning opportunities?

Supplemental Funding Opportunities: There may be opportunities to supplement funding for this anti-bullying initiative; however, these opportunities should not be considered in lieu of an annual General Fund allocation.

- a) Grants/Private Foundations: Where possible, personnel assigned to oversee this anti-bullying initiative should seek opportunities for external funding to evaluate the impact of WSU's initiative to improve its campus climate and discourage bullying and to implement internal education related to bullying. WSU is fortunate enough to employ several scholars with expertise in bullying. These resident scholars could be encouraged to collaborate with the University's new anti-bullying personnel/committee to pursue external funding opportunities.
- b) Scholarships: There are a few internal scholarship and activity award opportunities for students (e.g., Undergraduate Research Opportunity Program [UROP]) and faculty (e.g., Humanities Center working groups and resident scholars) that could be encouraged to incentivize research and collaboration on bullying.